KPU | KWANTLEN POLYTECHNIC UNIVERSITY

> Where thought meets action

SENATE
Regular Meeting
Monday, September 28, 2020
4:00 p.m. - 7:00 p.m.
MS Teams Online

AGENDA

Welcome

1. Call to Order .... Alan Davis   4:00

    1.1. Welcome from Lekeyten

    1.2. Farewell to Chancellor George Melville

2. Approval of Agenda

3. Approval of Minutes, June 22, 2020

4. Chair's Report

    4.1. President's Report to Senate .... Alan Davis   4:20

    4.2. Provost's Report to Senate.. Sandy Vanderburgh   4:30

5. Senate Standing Committee on Curriculum .... David Burns   4:40

    5.1. Consent Agenda, September 28, 2020

6. Senate Executive Committee .... Alan Davis   4:45

    6.1. Report of Actions: June 29, 2020 – August 31, 2020

7. Senate Governance and Nominating Committee .... Harjit Dhesi   4:50

    7.1. Senate Standing Committee Nominations

    7.2. 2020 Senate Effectiveness Survey... David Burns   5:00

    7.3. Committee Membership Protocols

    7.4. Common Features of Committees

8. Senate Standing Committee on Academic Planning and Priorities
   and on University Budget.. David Burns   5:10

9. Senate Standing Committee on the Library (no report) .... David Burns

10. Senate Standing Committee on Policy.. Carlos Calao   5:25

11. Senate Standing Committee on Program Review.................................. David Burns   5:30

12. Senate Standing Committee on Research and Graduate Studies........................ David Burns   5:35

13. Senate Standing Committee on Teaching and Learning...................................... David Burns   5:40

Voting Member Quorum 18 members		Non-voting
Aimee Begalka	Marti Alger	Zena Mitchell (Secretary)
Amy Jeon	Natasha Campbell	
Andhra Goundrey	Paola Gavilanez	
Andre Iwanchuk	Randal Thiessen	**Voting**
Bob Davis	Rebecca Harbut	
Brian Moukperian	Robert Dearle	Alan Davis (Chair)
Carlos Calao	Robert Ironside	
Catherine Schwichtenberg	Sandy Vanderburgh	
Chris Traynor	Stephanie Howes	
David Burns (Vice-Chair)	Steve Cardwell	
Diane Purvey	Todd Mundle	
Elizabeth Worobec	Tom Westgate	
Harjit Dhesi	Waheed Taiwo	
Harleen Deol		
Regrets:	**Senate Office**	**Guests:**
George Melville	Meredith Laird	Donna Malyon
Farhad Dastur	Rita Zamluk	Larissa Petrillo
Harshdeep Singh		Candice Gartry
Guramritpal Singh		
Mansi		
Ranpal Sandhu		
Tahir Joseph		

1. **Call to Order**

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

2. **Approval of Agenda**

   The Chair reviewed the agenda.

   Carlos Calao moved the agenda be confirmed as circulated

   The motion carried.

3. **Approval of Minutes, May 25, 2020**

Natasha Campbell moved the minutes be accepted as circulated.

The motion carried.

4. **Chair's Report**

4.1. **President's Report to Senate**

The President provided his report. He highlighted his presentation to the Provincial Finance and Government Services Committee.

4.2. **Reappointment of Alumni Representative to Senate**

He announced the reappointment of alumni representative, Tahir Joseph, for a second term, September 1, 2020 – August 31, 2023.

4.3. **Provost's Report to Senate**

The Provost overviewed progress made on the Academic Continuity Implementation Plan. He thanked everyone for their work.

He announced that David Florkowski is the new Associate Vice-President, Academic.

4.3.1   Carnegie Data: Community Engaged Courses

Larissa Petrillo presented her report on results of survey data for the community-engaged courses at KPU. She highlighted the courses, departments, faculty members, and students currently involved in community engaged courses.

The President thanked her for her work.

5. **Senate Standing Committee on Curriculum**

5.1. **Consent Agenda**

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 Bachelor of Science in Nursing

David Burns provided background and context for the discussion. Harjit Dhesi, Harleen Deol and Donna Malyon answered questions.

Senate discussed the relationship with the third party, reserving seats, and the impact of the entrance requirement revision on the Bachelor of Science in Nursing and Bachelor of Psychiatric Nursing.

David Burns moved that Senate approve the changes to the declaration requirements to the Bachelor of Science in Nursing, effective September 1, 2021.

The motion carried.

5.2.1 Bachelor of Psychiatric Nursing

David Burns moved that Senate approve the changes to the declaration requirements for the Bachelor of Psychiatric Nursing Program, effective Fall, 2021.

The motion carried.

6. Senate Executive Committee

Alan Davis, Chair, reported the committee had met to confirm the Senate agendas for June 22, 2020. If Senate is required to act during the summer, the Senate Executive Committee can act on behalf of Senate. Senators will be asked to attend the meeting.

7. Senate Governance and Nominating Committee

7.1. Senate Standing Committees Nominations

Joanne Massey will be appointed to the Senate Standing Committee on Teaching and Learning for the period September 1, 2020 – November 30, 2020.

David Burns moved that Senate appoint the nominees on *2020 06 Nominations as amended.*

The motion carried.

7.2. Search Advisory Committees:

7.2.1 Renewal of Appointment of the University Registrar

David Burns moved that Senate appoint the following members to the Search Advisory Committee, Renewal of Appointment - University Registrar:

Student Senator

> **Pallav Sharma**

Regular faculty members

> **Tom Westgate, Senator**
>
> **Judy Benevides (Human Resources)**
>
> **Khairunnisa Ali (Business)**

Alternate faculty member

> **Chris Traynor, Senator**

The motion carried.

7.2.2 Appointment of Associate Dean, School of Business

David Burns moved that Senate appoint the following members to the Search Advisory Committee for the appointment of an Associate Dean in the School of Business.

Regular faculty members:

- **Amanda Bickell, Marketing**
- **Andrea Niosi, Marketing**

- **Lyndsay Passmore, Business**
- **Debbie Musil, Accounting**
- **Andreas Schwartz, Marketing**

Student representative:

- **Emily Haugen**

The motion carried.

8. **Senate Standing Committee on Academic Planning and Priorities and on University Budget**

8.1. **Budget Tenets and Philosophy 2021 / 22**

David Burns overviewed the topic. Candice Gartry was available to answer questions.

David Burns moved that Senate endorse the *Budget Tenets and Philosophy* for the preparation of the 2021/22 budget.

The motion carried.

8.2. **Executive Priorities 2021 / 22**

David Burns overviewed the recommended executive priorities. The President commented on the key issues. He responded to questions regarding activities underway to predict enrollments for the 2020 / 2021 academic year. He overviewed the next steps to develop the budget.

Senate requested more information about the variance or volatility for the coming year.

David Burns moved that Senate endorse the Executive Priorities for the preparation of the 2021/22 budget.

The motion carried.

8.3. **Voluntary Withdrawal Extension**

Zena Mitchell, University Registrar, introduced the topic. She reviewed student withdrawal activity from the spring term, the continued uncertainty, and reasons to extend the voluntary withdraw deadline. One negative consequence may be that students need to extend the time they spend at school. She suggested that Senate consider having a longer deadline on a permanent basis.

Senate spoke in favour of extending the withdrawal date to help students adjust to learning online, to continue successfully, and requested more information on the practices of other universities.

David Burns moved that Senate extend the Summer 2020 term Voluntary Withdrawal Deadline from July 10, 2020 to August 10, 2020 and the Fall 2020 term Voluntary Withdrawal Deadline from November 6, 2020 to December 7, 2020.

The motion carried.

9. **Senate Standing Committee on the Library**

No report.

10. **Senate Standing Committee on Policy**

No report.

11. **Senate Standing Committee on Program Review**

Chris Traynor presented his report. He overviewed the work of the Committee over the past five years, the stages of program review, and the purpose of the Committee.

He thanked the faculty members who write the reports, the Deans and Deans' Offices, the members of the Committee, faculty members who served as external reviewers, and the staff on the Office of Planning and Accountability.

He advised that, in addition to the programs listed in the agenda package, Creative Writing will also be reviewed this coming year.

The President thanked him for his service and commented that program review at KPU has come a long way.

11.1. **Quality Assurance Report: Psychology Department**

Chris Traynor presented the Quality Assurance Report for the Psychology Department.

12. **Senate Standing Committee on Research**

David Burns introduced the report from the Chair, Daniel Bernstein.

13. **Senate Standing Committee on Teaching and Learning**

No report.

14. **Senate Standing Committee on Tributes**

Alan Davis announced that Andre Iwanchuk is the new Chair of Tributes. He advised Senate that the Committee is reviewing the categories for Tributes.

15. **Office of the Registrar**

15.1. **Credential Rescindment**

Zena Mitchell informed Senate that a credential is rescinded.

15.2. **Approval of Graduate on June 22, 2020**

Waheed Taiwo moved that Senate approve the list of graduates to June 22, 2020.

The motion carried.

The President discussed the video produced for the spring convocation. KPU is working towards having a virtual Fall Convocation.

16. **Items for discussion**

David Burns thanked the Senators for their attendance at meetings.

The President thanked the Senate Office and Vice-Chair for their work.

The President thanked the outgoing Senators for their service.

17. **Adjournment to the Senate Closed Meeting**

The meeting adjourned at 5:03 p.m.

Report to Senate
Alan Davis, President and Vice Chancellor
September 28, 2020

KPU continues to operate almost entirely remotely, and the Fall semester is underway with a good level of enrollments. Of the 1900 class sections being offered, about 75 will include safe, on-campus, hands-on experiences in labs, shops and studios.

The big question was how many new international students who we were expecting to arrive would defer to a later semester. At the Board meeting we will be able to update you in the final numbers and give some idea of the financial impact for 20/21.

KPU International has done good work in surveying students to determine where they are at in their plans to come to KPU and has developed plans to ensure that those who do make it can self-isolate as required. This matter concerns all post-secondary institutions and there is plenty of engagement among them and with the government about planning for various scenarios for this year and next.

Many of us were here all summer as we dealt with numerous updates to health and safety regulations and other matters that have emerged during this extraordinary time. We did an extensive survey of students during this time to determine what is working and not working for them in these remote methodologies in teaching and services.

I am very grateful to the faculty and staff for their creativity and resilience, and to my colleagues in administration who have adapted to remote operations and kept all our core activities going. It has truly been a team effort among those working remotely and on campus in all departments and faculties.

I have tried to maintain engagement through weekly video broadcasts and so far the feedback has been positive. This will be increasingly important as we face the challenges that the pandemic continues to present to us.

For my own work, many of the regular operational and sector meetings continued throughout the summer with activity with AEST (and regular calls hosted by the Deputy Minister), Colleges and Institutes Canada, Polytechnics Canada, Universities Canada, the BC Association of Institutes and Universities, The Post-Secondary Employers Association and BCNet.

Internally, the President's Diversity and Equity Committee continued its work and 2 related initiatives also progressed: the Equity, Diversity and Inclusion Action Plan (led by Human Resources) and a proposal for EDI Awards at KPU is on its way the Senate Tributes committee.

KPU also established the Task Force on Antiracism, led by Dr Asma Sayed (recently appointed as Canada Research Chair at KPU) which will be a catalyst for action at KPU over the next 18 months.:

On July 23rd I was able to take a workshop with the Canadian Center for Diversity and Inclusion on "Inclusive leadership for an anti-racist workplace".

SENATE
Agenda Item: 4.2
Meeting Date: September 28, 2020
Presenter: Sandy Vanderburgh

Report to Senate
Dr. Sandy Vanderburgh
Provost and Vice President Academic
September 28, 2020

Hello and welcome to the 2020-2021 academic year. Thanks to your hard work and resiliency KPU is weathering through the pandemic and the quality of our educational offerings continues to be high. Although our physical campuses may seem rather quiet and empty for this time of year, I can assure you there is a wealth of activity happening in the array of online learning opportunities we are offering. As we continue to operate during these times of uncertainty the health and wellness of faculty, staff, and students continues to be a primary focus. We have frequent communications with the Ministry of Advanced Education and Skills Training but as of yet KPU has not received our mandate letter from the Ministry.

KPU courses are being delivered with both synchronous and asynchronous components and we are offering a limited number of courses with face-to-face experiential learning. For the fall 2020 semester, we have roughly 1900 course offerings. Of these, 1821 are academic courses, 76 courses are in trades foundations and apprenticeships, and 10 are in continuing professional studies. For the spring 2021 semester, we are anticipating a similar number of course offerings and delivery styles.

A survey of student online learning was requested by Academic Council for the Summer 2020 semester. The results of this survey, including an infographic of the themes of student comments, has been distributed to faculty. Some interesting outcomes of the survey show that a slightly higher proportion of courses have more asynchronous activities than synchronous activities, and overall, 48% prefer mostly or completely asynchronous while 21% prefer an equal mix. Interestingly, 83% of students indicate that the "timing of course activities and assignments allow enough flexibility to fit in with my other courses or responsibilities" is very important. Also, almost 60% agree somewhat that their learning experience is engaging. Since the summer 2020 semester was KPU's first fully online semester, the results illustrate that we are on the right track and that there are opportunities for growth and development.

It has also been a busy summer in the Provost's Office with regards to talent searches for various leadership roles. Dr. David Florkowski is our new Associate Vice President, Academic and he assumed the role in July 2020. David was previously the Dean of the Faculty of Health and the search for the next Dean is underway. The search for the next Associate Vice President, Teaching and Learning will

begin shortly and the search for the new Associate Dean of the Faculty of Science and Horticulture was completed this month. I would like to thank several academic leaders who have stepped up to fill several vacant positions while searches are underway. Special thanks go Dr. Rajiv Jhangiani, Interim Vice Provost, Teaching and Learning; Dr. Joel Murray who stayed on as Associate Dean of the Faculty of Science and Horticulture; Sharon Leitch, Interim Associate Dean of Health; Dr. Heather Harrison, Interim Associate Dean, School of Business, and Mike Ford, Interim Associate Dean, School of Business. The search for two, new Associate Deans of Business is also in progress.

Although faculty have been busy preparing their courses for online delivery, a number of KPU faculty have attained significant achievements. Dr. Asma Sayed was elected to the College of the Royal Society of Canada in the New Scholars, Scientists, and Artists category and she was also recently named as a KPU Tier II Canada Research Chair. In Health, Dr. Balbir Gurm, Faculty of Health, is co-investigator of a $2.5 million five-year SSHRC grant. Awarded in June 2020, it is a stage 2 partnership grant examining Inclusive Communities for Older Immigrants (ICOI): Developing multi-level, multi-component interventions to reduce social isolation and promote connectedness among older immigrants in Canada. Dr. Tara Lyons from the Faculty of Criminology was appointed the REB Chair effective September 1, 2020. Dr. Lyons' research examines how legal and health structures impact the health of marginalized communities. Thanks are due to the outgoing Chair, Dr. Farhad Dastur, for his contribution to the REB which included the transition to online services during COVID-19 and the creation of the REB Directive on Research Involving Human Participants During the COVID-19 Public Health Emergency.

Faculty and students in Business have been extremely active with presenting papers and publishing scholarly works, their numerous contributions are highlighted in the Faculty's annual report. In Arts, Liz Toohey-Wiese is the Caetani Cultural Center's 'FreshAir! Artist in Residence in Vernon' where she has been working on a series of paintings of wildfires. The KPU Institute for Sustainable Food Systems (ISFS) had an extremely busy summer and one of the visual highlights was the acquisition of the produce delivery van. The van visits three farmers markets and many other destinations in the lower mainland and is also used for program activities. Some other activities that the ISFS have been engaged in includes a nation-wide survey of Canadian's perspective of food access during the pandemic and providing food boxes to support two metro Vancouver organizations in partnership with the Tsawwassen First Nation. In the Wilson School of Design, Interior Design faculty Erika Balcombe won the Canadian Museum Association's Award for Outstanding Achievement ("for temporary, permanent, or traveling exhibitions that effectively and distinctively contribute to increase public understanding") for the exhibit: Shadows, Strings, and Other Things: the Enchanting Theatre of Puppets at the Museum of Anthropology.

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

- AEST Learning Continuity Group Meetings– ongoing
- AEST Technology Working Group Meetings– ongoing
- BC Association of Institutes and Universities – ongoing
- Polytechnics Canada Climate Survey - July
- MacKay CEO Forum, Philanthropy in our New Reality – It's Time to Step Up – July
- Polytechnics Canada VPA's Meeting – July
- Surrey Local Immigration Partnership Committee Meeting – July
- Advice from Students: Post-Secondary in the Age of Covid-19, Invited Observer,
- SFU Wosk Centre for Dialogue – July
- Perspectives on Reconciliation - A Virtual Convening, Yukon University – August
- Sharper Than a Serpent's Tooth: Responding to Employee Disloyalty and Breaches of Trust. Lancaster House Audio Conference - September

SENATE
Agenda Item: 4.2.1
Meeting Date: September 28, 2020
Presenter: Sandy Vanderburgh

Report to Senate
Spring Semester, 2021 at KPU

KPU continues to maintain operations and deliver its programs and services while protecting the health and safety of students and employees. We follow the direction of the COVID-19 Go- Forward Guidelines for B.C.'s Post-Secondary Sector.

So far, we have been successful in supporting students to continue in good standing with their education, both locally and from around the world.

In over 70 of the 1900 classes offered this Fall, we introduced a number of on-campus, hands-on learning activities that were deemed essential to meeting the intended learning outcomes of relevant programs. These activities were carefully planned and approved, and are currently being implemented, with safety being top of mind.

We applaud the resilience of our students as they forge ahead with their learning.

We salute the dedication of our employees who continue to adapt and innovate in their work.

Learning from our experiences to date, and looking ahead to the Spring Semester starting on January 5th, 2021, we will continue to follow the best advice and information regarding the state of the COVID-19 pandemic in our region.

For the Spring Semester, it is KPU's intention to continue with additional on-campus instructional activities that are essential to the completion of courses and programs, combined with remote delivery of programs and services to students.

A number of areas, including the Library, will also be open for students who need safe and socially-distanced study space on campus.

https://www.kpu.ca/hui/novel-coronavirus

For more information, contact Pablo.Dobud@kpu.ca

SENATE
Agenda Item: 5.1
Meeting Date: Monday, September 28, 2020
Presenter: David Burns

Agenda Item	Course Submissions

Action Requested	Motion

Recommended Resolution	**THAT Senate approve the attached list of new, revised, and discontinued courses.**

Senate Standing Committee Report	On September 16, 2020, the Senate Standing Committee on Curriculum recommended that Senate approve the attached list of new, revised, and discontinued courses.
Attachments	2020 09 28 Course Submissions
Submitted by	*David Burns, Chair, Senate Standing Committee on Curriculum*
Date submitted	*September 21, 2020*

ASIA	3255	Gender in South Asia	September 1, 2021	Revised	No		Course Format	
CRIM	4300	Administrative and Regulatory Law	September 1, 2021	Revised	No		Course Format	
IDEA	1100	Exploring Self and World: Transcultural, Creative and Interdisciplinar	September 1, 2021	Revised	No		Course Format	
IDEA	2100	Rewilding Our Hearts and Actions: Ecology, Sustainability & Creativi	September 1, 2021	Revised	No		Course Format	
IDEA	3100	Creativity, Imagination and Innovation	September 1, 2021	Revised	No		Course Format	
IDEA	3302	Creativity and Leadership in Groups	September 1, 2021	Revised	No		Course Format	

SENATE
Agenda Item: 6.1
Meeting Date: September 28, 2020
Presenter: Alan Davis

Agenda Item	Report of Actions: June 29, 2019 – August 31, 2020

Action Requested	Motion

Recommended Resolution	**THAT Senate ratify the Senate Executive Committee decisions to appoint members to the search advisory committees listed below.**

Senate Standing Committee Report	For Senate Office Use Only
Dates and Decisions	*July 16, 2020* The Senate Executive Committee, acting on behalf of Senate, appointed Judy Benevides to the Search Advisory Committee for the appointment of an Associate Dean of the School of Business. *July 30, 2020* The Senate Executive Committee, acting on behalf of Senate, appointed faculty members, • Keith Best, • Joan Boyce, • Janine Hadfield, • Donna Malyon, • Catherine Schwichtenberg, and • John Yang to the search advisory committee for the appointment of Dean, Faculty of Health. *July 30, 2020* The Senate Executive Committee, acting on behalf of Senate, appointed student senator, Pallav Sharma, to the search advisory committee for the appointment of Dean, Faculty of Health.

Submitted by   *Rita Zamluk, Administrative Assistant, University Senate*

Date submitted   *September 11, 2020*

SENATE
Agenda Item: 7
Meeting Date: September 28, 2020
Presenter: Harjit Dhesi

Chair's Report to Senate
Senate Governance and Nominating Committee
September 16, 2020

The first SGNC Meeting of the academic year was held Monday, September 16, 2020 with a fulsome agenda.

The committee discussed reviewing revisions to the Senate Bylaws, which will be discussed in detail at the October 14, 2020 meeting.

Zena Mitchell overviewed the election process for the committee.

David Burns reported on challenges and progress on finding committee chairs. He also presented on membership plans and timelines, and post term committee memberships, as well as on committee mandate and membership review.

Motions approved by SGNC are to be presented to Senate on September 28, 2020

SENATE
Agenda Item: 7.1
Meeting Date: September 28, 2020
Presenter: Harjit Dhesi

Agenda Item	Senate Standing Committees: Nominations

Action Requested	Motion

Recommended Resolution	**THAT Senate appoint the nominees on *2020 09 Nominations.***

Senate Standing Committee Report	On September 16, 2020 the Senate Governance and Nominating Committee recommended that Senate appoint the nominees on the attached *2020 09 Nominations* worksheet.
Context & Background	The Senate Governance and Nominating Committee, aided by the Vice-Chair of Senate, has the mandate to nominate members to serve on Senate committees. .
Consultations	- Elected senators – Vice-Chair consults with new senators to choose a minimum of two Senate committees on which to serve per Senate Bylaw 1.10 - Faculty Councils – for faculty member nominations - Provost and Vice President, Academic – for nominations of Deans and Associate Deans - Students – for statements of interest - Professional support staff – for statements of interest.
Attachments	*2020 09 Nominations*
Submitted by	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted	*September 17, 2020*

NOMINATIONS TO SENATE STANDING COMMITTEES

Committee	First Name	Last Name	Committee Role	KPU Faculty	Voting / Non-Voting	Cttee_Senate Start Date	Cttee_Senate End Date	Nominated by
SSC Curriculum	Parthiphan	Krishnan	faculty Representative	Faculty of Arts	V	1-Sep-20	1-Sep-23	Faculty Council

SENATE
Agenda Item: 7.2
Meeting Date: September 28, 2020
Presenter: David Burns

Agenda Item	2020 Senate Effectiveness Survey

Action Requested	Discussion

Senate Standing Committee Report	On September 16, 2020, the Senate Governance and Nominating Committee approved distributing the *2020 Senate Effectiveness Survey Report* to Senate and its committees.
Context & Background	In 2017 Senate received a report from the Chair and Vice-Chair of Senate (via the Senate Governance and Nominating Committee) on the 2017 Senate Effectiveness survey. This report included the identification of areas for improvement. The 2020 survey is now complete, and the attached analysis includes both analysis of the 2020 results and an assessment of the achievement of the previous report's goals.
Key Messages	1. Senate members view Senate much more positively today than they did 3 years ago. They are much more confident in its communication and information exchange and much more confident that it does what it should do. They are also much happier with Senate orientation (though this was improved from a low 2017 level, so more progress should be made). The preponderance of indices in this report denote progress, with many indicating significant progress. 2. Senate members are more conflicted today than they were 3 years ago about the interest of the University and the interests of their constituency, and they want to work on the academic plan between cycles.
Attachments	1. 2020 SES Report 2. 2020 Senate Effectiveness Survey Results 3. 2017 SES Report 4. 2017 Senate Effectiveness Survey Results 5. 2020 Senate Effectiveness Survey Presentation

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

Date submitted   *September 17, 2020*

VICE-CHAIR OF SENATE MEMORANDUM

TO	Senate Governance and Nominating Committee
FROM	Alan Davis and David Burns
DATE	September 1, 2020
SUBJECT	2020 Senate Effectiveness Survey

OBJECTIVE 1. CONFUSION AROUND ROLES

An objective set in 2017 was to **reduce the confusion around the role** of Senate members vis-à-vis their responsibility to their constituency, the University and society at large.

To measure progress towards this objective, the survey included these four questions.

- My role is to represent a specific constituency within KPU.*

- My role is to represent the best interests of broader society.

- My role is to represent the best interests of the University.

- Members do not experience conflict in supporting the interests of the university and those of their constituency

*An important methodological note: The second and third questions refer to the "interests" of the stated communities while the first refers only to representation.

My KPU constituency

SD=Strongly Disagree, D=Disagree   A = Agree, SA=Strongly Agree

		SD	D	SD + D	Neither	A	SA	A + SA
	2017	17.90%	15.40%	33.30%	7.70%	28.20%	30.80%	59.00%
	2020	9.00%	12.00%	21.00%	12.00%	33.00%	33.00%	66.00%
Change over 3 years				-12.30%				7.00%

Broader society

		SD	D	SD + D	Neither	A	SA	A + SA
	2017	2.60%	2.60%	5.20%	23.10%	51.30%	20.50%	71.80%
	2020	3.00%	3.00%	6.00%	16.00%	41.00%	36.00%	77.00%
Change over 3 years				0.80%				5.20%

University

	SD	D	SD + D	Neither	A	SA	A + SA
2017	0.00%	0.00%	0.00%	5.10%	17.90%	76.90%	94.80%
2020	0.00%	2.00%	2.00%	4.00%	30.00%	65.00%	95.00%
Change in 3 years			2.00%				0.20%

Conflict

	SD	D	SD + D	Neither	A	SA	A + SA
2017	2.60%	33.30%	35.90%	30.80%	23.10%	10.30%	33.40%
2020	9.00%	40.00%	49.00%	25.00%	19.00%	7.00%	26.00%
Change over 3 years			13.10%				-7.40%

Assessment:

Senate members are today modestly more likely to feel committed to their constituency group (7%) and more likely to experience conflict between the interests of that constituency and the University (13%). Their role is clearer, therefore, but not in the way originally intended (which would have been to increase commitment to the University as a whole, which is unchanged). We are, in sum, a bit more divided today than we were 3 years ago.

Action over 3 years:

- Explicit reference to this issue is made in the Vice-Chair's orientation for incoming Senators.
- This is often a point of contribution from the Vice-Chair during standing committee meetings and visits to Faculty Councils.

New or suggested practices:

Reference to this issue has been added to the written orientation materials for all members and for chairs of standing committees.

OBJECTIVE 2. COMMUNICATION

An objective set in 2017 was **to improve communication** between Senate and the rest of KPU.

These two questions were asked:

- (to what extent do you agree that) Senate facilitates the exchange of information across the University.
- (to what extent do you agree that) Senate communicates its deliberations and outcomes effectively to the University community.

Information exchange	SD=Strongly Disagree, D=Disagree				A = Agree, SA=Strongly Agree		
	SD	D	SD + D	Neither	A	SA	A + SA
2017	9.10%	36.40%	45.50%	7.70%	22.70%	13.60%	36.30%
2020	5.00%	14.00%	19.00%	19.00%	33.00%	29.00%	62.00%
Change in 3 years			-26.50%				25.70%

Communicates effectively							
	SD	D	SD + D	Neither	A	SA	A + SA
2017	0.00%	38.10%	38.10%	7.70%	19.00%	38.10%	57.10%
2020	0.00%	10.00%	10.00%	24.00%	38.00%	29.00%	67.00%
Change in 3 years			-28.10%				9.90%

Assessment:

Significant progress has been made in improving information exchange and communication. Agreement that Senate does these things well is up significantly, and disagreement is down even more significantly. Disagreement with the statement that Senate communicates effectively, for example, was down from 28% to 10%.

Action over 3 years:

- The Notes from Senate were switched to a more engaging tone, and were made narrative.
- The Vice-Chair site includes video content and more frequently updated material is added for support purposes (i.e., Senate Teams video and Senate Television Network videos).
- The Course Outline Manual was made digital to facilitate updating and encourage engagement with curricular reference materials.
- Governance retreats are held (irregularly).
- An increase was made (relative to the first year of the survey period) in Vice-Chair visits to Faculty Councils and other committees.
- The office housing the Senate support staff was moved and now enables more "walk through" traffic (pre-COVID).

New practices:

- We have for one year been issuing monthly news about Senate's curriculum decisions and rules for stakeholders (curriculum support, Dean's offices, etc.).

- The switch to MS Teams has enabled stakeholders to contact the Vice-Chair and Senate support staff more easily. This level of access should be maintained.

Proposed practices:

- A way to track motions and items across the Senate system.

- The draft minutes from a recent meeting should be posted (watermarked) so members have easier access to them prior to the following meeting.

OBJECTIVE 3. ORIENTATION

In 2017 it was made an objective **to improve orientation** for Senate members.

This question was asked:

- (to what extent do you agree that) The orientation I received for Senate adequately prepared me for my work on Senate.

Orientation	SD=Strongly Disagree, D=Disagree				A = Agree, SA=Strongly Agree		
	SD	D	SD + D	Neither	A	SA	A + SA
2017	8.70%	39.10%	47.80%	21.70%	26.10%	4.30%	30.40%
2020	0.00%	23.00%	23.00%	27.00%	36.00%	14.00%	50.00%
Change in 3 years			24.80%				19.60%

Net disagreement at the standing committee level was 37% in 2017, and is 18% today.

Assessment:

Significant progress has been made at Senate and its standing committees but this progress has been from a low starting point and more needs to be done.

Action over 3 years:

- As a result of the 2017 feedback, the Vice-Chair increased access to in-person meetings **for new Senators.**

New Practices:

- New members receive a welcome letter and orientation package.

- A tips sheet for Robert's Rules of Order is available for members and committee chairs.

- New student Senators are given two onboarding meetings – one to understand their motivations and interests and to assist with the needed access to SharePoint, and another to discuss their committee portfolios and role.

- The Vice-Chair and Senate office should support standing committee chairs in providing committee-level orientation.

- The governance retreats should be more regular.

- Senators should be given exit interviews to preserve institutional knowledge for successors.

DOES SENATE DO WHAT IT IS SUPPOSED TO DO?

In a series of questions, members were asked to what extent Senate should do something, and to what extent it really does that thing. By subtracting the agree and strongly agree values for the should questions from the same values for the does questions we get a value measuring the "walk-the-walk" gap. A large value, here, is bad – indicating that we have a large gap between purpose and action.

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18.00	36.40	**18.40**
Final policy authority	5.00	9.10	4.10
Only Academic matters	5.00	9.00	4.00
Defend autonomy	45.00	36.40	**-8.60**
Determine future direction	18.00	22.80	4.80
Establish research priorities	41.00	63.70	**22.70**
Establish research directions	32.00	53.90	**21.90**
Establish academic plan	18.00	4.90	**-13.10**
Directions for Teaching/Learning	36.00	44.40	**8.40**
Set budget process	0.00	-8.00	**-8.00**
Influence government policy	21.00	54.10	**33.10**
Discuss important issues	13.00	29.10	**16.10**
Average	21.00	29.65	**8.65**

Assessment:

The gap between what members think Senate should do and what it actually does has closed by 8.65%, with substantial improvement in academic performance review, research priorities and directions, influence on government policy, and discussion of important issues.

Three regressions were found, only the third of which is potentially problematic. The first was an 8.6% increase in the gap with respect to defending the University's autonomy. This gap is explicable by a large increase in the belief that the Senate *should* do this (from 82% in 2017 to 95% in 2020) relative to a modest improvement in Senate's rating for actually acting (about 5%). We improved in this regard, in other words, but our expectations grew more quickly. The same is true for the setting of the budget process, wherein a large increase in responses that Senate *should* (18.3%) was offset by a significant but smaller increase in responses that it *does* (10.3%).

The third area, which deals with setting of the academic plan, saw a 13% regression that isn't explicable by an increase in interest (as was the case with autonomy and budget). It is possible, however, that this reflects the timing of the survey. At the point of the 2017 survey the previous academic plan was ending and the discussion of the new plan was beginning. At the point of this survey we are 2 years past the end of the previous strategic planning cycle. We are, in other words, not working as much on the academic plan. These answers might, on the other hand, represent concern about the Academic Continuity Plan (which was under discussion during the survey period).

New or suggested practices:

- These data should be forwarded to SSCAPP for action.

HOW IS SENATE DOING, MORE BROADLY?

The members were asked a series of more general questions about the quality, focus, and effectiveness of Senate. By subtracting the positive responses (Agree and Strongly Agree) in 2017 from the 2020 positive responses, we derive a measure of improvement.

Question	% Change
Is an effective decision-making body	4
Has an effective standing committee structure	8
Is appropriately informed by its standing committees (no change)	0
Acts appropriately on the recommendations of its standing committees (no change)	0
Avoids being involved in decisions about day to day operations	-2
Is effective in making decisions involving significant change	-16
Facilitates the exchange of information across the University	27
Plays an important role as a forum for discussing important matters	28
Meetings are conducted in a manner that maximized collegial discussion	21
Meetings are conducted in a manner that maximized effective decision making	11
Is effectively structured to accomplish its goals	16
Receives the support it needs to be successful	19
Provides leadership for the academic community	19
Communicates its deliberations and outcomes effectively to the University community	10

Assessment:

Members are more confident in Senate's committee structure, information exchange, importance as a forum, collegiality, conduct of meetings, general structure, support, academic leadership, and communication. While they are also more confident in Senate's decision-making, they are less so about its decision making about truly significant change.

New:

- The SEC is now opening more of its urgent decisions to participation from all Senators.

Proposed:

- More time is desired at Senate to discuss the big issues the University faces, and the presence of senior executives at these meetings is valued.

- Senate effectiveness survey questions should be asked as part of an exit interview for members leaving between cycles of the survey.

2020 Senate Effectiveness Survey

The survey was sent to 115 Senate members and this report presents the answers from the 60 respondents who answered the survey between May 4th and June 1st, 2020; this is a 52% response rate.

Q1 - Please indicate your Senate membership:
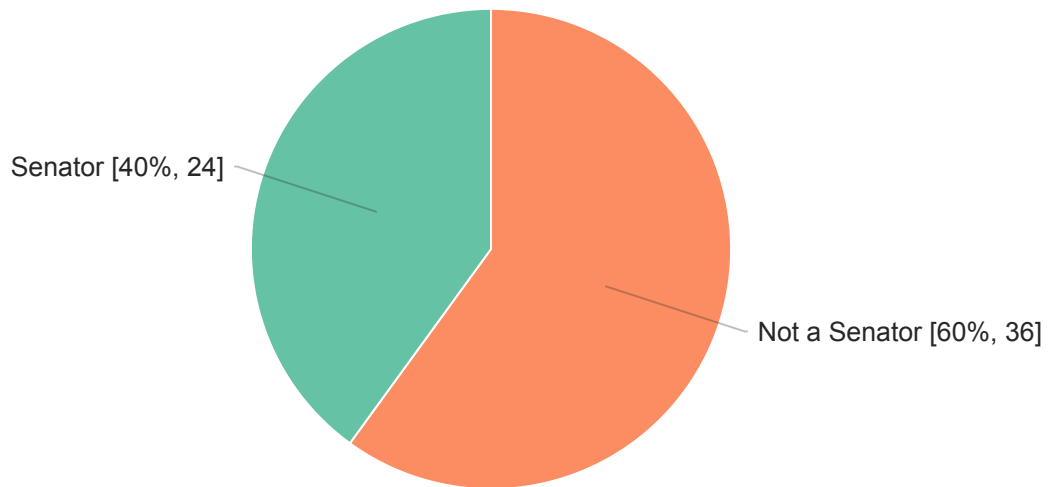
Field		Choice Count
Senator	40%	24
Not a Senator, but a member of a Senate Committee or Standing Committee	60%	36
Total		60

Q2 - Are you a student?

Yes [2%, 1]

No [98%, 59]
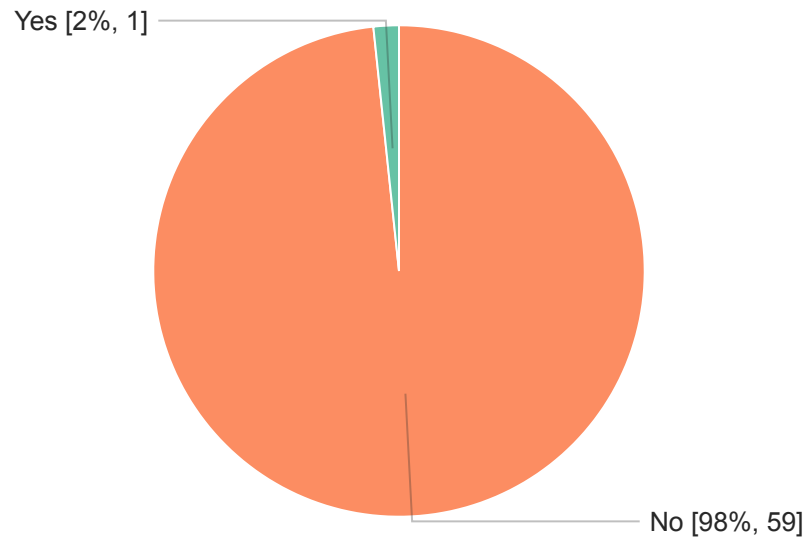
Q3 - Which of the following Senate Committees were you a member of in the 2019/20 academic year?

Only select committees that you were an active member of for at least 4 months. These are the committees on which you will be asked to provide feedback.

Field	Choice Count	
Senate Executive Committee (SEC)	5%	5
Senate Governance and Nominating Committee (SGNC)	5%	5
Senate Standing Committee on Academic Planning & Priorities (SSCAPP)	14%	15
Senate Standing Committee on Appeals (SSCA)	4%	4
Senate Standing Committee on Curriculum (SSCC)	12%	13
Senate Subcommittee on Quantitative Courses (SQC)	1%	1
Senate Standing Committee on the Library (SSCL)	10%	11
Senate Standing Committee on Policy (SSC Policy)	9%	10
Senate Standing Committee on Program Review (SSCPR)	10%	11
Senate Standing Committee on Research and Graduate Studies (SSCRGS)	6%	6
Senate Standing Committee on Teaching and Learning (SSCTL)	10%	11
Senate Standing Committee on Tributes (SSCT)	5%	5
Senate Standing Committee on University Budget (SSCUB)	8%	9
Total		106

Q4 - Rate the extent to which you agree or disagree with each of the following statements.

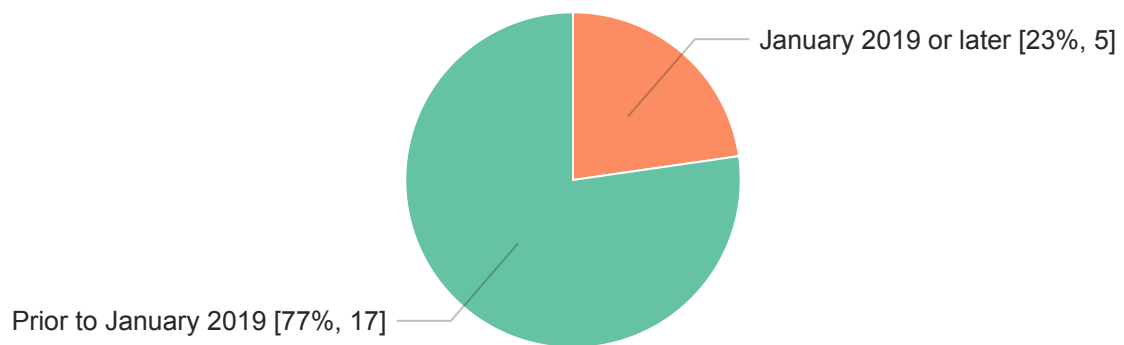| Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
I prepare in advance for meetings	0%	0	0%	0	0%	0	31%	18	69%	41	59
I am provided with sufficient information to make decisions	0%	0	0%	0	0%	0	38%	22	62%	36	58
I have the knowledge to influence decisions	0%	0	4%	2	5%	3	49%	28	42%	24	57
I have the ability to influence decisions	0%	0	2%	1	7%	4	48%	28	43%	25	58
Serving on the Senate is important	0%	0	0%	0	9%	5	11%	6	80%	45	56
Serving on the Senate Standing Committees is important	0%	0	0%	0	2%	1	12%	7	86%	50	58
My role is to represent a specific constituency within KPU	9%	5	12%	7	12%	7	33%	19	33%	19	57
My role is to represent the best interests of broader society	3%	2	3%	2	16%	9	41%	24	36%	21	58
My role is to represent the best interests of the university	0%	0	2%	1	4%	2	30%	17	65%	37	57
The course of action that is in the best interest of KPU is always clear	9%	5	28%	16	26%	15	22%	13	16%	9	58
Members do not experience conflict in supporting the interests of the university and those of their constituency	9%	5	40%	23	25%	14	19%	11	7%	4	57

Q5 - Please indicate how you became a member of Senate:

Ex-officio [27%, 6]

Elected [73%, 16]
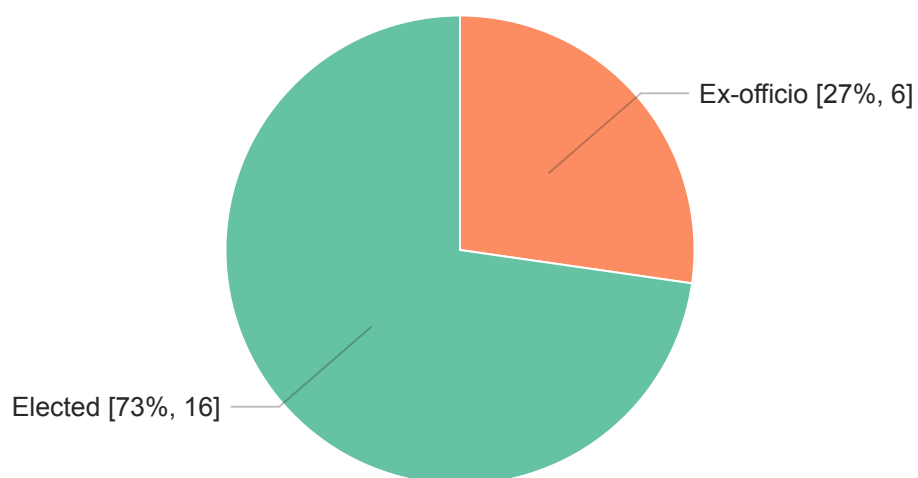
Q6 - When did you begin your Senate term?

January 2019 or later [23%, 5]

Prior to January 2019 [77%, 17]

Q8 - Rate the extent to which you agree or disagree with each of the following statements.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
The orientation I received for Senate adequately prepared me for my work on Senate	0%	0	18%	4	23%	5	45%	10	14%	3	22
The division of responsibilities between the governing board and Senate are clear	0%	0	9%	2	0%	0	64%	14	27%	6	22
Processes are in place to assure Senate that the academic quality of KPU is being maintained	0%	0	5%	1	10%	2	24%	5	62%	13	21
Senate members are kept informed of decisions and actions of the Board of Governors	0%	0	23%	5	27%	6	36%	8	14%	3	22

Q9 - For each of the following, rate the extent to which you agree or disagree that this is something Senate should do (whether or not it does).

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Regularly review the performance of the university in academic areas	5%	1	0%	0	5%	1	27%	6	64%	14	22
Be the final authority for approving major academic policies	0%	0	0%	0	9%	2	23%	5	68%	15	22
Confine itself mainly to academic matters	9%	2	23%	5	9%	2	41%	9	18%	4	22
Defend and protect the autonomy of the university	0%	0	0%	0	5%	1	62%	13	33%	7	21
Play a role in determining the future direction of the university	0%	0	0%	0	0%	0	41%	9	59%	13	22
Play a role in establishing research policies	0%	0	0%	0	14%	3	36%	8	50%	11	22

Q10 - For each of the following, rate the extent to which you agree or disagree that this is something Senate should do (whether or not it does).

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Play a role in establishing strategic research directions	5%	1	5%	1	9%	2	50%	11	32%	7	22
Play a role in establishing the academic plan	0%	0	0%	0	0%	0	41%	9	59%	13	22
Play a role in establishing strategic directions for teaching and learning	0%	0	0%	0	9%	2	36%	8	55%	12	22
Play a role in setting the university's budget process	5%	1	0%	0	14%	3	27%	6	55%	12	22
Play an active role in trying to influence government policy	9%	2	0%	0	27%	6	27%	6	36%	8	22
Play an important role for discussing important issues	0%	0	0%	0	5%	1	18%	4	77%	17	22

Q11 - For each of the following, rate the extent to which you agree or disagree that this is something Senate actually does.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Regularly review the performance of the university in academic areas	0%	0	9%	2	18%	4	41%	9	32%	7	22
Be the final authority for approving major academic policies	5%	1	5%	1	5%	1	41%	9	45%	10	22
Confine itself mainly to academic matters	9%	2	18%	4	18%	4	45%	10	9%	2	22
Defend and protect the autonomy of the university	0%	0	9%	2	41%	9	41%	9	9%	2	22
Play a role in determining the future direction of the university	0%	0	9%	2	9%	2	55%	12	27%	6	22
Play a role in establishing research policies	0%	0	18%	4	36%	8	27%	6	18%	4	22

Q12 - For each of the following, rate the extent to which you agree or disagree that this is something Senate actually does.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Play a role in establishing strategic research directions	0%	0	36%	8	14%	3	45%	10	5%	1	22
Play a role in establishing the academic plan	0%	0	9%	2	9%	2	32%	7	50%	11	22
Play a role in establishing strategic directions for teaching and learning	5%	1	23%	5	18%	4	32%	7	23%	5	22
Play a role in setting the university's budget process	5%	1	5%	1	9%	2	41%	9	41%	9	22
Play an active role in trying to influence government policy	23%	5	18%	4	18%	4	32%	7	9%	2	22
Play an important role for discussing important issues	0%	0	9%	2	9%	2	50%	11	32%	7	22

Q13 - Rate the extent to which you agree or disagree with each of the following statements.

The Senate...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	10%	2	10%	2	35%	7	45%	9	20
has an effective standing committee structure	0%	0	0%	0	10%	2	33%	7	57%	12	21
is appropriately informed by its standing committees	0%	0	0%	0	10%	2	43%	9	48%	10	21
acts appropriately on the recommendations of its standing committees	0%	0	0%	0	5%	1	38%	8	57%	12	21
avoids being involved in decisions about day-to-day operations	0%	0	10%	2	19%	4	38%	8	33%	7	21
is effective in making decisions involving significant change	5%	1	10%	2	24%	5	33%	7	29%	6	21
facilitates the exchange of information across the university	5%	1	14%	3	19%	4	33%	7	29%	6	21

Q14 - Rate the extent to which you agree or disagree with each of the following statements.

The Senate...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
plays an important role as a forum for discussing important matters	0%	0	5%	1	5%	1	38%	8	52%	11	21
meetings are conducted in a manner that maximized collegial discussion	0%	0	10%	2	10%	2	33%	7	48%	10	21
meetings are conducted in a manner that maximized effective decision making	0%	0	5%	1	14%	3	43%	9	38%	8	21
is effectively structured to accomplish its goals	0%	0	5%	1	14%	3	38%	8	43%	9	21
receives the support it needs to be successful	0%	0	0%	0	24%	5	33%	7	43%	9	21
provides leadership for the academic community	0%	0	0%	0	24%	5	24%	5	52%	11	21
communicates its deliberations and outcomes effectively to the university community	0%	0	10%	2	24%	5	38%	8	29%	6	21

The following questions pertain to the Senate Executive Committee (SEC).

Survey branching: Q17 was displayed for those respondents who selected "Senate Executive Committee (SEC)" for Q3

Q17A - When did your term on the Senate Executive Committee (SEC) begin?

January 2019 or later [25%, 1]

Prior to January 2019 [75%, 3]

Q17C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Executive Committee (SEC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	2	50%	2	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	25%	1	75%	3	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	25%	1	75%	3	4
has a clearly defined mandate	0%	0	0%	0	25%	1	25%	1	50%	2	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	25%	1	25%	1	50%	2	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	50%	2	50%	2	4

Q17D - Rate the extent to which you agree or disagree with each of the following statements.
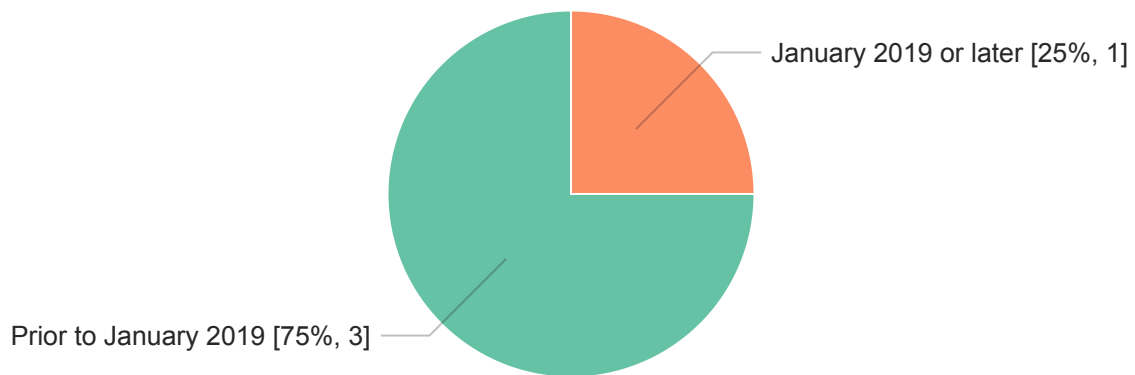
The Senate Executive Committee (SEC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
provides its members with information required to perform their role	0%	0	0%	0	25%	1	25%	1	50%	2	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	25%	1	75%	3	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	50%	2	50%	2	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	25%	1	25%	1	50%	2	4
provides orientation to its members so they are adequately prepared to work on the committee	25%	1	0%	0	50%	2	0%	0	25%	1	4

The following questions pertain to the Senate Governance and Nominating Committee (SGNC).

Survey branching: Q18 was displayed for those respondents who selected "Senate Governance and Nominating Committee (SGNC)" for Q3

Q18A - When did your term on the Senate Governance and Nominating Committee (SGNC) begin?

January 2019 or later [25%, 1]

Prior to January 2019 [75%, 3]

Q18C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Governance and Nominating Committee (SGNC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	0%	0	100%	4	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	50%	2	50%	2	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	25%	1	75%	3	4
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	4	4

Q18D - Rate the extent to which you agree or disagree with each of the following statements.
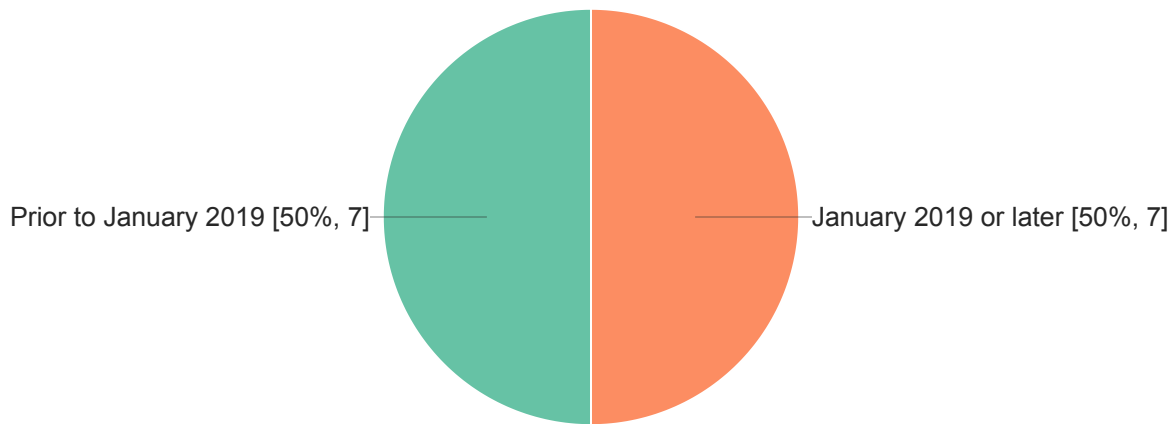
The Senate Governance and Nominating Committee (SGNC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	4	4
provides its members with information required to perform their role	0%	0	0%	0	25%	1	0%	0	75%	3	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	4	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	25%	1	75%	3	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	50%	2	50%	2	4
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	25%	1	0%	0	75%	3	4

The following questions pertain to the Senate Standing Committee on Academic Planning & Priorities (SSCAPP).

Survey branching: Q19 was displayed for those respondents who selected "Senate Standing Committee on Academic Planning & Priorities (SSCAPP)" for Q3

Q19A - When did your term on the Senate Standing Committee on Academic Planning & Priorities (SSCAPP) begin?

Prior to January 2019 [50%, 7]   January 2019 or later [50%, 7]

Q19C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	7	50%	7	14
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	7%	1	29%	4	64%	9	14
meetings are conducted in a manner that maximized effective decision making	0%	0	7%	1	14%	2	36%	5	43%	6	14
is effectively structured to accomplish its goals	0%	0	0%	0	7%	1	50%	7	43%	6	14
receives the support it needs to be successful	0%	0	7%	1	14%	2	36%	5	43%	6	14
has a clearly defined mandate	0%	0	0%	0	15%	2	46%	6	38%	5	13
has agenda where what the committee is required to do is clear	0%	0	0%	0	14%	2	29%	4	57%	8	14
has agenda packages that are well-organized	0%	0	7%	1	0%	0	21%	3	71%	10	14

Q19D - Rate the extent to which you agree or disagree with each of the following statements.
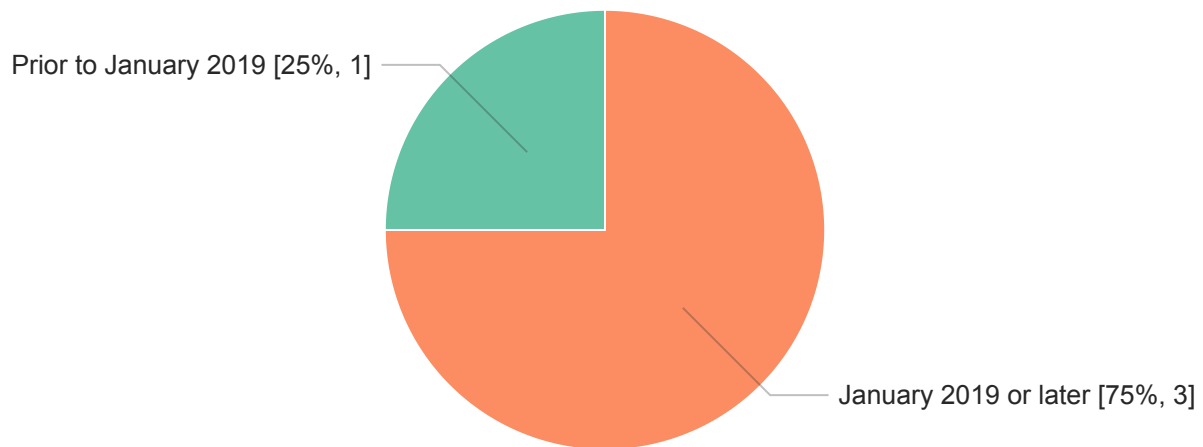
The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	14%	2	0%	0	86%	12	14
provides its members with information required to perform their role	0%	0	0%	0	21%	3	21%	3	57%	8	14
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	29%	4	71%	10	14
generally functions effectively	0%	0	0%	0	0%	0	36%	5	64%	9	14
makes appropriate decisions	0%	0	0%	0	7%	1	50%	7	43%	6	14
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	43%	6	57%	8	14
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	29%	4	29%	4	7%	1	36%	5	14

The following questions pertain to the Senate Standing Committee on Appeals (SSCA).

Survey branching: Q20 was displayed for those respondents who selected "Senate Standing Committee on Appeals (SSCA)" for Q3

Q20A - When did your term on the Senate Standing Committee on Appeals (SSCA) begin?

Prior to January 2019 [25%, 1]

January 2019 or later [75%, 3]

Q20C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Appeals (SSCA)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	33%	1	33%	1	33%	1	3
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	67%	2	0%	0	33%	1	3
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	67%	2	0%	0	33%	1	3
is effectively structured to accomplish its goals	0%	0	33%	1	0%	0	0%	0	67%	2	3
receives the support it needs to be successful	0%	0	33%	1	33%	1	0%	0	33%	1	3
has a clearly defined mandate	0%	0	0%	0	67%	2	0%	0	33%	1	3
has agenda where what the committee is required to do is clear	0%	0	33%	1	33%	1	0%	0	33%	1	3
has agenda packages that are well-organized	0%	0	0%	0	67%	2	0%	0	33%	1	3

Q20D - Rate the extent to which you agree or disagree with each of the following statements.
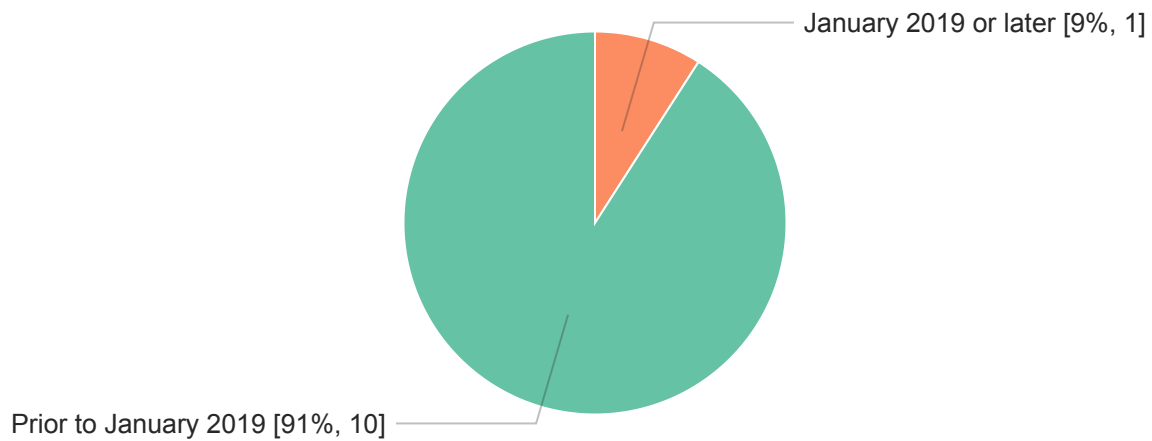
The Senate Standing Committee on Appeals (SSCA)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	67%	2	0%	0	33%	1	3
provides its members with information required to perform their role	0%	0	0%	0	67%	2	0%	0	33%	1	3
allows for open and productive discussion of issues	0%	0	0%	0	67%	2	0%	0	33%	1	3
generally functions effectively	0%	0	0%	0	33%	1	0%	0	67%	2	3
makes appropriate decisions	0%	0	0%	0	50%	1	0%	0	50%	1	2
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	33%	1	33%	1	33%	1	3
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	33%	1	33%	1	0%	0	33%	1	3

The following questions pertain to the Senate Standing Committee on Curriculum (SSCC).

Survey branching: Q21 was displayed for those respondents who selected "Senate Standing Committee on Curriculum (SSCC)" for Q3

Q21A - When did your term on the Senate Standing Committee on Curriculum (SSCC) begin?

January 2019 or later [9%, 1]

Prior to January 2019 [91%, 10]

Q21C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	9%	1	36%	4	55%	6	11
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	18%	2	82%	9	11
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	9%	1	36%	4	55%	6	11
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	55%	6	45%	5	11
eceives the support it needs to be successful	9%	1	18%	2	0%	0	36%	4	36%	4	11
has a clearly defined mandate	0%	0	0%	0	9%	1	36%	4	55%	6	11
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	18%	2	82%	9	11
has agenda packages that are well-organized	0%	0	0%	0	9%	1	9%	1	82%	9	11

Q21D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	9%	1	9%	1	82%	9	11
provides its members with information required to perform their role	0%	0	9%	1	0%	0	36%	4	55%	6	11
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	18%	2	82%	9	11
generally functions effectively	0%	0	0%	0	0%	0	27%	3	73%	8	11
makes appropriate decisions	0%	0	9%	1	0%	0	36%	4	55%	6	11
clearly communicates the rationale for their recommendations to Senate	0%	0	9%	1	18%	2	9%	1	64%	7	11
provides orientation to its members so they are adequately prepared to work on the committee	27%	3	18%	2	18%	2	27%	3	9%	1	11

The following questions pertain to the Senate Subcommittee on Quantitative Courses (SQC).

Survey branching: Q22 was displayed for those respondents who selected "Senate Subcommittee on Quantitative Courses (SQC)" for Q3

Q22A - When did your term on the Senate Subcommittee on Quantitative Courses (SQC) begin?

Field	Choice Count	
Prior to January 2019	100%	1
January 2019 or later	0%	0
Total		1

Q22C - Rate the extent to which you agree or disagree with each of the following statements.
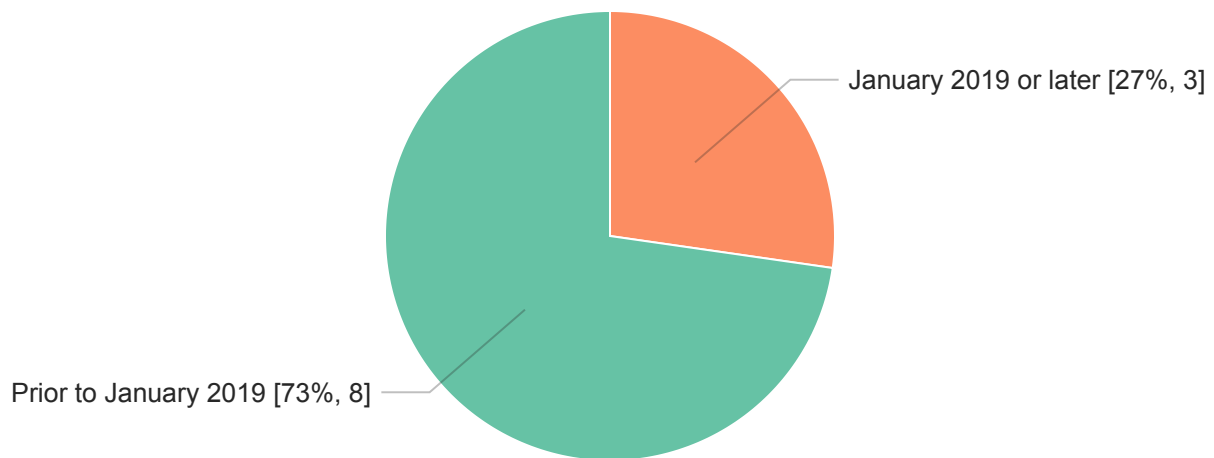
The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	100%	1	0%	0	1
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	0%	0	100%	1	1
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	0%	0	100%	1	1
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	0%	0	100%	1	1
receives the support it needs to be successful	0%	0	0%	0	0%	0	100%	1	0%	0	1
has a clearly defined mandate	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda where what the committee is required to do is clear	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	1	1

Q22D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides its members with information required to perform their role	0%	0	0%	0	0%	0	0%	0	100%	1	1
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	1	1
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	1	1
makes appropriate decisions	0%	0	0%	0	0%	0	0%	0	100%	1	1
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	0%	0	0%	0	100%	1	1

The following questions pertain to the Senate Standing Committee on the Library (SSCL).

Survey branching: Q23 was displayed for those respondents who selected "Senate Standing Committee on the Library (SSCL)" for Q3

Q23A - When did your term on the Senate Standing Committee on the Library (SSCL) begin?

January 2019 or later [27%, 3]

Prior to January 2019 [73%, 8]

Q23C - Rate the extent to which you agree or disagree with each of the following statements.
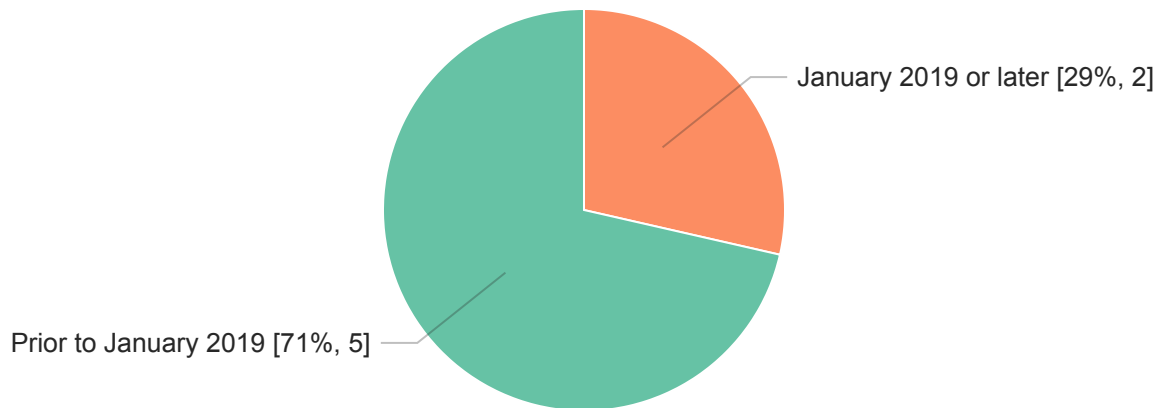
The Senate Standing Committee on the Library (SSCL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	33%	3	56%	5	11%	1	9
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	0%	0	100%	9	9
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	33%	3	67%	6	9
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	44%	4	56%	5	9
receives the support it needs to be successful	0%	0	0%	0	11%	1	33%	3	56%	5	9
has a clearly defined mandate	0%	0	0%	0	0%	0	44%	4	56%	5	9
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	33%	3	67%	6	9
has agenda packages that are well-organized	0%	0	0%	0	0%	0	22%	2	78%	7	9

Q23D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on the Library (SSCL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	9	9
provides its members with information required to perform their role	0%	0	0%	0	0%	0	11%	1	89%	8	9
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	9	9
generally functions effectively	0%	0	0%	0	0%	0	22%	2	78%	7	9
makes appropriate decisions	0%	0	0%	0	0%	0	22%	2	78%	7	9
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	22%	2	11%	1	67%	6	9
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	11%	1	11%	1	33%	3	44%	4	9

The following questions pertain to the Senate Standing Committee on Policy (SSC Policy).

Survey branching: Q24 was displayed for those respondents who selected "Senate Standing Committee on Policy (SSC Policy)" for Q3

Q24A - When did your term on the Senate Standing Committee on Policy (SSC Policy) begin?

January 2019 or later [29%, 2]

Prior to January 2019 [71%, 5]

Q24C - Rate the extent to which you agree or disagree with each of the following statements.
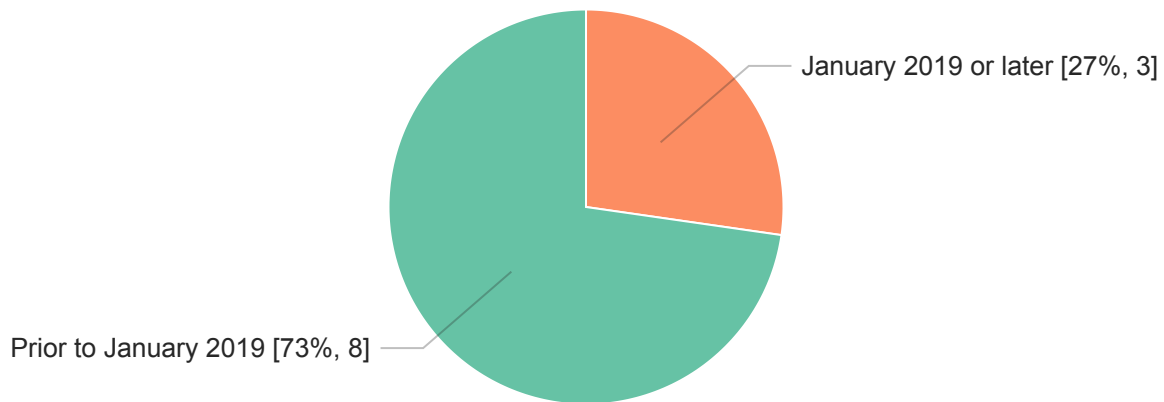
The Senate Standing Committee on Policy (SSC Policy)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	14%	1	57%	4	29%	2	7
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	57%	4	43%	3	7
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	14%	1	29%	2	57%	4	7
is effectively structured to accomplish its goals	0%	0	0%	0	14%	1	43%	3	43%	3	7
eceives the support it needs to be successful	0%	0	0%	0	14%	1	29%	2	57%	4	7
has a clearly defined mandate	0%	0	0%	0	0%	0	71%	5	29%	2	7
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	29%	2	71%	5	7
has agenda packages that are well-organized	0%	0	0%	0	0%	0	14%	1	86%	6	7

Q24D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Policy (SSC Policy)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	17%	1	0%	0	83%	5	6
provides its members with information required to perform their role	0%	0	0%	0	0%	0	17%	1	83%	5	6
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	17%	1	83%	5	6
generally functions effectively	0%	0	0%	0	0%	0	33%	2	67%	4	6
makes appropriate decisions	0%	0	0%	0	0%	0	17%	1	83%	5	6
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	17%	1	0%	0	83%	5	6
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	17%	1	33%	2	33%	2	17%	1	6

The following questions pertain to the Senate Standing Committee on Program Review (SSCPR).

Survey branching: Q25 was displayed for those respondents who selected "Senate Standing Committee on Program Review (SSCPR)" for Q3

Q25A - When did your term on the Senate Standing Committee on Program Review (SSCPR) begin?

January 2019 or later [27%, 3]

Prior to January 2019 [73%, 8]

Q25C - Rate the extent to which you agree or disagree with each of the following statements.
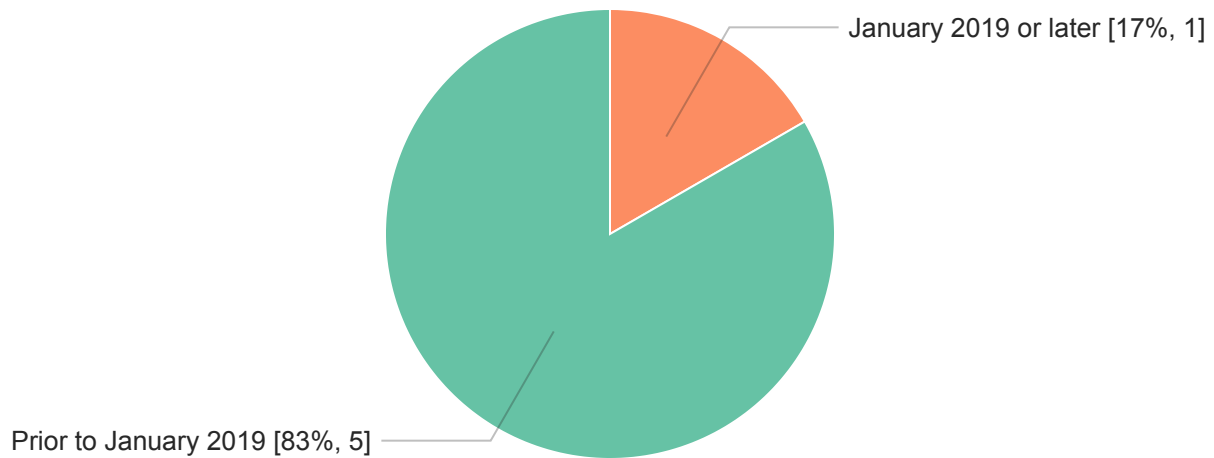
The Senate Standing Committee on Program Review (SSCPR)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	18%	2	82%	9	11
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	27%	3	73%	8	11
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	9%	1	91%	10	11
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	18%	2	82%	9	11
receives the support it needs to be successful	0%	0	0%	0	9%	1	36%	4	55%	6	11
has a clearly defined mandate	0%	0	0%	0	0%	0	18%	2	82%	9	11
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	27%	3	73%	8	11
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	11	11

Q25D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Program Review (SSCPR)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	9%	1	18%	2	73%	8	11
provides its members with information required to perform their role	0%	0	0%	0	9%	1	9%	1	82%	9	11
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	11	11
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	11	11
makes appropriate decisions	0%	0	0%	0	0%	0	18%	2	82%	9	11
clearly communicates the rationale for their recommendations to Senate	0%	0	9%	1	9%	1	9%	1	73%	8	11
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	9%	1	36%	4	55%	6	11

The following questions pertain to the Senate Standing Committee on Research and Graduate Studies (SSCRGS).

Survey branching: Q26 was displayed for those respondents who selected "Senate Standing Committee on Research and Graduate Studies (SSCRGS)" for Q3

Q26A - When did your term on the Senate Standing Committee on Research and Graduate Studies (SSCRGS) begin?

January 2019 or later [17%, 1]

Prior to January 2019 [83%, 5]

Q26C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Research and Graduate Studies (SSCRGS)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	3	50%	3	6
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	33%	2	67%	4	6
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	33%	2	67%	4	6
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	50%	3	50%	3	6
receives the support it needs to be successful	0%	0	0%	0	0%	0	50%	3	50%	3	6
has a clearly defined mandate	0%	0	17%	1	17%	1	33%	2	33%	2	6
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	33%	2	67%	4	6
has agenda packages that are well-organized	0%	0	0%	0	0%	0	33%	2	67%	4	6

Q26D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Research and Graduate Studies (SSCRGS)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	17%	1	83%	5	6
provides its members with information required to perform their role	0%	0	0%	0	0%	0	17%	1	83%	5	6
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	33%	2	67%	4	6
generally functions effectively	0%	0	0%	0	0%	0	33%	2	67%	4	6
makes appropriate decisions	0%	0	0%	0	0%	0	33%	2	67%	4	6
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	17%	1	33%	2	50%	3	6
provides orientation to its members so they are adequately prepared to work on the committee	17%	1	0%	0	33%	2	0%	0	50%	3	6

The following questions pertain to the Senate Standing Committee on Teaching and Learning (SSCTL).

Survey branching: Q27 was displayed for those respondents who selected "Senate Standing Committee on Teaching and Learning (SSCTL)" for Q3

Q27A - When did your term on the Senate Standing Committee on Teaching and Learning (SSCTL) begin?

Prior to January 2019 [40%, 4]

January 2019 or later [60%, 6]

Q27C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Teaching and Learning (SSCTL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	80%	8	20%	2	10
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	20%	2	80%	8	10
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	10%	1	20%	2	70%	7	10
is effectively structured to accomplish its goals	0%	0	0%	0	10%	1	50%	5	40%	4	10
receives the support it needs to be successful	0%	0	0%	0	10%	1	40%	4	50%	5	10
has a clearly defined mandate	0%	0	10%	1	20%	2	60%	6	10%	1	10
has agenda where what the committee is required to do is clear	0%	0	0%	0	10%	1	50%	5	40%	4	10
has agenda packages that are well-organized	0%	0	0%	0	0%	0	40%	4	60%	6	10

Q27D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Teaching and Learning (SSCTL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	10%	1	90%	9	10
provides its members with information required to perform their role	0%	0	0%	0	0%	0	50%	5	50%	5	10
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	10	10
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	10	10
makes appropriate decisions	0%	0	0%	0	0%	0	20%	2	80%	8	10
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	30%	3	70%	7	10
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	20%	2	20%	2	30%	3	30%	3	10

The following questions pertain to the Senate Standing Committee on Tributes (SSCT).

Survey branching: Q28 was displayed for those respondents who selected "Senate Standing Committee on Tributes (SSCT)" for Q3

Q28A - When did your term on the Senate Standing Committee on Tributes (SSCT) begin?

January 2019 or later [25%, 1]

Prior to January 2019 [75%, 3]

Q28B - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Tributes (SSCT)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	25%	1	75%	3	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	0%	0	100%	4	4
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	0%	0	100%	4	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	25%	1	75%	3	4

Q28C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Tributes (SSCT)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
provides its members with information required to perform their role	0%	0	0%	0	0%	0	0%	0	100%	4	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	4	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	25%	1	75%	3	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	25%	1	0%	0	75%	3	4
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	25%	1	25%	1	25%	1	25%	1	4

The following questions pertain to the Senate Standing Committee on University Budget (SSCUB).

Survey branching: Q29 was displayed for those respondents who selected "Senate Standing Committee on University Budget (SSCUB)" for Q3

Q29A - When did your term on the Senate Standing Committee on University Budget (SSCUB) begin?

January 2019 or later [38%, 3]

Prior to January 2019 [63%, 5]

Q29C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on University Budget (SSCUB)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	38%	3	63%	5	8
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	13%	1	25%	2	63%	5	8
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	13%	1	25%	2	63%	5	8
is effectively structured to accomplish its goals	0%	0	0%	0	13%	1	25%	2	63%	5	8
receives the support it needs to be successful	0%	0	0%	0	13%	1	25%	2	63%	5	8
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	2	75%	6	8
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	38%	3	63%	5	8
has agenda packages that are well-organized	0%	0	0%	0	0%	0	13%	1	88%	7	8

Q29D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on University Budget (SSCUB)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	13%	1	13%	1	0%	0	75%	6	8
provides its members with information required to perform their role	0%	0	13%	1	0%	0	25%	2	63%	5	8
allows for open and productive discussion of issues	0%	0	13%	1	0%	0	25%	2	63%	5	8
generally functions effectively	0%	0	0%	0	0%	0	38%	3	63%	5	8
makes appropriate decisions	0%	0	0%	0	13%	1	25%	2	63%	5	8
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	13%	1	13%	1	75%	6	8
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	13%	1	25%	2	25%	2	38%	3	8

To: Senate Governance Committee

From: Alan Davis and David Burns

Date: September 25, 2017

Re: Senate Effectiveness Survey Results and Recommendations

This survey was issues to all Senate and Senate Standing Committee members in May/June, 2017. 83 people were surveyed, with 42 responding: a 51% response rate from across all governance bodies.

While the numbers replying for any one committee are not staggering (22 for Senate and 6 or more for the committees) three themes emerged that seem worthy of attention.

Roles: members seemed unclear of their roles, especially in relation to the distinction between the constituencies they represent and their own opinions. This ambiguity was articulated by one committee member thusly, "Am I there to vote according to my constituency, or to vote for what I think is best for KPU as a whole?"

Orientation: related to the above, the survey suggest that members did not feel well oriented to their roles.

Communication: members believe that more could be done to communicate Senate decisions to the KPU community, and to receive more feedback on the impact or fate of their recommendations.

Recommendations:

1. While this is covered in the annual governance retreat, chairs of Senate and the standing committees should be encouraged to discuss these roles, and to invite the Chair and Vice Chair of Senate to meetings.
2. Likewise, the terms of reference for each committee should be reviewed at the start of the governance year.
3. Building on the work of previous Vice Chairs, the Senate office is asked to develop new and effective ways to communicate the nature and impact of Senate's work.
4. Senators and committee members should be encouraged to communicate with their constituencies on what is coming up on committee and Senate agendas and what decisions they have made.

Actions so far:

1) There is a channel in Kaltura (media.kpu.ca) for Senate tutorial videos. These videos can be embedded elsewhere, including the new website (see below).
2) There is a Senate vice-chair site to collect the various materials to be will be developed this year, the first of which is (3)
3) There is a wiki style site for all things course outline, which includes videos embedded from Kaltura.

https://our.kpu.ca/sites/committees/senate/vicechair/SitePages/Home.aspx

2017 Senate Effectiveness Survey

The survey was sent to 83 members and this report presents the answers from the 42 respondents who answered the survey; this is a 51% response rate.

Q1. Please indicate your Senate membership:

Response	Chart	Percentage	Count
Senator		57.1%	24
Not a Senator, but a member of a Senate Committee or Standing Committee		42.9%	18
		Total Responses	**42**

Survey branching: if chose "Not a Senator, but a member of a Senate Committee or Standing Committee," ask Q2 and Q3 then skip Q4 to Q11.

Q2. Which of the following Senate Committees were you a member of in the 2016/17 academic year? Only select committees that you were an active member of for at least 4 months. These are the committees on which you will be asked to provide feedback.

Response	Chart	Percentage	Count
Senate Executive Committee (SEC)		14.6%	6
Senate Governance Committee (SGC)		14.6%	6
Senate Nominating Committee (SNC)		14.6%	6
Senate Standing Committee on Academic Planning & Priorities (SSCAPP)		19.5%	8
Senate Standing Committee on Curriculum (SSCC)		14.6%	6
Senate Standing Committee on the Library (SSCL)		26.8%	11
Senate Standing Committee on Policy Review (SSC Policy Review)		17.1%	7
Senate Standing Committee on Program Review (SSCPR)		22.0%	9
Senate Standing Committee on Tributes (SSCT)		12.2%	5
Senate Standing Committee on University Budget (SSCUB)		22.0%	9
Totals vary and may exceed 100% as respondents are able to select all options that apply.		**Total Responses**	**41**

Q3. Rate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
I prepare in advance for meetings	0 (0.0%)	0 (0.0%)	0 (0.0%)	17 (43.6%)	22 (56.4%)	39
I am provided with sufficient information to make decisions	0 (0.0%)	0 (0.0%)	2 (5.1%)	17 (43.6%)	20 (51.3%)	39
I have the knowledge to influence decisions	0 (0.0%)	3 (7.9%)	3 (7.9%)	17 (44.7%)	15 (39.5%)	38
I have the ability to influence decisions	0 (0.0%)	1 (2.6%)	8 (20.5%)	17 (43.6%)	13 (33.3%)	39
Serving on the Senate and its standing committees is important	0 (0.0%)	0 (0.0%)	1 (2.6%)	7 (17.9%)	31 (79.5%)	39
My role is to represent a specific constituency within KPU	7 (17.9%)	6 (15.4%)	3 (7.7%)	11 (28.2%)	12 (30.8%)	39
My role is to represent the best interests of broader society	1 (2.6%)	1 (2.6%)	9 (23.1%)	20 (51.3%)	8 (20.5%)	39
My role is to represent the best interests of the university	0 (0.0%)	0 (0.0%)	2 (5.1%)	7 (17.9%)	30 (76.9%)	39
The course of action that is in the best interest of KPU is always clear	0 (0.0%)	8 (20.5%)	8 (20.5%)	20 (51.3%)	3 (7.7%)	39
Members do not experience conflict in supporting the interests of the university and those of their constituency	1 (2.6%)	13 (33.3%)	12 (30.8%)	9 (23.1%)	4 (10.3%)	39

Q4. Rate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
The orientation I received for Senate adequately prepared me for my work on Senate	2 (8.7%)	9 (39.1%)	5 (21.7%)	6 (26.1%)	1 (4.3%)	23
The division of responsibilities between the governing board and Senate are clear	1 (4.3%)	3 (13.0%)	4 (17.4%)	11 (47.8%)	4 (17.4%)	23
Processes are in place to assure Senate that the academic quality of KPU is being maintained	1 (4.3%)	3 (13.0%)	2 (8.7%)	11 (47.8%)	6 (26.1%)	23
Senate members are kept informed of decisions and actions of the Board of Governors	1 (4.3%)	5 (21.7%)	6 (26.1%)	7 (30.4%)	4 (17.4%)	23

Q5. For each of the following, rate the extent to which you agree that this is something Senate should do (whether or not it does).

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Regularly review the performance of the university in academic areas	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (22.7%)	17 (77.3%)	22
Be the final authority for approving major academic policies	0 (0.0%)	0 (0.0%)	1 (4.5%)	4 (18.2%)	17 (77.3%)	22
Confine itself mainly to academic matters	1 (4.5%)	3 (13.6%)	4 (18.2%)	7 (31.8%)	7 (31.8%)	22
Defend and protect the autonomy of the university	0 (0.0%)	0 (0.0%)	4 (18.2%)	6 (27.3%)	12 (54.5%)	22
Play a role in determining the future direction of the university	0 (0.0%)	0 (0.0%)	2 (9.1%)	4 (18.2%)	16 (72.7%)	22
Play a role in establishing research policies	1 (4.5%)	1 (4.5%)	3 (13.6%)	9 (40.9%)	8 (36.4%)	22

Q6. For each of the following, rate the extent to which you agree that this is something Senate should do (whether or not it does).

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Play a role in establishing strategic research directions	0 (0.0%)	3 (13.6%)	4 (18.2%)	8 (36.4%)	7 (31.8%)	22
Play a role in establishing the academic plan	0 (0.0%)	1 (4.5%)	0 (0.0%)	7 (31.8%)	14 (63.6%)	22
Play a role in establishing strategic directions for teaching and learning	0 (0.0%)	3 (13.6%)	2 (9.1%)	7 (31.8%)	10 (45.5%)	22
Play a role in setting the university's budget process	0 (0.0%)	5 (22.7%)	3 (13.6%)	6 (27.3%)	8 (36.4%)	22
Play an active role in trying to influence government policy	1 (4.5%)	3 (13.6%)	4 (18.2%)	8 (36.4%)	6 (27.3%)	22
Play an important role for discussing important issues	0 (0.0%)	0 (0.0%)	2 (9.1%)	8 (36.4%)	12 (54.5%)	22

Q7. For each of the following, rate the extent to which you agree that this is something Senate actually does:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Regularly review the performance of the university in academic areas	1 (4.5%)	2 (9.1%)	5 (22.7%)	10 (45.5%)	4 (18.2%)	22
Be the final authority for approving major academic policies	0 (0.0%)	1 (4.5%)	2 (9.1%)	11 (50.0%)	8 (36.4%)	22
Confine itself mainly to academic matters	1 (4.5%)	8 (36.4%)	1 (4.5%)	10 (45.5%)	2 (9.1%)	22
Defend and protect the autonomy of the university	0 (0.0%)	2 (9.1%)	10 (45.5%)	7 (31.8%)	3 (13.6%)	22
Play a role in determining the future direction of the university	1 (4.5%)	0 (0.0%)	6 (27.3%)	12 (54.5%)	3 (13.6%)	22
Play a role in establishing research policies	2 (9.1%)	7 (31.8%)	10 (45.5%)	3 (13.6%)	0 (0.0%)	22

Q8. For each of the following, rate the extent to which you agree that this is something Senate actually does:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Play a role in establishing strategic research directions	2 (9.5%)	10 (47.6%)	6 (28.6%)	3 (14.3%)	0 (0.0%)	21
Play a role in establishing the academic plan	0 (0.0%)	1 (4.8%)	1 (4.8%)	16 (76.2%)	3 (14.3%)	21
Play a role in establishing strategic directions for teaching and learning	1 (4.8%)	5 (23.8%)	6 (28.6%)	8 (38.1%)	1 (4.8%)	21
Play a role in setting the university's budget process	0 (0.0%)	1 (4.8%)	5 (23.8%)	12 (57.1%)	3 (14.3%)	21
Play an active role in trying to influence government policy	3 (14.3%)	9 (42.9%)	7 (33.3%)	1 (4.8%)	1 (4.8%)	21
Play an important role for discussing important issues	1 (4.8%)	4 (19.0%)	3 (14.3%)	10 (47.6%)	3 (14.3%)	21

Q9. Rate the extent to which you agree with each of the following statements.

The Senate…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	2 (9.1%)	1 (4.5%)	14 (63.6%)	5 (22.7%)	22
has an effective standing committee structure	0 (0.0%)	3 (13.6%)	1 (4.5%)	12 (54.5%)	6 (27.3%)	22
is appropriately informed by its standing committees	0 (0.0%)	2 (9.1%)	0 (0.0%)	8 (36.4%)	12 (54.5%)	22
acts appropriately on the recommendations of its standing committees	0 (0.0%)	0 (0.0%)	1 (4.5%)	9 (40.9%)	12 (54.5%)	22
avoids being involved in decisions about day-to-day operations	0 (0.0%)	3 (13.6%)	3 (13.6%)	9 (40.9%)	7 (31.8%)	22
is effective in making decisions involving significant change	0 (0.0%)	3 (13.6%)	2 (9.1%)	13 (59.1%)	4 (18.2%)	22

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
facilitates the exchange of information across the university	2 (9.1%)	8 (36.4%)	4 (18.2%)	5 (22.7%)	3 (13.6%)	22

Q10. Rate the extent to which you agree with each of the following statements.

The Senate...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
plays an important role as a forum for discussing important matters	1 (4.8%)	5 (23.8%)	2 (9.5%)	9 (42.9%)	4 (19.0%)	21
meetings are conducted in a manner that maximized collegial discussion	2 (9.5%)	2 (9.5%)	4 (19.0%)	6 (28.6%)	7 (33.3%)	21
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	4 (19.0%)	2 (9.5%)	7 (33.3%)	8 (38.1%)	21
is effectively structured to accomplish its goals	0 (0.0%)	4 (19.0%)	3 (14.3%)	6 (28.6%)	8 (38.1%)	21
receives the support it needs to be successful	2 (9.5%)	2 (9.5%)	5 (23.8%)	4 (19.0%)	8 (38.1%)	21
provides leadership for the academic community	0 (0.0%)	6 (28.6%)	3 (14.3%)	8 (38.1%)	4 (19.0%)	21
communicates its deliberations and outcomes effectively to the university community	0 (0.0%)	8 (38.1%)	1 (4.8%)	4 (19.0%)	8 (38.1%)	21

Q11. Please provide specific suggestions for improving the effectiveness of Senate. Note, your verbatim comments will be provided to the Senate Governance Committee.

The 3 responses to this question can be found in the appendix.

Q12. The following questions pertain to the Senate Executive Committee (SEC).

Survey branching: Q12 is only asked if respondent chose "Senate Executive Committee (SEC)" for Q2.

Q12a. Rate the extent to which you agree with each of the following statements.

The Senate Executive Committee (SEC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	3 (75.0%)	4
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	3 (75.0%)	4

Q12b. Rate the extent to which you agree with each of the following statements.

The Senate Executive Committee (SEC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (100.0%)	4
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	2 (66.7%)	3

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
allows for open and productive discussion of issues	0 (0.0%)	1 (25.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	4
generally functions effectively	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	4
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	2 (66.7%)	3
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	1 (25.0%)	4
provides orientation to its members so they are adequately prepared to work on the committee	1 (25.0%)	1 (25.0%)	0 (0.0%)	2 (50.0%)	0 (0.0%)	4

Q12c. Please provide specific suggestions for improving the effectiveness of the Senate Executive Committee (SEC). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q13. The following questions pertain to the Senate Governance Committee (SGC).

Survey branching: Q13 is only asked if respondent chose "Senate Governance Committee (SGC)" for Q2.

Q13a. Rate the extent to which you agree with each of the following statements.

The Senate Governance Committee (SGC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)	5

Q13b. Rate the extent to which you agree with each of the following statements.

The Senate Governance Committee (SGC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	1 (20.0%)	5

Q13c. Please provide specific suggestions for improving the effectiveness of the Senate Governance Committee (SGC). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q14. The following questions pertain to the Senate Nominating Committee (SNC).

Survey branching: Q14 is only asked if respondent chose "Senate Nominating Committee (SNC)" for Q2.

Q14a. Rate the extent to which you agree with each of the following statements.

The Senate Nominating Committee (SNC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
receives the support it needs to be successful	0 (0.0%)	2 (33.3%)	1 (16.7%)	1 (16.7%)	2 (33.3%)	6
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (66.7%)	2 (33.3%)	6
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	1 (16.7%)	1 (16.7%)	4 (66.7%)	6
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (66.7%)	2 (33.3%)	6

Q14b. Rate the extent to which you agree with each of the following statements.

The Senate Nominating Committee (SNC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
provides its members with information required to perform their role	0 (0.0%)	1 (16.7%)	0 (0.0%)	2 (33.3%)	3 (50.0%)	6
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
generally functions effectively	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (33.3%)	1 (16.7%)	2 (33.3%)	1 (16.7%)	6

Q14c. Please provide specific suggestions for improving the effectiveness of the Senate Nominating Committee (SNC). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q15. The following questions pertain to the Senate Standing Committee on Academic Planning & Priorities (SSCAPP).

Survey branching: Q15 is only asked if respondent chose "Senate Standing Committee on Academic Planning & Priorities (SSCAPP)" for Q2.

Q15a. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	1 (12.5%)	0 (0.0%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (12.5%)	0 (0.0%)	4 (50.0%)	3 (37.5%)	8
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	2 (25.0%)	4 (50.0%)	2 (25.0%)	8
is effectively structured to accomplish its goals	0 (0.0%)	2 (28.6%)	0 (0.0%)	3 (42.9%)	2 (28.6%)	7
receives the support it needs to be successful	1 (12.5%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	1 (12.5%)	8
has a clearly defined mandate	1 (12.5%)	1 (12.5%)	4 (50.0%)	1 (12.5%)	1 (12.5%)	8
has agenda where what the committee is required to do is clear	1 (12.5%)	0 (0.0%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (50.0%)	4 (50.0%)	8

Q15b. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (42.9%)	4 (57.1%)	7

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
provides its members with information required to perform their role	0 (0.0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)	8
allows for open and productive discussion of issues	0 (0.0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)	8
generally functions effectively	0 (0.0%)	1 (12.5%)	1 (12.5%)	3 (37.5%)	3 (37.5%)	8
makes appropriate decisions	0 (0.0%)	1 (12.5%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	8
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	1 (12.5%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	8
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	8

Q15c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Academic Planning & Priorities (SSCAPP). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 2 responses to this question can be found in the appendix.

Q16. The following questions pertain to the Senate Standing Committee on Curriculum (SSCC).

Survey branching: Q16 is only asked if respondent chose "Senate Standing Committee on Curriculum (SSCC)" for Q2.

Q16a. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	5
is effectively structured to accomplish its goals	1 (20.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	2 (40.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5

Q16b. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)	5
provides its members with information required to perform their role	1 (20.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	4
provides orientation to its members so they are adequately prepared to work on the committee	1 (20.0%)	1 (20.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	5

Q16c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Curriculum (SSCC). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q17. The following questions pertain to the Senate Standing Committee on the Library (SSCL).

Survey branching: Q17 is only asked if respondent chose "Senate Standing Committee on the Library (SSCL) for Q2.

Q17a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Library (SSCL)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	1 (10.0%)	0 (0.0%)	2 (20.0%)	5 (50.0%)	2 (20.0%)	10
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (50.0%)	5 (50.0%)	10
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	3 (30.0%)	3 (30.0%)	4 (40.0%)	10
is effectively structured to accomplish its goals	1 (11.1%)	1 (11.1%)	2 (22.2%)	1 (11.1%)	4 (44.4%)	9
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	3 (33.3%)	4 (44.4%)	2 (22.2%)	9
has a clearly defined mandate	1 (11.1%)	0 (0.0%)	3 (33.3%)	3 (33.3%)	2 (22.2%)	9
has agenda where what the committee is required to do is clear	1 (11.1%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	4 (44.4%)	9
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	2 (22.2%)	3 (33.3%)	4 (44.4%)	9

Q17b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Library (SSCL)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (11.1%)	3 (33.3%)	5 (55.6%)	9
provides its members with information required to perform their role	1 (11.1%)	0 (0.0%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)	9
generally functions effectively	1 (11.1%)	0 (0.0%)	1 (11.1%)	3 (33.3%)	4 (44.4%)	9
makes appropriate decisions	1 (11.1%)	0 (0.0%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)	9
provides orientation to its members so they are adequately prepared to work on the committee	1 (11.1%)	2 (22.2%)	3 (33.3%)	2 (22.2%)	1 (11.1%)	9

Q17c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on the Library (SSCL). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 6 responses to this question can be found in the appendix.

Q18. The following questions pertain to the Senate Standing Committee on Policy Review (SSC Policy Review).

Survey branching: Q18 is only asked if respondent chose "Senate Standing Committee on Policy Review (SSC Policy Review)" for Q2.

Q18a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Policy Review (SSC Policy Review)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	0 (0.0%)	5
has a clearly defined mandate	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5

Q18b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Policy Review (SSC Policy Review)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
generally functions effectively	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (40.0%)	0 (0.0%)	3 (60.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	1 (20.0%)	1 (20.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	5

Q18c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Policy Review (SSC Policy Review). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q19. The following questions pertain to the Senate Standing Committee on Program Review (SSCPR).

Survey branching: Q19 is only asked if respondent chose "Senate Standing Committee on Program Review (SSCPR)" for Q2.

Q19a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Program Review (SSCPR)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	2 (22.2%)	0 (0.0%)	2 (22.2%)	5 (55.6%)	9
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (11.1%)	1 (11.1%)	1 (11.1%)	6 (66.7%)	9
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	2 (22.2%)	0 (0.0%)	0 (0.0%)	7 (77.8%)	9
is effectively structured to accomplish its goals	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
receives the support it needs to be successful	0 (0.0%)	1 (11.1%)	0 (0.0%)	1 (11.1%)	7 (77.8%)	9
has a clearly defined mandate	0 (0.0%)	1 (11.1%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
has agenda where what the committee is required to do is clear	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	2 (22.2%)	0 (0.0%)	7 (77.8%)	9

Q19b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Program Review (SSCPR)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (11.1%)	5 (55.6%)	3 (33.3%)	9
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)	9
allows for open and productive discussion of issues	0 (0.0%)	2 (22.2%)	0 (0.0%)	1 (11.1%)	6 (66.7%)	9
generally functions effectively	0 (0.0%)	2 (22.2%)	0 (0.0%)	0 (0.0%)	7 (77.8%)	9
makes appropriate decisions	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	2 (22.2%)	1 (11.1%)	1 (11.1%)	5 (55.6%)	9
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (22.2%)	2 (22.2%)	4 (44.4%)	1 (11.1%)	9

Q19c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Program Review (SSCPR). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q20. The following questions pertain to the Senate Standing Committee on Tributes (SSCT).

Survey branching: Q20 is only asked if respondent chose "Senate Standing Committee on Tributes (SSCT)" for Q2.

Q20a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Tributes (SSCT)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5

Q20b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Tributes (SSCT)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	1 (20.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (40.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	5

Q20c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Tributes (SSCT). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q21. The following questions pertain to the Senate Standing Committee on University Budget (SSCUB).

Survey branching: Q21 is only asked if respondent chose "Senate Standing Committee on University Budget (SSCUB)" for Q2.

Q21a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on University Budget (SSCUB)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (12.5%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (12.5%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	1 (12.5%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
is effectively structured to accomplish its goals	0 (0.0%)	1 (12.5%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
receives the support it needs to be successful	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (12.5%)	2 (25.0%)	5 (62.5%)	8
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (37.5%)	5 (62.5%)	8
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (25.0%)	6 (75.0%)	8

Q21b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on University Budget (SSCUB)…

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (12.5%)	7 (87.5%)	8
provides its members with information required to perform their role	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
allows for open and productive discussion of issues	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
generally functions effectively	0 (0.0%)	1 (12.5%)	0 (0.0%)	4 (50.0%)	3 (37.5%)	8
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)	8
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (25.0%)	1 (12.5%)	5 (62.5%)	8
provides orientation to its members so they are adequately prepared to work on the committee	1 (12.5%)	3 (37.5%)	2 (25.0%)	1 (12.5%)	1 (12.5%)	8

Q21c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on University Budget (SSCUB). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 2 responses to this question can be found in the appendix.

Appendix

Q11. Please provide specific suggestions for improving the effectiveness of Senate. Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	in terms of measuring academic quality I am not sure that as an organization we effectively manage faculty performance and strongly related curriculum integrity. I am not sure the university committee would say they kow what is discussed, decided etc at Senate unless they seek it out. It often seems we are the rubber stamp of approval to the work of standing committees and there is not enogh opportunity to table discussions of importance. In addition the Academic plan should be written in a way that each faculty is clear on how they are linked and what specifically are their goals for the year/s. It may be that may experience in this arena is different from other departments with stronger leadership.
2.	Communication out to the University community could be improved. It has improved in the last 5 years but I think there could be better communication.
3.	Improving communication between senate and KPU community. Informing everyone with major changes and decisions.

Q14c. Please provide specific suggestions for improving the effectiveness of the Senate Nominating Committee (SNC). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	The lack of history and procedural practices for this committee was a major difficulty in 2015. Since then the committee has undertaken work to capture procedures and best practices and document roles and workload.

Q15c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Academic Planning & Priorities (SSCAPP). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	There has been a significant shift in the committee in terms of its focus and chairing. Though we are better at attending to matters of importance and priority to KPU, it is not clear on why half of the membership (all the administrators except the President) are non-voting.
2.	The effectivness of this committee has improved greatly in 2017.

Q16c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Curriculum (SSCC). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	Most recently work is being looked at to ensure things don't get to this committe that don't fall within its mandate. Chairs also need some assertiveness in keeping dicsussion brief and on track to avoid reprition and move things along. The lack of this delayed meetings. Also, people who come at the back should not have to wait more than 30 min for their items. Wast of time and resources on all sides. Calendar submission deadlines should be enforced and fewer exception made, so people will learn to submit things in a timely fashion. Too many exceptions being made.

Q17c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on the Library (SSCL). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	The role of members of this committee might need to change with the deletion of SCC as its subcomittee. Training will be needed.
2.	No suggestions really for improvement - I just wanted to say that the success of the committee is in large part due to [member's] excellent leadership!
3.	more opportunity needed for discussion. looking forward to new process next year that minimized operational and editing functions
4.	The Committee in the fall will be looking at it's terms of reference and mandate to confirm that it is doing what it is supposed to based on what it states within the University Act. Once this is clarified it will help in terms of what the Committee is supposed to be doing.
5.	A thorough review of the mandate of this committee is necessary.
6.	SSCL is currently in a period of reconstruction, having very recently been considered for dissolution. Based on our last discussion, I have high hopes for the future effectiveness of the committee but my responses have, perforce, been based on its performance up to this point.

Q18c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Policy Review (SSC Policy Review). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	It would be helpful if the minutes are noted in a more detailed manner. The minutes for this specific committee pertains to feedback and rationale for proposed changes to policies/procedures, and has significant impact on the policies/procedures that are being brought forward to Senate and/or Board for approval, etc.

Q19c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Program Review (SSCPR). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	SSCPR has made huge positive strides in the past two years to stream-line & share heavy workload. In the past, we could have up to 800 pages of materials to read. It was daunting to prepare. We now have a process -- recommended by veteran committee members -- where 2-3 members work together to review selected reports. The team is responsible for Q & A with faculties presenting reports. The outcome is less discussion from around the table, but a more clear, informed & focused discussion lead by reviewers. Workload is much more efficient, and decisions are better informed.

Q21c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on University Budget (SSCUB). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	Would have appreciated an orientation to the role and a transition time.
2.	Although it is helpful to have diverse faculty perspective, additional faculty with expertise in budgeting would be beneficial.

SENATE EFFECTIVENESS SURVEY

2020 v 2017

(1) In 2017 it was made an objective to reduce the confusion around the role of Senate members vis-à-vis their responsibility to their constituency, the University and society at large.

No conflict between roles (Agree and Strongly Agree)

2017   33.4%

No conflict between roles (Agree and Strongly Agree)

2017   33.4%

2020   26%

No conflict between roles (Agree and Strongly Agree)

2017	33.4%

2020	26%	7.4%

These four questions were asked:
- My role is to represent a specific constituency within KPU.*
- My role is to represent the best interests of broader society
- My role is to represent the best interests of the University.
- Members do not experience conflict in supporting the interests of the university and those of their constituency

These four questions were asked:
- My role is to represent a specific constituency within KPU.*
- My role is to represent the best interests of broader society
- My role is to represent the best interests of the University.

GV9, Program Discontinuance and Suspension Debates

7.4%

(2) In 2017 it was made an objective to improve [communication](#) between Senate and the rest of KPU.

These two questions were asked:
- **(to what extent do you agree that) Senate facilitates the exchange of information across the University.**
- **(to what extent do you agree that) Senate communicates its deliberations and outcomes effectively to the University community.**
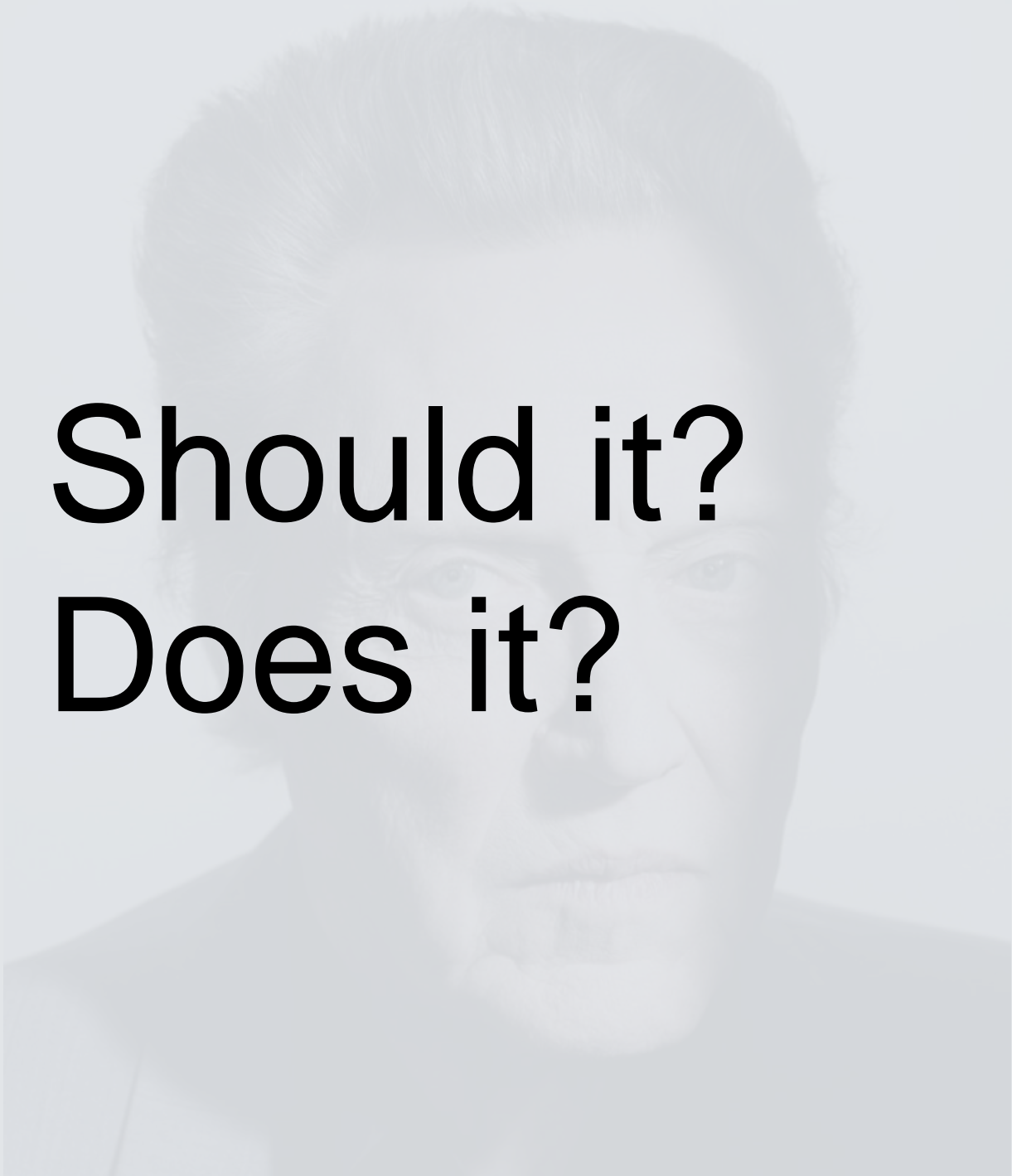
(2) In 2017 it was made an objective to improve <u>communication</u> between Senate and the rest of KPU.

These two questions were asked:
- (to what extent do you agree that) Senate **facilitates** the exchange of information across the University.
- (to what extent do you agree that) Senate **communicates** its deliberations and outcomes effectively to the University community.
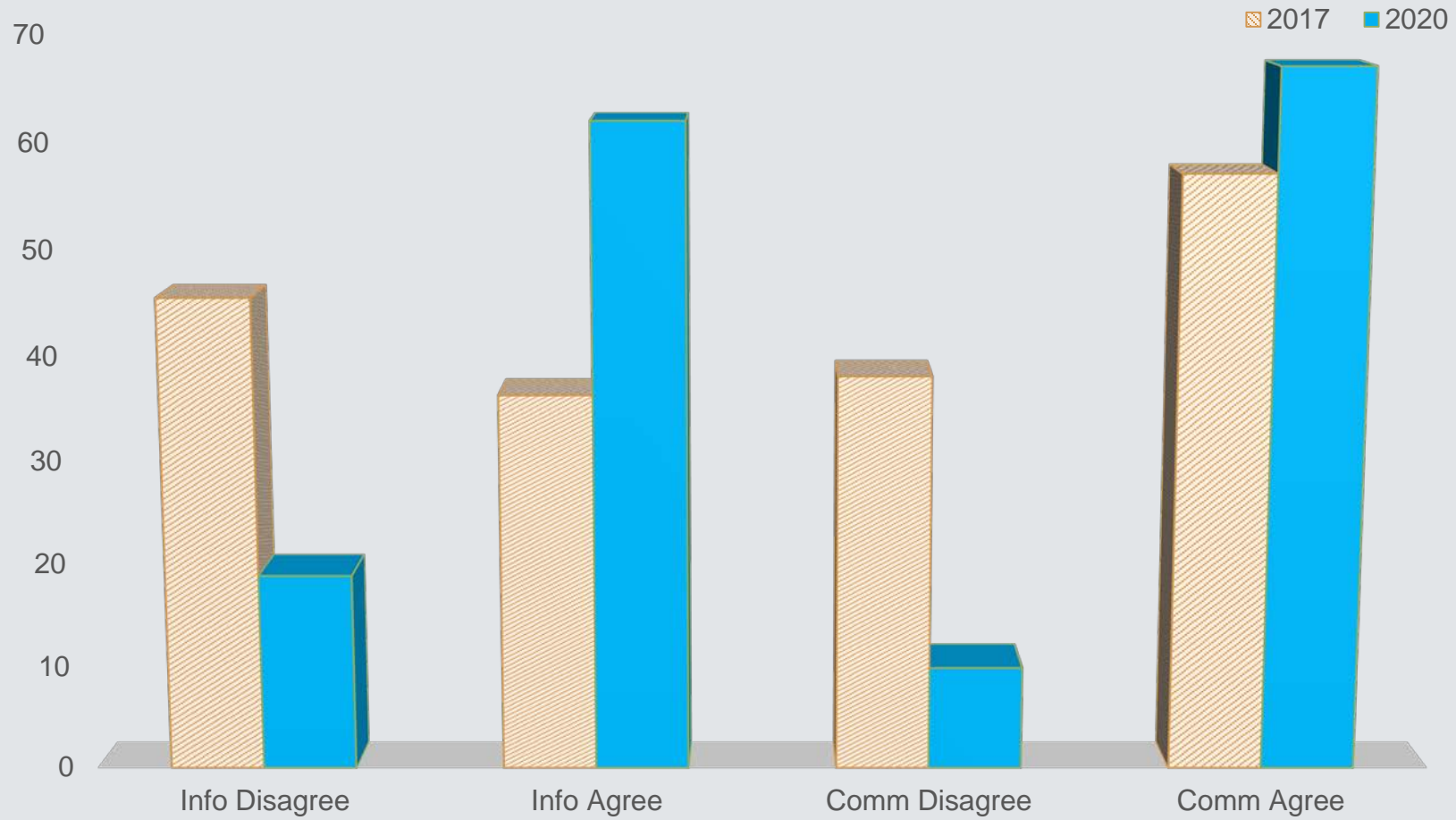
(3) In 2017 it was made an objective to improve orientation for Senate members.

This question was asked:
- **(to what extent do you agree that) The orientation I received for Senate adequately prepared me for my work on Senate.**
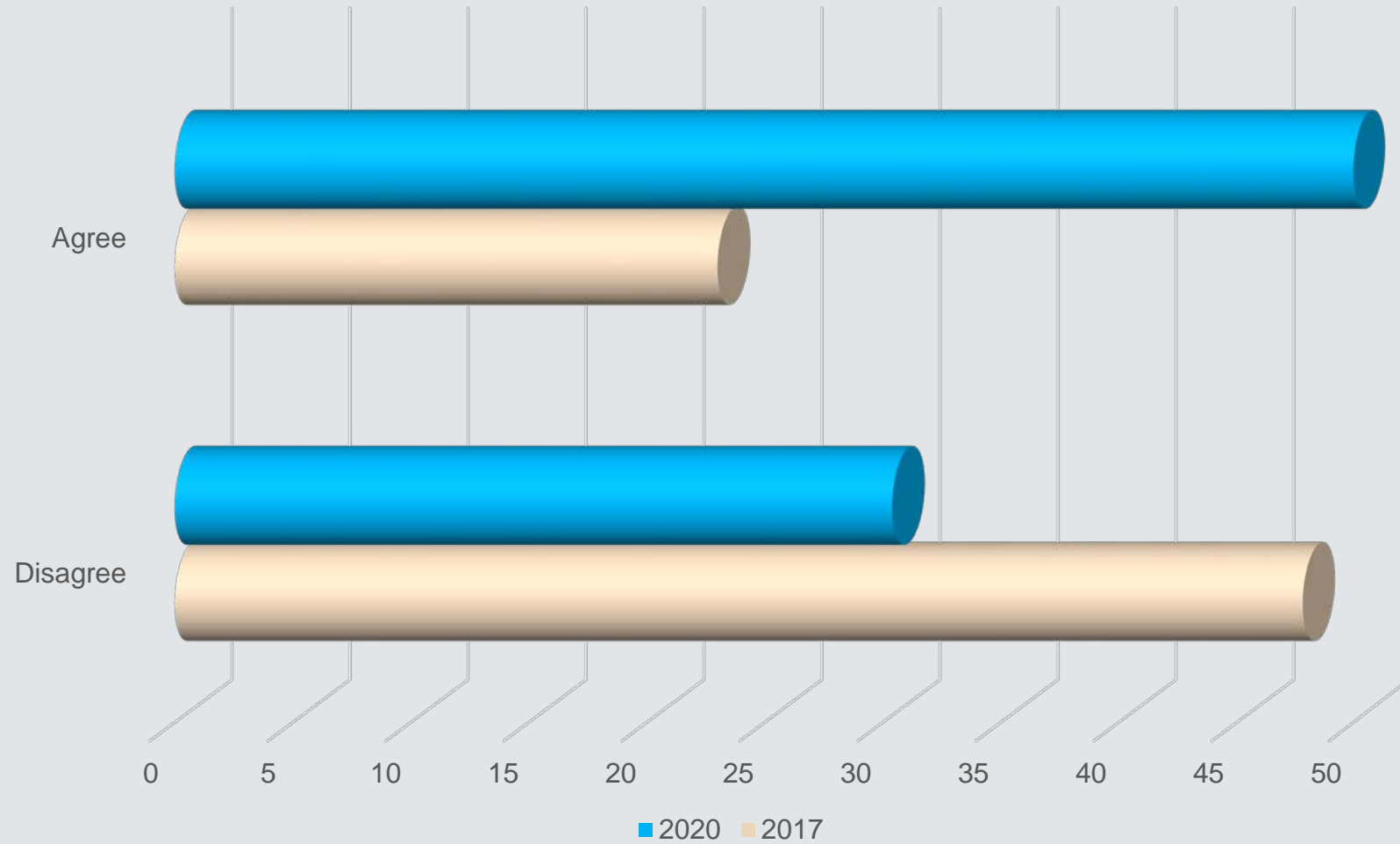
Should it?
Does it?

Walken the walk

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan			-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy			-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process			-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance			18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.	4.8
Establish research priorities			22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions			21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues	13	29.1	16.1
Average	21	29.65	8.65

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18	36.4	18.4
Final policy authority	5	9.1	4.1
Only Academic matters	5	9	4
Defend autonomy	45	36.4	-8.6
Determine future direction	18	22.8	4.8
Establish research priorities	41	63.7	22.7
Establish research directions	32	53.9	21.9
Establish academic plan	18	4.9	-13.1
Directions for Teaching/Learning	36	44.4	8.4
Set budget process	0	-8	-8
Influence government policy	21	54.1	33.1
Discuss important issues			16.1
Average	21	29.65	8.65

How is Senate doing, more broadly?

- is an effective decision-making body **+4%**

- is effective in making decisions involving significant change **-16%**

- has an effective standing committee structure **+8%**

- facilitates the exchange of information across the University **+27%**

- plays an important role as a forum for discussing important matters **+28%**

- meetings are conducted in a manner that maximized collegial discussion **+21%**

- meetings are conducted in a manner that maximized effective decision making **+11%**

- is effectively structured to accomplish its goals **+16%**

- receives the support it needs to be successful **+19%**

- provides leadership for the academic community **+19%**

- communicates its deliberations and outcomes effectively to the University community **+10%**

Agenda Item	Committee Membership Protocols

Action Requested	Motion

Recommended Resolution	**That Senate approve the attached committee membership protocols.**

Senate Standing Committee Report	On September 16, 2020, the Senate Governance and Nominating Committee recommended that Senate approve the attached committee membership protocols.
Context & Background	During the past two years, the Senate Governance and Nominating Committee has refined the common features and the nominations protocols for senate standing committees.

Key Messages	This iteration
	
	• separates the common features of committees and the membership protocols, and
	
	• distinguishes
	
	    • the role of Senators on committees from the role of other types of membership.
	
	    • the procedures to nominate committee members
	
	    • the types of memberships classified as non-senators
	
	This iteration does not include
	
	• protocols for Senators and committee members who continue in their roles after their term ends

Attachments	1. Committee Membership Protocol – Senators 2. Committee Membership Protocol – Non-Senators 3. Nominations Protocol 2020 02 26 – clean copy

4. Common Features 2020 02 26 – clean copy

Submitted by   *Rita Zamluk, Administrative Assistant, University Senate*

Date submitted   *September 17, 2020*

COMMITTEE MEMBERSHIP PROTOCOL FOR SENATORS

Senate bylaw 1.10 states that each senator, except in exceptional circumstances, needs to serve as a member on two standing committees.

Steps to appoint senators to committees

1. After consultation with senators, the Vice-Chair nominates senators to committees.
2. The Senate Governance and Nominations Committee (SGNC) reviews the nominations and recommends committee appointments to Senate.
3. Senate reviews SGNC's recommendations and appoints senators to committees.

Senator responsibilities

1. *Chairing committees:* Senators may be asked to chair a committee because, unless otherwise approved by Senate, only a senator can chair a committee.

2. *Making nominations to SGNC*: To fill a committee vacancy, any senator can nominate someone to fill the seat.

3. *Attendance*: If a senator is absent for more than three meetings in an academic year, the chair, in consultation with the committee, may declare the senator's committee seat vacant.

Terms of office and resignations

1. A senator's end of term on standing committees will normally be the same as the end of their term on Senate.
2. When a senator resigns from Senate, the senator also resigns from all seats on standing committees.
3. If a senator resigns, and the candidate with the second most votes is seated, the in-coming senator will fill the standing committee seats held by their predecessor for the remaining term of their predecessor.

Distinguishing between senators and representatives on committees

1. If no senator is available to fill a vacancy on a senate standing committee, Senate will appoint a stakeholder representative until a senator is found.
2. If a senator does become available, Senate can replace the representative with the senator.
3. Senate can appoint a senator as both a senator and a representative of a stakeholder group.
4. If a representative on a standing committee becomes a senator, then the representative's appointments end.

SENATE

COMMITTEE MEMBERSHIP PROTOCOL FOR NON-SENATORS

Distinguishing between senators and representatives on committees

If no senator is available to fill a vacancy on a senate standing committee,
Senate will appoint a representative until a senator is found.

If a senator does become available, Senate can replace the representative with the senator.

Senate can appoint a senator as both a senator and a representative of a stakeholder group.

If a representative on a standing committee becomes a senator, the representative's
appointments end.

Terms of office and resignations

Students — one year

Deans and associate deans — three years

Designates — three years

Representatives — three years

Ex officio — ongoing

Vacating a seat

If a member wishes to resign, the member will inform the chair of the committee,
and send letter of resignation that includes the effective date of resignation to senate@kpu.ca.

If a member is absent for more than three meetings in an academic year,
the chair, in consultation with the committee, may declare the seat vacant.

Types of positions on committees

Deans

The Provost nominates deans. Deans nominate associate deans.

Designates:

Ex officio members nominate their designates.

Representatives for a Faculty:

Most senate standing committees have one or more seats for faculty members from each Faculty.
If no eligible senator is available to fill a faculty seat allocated to a Faculty, Senate will request the
Faculty Council to nominate a faculty member to fill the seat as a faculty representative.

Representatives for faculty-at-large, support staff, students-at-large, and other stakeholder groups:

If no faculty, support staff or student senators are available to fill a seat, Senate will post vacancies and request statements of interest from members of the stakeholder group being represented.

Other Representatives

Each committee's membership composition includes members, with expertise related to the committee's mandate, to help the committee make well-informed recommendations to Senate.

The table below lists these positions beside the titles of those who can nominate an individual to fill each position.

SGNC reviews the nominations received for these seats and makes recommendations to Senate.

REPRESENTATIVE	NOMINATOR
Director of a Research Institute	Associate Vice-President, Research
Educational Developer	Vice-Provost, Teaching and Learning
Information Technology	Chief Information Officer
Library Professional Support Staff	University Librarian
Office of Advancement	Executive Director, Advancement
Office of Planning & Accountability	Executive Director, Office of Planning & Accountability
Office of Teaching and Learning	Vice-Provost, Teaching and Learning
Research Professional Support Staff	Associate Vice-President, Research
Student Services	Vice-President, Students
Teaching Fellow	Vice-Provost, Teaching and Learning

SENATE NOMINATIONS PROTOCOL

EX SENATUS

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

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

EX POPULUS

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

1. Deans and Associate Deans: Any position on a standing committee that refers to Deans or Associate Deans is nominated directly by the Provost.
2. Students: Like other seats, student seats should be filled by Student Senators. Any seats not filled by Student Senators shall be posted publicly.
3. Professional Support Staff: Like other seats, support staff seats are first filled by Support Staff Senators. Any seats not filled by Support Staff Senators shall be posted publicly.
4. Faculty of Educational Support and Development [FESD]: Any seats referring to representation drawn from faculty members in the Library, Learning Centres, Counselling, and Accessibility Services will first be filled by Senators from the given group. Seats not filled

in this way will be filled by nomination from the Faculty Council of FESD to Senate Governance and Nominating Committee.

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

COMMON FEATURES FOR ALL SENATE COMMITTEES

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

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

Committees will review their membership composition annually.

Members are eligible for reappointment.

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

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

Chairs of Committees:

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

All Senators who are members of the Senate standing committee are eligible to be elected as Committee Chair.

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

The chairs of Senate standing committees are normally elected for a three-year term beginning in September or for the term of the Senator elected as Chair, whichever is shorter.

Terms of Office

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

The chair will inform the committee if a member's absences exceed three meetings. The chair may declare the seat vacant in conjunction with the committee.

Nominations Protocol

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

Any Senator can nominate someone to a position.

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

Vice-Chair of Senate Nominations:

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

The Vice-Chair of Senate can request a member to vacate a seat on a standing committee for a Senator.

The Vice-Chair of Senate can nominate a faculty member to a position that is normally filled by a Faculty Council. The Vice-Chair of Senate will inform the Faculty Council of the nomination. This does not prevent the faculty council from nominating a different candidate.

Those holding the ex officio position nominate their designates.

Other nominations are as follows

Representative	Nominator:
Information Technology	Chief Information Officer
Office of Advancement	Executive Director, Advancement
Office of Accountability and Planning	Associate Vice-President, Accountability and Planning
Library Professional Support Staff	University Librarian
Student Services	Vice-President, Students
Office of Teaching and Learning	Vice-Provost, Teaching and Learning
Others	
Teaching Fellow	Vice-Provost, Teaching and Learning
Educational Developer	Vice-Provost, Teaching and Learning
Director of a Research Institute	Associate Vice-President, Research

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

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

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

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

Selecting members for a search advisory committee for a Chancellor

Two members of the Senate are requested to sit on the Search Committee. To fill the seats, the Senate Governance and Nominating Committee requests statements of interest from Senators, reviews the statements of interest, and then submits recommendations to Senate. Senate reviews the recommendations, appoints two members to the Committee, and advises the Committee Chair of its nominations.

SENATE
Agenda Item: 7.4
Meeting Date: September 28, 2020
Presenter: David Burns

Agenda Item	Common Features of Committees

Action Requested	Motion

Recommended Resolution	**THAT Senate add to the *Common Features of all Senate Committees* that committees will, unless otherwise decided by Senate, follow the bylaws of Senate.**

Senate Standing Committee Report	On September 16, 2020, the Senate Governance and Nominating Committee recommended that Senate add to the Common Features of all Senate Committees that committees will, unless otherwise decided by Senate, follow the bylaws of Senate.
Context & Background	In 2008, Senate approved the attached *Common Features of Committees*. During the years, the common features document expanded to include nominations protocols. In the latest revisions, the nominations protocols are separated from the common features.
	As the Senate Bylaws do not provide direction, currently the common features document is the only guidance for administering the senate standing committees.
Attachments	1. Common Features of Committees 2020 08 26
	2. Common Features 2020 02 26 – clean copy
	3. 2008 12 01 Common Features of Senate Committees
Submitted by	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted	*September 17, 2020*

SENATE GOVERNANCE AND NOMINATING COMMITTEE

COMMON FEATURES OF COMMITTEES –AUGUST 2020

General

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

2. Committees will review their membership composition annually.

3. Each standing committee shall require two senators as members.

Chairs of Committees

1. Committee members elect a senator as chair.

2. All senators, who are members of a senate standing committee, are eligible to be elected as chair.

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

4. The chairs of senate standing committees are normally elected for a three-year term beginning in September, or for the term of the senator elected as chair, whichever is shorter.

Attendance Requirement

1. The chair may inform the committee if a member is absent for more three meetings.

2. The chair may declare the seat vacant in conjunction with the committee.

Terms of Office

Student Senators - one year

Designates - three years

Representatives - three years

Ex officio - ongoing

COMMON FEATURES FOR ALL SENATE COMMITTEES

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

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

Committees will review their membership composition annually.

Members are eligible for reappointment.

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

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

Chairs of Committees:

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

All Senators who are members of the Senate standing committee are eligible to be elected as Committee Chair.

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

The chairs of Senate standing committees are normally elected for a three-year term beginning in September or for the term of the Senator elected as Chair, whichever is shorter.**Terms of Office**

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

The chair will inform the committee if a member's absences exceed three meetings. The chair may declare the seat vacant in conjunction with the committee.

Nominations Protocol

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

Any Senator can nominate someone to a position.

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

Vice-Chair of Senate Nominations:

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

The Vice-Chair of Senate can request a member to vacate a seat on a standing committee for a Senator.

The Vice-Chair of Senate can nominate a faculty member to a position that is normally filled by a Faculty Council. The Vice-Chair of Senate will inform the Faculty Council of the nomination.

Those holding the ex officio position nominate their designates

Other nominations are as follows

Representative	**Nominator:**
Information Technology	Chief Information Officer
Office of Advancement	Executive Director, Advancement
Office of Accountability and Planning	Associate Vice-President, Accountability and Planning
Library Professional Support Staff	University Librarian
Student Services	Vice-President, Students
Office of Teaching and Learning	Vice-Provost, Teaching and Learning
Others	
Teaching Fellow	Vice-Provost, Teaching and Learning
Educational Developer	Vice-Provost, Teaching and Learning
Director of a Research Institute	Associate Vice-President, Research

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

- Student

- Professional Support Staff

- Faculty-at-large

- Co-operative Education faculty

- Academic Advisors

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

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

Selecting members for a search advisory committee for a Chancellor

Two members of the Senate are requested to sit on the Search Committee. To fill the seats, the Senate Governance and Nominating Committee requests statements of interest from Senators, reviews the statements of interest, and then submits recommendations to Senate. Senate reviews the recommendations, appoints two members to the Committee, and advises the Committee Chair of its nominations.

Common Features of Senate Committees
Approved October 2008

Resolution #12	THAT Senate approves common features for all Senate committees as follows: • The Chancellor, President and Vice Chancellor are recognized as voting members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count toward quorum. • Each Senate committee is composed of some number of Senators, as appropriate for that committee. • Each Senate committee is chaired by a Senator. • Chair of a committee should not be the administrator whose portfolio mirrors that of the committee. • Committee membership will be reviewed annually. Members are eligible for reappointment.

SENATE
Agenda Item: 8.1
Meeting Date: September 28, 2020
Presenter: Tara Clowes

Agenda Item	Fiscal 2021-2022 Budget Backgrounder Presentation

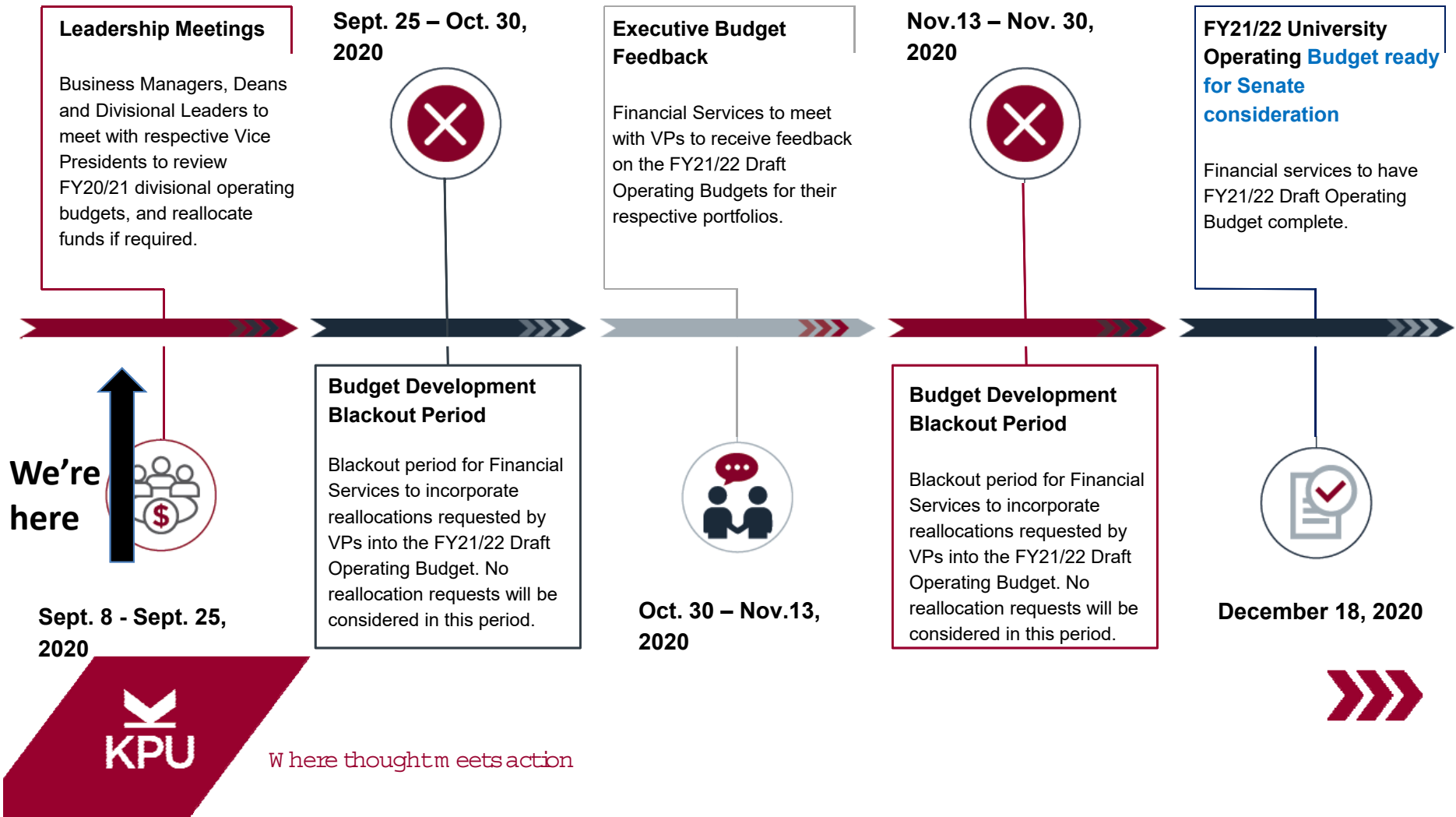| Action Requested	Information
Context & Background	Traditionally, administration has always presented a balanced annual budget, meeting the provincial Ministry of Advanced Education, Skills and Training mandate for balanced budgets. The COVID-19 global pandemic continues to significantly impact tuition and ancillary revenue streams across the BC post-secondary industry. Ongoing financial management will be focused on ensuring deficit can be covered by accumulated financial surpluses. Ongoing financial projections show that KPU will continue to be impacted by decreased tuition and ancillary revenue streams into next fiscal year.
Key Messages	1. Budget preparation for 2021 – 2022 is focusing on developing a budget that will maintain, as far as possible, KPU's core teaching, learning, scholarship and service activities. 2. Budget preparation will most likely result in a deficit budget. The intent is to prepare a budget for approval that is manageable within KPU's unrestricted accumulated surplus, and leaving enough funds to ensure business continuity for 2022 – 2023
Consultations	1. University Executive 2. Board Finance Committee
Attachments	Fiscal 2021 – 2022 Budget Backgrounder Presentation
Submitted by	*Tara Clowes, Vice-President, Administration and Finance*
Date submitted	*September 25, 2020*

2021 / 22 Budget Goals

To maintain, as far as possible, KPU's core teaching, learning, scholarship and service activities through most of another year of COVID-19 disruption. This will require, as far as possible, sustained levels of staffing.
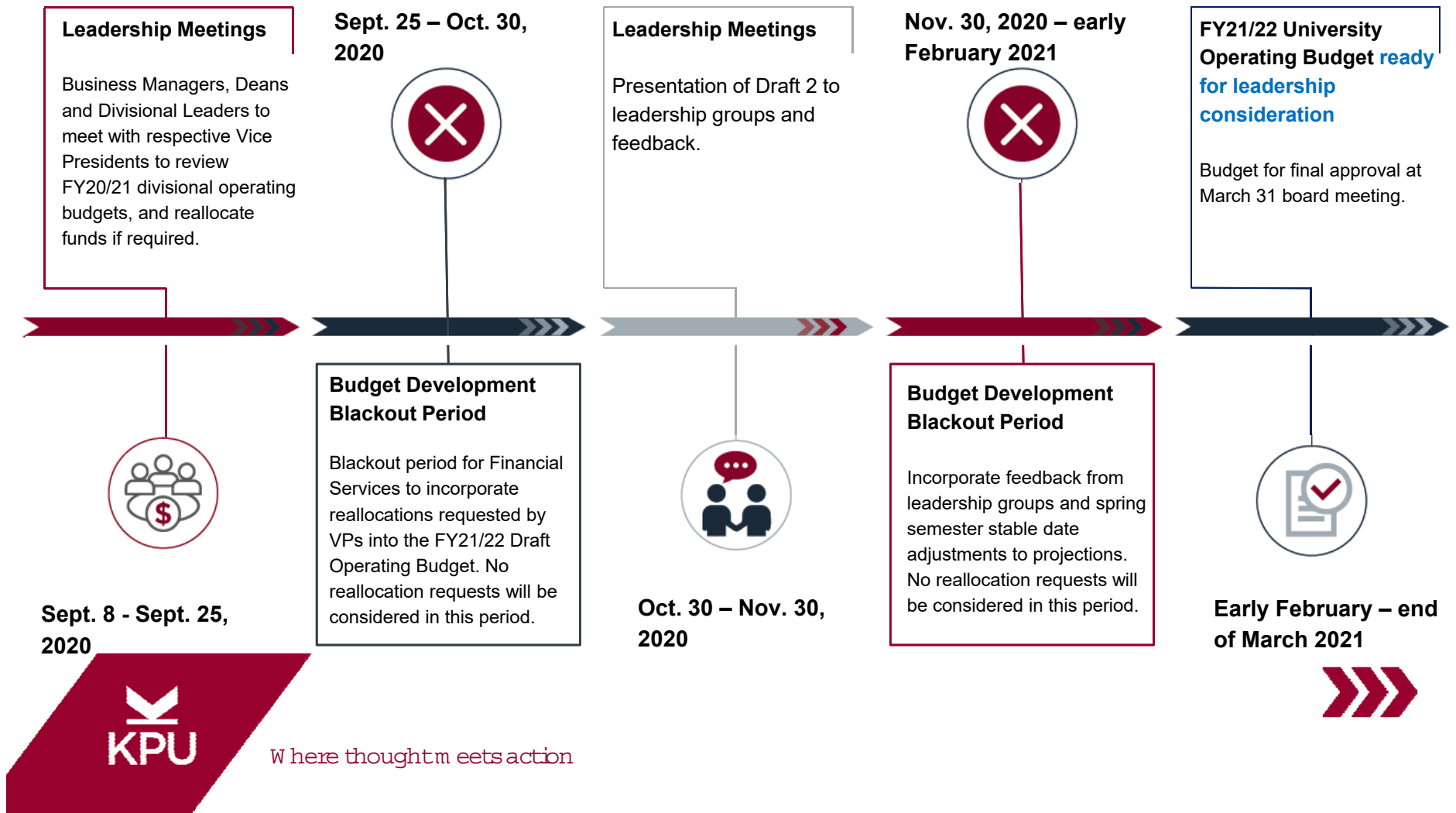
To present for approval a deficit budget that is manageable within KPU's unrestricted accumulated surplus, and leaving enough funds to ensure business continuity for 22/23.

KPU

Where thought meets action

Fiscal 2021/22 Budget Backgrounder

Fiscal 2021/22 Operating Budget Timeline Original

Leadership Meetings

Business Managers, Deans and Divisional Leaders to meet with respective Vice Presidents to review FY20/21 divisional operating budgets, and reallocate funds if required.

Sept. 25 – Oct. 30, 2020

Executive Budget Feedback

Financial Services to meet with VPs to receive feedback on the FY21/22 Draft Operating Budgets for their respective portfolios.

Nov.13 – Nov. 30, 2020

FY21/22 University Operating Budget ready for Senate consideration

Financial services to have FY21/22 Draft Operating Budget complete.

We're here

Budget Development Blackout Period

Blackout period for Financial Services to incorporate reallocations requested by VPs into the FY21/22 Draft Operating Budget. No reallocation requests will be considered in this period.

Budget Development Blackout Period

Blackout period for Financial Services to incorporate reallocations requested by VPs into the FY21/22 Draft Operating Budget. No reallocation requests will be considered in this period.

Sept. 8 - Sept. 25, 2020

Oct. 30 – Nov.13, 2020

December 18, 2020

KPU

Where thought meets action

Fiscal 2021/22 Budget Backgrounder

Fiscal 2021/22 Operating Budget Timeline Revised

Leadership Meetings

Business Managers, Deans and Divisional Leaders to meet with respective Vice Presidents to review FY20/21 divisional operating budgets, and reallocate funds if required.

Sept. 8 - Sept. 25, 2020

Sept. 25 – Oct. 30, 2020

Budget Development Blackout Period

Blackout period for Financial Services to incorporate reallocations requested by VPs into the FY21/22 Draft Operating Budget. No reallocation requests will be considered in this period.

Leadership Meetings

Presentation of Draft 2 to leadership groups and feedback.

Oct. 30 – Nov. 30, 2020

Nov. 30, 2020 – early February 2021

Budget Development Blackout Period

Incorporate feedback from leadership groups and spring semester stable date adjustments to projections. No reallocation requests will be considered in this period.

FY21/22 University Operating Budget ready for leadership consideration

Budget for final approval at March 31 board meeting.

Early February – end of March 2021

KPU

Where thought meets action

2021 / 22 Budget Tenets

Draft #1

- Roll-over budget: maintain total expenditures in each VP's envelope

- Changes to roll-over provisions
    - Tuition
    - Inflationary increases
    - Collective bargaining (operating grant revenue & expenditures)

From AEST:

- AEST expects PSI's to be in a deficit in 2020/21 (Q2 report will confirm this)

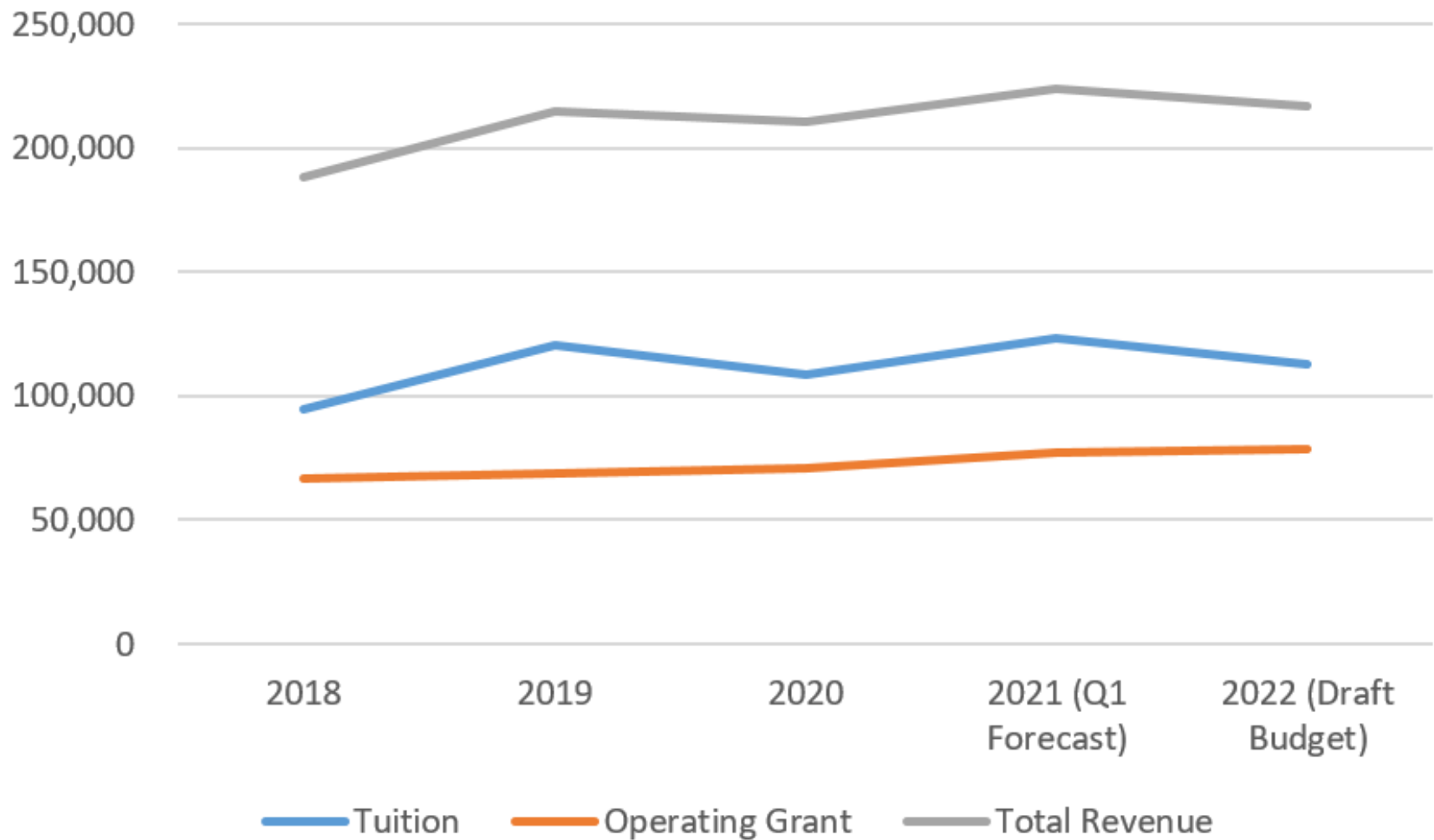- Deficit budgets for 2021/22 must be at a level that can be covered by our unrestricted accumulated surplus

KPU

Where thought meets action

2021 / 22 Budget Tenets

Draft #2

- Will include reallocations within existing VP envelopes

KPU

Where thought meets action

Fiscal 2021/22 Budget Backgrounder

Revenues

Expenditures Inflationary Pressures

- ## ~$8M Increase in Salary & Benefits
  - Collective agreement increases*, admin increments, fringe benefit rate increases on existing staff compliment

- ## ~ $1M Increase in Operating expenses
  - Inflationary pressures on third party services contracts (i.e. increasing minimum wages and statutory benefit rates)

- ## ~$1M Amortization expense increase
  - Impact of routine capital projects, completion of Wilson School of Design and annual refreshes

* Offset by operating grant revenue increases

KPU

Where thought meets action

Fiscal 2021/22 Budget Backgrounder

Summing it all up under the foregoing assumptions
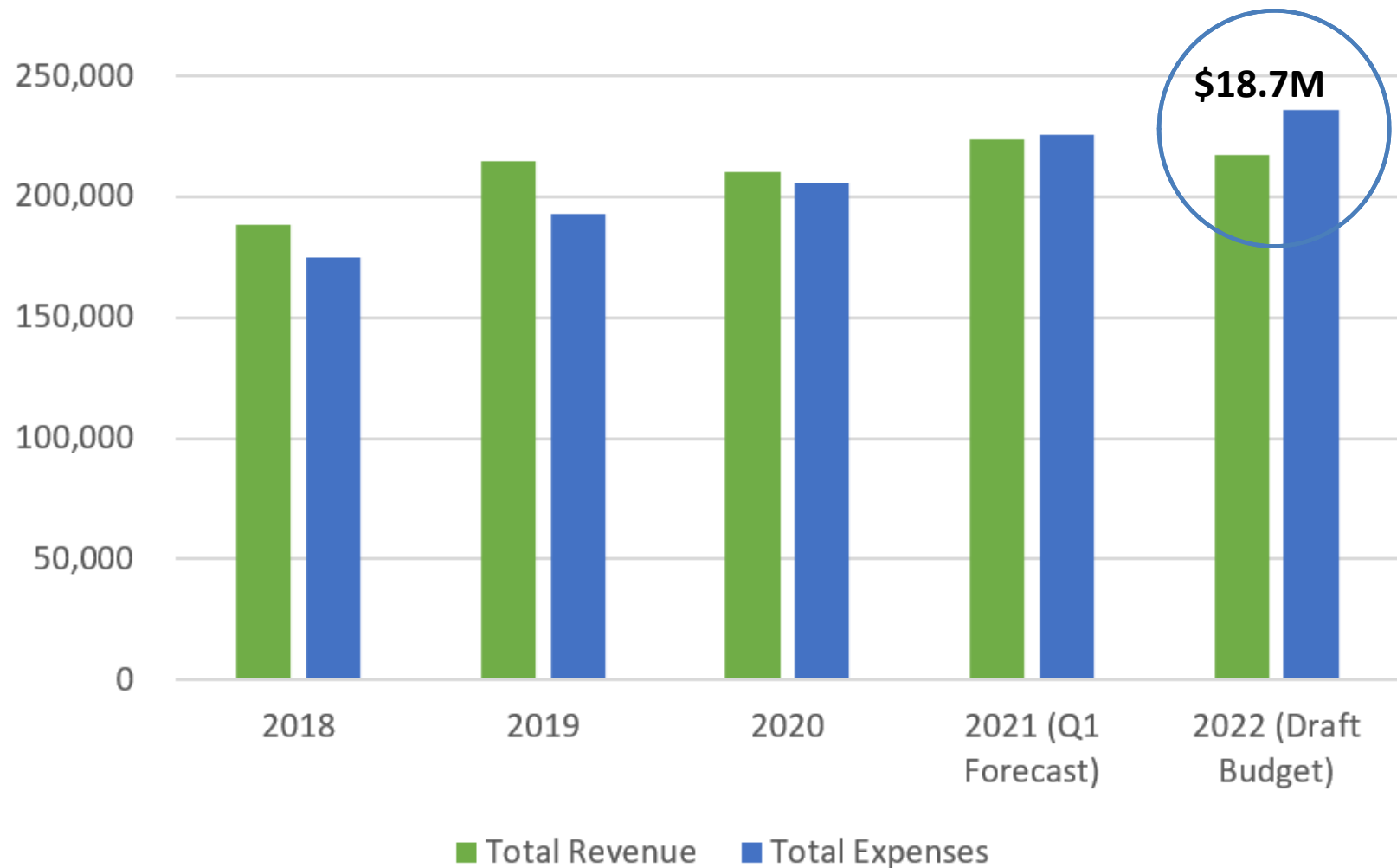
* 2021 Q1 forecast $(1.8M). Better estimate after fall stable date

Unrestricted Surplus Available

Reconciliation of Unrestricted Portion of Accumulated Surplus

Accumulated Surplus - Unrestricted (March 31, 2020)	$22,606,000
Deposit required for Cloverdale remediation	(1,000,000)
Genomics Lab Expenditures	(1,500,000)
Spruce Building - Health and Safety Deficiencies	(750,000)
KPU Financial Aid Fund	(2,000,000) [A]
Remaining Unrestricted Accumulated Surplus	**$17,356,000**

[A] Per FY18 BOD minutes

KPU

Where thought meets action

How to improve this picture: the target

- KPU historical budgets have been very conservative.
  - Previous years actual results have been surplus position
  - PSI's have had balanced budget mandate
- Deficit 21 / 22 budgets expected for all BC PSI's.
- Very conservative approach to a simple roll-over of the current budget suggests an **$18.7 million** deficit ➔higher than available reserves.
- An acceptable and prudent deficit on our $200+ million operating budget is about **$8 million**.
- To close this gap, need to reduce costs and find ways to increase tuition and other revenues beyond those that we can currently project.

KPU

Where thought meets action

How to improve this picture: expenditures

- Every new or replacement position is carefully reviewed.
- Centralize a number of non-salary funds and reducing levels of expenditures for the year (e.g. travel, hospitality, contracts etc.)
- Inspect all activities normally held on campus to see if they can be reduced or suspended.
- Postpone some capital projects or other commitments to free up more unrestricted reserves.
- Delay implementation of new scholarship / financial aid fund.

KPU

Where thought meets action

How to improve this picture: revenues

- Opportunities to increase capacity in high demand programs and courses.

- Enhance recruitment and retention activities for domestic and international students, including:

  - Promoting KPU as a leader in remote and open education, with zed cred etc., personalized services, leverage Pebble Pad etc.
  - Improve diploma to degree retention
  - Promote KPU Completes
  - Improve conversion rates from admission to registration

- Lobby governments for relief via our associations.

KPU

Where thought meets action

Areas that may warrant new investment

- Teaching and learning via IT and the Commons.

- Research and innovation support.

- Student recruitment and retention.

- Program development for revenue generation (e.g. LPN)

- Continuing Professional Studies

KPU

Where thought meets action

SENATE
Agenda Item: 10
Meeting Date: September 28, 2020
Presenter: Carlos Calao

Chair's Report to Senate
Senate Standing Committee on Policy
September 8, 2020

The Vice-Chair reported on upcoming events. He announced the work being undertaken to revise AC10. David Burns, David Florkowski, and Sandy Vanderburgh will lead the revision.

The Committee discussed the reasons for the revisions and the value of consultation during the revision of AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs*.

Josephine Chan mentioned that at least two academic policies will be coming forward for review this year.

The Committee elected Carlos Calao as Chair until August 31, 2021.

During its review of the membership, the Committee discussed the history of the position of counsellor, adding a representative from International Studies, the current organization of the Faculty of Educational Support and Development, the broad perspective of the committee that considers the needs of all students from all areas, and ways to identify. communicate and engage with stakeholders during reviews. The discussion will continue at its next meeting.

During a discussion on communicating with international students, the Provost requested members communicate with him to address questions regarding the needs of international students. The Registrar discussed the differences between attending classes online and in-person. She highlighted the fluidity of registration and that some students will arrive to the class later than others. Waheed Taiwo spoke of his own experiences as a student and the varying lead times for classes. He highlighted the advantages to international students of allowing instructors to post class information earlier on Moodle. The Provost will discuss the matter with the Deans and the Associate Vice-President, International. He will report back to the committee.

SENATE
Agenda Item: 13
Meeting Date: September 28, 2020
Presenter: David Burns

Chair's Report to Senate
Senate Standing Committee on Teaching and Learning
September 22, 2020

The first SSC Teaching & Learning meeting of the new session of Senate was held on Thursday, September 10, 2020.

Rajiv Jhangiani, Vice-Provost, Teaching & Learning reported on the dramatic increase in technical support requests received by the Teaching & Learning Commons over the summer months and reported on the introduction of Moodle Mobile and PebblePad, as well as updates to Zoom and Big Blue Button.

The committee discussed remote proctoring software and shared concerns related to several aspects of the software, including privacy and information security, discrimination and equity, what other institutions are doing, efficacy of software, legal issues, and workload issues. The committee discussed how assessment redesign may provide an alternative.

The committee reviewed its mandate and membership and identified areas it will address in the current Senate session, including DFW rates, celebrating exemplary teaching and developing faculty survey questions.

There being no further items of business, the committee adjourned.

SENATE
Agenda Item: 14.1
Meeting Date: September 28, 2020
Presenter: Zena Mitchell

Agenda Item	Approval of Graduates to September 28, 2020

Action Requested	Motion

Recommended Resolution	**THAT Senate approves the list of graduates to September 28, 2020.**

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 20200928
Submitted by	*Zena Mitchell, University Registrar and Secretary of Senate*
Date submitted	*18 September, 2020*

Graduates for Senate Approval

SENATE MEETING: Monday, 28-Sep-2020

Graduates from the Chip and Shannon Wilson School of Design

Baccalaureate Degree

Bachelor of Design, Product Design

Kirsten Jena Taylor

Diploma

Diploma in Fashion Marketing

Daisy Andrew
Janelle Joyce Baccay
Smriti Rathore
Sarah Rosemary Whalley

Graduates from the Faculty of Academic & Career Advancement

Certificate of Completion

Certificate of Completion in Access Programs for People with Disabilities – Job Preparation

Erik Christopher Bellia
Adrian John Vincent Carter
Andy Shiu Shing Choi
Raymond Guan
Oscar Korycki
Deng-Yuan Lee
Judy Lai-Yee Li
Vincent Rong Luo
Nichole Angelo Mapanao
Joshua Cole Mattice
Brodie McPhadyen
Josemaria Mendoza
Lauren Elizabeth Murchie
Rhys Obersat-Rose
Jaskaranbir Singh Pannu
Asma Patel
Kevin Phuc
Niqo Hugo II Pollard
Alexandra Tamar Russell
Nicolas Mitchell Sales

Kevin Tham
Rajbir Singh Thandi
Lane Uhler
Christian Lauren Vicencio
Eugenia Wuntung Wong

Certificate of Completion in Access Programs for People with Disabilities – Work Experience

Regan Valerie-Rayne Allan
James Mark Bonkowski
Jessica Jaileen Cahill
Courtney Lorraine Clausen
Patrick Dela Paz
Sean Gregory Briones Evidente
Josephine Isa Fohn
Harmandeep Singh Gill
Rafael Abeiro Gonzalez Parrado
Irfan Hussainzad
Samrit Joubble
Tai Danny Nhut Nguyen
Thomas Alexander Saji
Nathaniel Suante Saluna
Joshua Christopher Sam
A-B-M Nazmus Saquib
Ramon Julian Siytangco
Liam Michael Willis
Bernadette Louisa Dolores Winder
Ross Ariel Wolfe
Jacob Edward Yargeau

Graduates from the Faculty of Arts

Baccalaureate Degree

Bachelor of Arts

Amarveer Singh Kandola
(With Distinction)
Major in Criminology
Major in English

Bachelor of Arts, Double Minor

Yujin Choi
Minor in Counselling
Minor in Language and Culture

Caprial Leung
    Minor in Counselling
    Minor in Psychology
Sebastian Rafael Lora
    Minor in Language and Culture
    Minor in Sociology
Chenyu Wang
    Minor in Asian Studies
    Minor in Economics
Zhijian Zhao
    Minor in Economics
    Minor in History

Bachelor of Arts, Major in Anthropology
Cassandra Elizabeth Eves
Rachel Marie Meyer

Bachelor of Arts, Major in Applied Geography
Jonathan Raymond Chwaklinski
Nathan Fung

Bachelor of Arts, Major in Asian Studies
Amanda Rachelle Rodrigues
    Minor in Language and Culture

Bachelor of Arts, Major in Creative Writing
Chelsea Franz
Mariah Negrillo-Soor
    (With Distinction)

Bachelor of Arts, Major in Criminology
Garrett Terrance Crane
Tajinder Dhaliwal
Raveena Dhami
Semron Kaur Dhariwal
    (With Distinction)
Harjot Dhatt
    (With Distinction)
Sengey Ama Esenam
Avneet Gill
Shahir Irshad
Jasmin Kaur Jhutty
Komalpreet Kaur
Adam Kierszenblat

Rinsha Reenay Kumar
Daljit Nakisha Mander
Amrit Kaur Mankoo
     Minor in Counselling
Kelsey McLellan
Gurjit Singh Randhawa
     (With Distinction)
Erol Christian Reyes
     Minor in Counselling
Ankeeta Sharma
Lucas John Hill Strom
Delaney Ann VanDenBerg
Alexis Warner
Toby Kam-Yan Wong
     Co-operative Education Option
John Zhou

Bachelor of Arts, Major in English
Arshdeep Kaur Jagdeo
Danielle Taylor Kelly
     (With Distinction)
Ushma Sharma

Bachelor of Arts, Major in General Studies
Jake Davis
Wei Wei Duan
Karli Diana Ferguson
     Minor in Psychology
Gurvir Gill
Sara Alaa Hussain
     Minor in Sociology
Taylor Spence
Sahala Abdillahi Takar

Bachelor of Arts, Major in History
Troy Clayton Harrison
     Minor in Political Science
Dawson Berry Kuzak-Kolley
Keaghnan Riley Aubrey Moffatt
     Minor in English
Irene Hipolito Morzo
Zelena Kannitha Pha

Nicole Anne-Elizabeth Randle
Evan Matthew Reid
Gurpreet Toor
Minor in Asian Studies

Bachelor of Arts, Major in Political Science
Diamond Arome Obera

Bachelor of Arts, Major in Psychology
Jasmine Kaur Athwal
Anita Kaur Bassi
Ravneet Kaur Bassi
Minor in Counselling
Teesha Behl
Nazareth Beraki
Minor in Counselling
Bethany Julia-Ann Borkowski
(With Distinction)
Navjit Kaur Braich
Minor in Criminology
Jiahui Chen
Seema Mohamedhanif Desai
Lydia Rose Grice
Minor in Counselling
Maya Jane Harpool
Minor in Criminology
Destinee Marie Harvey
(With Distinction)
Minor in Counselling
Sabrina Khan
Minor in Language and Culture
Jonathan David Lerner
San Teng Lio
Martin Wang Hoi Lo
Joan Nasson Mbila
Hayley Noel McLeary
(With Distinction)
Minor in Criminology
Manjot Mehta
Minor in Counselling
Jaskiran Kaur Nijjar

Desa Elizabeth Olic
>   Minor in Counselling

Sydney Victoria Peters
>   (With Distinction)
>   Minor in Creative Writing

Ataullah Saeed Rahmani
>   (With Distinction)
>   Minor in Counselling

Brittni Seryne Redekopp
>   Minor in Counselling

Guneet Kaur Samy

Arshdip Shahi

Money Shoker
>   Minor in Counselling

Heather Vroom

Bachelor of Arts, Major in Sociology

Nicole Patricia Green
>   (With Distinction)

Erin Nicole Scott

Bachelor of Music in Musical Arts, Major in General Studies

Kit Cheah

Lucas McKinnon

Bachelor of Science in Applied Psychology

Ahsan Ahmed

Jaspreet Kaur Dhami
>   Minor in Counselling

Associate Degree

Associate of Arts in Criminology

Manpreet Chandi

Zamir Zulfikar Chatur

Dipinder Singh Kainth

Associate of Arts in Political Science

Alexander Morgan Anwar
>   (With Distinction)

Ainel Oralova

Ajaypal Singh

Tejpartap Singh

Associate of Arts in Psychology

Jasmeen Kaur
Navpreet Kaur
Muskaan
Puneet Kaur Sandhu

Associate of Arts in Sociology

Chanishta Ramhotar

Diploma

Diploma in Arts

Mannat Sobti

Diploma in Criminology

Rajvir Kaur Deol
Kyle Manraj Singh Dosanjh
Kajol Mehan
Tanvi

Diploma in Fine Arts

Saghar Keihani

Diploma in General Studies

Aashmeet
Akashdeep Singh
Amandeep Kaur
Amanjot Singh
Amarjeet Singh
Anmoljot
Carolyn Patricia Annis
Deepak Arora
Meghna Arora
Priyanka Arora
Arshdeep Kaur
Ravneet Kaur Aujla
Gaganpreet Singh Bachhal
Bintou Bangoura
Simran Kaur Bassi
Bhawnapreet
Jashandeep Kaur Braich
Bubblepreet Singh Brar

Gurmanjot Kaur Brar
Harjinder Singh Brar
Harsimranjit Singh Brar
Ramandeep Kaur Brar
Gurjot Singh Chahal
Chandani
Ravjot Kaur Dadial
Arpan Dadwal
Jashanpreet Kaur Dhaliwal
Manpreet Kaur Dhesi
Terinderpal Kaur Dhillon
Kritesh Dhir
Zeyu Feng
Kunal Gahat
Vivek Garg
Gaurav
Gurjeet Singh Gill
Harkirat Singh Gill
Jaiteshwar Singh Gill
Navneesh Singh Gill
Ranjit Singh Gill
Ritinder Kaur Gill
Manish Goyal
Pawanpreet Kaur Grewal
Ranjeet Singh Grewal
Sahil Gulati
Karan Gupta
Gurneet Singh
Gursimran Kaur
Harleen Kaur
Harsimranjit Singh
Tajmeen Hothi
Hanting Hu
Jiawei Hu
Anuj Jadhav
Jashanpreet Kaur
Jasraj Singh
Kanwarpreet Singh
Karanvir Singh
Amanatdeep Kaur

Avneet Kaur
Damanpreet Kaur
Harjot Kaur
Harleen Kaur
Harmanjot Kaur
Harpreet Kaur
Harpreet Kaur
Harsimran Kaur
Inderjot Kaur
Jashandeep Kaur
Jashanpreet Kaur
Jaskaran Kaur
Jaskaran Kaur
Jaspal Kaur
Komalpreet Kaur
Kulpreet Kaur
Manpreet Kaur
Navdeep Kaur
Navjeet Kaur
Navneet Kaur
Nimrat Kaur
Parminder Kaur
Pawanpreet Kaur
Pawanpreet Kaur
Prabhjot Kaur
Ramandeep Kaur
Ramanpreet Kaur
Ranjot Kaur
Roopkiran Kaur
Rubalpreet Kaur
Sandeep Kaur
Sarvjeet Kaur
Simran Kaur
Simranjit Kaur
Sukhpreet Kaur
Suman Preet Kaur
Upinderjeet Kaur
Manthan Kaushal
Kirandeep Kaur Khangura
Ramanpreet Kaur Kharoud

Khushboo
Bikramjit Singh Kooner
Aditya Kumar
Hao Liu
Lovepreet Kaur
Japneet Kaur Maan
Madhvi
Aayush Malhotra
Mandeep Kaur
Mandeep Kaur
Maninder Singh
Manpreet Kaur
Tania Mehta
Zhenyu Ni
Jialin Ou
Vicky Pandita
Luke Godwin Corpuz Panlilio
Prateek Kaur Pannu
Prabhjot Kaur
Jingheng Qiu
Kunad Rai
Rajni
Rajwant Kaur
Ravinder Singh
Ridhima
Rjwinder Kaur
Roozal Roozal
Sarthak Sahi
Lovepreet Singh Sahota
Simranjit Saini
Dilshan Singh Sandhu
Poonam Sandhu
Ravneet Kaur Sandhu
Satinder Singh
Swaran Singh Sekhon
Aditya Sharma
Harleen Sharma
Kaushki Sharma
Pardeep Sharma
Harmandeep Singh Sidhu

Harmandeep Kaur Sidhu
Ravneet Kaur Sidhu
Sahib Deep Singh Sidhu
Simranjeet
Simranjit Kaur
Amanpreet Singh
Amrinder Singh
Anmolpreet Singh
Armanjeet Singh
Bhupender Singh
Chanchal Singh
Daljeet Singh
Gurkirpal Singh
Gursahil Singh
Harman Singh
Harmanjot Singh
Harminder Singh
Harwinder Singh
Jagjivanjot Singh
Jasvir Singh
Jobanjasjeet Singh
Maninder Singh
Mankirat Singh
Manvinder Singh
Narinder Singh
Prabhjot Singh
Ramandeep Singh
Sahibpreet Singh
Sukhsagar Singh
Sukhsimran Singh
Surender Singh
Talvir Singh
Virender Singh
Vishal Singh
Snehdeep
Navjot Kaur Suan
Wenbo Sun
Mehak Kaur Swaich
Aashish Syal
Ayush Thakur

Phillippa Olivia Thompson
Kajal Verma
Xukai Wang
Zixing Xiao
Shihao Yang
Mingkun Yao
Yashu
Zhihui Yin
Wenhao Yu

Certificate

Certificate in Arts

Arham Khan
Mary Webster

Certificate in Criminology

Sumir Paneswar
Nicola Grace Tokei
Joshua Daniel Zarelli-Elliott

Certificate in Education Assistant

Amine Attara
(With Distinction)
Leah Isabel Christine Dale
(With Distinction)
Nidia Iveth Dubon Varela

Certificate in Fine Arts

Upinderjeet Kaur
Menglian Wang

Certificate in Non-Governmental Organizations and Nonprofit Studies

Bilan Abdullahi Hassan

Graduates from the Faculty of Health

Baccalaureate Degree

Bachelor of Science in Nursing

Rigem Gail Pantua Angeles
Nicolette Bassi
(With Distinction)
Marie Laureen Blanco
(With Distinction)

Alicia Taylor Cashmore
(With Distinction)
Yun A Chung
(With Distinction)
Shabnam Hareer Faiz
(With Distinction)
Camryn Arlisse Fehlhaber
(With Distinction)
Kamalveer Ghuman
(With Distinction)
Amneet Gill
(With Distinction)
Brianna Grayson
(With Distinction)
Harman Kaur Grewal
(With Distinction)
Navneet Grewal
(With Distinction)
Emily Erin Johnson
(With Distinction)
Melissa Reanne Neef
Jaimie Elizabeth Jean Porter
(With Distinction)
Nilisha Maya Prasad
(With Distinction)
Reygil Marie Dublin Puerto
(With Distinction)
Megan Lynn Rae
(With Distinction)
Pamela Gail Scowby
(With Distinction)
Kayla Marie Tejada
(With Distinction)
Manvir Toor
Kirsten Walter
(With Distinction)

Certificate

Certificate in Health Foundations

Harshleen Buttar
(With Distinction)
Elizabeth Janice Ma

Certificate in Health Unit Coordinator
Katrina Janine Coghlan
(With Distinction)
Olivia Anne Hunt

Graduates from the Faculty of Science and Horticulture

Baccalaureate Degree (Hons)

Bachelor of Science (Honours), Major in Applications of Mathematics
Navjot Kaur Virk
Concentration in Biomathematics

Baccalaureate Degree

Bachelor of Science, Major in Biology
Ruejen Paul Macarayan

Bachelor of Science, Major in Physics for Modern Technology
Michael Clarke Hilborn

Associate Degree

Associate of Science in General Science
Po Wei Chen
Anmol Kaur
Armandeep Kaur
Allison Lee
Zachary Stefan Pilch

Associate of Science in Mathematics
Navneet Kaur

Diploma

Diploma in Computer Aided Design and Drafting
HeeSu Kim Wolna

Diploma in Science
Ankita Jain
Ramneet Kaur
Ashneil Prasad
Priya Priya
Amritpal Singh
Kamalvir Singh

Diploma of Technology in Environmental Protection
Jannine Elizabeth Ashby
Co-operative Education Option
Courtney Paige Hansen
Co-operative Education Option
Maryna Kazak
(With Distinction)
Co-operative Education Option

Certificate

Certificate in Engineering
Bobsy Dip Narayan
(With Distinction)

Citation

Citation in Computer Aided Design and Drafting
Ravneet Singh

Citation in Horticulture Technology
Meagan Alene Genuist
Concentration in Arboriculture

Graduates from the Faculty of Trades and Technology

Certificate

Certificate in Appliance Servicing
Hamidreza Asgari
Aiden Bennett
Mike Andrew Tony Hall
Vincent Heslin
(With Distinction)
Dustin Cameron McKenzie-Hubbard
Gurjit Singh Nijjar
Luke Eric Rotheroe
Marvin Wesley Schaber
(With Distinction)
Tzu Hang Tang
Sergiy Alexander Tripunov
(With Distinction)
Henry Wins
(With Distinction)

Certificate in Automotive Service Technician
Nathaniel Coloma

Certificate in Public Safety Communications
Sherri Elizabeth Vieira
(With Distinction)

Citation

Citation in Construction Electrician
Tanner Donovan Burnham
Jack Evan Foreman-Pelland
Ryle Raymund Sayson Mabilog
Chase Stephen Robert McKee
Myles Samuel Ossea
(With Distinction)
Logan Riley O'Sullivan
Lucas Arthur Bennett Savauge
Alex Daniel Sinnes
Jhett Hayden Verner

Graduates from the School of Business

Graduate Diploma

Graduate Diploma in Business Administration - Global Business Management
Vishavpreet Bhasin
Gagan Preet Kaur Toor

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Accounting
Harpreet Kaur Garha
Zu-Yin Hwang
Manjot Kaur
Aviroop Kaur Mann
Thi Quynh Trang Pham
(With Distinction)
Eva Riza Corpuz Viernes

Post-Baccalaureate Diploma in Human Resources Management
Namrata Beesla (amended)
Poonam Bhatti
Mehak Dhillon

Post-Baccalaureate Diploma in Technical Management and Services

Simarjeet Kaur Mall

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Saman Atri

Amanpreet Kaur Aujla
(With Distinction)
Co-operative Education Option

Ramanpreet Kaur Badesha

Jonathon Baergen
(With Distinction)

Neha Bansal
Co-operative Education Option

Shannon Michelle Carnegie

Simarpreet Kaur Cheema

Tanveen Clair
Co-operative Education Option

Anne Camille Arceo Cruz

Thuy Anh Kelly Dao

Nisha Deshmukh

Arshpreet Kaur Dhariwal

Akashdeep Kaur Dhunna
Co-operative Education Option

Zhang Fang

Andrea Erika Fovenyi
Co-operative Education Option

Gurtejvir Singh Gadri

Manmeet Kaur Grewal

Raghunandan Handa

Kellie Anne Hrechka

Jia Jie Huang

Manjot Singh Jaswal
Co-operative Education Option

Vikram Singh Kaler

Mark Wainaina Kamau

Sukhmeet Kaur

Anisa Ruhee Khan
Co-operative Education Option

Susan Yan Meng Ku

Navjot Lalli
Ching Yee Lam
Jasmine Monique LeBlanc
Mary Liamzon
Amarpreet Singh Mangat
Satbir Nandra
Andrew Phun
Salman Rajani
Melany Mabel Rivera Moran
　　Co-operative Education Option
Trevor Eric Ryan
Lekshmi Priya Shajimon
Davejot Singh Sidhu
Jitender Singh Sidhu
Rhythm Singh
Daniel Ricky Sundar
Hardip Kaur Virdi
　　(With Distinction)
　　Co-operative Education Option
Inderpaul Singh Virk
Yangjie Wang
Yuchen Wang
Yijie Wen
Haodi Xiao
Yilin Xie
Mei Cen Zhou
Andy Zorig

Bachelor of Business Administration in Human Resources Management

Rebecca Anderson
Gursimran Kaur Bains
Ramneet Kaur Bhangu
Anastasia Caminscaia
　　(With Distinction)
Kelli Nicole Carter
Chen Chen
Gurpreet Chohan
Hailey Fiddler
Jared Jai Jung Fung
　　Co-operative Education Option
Palvinder Gill

RuiLin Guan

Sussanna Lau
> Co-operative Education Option

Weiting Liu

Amarpreet Marar

Sandeep Matharu

Harpreet Singh Parmar

Katherine Rebselj
> Co-operative Education Option

Alyssa C. Sherrell

Iqbal Sohi

Yunqing Ye

Yinghui Zhao

Bachelor of Business Administration in Marketing Management

Gabriela Maria Babun

Alisha Devia Badhan

Jia Jie Cai

Runkai Chen

Ryan Matthew Criss
> Co-operative Education Option

Gurkarn Singh Dhaliwal

Jie Dong

Mo Fang

Tyler Guimond

Sydney Lambert
> Co-operative Education Option

Bing Li

Chia-Ching Lin

Guoying Lu

Andrea Vanessa Mora
> (With Distinction)

Irish Pasao

Aleena Marie Petra

Wen Ren P'ng

Taahaa Rizwan Siddiqui

Gurkirat Singh Sidhu

Sheng-Chun Weng

Gaston Hong Tung Wong
> Co-operative Education Option

Hsuhung Yen

Jiayan Zhou

Bachelor of Technology in Information Technology

Mohammed Albushaier
Steven Singh Khakh
Zhexing Ma
Co-operative Education Option

Diploma

Diploma in Accounting

Jeremy Aaron Francis
Jasmeet Kaur
Mehakpreet Kaur
Veerpal Kaur
Lewis Lam
Vito Lau
Yi Lu
Wanying Meng
Lovleen Kaur Nandha
Amisha Sharma
Jaspreet Singh
Jacob William Stanworth
(With Distinction)
Avleen Thind
Karshigul Faxriddin qizi Turdimuradova

Diploma in Business Administration

Morgan Richard Campbell
Haoning Li
Natalie Lyn Rehberg

Diploma in Business Management

Sahil Bagga
Dilnaaz Dhillon
Kiranjot Kaur Grewal
Simranjit Singh Grover
Gauri Gulati
Harzeenat Kaur
Anjali Kamra
Navjeet Kaur
Priya
Teri Mae Randall

Rupinder Kaur
Sahibjot Singh
Neha Sodhi

Diploma in Computer Information Systems

Kartik Ahuja
Fabiane Arruda
(With Distinction)
Arshdeep Singh
Tanish Bhatt
Gurpartap Singh Bhatti
Pawandeep Kaur Brar
Charanvir
Yu Cheng
(With Distinction)
Co-operative Education Option
Dhanpreet Kaur
Danny Ngoc Chau Fung
Samarjit Singh Gehdu
Peter Bao Khanh Huynh
Apeet Kaur
Komal Preet Kaur
Simranjeet Kaur
Co-operative Education Option
Krishan Kumar
(With Distinction)
Co-operative Education Option
Jowelle Galang Liew
Co-operative Education Option
Israel Morakinyo Ogunsakin
Anthony Pastoukhovitch
Rishi
Mayank Sharma
Rajveer Singh Sidhu
Arpit Singh
Arshdeep Singh
(With Distinction)
Co-operative Education Option
Chanpreet Singh
Gurbakhash Singh
Gurkeerat Singh

Gurpreet Singh
Hardip Singh
Khushbir Singh
Co-operative Education Option
Snehdeep Kaur
Anish Ashwin Vakharia
Co-operative Education Option
Timothy Wai
Co-operative Education Option
Benjamin Wegert
(With Distinction)

Diploma in General Business Studies
Khushi Baghla
Baljinder Kaur
Jingkang Che
Qingbin Qiao

Diploma in Marketing Management
Yunxian Li

Certificate

Certificate in Computer Information Systems
Mandeep Kaur
Prabhjot Kaur
Phillippa Olivia Thompson

Certificate in General Business Studies
Ravneet Kaur Aujla
Madhvi
Allison Scott

Certificate in Legal Administrative Studies
Alison Oswald

Agenda Item	**Fall Byelection Report**
Action Requested	**Information**

Context & Background	University Act Part 5, Section 15 (Acclamation) states: *"If only as many candidates are nominated for the senate as are required to be elected, the candidates are declared to have been elected."*
Key Messages	**Senate Byelection Nomination Results, September 2020**

Faculty of Health	Corrie Nichols (acclaimed) Term: November 1, 2020 – August 31, 2023
Faculty of Science & Horticulture	Fergal Callaghan (acclaimed) Term: November 1, 2020 – August 31, 2022
School of Business	Lyndsay Passmore (acclaimed) Term: November 1, 2020 – August 31, 2023
Wilson School of Design	Heather Clark (acclaimed) Term: November 1, 2020 – August 31, 2023

Submitted by	Zena Mitchell, *University Registrar and Chief Returning Officer*
Date submitted	September 22, 2020

SENATE
Agenda Item: 14.3
Meeting Date: September 28, 2020
Presenter: Zena Mitchell

Agenda Item	Fall 2020 Convocation and Chancellor Installation Update

Action Requested	Information
Context & Background	KPU has been preparing a virtual Convocation ceremony to celebrate our 2020 graduates, as well as a ceremony for the virtual Installation of KPU's incoming Chancellor, Kim Baird.
Key Messages	The dates for each ceremony are being moved as follows: **Virtual Installation**: October 19, 2020 – 11am **Virtual Convocation**: October 20, 2020 – 11am The virtual events will be available at: *kpu.ca/convocation* Both videos will remain on the KPU website for anyone unable to stream in real time.
Submitted by	Zena Mitchell, *University Registrar and Chief Returning Officer*
Date submitted	September 22, 2020