

SENATE

Regular Meeting
Monday, February 22, 2021
4:00 p.m. - 7:00 p.m.
MS Teams Online

AGENDA

1. Territorial Acknowledgement and Call to OrderAlan Davis 4:00
2. Approval of Agenda
3. Approval of Minutes, January 25, 2021
4. Chair's Report
 - 4.1. President's Report to SenateAlan Davis 4:10
 - 4.1.1 *Educational Excellence: A White Paper on KPU's Research and Scholarship Response*
 - 4.1.2 Consultation Process and Proposed Model for Academic Title at KPU
 - 4.2. Provost's Report to Senate.....Sandy Vanderburgh 4:20
5. Senate Standing Committee on Curriculum David Burns 4:25
 - 5.1. Consent Agenda, February 22, 2021
 - 5.2. Program Revisions
 - 5.2.1 Bachelor of Design in Graphic Design for Marketing
 - 5.2.2 Citation in Millwright/Industrial Mechanic
6. Senate Executive CommitteeAlan Davis 4:35
7. Senate Governance and Nominating Committee David Burns 4:40
 - 7.1. AC13 *Faculty Qualifications*: Faculty of Arts, Department of English
8. Senate Standing Committee on Academic Planning and PrioritiesHeather Clark 4:45
 - 8.1. Program Suspension: Work Exploration, Job Preparation
 - 8.2. KPU2050 Official Campus Plan Brent Elliott 4:50
9. Senate Standing Committee on Library (no report)..... Marti Alger
10. Senate Standing Committee on Policy Carlos Calao 5:15
11. Senate Standing Committee on Program Review (no report) David Burns
12. Senate Standing Committee on Research and Graduate Studies..... David Burns 5:20
 - 12.1. Advice on the Definition of Post-Doctoral Fellow
Daniel Bernstein, Deborah Henderson 5:25
13. Senate Standing Committee on Teaching and Learning..... Lyndsay Passmore 5:35

13.1. Digital Access to Course Materials		
14. Senate Standing Committee on Tributes (no report)	Andre Iwanchuk	
15. Senate Standing Committee on Appeals	Sandy Vanderburgh	5:40
16. Office of the Registrar	Zena Mitchell	5:50
16.1. Approval of Graduates to February 22, 2021		
17. Items for Discussion	Alan Davis	5:55
18. Adjournment		

SENATE
Minutes of Regular Meeting
Monday, January 25, 2021
4:00 p.m. - 7:00 p.m.
MS Teams Online

Voting Member Quorum 18 members		
Aimee Begalka Akshat Garg Alan Davis (Chair) Amy Jeon Andhra Goundrey Andre Iwanchuk Bob Davis Brian Moukperian Carlos Calao Catherine Schwichtenberg	Corrie Nichols David Burns (Vice-Chair) Diane Purvey Elizabeth Worobec Fergal Callaghan Heather Clark Lyndsay Passmore Marti Alger Melissa Krahn Melissa Swanink	Pallav Sharma Robert Dearle Sandy Vanderburgh Sharmen lee Stephanie Howes Steve Cardwell Tahir Joseph Todd Mundle Waheed Taiwo
		Non-voting
		Zena Mitchell (Secretary)
Regrets	Senate Office	Guests
Kim Baird (Chancellor) Natasha Campbell Tom Westgate Sharanveer Singh Harman Singh	Meredith Laird Rita Zamluk	Kristie Dukewich

1. Territorial Acknowledgement and Call to Order

The Chair called the meeting to order at 4:00 p.m. He acknowledged and thanked the First Nations for sharing their lands with us. He welcomed two reporters from *The Runner*.

2. Approval of Agenda

Todd Mundle moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes November 30, 2020

Stephanie Howes moved the minutes be accepted as amended.

The motion carried.

4. Chair's Report

David Burns, Vice-Chair, welcomed Sharmen Lee, the new Dean of Health, and recognized that Rajiv Jhangiani is the new Associate Vice-President, Teaching and Learning.

4.1. President's Report to Senate

The President provided his report highlighting his meetings with the Deputy Minister, the new MLA for Surrey White Rock and the KPU Indigenous Advisory Committee.

4.1.1. Excellence in Research and Scholarship White Paper Response

Alan Davis introduced the topic and provided the background and context for the discussion. Senators requested more time to review the recommendations before discussing the endorsement of the recommendations.

Diane Purvey moved that Senate endorse the January 7th response to the Excellence in Research and Scholarship white paper on the understanding that regular updates will be provided to Senate.

The motion is postponed to February 22, 2021.

4.1.2. Consultation Process and Proposed Model for Academic Title at KPU

The discussion for this item is postponed to February 22, 2021.

4.2. Provost's Report to Senate

In his report, Sandy Vanderburgh highlighted that KPU will be delivering its summer 2021 curriculum in a format similar to 2020. He thanked Harjit Dhesi and Sharon Leitch for their work as Interim Dean and Interim Associate Dean for the Faculty of Health.

5. Senate Standing Committee on Curriculum

5.1. Consent Agenda, January 25, 2021

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

The motion carried.

5.2. Program Changes

5.2.1. New Bachelor of Arts Framework

David Burns overviewed the changes to the new framework and highlighted the courses for the language requirement. He reported on the consultation led by Kristie Dukewich undertaken in the Faculty of Arts. David Burns and Kristie Dukewich answered questions from senators.

Senate discussed the wording of the learning outcomes, the reduction of the quantitative requirements for an Arts degree, options for students to build their numerical literacy, the increased flexibility for students to develop their skills, the timing and process to revise existing

programs to fit within the new framework, and clarifying the KPU university writing instruction requirement.

Language was added to the packaged material to provide further detail, requested by SSCC, on the specific courses that may be used to satisfy the language requirement:

Second language at the Grade 11 level (Beginner's or Introductory Language 11 courses are ineligible to meet this requirement) or 3 credits of undergraduate level non-English language instruction selected from the following list of eligible courses:

- FREN: 1100, 1101, 2200, 2201, 2220, 3100, 3300, 3301
- JAPN 1100, 1101, 2200, 2201, 3300, 3301, 4400, 4410
- MAND 1100, 1101, 2200, 2201, 3310, 3311, 4321, 4323, 4481, 4483
- PUNJ 1100, 1101, 2200, 2201, 3300, 3301
- SPAN 1100, 1101, 2200, 2201, 3310

Notes: Students need only achieve a passing grade to fulfill this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

David Burns moved that Senate approve the new Bachelor of Arts Framework, effective September 1, 2021.

The motion carried.

5.2.2. Bachelor of Arts in General Studies

David Burns provided background and context for the changes to the degree. Shelley Boyd explained that the flexible degree offering was to attract mature learners to KPU, an Academic Plan goal.

David Burns moved that Senate approve program changes for the Bachelor of Arts Major in General Studies, effective September 1, 2021.

The motion carried.

5.2.3. Associate of Arts in Geography

David Burns overviewed the changes to the program.

David Burns moved that Senate approve program changes to the Associate of Arts in Geography, effective September 1, 2021.

The motion carried.

5.2.4. Diploma in Fashion Marketing

Jimmy Choi was present to answer questions and provide suggestions.

Senators discussed the changes in the electives and requirements to pursue a business degree.

After debate and amendment, David Burns moved that Senate approve program changes that include adding the phrase, “that students who are planning to pursue a business degree

are recommended to consult with a business advisor”, to the Diploma in Fashion Marketing, effective September 1, 2021.

The motion carried.

David Burns commented that the work on the changes could be used as a model for future changes.

5.2.5. Diplomas in Computer Aided Design and Drafting

David Burns provided the context and background for the discussion. He commended the developers.

David Burns moved that Senate approve the changes to the Diploma in Computer Aided Design and Drafting with a Specialization in Architectural and Mechanical and to the Diploma in Computer Aided Design and Drafting with a Specialization in Architectural and Structural, effective September 1, 2021.

The motion carried.

5.2.6. Bachelor of Business Administration in Entrepreneurial Leadership

David Burns commented on the thoughtful approach, the extent and breadth of the work done.

David Burns moved that Senate approve the revisions to the Bachelor of Business Administration in Entrepreneurial Leadership, effective September 1, 2021.

The motion carried.

David thanked everyone involved in curriculum development throughout the university.

6. Senate Executive Committee

The Chair, Alan Davis, gave a brief report on the meeting, highlighting the discussion about the agenda and, with the exception of the Senate Executive Committee, the ongoing cancellation of December senate and standing committee meetings.

7. Senate Governance and Nominating Committee

7.1. Faculty Bylaws Revision: Faculty of Academic and Career Preparation

David Burns moved that Senate approve the revisions to the Faculty of Academic and Career Preparation bylaws.

The motion carried.

7.2. Faculty Member Qualifications: School of Business

7.2.1. Business and Quantitative Methods

David Burns moved that Senate approve the amended AC 13 *Qualifications for Faculty Members* for School of Business, Business and Quantitative Methods (BUQU).

The motion carried.

7.2.2. Public Relations

David Burns moved that Senate approve the amended AC 13 *Qualifications for Faculty Members* for Public Relations.

The motion carried.

7.2.3. Applied Communications

David Burns moved that Senate approve the amended AC 13 *Qualifications for Faculty Members* for Applied Communications

The motion carried.

7.3. Review of Procedures: Vice-Chair of Senate Election

Alan Davis informed senators of information session being scheduled for people interested in serving as Vice-Chair effective September 1, 2021. He also invited senators to discuss the topic with him personally if they wish.

7.4. Committee Mandate and Membership Revisions:

7.4.1. Senate Standing Committee on Tributes

David Burns moved that Senate approve the revisions to the mandate and membership of the Senate Standing Committee on Tributes.

The motion carried.

7.4.2. Senate Standing Committee on Teaching and Learning

David Burns moved that Senate approve the revisions to the mandate and membership of the Senate Standing Committee on Teaching and Learning.

The motion carried.

7.5. Committee Vice-Chairs

David Burns introduced the topic. He highlighted the importance of the reporting link between Senate and the standing committees, and the need for chair committees.

Senators discussed orienting senators to be chairs, advising senators of the level of commitment, and the involvement of senators in other activities.

David Burns moved that Senate replace the requirement that “Committee members elect a senator as chair” in *Common Features of all Senate Standing Committees* with the following:

- 1. Committee members elect a senator as chair. If no senator is available, a representative may be elected chair if a senator is elected vice-chair.**
- 2. A committee vice-chair may be elected to support a chair as needed. This may include reporting to Senate on behalf of the Chair or chairing meetings in the absence of a chair.**

The motion carried.

7.6. Senate Schedule of Meetings 2021–22

The Chair introduced the schedule of meetings for information.

7.7. Governance Retreat Report

The Chair presented the report and gave a brief overview. With only the Senate Executive Committee meeting in December, Senate can now schedule a regular governance retreat.

7.8. 2021 01 Nominations

David Burns moved that Senate appoint the nominees on 2021 01 Nominations.

The motion carried.

8. Senate Standing Committee on Academic Planning and Priorities

David Burns announced that Heather Clark will be the chair of the committee effective February 1, 2021.

8.1. Establish a New Department: Business Graduate Programs

David Burns moved that Senate recommend that the Board of Governors establish a new academic department named Business Graduate Programs in the School of Business by May 1, 2021.

The motion carried.

9. Senate Standing Committee on University Budget

No report.

10. Senate Standing Committee on Library

No report.

11. Senate Standing Committee on Policy

No report.

12. Senate Standing Committee on Program Review

No report.

13. Senate Standing Committee on Research and Graduate Studies

David Burns presented the committee report.

14. Senate Standing Committee on Teaching and Learning

No report.

15. Senate Standing Committee on Tributes

15.1. Distinguished Leadership Award

Andre Iwanchuk provided the background for creating the award. Senators discussed the value of having multiple awards for teaching to recognize the diversity within KPU and to inspire others. Alan Davis answered questions and provided further background to the discussion.

Andre Iwanchuk moved that Senate approve the new Distinguished Leadership Award.

The motion carried.

15.2. Team Service Award

Andre Iwanchuk introduced the topic and explained the reasons for the award. Alan Davis discussed the low number of nominations received for each award. Senators discussed ways to encourage people to nominate others.

Andre Iwanchuk moved that Senate approve the new Team Service Award.

The motion carried.

16. Senate Standing Committee on Appeals

Sandy Vanderburgh commended the hard work of everyone who works on the Stage 1 appeals as few appeals reach Stage 2.

17. Office of the Registrar

17.1. Approval of Graduates to January 25, 2021

The Registrar requested that Tong Wang be removed from the list as they have cancelled their application to graduate.

Pallav Sharma moved that Senate approve the amended list of graduates to January 25, 2021.

The motion carried.

17.2. Notice of Vacancy on Senate

The Registrar provided notice that Randal Thiessen is no longer a senator and a vacancy exists for a faculty senator for the Faculty of Career Advancement and Preparation. The election to fill the vacancy will take place spring 2021.

17.3. Notice of Spring 2021 Election

The Registrar overviewed the timeline and number of openings in the Spring 2021 Election.

18. Items for Discussion

No items for discussion

19. Adjournment

The meeting adjourned at 5:44 p.m.

SENATE

Agenda Item: 4.1

Meeting Date: Entered by Senate Office

Presenter: Alan Davis

Report to Senate Alan Davis, President and Vice Chancellor

February 22nd 2021

In addition to the regular administrative and governance meetings, there has been continued outreach to government and the community, both internally and externally.

Provincially, we met with the opposition critic for advanced education, Coralee Oakes, on January 27th, and Parliamentary Secretary for Antiracism Initiatives, Rachna Singh, on February 11th. Also on the 11th I joined other community leaders in Richmond for a pre-budget consultation with the honorable Harjit Sajjan, Minister for National Defence.

The Trades Training Consortium Board met on January 28th, the BCNET Governance and Human Resource Committee on February 5th, and the regular meeting of the BC Association for Institutes and Universities board on February 19th.

On February 17th and 18th I joined several colleagues at KPU in undertaking threat assessment training:

Violence Threat Risk Assessment (VTRA) Level 1 is a broad model that draws from a number of different disciplines. It highlights both traditional and non-traditional risk enhancing variables overlaid with a human systems-based contextual assessment. The British Columbia Government has supported VTRA Training and protocol development formally through the ERASE Initiative. In Surrey, B.C. the VTRA Model is the foundation for the highly successful Surrey WRAP youth gang prevention initiative. Additionally, the current political climate in North America and beyond has contributed to an intensification of "hate-related" VTRA cases towards human differences such as race, religion and gender, as well as sexual and gender minorities. Societal anxiety is high and we state "the higher the anxiety the greater the symptom development". Therefore, both a broader application of the VTRA Model and a higher level of multi-agency collaboration is essential at this juncture of our world's history. This training provides stakeholders with a common language and an understanding of the concepts of violence threat risk assessment so they know when and what to report to the TAT.

On February 12th I was pleased to join the Arts Chairs and the Provost to discuss scholarship at KPU.

SENATE

Agenda Item: 4.1.1

Meeting Date: February 22, 2021

Presenter: Alan Davis

Agenda Item *Excellence in Research and Scholarship White Paper Response*

Action Requested	Motion
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Recommended Resolution	That Senate endorse the February 1st response to the <i>Excellence in Research and Scholarship</i> white paper on the understanding that regular updates will be provided to Senate.
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Senate Standing Committee Report

For Senate Office Use Only

At the October 26th meeting of Senate, a “White Paper” on excellence in research and scholarship at KPU was brought to Senate via SSC RGS for consideration.

The minutes of that meeting recorded the following:

Daniel Bernstein provided the development history and the purpose of the White Paper. He informed Senate of the consultation process with the Faculty Councils. He responded to questions regarding the reasons that the current draft does not include the written feedback received from the Faculty Councils.

Context & Background

The Chair, Alan Davis, discussed ways to bring forward the White Paper recommendations to Senate while ensuring appropriate discussions with Faculties, Senate, and the Kwantlen Faculty Association. He suggested that the Vice-Chair, the Provost, and the President draft a plan of next steps to ensure fulsome discussion about the White Paper recommendations and written feedback, and report back to the next meeting of Senate. He expressed a desire for Senate to engage in serious discussion about the path forward for the University.

Senators enquired about the feedback that had been collected during the consultations, wanted to ensure that everyone’s voice is heard and that the Board of Governors is included. They expressed appreciation for the work done to write the White Paper.

Bob Davis moved that Senate receive the White Paper and the written feedback from Faculty Councils and ask that the President, Provost, and Vice-Chair come back with a plan for next steps at the next meeting.

The motion carried.

In addition, the documents filed by the Chair of SSC Research and Graduate Studies, included addenda from the Academic Planning and Priorities committee of ACP; the Faculty of Science and Horticulture; the Wilson School of Design; and the Departments of Journalism, Biology, and Language and Cultures.

The Kwantlen Students Association also provided feedback.

These documents range from letters from leaders (as in KSA), to unedited collections of individual feedback (as in Biology, Faculty of Science/Horticulture to formal resolutions sent on behalf of councils and committees (as in the Wilson School of Design and the School of Business).

In areas of agreement the responding parties did not provide supporting arguments and so the key themes of this feedback are largely critical or suggestions for future clarification.

During the January 22, 2021 meeting of Senate, Alan Davis, President, provided a response with recommendations on the *Excellence in Research and Scholarship* white paper.

Diane Purvey moved that Senate endorse the January 7th response to the *Excellence in Research and Scholarship* white paper on the understanding that regular updates will be provided to Senate.

Senate postponed the motion to February 22, 2021.

The attachments listed below are for discussion at the February 22, 2021 meeting of Senate.

Five themes emerged in an analysis of the responses.

1. Expanding the consultation process is important.
2. Research workload recognition is largely supported, with the notable concern around how this might justly be implemented.
3. Research funding increases were also supported, with the same anxiety about implementation.
4. The rank and advancement proposals were viewed as potentially, or manifestly, out of step with KPU culture and vision.
5. Increased student access to quality research opportunities was viewed as important.

Key Messages

The attached response proposes how the 25 recommendations in the White Paper might be considered by Senate bodies and others.

Attachments Response to White paper Recommendations Feb 1

Submitted by *Alan Davis, President and Vice-Chancellor*

Date submitted *February 10, 2021*

Proposed follow-up to the 25 specific recommendations of

*Educational Excellence:
A White Paper on KPU's Research and Scholarship*

February 1st, 2021

1. Student Engagement in Research across the Institution:

- a) Possible action through SSC APP: Request that all Faculties and Schools develop research plans in accordance with KPU's Academic Plan.

Refer to Chair of SSC AAP/Vice Chair Senate for discussion and recommendation to Senate

- b) Possible action through SSC APP, Curriculum, Research: Request that all Departments develop a formalized plan for integrating opportunities for undergraduate research. Research must be regarded as integral to learning objectives and be included, for instance, as a required part of a major.

Refer to the relevant standing committee chairs and Vice Chair of Senate for discussion and recommendation to Senate

- c) Possible action through SSC APP, Curriculum, Research: Support curriculum and program development initiatives that promote research.

Refer to the relevant standing committee chairs and Vice Chair of Senate for discussion and recommendations to Senate

- d) Adjust faculty workloads to accommodate teaching students how to conduct research, as it is time-intensive work.

At the request of the trade union representing instructors, counsellors and librarians. this response has been removed.

- e) Possible action through SSC Teaching and Learning, Research: Recognize research as essential to the classroom and to the scholarship of teaching and learning. KPU faculty members need to be proactive in their disciplines to ensure the continued relevance and quality of educational programs.

[Linked to c) above] Refer to the relevant standing committee chairs and Vice Chair of Senate for discussion and recommendations to Senate

- f) Possible action through SSC APP, Curriculum, Research: Encourage the development of graduate programs that improve advanced study/research pathways for students, and that are reflective of KPU's academic focus and particular strengths. These programs should

further distinguish KPU as a polytechnic university and create more opportunities for students and the broader communities we serve.

Refer to the Provost and AVP R, I and GS for follow up with the Deans and through them with faculty councils etc. with proposals to go to SSC APP and SSC RIGS

2. Faculty Appointments / Workload:

- a) Create appointments that include research as a legitimate portion of faculty workload for those who want to pursue research. These faculty appointments should be available to new hires and incumbent faculty

At the request of the trade union representing instructors, counsellors and librarians. this response has been removed.

- b) Eliminate barriers to time release and grow opportunities for course release.

Refer to the Provost to consider ways to expand research capacity among faculty

- c) Develop and implement a system of annual or biennial review and reporting to ensure timely research, productivity, and accountability.

At the request of the trade union representing instructors, counsellors and librarians. this response has been removed.

- d) Once these changes to faculty appointments and workloads are implemented, Research Institutes and Centres must be restructured to involve faculty directly as part of their membership and operations.

Refer to the Provost, AVP R, I and GS, and relevant Deans for recommendations

3. Career Trajectory / Title:

Such components of the following recommendations as pertain to academic rank and award (and not tenure, workload and other issues that must be collectively bargained).

- a) Revisit the rank and advancement recommendations from the Senate Task Force (2013) and pursue an informed course of action by implementing a model that is commensurate with a typical university system and the profession, but reflective of KPU and its polytechnic mandate. A KPU system of rank and tenure needs to be prioritized and pursued immediately while ensuring that a strong and stipulated majority of faculty members are tenured, or tenure-track, full-time employees.

- b) Career trajectories should recognize the equal import of teaching-focused and teaching- and research-focused faculty.
- c) Each Faculty within the institution could have approximately 25% of their FTE (Full-time Equivalent) assigned teaching-research appointments to ensure equitable support for diverse disciplines and forms of research.
- d) Assure that scholarly activity tied to teaching and learning is rewarded equally alongside that of basic and applied research and research-creation.

At the request of the trade union representing instructors, counsellors and librarians. this response to section 3. has been removed.

4. Infrastructure and Start-up Funding:

- a) Make concerted efforts to identify infrastructure needs by program and faculty. An institutional-wide audit of the current situation should be conducted. Perhaps this should be conducted once we have rank and tenure in place?
- b) Based on that audit, develop an infrastructure development plan for the institution as a whole. This plan should address needs related to space allocations, equipment, land, library holdings and services, and digital technology.

Refer a) and b) to the AVP R, I and GS and the Deans to gather information and develop such a plan.

- c) Provide start-up funding for new initiatives and for grants that require matching funds.
- d) Create an annual Presidential Fund to support publishing grants, outreach, and knowledge mobilization.

Refer to the AVP R, I and GS to bring forward via the budget process.

- e) Create a class of research and technical assistants within BCGEU as dedicated Research Staff.

Refer to the AVP HR to explore with the GEU. Also, the Provosts Office should be involved. This is a very costly model and perhaps we can develop a KPU solution where the researchers contribute to the salaries/operational costs.

5. Institutional Research Support:

- a) Create a fully funded, staffed (e.g. grant program managers), and functional ORS to support faculty and student research.

- b) Once properly funded and staffed, ORS should enhance its support for faculty through an effective system of research program development, execution, and mentorship. In connection with these initiatives, ORS should actively profile knowledge creation internally and externally (inclusive of faculty and students).

Refer to the AVP R, I and GS to bring forward via the budget process.

- c) Every administrative department must be charged to develop the capacity to effectively support research programming (Faculties and Dean's offices, Finance department, event coordinators, payroll, marketing, etc.)

Refer to the University Executive to explore

- d) Implement a system of transparent, accountable, and predictable vetting for new and ongoing research and scholarship projects that is particular to the needs of faculties and departments.

Agreed: refer to the AVP R, I and GS to develop this process after appropriate consultation

- e) Ensure all KPU faculties and schools have a standing committee on Research and Scholarship to support faculty and student engagement across disciplines. These Standing Committees on Research and Scholarship should hold cross-faculty research and scholarship meetings biannually to share their respective committees' initiatives and to help foster a research and scholarship culture across disciplines and the institution.

[Linked to 1a) above] Refer to the Provost and Vice Chair of Senate for discussion and recommendation to Senate

- f) Task KPU's Administration and Board of Governors to increase their efforts in lobbying the provincial government for increased funding for the university. Biannual progress reports on these lobbying efforts should be shared with all university members over the next five years.

Refer to the President for action

SENATE

Agenda Item: 4.1.2

Meeting Date: February 22, 2021

Presenter: Alan Davis

Agenda Item Consultation Process and Proposed Model for Academic Title at KPU

Action Requested	Information
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Recommended Resolution	NA
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Senate Standing Committee Report

For Senate Office Use Only

Context & Background

On January 22, 2021, Alan Davis, President and Vice-Chancellor, presented a consultation process to Senate to open discussion on academic titles at KPU.

Senate postponed the discussion for this item to February 22, 2021.

Attached is a document that withdraws the discussion at Senate.

Attachments

Process for consultations and approval Feb 1.

Submitted by

Alan Davis, President and Vice-Chancellor

Date submitted

February 10, 2021

Process for consultation and approval of a model for Academic Title

January 25, 2021

At the request of the trade union representing librarians, counselors and instructors, this proposal has been removed.

SENATE

Agenda Item: 4.2

Meeting Date: February 22, 2021

Presenter: Dr. Sandy Vanderburgh

Provost's Report to Senate Dr. Sandy Vanderburgh

Federal Initiatives

Immigration, Refugees, and Citizenship Canada (IRCC) Announcement

The IRCC has announced further flexibilities to support international students. The new measures will allow up to 100% of a student's program to be completed online from outside of Canada while remaining eligible for the post-graduate work permit.

Academic Portfolio

Academic Council

Dean Aimee Begalka and Carole St. Laurent, AVP, International, provided an update on their work with developing articulation agreements with private language schools in order to attract new student populations to KPU.

The draft of Policy AC-15 *Micro-credentials* Policy and Procedures was presented by Dr. Rajiv Jhangiani to the Council for discussion and feedback. Policy AC-15 was also presented for discussion on the February agendas of SSC Policy, SSC Curriculum, and SSC Academic Planning and Priorities.

Dr. Joel Murray, Director of Continuing Professional Studies and Academic Integrity (AI), presented on recent activities related to AI and plans for developing a KPU solution for managing AI violations.

Zena Mitchell, University Registrar, provided an update from the Office of the Registrar (OREG) on the project plan to implement the comprehensive Curriculum Management System (CIM), which is part of the CourseLeaf software package.

Sustainable Enrolment Planning Council (SEPC)

The January meeting focused on three initiatives that the Council will be focusing on during the 2021-2022 academic year.

The three strategies include:

- Strategy 1: Increase transition of Domestic and International Students into degrees
- Strategy 2: Increase Domestic student enrolment
- Strategy 3: Consolidation/Marketing of Student Engagement Opportunities and Supports.

School of Business

The Mitacs Business internship returns for the Spring 2021 semester for various degree students in their fourth year of study. Recruitment of both students and employers for the summer internships have already begun and the pairing of students with employers will take place during February with successful students selected before the end of the month.

Faculty of Trades and Technology

Kudo to the Trades and Technology Leadership team for being awarded a Community Workforce Response Grant Program. The Province of British Columbia introduced the CWRG Program to assist communities, sectors, and industries to respond to emerging, urgent labor market needs by providing skills and supports to unemployed and precariously employed British Columbians and connecting them to good-paying jobs in their communities. The grant will provide access to the Electrical Foundations Program for underemployed youth.

Research

Social Sciences and Humanities Research Council of Canada (SSHRC) Connection Grant on Equity, Diversity, and Inclusion

SSHRC funded the application submitted to the May 2020 Connection Grants competition for an Equity, Diversity, and Inclusion (EDI) Symposium at Vancouver Island University (VIU). KPU was a co-applicant (with other post-secondary institutions) on this SSHRC EDI grant application led by VIU. Dr. Deepak Gupta and Dr. Asma Sayed were the key contributors from KPU. The two-day virtual symposium will take place on March 24-25, 2021.

People

Congratulations to Fiona Whittington-Walsh from the Sociology Department, and her research team, for being awarded a Dr. Irving K. Barber Endowment for Educational Opportunities. The project on “Transforming Post-Secondary Services for Students with Disabilities” plans to create a new model that will transform the way that students with disabilities receive services which will ultimately benefit all learners.

The search process for the Associate Dean of the Faculty of Health is just underway and is being led by Dean Lee. The plan is to complete the search by this summer.

Notable meetings and conferences involving the Provost’s Office include:

- KPU Criminology Department Seminar; Academic Freedom, Presented by Colin Gibson, Harris and Company, January 8, 2021
- KPU Human Resources Webinar, Home Office Ergonomics, presented by Move Safe, January 21, 2021
- Surrey Local Immigration Partnership Committee Meeting, January 26, 2021.
- Canadian Association of University Business Officers (CAUBO) Webinar; Equity, Diversity, and Inclusion, January 27, 2021
- BC Council of Administrative Tribunals, PD Training, Foundations of Administrative Justice, January 28, 2021

- Vancouver Board of Trade Webinar; Long Term Effects of Mental Health in a Pandemic, January 29, 2021
- Aurora College, Academic Advisory Council Meeting, February 1, 2021
- Polytechnics Canada Webinar; The Polytechnic Role in Pandemic Recovery, February 5, 2021

SENATE

Agenda Item: 5.1

Meeting Date: February 22, 2021

Presenter: David Burns

Agenda Item Course Submissions

Action Requested	Motion
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Recommended Resolution	THAT Senate approve the attached list of new, revised, and discontinued courses.
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Senate Standing Committee Report

On February 10, 2021, the Senate Standing Committee on Curriculum recommended that Senate approve the attached list of new, revised, and discontinued courses.

Attachments

2021 02 22 Course Submissions

Submitted by

David Burns, Chair, Senate Standing Committee on Curriculum

Date submitted

February 11, 2021

February 22, 2021

[illegible]

SENATE

Agenda Item: 5.2.1

Meeting Date: February 22, 2021

Presenter: David Burns

Agenda Item Program Revision: Bachelor of Design in Graphic Design for Marketing

Action Requested	Motion
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Recommended Resolution	THAT Senate approve the changes to the Bachelor of Design in Graphic Design for Marketing, effective September 1, 2021.
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Senate Standing Committee Report

On February 10, 2021, the Senate Standing Committee on Curriculum recommended that Senate approve the changes to the Bachelor of Design in Graphic Design for Marketing, effective September 1, 2021.

Context & Background

Based on the results of our Self-Study, External Review and Advisory Committee recommendations, we determined that we needed to address agility (particularly with new technologies), concept development as a critical early skill, a better distribution of user experience and user interface design courses, an earlier mastery of advanced typography, and a closer review of both electives and the required senior-level Marketing course. Internally, we looked at course naming and renamed several courses for clearer understanding and comparison by potential applicants, teachers and parents. We were also very interested in meeting AC14 requirements in advance of the 2023 deadline.

Key Messages

1. Develop three new GDMA courses:
GDMA 1215 Concept Development, GDMA 3225 Typographic Design 3
GDMA 4222 Special Topics in Interactive Technologies
 2. Put forward GDMA 3100 Information Design as a QUAN course and GDMA 2140 Communication Design and Popular Culture as a WI course (this latter request is, in keeping with the status of the WI approval process in general, on hold).
- * Please note that while GDMA 3100 is in the process of approval and expected to receive QUAN designation, at this time, GDMA 2140 will still need to be evaluated by the SWIC Committee when WI approvals resume in future. In the event that GDMA 2140 does not receive WI

status, future GDMA students can still satisfy this requirement using one of three electives. This would require a calendar update to the electives description to reflect this requirement. GDMA would work closely with Advising to ensure clear communication of the requirements to students.

3. Replace MRKT 4201 with MRKT 3000 Strategic Marketing Decision-Making as the senior required MRKT course (offering a better skills fit for GDMA students)

Consultations

1. Office of the Provost
2. Vice Chair of Senate
3. School of Business (Marketing and Applied Communications departments)
4. Wilson School of Design Curriculum Committee
5. OREG
6. Teaching and Learning

Attachments

D7 Form for Graphic Design for Marketing

Submitted by

David Burns, Chair, Senate Standing Committee on Curriculum

Date submitted

February 12, 2021



Program Change Form

v. 2020 January 29

This form is to be used for:

- changes to any Senate-approved degree and non-degree programs at KPU
- addition of Honours designation to a Major program currently offered at KPU
- creation of a Minor degree for which a cognate Major program is currently offered at KPU

For more information on how to complete this form, please contact the Chair of the Senate Standing Committee on Curriculum (SSCC).

This completed form should be submitted to Senate@kpu.ca by the submission deadline posted on the [Senate Standing Committee on Curriculum \(SSCC\) website](#) meeting along with any new, revised, or discontinued course outlines associated with the proposal submitted on the Consent Agenda for the same meeting. Faculties must have already formally approved the associated course outlines.

PROGRAM DETAILS

Faculty:	Wilson School of Design
Program Name:	Bachelor of Design , Graphic Design for Marketing
Department:	Graphic Design for Marketing
Effective date:	September 2021 <small>Notes: If you are requesting a change to admission requirements, Senate approval is required by September meeting of Senate of the preceding Academic year (prior to the first application cycle for the academic year). If you are requesting a change to declaration or curricular requirements, approval is required no later than the April meeting of Senate of the preceding academic year.</small>
Dean/Associate Dean:	Andhra Goundrey
Chair/Coordinator:	Carley Hodgkinson
Submission Date:	January 27, 2021

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CONSULTATIONS

Consultations	Person Consulted	Consultation Date
Office of the Provost:	Sandy Vanderburgh	October 2019
Vice Chair of Senate:	David Burns	March 26, 2020 (via MS Teams)
Other(s)* (if applicable):	Teaching and Learning	February 17, 2020 (in-person)
	Darren Francis	March 26, 2020 (phone and email)
	Heather Harrison and Neil Tracey	June 23, October 26 and November 5, 2020 (via MS Teams and email)

*For more complex consultations, please attach the Curriculum Consultation Forms. If you have any inquiries regarding the completion of the above Consultations section or the Curriculum Consultation Forms, please contact the Chair of the Senate Standing Committee on Curriculum.

OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed D-7 Form	Review Submission Date
Send to OREG.CurrConsult@kpu.ca for review**	January 6, 2021

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***Allow 2 weeks for the Office of the Registrar's proposal review (in advance of the SSCC submission deadline).
If the proposed changes introduce new courses, submit 2 weeks in advance of your Faculty's curriculum committee meeting.*

APPROVALS

	Proposal Approval Date
Faculty Curriculum Committee:	January 20, 2021
Faculty Council (if required):	<i>(Not needed if the Faculty Curriculum Committee has delegated authority to approve program revisions on behalf of their Faculty Council.)</i>
SSC on Curriculum:	February 2021
SSC on University Budget (if required):	
SSC on Academic Planning and Priorities (if required):	
Senate:	March 2021

Proposed Change(s):	<ol style="list-style-type: none"> 1. Develop a new course, GDMA 1215 Concept Development to replace GDMA 1210 Image Development 2 2. Discontinue GDMA 1210 Image Development 2 3. Develop a new course, GDMA 4222 Special Topics in Interactive Technologies, to replace GDMA 3222 Interactive Software Applications 2 4. Discontinue GDMA 3222 Interactive Software Applications 2 5. Develop a new course GDMA 3225 Typographic Design 3 6. Discontinue GDMA 4216 Advanced Typographic Communication in September 2022 7. Replace CMNS 2140 Communication for Design Professionals with a third Liberal Education Elective in Semester 3 8. Replace MRKT 4201 in Semester 7 with MRKT 3000 Strategic Marketing Decision-Making 9. Proposed Writing Intensive course: GDMA 2140 Communication Design and Popular Culture, to be brought forward to SWIC for possible WI designation (Update: WI status approval is on hold) 10. Proposed Quantitative course: GDMA 3100 Information Design, to be brought forward to SQC for possible QUAN designation 11. Updated course titles: <ul style="list-style-type: none"> • GDMA 1121 Print Production Software Applications 1 > GDMA 1121 Graphic Design Software Applications 1 • GDMA 1220 Print Productions Software Applications 2 > GDMA 1220 Graphic Design Software Applications 2 • GDMA 2100 Publication Design 1 > GDMA 2100 Editorial Design 1 • GDMA 2140 Communications Design, Consumerism and Popular Culture > GDMA 2140 Communication Design and Popular Culture • GDMA 2200 Publication Design 1 > GDMA 2200 Editorial Design 2 • GDMA 2210 Interactive and Integrated Media Design > GDMA 2210 Web Design • GDMA 2222 Integrated Media Software Applications > GDMA 2222 Video and Animation • GDMA 3110 User Experience and Interface Design 1 > GDMA 3110 UI/UX Design 1 • GDMA 3122 Interactive Software Applications 1 > GDMA 3122 Interactive Software: Design and Development • GDMA 3200 Corporate Communications Design 1 > GDMA 3200 Branding 1 • GDMA 3220 User Experience and Interface Design 2 > GDMA 3220 UI/UX Design 2 • GDMA 4100 Corporate Communications Design 2 > GDMA 4100 Branding 2
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	<ul style="list-style-type: none"> GDMA 4120 Major Project > GDMA 4120 Capstone Project
Rationale:	<p>Drawing from our Self-Study Report, External Review, and Advisory Committee recommendations, the proposed changes reflect:</p> <ul style="list-style-type: none"> The need for course titles that are more clearly understood by potential students and that remove the print design-only focus The need to focus on concept development and creativity in a graphic design context as a dedicated course The need for currency and agility in design education (especially with interactive technologies) The need for greater breadth in the degree The need for students to learn and adopt advanced typographic skills earlier in the degree The need to spread out our stream of user experience design courses (which currently sit very heavily in 3rd year) and to allow a more senior UI/UX course for portfolio development The need to maintain a senior Marketing course, but to offer students a course at a level better suited to their abilities (over the current 4th-year MRKT options) The need to re-evaluate pre-reqs and co-reqs
URL(s):	<p>https://calendar.kpu.ca/programs-az/design/graphic-design-marketing/graphic-design-marketing-ba/</p> <p>https://calendar.kpu.ca/programs-az/design/graphic-design-marketing/graphic-design-marketing-liberal-education-electives/</p>

Impact on Students:	<p>Check all that apply:</p> <p><input type="checkbox"/> The changes alter the admission, declaration or continuance requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes change the total number of required credits <i>If yes, state the current number of total credits: _____ and proposed number of total credits: _____</i></p>
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	<p><input checked="" type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential:</i></p> <hr/>
Transition Plan	<p><i>(Current students are entitled to complete their program of study without having additional requirements for graduation added midstream. If this proposed change impacts in-progress students, a transition plan must be provided to identify how in-progress students will be permitted to graduate, including the allowable course substitution(s).)</i></p> <p>Please see the GDMA Implementation Chart (the last two pages of this document) for a visual overview of the Transition Plan.</p> <p>Summary of proposed transition plan</p> <ul style="list-style-type: none"> • Students entering their 2nd or 3rd year of GDMA in Fall 2021 (i.e. those with University Calendar Years of 2020/21, or 2019/20, respectively) will follow the new degree model with certain allowable course substitutions noted below • Students entering their 4th year of GDMA in Fall 2021 will follow the existing degree model, but with one allowable addition as noted below <p>Summary of allowable course substitutions for in-progress students: Current students entering their 2nd year in Fall 2021 will follow the revised degree model for graduation, but with one allowable course substitution:</p> <ul style="list-style-type: none"> • In place of GDMA 1215 Concept Development (3 cred), students will receive credit for GDMA 1210 Image Development 2 (3 cred) <p>Current students entering their 3rd year in Fall 2021 will follow the revised degree model for graduation, but with two allowable course substitutions:</p> <ul style="list-style-type: none"> • In place of GDMA 1215 Concept Development (3 cred), students will receive credit for GDMA 1210 Image Development 2 (3 cred) • In place of a third elective (3 cred), they will receive credit for CMNS 2140 Communication for Design Professionals (3 cred) <p>Current students entering their 4th year in Fall 2021 will follow the existing degree model for graduation, but may choose from the following:</p> <ul style="list-style-type: none"> • Students may receive credit for one of MRKT 3000, MRKT 4177 or MRKT 4201 (3 cred) • In addition, course names will be updated for the following courses: GDMA 4100 Corporate Communications 2 > GDMA 4100 Branding 2 GDMA 4120 Major Project > GDMA 4120 Capstone Project <p>Overlap of two typography courses in Spring 2022 Students entering their 3rd year will take GDMA 3225 Typographic Design 3 (3 cred), and students entering their fourth year will take the last offering of GDMA 4216 Advanced</p>

	<p>Typographic Communications (3 cred). Because GDMA 4216 will represent an additional course offering for this one year only, we will need to account for this course as part of workload/budgeting.</p> <p>As a result of the above, GDMA 4216 Advanced Typographic Communications will be discontinued September 2022, and not September 2021, as with other recommended changes.</p> <p>For current students who choose to take a break between years, the one combination that requires special handling is the case of a current 3rd year student who takes 2021/22 off and returns for 4th year 2022/23. This student would follow the existing degree model for graduation, but would:</p> <ul style="list-style-type: none"> • Need to take GDMA 3225 Typographic Design 3 (3 cred) in place of GDMA 4216 Advanced Typographic Communications (3 cred) <p>One additional consideration in the GDMA transition plan is in meeting AC14 requirements for a Writing Intensive course (beginning 2023.) In this proposal, we are putting forward for consideration GDMA 2140 Communication Design and Popular Culture as a WI-designated course:</p> <ul style="list-style-type: none"> • Option A: GDMA 2140 receives WI status, and therefore students do not need to meet this requirement with an external elective; the revised calendar description for Lib Ed electives (on this D7) can remain as is • Option B: GDMA 2140 does not receive WI status, and students will need to satisfy both breadth and WI requirements with their three electives; the calendar description will need to be revised to reflect this change, and GDMA will work with Advising to ensure clear communication to students
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<p>Current Requirements with Proposed Changes <i>Cut and paste the relevant section(s) in full from the current Calendar website. Use track changes to show the proposed changes.</i></p> <p><i>For a new Minor degree for which a cognate Major program is currently offered at KPU, insert the following text below "This is a new Minor degree program for which a cognate Major degree program already exists at KPU. There is no existing curriculum for the minor, and as per Policy AC11 there is no requirement for a Concept Paper or FPP."</i></p>	<p>New Requirements <i>Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.</i></p>
<p>Admission Requirements In addition to the Faculty's Admission Requirements, which consist of KPU's <u>undergraduate English Proficiency Requirement</u>, the following program admission requirements apply:</p> <ul style="list-style-type: none"> Portfolio Review and Interview Session <p>The Chip and Shannon Wilson School of Design holds Open House/Information Sessions twice per year, usually in October and February. These information sessions provide prospective applicants with an opportunity to learn about the GDMA program, meet faculty and students, view examples of student portfolios, and discuss portfolio and program admission requirements. It is highly recommended that applicants attend one of these sessions prior to applying for admission. For more information visit the department's website at: kpu.ca/design/gdma. For further information about portfolio submission and the review process, visit GDMA's website at: kpu.ca/design/gdma/portfolio-requirements. Applicants who successfully satisfy the required portfolio review will be invited to an interview session.</p>	<p>Admission Requirements In addition to the Faculty's Admission Requirements, which consist of KPU's <u>undergraduate English Proficiency Requirement</u>, the following program admission requirements apply:</p> <ul style="list-style-type: none"> Portfolio Review and Interview Session <p>The Wilson School of Design holds Open House/Information Sessions twice per year, usually in October and February. These information sessions provide prospective applicants with an opportunity to learn about the GDMA program, meet faculty and students, view examples of student portfolios, and discuss portfolio and program admission requirements. It is highly recommended that applicants attend one of these sessions prior to applying for admission. For more information visit the department's website at: kpu.ca/design/gdma. For further information about portfolio submission and the review process, visit GDMA's website at: kpu.ca/design/gdma/portfolio-requirements. Applicants who successfully satisfy the required portfolio review will be invited to an interview session.</p>

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Continuance Requirements

Students must successfully complete [ENGL 1100](#) and [MRKT 1199](#) prior to commencing their second year in the program.

Seat availability is based on priority for students who continue in all courses as per the prescribed program plan. Students who are unable to meet course requirements to continue with the program plan or who decide to take a break from their studies, may be removed from program. Re-admission into the program will be based on seat availability and approval by the program.

Curricular Requirements

The Bachelor of Design, Graphic Design for Marketing (GDMA) program consists of 120 credits, organized into eight semesters, over a four-year period.

Successful applicants may take their general education and some non-GDMA courses prior to entering the program and/or during the summer semester in order to lighten their workload during the term. Courses such as [ENGL 1100](#), [MRKT 1199](#) and many ~~Liberal Education~~ ~~Elective~~ courses are usually offered during the summer semester.

TERM 1 CREDITS

GDMA 1100 Typographic Design 1	3
GDMA 1110 Image Development 1	3
GDMA 1121 Print Production Graphic Design Software Applications 1	3
GDMA 1140 Graphic Design and Society 1	3
ENGL 1100 ¹ Introduction to University English	3
Credits: 15	

¹Note: Students must successfully complete ENGL 1100 and MRKT 1199 prior to commencing their second year in GDMA. Note that a minimum grade of C (60%) is required to fulfill course prerequisites.

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Students must successfully complete [ENGL 1100](#) and [MRKT 1199](#) prior to commencing their second year in the program.

Seat availability is based on priority for students who continue in all courses as per the prescribed program plan. Students who are unable to meet course requirements to continue with the program plan or who decide to take a break from their studies may be removed from program. Re-admission into the program will be based on seat availability and approval by the program.

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TERM 1 CREDITS

GDMA 1100 Typographic Design 1	3
GDMA 1110 Image Development	3
GDMA 1121 Graphic Design Software Applications 1	3
GDMA 1140 Graphic Design and Society 1	3
ENGL 1100 ¹ Introduction to University English	3
Credits: 15	

¹Note: Students must successfully complete ENGL 1100 and MRKT 1199 prior to commencing their second year in GDMA. Note that a minimum grade of C (60%) is required to fulfill course prerequisites.

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TERM 2 CREDITS	TERM 2 CREDITS
GDMA 1200 Typographic Design 2 3	GDMA 1200 Typographic Design 2 3
GDMA 1210 Image Development 2 3	GDMA 1215 Concept Development 3
<u>GDMA 1215 Concept Development 3</u>	GDMA 1220 Graphic Design Software Applications 2 3
GDMA 1220 Print Production <u>Graphic Design</u> Software Applications 2 3	GDMA 1240 Graphic Design and Society 2 3
GDMA 1240 Graphic Design and Society 2 3	MRKT 1199 ¹ Introduction to Marketing 3
MRKT 1199 ^{2,1} Introduction to Marketing 3	Credits: 15
Credits: 15	
TERM 3 CREDITS	TERM 3 CREDITS
GDMA 2100 Publication <u>Editorial</u> Design 1 3	GDMA 2100 Editorial Design 1 3
GDMA 2110 Introduction to Advertising Design 3	GDMA 2110 Introduction to Advertising Design 3
GDMA 2120 Print Technologies 3	GDMA 2120 Print Technologies 3
GDMA 2140 Communication Designs, Consumerism and Popular Culture 3	GDMA 2140 Communication Design and Popular Culture 3
CMNS 2140 Communication for Design Professionals 3	XXXX XXXX Elective 3
<u>XXXX XXXX¹ Liberal Education Elective 3</u>	Credits: 15
Credits: 15	
TERM 4 CREDITS	TERM 4 CREDITS
GDMA 2200 Publication <u>Editorial</u> Design 2 3	GDMA 2200 Editorial Design 2 3
GDMA 2210 Interactive and Integrated Media <u>Web</u> Design 3	GDMA 2210 Web Design 3
GDMA 2222 Integrated Media Software Applications <u>Video and Animation</u> 3	GDMA 2222 Video and Animation 3
GDMA 2230 Introduction to Marketing Communications 3	GDMA 2230 Introduction to Marketing Communications 3
XXXX XXXX ¹ Lib Ed Elective 3	XXXX XXXX Elective 3
Credits: 15	Credits: 15
TERM 5 CREDITS	TERM 5 CREDITS
GDMA 3100 Information Design 3	GDMA 3100 Information Design 3
	GDMA 3110 UI/UX Design 1 3

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GDMA 3110 User Experience and Interface Design <u>UI/UX Design</u> 1 3	GDMA 3122 Interactive Technologies: Design and Development 3
GDMA 3122 Interactive <u>Technologies: Design and Development</u> Software Applications 1 3	GDMA 3130 Marketing Communications Design 1 3
GDMA 3130 Marketing Communications Design 1 3	GDMA 3140 Interactive Technologies and Society 3
GDMA 3140 Interactive Technologies and Society 3	Credits: 15
Credits: 15	
TERM 6 CREDITS	TERM 6 CREDITS
GDMA 3200 Corporate Communications Design <u>Branding</u> 1 3	GDMA 3200 Branding 1 3
GDMA 3210 Packaging Design 3	GDMA 3210 Packaging Design 3
GDMA 3220 User Experience and Interface Design <u>UI/UX Design</u> 2 3	GDMA 3220 UI/UX Design 2 3
<u>GDMA 3225 Typographic Design</u> 3 3	GDMA 3225 Typographic Design 3 3
GDMA 3222 Interactive Software Applications 2 3	GDMA 3230 Marketing Communications Design 2 3
GDMA 3230 Marketing Communications Design 2 3	Credits: 15
Credits: 15	
TERM 7 CREDITS	TERM 7 CREDITS
GDMA 4100 Corporate Communications Design <u>Branding</u> 2 3	GDMA 4100 Branding 2 3
GDMA 4120 Major <u>Capstone</u> Project 3	GDMA 4120 Capstone Project 3
GDMA 4130 Small Business Essentials 3	GDMA 4130 Small Business Essentials 3
MRKT 4177/ 4201 <u>or MRKT 3000</u> Contemporary Issues in Marketing /	MRKT 4177 <i>or</i> MRKT 3000 Contemporary Issues in Marketing /
Integrated Marketing Communication <u>Strategic Marketing Decision Making</u> 3	Strategic Marketing Decision Making 3
XXXX XXXX* Lib Ed Elective 3	XXXX XXXX Elective 3
Credits: 15	Credits: 15
TERM 8 CREDITS	TERM 8 CREDITS
GDMA 4200 Advertising Design 3	GDMA 4200 Advertising Design 3
GDMA 4216 Advanced Typographic Communications 3	GDMA 4221 Strategic Portfolio Development 3
GDMA 4221 Strategic Portfolio Development 3	GDMA 4222 Special Topics in Interactive Technologies 3
<u>GDMA 4222 Special Topics in Interactive Technologies</u> 3	GDMA 4230 Mentorship for Professional Practice 3
GDMA 4230 Mentorship for Professional Practice 3	GDMA 4240 Contemporary Issues in Graphic Design 3
GDMA 4240 Contemporary Issues in Graphic Design 3	

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Credits: 15	Credits: 15
<p>Electives</p> <p>The Graphic Design for Marketing (GDMA) program requires students to take 6 credits of electives that are chosen from the list of approved GDMA Liberal Education Electives in order to fulfill the liberal education requirements for degree completion. Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS, DESN, and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an Academic Advisor.</p> <p>GDMA Degree Show</p> <p>Graduating students are required to exhibit their work in the annual GDMA Degree Show, which normally takes place during April or May, prior to their Convocation Ceremony. They are expected to participate in the development of Degree Show planning, content, fundraising activities, and implementation of the event. The GDMA program reserves the right to approve or deny the public exhibition of graduate work in the Degree Show.</p> <p>Other Information</p> <p>Costs</p> <p>Students should be prepared to spend approximately \$600 to \$1000 per year on books and materials.</p> <p>This program is delivered in an e-mobile environment that uses laptop computers and specific software. Students are required to</p>	<p>Electives</p> <p>Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an Academic Advisor.</p> <p>Other Information</p> <p>Costs</p> <p>Students are required to supply their own laptop and subscribe to specific software. Students are advised NOT to purchase a personal laptop computer until specifications and requirements have been provided to successful applicants.</p> <p>Credential Awarded</p> <p>Upon successful completion of the program, students are eligible to receive a Bachelor of Design, Graphic Design for Marketing.</p>

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Credential Awarded

Upon successful completion of the program, students are eligible to receive a **Bachelor of Design, Graphic Design for Marketing**.

ELECTIVES

~~The following are the Liberal Education electives for the Graphic Design for Marketing (GDMA) degree. GDMA students are advised they must meet co-requisite/pre-requisite and program requirements for all courses taken outside of the GDMA program. Six (6) credits outside of the GDMA program are required.~~

~~<https://calendar.kpu.ca/programs-az/design/graphic-design-marketing/graphic-design-marketing-liberal-education-electives/> Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS, DESN, and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an Academic Advisor.~~

ELECTIVES

Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an [Academic Advisor](#).

List any new, revised or discontinued courses associated with this program change

Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued
GDMA	1200	Typographic Design 2	Revised

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GDMA 2140 Communication Design, ~~Consumerism~~ and Popular Culture 3¶
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GDMA 3100 Information Design 3¶

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GDMA	1210	Image Development 2	Discontinued
GDMA	1215	Concept Development	New
GDMA	1220	Graphic Design Software Applications 2	Revised
GDMA	2100	Editorial Design 1	Revised
GDMA	2110	Introduction to Advertising	Revised
GDMA	2120	Print Technologies	Revised
GDMA	2140	Communication Design and Popular Culture	Revised
GDMA	2200	Editorial Design 2	Revised
GDMA	2210	Web Design	Revised
GDMA	2222	Video and Animation	Revised
GDMA	2230	Introduction to Marketing Communications	Revised
GDMA	3100	Information Design	Revised
GDMA	3110	UI/UX Design 1	Revised
GDMA	3122	Interactive Technologies: Design and Development	Revised
GDMA	3130	Marketing Communications Design 1	Revised
GDMA	3140	Interactive Technologies and Society	Revised
GDMA	3200	Branding 1	Revised
GDMA	3210	Packaging Design	Revised
GDMA	3220	UI/UX Design 2	Revised
GDMA	3222	Interactive Software Applications 2	Discontinued
GDMA	3225	Typographic Design 3	New
GDMA	3230	Marketing Communications Design 2	Revised
GDMA	4100	Branding 2	Revised
GDMA	4120	Capstone Project	Revised
GDMA	4130	Small Business Essentials	Revised
GDMA	4200	Advertising Design	Revised
GDMA	4221	Strategic Portfolio Development	Revised
GDMA	4222	Special Topics in Interactive Technologies	New
GDMA	4230	Mentorship for Professional Practice	Revised
GDMA	4240	Contemporary Issues in Graphic Design	Revised

GDMA Curriculum Implementation Plan 2021								
	1st YEAR (START 2021)		2nd YEAR (START 2020)		3rd YEAR (START 2019)		4th YEAR (START 2018)	
SEMESTER 1	GDMA 1100	Typographic Design 1 (3 cr)	GDMA 1100	Typographic Design 1 (3 cr)	GDMA 1100	Typographic Design 1 (3 cr)	GDMA 1100	Typographic Design 1 (3 cr)
	GDMA 1110	Image Development (3 cr)	GDMA 1110	Image Development 1 (3 cr)	GDMA 1110	Image Development 1 (3 cr)	GDMA 1110	Image Development 1 (3 cr)
	GDMA 1121	Graphic Design Software Applications 1 (3 cr)	GDMA 1121	Print Production Software Applications 1 (3 cr)	GDMA 1121	Print Production Software Applications 1 (3 cr)	GDMA 1121	Print Production Software Applications 1 (3 cr)
	GDMA 1140	Graphic Design and Society 1 (3 cr)	GDMA 1140	Graphic Design and Society 1 (3 cr)	GDMA 1140	Graphic Design and Society 1 (3 cr)	GDMA 1140	Graphic Design and Society 1 (3 cr)
	ENGL 1100	Introduction to University Writing (3 cr)	ENGL 1100	Introduction to University Writing (3 cr)	ENGL 1100	Introduction to University Writing (3 cr)	ENGL 1100	Introduction to University Writing (3 cr)
SEMESTER 2	GDMA 1200	Typographic Design 2 (3 cr)	GDMA 1200	Typographic Design 2 (3 cr)	GDMA 1200	Typographic Design 2 (3 cr)	GDMA 1200	Typographic Design 2 (3 cr)
	GDMA 1215	Concept Development (3 cr)	GDMA 1210	Image Development 2 (3 cr)	GDMA 1210	Image Development 2 (3 cr)	GDMA 1210	Image Development 2 (3 cr)
	GDMA 1220	Graphic Design Software Applications 2 (3 cr)	GDMA 1220	Print Production Software Applications 2 (3 cr)	GDMA 1220	Print Production Software Applications 2 (3 cr)	GDMA 1220	Print Production Software Applications 2 (3 cr)
	GDMA 1240	Graphic Design and Society 2 (3 cr)	GDMA 1240	Graphic Design and Society 2 (3 cr)	GDMA 1240	Graphic Design and Society 2 (3 cr)	GDMA 1240	Graphic Design and Society 2 (3 cr)
	MRKT 1199	Introduction to Marketing (3 cr)	MRKT 1199	Introduction to Marketing (3 cr)	MRKT 1199	Introduction to Marketing (3 cr)	MRKT 1199	Introduction to Marketing (3 cr)
SEMESTER 3	GDMA 2100	Editorial Design 1 (3 cr)	GDMA 2100	Editorial Design 1 (3 cr)	GDMA 2100	Publication Design 1 (3 cr)	GDMA 2100	Publication Design 1 (3 cr)
	GDMA 2110	Introduction to Advertising Design (3 cr)	GDMA 2110	Introduction to Advertising Design (3 cr)	GDMA 2110	Introduction to Advertising Design (3 cr)	GDMA 2110	Introduction to Advertising Design (3 cr)
	GDMA 2120	Print Technologies (3 cr)	GDMA 2120	Print Technologies (3 cr)	GDMA 2120	Print Technologies (3 cr)	GDMA 2120	Print Technologies (3 cr)
	GDMA 2140 (wb)	Communication Design and Popular Culture (3 cr)	GDMA 2140 (wb)	Communication Design and Popular Culture (3 cr)	GDMA 2140	Communications Design, Consumerism and Popular Culture (3 cr)	GDMA 2140	Communications Design, Consumerism and Popular Culture (3 cr)
		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*	CMNS 2140	Communication for Design Professionals (3 cr)	CMNS 2140	Communication for Design Professionals (3 cr)
SEMESTER 4	GDMA 2200	Editorial Design 2 (3 cr)	GDMA 2200	Editorial Design 2 (3 cr)	GDMA 2200	Editorial Design 2 (3 cr)	GDMA 2200	Editorial Design 2 (3 cr)
	GDMA 2210	Web Design (3 cr)	GDMA 2210	Web Design (3 cr)	GDMA 2210	Interactive and Integrated Media Design (3 cr)	GDMA 2210	Interactive and Integrated Media Design (3 cr)
	GDMA 2222	Video and Animation (3 cr)	GDMA 2222	Video and Animation (3 cr)	GDMA 2222	Integrated Media Software Applications (3 cr)	GDMA 2222	Integrated Media Software Applications (3 cr)
	GDMA 2230	Introduction to Marketing Communications (3 cr)	GDMA 2230	Introduction to Marketing Communications (3 cr)	GDMA 2230	Introduction to Marketing Communications (3 cr)	GDMA 2230	Introduction to Marketing Communications (3 cr)
		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*

	1 YEAR (START 2021)		2 nd YEAR (START 2020)		3 rd YEAR (START 2019)		4 th YEAR (START 2018)	
SEMESTER 5	GDMA 3100	Information Design (3 cr)	GDMA 3100	Information Design (3 cr)	GDMA 3100	Information Design (3 cr)	GDMA 3100	Information Design (3 cr)
	GDMA 3110 (Q)	UI/UX Design 1 (3 cr)	GDMA 3110 (Q)	UI/UX Design 1 (3 cr)	GDMA 3110 (Q)	UI/UX Design 1 (3 cr)	GDMA 3110	User Experience and Interface Design 1 (3 cr)
	GDMA 3122	Interactive Technologies: Design and Development (3 cr)	GDMA 3122	Interactive Technologies: Design and Development (3 cr)	GDMA 3122	Interactive Technologies: Design and Development (3 cr)	GDMA 3122	Interactive Software Applications 1 (3 cr)
	GDMA 3130	Marketing Comm Design 1 (3 cr)	GDMA 3130	Marketing Comm Design 1 (3 cr)	GDMA 3130	Marketing Comm Design 1 (3 cr)	GDMA 3130	Marketing Comm Design 1 (3 cr)
	GDMA 3140	Interactive Technologies and Society (3 cr)	GDMA 3140	Interactive Technologies and Society (3 cr)	GDMA 3140	Interactive Technologies and Society (3 cr)	GDMA 3140	Interactive Technologies and Society (3 cr)
SEMESTER 6	GDMA 3200	Branding 1 (3 cr)	GDMA 3200	Branding 1 (3 cr)	GDMA 3200	Branding 1 (3 cr)	GDMA 3200	Corporate Communications 1 (3 cr)
	GDMA 3210	Packaging Design (3 cr)	GDMA 3210	Packaging Design (3 cr)	GDMA 3210	Packaging Design (3 cr)	GDMA 3210	Packaging Design (3 cr)
	GDMA 3220	UI/UX Design 2 (3 cr)	GDMA 3220	UI/UX Design 2 (3 cr)	GDMA 3220	UI/UX Design 2 (3 cr)	GDMA 3220	User Experience and Interface Design 2 (3 cr)
	GDMA 3225	Typographic Design 3 (3 cr)	GDMA 3225	Typographic Design 3 (3 cr)	GDMA 3225	Typographic Design 3 (3 cr)	GDMA 3222	Interactive Software Applications 2 (3 cr)
	GDMA 3230	Marketing Comm Design 2 (3 cr)	GDMA 3230	Marketing Comm Design 2 (3 cr)	GDMA 3230	Marketing Comm Design 2 (3 cr)	GDMA 3230	Marketing Comm Design 2 (3 cr)
SEMESTER 7	GDMA 4100	Branding 2 (3 cr)	GDMA 4100	Branding 2 (3 cr)	GDMA 4100	Branding 2 (3 cr)	GDMA 4100	Branding 2 (3 cr)
	GDMA 4120	Capstone Project (3 cr)	GDMA 4120	Capstone Project (3 cr)	GDMA 4120	Capstone Project (3 cr)	GDMA 4120	Capstone Project (3 cr)
	GDMA 4130	Small Business Essentials (3 cr)	GDMA 4130	Small Business Essentials (3 cr)	GDMA 4130	Small Business Essentials (3 cr)	GDMA 4130	Small Business Essentials (3 cr)
	MRKT 3000 or MRKT 4177	Strategic Marketing Decision Making (3 cr) or Contemporary Issues in Marketing (3 cr)	MRKT 3000 or MRKT 4177	Strategic Marketing Decision Making (3 cr) or Contemporary Issues in Marketing (3 cr)	MRKT 3000 or MRKT 4177	Strategic Marketing Decision Making (3 cr) or Contemporary Issues in Marketing (3 cr)	MRKT 3000, MRKT 4177 or MRKT 4201	Strategic Marketing Decision Making (3 cr) or Contemporary Issues in Marketing (3 cr) or Integrated Marketing Communications
		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*		ELECTIVE (3 cr)*
SEMESTER	GDMA 4200	Advertising Design (3 cr)	GDMA 4200	Advertising Design (3 cr)	GDMA 4200	Advertising Design (3 cr)	GDMA 4200	Advertising Design (3 cr)
	GDMA 4221	Strategic Portfolio Development (3 cr)	GDMA 4221	Strategic Portfolio Development (3 cr)	GDMA 4221	Strategic Portfolio Development (3 cr)	GDMA 4221	Strategic Portfolio Development (3 cr)
	GDMA 4222	Special Topics in Interactive Technologies (3 cr)	GDMA 4222	Special Topics in Interactive Technologies (3 cr)	GDMA 4222	Special Topics in Interactive Technologies (3 cr)	GDMA 4216	Advanced Typographic Communications (3 cr)

	GDMA 4230	Mentorship for Professional Practice (3 cr)	GDMA 4230	Mentorship for Professional Practice (3 cr)	GDMA 4230	Mentorship for Professional Practice (3 cr)	GDMA 4230	Mentorship for Professional Practice (3 cr)
	GDMA 4240	Contemporary Issues in Graphic Design (3 cr)	GDMA 4240	Contemporary Issues in Graphic Design (3 cr)	GDMA 4240	Contemporary Issues in Graphic Design (3 cr)	GDMA 4240	Contemporary Issues in Graphic Design (3 cr)
TOTAL CREDITS	120		120		120		120	

Option A GDMA 2140 is a WI course

Electives

Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS, DESN, and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an [Academic Advisor](#).

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Option B GDMA is not a WI course

Electives

Graphic Design for Marketing students must complete nine (9) credits of elective courses from at least two different disciplines at the undergraduate level, including one Writing Intensive (WI) course. Students may choose courses from any subject outside of the Wilson School of Design except: CMNS, DESN, and MRKT. To ensure all program requirements are met, students should review course selection prior to registration with an [Academic Advisor](#).

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SENATE

Agenda Item: 5.2.2

Meeting Date: February 22, 2021

Presenter: David Burns

Agenda Item **Program Change:
Citation in Millwright/Industrial Mechanic**

Action Requested	Motion
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Recommended Resolution	THAT Senate approve the program changes to the Citation in Millwright/Industrial Mechanic, effective September 1, 2021.
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Senate Standing Committee Report

On February 10, 2021, the Senate Standing Committee on Curriculum recommended that Senate approve the program changes to the Citation in Millwright/Industrial Mechanic, effective September 1, 2021.

Context & Background

A review of the current Citation in Millwright/Industrial Mechanic curriculum reflected that requisite classes (ENGT 1015 and MATT 1015) were not being included in the graduation evaluation process, that changes to the Millwright program justified replacing MATT 1015 with the newly created MATT 1013, and that the wording included for prospective students with mental or physical impairments was potentially an unintended roadblock as it directed them to the Dean's Office instead of Accessibility Services. Updated wording was provided by Accessibility Services.

Key Messages

1. Update the math requirement from MATT 1015 to MATT 1013
2. Update the graduation requirement to include all MWIN classes as well as ENGT 1015 and MATT 1013
3. Correct the wording of the statement regarding Accessibility Services

Resource Requirements

No additional resources required.

Implications/Risks

Consultations

1. Sandy Vanderburgh, Provost and Vice-President, Academic
2. David Burns, Chair Senate Standing Committee on Curriculum and Vice-Chair, Senate

Attachments D7 Citation in Millwright/Industrial Mechanic

Submitted by *Laura McDonald*

Date submitted *February 12, 2021*



Program Change Form

v. 2020 January 29

PROGRAM DETAILS

Faculty:	Faculty of Trades and Technology
Program Name:	Citation in Millwright/Industrial Mechanic
Department:	Faculty of Trades and Technology
Effective date:	September 2021
Dean/Associate Dean:	Brian Moukperian/Laura McDonald
Chair/Coordinator:	Bob Davis
Submission Date:	January, 2021

CONSULTATIONS

Consultations	Person Consulted	Consultation Date
Office of the Provost:	Dr. Sandy Vanderburgh	January 5, 2021
Vice Chair of Senate:	Dr. David Burns	January 5, 2021
Other(s)* (if applicable):		

OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed D-7 Form	Review Submission Date
Send to OREGCurrConsult@kpu.ca for review**	December 23, 2020

APPROVALS

	Proposal Approval Date
Faculty Curriculum Committee:	January 8, 2021
Faculty Council (if required):	January 20, 2021
SSC on Curriculum:	February 10, 2021
SSC on University Budget (if required):	N/A
SSC on Academic Planning and Priorities (if required):	N/A
Senate:	February 22, 2021

Proposed Change(s):	Change wording of graduation requirement to include ENGT 1015 and MATT 1013 Change MATT 1015 to MATT 1013. Change note wording to reflect Accessibility Services as primary point of contact for students with disabilities.
Rationale:	Current graduation requirement reflects only MWIN courses. ENGT 1015 and MATT 1013 are part of the Curricular Requirements so need to be included in the minimum GPA calculation for graduation. Updates Math course to reflect new Millwright-specific content of MATT 1013. The new course is 1.5 credits instead of 3 credits, with the reduced time covering only material specific to Millwright instead of extraneous content not required for success in the program. The Dean's Office should not be the primary point of contact for prospective students with mental or physical impairments.
URL(s):	https://calendar.kpu.ca/programs-az/trades-technology/millwright-industrial-mechanic/millwright-industrial-mechanic-citation/

Impact on Students:	<p>Check all that apply:</p> <p><input type="checkbox"/> The changes alter the admission, declaration or continuance requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes change the total number of required credits <i>If yes, state the current number of total credits: <u>23.5</u> and proposed number of total credits: <u>22.0</u></i></p> <p><input checked="" type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential:</i></p> <p>_____</p>
Transition Plan	<i>This is a cohort based program so no transition plan is required for future students.</i>

Current Requirements with Proposed Changes <i>Cut and paste the relevant section(s) in full from the current Calendar website. Use <u>track changes</u> to show the proposed changes.</i> <i>For a new Minor degree for which a cognate Major program is currently offered at KPU, insert the following text below "This is a new Minor degree program for which a cognate Major degree program already exists at KPU. There is no existing curriculum for the minor, and as per Policy AC11 there is no requirement for a Concept Paper or FPP."</i>	New Requirements <i>Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.</i>
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<p>Admission Requirements</p> <p>In addition to KPU's General university admission requirements, including the vocational-level English Proficiency Requirement, the following program admission requirements apply.</p> <ul style="list-style-type: none"> English: <ul style="list-style-type: none"> English Studies 12 with a minimum grade of 'C' (or equivalent), or Literary Studies 12 with a minimum grade of 'C' (or equivalent), or English First Peoples 12 with a minimum grade of 'C' (or equivalent), or Composition 12 with a minimum grade of 'C' (or equivalent), or Creative Writing 12 with a minimum grade of 'C' (or equivalent), or KPU's Vocational Trades English Reading Assessment with a minimum score of 80%. Mathematics: <ul style="list-style-type: none"> Any Math 11 with a minimum grade of 'C' (or equivalent), or KPU's Vocational Trades Mathematics Assessment with a minimum score of 55%. <p>Notes:</p> <ul style="list-style-type: none"> Group information sessions are regularly scheduled at the Cloverdale campus, and participation is highly recommended. Please see kpu.ca/trades for schedule information. Completion of high school shop courses is an asset. International student Application for Admission requires approval of the Dean. 	<p>Admission Requirements</p> <p>In addition to KPU's General university admission requirements, including the vocational-level English Proficiency Requirement, the following program admission requirements apply.</p> <ul style="list-style-type: none"> English: <ul style="list-style-type: none"> English Studies 12 with a minimum grade of 'C' (or equivalent), or Literary Studies 12 with a minimum grade of 'C' (or equivalent), or English First Peoples 12 with a minimum grade of 'C' (or equivalent), or Composition 12 with a minimum grade of 'C' (or equivalent), or Creative Writing 12 with a minimum grade of 'C' (or equivalent), or KPU's Vocational Trades English Reading Assessment with a minimum score of 80%. Mathematics: <ul style="list-style-type: none"> Any Math 11 with a minimum grade of 'C' (or equivalent), or KPU's Vocational Trades Mathematics Assessment with a minimum score of 55%. <p>Notes:</p> <ul style="list-style-type: none"> Group information sessions are regularly scheduled at the Cloverdale campus, and participation is highly recommended. Please see kpu.ca/trades for schedule information. Completion of high school shop courses is an asset. International student Application for Admission requires approval of the Dean.
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Satisfactory physical health is also recommended.

Accessibility Services (Accommodations):

Students seeking accommodations for a disability should contact Accessibility Services to explore options to remove potential barriers to their learning experience. Prospective students and applicants are encouraged to reach out for support as early as possible as some services require advance planning. An Accessibility Advisor or Learning Specialist will review the course essential skills and abilities and determine what, if any, accommodations could support your education.

Curricular Requirements

Hands-on shop experience is the basis on which skills are developed. Various forms of classroom and shop instruction including lectures, labs, shop assignments, team assignments, practical demonstrations, hands-on training, structured projects, individual demonstration of technical skills, and group lectures will be utilized. Also, independent study modules and directed studies modules supplemented with a wide selection of audiovisual material are available where necessary. The program focuses on direct contact between students and faculty. In addition, the expertise of other departments will be utilized to deliver specialized courses.

Speaking the language of the trade is necessary for the graduate in dealing with other trades and service people, distributors and manufacturers. Students will be required to gain proficiency in trade terminology and interpersonal and employability skills.

Satisfactory physical health is also recommended.

Accessibility Services (Accommodations):

Students seeking accommodations for a disability should contact Accessibility Services to explore options to remove potential barriers to their learning experience. Prospective students and applicants are encouraged to reach out for support as early as possible as some services require advance planning. An Accessibility Advisor or Learning Specialist will review the course essential skills and abilities and determine what, if any, accommodations could support your education.

Curricular Requirements

Hands-on shop experience is the basis on which skills are developed. Various forms of classroom and shop instruction including lectures, labs, shop assignments, team assignments, practical demonstrations, hands-on training, structured projects, individual demonstration of technical skills, and group lectures will be utilized. Also, independent study modules and directed studies modules supplemented with a wide selection of audiovisual material are available where necessary. The program focuses on direct contact between students and faculty. In addition, the expertise of other departments will be utilized to deliver specialized courses.

Speaking the language of the trade is necessary for the graduate in dealing with other trades and service people, distributors and manufacturers. Students will be required to gain proficiency in trade terminology and interpersonal and employability skills.

The student will develop the safe work habits, knowledge and ability required in industry today.

Students must achieve a minimum GPA of 2.67 for all required [required](#) courses:

Code	Title	Credits
ENGT 1015	Communication Skills for Trades I	1.5
MATT 1013	Mathematics/Science for Manufacturing and Mechanical Trades Level 1	1.5
MWIN 1101	Millwright Trade Safety	2
MWIN 1106	Print Reading and Sketching	1
MWIN 1112	Measuring Tools	1
MWIN 1113	Layout and Machine Foundations	1.5
MWIN 1121	Hand Tools and Bench Work	1
MWIN 1131	Power Hand Tools	1
MWIN 1135	Rigging	2
MWIN 1141	Machine Tool Basics	3

The student will develop the safe work habits, knowledge and ability required in industry today.

Students must achieve a minimum GPA of 2.67 for all required courses:

Code	Title	Credits
ENGT 1015	Communication Skills for Trades I	1.5
MATT 1013	Mathematics/Science for Manufacturing and Mechanical Trades Level 1	1.5
MWIN 1101	Millwright Trade Safety	2
MWIN 1106	Print Reading and Sketching	1
MWIN 1112	Measuring Tools	1
MWIN 1113	Layout and Machine Foundations	1.5
MWIN 1121	Hand Tools and Bench Work	1
MWIN 1131	Power Hand Tools	1
MWIN 1135	Rigging	2
MWIN 1141	Machine Tool Basics	3

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MWIN 1150	Machine Tools	2	MWIN 1150	Machine Tools	2
MWIN 1160	Fasteners and Fittings	1	MWIN 1160	Fasteners and Fittings	1
MWIN 1180	Level 1 Welding for Millwrights	2.5	MWIN 1180	Level 1 Welding for Millwrights	2.5
MWIN 1205	Lubrication	1	MWIN 1205	Lubrication	1
Total Credits		22.0	Total Credits		22.0

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List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued
MATT	1013	Mathematics/Science for Manufacturing and Mechanical Trades Level 1	New

SENATE

Agenda Item: 7

Meeting Date: February 22, 2021

Presenter: David Burns

Chair's Report to Senate Senate Governance and Nominating Committee February 10, 2021

The February meeting of SGNC was called to address two items of business. First, the committee elected its newest chair, Dean Lee of the Faculty of Health, who will begin her term as Chair at the March meeting. Second, the committee reviewed and now recommends changes proposed to the AC13 table of minimum qualifications for faculty members in the English Department.

David P. Burns,
Outgoing Chair, SGNC

SENATE

Agenda Item: 7.1

Meeting Date: February 22, 2021

Presenter: David Burns

Agenda Item: *AC 13 Qualifications for Faculty Members:
Faculty of Arts, Department of English*

Action Requested:	Motion
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Recommended Resolution:	That Senate approve the amended AC 13 <i>Qualifications for Faculty Members</i> for the Department of English.
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Senate Standing Committee Report: On February 10, 2021 the Senate Governance and Nominating Committee recommended that Senate approves the amended AC 13 *Qualifications for Faculty Members* for the Department of English.

Key Messages: English is updating its qualifications to reflect changes in the field of candidates and trends apparent in recent searches and appointments.

Consultations:

1. The Department of English
2. Dean of Arts
3. Arts Faculty Council
4. Dr. Alan Davis

Attachments:

1. Table of current and proposed AC13 Qualifications for Faculty Members in English
2. AC 13 *Qualifications for Faculty Member* Policy, Procedures, and Table

Submitted by: *David Burns*

Date submitted: *February 12, 2021*

SENATE OFFICE
SUMMARIZED CHANGES – ENGLISH
AC13 FACULTY QUALIFICATIONS SUBMISSION

Discipline/Program	Academic	Professional	Teaching	Experience
Current				
English	Master's degree in English, Rhetoric and Composition, or literary studies is required; PhD in same is preferred.	N/A	Preference will be given to candidates with a record of excellence in teaching composition and literature at the undergraduate level.	Two years of teaching experience at the undergraduate level preferred.
Proposed				
English	A completed PhD, or evidence of imminent completion of a PhD, in English or literary studies.	A current record of, or potential for, scholarly activity within a relevant area or discipline.	Evidence of teaching excellence at the undergraduate level is required.	Experience teaching English at the undergraduate level in the past five years is required.

SENATE

Agenda Item:8

Meeting Date: February 22, 2021

Presenter: Heather Clark

Chair's Report to Senate

Senate Standing Committee on Academic Planning and Priorities February 5, 2021

During our February meeting we had three items of new business.

1. A motion was brought forth regarding the suspension of the work exploration and job preparation programs offered by the Access Programs department. After consideration, this recommendation was supported in being brought to Senate.
2. A draft of AC15 Micro-credentials policy was shared for discussion and feedback from the committee.
3. The KPU 2050 Official Campus Plan was presented and a motion was passed to endorse it.

SENATE

Agenda Item: 8.1

Meeting Date: February 22, 2021

Presenter: Heather Clark

Agenda Item Program Suspension: Work Exploration, Job Preparation

Action Requested	Motion
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Recommended Resolution	THAT Senate recommend that the Board of Governors suspend the programs offered by the Access Programs Department for a period of one year: September 1, 2021 – August 31, 2022.
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Senate Standing Committee Report

On February 5, 2021 the Senate Standing Committee on Academic Planning and Priorities recommended that Senate recommend that the Board of Governors suspend the programs offered by the Access Programs Department for a period of one year: September 1, 2021 – August 31, 2022.

Context & Background

The suspension will impact two 10-month Adult Special Education programs that currently result in certificates of completion: Work Exploration and Job Preparation. The programs as currently delivered do not align with the 2013 Senate-approved program revision. In the meantime, different course outlines were approved by Senate in 2016. Because intakes for the programs are done in the fall only, the department has continued to offer the programs “as is” while also trying to do program revisions in time to meet governance timelines. This has resulted in the need to operate under program and policy variances submitted to Senate every year.

Key Messages

1. Students currently enrolled in the programs will not be impacted by the proposed program suspension.
2. No other departments or programs are affected by the suspension of the Access Programs with the possible exception of the English Upgrading department, which teaches LCOM 0101. The impact to this department will be hiring an instructor to teach an additional section if necessary.
3. Suspension of the programs for one academic year will provide the time necessary to complete a full program review and ensure an outdated model of adult special education that has not changed in 30

years is revitalized and made relevant and current. Further, upon approval of the revitalized programs by Senate, the need for program variances will no longer be required.

4. There are no financial implications to the University as a result of the suspension. Possible risk to the university's reputation in the community as a result of the suspending opportunities for access to post-secondary adult special education may be mitigated through the offering of an additional section of LCOM 0101, Literacy for Students with Intellectual Disabilities, in the 2021 academic year.
5. It is proposed that the suspension for the two programs, Work Exploration and Job Preparation become effective Fall 2021.

Consultations

1. Faculty and staff in the Access Programs department have been consulted on this suspension; consultation on the program revision is ongoing.
2. Current students will complete the program at the end of June, 2021. Students will be consulted through class meetings.
3. The program advisory committee for these programs will be consulted through the regular twice-yearly meetings.
4. ACP Faculty Council endorsement (January 15, 2021)
5. Provost and Vice President Academic

Attachments

1. MEMO – Proposal Program Suspension Access Program Dept 2020.12.23
2. Access Programs Department Chair Letter of Endorsement

Submitted by

*Heather Clark, Chair,
Senate Standing Committee on Academic Planning and Priorities*

Date submitted

February 5, 2021



MEMORANDUM

TO: Aimee Begalka, Dean, Faculty of Academic and Career Preparation

C: Zena Mitchell, University Registrar; David Burns, Vice-Chair, Senate; Josephine Chan, Special Assistant to Provost on University Policy

FROM: Dr. Sandy Vanderburgh, Provost and Vice President, Academic

DATE: December 23, 2020

SUBJECT: **Proposal for Suspension of Programs in the Access Programs Department September 1, 2021 – August 31, 2022**

In accordance with KPU [Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs](#) and requirements outlined in Section B.2.d. of the supporting [Procedures](#), I have reviewed your detailed proposal (attached) to suspend the following programs:

The suspension will impact two 10-month Adult Special Education programs that currently result in certificates of completion.

- Work Exploration
- Job Preparation

This memo confirms my full support and endorsement on the Proposal to suspend the above two programs.

A handwritten signature in black ink that reads 'Sandy Vanderburgh'.

Digitally signed by Sandy Vanderburgh
DN: cn=Sandy Vanderburgh, o, ou,
email=sandy.vanderburgh@kpu.ca, c=CA
Date: 2021.01.05 10:25:34 -08'00'

Dr. Sandy Vanderburgh
Provost & Vice President, Academic
Kwantlen Polytechnic University

TO: Faculty Council, Faculty of Academic and Career Preparation

CC: Sandy Vanderburgh, Provost and VP Academic; Zena Mitchell, Registrar; David Burns, Vice-Chair Senate

FROM: Aimee Begalka, Dean, Faculty of Academic and Career Preparation

DATE: January 15, 2021

SUBJECT: Proposal for Suspension of Programs in the Access Programs Department September 1, 2021 – August 31, 2022

The Faculty of Academic and Career Preparation proposes to suspend the programs offered by the Access Programs department for a period of one year: September 1, 2021 – August 31, 2022. The proposal to suspend these programs has received the Provost's support as per the attached memo.

Impacted Credentials

The suspension will impact two 10-month Adult Special Education programs that currently result in certificates of completion.

- Work Exploration
- Job Preparation

Program Location

Surrey, Langley and Richmond campuses

Faculty and Department

The programs are offered by the department of Access Programs (formerly Access Programs for People with Disabilities) in the Faculty of Academic and Career Preparation (formerly Academic and Career Advancement).

Proposed date of suspension:

- a. September 1, 2021 through August 31, 2022.

Financial and Risk Implications

- b. There are no financial implications to the University as a result of the suspension. Possible risk to the university's reputation in the community as a result of suspending opportunities for access to post-

secondary adult special education may be mitigated through the offering of an additional section of LCOM 0101, Literacy for Students with Intellectual Disabilities, in the 2021 academic year.

- c. No other departments or programs will be impacted as a result of the proposed program suspension, with the possible exception of the English Upgrading department, which teaches LCOM 0101. The impact to this department will be hiring an instructor to teach an additional section if necessary.

Reasons for the suspension:

- d. The programs as currently delivered do not align with a 2013 Senate-approved program revision. In the meantime, different course outlines were approved by Senate in 2016. Because intakes for the program are done in the fall only, the department has continued to offer the program “as is” while also trying to do program revisions in time to meet governance timelines. This has resulted in the need to operate under program and policy variances submitted to Senate every year.
- e. The program structure adheres to an outdated model of adult special education that has not changed for over 30 years.
- f. In order to complete a full program refresh and then recruit for a fall 2022 intake, it was deemed necessary by the ACP dean to suspend the program for one year beginning September 1, 2021.

Plan for Suspension

- g. The program revisions will be submitted to the governance process via Policy AC10 by the Dean. The approximate timeline of the process is:
 - i. ACP Faculty Council, January 15, 2020
 - ii. Senate Academic Planning and Priorities Committee, February 5, 2021
 - iii. Senate, February 22, 2021
 - iv. Board of Governors, April 1, 2021.
- h. The program revisions will be complete in time for the fall 2022 recruitment cycle. In collaboration with Marketing and the Future Students Office, faculty will promote the program once the program revisions are complete.
- i. Faculty and staff in the Access Programs department have been consulted on this suspension; consultation on the program revision is ongoing.
- j. Current students will complete the program at the end of June, 2021. Students will be consulted through class meetings.
- k. The program advisory committee for these programs will be consulted through the regular twice-yearly meetings.

Draft Calendar entry

The next available intake for this program will be Fall 2022.

January 22, 2021

Access Programs Department Chair letter of support for the suspension of the Access Programs for the coming academic year 2021-2022.

Background:

For many years Access Programs department has been operating under variances due to:

- Proposed program changes implemented in course delivery but not with approval from Senate
- Admissions criteria differing from KPU policy. Students younger than 19 are enrolled in AP.

There have been several attempts to redesign and refresh the AP programs over the years, 2010, 2015. Each time AP began to implement these ideas under variances as the internal approval process continued. It stalled, usually due to increased funding required to deliver a more rigorous curriculum.

2018-2020, the Registrar requested that we resolve all variances and the admission criteria. Admission criteria was rewritten and approved to include all of APs usual incoming students.

In addition, Faculty recognized the need for a program refresh to include broader curricular topics, more independent focus on the students, and reflect the move to inclusion in the Disability Rights movement.

In 2019, BC Ministry of Advanced Education and Skills Training offered a one-time grant to support initiatives in Adult Special Education programs around the province. AP decided to develop a high school transition program. With the onset of the COVID pandemic, students were no longer able to come to class on campus or take part in community based experiential work experiences for the foreseeable future.

Together, the Dean and faculty made a decision to use the ministry funds to release a faculty to work on a redesign that would also resolve the need for variance. During the fall the move to online learning opened new possibilities for reaching our student population with new ways of learning and creating experiential opportunities. The focus on the redesign work and possibilities expanded. The Dean assessed the effort required to refresh and update a program with roots back to 1981, as well as the need to focus on the variances, and the possibility that COVID would extend to the end of 2021. They suggested that faculty consider suspending the program for one year to do this important updating work. After considering the idea and weighing its merit and caution, the go head was given to begin the process of seeking approval.

While the suspension will mean layoffs for most employees, this unique time and opportunity to focus on improving the Access Programs became a welcomed way forward.

Access Programs Department Chair (and faculty) wholeheartedly support the suspension of the program for the year 2021-2022 and appreciate this rare opportunity to concentrate fully on making it the best it can be.

Pat Foreman

KPU Access Programs Instructor, Department Chair

SENATE

Agenda Item: 8.2

Meeting Date: February 22, 2021

Presenter: Brent Elliott

Agenda Item **KPU2050 Official Campus Plan**

Action Requested	Motion
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Recommended Resolution:	That Senate recommend that the Board of Governors approve the KPU2050 Official Campus Plan.
-------------------------	--

Standing Committee Report

On February 5, 2021, the Senate Standing Committee on Academic Planning and Priorities recommended that Senate recommend that the Board of Governors approve the KPU2050 Official Campus Plan.

Context & Background

KPU's first-ever Campus Master Plan – the KPU2050 Official Campus Plan – has now been prepared following over a year of working closely with our KPU community. As a key step in the approval process of the Plan, and following the presentation of the KPU2050 Plan to the Senate Standing Committee on Academic Planning and Priorities, Senate is now asked for its recommendation that the Board of Governors approve the KPU2050 Official Campus Plan.

KPU2050 outlines a shared long-term vision for all of KPU's five campuses, along with a set of guiding principles. Specific to our four physical campuses at Surrey, Tech, Langley, and Richmond, the Plan conceptually illustrates and outlines recommended directions related to the future of our built form, open spaces and movement connections. Acknowledging our sustainability commitments and aspirations, the Plan also identifies recommendations that will deliver a pathway towards carbon neutrality and a more sustainable and resilient future. The Plan further outlines a set of Indigenous principles and recommendations that inform how we think about our KPU campuses today and in the future in relation to the land, people, and activities that take place on them.

The campus planning process was founded on a principle of engagement, acknowledging that consultation is fundamental to understand the priorities of those that will ultimately be influenced by the Plan.

Throughout the process, a variety of in person and online opportunities, activities, and events were offered in order to ensure that the engagement efforts were convenient and captivating for participants. The most recent outreach identified strong levels of support for the Official Campus Plan amongst the KPU community.

Overall, the Plan offers a holistic view of KPU's future, one that describes and visually illustrates the physical evolution of our campuses, upholds our sustainability commitments, and deepen efforts towards reconciliation; all of which are intended to help inform decision making related to our campuses for the next 30 years.

Key Messages	1. The KPU2050 Official Campus Plan is now complete with its approval process commencing with a Senate recommendation that the Board of Governors approve the Plan.
	2. As a physical plan, KPU2050 outlines recommendations and design concepts that collectively form a shared vision for the future of KPU's campuses, with specific directions for the built form, open space, and movement patterns related to our four physical campuses at Surrey, Tech, Langley, and Richmond.
	3. From the beginning, the campus planning process was committed to engaging the KPU community, towards identifying the ideas and opportunities that form the KPU2050 Plan.
Resource Requirements	<p>The process to prepare the Official Campus Plan was initiated early in 2019, following the Board's approval of the 2019/2020 University Budget.</p> <p>The Office of Campus and Community Planning received support from Dialog Design, the consultant team that was retained at the outset of the process.</p>
Consultations	<p>Consultation with faculty, students and staff along with our Indigenous communities and internal/external stakeholders formed an integral component of the KPU2050 Official Campus Plan process. Recent engagement activities identified strong support for the Plan.</p>
Attachments	2021 02 KPU2050 Official Campus Plan
Submitted by	<p>Marlyn Graziano, Vice President, External Affairs Tara Clowes, Vice President, Finance and Administration Jaret Lang, AVP, Campus and Community Planning Brent Elliott, Director, Campus and Community Planning</p>
Date submitted	<p>February 10, 2021</p>

SENATE

Agenda Item: 10

Meeting Date: February 22, 2021

Presenter: Carlos Calao

Chair's Report to Senate Senate Standing Committee on Policy February 3, 2021

The Chair opened the meeting with a territorial acknowledgement and welcome two new members to the committee: Suzanne Pearce and Corrie Nichols.

GV2 Protocol for the Development of University Policies/Procedure:

Keri van Gerven answered questions from the committee. She reported on the outcomes of the consultations underway, outlined proposed changes, and reviewed the current and proposed posting practices. Salient items discussed included:

- the need to define “substantive” within the context of GV2.
- providing a document showing key changes by policy section and how policies are currently categorized.
- the lack of definition for “academic” and “administrative” for classifying policies, the need to refer to the *University Act* when determining the approving body for a policy, and the need to review the current categories of policies used on the policy website.

The Committee discussed dividing the six-week posting period to two three-week periods, the current and proposed process to eliminate policies, the process to revise procedures, the need to have a version with track changes, the classification of policies, the elimination of the distinction between academic and administrative policies, the difference in the functions of Senate and of the Board of Governors and providing rationale for policies classifications.

AC 15 Micro-credentials Policy draft:

Dr. Rajiv Jhangiani provided an overview of the current growth of micro-credentials in Canada.

He discussed the international technical standards for issuing digital badges, the distinction between digital badges, open badges and KPU micro-credentials, the integration of continuing professional studies in the policy framework, the inclusion of micro-credentials in assessing prior learning, the procedures to develop a micro-credential, the checks in place that ensure faculty will be involved in preparing materials for micro-credentials, and the consultations currently planned.

The Committee discussed the process and criteria to review the micro-credentials, the circular definition of digital and open badges, processes to ensure that Senate-approved micro-credentials are clearly distinguished from open and digital badges, providing working examples of different types of badges and micro-credentials, the short timeline for approval, the involvement of departments and faculties in proposing micro-credentials, the possibility of service units preparing programs that will result in digital badges, representing areas within student affairs in the digital badge committee, and separating policies for micro-credentials that are approved by senate from the policies for micro-credentials that are not approved by Senate.

The Committee suggested preparing a Venn diagram showing overlaps between the different badges and micro-credentials, and which micro-credential goes into a CPS calendar and which ones go into the KPU calendar.

The committee expressed its appreciation for the level of detail in the document including the background document supporting the draft policy AC15 *Micro-Credentials*.

Report of Special Assistant to Provost and Vice-President, Academic

Josephine Chen provided an update on policy development:

- AC1 *Advisory Committees*
- AC4 *Student Evaluation and Grading*
- AC12 *Naming, Academic Units*
- AC13 *Qualifications for Faculty Members*

She reported on her work with Deans and Associate Deans to prepare a needs and gap analysis, and with the Task Force on Anti-Racism. The Committee discussed where the anti-racism policy will fit within the current policy.

SENATE

Agenda Item: 12

Meeting Date: February 22, 2021

Presenter: David Burns

Chair's Report to Senate Dr. Daniel Bernstein Senate Standing Committee on Research and Graduate Studies February 12, 2021

SSCRGS met on February 11, 2021. Highlights appear below:

AVP, Research Report

Deepak Gupta highlighted the Distinguished Service Award recipients: Cathy Parlee (Service, Staff), Dr. Farhad Dastur (Service, Faculty), and Dr. Cory Pedersen (Scholarship). Dr. Gupta also noted the increase in social media activity since Darya Kostromitina joined the Office of Research Services team. Finally, Dr. Gupta highlighted the NVIVO license and the upcoming merger of BC Academic Health Science Network and the Michael Smith Foundation for Health Research.

Chair, Ethics Research Board Report

Tara Lyons highlighted Research Ethics BC RISE review, and noted the first one for which KPU was the Board of Record. Dr. Lyons advised the committee that she has been assisting the Wilson School of Design with several initiatives, including course-based research and working with Emily Carr University's Research Ethics Board. Dr. Lyons encouraged members to consider connecting with her team for similar support.

The committee discussed the possibility of inviting researchers to attend the committee to describe their research projects. The Chair will reach out to faculty members to determine if they and their students wish to attend a SSCRGS meeting in the future.

Items for Discussion

1. Subcommittee for Nominations to the Royal Society of Canada

The committee discussed the proposed membership and the next steps to populate the committee following its approval.

Diane Purvey moved THAT the Senate Standing Committee on Research and Graduate Studies recommend to the Senate Governance and Nominating Committee the creation of a

subcommittee to encourage and support the nomination of KPU researchers to the Royal Society of Canada and its College.

The motion carried (see supporting attachment).

2. Definition of Post-doctoral fellow at KPU.

Deborah Henderson shared with the committee that creating a definition for post-doctoral fellow would permit Mitacs applications and shared some possible strategies for funding such positions.

The committee discussed proposing the following definition and what the qualifications of the supervisor would be:

Deborah Henderson moved THAT the Senate Standing Committee on Research and Graduate Studies recommend that Senate adopt this definition of post-doctoral fellow:

The motion carried (see supporting attachment).

3. Supports for Scholarship of Teaching and Learning.

Rajiv Jhangiani requested suggestions and feedback from the committee related to supports for faculty who wish to engage in the Scholarship of Teaching and Learning. The committee discussed that the institutional recognition of the work that faculty perform editing journals could be one support that might assist faculty and that academic credit-bearing courses might be housed within the Department of Educational Studies.

Dr. Jhangiani encouraged members of the committee to share this idea in their areas with their colleagues and to contact him with further suggestions or feedback.

4. Equity, Diversity, and Inclusion (EDI) in Research

Deepak Gupta informed the committee of his involvement in the EDI Action Plan Committee and Anti-Racism Committee at KPU, and that different funding agencies differ in their EDI requirements for grant-receiving institutions. The committee discussed whether a task force or a subcommittee would be more appropriate to support this initiative, that it could play a role in supporting Principal Investigators at the institution, that the task force itself should itself be diverse and what the criteria for selection would be.

The committee requested that Dr. Gupta head the recruitment or membership on the Task Force. Interested members are encouraged to contact him. A list of nominees will be brought to the next SSCRGs meeting for a vote.

SENATE

Agenda Item: 12.1

Meeting Date: February 22, 2021

Presenter: Daniel Bernstein, Deborah Henderson

Agenda Item

Advice on the Definition of Post-Doctoral Fellow

Action Requested	Motion
Recommended Resolution	<p>THAT Senate endorse this definition of post-doctoral fellow.:</p> <p>“A Post-Doctoral Fellowship is an opportunity for scholars with a recent earned doctorate from a recognized university to conduct independent research, guided by a qualified Advisor at KPU who has an earned doctorate. Post-Doctoral Fellows at KPU will be within five years of their doctorate with allowances for leaves and exceptional circumstances. These Fellowships will be time limited.</p> <p>Recognizing that the research enterprise is complex, and that Post-Doctoral Fellows pursue careers in industry, government, non-profits as well as academia, a diversity of skills and core competencies related to their discipline will be a planned part of their Fellowship.”</p>

Senate Standing Committee Report

At its meeting on February 11, 2021, the Senate Standing Committee on Research and Graduate Studies recommended that Senate adopt the definition given in the motion of post-doctoral fellow.

Context & Background

KPU does not have an endorsed, formal definition of Post-Doctoral Fellow (PDF). With such a definition, KPU researchers will be able to supervise Post Doctoral Fellows holding MITACS (Mathematics of Information Technology and Complex Systems) and other PDF funding. Post Doctoral funding is competitive and difficult to get, and in order to be competitive with research-intensive universities, KPU should offer something unique and valuable to PDFs. A Canadian National survey in 2016 of Post Doctoral Fellows outlined what PDFs want in their Fellowships, and that the PDF experience varies widely. PDFs can be treated as research workhorses, which doesn't develop skills that help them in the breadth of the job market. Discussion at the SSCRG recognized this and that KPU would be wise to develop a definition that recognized the applied job market in addition to the academic job market

for PDFs. Furthermore, we discussed planning for a measurable set of skills as a goal for PDFs at KPU. These skills are outlined in the attached documents.

Key Messages	<ol style="list-style-type: none">1. KPU does not have a formal definition of Post-Doctoral Fellows.2. Creating such a definition would permit individuals to apply for Mitacs Post-Doctoral Fellowships at KPU.3. A PDF definition that recognizes the need for PDFs to develop both academic and industry skills will attract funding and Post Doctoral candidates to KPU, be true to and strengthen our Polytechnic mandate
Consultations	<ol style="list-style-type: none">1. Internet search for definitions of Post Doctoral Fellows or Fellowships at Universities in BC and across Canada2. MITACS – to determine what they require before KPU could apply for MITACS PDF funding. A definition was the only requirement.3. Natural Sciences and Engineering Research Council (NSERC) – to determine if MITACS PDFs were recognized within the funding programs for NSERC’s College and Community Innovation Programs when these are combined with MITACS funding. They are.
Attachments	<ol style="list-style-type: none">1. 2016 Canadian National Postdoctoral Survey, Executive Summary with recommendations2. Postdoctoral Fellows in Canada: Situations and Actions (2017 P. Clark, SFU postdoc)
Submitted by	<i>Daniel Bernstein, Chair, Senate Standing Committee on Research and Graduate Studies</i>
Date submitted	<i>February 15, 2021</i>

THE 2016 CANADIAN NATIONAL POSTDOCTORAL SURVEY

EXECUTIVE SUMMARY



Canadian Association of Postdoctoral Scholars / l'Association Canadienne des
Stagiaires Postdoctoraux

BURROUGHS
WELLCOME
FUND 



NSERC
CRSNG



CRSH  SSHRC

Conseil de recherches
en sciences humaines

Social Sciences and
Humanities Research Council

The 2016 Canadian National Postdoctoral Survey Executive Summary

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L'Association Canadienne de Stagiaires Post-doctoraux (CAPS-ACSP).

Contributing Authors

Nafisa M. Jadavji, PhD – CAPS-ACSP Vice Chair External, 2016 National Postdoctoral Survey Committee Chair (2015, 2016)

Mohamad Nadim Adi, PhD – CAPS-ACSP Chair (2015), Past Chair (2016)

Chris Corkery, PhD – CAPS-ACSP Chair (2011), Past Chair (2012)

Jiro Inoue, PhD – CAPS-ACSP Vice-Chair Operations (2015)

Kathleen Van Benthem, PhD (Writer)

If you would like to read the full 2016 Canadian National Postdoctoral Survey Report visit the CAPS-ACSP website at <http://www.caps-acsp.ca>

Questions or comments on this survey or related matters may be addressed to CAPS-ACSP at the following email address : survey@caps-acsp.ca

Acknowledgements

We thank the 2,109 respondents who took the time answer all of the questions on the 2016 National Postdoc Survey and share their personal experiences with us. Thank you! This included a number of respondents who also completed the 2013 survey, and we would like to particularly acknowledge those individuals.

A huge thank-you to all the postdoctoral associations, postdoctoral administrators, Deans, and other individuals across Canada and internationally who promoted our survey. Your combined efforts helped us reach over 2000 respondents.

This survey and report would not have been possible without funding. We acknowledge Canada's Tri-Council granting agencies (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council and Social Sciences and Humanities Research Council) for funding the 2016 survey, as well as staff at each council for providing feedback on both the survey questions and final report. We also thank the Burroughs Wellcome Fund for giving us a grant to hire a writer that compiled the survey results and wrote this report, so that we could share these results in a timely manner.

The survey instrument was conducted and analyzed in collaboration with Academica Group. Academica's insights and advice were invaluable, and their flexibility throughout the process was much appreciated.

Lastly, we thank past and current members of the CAPS-ACSP Executive Council for their advice and guidance throughout the whole process.

List of Abbreviations

ANOVA: Analysis of Variance

CAPS-ACSP: Canadian Association of
Postdoctoral Scholars-Association-
L'Association Canadienne de Stagiaires Post-
doctoraux

CAD: Canadian Dollar

CAUT: Canadian Association of University
Teachers

CIHR: Canadian Institute of Health Research

CPP: Canada Pension Plan

IDP: Individual Development Plan

MITACS: Mathematics of Information
Technology and Complex Systems

NGO: Non-governmental Organization

NSERC: Natural Sciences and Engineering
Research Council

NPA: National Postdoctoral Association (U.S.)

PDO: Postdoctoral office

PDA: Postdoctoral Association

PI: Principle Investigator

SSHRC: Social Sciences and Humanities
Research Council

STEM: Science, Technology, Engineering, and
Mathematics

SSH- Social Sciences and Humanities

SSHRC- Social Sciences and Humanities
Research Council

USD: United States Dollar

THE 2016 NATIONAL POSTDOCTORAL SURVEY

The 2016 Canadian National Postdoctoral Survey (the 2016 Survey) is an outcome of the collaboration between Canadian Association of Postdoctoral Scholars (CAPS-ACSP) and the Tri-Council granting agencies (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council and Social Sciences and Humanities Research Council). The content of the 2016 survey leverages the results from two earlier National Postdoctoral Surveys¹ and a CAPS-ACSP 2014 report² developed in collaboration with Social Sciences and Humanities Research Council (SSHRC), which highlighted the professional development needs of postdocs in the Social Sciences and Humanities.

The 2016 Survey expands upon themes and trends identified in 2009 and 2013. The present findings contain new information about time-use, professional development, mental health, and career trajectory data from past Canadian postdocs³. **The 2016 Survey Report compares data from the 2009 (when available), 2013, and 2016 Surveys and highlights relevant trends on the Canadian postdoctoral landscape.**

A key goal of postdoctoral work is to acquire competencies for undertaking intensive independent research. Postdocs are major contributors to research, innovation, arts, culture, and policymaking ⁴.

CAPS-ACSP is the national voice of Canadian postdocs. It works towards clarifying the role of postdocs in Canada, advocates for equitable treatment of postdocs, and represents the interests of postdocs at federal and provincial levels.

MAJOR FINDINGS OF THE 2016 SURVEY

The 2016 Survey was an opportunity for postdocs to share their perspectives regarding supports and obstacles to desired outcomes of their postdoctoral position. Three major themes emerged from the data and are outlined below.

1. Canada's Performance on the Global Postdoctoral Stage

Attracting highly qualified postdocs may be influenced by Canada's performance on the global postdoctoral stage. The unique experiences of Canadian postdocs are compared with the postdoctoral experience reported in other countries. The 2016 Survey findings indicate a need for better support for international postdocs, improvements to postdocs' everyday well-being, such as compensation, benefits, and employment status, and new strategies to address satisfaction with the postdoctoral training.

2. Positioning Postdocs as Drivers of Innovation and Discovery

Positioning postdocs for careers that drive innovation and discovery in Canada is integral to our knowledge-driven economy. To retain highly qualified postdocs for research careers in Canada, strategies are needed to transition postdocs into a broad range of careers options. Postdocs need more information on the range of career options and more support for career development. Female postdocs may be particularly at risk regarding career options.

3. The Changing Profile of Canadian Postdocs

The trend towards more years spent in postdoctoral appointments has changed the profile of Canadian postdocs. In particular, a shift in the age distribution illustrates larger numbers of postdocs in their mid to late thirties, and fewer in their late twenties and early thirties. The older cohort of postdocs experience significant workplace stress due to life/work balance issues, few family-oriented benefits, and low salaries. Measures to address compensation and workplace mental health are needed in the short and long term to ensure the well-being of Canadian postdocs.

THE 2016 SURVEY STAKEHOLDERS

A wide variety of stakeholders, particularly those with the agency to influence policy and take action, will be interested in the 2016 National Postdoctoral Survey results.

- **Postdocs**, with the support of **postdoctoral offices and associations**, can foster an agenda of change to address issues with postdoc salary structures, everyday working conditions, and career prospects. Each postdoc demographic (e.g., gender, location) has different needs and experiences, which together comprise the unique Canadian postdoctoral landscape.
- **Universities, along with postdoctoral administrators and research institutions**, shape policies and levels of support that directly affect postdocs, making them relevant stakeholders in postdoc concerns.
- The **federal and provincial governments** are influential stakeholders as they are the primary source of funding for many Canadian postdocs.
- The **granting agencies** determine policies regarding dispersal of funds (e.g., value of funding packages and responsibilities of postdocs and supervisors). Therefore, as decision-makers, the granting agencies have the opportunity to play important roles in advancing recommendations in this report, and improving the postdoctoral landscape in Canada.

In light of the major contributions that postdocs make to science and society, there is more stakeholder breadth than one might first realize. When innovation is held back, the population may well suffer: from missing new treatments for pain and disease, to unfulfilled appreciation for art, literature, or music. This forfeiture is critical, and inherently difficult to measure. **This report and any ensuing outcomes will be of relevance to all Canadians.**

THE 2016 SURVEY METHODOLOGY

The 2016 Survey is a follow-up to the 2009 and 2013 Surveys. The 2016 Survey provides an updated profile of current and recent Canadian postdocs and was conducted in partnership with the Tri-Council granting agencies: CIHR, NSERC, and SSHRC.

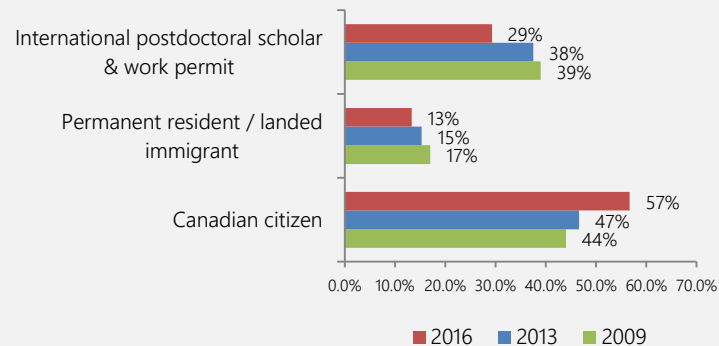
- **The 2016 Survey was conducted online from March 21, 2016 to May 8, 2016 by Academica Group⁵.**
- The target population was postdocs currently working in Canada, Canadian citizens completing a postdoctoral position outside of Canada, and former postdocs who completed their most recent postdoctoral position in the last four years.
- In an effort to reach a wide range of postdocs, the survey was deployed via direct email invitations, as well as posts on the CAPS-ACSP website and social media sites.
- **After removal of ineligible responses and duplicate entries, 2,109 cases were retained for analysis.**
- Throughout this report, subgroup analysis using respondent characteristics was conducted where applicable. The primary variables used to conduct subgroup analysis were Field of Research, Postdoc Location; and Region of Residence. Differences between groups were tested for statistical significance using *Chi-Squared* for distributions, and *Analysis of Variance (ANOVA)* or *t-test* for mean score differences.

1. DEMOGRAPHIC SUMMARY

Location and Citizenship Status

- 57% of postdocs are Canadian Citizens.
- 12% of Canadian postdocs left Canada to complete a postdoctoral appointment in a foreign country.

Figure 1: Trend in Citizenship Status



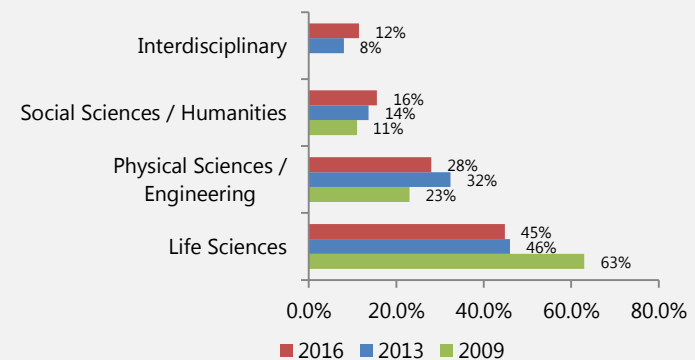
Age, Gender, and Family Status

- The average age of current postdocs is 34 years.
- 51% are male and 48% female.
- 65% have a partner and 31% have dependents.

Fields of Research

- Since 2009 there has been a decrease in the proportion of postdocs in the Life Sciences domain and increases in all other fields (after 2009, some Life Sciences postdocs may have been reclassified as "Interdisciplinary").

Figure 2: Trend in Fields of Research



"In this day and age it often takes more than one postdoctoral appointment to get a good research job - both for the public and private spheres.

So you essentially have to leave Canada."

—Survey Respondent

1. DEMOGRAPHIC SUMMARY (continued)

Annual Income

- The postdoc mean gross annual salary is CAD 47 798.
- Almost half earn salaries less than CAD 45 000 per year (47.5%).
- Postdocs outside of Canada report significantly higher salary ranges, and an average salary of CAD 53 990⁶.

Table 1: Mean Gross Annual Salary

Characteristics	n	CAD
Number of Postdoc Appointments	One	1,101 47 279.27
	Two	405 49 129.15
	Three	86 49 098.35
	Four or more	23 44 347.35
Gender	Female	783 47 751.76
	Male	805 47 847.34
Location of Postdoctoral Appointment	Canada	1,350 46 582.84
	Out-of-country	265 53 990.13
	Atlantic	42 46 487.61
Region of Residence	Quebec	371 42 337.79
	Ontario	479 47 901.39
	Prairies	306 47 940.69
	British Columbia	200 49 687.01
	Outside Canada	217 55 218.47
	Life Sciences	723 48 208.37
		452 48 699.74
Field of Research	Physical Sciences / Engineering	254 45 068.42
	Social Sciences / Humanities	186 47 741.45
	Interdisciplinary	573 44 938.44
	Supervisor's grant	493 48 468.07
	CIHR/NSERC/SSHRC	80 50 312.01
Primary Source of Funding	Private foundation / association	151 47 582.28
	Mitacs fellowship	96 46 223.47
	Provincial government or provincial research council	88 49 346.12
	Institutional/departamental training grant	47 55 478.35
	Foreign entity	71 59 577.03
	Other	

Universities Represented

- Many Canadian universities are represented in the findings of the 2016 Survey.
- Other than universities, respondents commonly work in government laboratories, industry, and in health services⁷.

Table 2: Universities in 2016 Survey

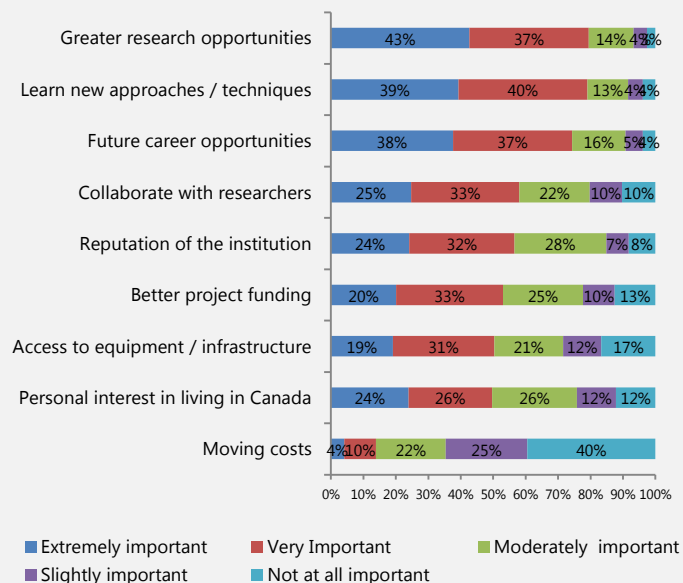
	# of Respondents
University of British Columbia	136
University of Toronto	132
University of Alberta	127
McGill University	123
Université de Montréal	98
University of Calgary	91
Western University	70
University of Ottawa	61
Simon Fraser University	40
University of Saskatchewan	36
University of Manitoba	33
McMaster University	31
Dalhousie University	28
Harvard University	28
Institut national de la recherche scientifique	26
Université de Sherbrooke	26
University of California	25
Concordia University	24
University of Guelph	23
University of Waterloo	21
York University	21
Other	423
Prefer not to answer	7
Total	1630

2. CANADA'S PERFORMANCE ON THE GLOBAL POSTDOCTORAL STAGE

Attracting International Postdocs

- Postdocs come to Canada primarily to train using new research approaches.
- There was an 11 percentage point decrease in the number of international postdocs in 2016, as compared to 2013.

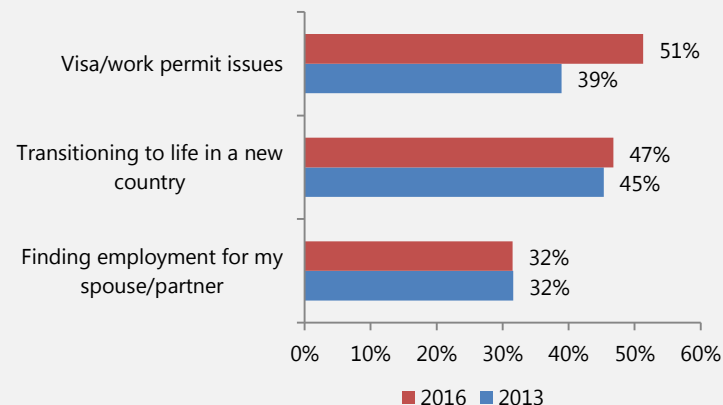
Figure 3: Reasons International Postdocs Come to Canada



Challenges Experienced by International Postdocs

- There is a trend for postdocs to continue to experience problems with Visa and work permits over the length of their tenure.

Figure 4: Trend in Challenges Experienced by International Postdocs



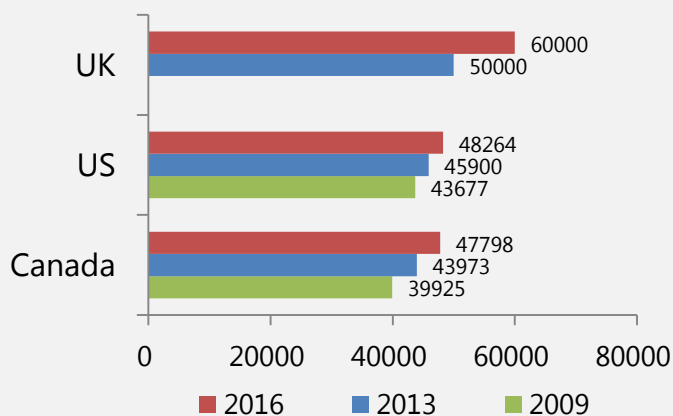
"I'm not sure I can get a job that I want here. I would LOVE to stay here. My whole family would LOVE to stay here."
 –Survey Respondent

2. CANADA'S PERFORMANCE ON THE GLOBAL POSTDOCTORAL STAGE (CONTINUED)

Everyday Challenges: Salary

- Postdoc salaries in Canada show an increase from 2009 and 2013.
- Canadian postdocs continue to earn relatively less than postdocs in other countries.
- Verbatim comments are frequently linked to issues around funding.
- Unlike other countries, Canada does not systematically offer salary increments based on experience.

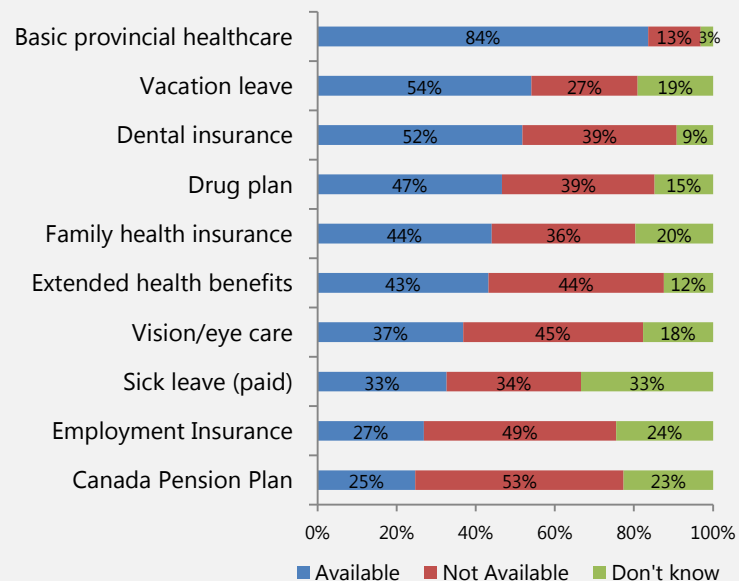
Figure 5: Trend in Canadian Postdoc Salary in Comparison to US and the UK Postdocs⁸



Everyday Challenges: Availability of Benefits

- Many postdocs have statutory benefits, such as provincial health insurance.
- Less than 20% of postdocs report having access to life insurance, workman's compensation, onsite childcare, long term disability insurance, or retirement plans.

Figure 6: Ten Most Commonly Available Statutory and Workplace Benefits

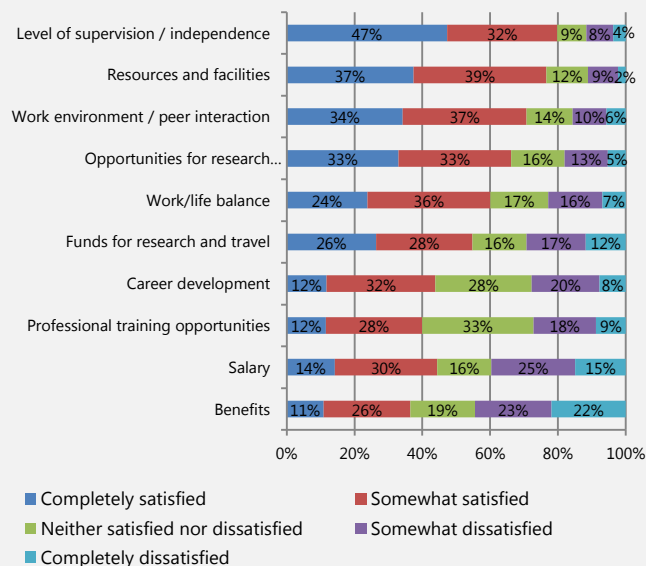


2. CANADA'S PERFORMANCE ON THE GLOBAL POSTDOCTORAL STAGE (CONTINUED)

Overall Satisfaction with Training

- Since 2009, more postdocs are "somewhat" or "completely satisfied" with their postdoctoral training overall (<60% to >70%).
- Postdocs are most satisfied with their level of supervision and resources/facilities, and least satisfied with career development, salary, and benefits.

Figure 7: Satisfaction with Aspects of Postdoctoral Training



Trend in Satisfaction with Training

- Since 2013, there has been a trend for postdocs who are located out-of-country to have higher satisfaction with various aspects of postdoctoral training.

Table 3: Comparison of Canadian and Out-of-Country Postdoc Satisfaction with Training⁹

Element of Satisfaction	Canadian	Out-of-Country
Collaboration	3.7	4.1
Resources and Equipment	4	4.3
Career Development	3.1	3.5
Professional Training	3.1	3.4

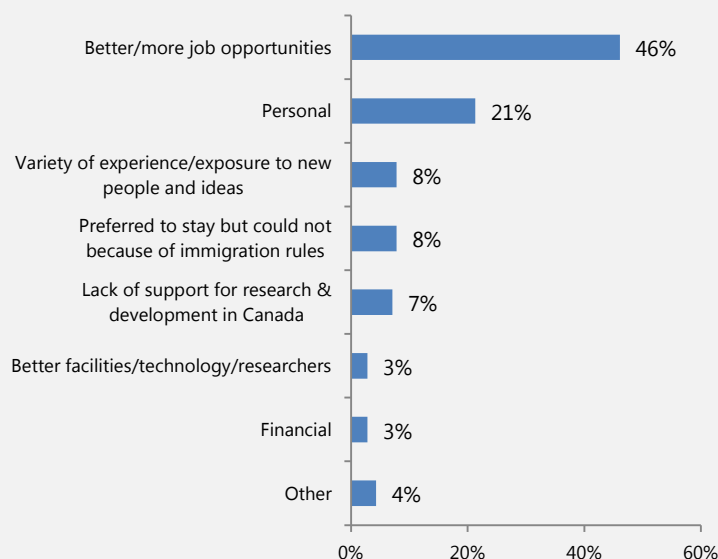
"I completely love my post-doc, the supervision I am receiving, and the flexibility to pursue areas of interest...but I have found it very stressful to cover expenses, including paying off previous student debt and child care costs."
—Survey Respondent

3. POSITIONING POSTDOCS AS DRIVERS OF INNOVATION AND DISCOVERY

Mobility of PhD Workforce

- 30% of past postdocs left Canada for employment.

Figure 8: Reasons Past Postdocs Left Canada for Employment



“...there are not enough faculty positions for the number of postdocs either....it is a serious problem and is directly related to me leaving Canada...” –Survey Respondent

Satisfaction with Career Options

- 50% of postdocs report that they are not satisfied with career options, and are mainly concerned with a lack of tenure-track positions.
- SSH Postdocs were the least satisfied with career options.
- Postdocs in Canada are less satisfied with their career options than out-of-country postdocs.

Table 4: Satisfaction with Career Options

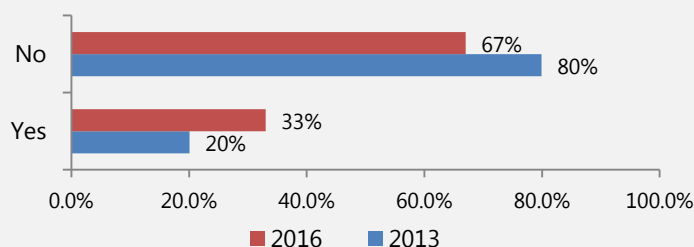
	Field of Research	n	% Satisfied
Field of research	Life Sciences	731	45.8%
	Physical Sciences / Engineering	457	55.4%
	Social Sciences / Humanities	254	33.9%
	Interdisciplinary	188	45.2%
Region	Atlantic	60	58.3%
	Quebec	466	50.0%
	Ontario	621	49.6%
	Prairies	365	46.3%
	British Columbia	244	43.9%
Location	Outside Canada	353	58.4%
	Canada	1360	45.2%
	Out-of-country	270	53.3%
Gender	Female	1007	45.3%
	Male	1064	55.2%
Citizenship Status	Canadian citizen	1264	48.9%
	Permanent res. / landed immigrant	279	49.5%
	Work permit	534	52.4%

3. POSITIONING POSTDOCS AS DRIVERS OF INNOVATION AND DISCOVERY (CONTINUED)

Postdoctoral Training

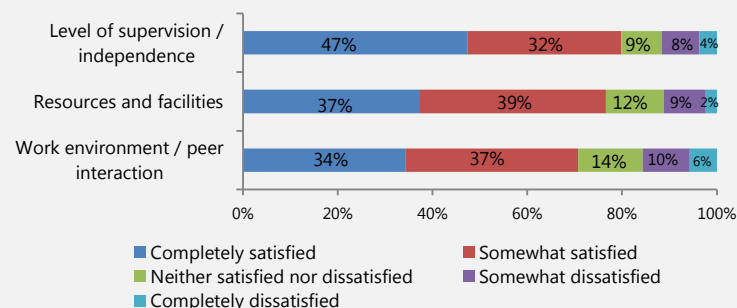
- The majority of postdocs do not participate in external training activities, but this trend is improving.

Figure 9: Trend in External Training Participation



- Postdocs are primarily training for careers in academia, a trend not supported by the labour market.

Figure 10: Top Three Aspects of Postdoc Training



Career Goals and Career Prospects

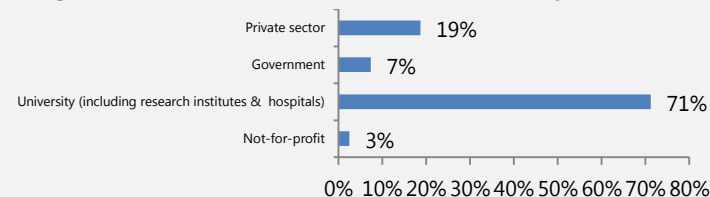
- More than 70% of postdocs maintain their career goal.
- Shifts in primary career goals are from tenure-track to industry, public service, consulting or non-governmental organizations.

Table 5: Percentage of Postdocs who Changed Career Goals (by Field of Research)

		Life Sciences	Physical Sciences / Engineering	Social Sciences / Humanities	Interdisciplinary
Yes Changed Goals	2016	28.60%	22.10%	25.60%	28.20%
	2013	26.2%	20.2%	18.0%	25.3%
No Did Not Change Goals	2016	71.40%	77.90%	74.40%	71.80%
	2013	73.8%	79.8%	82.0%	74.7%

- The majority of past postdocs work in university and affiliated research institutes, which includes teaching, research associate, tenure-track etc. positions.

Figure 11: Past Postdoc Sector of Employment

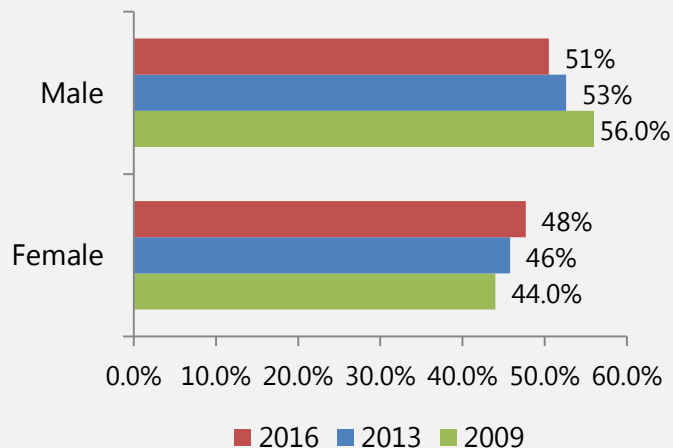


3. POSITIONING POSTDOCS AS DRIVERS OF INNOVATION AND DISCOVERY (CONTINUED)

Trend in Female Postdocs

- There is a steady improvement in the ratio of female to male postdocs.

Figure 12: Trend in the Ratio of Female to Male Postdocs

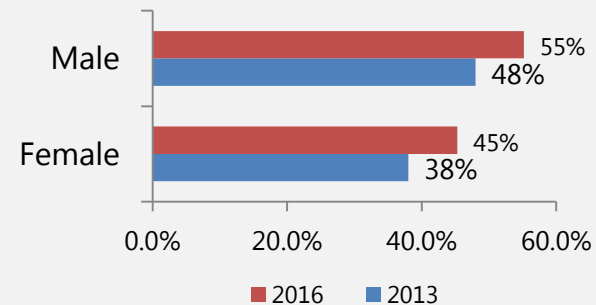


- There was no effect of gender on mean gross annual salaries for Canadian postdocs.
- Female university teachers are at risk for lower earnings due to slower progression up the salary grid (resulting from parental leaves)¹⁰.

Risks for Female Postdocs in the Academic Pipeline

- Female postdocs continue to experience less satisfaction with career options.
- The literature suggests that lower expectations at the onset of academic training contribute to lower earnings and fewer career opportunities¹¹.

Figure 13: Trend in Satisfaction with Career Options by Gender



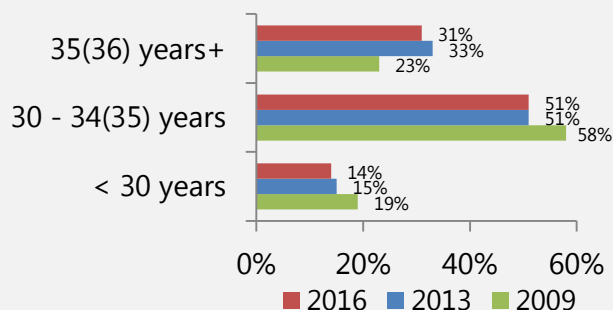
"I hope the government can really help to make the working status of postdoctoral fellows clear - so that we could have employment insurance --something very important for female researchers."
—Survey Respondent

4. THE CHANGING PROFILE OF POSTDOCS IN CANADA

Age Trends of Postdocs in Canada

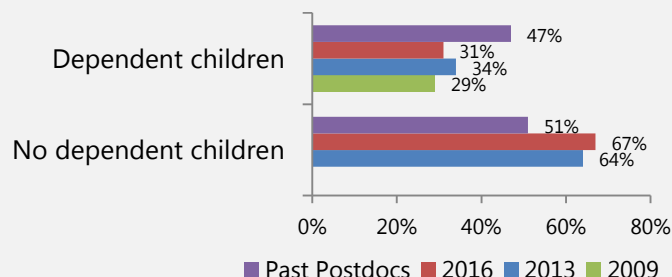
- There are fewer postdocs in the younger age categories, and more postdocs in the 35 year+ categories.

Figure 14: Age Trends of Postdocs in Canada¹²



- Postdocs appear to be postponing their family plans

Figure 15: Trend in No. of Postdoc Dependents



Meeting the Needs of Postdocs

- There was significant increase in 2016, as compared to 2013, for the need for paid parental leave.

Table 6: Desired Benefits (when not already available)

Benefit	% Desiring
Employment Insurance	27.6%
Dental insurance	25.9%
Retirement plan	23.5%
Canada Pension Plan	22.0%
Extended health benefits	20.0%
Parental leave (paid)	19.0%
Drug plan	18.3%
Housing subsidy	17.5%
Vision/eye care	15.9%
Child care subsidy	13.9%
Child care (onsite facility)	12.6%
Family health insurance	12.1%
Sick leave (paid)	8.7%
Reduced rate parking	8.0%
Legal/visa services	7.6%
Life insurance	7.4%

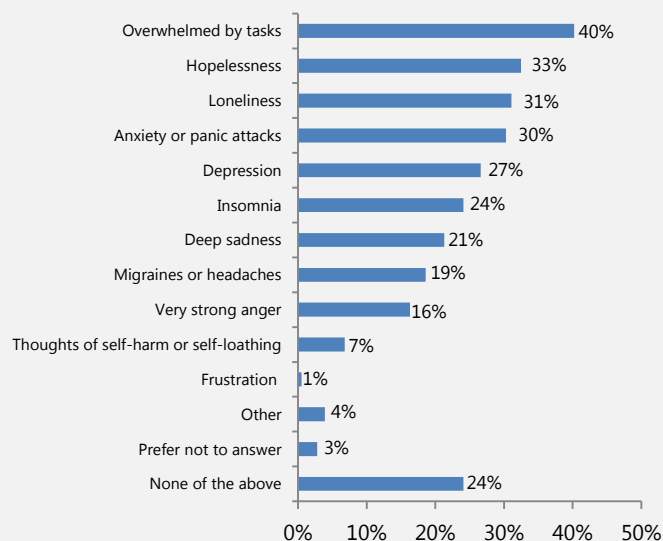
"...I constantly feel that I have to choose between having a family and having my career..." –Survey Respondent

4. THE CHANGING PROFILE OF POSTDOCS IN CANADA (CONTINUED)

Workplace Stress and Mental Well-Being

- Stress levels are high amongst the 2016 Survey respondents.
- About 75% of respondents indicated experiencing negative thoughts, feelings, or conditions related to their mental health (persisting for at least one month).
- Relationships with supervisors and mentors are central to the postdoc experience and contribute to, or alleviate stress.

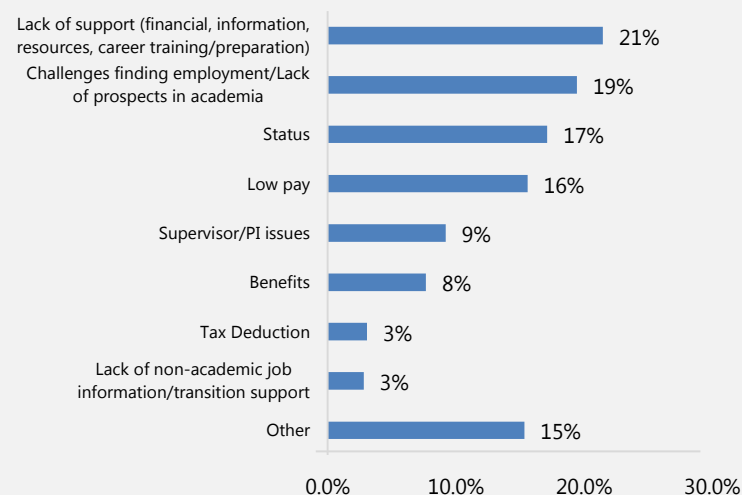
Figure 16: Mental Health Experience



Factors Contributing to Workplace Well-Being

- 60% of open-ended comments describe problems with the postdoctoral experience.

Figure 17: Themes from Open-ended Comments



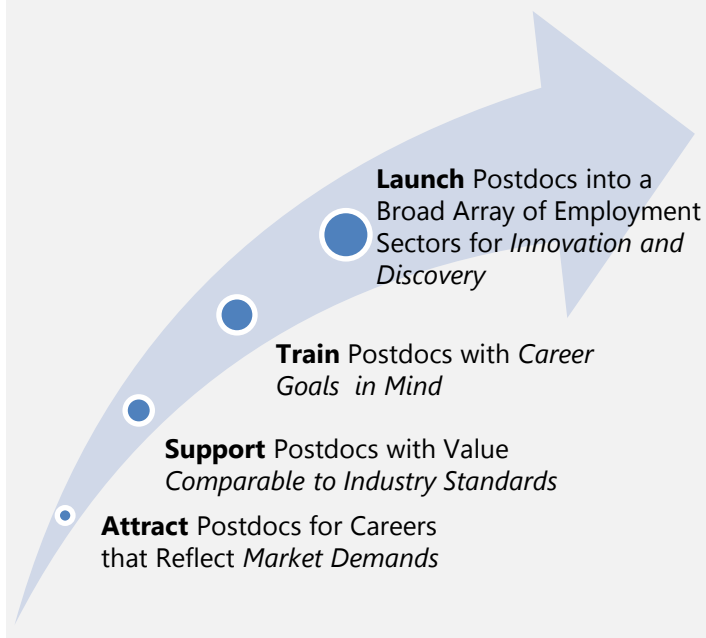
"Generally, I really like being a post-doc and getting a chance to conduct research on my own. I have a very relaxed supervisor who supports my academic and career development and does not micromanage me."

—Survey Respondent

5. RECOMMENDATIONS

It is our hope to transform the survey results into opportunities for stakeholders to work together towards the goal of bringing postdocs out of the shadows. The recommendations by CAPS-ACSP are organized into a four-stage trajectory that is aligned with stakeholders and clarifies how postdocs can support Canada's role as a global leader in innovation and discovery.

Figure 18: Four-Stage Trajectory to Enable Postdocs to Drive Innovation and Discovery.



Attract

- Recruit postdocs for careers that are supported by market demands. For example, expand the concept of industrial postdocs to include a broad range of employers, such as NGOs, public service, consulting, and non-tenure track academic positions.
- Improve Canada's attractiveness as a destination for top researchers by reducing/removing visa and work permit barriers for international postdocs who wish to come to Canada.

Support

- Address the needs of the aging postdoc population by defining employment status to provides access to basic social support programs (EI and CPP), as well as the standard 12-month parental leave.
- Adopt a globally competitive postdoc salary scale comparable to those in the United Kingdom and the United States.
- Introduce a salary structure that includes yearly salary increases to accommodate inflation, and experience.
- All stakeholders should convey information to the larger research community about postdoc publication, teaching, and mentoring contributions: this will promote greater respect and value of the postdoc workforce.
- Foster communication within the postdoc community, and between postdocs and employers to alleviate the sense of isolation reported by many postdocs.
- Provide postdocs grievance processes that are supportive of postdocs and do not have negative impacts on their career advancement (e.g. mentoring committee or ombudsman).
- Postdocs that have obtained external funding (e.g. fellowships from Tri-councils, Provincial funding or Foundations/Societies) should not be excluded from employment status at Universities/Institutions.

Train

- Implement Individual Development Plans (IDPs) to clarify the responsibilities of supervisors and postdocs. These should be integrated into the postdoctoral experience at all institutions.
- Encourage postdocs to pursue careers outside of academia through increased exposure to these career options during training. All stakeholders need to support these careers and disseminate comprehensive information about these career options to postdocs e.g., via professional career counsellors and increase funding for postdocs to pursue other careers.
- Increase postdocs' readiness for non-academic careers through increased non-academic training and professional development opportunities.

Launch

- Increase Canada's competitiveness in the knowledge-based economy by focusing on retaining postdocs in Canada, through the creation of more and improved employment opportunities.
- Facilitate the rapid transition of postdocs to the Canadian labour force through government investment and incentives; incentivize the transition to non-academic sectors.

The 2016 Canadian National Postdoctoral Survey Executive Summary

NOTES

¹ i) 2009 Survey: Stanford et al. (2009). *A postdoctoral crisis in Canada: From the "ivory tower" to the academic "parking lot"*. Canadian Association of Postdoctoral Scholars / l'Association Canadienne des Stagiaires Postdoctoraux. Retrieved from <http://www.caps-acsp.ca/en/2009-capsacsp-postdoctoral-survey-and-position-paper-on-postdoctoral-status/>

ii) 2013 Survey: Mitchell, J. S., Walker, V., Annan, R. B., Corkery, T. C., Goel, N., Harvey, L., ... & Vilches, S. L. (2013). *The 2013 Canadian postdoc survey: painting a picture of Canadian postdoctoral scholars*. Canadian Association of Postdoctoral Scholars / l'Association Canadienne des Stagiaires Postdoctoraux. Retrieved from <http://www.caps-acsp.ca/en/2013-survey/>

² 2014 Report: CAPS-ACSP (2014). Canadian Association of Postdoctoral Scholars / l'Association Canadienne des stagiaires postdoctoraux (CAPS-ACSP). (2014). *Improving the experiences of Social Sciences and Humanities (SSH) postdoctoral fellows in Canada* (Talent Program Architecture (PA) Renewal Exercise: SSHRC Postdoctoral Fellowships (S-PDF)).

³ Throughout the Executive Summary the term *Canadian postdoc* refers to postdocs of any nationality working in Canada, and Canadians completing postdocs abroad.

⁴ i) Edge, J., & Munro, D. (2015). *Inside and Outside the Academy: Valuing and Preparing PhDs for Careers*. Ottawa, Conference Board of Canada. Retrieved from <http://www.conferenceboard.ca/e-library/abstract.aspx?did=7564>

ii) Igami, M., Nagaoka, S., & Walsh, J. P. (2015). Contribution of postdoctoral fellows to fast-moving and competitive scientific research. *Journal of Technology Transfer*, 40(4), 723–741. <http://doi.org/10.1007/s10961-014-9366-79388-5>

⁵ Academica group inc. is a professional research and consulting company.

⁶ Foreign funds converted to CAD.

⁷ "Other" refers to postdocs from universities with less than 20 respondents, and postdocs working in government laboratories, industry, and in health services.

⁸ UK Sources: <http://www.birmingham.ac.uk/Documents/staff/salary-clinical.pdf> and https://www.glassdoor.co.uk/Salaries/postdoctoral-researcher-salary-SRCH_KO0,23.htm.
US Sources: <http://www.nationalpostdoc.org/page/stipends>

⁹ Mean scores are calculated using a 5-point scale in which 1=Completely dissatisfied and 5=Completely satisfied.

¹⁰ Canadian Association of University Teachers. (2010). *The Changing Academy?* Retrieved from [https://www.caut.ca/docs/education-review/the-changing-academy-a-portrait-of-canada-s-university-teachers-\(jan-2010\).pdf?sfvrsn=14](https://www.caut.ca/docs/education-review/the-changing-academy-a-portrait-of-canada-s-university-teachers-(jan-2010).pdf?sfvrsn=14)

¹¹ Schweitzer, L., Ng, E., Lyons, S., & Kuron, L. (2011). Exploring the career pipeline: Gender differences in pre-career expectations. *Relations Industrielles/Industrial Relations*, 66(3), 422–444. doi:10.7202/1006346ar

¹² Ages in brackets are 2009 categories.

We are interested in hearing from you!

Send Feedback to survey@caps-acsp.ca

If you would like to read the full 2016 Canadian National
Postdoctoral Survey Report

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Postdoctoral Fellows in Canada: Situations and Actions

Author: Dr. Peter Clark

Date: 2 October 2017

Executive Summary

Postdoctoral fellows are critical to the research enterprise, yet many are denied basic rights due to the evolving nature of fellowships and a lack of oversight. Historically, postdoctoral fellowships were academic apprenticeships, allowing young researchers to learn the ways of an academic under an experienced scientist before embarking on their own independent research career. Over time, as a result of the overproduction of PhDs for limited academic positions and the shift in science towards quantitative metrics, the nature of postdoctoral fellowships has changed: instead of a training program, they now resemble employment positions tasked with the production of research. Unfortunately, legislation and policies have not kept track with this evolution, leaving postdoctoral fellows in an ambiguous area where they are denied access to the rights, benefits and protections of both students and employees: many postdoctoral fellows have no discretionary benefits, including health plans, dental plans and paid parental leave; many have no access to the Employment Insurance and Canadian Pension Plan programs available to all workers in Canada; and many postdoctoral fellows do not even have statutory employment protections, including set hours of work, holidays, unpaid parental leave and the right to justified dismissal. As a result of new provincial legislation, unionization movements and voluntary reforms, positive change has come for many postdoctoral fellows; many more, however, remain in less than favourable situations. There are several actions available, at the federal, provincial and institutional level, to instigate the changes necessary to ensure all postdoctoral fellows receive the basic rights entitled to all individuals in Canada.

Dear Reader,

I am Dr. Peter Clark, a CREATE ChemNET postdoctoral fellow at Simon Fraser University (SFU) in the Department of Chemistry. I attended the 2016 Annual General Meeting of the Canadian Association of Postdoctoral Scholars/l'Association Canadienne des Stagiaires Postdoctoraux (CAPS/ACSP) as a representative of the SFU Postdoctoral Association (PDA) and due to my position as a Member-at-Large of the CAPS/ACSP Executive Committee. I received financial support in this endeavour from the SFU Department of Chemistry and the SFU PDA, through the SFU Office for Graduate Studies and Postdoctoral Fellows.

Following discussions at the meeting, I decided to create a unified source of information regarding the national, provincial and institutional situation of postdoctoral fellows across Canada and funding sources, and to identify action items to improve their position. In Section 1, I summarize the general situation of postdoctoral fellows in Canada, including legal frameworks, changes in the nature of fellowships, taxation, employment status, employment benefits and immigration concerns. Section 2 presents the specific situation of postdoctoral fellows by province, institution and funding body. In Section 3, I propose several actionable items to improve the situation of postdoctoral fellows. Although predominantly from the perspective of postdoctoral fellows at SFU, many of these are applicable to other postdoctoral fellows provincially and nationally. Where possible, I include links to the relevant legislation, statements, policies, rulings, agreements and resources referenced. To the best of my knowledge, the information contained herein is accurate and reliable.

The opinions expressed are my own, and not those of the bodies I represent.

If you have any questions regarding the contents of this article, please contact me at peter.clark.dphil@gmail.com.

Sincerely yours



Dr. Peter Clark

Funded by:



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Glossary

CAPS/ACSP	Canadian Association of Postdoctoral Scholars/l'Association Canadienne des Stagiaires Postdoctoraux
CIHR	Canadian Institutes of Health Research
CPP	Canadian Pension Plan
CRA	Canada Revenue Agency
CRT	Commission des relations du travail, the labour relations board of Quebec
EI	Employment Insurance
External PDF	A postdoctoral fellow who receives funding from Tri-Agencies' grants or other scholarships. These funds may be received directly or they may be administered by the institution of the postdoctoral fellow.
Internal PDF	A postdoctoral fellow who receives funding from their supervisor or institution
International PDF	A postdoctoral fellow who is neither a citizen nor permanent resident of Canada, and requires a work permit to be allowed to work in Canada
IRCC	Immigration, Refugees and Citizenship Canada
Labour relations boards	Provincial agencies tasked with mediating and adjudicating on labour-employer relations. Union certifications are issued through these agencies.
LRBBC	Labour Relations Board of British Columbia
NSERC	Natural Sciences and Engineering Research Council
NOC	National Occupational Classification
PDF	Postdoctoral Fellow
QPIP	Quebec Parental Insurance Plan
QPP	Quebec Pension Plan
SSHRC	Social Sciences and Humanities Research Council
Standard employment protections	Protection for minimum wage, set hours of work, statutory holidays, annual vacation, and unpaid parental leave. Access to Employment Insurance and Canadian or Quebec Pension Plan are included from federal legislation.
TCC	Tax Court of Canada
Tri-Agencies	Tri-Council Granting Agencies, composed of Canadian Institutes of Health Research, National Sciences and Engineering Research Council and Social Sciences and Humanities Research Council

“I’m quite proud of the fact that we’re extending basic human rights to post-doctoral fellows, who do a significant amount of work at universities.”

The Honourable Marlin Schmidt, Advanced Education Minister of Alberta,
on provincial legislation recognizing postdoctoral fellows as employees [April 2017].

1 Situation of Postdoctoral Fellows in Canada

1.1 What is a Postdoctoral Fellow

Postdoctoral fellows (PDFs) are highly-trained researchers based at academic institutions, and are the powerhouses of university research. A postdoctoral fellowship is a research position at an academic institution for doctoral graduates, completed under the supervision of an academic supervisor. It is a mandatory step for those who wish to become an academic at a university, whilst for those orientated at alternative career paths it provides an opportunity to cross-specialise or experience different research. It is not a program of study: no degrees are awarded, no fees are collected, and foreign PDFs operate under a requisite work permit, not a study permit. The positions may be funded either by grants or awards that the PDF applied for personally, or funded through grants the supervisor has been awarded. The primary role of PDFs is in the completion of research, and subsequently presenting their work either in the academic literature or at international conferences. Having completed years of doctoral and other research, PDFs are highly trained researchers, and, due to the time-limited nature of fellowships and the critical importance of producing research in that timeframe, are also highly focused. Collectively, this makes PDFs effective, efficient and driven producers of academic research, strongly advancing the research profile of their institution. In addition to these primary roles, PDFs may also: assist in the teaching of their supervisor's course load; manage research laboratories; supervise undergraduate and graduate students; and assist in writing research grants.

This current situation for PDFs is far removed from the historical origins of postdoctoral fellowships. Originally, postdoctoral fellowships were what would now be viewed as an apprenticeship, with young researchers learning the ways of independent research under the tutelage of an experienced researcher. With time, postdoctoral fellowships became a formal part of the research enterprise and academic systems, although no formal recognition – degrees or titles – is associated with them. The evolution of postdoctoral fellowships has accelerated in recent years because of the overproduction of PhDs for a limited number of academic positions available, and the change in research from qualitative measures – for example, the quality of education provided – to quantitative measures – impact factor and publication record. With the exception of a few fellowship programs, these forces have collectively shifted the emphasis of postdoctoral positions from the training of PDFs to the production of research. This is demonstrated by the roles, responsibilities and training provided for PDFs and their young research counterparts in industry being almost identical. The nature of postdoctoral fellowships has changed from that of an educational program to that of an employment situation; however, without the requisite legislative and policy changes to reflect these changes, many PDFs now find themselves in significantly disadvantaged positions.

1.2 Definitions and Legislative Framework

It is important to define the two types of PDFs in Canada, which differ only in the source of their funding. PDFs who receive their funding internally from their supervisor or their institution are variously called Grant PDFs, Grant-funded PDFs or PDF Employees, amongst other titles. For the purposes of this report, these PDFs will be collectively referred to as “Internal PDFs.” PDFs who receive their funding externally from fellowships, or from the Canadian Institute of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) or the Social Sciences and Humanities Research Council (SSHRC) – here collectively referred to as the Tri-Agencies – are variously called PDF Award Recipients, training award holders or Externally-Funded PDFs, amongst

other titles. For the purposes of this report, these PDFs will be collectively referred to as “External PDFs.” Tri-Agency or alternative sources of funding may be administered by universities; however, the recipient PDFs are still considered as External PDFs. Although this distinction - the source of funding - is the only difference between Internal and External PDFs, it has enormous ramifications with regards to employment status and benefits.

Policies defining the situation of PDFs span federal and provincial governments, institutions, funding bodies and supervisors. Legislation relating to PDFs spans both levels of government: under the Constitution of Canada, the federal government is responsible for legislation regarding taxation, immigration, Employment Insurance (EI), the Canadian Pension Plan (CPP) and labour unions, whereas higher education and the labour code is the responsibility of provincial bodies [[Constitution Act](#)]. Although responsibility for labour law is predominantly in the domain of provincial governments, unionized employees are under federal jurisdiction, as the freedom of association is a fundamental guarantee under the Constitution [[Fundamental Freedoms](#)]. In Quebec, the Quebec Parental Insurance Plan (QPIP) operates in place of EI, and the Quebec Pension Plan (QPP) in place of CPP. Whilst adhering to all legislation, statements and rulings from governmental agencies, funding bodies and institutions dictate their own postdoctoral policies, with some interplay between these policies depending on the situation. Lastly, in some arrangements, supervisors define the final situation of their PDFs. As will be evidenced in the report, policies are absent at several of the levels specified, often leaving ultimate decision-making to institutions and supervisors.

1.3 Taxation

The changing nature of PDFs was reinforced at the federal level by the withdrawal of tax exemption status on stipends. Previously, postdoctoral fellowships were eligible for the scholarship tax exemption as afforded to student stipends, and not subject to taxation. In the Budget released March 2010, legislative changes were announced that postdoctoral fellowships were no longer eligible for the exemption, as they did not lead to a degree [[Budget 2010](#), [Income Tax Technical Information](#)]. At the time, this change represented an approximate \$5000 pay cut for the average PDF in Canada. This legislative change in taxation was subsequently challenged in the Tax Court of Canada (TCC): it was judged that the income of PDFs was indeed received as a result of work performed, and as such the government was justified in taxing this as employment income [[Chabaud v The Queen 2011](#)]. This judgement was echoed in a subsequent TCC ruling on a position prior to the 2010 change [[Caropreso, 2012](#)]. As such, all PDFs in Canada, and those receiving Tri-Agencies fellowships abroad, pay income tax on their stipends without exception. Although the federal government began treating PDFs as employees from the perspective of taxation, this apparent change in stance was never formalised, detailed or referenced in any government communications, leaving PDFs in a legislative blackhole.

1.4 Employment Status

A finite status is essential to receive the benefits and protections afforded to specific groups under Canadian federal and provincial legislation. In Canada, specific protections and benefits are granted to almost all legal groups within the country - children, employees, students, refugees, and First Nations to name a few – with all members of these groups entitled to all the benefits of that group. The two statuses of relevance to PDFs are ‘*student*’ and ‘*employee*.’ Students in Canada are entitled to a scholarship exemption on their stipends from taxation, as well as access to institutional health plans and other benefits including public transport costs. In comparison, employee salaries are subject to taxation, but all employees are part of the EI/QPIP and CPP/QPP programs, have

protections afforded by the provincial labour codes, are eligible for institutional health and benefit plans, and have the option to join unions and engage in collective bargaining.

To be eligible for these group benefits, PDFs need to be students or employees, but the majority are neither. Both historically and currently, PDFs are not recognized as students as their positions do not lead to a formal recognition - a title, certificate or award - making PDFs ineligible for student benefits. Historically, PDFs were designated as trainees and were extended the same scholarship exemption as students; this was removed by the federal government and the Canadian Revenue Agency (CRA) in 2010, and supported in rulings by the TCC. The only other mention of PDFs in any Canadian federal documents is on an immigration form: PDFs are specifically mentioned on the Canadian work permit application form, which any PDFs who lack the right to work in Canada (International PDFs) require [\[IMM5895\]](#). In this respect, it is evidenced that the CRA, the TCC and Immigration, Refugees and Citizenship Canada (IRCC) consider PDFs employees in at least some aspects and situations. This stance, however, is not stated, described or explained in any further official legislation or policies. That said, the role of the federal government in defining the position of PDFs beyond this is potentially limited, given the devolution of powers in Canada.

In the absence of any federal guidance, the employment status of each individual PDF depends on their funding source, their province, their institute and their supervisor. The range of situations of PDFs with regards to employment status are summarised below. The source of funding has a defining role in this, and provides the key partitioning of the following sections.

1.4.1 Internal PDFs

Although higher education and the labour code are under the provincial mandate, only one province has legislation that includes PDFs. Prior to 2017, PDFs featured in no provincial legislation in Canada. This changed with the recent implementation of *'Bill 7, An Act to Enhance Post-Secondary Academic Bargaining'* in Alberta, which enacted changes to the Post-Secondary Learning Act in the wake of a Supreme Court ruling on the right to strike [Section 2.1.1]. Because of these changes, PDFs in the province have a mandated status as employees of the board of governors of their university, with the postdoctoral association at each institution forming the union for these new employees. These changes apply to the PDFs at Athabasca University, University of Alberta, University of Calgary, and the University of Lethbridge. The legislation makes no distinction between PDFs based on their funding source, so currently this applies to both Internal and External PDFs. Given the recent nature of this change, and the absence of rulings in favour of the employment status of External PDFs in labour relations board rulings, the application of this legislation to External PDFs is likely to be strongly contested by the institutions.

In the absence of any other provincial oversight, institutions and supervisors have control over the policies and situations of their PDFs, unless otherwise bound by labour relations board rulings. Several institutions across the country have voluntarily made their Internal PDFs employees of the university. These institutions are Bishop's University, Brock University, Concordia University, Ryerson University, Université du Québec à Trois-Rivières, University of British Columbia, University of Northern British Columbia and the University of Ottawa. A few institutions have instead specified that their Internal PDFs, whilst not employees of the institution, are employees of their supervisors. This is the situation at Simon Fraser University, University of Victoria and Vancouver Island University.

Internal PDFs at a range of institutions have received employee status as a result of unionization. As a part of the union certification process, a ruling must be made by labour relations boards on

whether Internal PDFs are employees of their institution; this is commonly the main argument used by universities to oppose certification. In all cases brought before labour relations boards in Canada to date, the boards have ruled that Internal PDFs are employees of their institutions, granting employee status to these PDFs. Although this is the general sequence of events surrounding unionization of Internal PDFs, it has not been possible to publicly establish whether some universities voluntarily granted employee status before unionization. Notwithstanding this, Internal PDFs have employee status through union association at Dalhousie University, Carlton University, École polytechnique de Montréal, McMaster University, McGill University, Memorial University of Newfoundland, Queen's University, Thompson Rivers University, Trent University, Université de Montréal, Université de Sherbrooke, Université du Québec à Chicoutimi, Université du Québec à Montréal, Université du Québec à Rimouski, Université Laval, University of Saskatchewan and the University of Toronto. For those Internal PDFs who decide not to join unions, it is unclear whether they receive employee status notwithstanding this because of the labour relations board ruling.

The employment status of Internal PDFs at the remaining institutions in Canada is not clear. Acadia University and Université du Québec en Outaouais specify that their PDFs are not employees of the institution, or eligible for employee benefits. They may be specified as employees of their supervisors depending on their contracts, however this is not mandated by institutional policies. This is the same situation as faced by Internal PDFs at institutions where policies do not specify the employment status, or where no policies exist. This is the situation at Cape Breton University, Capilano University, HEC Montréal, Institut national de la recherche scientifique, Lakehead University, Laurentian University, Mount Allison University, Mount Saint Vincent University, Nova Scotia College of Art and Design, Nipissing University, Ontario College of Art & Design, Royal Roads University, Saint Francis Xavier University, Saint Mary's University, TÉLUQ, Université de Moncton, Université du Québec en Abitibi-Témiscamingue, University of Guelph, University of Manitoba, University of New Brunswick, University of Regina, University of Prince Edward Island, University of the Fraser Valley, University of Winnipeg, Wilfrid Laurier University and Yukon College.

1.4.2 External PDFs

The employment status of External PDFs is more uniform across the country: they are neither students nor employees. Except for Mitacs Science Policy PDFs, who may potentially be classed as employees of their host governmental institution, no funding bodies specify the employment status of their PDFs, nor contribute any evidence in favour of employment status. The labour relations board rulings on union certification have all involved either only Internal PDFs from the outset, or have removed External PDFs from the definition of the bargaining unit during discussions, often because a clear remuneration for services arrangement is not evident as they are paid by an external source, and questions over who has control of the work. To the best of my knowledge, no External PDF in Canada has received employment status as a result of a labour relations board ruling.

The only exception to this lack of status is in the province of Alberta with the recent legislative changes there, but whether this exception continues is yet to be seen. The provincial changes in Alberta made no distinction between PDFs based on funding source, so the legislation currently extends employee status to External PDFs. However, given the recent nature of this change, and the absence of labour relations boards rulings and arguments supporting the case of External PDFs being employees of their institution, it is expected that universities in the province will aim for a narrower interpretation of the legislation to exclude External PDFs. This change would affect External PDFs at Athabasca University, University of Alberta, University of Calgary and University of Lethbridge.

In the absence of requirements from funding bodies, labour relations boards and provincial governments, except currently those in Alberta, no other External PDFs in Canada have employee status to the best of my knowledge.

1.5 Employment Benefits

All employees in Canada are eligible for a range of federally mandated benefits and protections, including EI/QPIP. EI is an income assistance system for workers in Canada who find themselves unable to work [\[EI\]](#). All employees in the country with insurable forms of earnings pay a 1.88% premium to EI whilst they work, with their employers contributing 1.4 times this value. In return, workers are eligible for EI benefits when they find themselves unemployed or unable to work through no fault of their own. Provided minimum criteria are met, individuals are entitled to 55% of their average insurable weekly wages for a period of 14-45 weeks depending on the region [\[Regular benefits\]](#). Similar benefits are available for those taking parental leave [\[Maternal and Parental\]](#), sickness benefits [\[Sickness\]](#), and compassionate care [\[Compassionate\]](#). The only exception for enrolment in this program is those employees in the province of Quebec, which from 2016 are instead covered by QPIP, which conveys improved benefits and extends to self-employed workers [\[QPIP Act\]](#). An important caveat to highlight here is the requirement for the worker to have the right to work in Canada to claim any of the benefits; for International PDFs, this means benefits can only be claimed whilst they have a valid work permit or have received permanent residency that entitles them to work in Canada.

Employees in Canada similarly have mandatory enrolment in and access to pension plans, including the CPP or QPP. CPP is a federally legislated, compulsory pension plan for all workers in Canada [\[CPP\]](#). Contributions to the social security program are mandatory for all workers over 18, with the employee paying a 4.95% contribution from their wages, which is matched by their employer, on the first \$55300 of yearly wages. In return, from the age of 60 onwards, workers receive a pension payment at 25% of their average wage during the contributing years. A recent CPP Enhancement has been passed, which from 2019 increases contributions to 5.95% on the first \$69700 of wages, but which pays 33% of yearly wages when claimed [\[CPP Enhancement\]](#). In addition to the pension, CPP also covers a disability benefit [\[Disability\]](#), survivor's pension [\[Survivor\]](#), a death benefit [\[Death\]](#) and children's benefits [\[Children\]](#). In Quebec, QPP is very similar to CPP, except the current contribution rate is 5.325% of earnings, and there are some differences in specific benefit payments [\[Act r. QPP\]](#). The federal and provincial pension plans are in addition to private pension plans offered by businesses, which are regulated in each province under provincial legislations, and other social security payments, such as the Old Age Security Pension [\[OAS\]](#).

In addition to these federal programs, all employees are protected by the labour laws of the province in which they work. The division of powers in Canada leaves jurisdiction for the labour code to provincial governments. Although the exact pieces of legislation have some differences [\[Section 2.1\]](#), they all afford a set of standard employment protections: protection for minimum wage; set hours of work; statutory holidays; annual vacation; and access to unpaid parental leave. As with the federal programs, these protections apply to all employees in the province without omission. With regards to PDFs and access to EI/QPIP, CPP/QPP and standard employment protections, it does not matter *who* is their employer, only that they are technically the employee of *someone*.

Alongside the federally and provincially mandated employment benefits can be those negotiated with or directly offered by employers. Such additional benefits include the likes of: assistance with provincial or private health insurance; assistance with extended health insurance; assistance with

dental plans; access to university health plans; access to university benefit programs; access to institutional pension plans; guaranteed wage equality; discrimination and harassment protections; termination protections; and pay scaling. Access to these benefits can be offered either as an established part of university policies, guaranteed to all relevant PDFs, or they can be offered in contracts at the discretion of supervisors. The details of the latter arrangements are not publicly available.

As with employment status, the employment benefits and protections available to PDFs in Canada is heavily dependent on the individual situation of a PDF. Although the exact benefits available to each PDF cannot always be publicly determined, the range of situations faced by PDFs in Canada are summarised below. As before, the source of funding has a defining role in this, and provides the key partitioning of the following sections.

1.5.1 Internal PDFs

The most comprehensive benefit packages are available to those Internal PDFs who are members of unions, due to collective bargaining with their institutions. In addition to federal and provincial labour benefits and protections as a result of employee status, the resulting collective agreements often include access to many of the non-discretionary benefits and institutional programs listed previously. To date, collective agreements cover the Internal PDFs at Carleton University, Dalhousie University, École polytechnique de Montréal, McGill University, McMaster's University, Memorial University of Newfoundland, Queen's University, Thompson Rivers University, Trent University, Université de Montréal, Université de Sherbrooke, Université du Québec à Chicoutimi, Université du Québec à Montréal, Université du Québec à Rimouski, Université Laval, University of Toronto, University of Western Ontario and York University. Due to recent union accreditation, Internal PDFs at the University of Saskatchewan are currently in collective bargaining with their institution. Similarly, because of the recent provincial changes in Alberta, it is expected Internal PDFs at Athabasca University, University of Alberta, University of Calgary and the University of Lethbridge will be shortly entering into discussions with their institutions towards collective agreements.

A range of institutions have offered benefits to, or withheld benefits from, their Internal PDFs by voluntarily defining their employer. Some universities have defined their Internal PDFs as employees of the institution, entitling them to all federal and provincial protections, in addition to a range of specified institutional benefits. This is the situation at Bishop's University, Brock University, Concordia University, Institut national de la recherche scientifique, Ryerson University, University of British Columbia, University of Northern British Columbia, Université du Québec à Trois-Rivières, University of Prince Edward Island and University of Waterloo. At Simon Fraser University, University of Victoria and Vancouver Island University, Internal PDFs are instead defined as employees of their supervisors, ensuring that the Internal PDFs are covered by all federal and provincial employment protections, but denies them access to institutional benefits. This is a marked improvement over those institutions that have clearly defined their Internal PDFs as neither employees of the university nor their supervisors. As a result, Internal PDFs at Acadia University, Lakehead University, Université du Québec en Outaouais, University of New Brunswick, University of Ontario Institute of Technology and University of Windsor have no guaranteed access to EI/QPIP, CPP/QPP, standard employment protections or non-discretionary benefits. Supervisors may offer some or all of these benefits on an individual basis, but these are not guaranteed by any university policies.

The situation of Internal PDFs at a large number of universities has either not been defined or is unclear based on institutional policy. As for the aforementioned group, these Internal PDFs have no

guaranteed access to any employment benefits or protections, unless specified in contracts. This is the situation for Internal PDFs at Cape Breton University, Capilano University, École de technologie supérieure, HEC Montréal, Laurentian University, Mount Allison University, Mount Saint Vincent University, Nova Scotia College of Art and Design, Nipissing University, Ontario College of Art & Design, Royal Roads University, Saint Francis Xavier University, Saint Mary's University, Saint Paul University, TÉLUQ, Université de Moncton, Université du Québec en Abitibi-Témiscamingue, University of Guelph, University of Manitoba, University of Ottawa, University of Regina, University of the Fraser Valley, University of Winnipeg, Wilfrid Laurier University and Yukon College.

As stated previously, except those already bound by collective agreements, further benefits may be offered by supervisors on an individual basis, but this is neither guaranteed by policies or publicly available, with no availability for oversight of the situation of these PDFs.

1.5.2 External PDFs

As for employment status, the employment benefits available to External PDFs across the country are quite uniform: they have almost none. With the possible exception of those External PDFs in Alberta and members of the Mitacs Science Policy Fellowship, no External PDFs in Canada have employee status, and subsequently have no access to EI/QPIP, CPP/QPP or any standard labour protections. The labour relations board rulings on union certification have all involved either only Internal PDFs, or External PDFs have been removed from the definition of the bargaining unit, due to the absence of a clear remuneration for services arrangement and control of the work. To the best of my knowledge, no External PDF in Canada has received employment status as a result of a labour relations board ruling. Further, no institution in Canada has voluntarily granted External PDFs employee status, eliminating all access to basic employment benefits.

The majority of External PDFs in Canada are funded by the Tri-Agencies; however, their policies give limited benefits for External PDFs. The Tri-Agencies now offer their External PDFs up to six months paid parental leave; however, the policy adds the qualifier that this is subject to the availability of agency funds, and for NSERC and SSHRC this is paid out of the grant funds. Besides this, no additional benefits are offered to External PDFs by the Tri-Agencies to counter the effect of lost coverage by federal and provincial employment mandates and other non-discretionary benefits. In some instances, Tri-Agencies policies and institutional policies have been specified such that grant money cannot be used to support non-discretionary benefits, such as health insurance contributions.

The policies of the Tri-Agencies for the most part leaves the employment benefits of External PDFs at the discretion of their host institutions. No employment benefits are offered by institutions to their External PDF, with only the following three exceptions:

- The University of British Columbia offers some EI-like benefits and access to extended health plans, dental plans and their Employee and Family Assistance Program to their External PDFs.
- McMaster's University ensures all External PDFs have access to health insurance, either through the Ontario Health Insurance Plan or through the Universities Health Insurance Plan.
- The University of Waterloo may extend some employment benefits to their External PDFs, in part depending on the length of their contract.

For External PDFs receiving funding from alternative sources, they are dependent on the policies of their funding agency.

1.6 Immigration

All PDFs need to be entitled to work in Canada to complete their postdoctoral fellowship. For Canadian PDFs, this right is conveyed by citizenship. International PDFs, however, require either a work permit or Permanent Residency. Those International PDFs with spouses or familial ties to Canada may be eligible for Permanent Residency immediately [\[Sponsorship\]](#). Most International PDFs, however, will require a work permit [\[IMM5895\]](#). An employer-specific work permit is usually applied for in conjunction with the host institution under the International Mobility Program [\[IMP\]](#). Although Labour Market Impact Assessments are usually required for work permit applications for foreign nationals, International PDFs are exempt from this requirement due to exemption C44, '*Post-doctoral fellows awarded a Doctorate of Philosophy (Ph.D.) and research award recipients*' [\[C44\]](#). Given their special status, these work permit applications are typically processed quickly provided all the documentation is in order.

One area of uncertainty in the work permit process arises because of the employment status of International PDFs. When International PDFs apply for a work permit, a business at which the worker will be employed must be listed; in many cases, this is listed as the institution at which the fellowship is to be completed. However, in many instances for Internal PDFs and for almost all External PDFs, institutional policies stipulate that the PDFs are not employees of this institution. I am unsure whether this existing practice by institutions in Canada – stating they are the PDFs employers to IRCC, whilst having internal policies that state they are not their employers – counts as both making misrepresentations to IRCC and counselling misrepresentations from International PDFs to IRCC. Both charges involve the potential for financial penalties and incarceration. Given this would affect both International PDFs and the host institutes, clarification on this issue should be sought immediately.

With applications for all forms of immigration, whether initial work permits or subsequent applications for Permanent Residency, National Occupation Codes (NOC) need to be applied to all forms of employment. NOCs are a classification system used to designate the type of work performed by workers [\[NOC\]](#). As per the C44 exemption, PDFs are listed under NOC '4011 – *University Professors and Lecturers*,' which includes the exemplary title '*Postdoctoral Fellow*' [\[4011\]](#). Although this would not readily appear to apply to PDFs, one of the duties listed is "*conduct research in a field of specialization and publish findings in scholarly journals or books*," which describes the roles of PDFs and is sufficient to qualify them for that NOC code. There are several other NOC codes that more closely describe the duties of PDFs, often those assigned for research scientists – for example, NOC '2112 – *Chemists*' for PDFs in Chemistry. In these NOCs, however, the exemplary title '*Postdoctoral Fellow*' is often not included. Depending on the particular combination of position titles and NOC codes, complications may arise when applications for immigration or the C44 exemption are scrutinised by immigration officials. As many International PDFs begin families in Canada during their fellowships and elect to stay in the country, it is critically important that the correct NOC codes are used with the right permits to avoid complications when applying for Permanent Residency.

The ambiguity and lack of knowledge surrounding PDFs outside of academia is summarised well by a guidance page on the Canadian Immigration and Citizenship website. A question had been posed asking "*I have a PhD and I am in a post-doctoral program. Do I qualify for the Canadian Experience Class [Express Entry programme]?*" [\[Help Centre\]](#). The official response from CIC was that "*Work experience gained while you were on a study permit will not count towards meeting the Canadian Experience Class requirements.*" As all International PDFs in Canada are aware, fellowships must be

completed under a requisite work permit, which are issued by the same department that gave this guidance; thus, a PDF is not on a study permit, although that is what the CIC response implies. Although some are aware this response is erroneous, likely not all PDFs will be aware of the truth and could be discouraged as a result of this page.

1.1 Other Notable Information

PDFs have been included in a recent national review of science in Canada, however no real PDF issues were addressed. The Honourable Kirsty Duncan, Minister of Science, commissioned the Fundamental Science Review to assess the Canadian research ecosystem in 2016 [[Fundamental Science Review](#)]. The final report, *'Investing in Canada's Future – Strengthening the Foundation of Canadian Research,'* chaired by Dr. David Naylor, was released on April 10, 2017 [[Naylor Report](#)]. The major emphasis of the report was on the need for increased funding in research in Canada, which included calls for increased funding in postdoctoral fellowships. However, aside from some comments on the need to harmonise fellowships and their policies across the funding agencies, no substantive postdoctoral issues were discussed, nor recommendations made towards them, despite submissions to and discussions with the panel regarding them.

2 Specific Situations of Postdoctoral Fellows across Canada

As summarised above, the situation of PDFs differs by funding body, province and institution. Detailed below are the relevant legislation, policies and agreements covering the PDFs at higher education institutions across Canada. These are current up to the time of publication of this document (October 2, 2017).

2.1 By Province

2.1.1 Alberta

Alberta is the only province to have legislation that includes PDFs, though this has only occurred recently and is still being implemented. All employees in the province are covered by the Employment Standards Code for Alberta, which ensures all standard employee protections [[Alberta ESC](#)]. The legislation overseeing academic institutions in the province is the Post-Secondary Learning Act, which historically included no reference to PDFs [[PSLA Alberta](#)]. Recently, a Supreme Court ruling stipulated that the right to strike was constitutionally-protected by the Canadian Charter of Rights [[SFL v Sask](#)]; due to the structuring and contents of the laws in Alberta, this placed the PSLA in violation of federal law, due to limits on the rights of graduate students and faculty to strike. After a period of consultation, ‘*Bill 7, An Act to Enhance Post-secondary Academic Bargaining*,’ was ultimately drafted and received Royal Assent on May 4, 2017 [[Bill 7](#)]. In addition to rectifying the constitutional issues in the PSLA, the Bill also stated that PDFs were employees of the board of governors of their university, and that the postdoctoral associations would be their bargaining agents. In essence, this Bill granted employee benefits to PDFs in Alberta and unionized them. It is important to note that the Bill does not distinguish PDFs based on funding source, and these changes should apply equally to both Internal and External PDFs. Given the importance of a clear remuneration for services arrangement in labour relations board rulings, and the importance of who is seen to have control of the work, it is expected that the universities of Alberta will challenge the application of this Bill to External PDFs. Notably, the designation “trainee” has not been specified in the Bill, which provides an avenue for universities to define a new group for External PDFs that they can argue is not bound by the Bill. The final application of the law will be evident in time.

As an aside, I would like to highlight the following comment made by the Honourable Marlin Schmidt, the Minister of Advanced Education in Alberta, after Bill 7 received Royal Assent: *“I’m quite proud of the fact that we’re extending basic human rights to post-doctoral fellows, who do a significant amount of work at universities”* [[EJ 7 Apr 2017](#)]. Although not intended as such, it is a damning encapsulation of the postdoctoral situation in Canada.

Although institutional changes are coming in the province, these have yet to be finalised or implemented, so the existing policies are still in operation. The University of Alberta and the University of Lethbridge specifically define their PDFs as trainees without benefits [[UA PDF Policy](#), [UL PDF Policy](#)]. PDFs are also designated as trainees at the University of Calgary, however they have stipulated access to extended health benefits to supplement those covered by the Alberta Health Care Insurance Plan, paid for by the supervisor [[UC PDF Benefits](#)]. Athabasca University has PDFs or PDF positions advertised, however they have no formal PDF policy, whereas at Concordia University of Edmonton, Grant MacEwan University, Mount Royal University and The King’s University there is neither evidence of PDFs being present nor is there official PDF policies. As stated previously, all these policies must be amended in light of Bill 7.

2.1.2 British Columbia

In British Columbia, higher education is jointly governed by the University Act [[BC University Act](#)] and the College and Institute Act [[BC College and Institute Act](#)]; neither piece of legislation references PDFs. The Employment Standards Act of British Columbia is the provincial labour code extending standard employment protections to workers in the province [[BC ESA Act](#)]. This is the only provincial legislation that specifies access to the EI and CPP programs, however these are ensured by the federal legislation irrespective of this.

The first national evidence of voluntary employment status change occurred at the University of British Columbia. After repeated submissions from, and in conjunction with, their postdoctoral association [[UBC PDA Newsletter](#)], the University of British Columbia voluntarily changed their policies: from April 1 2010, all Internal PDFs were to be classified as employees of the university with access to all institutional benefit and assistance packages, and that all PDFs at UBC would be eligible for benefits [[UBC PDF Policy](#)]. The Internal PDFs there are not currently unionized, being neither members of the Faculty Association nor having their own union. Although External PDFs do not have access to EI and CPP, the University established an Extraordinary Expense Fund to supply some EI-like benefits [[UBC EEF](#)], including giving access to extended health and dental plans, and access to their Employee and Family Assistance Program. To date, this is the most favourable situation for PDFs in Canada.

Although this is one of the only examples of benefits being extended to External PDFs in the country, there are other instances of Internal PDFs receiving benefits in British Columbia. At Thompson Rivers University, a letter of understanding states that PDFs (assumed Internal PDFs only) at the University are covered by the arrangements of the Thompson Rivers University Faculty Association collective agreement [[TRUFA Letter of Understanding](#)]. Although it is not stated that they are employees of the University, they receive health, welfare and pension benefits, all of which are contributed by the institution. At the University of Northern British Columbia, Internal PDFs are specified as employees of the University and receive all statutory benefits, though the employer contributions to these are funded from the supervisor's grants [[UNBC PDF Guide](#)]. Further additional benefits, such as extended health coverage, is dependent upon the supervisor.

The remainder of the postdoctoral policies in the province firmly state that PDFs are not employees of their institutions, with any non-discretionary benefits dependent solely on their supervisor. At Simon Fraser University, Internal PDFs are specified as employees of the grant holder and not bound by the University's employment benefits, though these may be offered at the discretion of the grant holder [[SFU Postdoctoral Policy](#)]. They also have no voting privileges with respect to elections for members of Senate, the Board of Governors, or other University bodies, nor any representation on these aforementioned bodies. Similarly, Vancouver Island University policy stipulates that Internal PDFs are employees of the researcher who has funded the PDF [[VIU Research Personnel](#)], whilst the University of Victoria stipulates that Internal PDFs are employees of their supervisors [[UVic PDF policies](#)].

Capilano University, Royal Roads University and the University of the Fraser Valley all have PDFs or PDF positions advertised, however they have no formal PDF policy. At the British Columbia Institute of Technology, Emily Carr University of Art and Design, Fairleigh Dickinson University, Kwantlen Polytechnic University, Quest University Canada, Trinity Western University and University Canada West there is no evidence of PDFs currently serving at these institutions, and they also have no official PDF policy.

2.1.3 Manitoba

In Manitoba, the post-secondary education system is legislated under the Advanced Education Administration Act [[Manitoba AEAA](#)], which contains no reference to PDFs. Below this governing article are individual Acts for each advanced education institute, none of which reference PDFs: the Brandon University Act [[BUA](#)]; the Mennonite College Federation Act [[MCFA](#)]; the University College of the North Act [[UCNA](#)]; the University of Manitoba Act [[UMA](#)]; and the University of Winnipeg Act [[UWA](#)]. All employees in the province are covered by the Employment Standards Code of Manitoba [[Manitoba ESC](#)], which covers all standard employment protections. In addition to there being no reference to PDFs in provincial policies, there are no institutional PDF policies in the province. Both the University of Manitoba and the University of Winnipeg have PDFs or PDF positions advertised, however they have no formal PDF policy. At Brandon University, Canadian Mennonite University and University College of the North there is no evidence of PDFs or PDF policies.

2.1.4 New Brunswick

Institutions in the province of New Brunswick have the power to confer degrees under the New Brunswick Degree Granting Act [[NB DGA](#)]. A specific Act regarding the University of New Brunswick has also been passed by the legislature [[UNBA](#)], although similar Acts for the remaining institutions in the province were not found. Neither of these pieces of legislation were found to reference PDFs. All employees in the province, including Internal PDFs, are protected by the New Brunswick Employment Standards Act, which covers all standard employment protections [[NB ESA](#)].

The University of New Brunswick PDF policy clearly states that PDFs are not employees of the University, that their remuneration package is a fellowship and not employment income, and that they are not eligible for the faculty benefit plans [[UNB PDF Policy](#)]. Furthermore, they state that payments to PDFs will be “*considered fellowship rather than employment income for income tax purposes.*” I have been unable to establish if this means that PDFs at this institution pay tax on their stipends, which would be in violation of federal legislation and rulings. Elsewhere in the province, Mount Allison University and the Université de Moncton both have evidence of PDFs or PDF positions advertised, however neither has a formal PDF policy. Crandall University has no evidence of PDFs currently serving at this institution, in addition to an absence of official PDF policy.

2.1.5 Newfoundland and Labrador

In this province, the right for institutions to grant degrees is legislated in the Newfoundland and Labrador Degree Granting Act [[NL DGA](#)]. Further to this, legislation was passed for the governance of Memorial University of Newfoundland, the only university in the province [[MUA](#)]. Neither piece of legislation references PDFs. The Newfoundland and Labrador Labour Standards Act [[NL LSA](#)] ensures standard employment protections for workers in the province.

Internal PDFs at Memorial University of Newfoundland were certified to join the Lecturers’ Union of Memorial University of Newfoundland on April 26, 2012 [[LUMUN](#)]. I have been unable to locate the official ruling of the Newfoundland and Labrador Labour Relations Board in this situation, but it is a reasonable assumption that the Board would have had to confirm the status of Internal PDFs as employees of the institution before granting admission to the union. Subsequently, a collective agreement was struck with the University on January 15, 2014 [[LUMUN-MUN CA for PDFs](#)]. External PDFs are not eligible for the benefits of the collective agreement or other University benefits, though some forms of leave may be mutually agreed upon with their supervisors [[Honorary PDF Guidelines](#)].

2.1.6 Northwest Territories and Nunavut

There are no universities in the Northwest Territories and Nunavut, only colleges. Furthermore, there is no evidence of PDFs, nor official PDF policies, at these colleges.

2.1.7 Nova Scotia

In Nova Scotia, the Degree Granting Act legislates all academic institutions in the province [\[DGA\]](#). To supplement this, Acts governing many of the individual institutions have also been passed, including: the Acadia University Act [\[AUA\]](#); the Cape Breton University Act [\[CBUA\]](#); the Dalhousie College & University Act [\[DCUA\]](#); the Mount Saint Vincent University Act [\[MSVUA\]](#); the Nova Scotia College of Art and Design Act [\[NSCADA\]](#); the St Francis Xavier University Act [\[SFXUA\]](#); the Saint Mary's University Act [\[SMUA\]](#); the Université Sainte-Anne Act [\[USAA\]](#); and the University of King's College Act [\[UKCA\]](#). These pieces of legislation have no reference to PDFs. In the province, all standard employment protections are extended to employees under the Labour Standards Code [\[NS Labour Standards Code\]](#).

The majority of institutions in the province have no publicly-available PDF policy. At Dalhousie University, the Internal PDFs unionized in October, 2014, forming PSAC Local 86001, and are currently under a collective agreement that entitles them to full benefits [\[Dalhousie CA\]](#). In contrast, Acadia University specifies that PDFs are not eligible for employee benefit plans [\[Acadia PDF Policy\]](#). Besides these two instances, there are no other PDF policies in the province. Mount Saint Vincent University, Nova Scotia College of Art and Design, Saint Mary's University, St Francis Xavier University and Cape Breton University have evidence of PDFs or PDF positions advertised, yet have no formal PDF policy. Similarly, the Atlantic School of Theology, University of King's College and Université Sainte-Anne have no PDF policies, however, there is also no evidence of PDFs serving at these institutions.

2.1.8 Ontario

In Ontario, there are several pieces of legislation that cover higher education in the province. The Post-Secondary Education Choice and Excellence Act covers the authority for institutions to grant degrees [\[Ontario PSECEA\]](#), with the Private Career Colleges Act [\[PCCA\]](#) and the Ontario Colleges of Applied Arts and Technology Act [\[OCAATA\]](#) applying specific legislation for some of these subgroups. Each university can either be granted permission by the Minister of Training, Colleges and Universities, or through an Act of the Assembly; a number of universities have received such Acts, including Algoma University [\[AUA\]](#), the University of Ontario Institute of Technology [\[UOITA\]](#), and the Ontario College of Art and Design [\[OCADUA\]](#). Additionally, all the universities in the province have agreed on Strategic Mandate Agreements with the provincial government, to highlight institutional priorities [\[SMA\]](#). I have been unable to find a reference to PDFs in any of these documents. In the province, all standard employment protections are guaranteed under the Employment Standards Act [\[Ontario ESA\]](#).

The first unionization of Internal PDFs in Canada occurred at McMaster's University in 2007 when Internal PDFs applied for and were certified to create a union [\[CUPE v MU 2008, CUPE v MU 2008\]](#). They joined and formed Unit 3 of CUPE Local 3906 [\[CUPE 3906 Unit 3\]](#), and have now been covered by a sequence of collective agreements with the University that convey a considerable range of benefits [\[2016-2019\]](#). Whilst not allowing for full benefits, McMaster University also ensures that all External PDFs have access to health insurance, either through the Ontario Health Insurance Plan or

through enrollment in the Universities Health Insurance Plan, which is paid for by the supervisor [[MU PDF Policy](#)].

This initial unionization event was followed by the Internal PDFs at the University of Toronto seeking certification in 2009 [[CUPE v UT 2009](#)]. The University opposed this application on the ground that PDFs were not employees and hence could not join a union. After two years of deliberations, the Ontario Labour Relations Board ruled that PDFs were employees of the University [[CUPE v UT, 2012](#)], and permitted to form a new bargaining unit of CUPE [[CUPE v UT 2013](#)]. The key determinants of the ruling were the remuneration for the provision of services, and direction and control of the work, which was decided to reside with the payee. Further, the training provided was not different to that of any other research position, and was not sufficient to negate the inherent employer-employee relationship. Through membership of CUPE 3902 Unit 5, Internal PDFs at the University are now covered by a collective agreement [[UT CA](#)]. External PDFs are not bound by this agreement, and receive no benefits at the University [[UT PDF Policy](#)].

The Carleton University Postdoctoral Association also applied for union certification, through this required significantly more legal proceedings. In response to initial applications, Carleton University challenged the application on the ground that the Executive Committee had “hijacked” the association; this challenge was subsequently quashed, though the status of External PDFs was to be negotiated subsequently between the parties [[CUPA v CU 2012](#), [CUPA v CU 2013](#)]. A number of other proceedings were required towards accreditation [[CUPA v CU 2014](#)], including: the University initially barring the Association from getting personal information from all PDFs at the University [[CUPA v CU 2013](#)]; an adjournment until the labour relations board made a ruling on whether they constituted a trade union [[CUPA v CU 2012](#)]; an extension for final resolution of the bargaining unit [[CUPA v CU 2014](#)]; a final vote on unionization [[CUPA v CU 2014](#)]; and the ultimate issuance of a certificate [[CUPA v CU 2014](#)]. Initially they joined with the Canadian Association of University Teachers, but later elected to transfer union, involving a procedural name change on the application [[CUPA v CU 2016](#)], and transferal between the PSAC and CUPA unions [[PSAC v CUPA 2016](#)], ultimately forming a local of the PSAC [[PSAC Local 77000](#)]. Following negotiations, a collective agreement was adopted by both parties, taking effect from 1 May 2015 [[CU CA](#)]. The situation of External PDFs at the institution is not specified in any University policies.

There are numerous other instances of unionization in the province. Internal PDFs at the University of Western Ontario unionized in 2008, although with a similarly lengthy legal process as a result of certification [[[PSAC v UWO 2008](#), [PSAC v UWO 2008](#), [PSAC, TU v UWO 2010](#)], a legal challenge on this [[PSAC v UWO 2015](#)], and an expansion of the ruling to include Research Associates [[PSAC v UWO 2016](#), [PSAC v UWO 2016](#), [PSAC v UWO 2016](#)]. Internal PDFs are now bound by a collective agreement with the University [[Western CA](#)], though the University has issued a clear definition of those PDFs who are eligible for benefits and those who are not [[Western PDF Definition](#)]. At York University, Internal PDFs are employees of the University and also unionized as members of the York University Faculty Association, subject to the terms of their collective agreement [[York PDF Handbook](#), [YUFA CA](#)]. Pleasingly, the University also has a PDF Supervisor of the Year Award [[Supervisor Award](#)]. Trent University extends “*some official status*” to PDFs, and it appears they are covered by the terms of the Trent University Faculty Association Collective Agreement, although this is not explicitly stated [[TU PDF & VS Policy](#), [TUFA CA](#)]. Elsewhere, Internal PDFs at Queen’s University formed PSAC 901 Unit 2 in 2011 [[PSAC v QU 2010](#), [PSAC v QU 2011](#), [PSAC 901 Unit 2](#)], with their most recent collective agreement notably including child care benefits, which I believe is the first instance of such a PDF benefit in Canada [[PSAC 901 Unit 2 2017-2020](#)]. External PDFs there are not

eligible for the collective agreement, and may only be extended some health benefits at the discretion of their supervisor [[Queen's University PDF Policy](#)].

Independent of unionization and collective bargaining agreements, several institutions in the province have moved to extend benefits to their PDFs. The University of Waterloo offers extended health benefits to both Internal and External PDFs, and access to a Pension Plan, depending on the length of their contract [[UWaterloo PDF Benefits](#), [UWaterloo Benefit Eligibility](#)]. Brock University offers PDFs official status, with full access to services and benefits as available to the Brock University Group Benefit Program, though it appears External PDFs do not have access to these benefits [[BU PDF Policy](#)]. At Ryerson University, Internal PDFs are employees with access to full benefits, and a Health Spending Account for extended health beyond what the Ontario Health Insurance Plan covers, and life insurance [[Ryerson PDF Resources](#)]. Wilfrid Laurier University details that Internal and External PDFs who hold contracts of longer than 6 months are able to purchase extended health and dental coverage through the University, however it does not explicitly state they are employees nor specify access to EI and CPP [[Laurier Policy on PDFs](#)]. The University of Ontario Institute of Technology stipulates they are not entitled to participate in the University's benefit and pension plan, though have access to a Health Care Expense Account after 1 year of employment [[UOIT PDF Policy](#)]; unionization proceedings have begun at this institution [[PSAC v UOIT 2015](#)].

The situation is either less favourable or not guaranteed by university policies elsewhere in the province. Lakehead University specifies that PDFs are not employees of the University and do not have access to benefits [[LU PDF & VS Policy](#)]. At the University of Windsor any health benefit costs are at the discretion of, and paid for by, the supervisor [[UWindsor PDF Policy](#)]. The University of Guelph has a significant apparatus for PDFs, with an Office for Graduate Students and Postdoctoral Studies, however PDFs do not feature in any policies of the University. In contrast, Saint Paul University has a policy for PDFs, however this does not describe the employment arrangement nor access to any benefits [[SPU PDF Policy](#)]. Similarly, the University of Ottawa specifies that PDFs have official status, but does not define what this means in any University policies [[UOttawa PDF Appointments](#)]. Laurentian University, Nipissing University and the Ontario College of Art & Design also have evidence of PDFs, however they have no formal PDF policy. Finally, Algoma University, Royal Military College of Canada and Tyndale University College have no evidence of PDFs nor PDF policies.

2.1.9 Prince Edward Island

In Prince Edward Island, the sole piece of legislation addressing higher education is the University Act, allowing for the establishment of the University of Prince Edward Island with degree-granting rights [[PEI UA](#)]. This piece of legislation contains no reference to PDFs. Employees in the province are covered by the Employment Standards Act, which covers all standard labour protections [[ESA PEI](#)]. The University of Prince Edward Island PDF policy does not specify a single status within the University, and instead acknowledges those who receive fellowship income and those who receive employment income; guidelines akin to those specified by the CRA are used in assigning which category a PDF belongs to [[UPEI PDF Policy](#)]. Those that are deemed to be on fellowship income, most External PDFs, will pay income tax but not have access to EI, CPP or other health plans. Those that are deemed to be on employment income, most Internal PDFs, have access to EI, CPP and other University plans, though both employee and employer contributions will be paid by deductions from the fellowship funding.

2.1.10 Quebec

At the provincial level, there are several charters and Acts surrounding changes, often small, in the governance of universities in Quebec. Unfortunately, my knowledge of French is not sufficient to accurately portray them here without the risk of mistake or omission. In general, some of these give the right to establish universities in the province, and changes as a result of the federal move to tax fellowships. There are two Acts that regard the establishment of two University systems in the province: the Royal Charter of McGill University, circa 1852 [[RCMU](#)]; and the Act respecting the Université du Québec [[UQA](#)]. Neither of these pieces of legislation reference PDFs. The Quebec Act Respecting Labour Standards guarantees employees in the province access to standard employment protections [[QARLS](#)]. It is also important to highlight that employees in Quebec are part of the QPIP and QPP programs, rather than the federal EI and CPP programs, although the differences between these are small.

The most numerous unionization drives to date have occurred in Quebec. A comprehensive guide to the history and current situation has fortunately been produced to document these changes [[Postdocs in Quebec](#)]. Initially, Internal PDFs at Université du Québec à Montréal took steps to unionize, in part to obtain employee status, forming the union Syndicat des Post-Doctorants/Alliance de la fonction publique du Canada and applying for certification from the Commission des relations du travail (CRT), the provincial labour relations board in Quebec. The University contested this application for certification on the grounds that Internal PDFs are not employees and therefore cannot unionize: CRT ruled that PDFs are employees within the meaning of the Labour Code, and the union was granted certification [[SPODOC v UQAM 2011](#)]. The University appealed and requested a review of the decision on the same ground as their original argument, namely that Internal PDFs were not employees. CRT rejected the grounds for the review and the request to revoke the union's certification, maintaining the original decision [[SPODOC v UQAM 2012](#)]. To date, the current PDF policy at the institute does not reflect any of these changes [[UQAM PDF Policy](#)].

This began a string of unionizations in other institutions in Quebec. The day after the Internal PDFs at Université du Québec à Montréal received accreditation, the Internal PDFs of École polytechnique de Montréal requested certification of their union. The University contested the move to unionize with the same arguments as previous, namely that Internal PDFs were not employees. In the subsequent ruling, CRT reaffirmed the position for the decision in the Université du Québec à Montréal case, declaring that Internal PDFs are employees of École polytechnique de Montréal [[ASSEP v EPDM 2013](#)]. Further, the CRT also declared that the claim “*PDFs could not unionize as they were not employees*” would no longer be heard as a ground for appeal by universities in Quebec to counter further union applications. The union, Association pour une Solidarité Syndicale de l'École Polytechnique, has recently agreed a first collective agreement with École polytechnique de Montréal, however the contents of this have yet to be released. Existing University policy does not detail PDF status or access to any benefits [[EPDM PDF Policy](#)]. The Université Laval does not specify employment status or benefits in their policies [[UL PDF Policy](#)], however Internal PDFs unionized to form Le Syndicat des Auxiliaires de Recherche et D'Enseignement and are now bound by a collective agreement [[SARE CA](#)]. Internal PDFs at the Université de Sherbrooke are eligible for public benefit programs through University policy [[US PDF Policy](#)] and additional benefits as a result of unionization in September 2013 to form Syndicat des Auxiliaires de Recherche et d'Enseignement de l'Université de Sherbrooke, although their most recent collective agreement has now expired [[SAREUS CA](#)]. At McGill University, Internal PDFs are employees of the University [[McGill PDF Policy](#)], and the association of McGill University Research Employees/Public Service Alliance of Canada received accreditation in 2015 [[AMURE v UM 2015](#), [AMURE v UM 2015](#)]; they are now bound by a collective

agreement [\[AMURE CA\]](#). At Université du Québec à Chicoutimi, Internal PDFs formed a union called Le Syndicat des Professionnelles et Professionnels de la Recherche de L'Université du Québec à Chicoutimi and have a collective agreement with the University [\[UQAC CA\]](#). Similarly, Internal PDFs at the Université du Québec à Rimouski formed the union Le Syndicat Canadien de la Fonction Publique Section Locale 1575, and have subsequently reached a collective agreement with the University [\[SCFP 1575 CA\]](#). At the Université de Montréal, Internal PDFs are employees of the University, with benefits paid from supervisor's grants [\[UM PDF Policy\]](#), in addition to benefits gained from a collective agreement with the University following formation and accreditation as the Syndicat des Employés de la Recherche de L'Université de Montréal [\[SERUM CA\]](#). The institution moved to make PDFs assume the employer's share of social security contributions through a pay deduction, a move which the union challenged but was upheld as the use of research funds in such a way was deemed to be a regular practice of the institution [\[SERUM v UM 2016\]](#). In many of the preceding cases, it was not possible to determine whether unionization or a voluntary change to employee status by the institutions were the first occurrence.

Many other universities in the province have voluntarily moved to make their Internal PDFs employees, without subsequent unionization to date. Concordia University has recently updated their Postdoctoral Policy to state that Internal PDFs are employees of the University [\[Concordia PDF Policy\]](#). Similarly, Bishop's University states that Internal PDFs are employees of the University with all statutory rights, however the employer contributions to programs are funded from the supervisor's grants [\[Bishop's PDF Policy\]](#). Université du Québec à Trois-Rivières states Internal PDFs are employees and eligible for public benefits programs, although International PDFs must pay premiums for special health programmes [\[UQTR PDF Policy\]](#). At the Institut national de la recherche scientifique, Internal PDFs are employees of the Institute, with all statutory benefits as covered by the Labour Standards Act, plus up to 18 weeks maternity leave [\[INRS PDF Policy\]](#).

There remain several institutions in the province where the situation of PDFs is not as favourable or not detailed in policies. The Université du Québec en Outaouais specifies that regardless of financial arrangements PDFs are not employees of the University [\[UQO PDF Policy\]](#). The École de technologie supérieure does not specify arrangements in their policy [\[ETS PDF Policy\]](#). At HEC Montréal, TÉLUQ and Université du Québec en Abitibi-Témiscamingue, there is evidence of PDFs, however neither evidence of PDF Policies nor unions representing them was found. Finally, at the École nationale d'administration publique there was no evidence of PDFs or PDF policy.

2.1.11 Saskatchewan

In Saskatchewan, the two major institutions are legislated within their own Acts, namely the University of Saskatchewan Act [\[USA\]](#), and the University of Regina Act [\[URA\]](#). All other institutions in the province are covered by the Saskatchewan Degree Authorisation Act [\[Sask DAA\]](#). Across these pieces of legislation, there is no reference to PDFs. The Saskatchewan Employment Act provides standard employment protections for all employees in the province [\[Sask EA\]](#).

The Internal PDFs at the University of Saskatchewan have recently unionized. They are now entering collective bargaining discussions with the University, but details of this have yet to emerge. Existing policy specifies that they are trainees and not entitled to benefits, and also states that paid vacation is not mandatory, although the University supports this practice [\[Saskatchewan PDF Policy\]](#). The University of Regina has PDFs or PDF positions advertised, however they have no formal PDF policy.

2.1.12 Yukon

In the Yukon territory, the Yukon College Act allowed for the establishment of Yukon College [\[YCA\]](#). This Act was subsequently amended to confer degree-granting status on the institution [\[YCA Amendment\]](#). These pieces of legislation have no reference to PDFs. Standard employment protections are extended to all employees in the territory by the Yukon Employment Standards Act [\[Yukon ESA\]](#). Yukon College, the only advanced education institute in the province, has previously advertised at least one postdoctoral position, however has no formal PDF policy.

2.2 By Funding Source

2.2.1 Tri-Agencies Postdoctoral Fellowship Programs

The majority of funding sources for individual researchers in Canada are operated by the Tri-Agencies. Each agency has a dedicated program for PDFs: the CIHR Fellowship program [\[CIHR PDFs\]](#); the NSERC Postdoctoral Fellowships program [\[NSERC PDF\]](#); and the SSHRC Postdoctoral Fellowship program [\[SSHRC PDF\]](#). Additionally, in a bid to harmonise policies across the awards, the Tri-Agencies adopted a common guide for the administration of these programs [\[Tri-Agencies Research Training Award Holder's Guide\]](#). For all award holders, it is clearly stated that the stipends are taxable income, whether the stipend is received inside or outside Canada, and details the practice of funds being administered by the host institution of the PDF. At no point is any reference made to employment status, access to EI, CPP or any form of employment benefit or assistance, except parental leave. Up to three years of unpaid parental leave, with appropriate supporting information to request permission for the interruption, may be taken by holders. With regards to paid parental leave, previously recipients were required to confirm ineligibility for all other parental leave benefits programs before being eligible for Tri-Agencies parental leave; the policy was updated on April 1, 2017, to remove this requirement [\[Press Release 2017-04-07\]](#). The policy details that up to six months of paid parental leave may be received, with the supplement equivalent to their normal monthly stipend. The last detail of this policy, however, states that approval of paid parental leave is subject to the availability of agency funds. To complicate matters further, there are differences in where these funds originate – CIHR adds the agency portion of the leave to the supervisor's grant, but NSERC and SSHRC pay their portions out of the grant funds [\[Parental Leave Checklist\]](#). A final worrying note is that the policies specify that only the agency-funded portion is covered by the Tri-Agencies, but there is no outline of the partitioning of the costs or information regarding where the remaining funds are to be sourced. As the parental leave is not a guaranteed benefit, and there are questions over the origin of the funds to pay for it, it is unable to ascertain from public information the actual access to this benefit by PDFs.

2.2.2 Banting Postdoctoral Fellowship

The Banting Postdoctoral Fellowship is the preeminent postdoctoral fellowship available in Canada [\[Banting PDF Overview\]](#). Jointly offered by CIHR, NSERC and SSHRC, up to 70 are awarded each year across the disciplines. As this is run by the Tri-Agencies, the program is also subject to the policies of the harmonised award manual detailed above [\[Tri-Agencies Research Training Award Holder's Guide\]](#). The taxable stipend for Banting Fellowships is significantly higher than that of the majority of PDFs in Canada; however, as detailed before, and as also specified in the program details, they have no access to EI, CPP or other non-discretionary benefits other than those offered by their host institution [\[Banting PDF Details\]](#).

2.2.3 Mitacs Postdoctoral Programs

Mitacs offers a few programs for PDFs in Canada. Mitacs is a not-for-profit organisation dedicated to providing a range of research and training programs [[Mitacs](#)]. Mitacs Elevate is a postdoctoral fellowship that features a research project with a partner organisation, with an emphasis on research management [[Mitacs Elevate Details](#)]. Mitacs has not specified access to benefits as part of the fellowship, and, given the arrangement of the fellowship, PDFs come under the policies of the host academic institution and not that of the partner organisation [[MITACS Elevate FAQ](#)]. As such, PDFs on the program are dependent on the policies of the host institution. The Mitacs Accelerate program is designed to facilitate research projects and internships between PDFs, academic supervisors and a collaborating partner organisation [[Mitacs Accelerate](#)]. As before, Mitacs does not stipulate any access to benefits, and, as the program is administered through the academic institution, their policies apply [[Mitacs Accelerate FAQ](#)]. Mitacs Science Policy Fellowship is a program designed to integrate Canadian researchers and evidence-based policy-making into federal and provincial governments [[Mitacs Science Policy PDF About](#)]. In this, PDFs are hosted at a range of federal and provincial government, in partnership with the University of Ottawa's Institute for Science, Society and Policy. In this situation, remuneration is received from the host organisation, and the PDFs are dependent on the benefit policies of the host organisation [[Mitacs Science Policy Guidelines](#)].

3 Action Items to Improve the Situation of Postdoctoral Fellows

3.1 National Recommendations for Postdoctoral Fellows

3.1.1 Request changes to National Occupational Classifications by Employment and Social Development Canada

To avoid potential problems with the current assignment of NOC codes to PDFs, submissions could be made to Employment and Social Development Canada. Most postdoctoral positions are credited under NOC '4011 – *University Professors and Lecturers*,' which lists '*Postdoctoral Fellow*' as an exemplary title; however, only a few of the duties specified are applicable to PDFs. Alternatively, PDFs can be ascribed the NOC codes for research scientists, although these do not include '*Postdoctoral Fellow*' as an exemplary title. For example, a PDF in chemistry could have their position listed under NOC '2112 – *Chemists*,' which closely describes the duties of their postdoctoral position, but the NOC does not include '*Postdoctoral Fellow*' as an exemplary job title. In each situation, there is a chance that immigration officials may find fault with the assignment of NOC codes, and refuse work permits or Permanent Residency applications as a result. One option to mitigate any potential issues would be the creation of a NOC code dedicated to PDFs, which could feature a comprehensive list of titles used for postdoctoral positions, and a list of duties that cover all responsibilities of PDFs. This would be the most definitive way to avoid potential issues, but would require an investment of time and resources by the government agency. An alternative option would be to request the addition of "*Postdoctoral Fellow*," and alternative names, to the list of exemplary titles of NOC codes for research scientists. This would be simple to implement, and may have significant effects for PDFs applying under these codes.

3.1.2 Submission to Tri-Agencies to Establish Further Benefits for External PDFs

As mentioned previously, much of the progress being made in terms of the PDF experience is mainly applicable to Internal PDFs. External PDFs, aside from some increases in the training aspect of the Tri-Agencies fellowships and access to paid parental leave [[Parental Policy Change](#)], continue to lack assistance with many basic benefits and access to EI and CPP. A submission to the Tri-Agencies highlighting that their fellows lack many benefits – they have no protections with regards to set hours of work and the right to take statutory and annual holidays, as well as no access to pension plans, assistance with basic or extended health benefits or dental plans – may initiate a dialogue to address these. One such option would be to relax the restriction on grant funds such that they can be used for health insurance premiums, or for the Tri-Agencies to contribute to the premiums separately. Given the indications from the Tri-Agencies towards making their fellowships genuine training programs, an alternative approach would be for the programs to gain a level of accreditation, leading to a degree or title, such that External PDFs would become eligible for the benefits extended to students.

3.1.3 Request Clarification from Immigration, Refugees and Citizenship Canada on the Practice of Universities Sponsoring Work Permits for Non-Employees

As discussed previously [Section 1.6], the legality of work permits for International PDFs at institutions where PDFs are specified as not employees is unclear. In work permits that I have seen, the institutions claim to be the employer; however, many university policies clearly state that they

are not the employer of the PDFs. This arrangement potentially implicates all institutions that specify their Internal PDFs are not employees of the institution or are employees of their supervisors, and all institutions that host External PDFs. Given the significant financial penalties and the risk of incarceration for making misrepresentations to IRCC, it is imperative the legality of this arrangement is quickly established. For the International PDFs implicated in this arrangement, they risk the penalties above, having work permits revoked, and may face future issues with immigrating to Canada. For the universities, which would face a count of both misrepresentation and counselling misrepresentation for each International PDF in the university, past and present, the legal ramifications are extreme, both in penalties and with respect to sponsoring immigration documents for the future employment of any foreign nationals for any position. Given the high stakes involved in this issue, it is imperative the legality of this arrangement is quickly established through communications and dialogue with IRCC.

3.2 Provincial Recommendations for Postdoctoral Fellows in British Columbia

3.2.1 Submission to British Columbia Ministry of Advanced Education for Inclusion in, or a Ruling on, the University Act

The University Act of British Columbia presents two avenues in which provincial changes to PDF employment status could be achieved. The BC University Act was enacted in 1996, and governs the establishment and operation of universities in BC [[University Act](#)]. To date, the Act contains no reference of PDFs; however, nor does it define the expression “*employee of a university*.” An initial approach could be made requesting the addition of a statement to the Act defining PDFs as employees of their University, with the legal precedent set in Alberta and by labour relations boards as evidence in support of this claim. The addition of such an amendment may not be straightforward, but it is within the remit of the BC Ministry of Advanced Education, who is responsible for the Act. The second approach would be for the Ministry to advise the Lieutenant Governor to define whether PDFs are included in the expression “*employee of a university*” in the University Act. This is an established procedure in the Act, according to section 71 (2) (a): “(2) *Without limiting subsection (1), the Lieutenant Governor in Council may make regulations (a) defining any expression used but not defined in this Act.*” This action would be easier to accomplish, require less impact on the University Act, and the procedure established in section 71 (2) (a) has already been used in the clarification of many terms used in the Act. Given the legal precedent set by labour relations boards on the status of PDFs as employees, the unionization actions required to achieve this ruling, and the changing state of PDFs nationwide, supportive responses on these approaches would be seen as the provincial government of BC taking a proactive role in supporting young, highly skilled workers in the province.

3.2.2 Submission to British Columbia Ministry of Technology, Innovation and Citizens’ Services for Inclusion in #BCTECH Strategy Initiative

The new #BCTECH Strategy initiative is one avenue where provincial government may be receptive to changing the situations of PDFs in BC. The #BCTECH Strategy was launched in January 2016, and came about from the BC Jobs Plan [[#BCTECH: Strategy](#)]. Focusing on capital, talent and markets, the initiative aims to boost the technology sector in BC. The desire to retain and attract highly skilled workers is apparent in many sections of the strategy, including:

- “we will continue to attract and keep top research talent”

- “B.C. tech companies need to have access to the best people”
- “Technology companies need a solid talent base if they are to continue to grow”
- “continue to build a strong research environment in BC”

As part of the #BCTECH Strategy, they have aimed to streamline immigration and remove barriers to assist mobility of talented workers to support the initiative.

Increasing support for early career researchers working in BC would be aligned with the detailed aims of the #BCTECH Strategy. Early career researchers, especially former PDFs, often form the bedrock of new technology companies. Retaining PDFs already in BC, and those looking to transition to the technology sector, has the added advantage of the workers already being accustomed to life in BC. Further, they already have established connections with academic institutions, which can aim to help foster collaborations, communications and advances with industrial institutions in the province. However, a number of local PDFs who wish to fill these jobs and remain in Canada to support the industry may be dissuaded by the current situation they experience as a PDF in BC, and due to potential issues with claiming points for immigration applications.

A submission to the #BCTECH Strategy could highlight two actions that would be operationally simple but achieve significant results for both the Strategy and PDFs. As stated in the Strategy: *“The Province recognizes the importance of government investment in a healthy research environment.”* An initial step towards fostering a healthy research environment for PDFs in BC would be changing the status of PDFs provincially to ‘employees.’ This could be achieved by the BC Ministry of Technology, Innovation and Citizens’ Services directly making submissions to, or supporting the submissions of PDFs to, the BC Ministry of Advanced Education, with regards to requesting inclusion in, or a ruling on, the University Act [Section 3.2.1]. The investment from the Ministry would be small, but this would send a strong signal to local and international early career researchers that BC is involved in actions to support them, potentially attracting them to support the #BCTECH Strategy.

3.3 Institutional Recommendations for Postdoctoral Fellows at Simon Fraser University

3.3.1 Submission to the Health Promotion team for Health Benefits to be Extended to all Postdoctoral Fellows under the Okanagan Charter

SFU has signed on to a new initiative to promote campus health, which may emerge as a way to address access to health benefits for all PDFs. The Okanagan Charter is an international charter for health-promoting universities and colleges, with an aim to transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet, through proactive stances to health and well-being in their respective campuses [[Okanagan Charter](#)]. SFU was involved in the drafting of the Charter, and one of the first signatories [[SFU Signs Okanagan Charter](#)]. Independently, SFU had assembled contributions from the SFU community to produce SFU’s Vision for a Healthy Campus, a document intended to actualise the aims of the Charter [[SFU's Vision for a Healthy Campus](#)]. Both the Charter and the Vision frequently claim to apply to students, staff and faculty. Although there is no definition of staff nor are PDFs specifically referenced in either document, the Charter specifies it applies to everyone on campus, and as such extends to PDFs. A submission to the Health Promotion team under the Okanagan Charter and the Vision for a Healthy Campus highlighting that some PDFs receive no access to health benefits or health services on campus may be an avenue for change institutionally. Access to health benefits and services is of critical importance to PDFs given the significantly increased rates of

mental health issues amongst this group compared to the wider population [[CAPS/ACSP Survey 2016](#), [Canadian Mental Health Association](#)]. A member of the SFU PDA Executive Committee made an initial submission to the Health Promotion team, however dialogue was limited.

3.3.2 Request Clarification on the Practice of Universities Sponsoring Work Permits for Non-Employees

As discussed previously [Section 1.6], the legality of work permits for International PDFs at SFU is unclear. In work permits seen, SFU claims to be the employer; however, University policy clearly states that they are not the employer of SFU PDFs, and that the employment arrangement extends to SFU in no way. The legality of this arrangement under Canadian immigration law is unknown. For the International PDFs implicated in this arrangement, they risk significant financial penalties and incarceration, as well as having work permits revoked, and may face future issues with immigrating to Canada. For the University, which would face a count of both misrepresentation and counselling misrepresentation for each International PDF in the University, past and present, the legal ramifications are extreme, both in penalties and with respect to sponsoring immigration documents for the future employment of any foreign nationals for any position. Given the significant penalties involved in this issue, it is imperative the legality of this arrangement is quickly established.

3.3.3 Submission to SFU to Voluntarily Change Employment Status of PDFs

A submission should be made to the SFU Board of Governors requesting a change to the employment status of PDFs from '*trainee*' to '*employee*.' Some of the issues facing PDFs at SFU can be directly amended by the University in the absence of provincial or federal requirements. One change that would make significant inroads to address several PDF issues, namely guaranteed access to benefits for both Internal and External PDFs, would be changing the employment status of PDFs to employees. The details of where the employer contributions to benefits would come from are open for discussion. As a local example of how this could be achieved, UBC requires the employer's contributions to be paid from grants of the supervising faculty member. For External PDFs who are unable to charge benefit expenses to their fellowship, a separate account could be established using funding from supervising faculty member's grants. These changes at UBC were enacted voluntarily after submissions from their postdoctoral association, and, given the changes now occurring nationally and the standout local example, it would be in SFU's best interests to enact similar changes. A voluntary change would send a message attesting to SFU's proactive stance towards PDFs, and would act to further attract top research talent to join SFU.

3.3.4 Obtain Ruling on Employment Status Through Union Certification

In the absence of a voluntary change of PDF status by SFU, the alternative option is for Internal PDFs to obtain rights following a ruling by the Labour Relations Board of British Columbia (LRBBC) [[Labour Relations Board](#)]. To the best of my knowledge, the LRBBC will not make a direct ruling on the employment status of PDFs without this arising as part of a legal challenge from a university against a union application. As such, to obtain employee status without a voluntary change, Internal PDFs of SFU will be required to form a union, and apply for certification from the LRBBC. This option would follow in the footsteps of the numerous unionizations completed across the country, which provide ready templates and precedent for a similar motion at SFU. Applications could be made to form a unit of CUPE Local 3338, which represents the office, technical and clerical employees of SFU, the SFU Faculty Association, or formation of an independent unit. Although, to the best of my

knowledge, a case of this nature has not been brought before the LRBBC, the legal precedent and arguments set by the rulings of other provincial labour relations boards strongly suggest the LRBBC would rule in favour of employee status. Unfortunately, this would only benefit Internal PDFs and would not change the situation for External PDFs. Nonetheless, formation of a union would bring the additional opportunity for a legally-binding status independent of any restrictions and the opportunity for collective bargaining to further improve the situation of Internal PDFs. Given a voluntary employment status change would encompass the entire PDF community, this option would be preferable and should be explored first; in the case of a submission, such as suggested in the preceding section, being dismissed by SFU, unionization proceedings should be initiated to obtain the rights that SFU PDFs should be entitled to.

3.4 Individual Recommendations for Postdoctoral Fellows Without Employee Status

3.4.1 Request Ruling from the Canadian Revenue Agency for Access to Employment Insurance and the Canadian Pension Plan

In light of the federal changes to taxation of PDF stipends, the CRA released an interpretive article on PDFs in April 2016, to clarify whether PDFs are employees or not with respect to access to EI/QPIP and CPP/QPP [[CRA Interpretive article on PDFs](#)]. The main determinants they specified are the presence of a clear employer-employee relationship, and who has '*control*' of the work: the PDF or the payee. Under the recommendations and descriptors described in the CRA article, the majority of Internal PDFs in Canada would likely be ruled as employees of their institutions or supervisors, and hence eligible for both EI/QPIP and CPP/QPP. It is recommended that all Internal PDFs who do not currently have access to these programs request a ruling from the CRA on whether they are employees [[CRA Ruling Request](#)]. To the best of my knowledge, no External PDF has applied for a ruling on employment status from the CRA. Given the fact that their funding comes from external sources, and as such there is not a clear remuneration for services arrangement, and control of the research could be assigned to the PDF, it is unsure how the CRA would rule in such a case. This should not prevent any External PDF who feels they should be entitled to EI/QPIP or CPP/QPP from requesting a ruling from CRA.

4 Concluding Remarks

The issues faced by PDFs have come about jointly due to the evolving nature of postdoctoral fellowships, a lack of government oversight and the ensuing ambiguity, which has allowed institutions to define their postdoctoral fellowship positions on an individual basis. Progress is being made in the resolution of these issues at the institutional level, however provincial and federal progress is only beginning to emerge. Several avenues are available to PDFs to try and remedy the remaining issues; however, the resistance to change is strong and further advances to the PDF position will not occur without energy and determination. The progress that has been made to date is the result of concerted efforts by dedicated groups of PDFs who desired to fight the inequality they and their fellow PDFs experience. Any further improvements to the PDF position in Canada will depend *solely* on the efforts of current and future PDFs. Given the work, time, frustration and energy expended by the PDFs who have propelled the situation this far, I hope the next generation of PDFs will pick up this mantle and continue the drive to obtain the fundamental rights that should be guaranteed to all PDFs under Canadian law.

SENATE

Agenda Item: 13

Meeting Date: February 22, 2021

Presenter: Lyndsay Passmore

**Chair's Report to Senate
Senate Standing Committee on Teaching and Learning
February 22, 2021**

The SSC Teaching and Learning met on Feb. 4, 2021. The committee agreed to convene a working group to consider how best to approach developmental programming and access issues. The Chair of SSCTL will reach out to the Chair of the Senate Standing Committee on Curriculum and members of Academic and Career Preparation, the Learning Centre, and the Provost to discuss how to proceed.

The committee also provided a motion to Senate on digital access for students, included in this agenda package.

SENATE

Agenda Item: 13.1

Meeting Date: February 22, 2021

Presenter: Lyndsay Passmore

Agenda Item Digital Access to Course Materials

Action Requested	Motion
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Recommended Resolution	THAT Senate recognize that access to required course materials is critical to student success and that faculty should aim to provide an option for digital access to their students wherever feasible.
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Senate Standing Committee Report

At its meeting on February 4, 2021, the Senate Standing Committee on Teaching & Learning recommended to Senate that access to required course materials is critical to student success and that faculty should aim to provide an option for digital access to their students wherever feasible.

Context & Background

There are student reports of not being able to access printed course materials in a timely manner, which is a barrier to student success. International supply chain issues and extended delivery timelines of printed course materials are contributing to this. A digital access option for printed course materials can address this issue.

Key Messages

1. Instructors are encouraged to offer digital access to required printed course materials wherever possible, including coursepacks.

Where no digital option exists, early notification to the bookstore is encouraged.

Submitted by

Lyndsay Passmore, Chair, Senate Standing Committee on Teaching & Learning

Date submitted

Feb 16, 2021

SENATE

Agenda Item: 15

Meeting Date: February 22, 2021

Presenter: Sandy Vanderburgh

Chair's Report to Senate Senate Standing Committee on Appeals January 28, 2021

On January 28, 2021, Iain MacDonald, Trainer, BC Council of Administrative Tribunals presented a three-hour workshop on administrative justice to nine members of the Senate Standing Committee on Appeals plus 19 other members of the KPU community. Those attending included deans, associate deans, plus staff from the Registrar's Office and Student Services.

Topics covered included administrative law and principles of Natural Justice, conducting fair hearings and evaluating evidence, writing clear, well-reasoned decisions, and ethical and professional responsibilities for decision-makers.

Attendees asked many questions and expressed interest in more training. We are currently considering offering decision writing and hearing skills workshops for both the members of the senate standing committee and the larger KPU community.

SENATE

Agenda Item: 16.1

Meeting Date: February 22, 2021

Presenter: Zena Mitchell

Agenda Item **Approval of Graduates to February 22, 2021**

Action Requested	Motion
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Recommended Resolution	THAT Senate approve the list of graduates to February 22, 2021.
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**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 20210222

Submitted by

Zena Mitchell, University Registrar and Secretary of Senate

Date Submitted

February 22, 2021

Graduates for Senate Approval

SENATE MEETING: Monday, 22-Feb-2021

Graduates from the Faculty of Arts

Baccalaureate Degree (Hons)

Bachelor of Applied Arts (Honours) in Psychology

Mario Gentilezo Anuales

Minor in Counselling

Baccalaureate Degree

Bachelor of Arts

Austen Bietenbeck

Major in Philosophy

Major in Psychology

Bachelor of Arts, Major in English

Derek Scott Pattison

Bachelor of Arts, Major in General Studies

Chi Ching Chan

Dustin MacKenzie

Bachelor of Arts, Major in Policy Studies

Victor Van Tran

Minor in Language and Culture

Bachelor of Arts, Major in Political Science

Caitlin McCutchen

Bachelor of Arts, Major in Psychology

Sonya Hayer

Avneeta Sharma

Minor in Counselling

Associate Degree

Associate of Arts in Criminology

Edward Mykell Mendoza

Diploma

Diploma in Criminology

Sarah Jessica Thiessen

Diploma in General Studies

Akhil
Amandeep Singh
Karan Bansal
Bhavesb
Navdeep Kaur Bhullar
Muyao Cao
Yifei Chen
Jaskaran Singh Dhillon
(With Distinction)
Gurjot Kaur
Zhuo Hong Huang
Husanpal Singh
Harnoor Kaur
Navdeep Kaur
Navjot Kaur
Fatehjot Singh Sidhu
Adarshdeep Singh
Amritpal Singh
Jasdeep Singh
Sukhjot Kaur
Bin Zhang

Certificate

Certificate in Arts

Kya Mercedes Bezanson
Katie Leigh Miller
Emma Jean Sawatzky

Certificate in Criminology

Brandon Galbraith
Ikraj Singh Sandhu

Certificate in Fine Arts

Laura Graham

Certificate in Non-Governmental Organizations and Nonprofit Studies

Jacqueline Lingbaoan
(With Distinction)

Graduates from the Faculty of Health

Certificate

Certificate in Health Foundations

Kirat Jattana

Symerly Ofilas Ofiana

Cheyenne Maye De Lima Saraza

Heather Lynn Sherart

Certificate in Health Unit Coordinator

Megan Elysia Ralph

Graduates from the Faculty of Science and Horticulture

Baccalaureate Degree

Bachelor of Applied Science in Sustainable Agriculture

Nikita Ershov

Bachelor of Horticulture Science, Major in Plant Health

Benjamin James Rogers

(With Distinction)

Diploma

Diploma in Computer Aided Design and Drafting

Balkaran Singh Badesha

Diploma in Horticulture Technology

Meagan Alene Genuist

(With Distinction)

Concentration in Landscape Horticulture Systems

Benjamin James Rogers

(With Distinction)

Concentration in Sustainable Production Hort.

Charanjot Singh Sran

(With Distinction)

Concentration in Landscape Horticulture Systems

Diploma in Science

Aqsa Ahmad

Diploma in Technology in Environmental Protection

Gurbir Kaur Khaira

Co-operative Education Option (amended)

Citation

Citation in Horticulture Technology

Jodie Flink

Concentration in Garden Centre Operations

Graduates from the Faculty of Trades and Technology

Citation

Citation in Construction Electrician

William Bora Blagojevic

Graduates from the School of Business

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Human Resources Management

Anna Kanovska

Diploma

Diploma in Business Management

Yanbing Li

Jolene Nicole Neufeld

Dilraj S. Sanghera

Diploma in Computer Information Systems

Syam Ateffi

Vaibhav Dhiman

Thang Trinh Minh Do

Sucharita Narasimhan

Diploma in General Business Studies

Rianna Margaret Cruickshank

(With Distinction)

Certificate

Certificate in Accounting

Sonia Bolina

Certificate in General Business Studies

Karan Bansal

Emily Mark

Ranbir Singh Sandhar

(With Distinction)

Adarshdeep Singh

Karanvir Singh