

## ***OUR VISION . . .***

Innovative, transformative, and ambitious, Kwantlen Polytechnic University serves the needs of our region, of British Columbia, and beyond. We inspire students to excel in their careers, lead in their communities, and succeed in their lives.

## ***OUR PROFILE . . .***

### **A Unique Institution**

We deliver university degrees, programs in technology and trades, career and preparatory studies, and professional and continuing education, all of which reflect and express our polytechnic mandate.

### **A Teaching University**

We commit to currency of knowledge and disciplinary engagement, and deliver a well-rounded undergraduate education that stresses the relationship between teacher and student. We provide students with an ethical framework, critical understanding, and social awareness necessary for good citizenship.

### **A Polytechnic**

We emphasize applied education within the context of broad-based undergraduate learning to prepare our students for successful and rewarding careers.

## ***OUR COMMITMENTS . . .***

To achieve our Vision, we make the following commitments to our students, our programs, our community, and our university:

### **OUR STUDENTS . . .**

#### **Accessibility and Flexibility**

Kwantlen commits to open access, multiple entrance and exit points, program bridging, acknowledgement of relevant experience, and flexible learning pathways.

#### **Degree Education**

Kwantlen provides every student pursuing a degree with a broad-based education, and acknowledges the importance of balancing depth and breadth of study.

#### **Professional and Continuing Education**

Kwantlen provides learning opportunities that support professional and personal enrichment by responding to the needs of the workforce and the interests of our broader community.

#### **Student Experience**

Kwantlen commits to providing an outstanding student experience through our teaching, support programs, services, and systems that enhance and enrich student life.

## **OUR PROGRAMS . . .**

### **Applied Science and Technology**

Kwantlen commits to developing applied science and technology to advance its polytechnic mandate and to meet the emerging needs of British Columbia.

### **Flagship Programs**

Kwantlen supports the development of exceptional programs that reflect the institution's applied mandate and further its reputation.

### **Service Learning**

Kwantlen commits to providing transformative experiences that integrate academic learning with principles of civic responsibility and community engagement.

### **Work-integrated Learning**

Kwantlen commits that its programs will include practical experience in the form of co-ops, practica, internships, or other applied initiatives.

## **OUR COMMUNITIES . . .**

### **Aboriginal Engagement**

Kwantlen commits to developing meaningful partnerships, pedagogical approaches, program offerings, and student services to better meet the distinctive needs of all aboriginal peoples.

### **Alumni**

Kwantlen recognizes that its alumni are amongst the institution's most important ambassadors. We develop and maintain relationships that celebrate institutional pride leading to increased involvement with and support of the University.

### **Applied Research and Innovation**

Kwantlen promotes applied research and scholarly activities that enhance our teaching and enrich our communities.

### **Educational Opportunity**

Kwantlen celebrates the rich diversity of its region. Accordingly, we seek out students of diverse ages, backgrounds, and aspirations.

### **Engagement with our Partners**

Kwantlen establishes strong and productive ties and external relationships to inform curriculum and new program development, to provide work-integrated learning, and to identify applied research and innovation opportunities.

## **OUR UNIVERSITY . . .**

### **Academic Freedom**

Kwantlen safeguards freedom of inquiry, thought, expression, publication, and peaceful assembly, which along with individual responsibility are the cornerstones of our identity.

### **An Exceptional Workplace**

Kwantlen provides an environment that inspires commitment and leadership, and provides an attractive and vibrant place to work and to grow.

### **Institutional Participation**

Kwantlen supports collegial, transparent, and collaborative decision-making processes and establishes mechanisms to encourage broad participation from all areas of the University.

### **Internationalization**

Kwantlen commits to providing a global perspective by developing a vibrant international student body and partnerships that encourage faculty and student participation.

### **Promoting Excellence**

Kwantlen inspires, supports, and celebrates outstanding achievement throughout the institution.

### **Sustainability**

Kwantlen informs and transforms attitudes, values, and practices that confirm its role as an educational institution committed to environmental, social, and economic sustainability.

### **Technology**

Kwantlen commits to the innovative, creative, and considered use of technology to enhance teaching, learning, and the day-to-day environment of students, faculty, and staff.

**SENATE**

**MEETING DATE:** *January 31, 2011*

**AGENDA #:** *15.1*

**PRESENTED BY:** *Don Reddick*

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**Issue:** **Report from the Senate Task Force on Academic Rank and Advancement**

**For Information:** At the November 22, 2010 Senate meeting, Senate agreed to invite a representative from the Senate Task Force on Academic Rank and Advancement (TFARA) to attend the January 2011 Senate meeting to provide a summary report on the activities of the task force to date, and to answer questions arising from the report.

Don Reddick, Chair, TFARA will attend the January 31, 2011 Senate meeting and the following reports are attached for information:

1. Report to Senate
2. Mandate, Mission and Vision

**Kwantlen Polytechnic University**  
**Senate Task Force on Academic Rank and Advancement**

**Report to the Senate**  
**January 31, 2011**

The following is a report to Senate on the activities of the Senate Task Force on Academic Rank and Advancement [TFARA] during 2010. The report also looks ahead to activities in Spring, 2011.

**Activities to Date**

**June 2010 Meeting Outcomes**

TFARA has met four times to date. At its initial meeting on June 18, 2010, the 18 members discussed the task force's mandate, meeting schedule for Fall, 2010, and elected a chair [Don Reddick, School of Business]. TFARA requested clarification from Senate, asking that the task force's mandate include the provision to "discuss, investigate, and determine the rationale for rank and advancement at Kwantlen." Senate agreed, subsequently approving the following terms of reference for TFARA:

"To discuss, investigate and determine the rationale for rank and advancement at Kwantlen Polytechnic University and based on that rationale, to develop a framework."

Prior to the first fall TFARA meeting on September 24, TFARA members began an informal investigation of Kwantlen faculty attitudes toward rank and advancement [RA] – TFARA members initiated discussion within their faculties by submitting a variety of questions for consideration at the department level.<sup>1</sup>

**September 2010 Meeting Outcomes**

The September TFARA meeting was fully attended, with much time spent presenting and discussing member summary reports of faculty attitudes toward the RA issue. While the results should be viewed as preliminary<sup>2</sup>, the following themes emerged:

- Kwantlen's mandate, mission, and vision must inform the discussion of RA
- There are questions about why Kwantlen's current system of RA needs to be changed<sup>3</sup>

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<sup>1</sup> Faculty were asked to respond to questions such as "What is the perceived rationale within your area for a new system of RA [i.e. one unlike our current system]? What are the perceived pros and cons of implementing a new system? If a new system is to be implemented, what key principles should guide its formation? What key elements should it contain? Does your area have a specific model in mind? If so, what does it look like?"

<sup>2</sup> The response rate to survey questions from many Faculties was low [e.g. 15 percent of all represented faculty], in part because TFARA inactivity during Summer, 2010 and the heavy nature of faculty schedules in early September.

<sup>3</sup> Rank is essentially sessional, temporary part-time/full time, regular part-time, regular full time faculty. Advancement from sessional/temporary to regular faculty is determined by collective bargaining provisions and

- Faculty would like more information about alternative RA systems being employed by institutions similar to Kwantlen – numerous respondents were opposed to a traditional system of RA as employed in the major research-intensive universities
- There is a sense of uncertainty and concern about what a new system of RA may mean for existing job expectations
- Clarification is needed regarding the respective roles of the Senate and the Kwantlen Faculty Association in determining the ultimate system of RA

Given faculty concerns about inadequate information and about the degree to which consultation and transparency will mark the processes that may determine a new Kwantlen system of RA, TFARA members decided to explore the usefulness of RA open forums. A forum subcommittee was struck and asked to report back with recommendations to the task force. The task force also decided to create a “background and perspective” statement to be posted on the TFARA webpage. The statement would clarify the role of the task force and state its intention to work in a transparent, collaborative fashion.

### **November 2010 Meeting Outcomes**

TFARA held a fully attended meeting on November 4. Time was spent on three main items. First, feedback from the Faculty of Community and Health Services regarding RA was presented and discussed.<sup>4</sup> Second, the task force forum subcommittee presented a draft outlining principles for holding effective forums. Finally, much time was devoted to a discussion of rationale for a new system of RA at Kwantlen. The task force recognizes that exploration, discussion, and evaluation of alternative RA systems need to be anchored by a clear sense of purpose. Significant traction on the determination of rationale was not achieved at the meeting. A task force member agreed to develop a discussion paper regarding rationale for the next meeting, and the task force requested that the Senate observer on TFARA explore whether Senate determined a particular rationale before creating the task force.

On November 4 the task force also determined to request from the Senate Office access to research regarding polytechnics conducted for Kwantlen by Roger Elmes. In addition, a motion was passed welcoming an observer from the Kwantlen Faculty Association at future TFARA meetings.

### **December Meeting Outcomes**

The final TFARA meeting of 2010 was held on December 14 - schedule conflicts resulted in smaller attendance.<sup>5</sup> Procedural motions were passed regarding [a] observers at TFARA meetings and [b] requests for TFARA representation at other meetings. Senate Observer on the task force, Dana Cserepes, reported that Senate did not explicitly pre-identify rationale for RA that would serve to guide

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search committee assessment. Advancement within the regular faculty rank occurs through annual salary adjustment as a matter of entitlement – entitlements are determined by collective bargaining.

<sup>4</sup> The report from Community and Health Studies occurred at the Nov. 4 meeting because the Faculty needed additional time to collect input.

<sup>5</sup> Twelve of 18 members were in attendance.

TFARA. A working paper on rationale for rank and advancement was presented by a task force member – after significant group discussion, the member agreed to expand the document by entertaining counter assumptions. A draft document circulating within the School of Business concerning rationale and principles for RA was also presented and discussed at the task force meeting. In order to mobilize research effort, the task force considered the formation of a subcommittee charged to identify, review and report back on RA models at other polytechnic institutions. Further discussion of subcommittee membership and mandate was tabled for a January, 2011 meeting.

### **Plans for Spring, 2011**

TFARA activities in Spring 2011 will focus on:

- [1] Identifying, reviewing, and evaluating RA models at other polytechnic institutions having a mandate, mission, and vision similar to Kwantlen. Criteria presented in the document “Mandate, Mission, and Vision: Rationale for a Rank and Advancement System at Kwantlen Polytechnic University” [attached] will be employed in the evaluation process.
  
- [2] Conducting open forums at Kwantlen’s various campuses. The purpose of the forums will be to provide opportunity for input and feedback as well as to inform faculty of TFARA’s mandate, activities to date, and future plans.

**Kwantlen Polytechnic University**  
**Senate Task Force on Academic Rank and Advancement [TFARA]**

**Mandate, Mission, and Vision: Rationale for a Rank and Advancement System at  
Kwantlen Polytechnic University**

The fundamental question before TFARA is whether an alternative system of rank and advancement [RA] is desirable at Kwantlen, especially given recent changes to Kwantlen’s university status and new formulations of the institution’s mission and vision. In light of this question, the following rationale for exploring RA emerges:

**Rationale:** The rationale for considering alternative RA systems at Kwantlen is to determine whether an alternative system would *enhance Kwantlen’s capacity to achieve its mandate [MD], mission [MS], and vision [V].*<sup>1</sup>

Review of MD, MS, and V yields the following criteria for evaluating alternative RA systems at Kwantlen:

**Does a particular RA system**

**[1] increase scholarship<sup>2</sup> activity at Kwantlen associated with MD, MS, and V?**

That is, will a particular RA system:

- increase scholarly activities<sup>3</sup> that support Kwantlen programs<sup>4</sup> [MD]
- stimulate innovative education methods for learners from diverse backgrounds [MS]<sup>5</sup>

**[2] yield a good fit across diverse program offerings?**

That is, is the RA system sufficiently flexible to:

- account for college, trade, and university programs [MS]<sup>6</sup>

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<sup>1</sup> For a summary of mandate, mission and vision, see the Appendix .

<sup>2</sup> Scholarship is viewed here in the expansive form recognized at Kwantlen, that is, as the scholarship of discovery, application, teaching, integration, and creative artistry. See <http://www.kwantlen.ca/research/Introduction.html>.

<sup>3</sup> I.e. stimulate innovative, transformative, ambitious activities, as noted in V.

<sup>4</sup> I.e. programs that address identified community, industry, and market needs [MS], programs centered on student excellence in career, community, and personal life [V], programs that integrate academic learning with civic responsibility, community engagement, and practical workplace experience [V], emerging programs in the areas of applied science and technology [V], programs that emphasize global perspective and environmental, social, and economic sustainability [V].

<sup>5</sup> Similarly, stimulate educational responses to non-traditional students and the needs of the workforce [V].

<sup>6</sup> Similarly, apply to a comprehensive range of university degrees, technical and trade, career and preparatory, and continuing and professional education [M].

### **[3] Inspire and support outstanding achievement?**

That is, does it:

- honour and reward scholarship[MS]; inspire, support, and celebrate outstanding achievement [V]

### **[4] Maintain important institutional values?**

That is, does it maintain:

- academic freedom [V]
- an attractive, vibrant workplace that inspires commitment and leadership [V]
- collegial, transparent, and collaborative decision-making processes [V]

The above criteria raise a number of more specific questions for TFARA to consider. In particular:

- Criterion [1] and [3] raise the question of the incentives associated with a RA system. What form do incentives for scholarship take within a particular RA system, both in terms of existing and potential faculty? Are these incentives effective? Will these incentives divert faculty effort in unintended ways?
- Criterion [2] requires TFARA to consider whether an RA system can apply universally across programs, or be made adjustable to suit variations within particular programs.<sup>7</sup>
- Criterion [3], in particular the notion of support for achievement, introduces the issue of resource requirements for the effective working of a RA system. Resource requirements include support for scholarly activities as well as the resources necessary to administer the RA system [e.g. resources for the functioning of advancement committees]. Are the resource requirements attainable for Kwantlen?
- Criterion [4], given its emphasis on maintaining an attractive, inspirational workplace, requires an evaluation of equity considerations. For example, would the implementation of a new RA system result in equitable treatment of pre-existing faculty?

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<sup>7</sup> Regarding adjustability, consider the example of the School of Business, where qualification for rank might be based on professional qualifications as opposed to purely academic qualifications.

## Appendix

**Mandate:** Kwantlen's mandate is determined by the provincial government through the University Act. The Act can be found at

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96468\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01).

**Summary:** Kwantlen has been designated a Special Purposes Teaching University under the Act. Its mandate is to provide post-secondary programs subject to regulations determined by the Lieutenant Governor in Council. Kwantlen is to undertake and maintain applied research and scholarly activities supporting programs to the extent that its resources from time to time permit.

**Mission:** Kwantlen's mission is stated at <http://www.kwantlen.bc.ca/mission/mission-mandate.html>.

**Summary:** The mission statement emphasizes Kwantlen's commitment to [a] innovative education for learners regardless of background or preparation, [b] multiple approaches to research and innovation to address community, industry, and market needs, [c] the provision of college, trade, and university experiences, [d] honour and reward scholarship that involves learners and the broader community.

**Vision, Profile and Commitments:** The current draft of Kwantlen's vision, profile and commitments are stated at <https://our.kwantlen.ca/sites/ourvision/Lists/Posts/Post.aspx?ID=2>.

**Summary:** The vision statement describes Kwantlen as innovative, transformative, and ambitious institution seeking to inspire students to excel in their careers, lead in their communities, and succeed in their lives.

Kwantlen's profile is to provide a comprehensive range of university degrees, technical and trade, career and preparatory, and continuing and professional education. The institution is committed to currency of knowledge and disciplinary engagement, and to providing applied education that prepares students for successful and rewarding careers.

To achieve its vision, Kwantlen makes the following commitments:

To students: [a] open access, flexible learning pathways, [b] educational responses to non-traditional students and the needs of the workforce, [c] broad-based education within degrees, [d] outstanding student experience through support services.

To programs: [a] to develop applied science and technology programs meeting emerging economy needs, [b] to provide experiences that integrate academic learning with civic responsibility and community engagement, [c] to integrate academic learning with practical workplace experience.

To our communities: [a] meaningful partnerships, pedagogical approaches, program offerings and student services that better meet the distinctive needs of aboriginal peoples, [b] applied research and scholarly activities that enhance teaching and enrich our communities, [c] strong, productive

ties and external relationships to inform curriculum and new program development, to provide work-integrated learning, and to identify applied research and innovation opportunities.

To our university: [a] academic freedom, [b] an attractive, vibrant workplace that inspires commitment and leadership, [c] collegial, transparent, and collaborative decision-making processes, [d] a global perspective by developing a vibrant international student body and partnerships, [e] inspiring, supporting, and celebrating outstanding achievement, [f] commitment to environmental, social, and economic sustainability, [g] innovative, creative, and considered use of technology.