



2022/23

Accountability Plan & Report



Territorial Acknowledgement

We at Kwantlen Polytechnic University respectfully acknowledge that we live, work, and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem; and with the lands of the Kwantlen First Nation, which graciously bestowed its name on this university.

In the cause of Reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression, and racism that Indigenous Peoples continue to experience.

Cover Photos

The large photo on the cover is the new social justice mural that is housed in the KPU Surrey campus library. The smaller photo above the title is of the three artists working on the mural. The photo below the title shows the three artists in front of the finished mural.

At 25 feet high and over ten feet wide, the mural depicts Kat Norris, Coast Salish advocate and elder, in the centre holding a golden feather with a red hand across her face, a symbol commonly used to indicate solidarity with missing and murdered Indigenous women and girls. Fists come up through the bottom and a drum fills the centre of the mural. The peaks of the Ch'ich'iyúy Elxwíkn (two sisters in the Squamish language Sk̓w̓xwú7mesh sníchim), otherwise known as the Lions, emerge from the horizon.

The mural was designed and created by three international artists: Brandon Gabriel of the Kwantlen First Nation, KPU alumnus and KPU Artist in Residence; Desi Mundo, an aerosol artist from Oakland, California; and Pancho Pescador, originally from Chile, now residing in Oakland California.

Accountability Statement

The Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
Government of British Columbia

July 14th, 2023

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2022/23.

The report describes how KPU addressed the Ministry's priorities for 2022/23. This includes how KPU is contributing to Ministry engagements such as the *Stronger BC: Future Ready Action Plan* and the Future Skills Grant, aligning education and skills training to goals of the B.C. Economic Plan, skilled trades certification, the sexualized violence policy review, the tech-relevant seat expansion, and the funding formula review. In addition, it describes actions KPU is undertaking to support lasting and meaningful reconciliation with Indigenous learners and communities, as well as work on equity and anti-racism. We also report on other institutional priorities with respect to KPU's strategic plan, *VISION 2023*, and our 2023 Academic Plan.

KPU has achieved or substantially achieved all targets set by the Ministry of Post-Secondary Education and Future Skills for 2022/23 with the exception of FTE targets.

KPU continues to meet its financial targets, with a surplus of \$7.7 million for FY2022/23. The report includes a summary of the financial context for KPU.

We affirm that, in accordance with KPU's governance structure, the Board Chair and the President/Vice Chancellor are accountable for the Institutional Accountability Plan and Report, and have included KPU's major achievements and progress on achieving its objectives.

Sincerely,



Ivy Chen
Board Chair



Alan Davis
President and Vice Chancellor

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1. Strategic Direction

KPU's Strategic Direction: *VISION 2023*

VISION
2023
»»»

VISION » In 2023, KPU is a learning ecosystem rooted in a culture of sustainability, creativity, and quality that inspires our people and our communities.

MISSION » By thinking and acting together, we transform lives and empower positive change.

Goals

»»» **Experience We will**

- » Enhance the experience of our students
- » Enrich the experience of our employees
- » Delight our friends in their KPU experience

»»» **Sustainability We will**

- » Embrace all cultures and promote a renewed, authentic approach to Indigenization
- » Foster environmental sustainability through our offerings, research and operations
- » Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

»»» **Creativity We will**

- » Expand innovation in teaching, learning and curriculum
- » Expand activity, funding, intensity and impact of research and scholarship
- » Embolden creative problem solving across KPU's operations

»»» **Quality We will**

- » Ensure continuous improvement of all KPU programs and services
- » Hold each other responsible for our promises and our expectations
- » Be accountable to our partners, governments, and communities

KPU Strategic Priorities

This section describes the work carried out in the past year on KPU's priorities, including actions to advance KPU's strategic plan, *VISION 2023*, and its 2023 Academic Plan. Also reported in this section are activities that address government priorities as outlined in KPU's mandate letter for 2022/23.

»» KPU: A Multi-modal Institution

There were a number of lessons learned as a result of the COVID-19 pandemic and KPU continues to apply these learnings in innovative ways. Although all activities and services have returned to campus and the majority of courses are taught in-person, students continue to express that they want access to some online courses and resources. To this end, we are retaining online learning, as well as options for remote access to services and supports which offers enhanced accessibility. We have also redesigned our student orientation program to include both self-directed, asynchronous online segments as well as on-campus experiences. Students are able to complete the online segments before the term begins, while the on-campus components focus on campus tours and opportunities for students to meet each other and engage with peer mentors who can support them during their first year.

Most KPU employees have told us that they prefer a hybrid work model that allows them to work partly in the office environment and partly at home. Prior to the pandemic, remote work was relatively rare in higher education and KPU shifted to remote operations essentially overnight in early 2020. This was a massive undertaking, accomplished with little to no prior experience with remote work and no infrastructure or planning in place. KPU developed ad hoc procedures for working remotely when required to do so with little notice.

Given that we have officially moved into a hybrid work model and are therefore continuing remote working arrangements, KPU has recognized that a flexible work policy that will effectively support hybrid environment is essential to making KPU an employer of choice and maintaining smooth operations. The development of a formal flexible work policy is underway, and includes broad consultation with KPU employees. The purpose of the policy is to detail expectations, eligibility, requirements, and responsibilities in relation to flexible work arrangements. This provides clear direction and guidance to employees and managers and ensures that KPU will continue to meet its regulatory and legislative obligations (e.g., WorkSafeBC). Flexible work is also an important recruitment and retention tool. The development of this policy showcases KPU's commitment towards supporting flexible work arrangements for eligible positions.

As a result of our new hybrid work model, we are now rethinking how we use space at KPU and exploring the benefits of Activity-Based Working (ABW). ABW space is designed, configured and furnished to allow employees to choose from an array of workplace settings that will accommodate their activities. It allows for greater flexibility and adaptability in the use of space, thereby ensuring the accommodation of the blended working model and other employee-focused flexible working models. Benefits of ABW include increased employee satisfaction, productivity and engagement. Additionally, space is used more effectively and efficiently, facilitating organizational growth and response to new opportunities without the need to construct new space.

KPU has developed two ABW prototypes, one for administrative office space and one for faculty office space. The first is the Facilities Services offices on the Surrey campus where all assigned offices and work spaces have been eliminated, and replaced with a variety of drop-in workstations and meeting rooms. The second involves nine faculty offices on the Richmond campus. These offices will be refreshed following ABW principles, consulting with faculty volunteers to understand their needs and how their offices might be improved using ABW concepts.

»» Student and Employee Well-being and Safety

Student and Employee Mental Health and Well-being

Awareness of the importance of supporting student and employee health and well-being, especially mental health, increased during the pandemic. We continue to expand supports in this area with an increase in on-campus activities, plus remote activities that remain popular. KPU is developing a health and wellness plan for employees and for students, with a particular focus on mental health.

Capacity to support student wellness has increased with the addition of two new positions: Director of Student Wellness, and Manager of Health Promotion. KPU is working on expanding fitness centres to other campuses. We are also in the process of updating the Students in Distress Guide, which includes protocols on how to respond to students in different types of distress, particularly student mental health, and includes resources at KPU or in the community, as appropriate.

KPU is taking a proactive approach to identifying and addressing key systemic and environmental barriers that impeded student health and wellness in its student health promotion initiative. This includes the Peer Wellness Program (described later) and the following services:

- *Counselling Services* provides free, voluntary mental health counselling to support students in improving their resilience to distress, and empower them to identify and navigate barriers to personal well-being and academic success. Services include drop-in intake and triage, initial assessments, group counselling and short-term individual counselling. A mixture of both in-person and virtual services are available. Planning is underway to provide more in-person outreach including presentations to students and faculty.
- *Indigenous Services* works collaboratively across KPU and engages with Indigenous communities, ensuring cultural authenticity and the inclusion of Indigenous voices. The office provides new student orientation, cultural support, Elder-in-Residence, peer mentor, early intervention, advising and advocacy. Work is underway to expand the Elder-in-Residence program to all campuses. Indigenous Services also engaged in outreach to some local schools and community organizations. This year the office expanded with the addition of a new Coordinator of Indigenous Student Transition and Engagement and a new Indigenous counsellor position was also created.
- *Multi-Faith Centres* are supported by a diverse coalition of volunteer chaplains. Chaplains are available for individual visits with students and employees while also supporting programming that increases the understanding and respect of different religious and philosophical beliefs such as KPU's annual participation in the UN's Interfaith and Harmony Week. In January 2023 at KPU Surrey, the Multi-Faith office was moved to a more accessible and visible location.

- *Wellness in Action* is a joint initiative of Counselling Services and Sports and Recreation that uses psychotherapy and exercise to support students experiencing moderate depression and anxiety. It began remotely in fall 2020, and shifted to a hybrid approach in fall 2021.
- *Sports and Recreation* provides inclusive, innovative and low-barrier sport, recreation, fitness and wellness services and programming for the KPU community. Programs include intramurals in indoor soccer, badminton, volleyball and basketball; drop-in ping pong, volleyball, basketball and badminton; and esports. Participation in intramurals has exceeded pre-pandemic levels. In addition, there are fitness centres and personal training on Langley, Surrey and Cloverdale campuses. All fitness classes and personal training sessions are now done in person. Planning is underway to determine how to put a fitness centre on the Richmond campus.

In addition, the following university wide events are offered:

- **Thrive Month:** An annual event held every October that includes events, workshops, and activities focused on supporting positive health and well-being for students, staff, and faculty.
- **National Health and Fitness Day:** An annual day to promote healthy lifestyles and showcase unconventional forms of physical activities.
- **Resilience workshop:** A peer-led workshop that addresses meditation, gratitude, social connection, lifestyle and nature.
- **CampusWell:** An online resource featuring research-based content that provides information such as stress management, nutrition, sleep and physical activity.
- **Mental Health Awareness Day:** KPU's Peer Wellness Team host its first ever Mental Health Awareness Day at KPU Surrey in January 2023. Various departments participated to provide KPU students with information about internal and community-based mental health resources.

Employees are regularly provided with access to the following mental health-related training facilitated by the Mental Health Commission of Canada:

- **The Working Mind:** This evidence-based virtual program is designed to address and promote mental health and reduce the stigma of mental illness in a workplace setting. The Working Mind for employees offers practical knowledge to increase participants' overall comfort level with mental illness. There is a version for managers that includes an additional section on how to support mental health in their team. On completing the course, employees will be able to:
 - understand mental health and mental illness;
 - recognize its signs and indicators, in themselves and others;
 - reduce stigma and negative attitudes toward people with mental health problems;
 - support colleagues with mental health problems; and
 - maintain their own mental health and improve their resilience.
- **Mental Health First Aid (MHFA):** This program is about how to provide mental health first aid support to a person who may be experiencing a mental health crisis or a decline in their mental

well-being. Course participants learn how to recognize signs that a person may be experiencing a mental health crisis or a decline in their mental well-being, and encourage that person to:

- Talk about declines in their mental well-being;
- Discuss professional and other supports that could help with recovery to improved mental well-being;
- Reach out to these supports;
- Assist in a mental health or substance use crisis; and
- Use MHFA actions to maintain one's own mental well-being.

Sexual Violence and Misconduct Prevention

KPU's Student Rights and Responsibilities Office (SRRO) provides support and education to the KPU community on sexual violence and misconduct (SVM). The SRRO is *not* a sexual assault centre, nor is it exclusively a sexualized violence prevention/response office. Larger institutions have centres and/or offices dedicated solely to SVM. At KPU, the SRRO has a broader mandate which includes addressing student non-academic misconduct and handling reports of students that display behaviours of concern, and at times involving risk and threat assessment. The work of the SRRO is informed by specialized training, involvement in various communities of practice, learnings from the national Courage to Act project, webinars, conferences and the literature. The office expanded in 2022 with the addition of a third student rights and responsibilities liaison.

The SRRO Director chairs KPU's SVM Advisory Group and the Behaviour Intervention Team, and co-chairs the Threat Assessment Team. The SVM Advisory Group meets twice a semester to review any information, incidents or practices that may impact the ongoing implementation of KPU's SVM policy. The SVM Advisory Group will consider sexual violence and misconduct in the context of federal, provincial and local government legislation (both existing and pending), alongside prudent and promising sector-specific practices related to sexual violence and misconduct.

The major activities of the SRRO over the past year with respect to SVM fall into the following four categories:

- Sexual misconduct prevention (promote awareness, deliver education and training workshops);
- Sexual misconduct response (provide support, conduct investigations, facilitate accommodations, apply restorative practices for informal or alternative resolution);
- Policy review; and,
- Data collection, analysis and reporting.

There are a number of awareness and prevention activities happening at KPU. For example, the SRRO manages a webpage specific to SVM which is available at www.kpu.ca/sexual-misconduct and provides [education and awareness](#); for example, the short video on "how to receive a disclosure" is available in English, Mandarin and Punjabi. In addition, the SRRO has a table at student orientation sessions each semester.

The SRRO adapted the [Safer Campuses for Everyone](#) *Sexual Violence Prevention and Response Training for B.C. Post-Secondary Institutions* for use on KPU's learning management system. The asynchronous, online modules went live in April 2023 and the SRRO is developing a roll-out plan for promoting this to students.

The Director of the SRRO attended the Council of University Executives dinner hosted by the Conference Board of Canada on November 3, 2022, “Breaking the Culture of Silence: Fighting Gender-Based Violence & Misconduct at Canadian Universities.” The objectives of the dinner were to convene Canada’s university executives to engage in candid discussion of gender-based violence (GBV) and misconduct on campus with an open forum for sharing successful policies, strategies and approaches, lessons learned, and goals for the future.

The SRRO participated in the panel for the KSA-sponsored, in-person event “Our Bodies, Our Minds” held at Surrey campus on November 23, 2022 and facilitated by Art with Impact Canada, which promotes mental wellness by creating space for young people to learn and connect through art and media.

The SRRO Director and KPU instructor, Alana Abramson, continue to schedule and host the Restorative Justice Post-Secondary Collective (RJ-PSEC) and its sub-groups, one of which continues to examine restorative practices as a response to sexualized violence. A [WordPress site](#) has been developed that serves as a national repository of relevant information and literature specific to restorative justice and sexualized violence.

The SRRO can deliver workshops on topics that include: 1) How to receive a disclosure; 2) Bystander awareness; and 3) Consent and healthy relationships or a condensed version touching on all three topics. During the past year, eight workshops were delivered to various student groups and three were delivered to employee groups.

To inform this work, questions related to sexual violence and misconduct were included on the annual student survey for fall 2022. These included questions about perceptions of sexual violence and misconduct at KPU and awareness of how to file a sexual violence or misconduct complaint. Over 3,600 students answered these questions. Over 90% reported that they either never or rarely saw any forms of sexual violence or misconduct, while 3% reported that they did not feel safe from sexual violence at KPU. Just over half the respondents reported that they knew where to go to file a sexual violence or misconduct complaint.

The Director of the SRRO is an inaugural and ongoing member of the Sexual Violence Advisory Group that is coordinated by the Ministry of Post-Secondary Education and Future Skills. This group meets monthly and is the main connection point between the Ministry, BC post-secondary institutions, student groups / associations, and community organizations specializing in sexualized violence.

Normally, 2023 would have been the year institutions were to undertake a comprehensive review and consultation of their SVM policies, however, this was postponed when in spring 2022, the Ministry announced that they would be undertaking a review of sexualized violence policies at post-secondary institutions across the province and that key findings may have the potential to inform legislative amendments to the Sexual Violence and Misconduct Policy Act. The consultations began in the summer of 2022 and continued through the fall. Preliminary findings were shared with the Sexual Violence Advisory Group in spring 2023 and it is anticipated that proposed amendments to the Act will be put forth to the legislature by the fall of 2023, which may result in changes to the Act. KPU’s policy on sexual violence and misconduct will undergo a comprehensive review after possible legislation changes are made. This year the policy underwent a cursory review to ensure accuracy of information which

resulted in some links to information being updated, and the effective date of the policy was updated to May 3, 2023.

»» Supporting Student Access and Success

Recognition of Prior Learning

As part of its broader commitment to better serving diverse learners, including mature learners and Indigenous Peoples, KPU is focusing additional resources and attention to reform its system for the recognition of prior learning. In the first year of this new emphasis, KPU will begin by establishing a new admissions committee to assess Indigenous students who seek to qualify for study at KPU using non-traditional demonstrations of achievement. This initiative, jointly lead by the offices of the Associate Vice President for Indigenous Leadership and the Associate Vice President, Academic, has already been approved by KPU's Senate and is now moving towards implementation.

This year, the KPU Senate has also approved a plan to issue undergraduate credit, via prior learning assessment, for completion of KPU trades programming. This initiative will be implemented during the 2023-2024 academic year.

Lastly, a Recognition of Prior Learning position was established this year to coordinate, accelerate and celebrate prior learning recognition. Over the coming year, we will focus our efforts at increasing prior learning recognition opportunities in existing programs, and developing new programming with prior learning *built-in*.

K-12 Transition and Dual-Credit Programming

Academic Dual Credit

In AY2022/23, 250 dual credit students were enrolled at KPU across 25 unique courses. KPU has active agreements with the Abbotsford, Langley, Surrey, Delta, Richmond, and New Westminster School Districts. In addition, we have agreements with the following independent schools: Canada Star, Maple Leaf, and Khalsa School. We maintain strong connections with our partners to consider new opportunities and ensure our dual credit students are well supported. We offer a variety of courses for school districts to choose from, providing students with flexibility in their course selection. We are excited to have revitalized interest with Langley, who purchased a HSCI 1115 cohort for their students for summer 2023. Discussions are well underway with the Fraser Cascade School District about dual programming for their students.

Additionally, the KPU Scotiabank Strive dual credit program provides post-secondary education opportunities to high school students from underrepresented groups. Funded via a ScotiaRISE grant, this program welcomed its inaugural cohort in spring 2022 and will operate over a two-year period. This is a unique cohort with dedicated supports designed to create a safe and comfortable learning environment.

Youth Train in Trades

KPU's Faculty of Trades is providing, or entering into agreements to provide, dual credit programming in trades (Youth Train in Trades) to the following school districts: Abbotsford, Delta, Fraser Cascades, Langley, New Westminster, Pitt Meadows/Maple Ridge, Sea to Sky, Sunshine Coast, and Surrey. The agreements cover various trade programs, depending on the school district, as follows: Automotive Service Technician (Level 1), Carpentry (Foundation), Electrical (Foundation), Metal Fabrication (Foundation), Millwright (Foundation), Plumbing/Piping (Foundation) and Welding (Foundation). The delivery model varies by school district. In some cases, the students complete the entire program at KPU, while in other cases they complete the training in their own school district. A hybrid approach is also used where some of the training is provided within the school district, interspersed with targeted training on the KPU Tech campus.

Indigenous Admissions Policy

KPU has clarified its Indigenous admissions policy to provide a more inclusive approach. Indigenous applicants can be admitted through alternative methods that better recognize diverse achievements and experiences, so that a more holistic assessment of Indigenous ways of knowing and being can be factored into an applicant's assessment of English language proficiency by the Indigenous Admissions Committee. In addition, Indigenous applicants will have their application fee waived.

Pathway to Undergraduate Studies

The Pathway to Undergraduate Studies provides applicants that don't meet KPU's English proficiency admission requirements with an alternative access pathway where they can upgrade their English language skills until they meet the undergraduate requirements. As of the 2022/23 academic year, students can apply directly to the Pathway when they know they won't meet the English proficiency admission requirements. Previously, students that applied to undergraduate studies and didn't meet the requirements were given the option of being admitted to the Pathway. This change is expected to expand access by providing a clear option for those who know they won't meet the undergraduate admission requirements.

Former Youth in Care

KPU has implemented several supports for Former Youth in Care (FYIC). In FY2022/23, 63 FYIC utilized the BC Government's tuition waiver program at KPU. A total of \$210,993 was distributed in that year, representing an increase of 7% compared to the previous year. FYIC can now self-identify when they apply to KPU which helps to improve access to post-secondary education. In these cases, a dedicated financial aid advisor reaches out to these applicants to help them navigate the various wraparound financial supports available, such as government funding and KPU supplemental resources.

Additionally, KPU has a dedicated academic advisor for FYIC to support and guide students towards academic success throughout their studies. The Student Awards and Financial Assistance department has also partnered with the Faculty of Arts to provide regular online workshops and in-person gatherings each term to increase awareness of FYIC students to various KPU supports available, and to promote student engagement.

The involvement and participation of the Student Awards and Financial Assistance department in the Campus Navigator Community of Practice has equipped KPU with knowledge of the supports and resources available for FYIC, and allowed for collaboration with partner institutions, sharing challenges, resources and practices that best support students.

The Learning Centres at KPU

The Learning Centres (TLC) at KPU offer supports focused on student success, program completion and a desire for lifelong learning. At the four learning centres, located at Surrey, Richmond, Langley, and KPU Tech campuses, students can receive individualized learning assistance, help with study skills, English language support and free one-to-one or small group tutoring in a range of subjects.

In addition to learning strategists and faculty tutors, the centres have over 100 peer tutors who provide the peer support that students find empowering as they grapple with transitions to university life and challenges in coursework from time to time. Recruited through faculty referral, peer tutors are active KPU students who receive TLC's Peer Tutor Training Program in a comprehensive three-phase learning opportunity that has won national accolades.

The Learning Centres also attract faculty tutors who work alongside staff in the centres to provide additional support for students and mentoring to our peer tutors. The centres also provide free English language support workshops for students. Topics range from improving reading skills, sentence structure, punctuation, summarizing, pronunciation, and presentation skills.

Peer-to-Peer Support for Students

There are a number of peer-to-peer support mechanisms for KPU students:

- The KPU Collective is a blended (online and on campus) university community where first-year domestic students connect with each other and with senior student mentors who will share tips, stories, and their own KPU experiences. Each mentor is paired with 8-10 students, along with another mentor and their mentees, creating a Collective from a shared Faculty. Students can connect with and participate in different social events, attend learning workshops, and engage in activities during their first semester at KPU. The KPU Collective is a unique and engaging way to support new students in navigating KPU and getting them involved in the KPU community.
- The International Peer Mentorship Program is designed to support first-term international students at KPU. Prior to their arrival in Canada, all new international students are paired with a student mentor who will provide support throughout the semester. Mentors are trained to support the needs of their mentees by providing them with information about resources and support services available to all KPU students, as well as services provided especially for international students. Mentors share their experience as KPU students with their mentees and assist them in developing their study skills and strategies. In addition, mentors help create community at KPU by hosting online social events for mentees in the program to connect with other first-year students.
- "KPU: the Inside Scoop" is a new presentation series designed as informal sessions where prospective KPU students can ask current KPU student ambassadors questions about all things

KPU. Each session takes a different form and is shaped by the questions that are asked. Sessions range in topics including, but not limited to, food on campus, parking, student jobs, and best places to study. KPU's Future Students' Office (FSO) offers these sessions virtually in a podcast format monthly.

- The Peer Wellness Program hosts Instagram Live sessions, social events, and on-campus information booths where students can connect with other students and have fun by engaging in activities that align with the six dimensions of wellness outlined in KPU's Healthy University Initiative (social, financial, emotional, spiritual, physical, mental). The Peer Wellness Team is also available to provide KPU students with information about health and wellness resources that are accessible on campus. Peer Wellness volunteers receive training on topics such as effective listening, crisis management/response/referral, acting as an empowered bystander and honing programming and presentation skills.

New Student Orientation

All new KPU students are invited to participate in the new student orientation activities. This is their opportunity to discover KPU, hear about the learning environment and university expectations, learn about services and resources, meet fellow students, receive guidance from senior students and have fun in the process. Orientation programming includes the following:

- An online orientation course that students can complete before they arrive. This course covers practical information about starting studies such as how to acquire textbooks, the services available to them, the UPASS transit pass and their Health and Dental plan.
- Orientation sessions that are designed for specific groups. There are supplementary sessions for Indigenous students, international students and domestic students.
- On-campus orientation tours.

KPU also holds a first-year festival for all first-year students, even if it's not their first semester. The festival takes place during the entire first week of the semester and includes a blend of virtual and in-person events and activities for students to meet each other, and workshops that assist them with their studies, such as time management and note taking.

Supports for International Students

KPU's International office supports international students in a variety of ways, starting before they begin their studies at KPU and continuing while they are KPU students. Before they arrive in Canada, KPU provides international students with the following supports:

- Prior to their arrival to Canada, each new international student is matched with an experienced and trained international student mentor who supports them for the duration of the first semester. The International Peer Mentorship Program is described above.
- A [pre-arrival online webinar](#) helps students to learn more about living in Metro Vancouver, what to bring, insurance requirements, campus locations, how to find housing, etc.
- Registration webinars are available to teach students about KPU's registration process.
- Online resources to prepare them for the Canadian classroom, and to help students understand how to use KPU's learning management system and online learning.
- Travel support for international students: [Travelling to Canada](#).

- Housing resources specific to international students: [Living in Metro Vancouver](#).

When international students arrive, they have access to a number of orientation and transition programs to familiarize them with campus, services and student resources available to support their success. This includes a new student in-person orientation specifically for international students, attendance at which is mandatory.

Certified International Academic and Immigration Advisors can help with course planning, program exploration, academic standing, registration inquiries and more. Advisors also provide guidance on non-academic matters, such as study and work permits, and financial support. The [International Student Advising](#) webpage provides access to a range of resources of relevance to international students.

[International Student Events](#) page promotes both on and off campus social and academic events and workshops to help students adapt to living and studying in Canada.

Financial Supports for Students

KPU has invested substantially in student financial aid, significantly increasing the amount of internally funded awards available to students from \$1.2M in FY2019/20, to \$4.1M in FY2022/23. The majority of this funding is targeted at student financial need through KPU's bursary programs. This timely investment in student financial awards helps to offset student financial hardship that has been exacerbated as a result of inflation. As a further indication of student financial need, KPU's spring 2023 bursary program saw a 26% increase in applications over the same period in the previous year.

In addition to this, KPU donated \$3.7M in FY2021/22 and \$2M in FY2022/23 to the Kwantlen Polytechnic University Foundation to support a Barrier Reduction Fund in order to provide for further student financial assistance. Recognizing that inflation is affecting all our students, included in the Barrier Reduction Fund was funding to provide a credit for all students to partially offset tuition increases. This fund also targeted \$50,000 towards bursaries for Indigenous students. Funds were distributed to students in FY2022/23.

To ensure more funding is available to support students, KPU donated an additional \$1M to the KPU Foundation in FY2022/23 to create a Food Endowment Fund. Distribution from this fund will be available to support KPU students in immediate need of food in FY2024/25.

The KPU Foundation continues to support KPU's students and hosted the KPU Legacy Gala, in April 2023. This event raised over \$162,000 to support bursaries, emergency grants and food security for KPU students.

There are a number of awards and bursaries specifically for Indigenous students, who are also eligible for general awards. One initiative to support funding for Indigenous students was KPU Foundation's Giving Tuesday campaign in November 2022, which was focussed on support for Indigenous students. The campaign raised \$148,595 to support Indigenous students. Some of the other awards specifically for Indigenous students include:

- **KPU Merit Entrance Awards:** These are for new Indigenous students who meet the academic requirements as well as demonstrated leadership, community involvement and volunteerism.

Two awards are given in the fall and one is given in the spring semester. The award was valued at \$5,000 over two terms in the first year, but has been increased for next academic year to \$7,500 over two terms.

- Numerous donor-funded Indigenous awards: These are selected by committee during our General Awards Program. Students apply before April 15th and awards are usually given out in the fall term.
- Indigenous Emergency Funding: Funded by the provincial government every year. Indigenous students can receive up to \$900 per year, as determined by financial need.

There are awards specifically for KPU students who want to study abroad for a semester:

- Guard.me¹ Student Mobility Funding: Students (domestic and international) who have been accepted into a KPU Study Abroad Exchange program can each receive a \$2,000 scholarship.
- Global Learning Award: Domestic students who are accepted into an outbound study abroad program can apply for up to \$8,000 in funding.

There are also awards specifically for international students:

- International Regional Entrance Scholarship: To increase the diversification of the international student body and attract students with a high academic standing from emerging markets, eligible students could apply to receive up to \$5,000. Scholarships go to the highest ranked candidates. A total of \$100,000 was available for FY2022/23.
- International Tuition Award: To increase the diversification of the international student body, students from key emerging markets receive a tuition credit of \$500 per semester for a total of \$2,000 for a diploma program and \$4,000 for a degree program.
- International Merit Scholarship: The top ten international students (in undergraduate degree, post-baccalaureate diploma and graduate programs) received \$5,000 each to celebrate their achievements.
- Guard.me Emergency Funding: International students who can demonstrate an unexpected emergency of unmet financial need can apply for a grant that range in value of up to \$2,000 for a single student living away from home, to \$2,400 for a student with dependents.
- Accommodation Relief Grant: International students were eligible for a one-time grant of up to \$500 to help offset the financial hardship of their housing costs in FY2022/23.
- Food Relief Grant: International students were eligible for a one-time grant of up to \$250 to help improve their access to food in FY2022/23.

¹ Guard.me is the medical insurance provider for KPU International students.

»» Supporting Teaching Excellence

Teaching and Learning Strategic Plan

After extensive consultation, KPU's Teaching and Learning Commons has developed a strategic plan with seven goals: encourage student-centred environments, support curricular design and renewal, expand open education practises, create a teaching and learning community, promote high impact practices, encourage inclusive teaching practises, and facilitate the scholarship of teaching and learning practices. This plan will be launched in fall 2023.

Guidance on Generative AI

Generative AI, such as ChatGPT, is a type of artificial intelligence that involves creating machines or computer programs that can generate new content, such as images, text or music. Unlike traditional AI systems that rely on predefined rules or pre-existing data to make decisions, generative AI models use algorithms and neural networks to learn patterns and relationships in data and generate new outputs based on that learning. The Teaching and Learning Commons has developed guidance on the use of generative AI that emphasizes privacy and academic integrity, and outlines the factors to consider when deciding whether and how to use it in teaching.

ePortfolio Advancement Plan

An electronic or digital portfolio (ePortfolio) is a useful format for collecting evidence on student learning, especially for outcomes not amenable to standardized measurement. ePortfolios can also be used to facilitate student reflection on their own learning and provide a portable means of showcasing their knowledge, skills and abilities. To advance ePortfolio adoption across KPU, faculty and students must be provided with tools, support and resources.

KPU's Teaching and Learning Commons provides resources, workshops and individual consultations for individual faculty and whole departments who require pedagogical and technical support for both WordPress and PebblePad, the two ePortfolio tools available at KPU. To support faculty, there is an Educational Consultant for ePortfolio Advancement, as well as a number of ePortfolio Champion faculty time releases. KPU's Learning Centres provide resources, workshops and individual peer tutoring to support learning for students using these tools.

»» Social Justice

To increase its capacity to address social justice issues across KPU, a new office for equity and inclusion, with a new Vice President, has been established. The Vice President, Equity and Inclusive Communities is responsible for providing strategic leadership to key initiatives that advance equity, diversity, and inclusion (EDI), fostering the development of an inclusive university culture, and leading the development and implementation of key Indigenous, anti-racism, and EDI strategies in alignment with the university's Strategic Vision and Academic Plan. Reporting to this position are three Associate Vice Presidents: Equity, Diversity, and Inclusion; Anti-Racism; and Indigenous Leadership and Partnerships.

Advancing Equity, Diversity and Inclusion at KPU

KPU has been making progress on equity, diversity and inclusion (EDI) in a number of ways. The Human Resources office of Equity, Diversity and Inclusion was formed in January 2022 with the creation of a manager position. In October 2022, that office was expanded to include two EDI advisors. The Equity, Diversity and Inclusion team supports individuals from equity-denied groups so they belong, are respected, and feel safe, which will create an environment for them to succeed, excel, and flourish. They do this through implementing the EDI values by facilitating sustainable change in the workplace and helping to build ownership and competencies.

Supports provided by the team include the development of Community Guidelines, a resource that supports safer, inclusive, and respectful gatherings. KPU is committed to providing gatherings and spaces free of harassment, discrimination, racism, and bullying. To that end, the Community Guidelines, created in collaboration with members from the President's Diversity and Equity Committee (PDEC), clarify expectations around respectful, inclusive and productive behaviour for group gatherings, meetings, and events whether in person and/or online, internal or external.

The following training is also provided to advance EDI:

- Relearning Gender is available for all employees to take. A 1.5-hour workshop on breaking down gender norms and learning how to create more inclusive spaces for 2SLGBTQIA+ communities.
- Managing Bias training is available and mandatory for all search committee members.

KPU continues to make progress on developing an EDI Action Plan for the university. Guided by information from the employee diversity census and inclusion survey, conducted by the Canadian Centre for Diversity and Inclusion in early 2021, the EDI Action Plan Development Committee created a draft action plan with nine themes and 67 recommendations which were shared with all employees for feedback in spring 2023. Based on the feedback, further recommendations are being created. The plan is expected to be finalized and launched by spring 2024.

The 50-30 Challenge is an initiative between the government of Canada, businesses, and diversity organizations aimed at increasing diversity on boards and senior management. The goals are to achieve marginalized gender representation of 50% or more, which includes women and non-binary, trans, Two-Spirit, and otherwise gender-diverse people, as well as at least 30% representation from people who are Black, Indigenous, or a Person of Colour, have a disability, or come from the 2SLGBTQIA+ community. Our first survey of the board and senior leaders was conducted in fall 2022. Of senior leaders, 36% reported being cisgender men, and 30% identified themselves as being either Black, Indigenous, or a Person of Colour, having a disability, or coming from the 2SLGBTQIA+ community. Among the KPU Board of Governors, there was gender parity, and 90% identified themselves as Black, Indigenous, or a Person of Colour. None were part of the 2SLGBTQIA+ community or had a disability. These results show a promising starting position, but with identifiable gaps in some areas. We may see seemingly large fluctuations from year to year, given the small population.

KPU's Human Resources office has partnered with the Diversity Institute from Toronto Metropolitan University. The Diversity Institute is supporting KPU in updating its accommodation policy, employment equity policy, and administrative search policies, and drafting an accessibility policy. Consultations began in February 2023, with more consultations set to occur over the next few months.

The Lead Advisor on Disability, Accessibility and Inclusion is a new position at KPU and serves as the Provost's leading academic voice on disability, accessibility and inclusion, while providing advice, leadership and research to the university community. Using a disability justice lens, the Lead Advisor guides key KPU bodies on issues of disability, accessibility and inclusion and supports the creation, adaptation and adoption of inclusive practices.

The Lead Advisor is also responsible for the Including All Citizens Pathway (IACP). The ground breaking IACP is one of the first fully inclusive post-secondary initiatives to include students with intellectual and/or developmental disabilities into academic courses for credit. Rather than modifying or adapting the curriculum, IACP instructors use universal design for learning and inclusive pedagogy to transform their teaching to teach to a wide range of learners. Students enrolled in IACP are working towards their Faculty of Arts certificate, an exit credential that pre-exists the IACP and is designed to provide an educational experience that prepares students for work, citizenship, and critical engagement with their communities. Students take 10 academic courses, including two English courses, to complete the certificate.

The *Accessible BC Act* was passed into legislation in June 2021. All public post-secondary institutions and other public sector organizations are mandated by the legislation to establish an accessibility committee and develop an accessibility plan with an accompanying feedback mechanism by September 1, 2023. KPU's Accessibility Committee was created in spring 2023. The committee is representative of the KPU community with membership consisting of employees and students with and without disabilities who will oversee the development, implementation and evaluation of accessibility planning at KPU. The committee is supporting KPU's development of an Accessibility Plan for publication in September 2023, wherein objectives for achieving legislation compliance with the Act will be established.

KPU recognizes that people with disabilities have historically experienced discrimination which has affected their participation in many social areas including employment and pursuing post-secondary education. Foundational to this discrimination is ableist attitudes and stigma around disability. KPU's Disability Action Plan demonstrates a commitment to combating systemic ableism and dismantling the stigma around disability. The Disability Action Plan will collect data from students and employees and propose recommendations and strategies.

KPU's Pride Advocacy Group (PAG), composed of faculty, staff and students, have facilitated a number of important initiatives across the past year including:

- PAG Student Award: Received 50K in funding to recognize KPU students demonstrating leadership and advocacy in the 2SLGBTQIA+ community. The full amount was successfully awarded across fall 2022 and spring 2023.
- Video Project: Students from KPU's 2SLGBTQIA+ community participated in a video project. They spoke of their experience in the community and at KPU and discussed what they would like their instructors and service areas to know. Videos are intended to be ready by fall 2023.
- Metro Vancouver Pride Events: KPU participates in the annual Surrey Pride and Vancouver Pride events. In 2022, Pride events were held in June and August respectively. KPU saw a strong contingent of volunteer students and employees at both events in 2022 and will participate in both again in 2023 as well.

- Faculty-sponsored (Dr. Tara Lyons) research on the experience of 2SLGBTQIA+ students at KPU: Research findings have been presented at various venues across the institution. The next phase of the study is intended to include other Metro Vancouver post-secondary institutions.
- Trans Day of Remembrance and Trans Day of Visibility: PAG hosted guest speakers Á'a:líya Warbus and Saylesh Wesley for a screening of Á'a:líya's film *Shhá:lí/Woman*, a film about Saylesh's experience.

Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples

The section highlights some of KPU's initiatives in support of lasting reconciliation with Indigenous Peoples. A compendium of KPU's activities to address the Calls to Action of the Truth and Reconciliation Commission (TRC), as well as articles in the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) is provided in Appendix A.

Capacity Building

In 2022, KPU hired its first Associate Vice President in Indigenous Leadership, Innovation and Partnerships. This role will provide leadership and support KPU's efforts towards truth and reconciliation, and provide senior advice and guidance on how KPU can work towards decolonizing and Indigenizing the university's structure. To support this role, hiring is underway to fill two new positions, Manager of Indigenous Leadership, Innovation Partnerships and another position that is under development.

Another way to increase capacity to support decolonization and Indigenization at KPU is through education. With that in mind, KPU's senior leaders attended a seven session education series based on *Pulling Together: A Guide to Indigenization of Post-Secondary Institutions*, led by some of the guide's developers. These sessions focused on the Guide for Leaders and Administrators. In addition, staff in the Teaching and Learning Commons participated in training sessions focused on the Guide for Curriculum Developers. The guides are intended to support systemic change occurring across BC post-secondary institutions through Indigenization, decolonization, and reconciliation.

Strategy and Action Plan: xé?elł

On June 20, the day before the National Indigenous Peoples Day, KPU launched the xé?elł-KPU Pathway to Systemic Transformation. This is KPU's response and commitment to upholding the responsibilities expressed through the Truth and Reconciliation Commission of Canada's Calls to Action, the Calls for Justice stemming from the National Inquiry into Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+ people, and the United Nation's Declaration on the Rights of Indigenous Peoples.

Commitment to change is an ongoing process that involves continual dialogue, deep reflection, and relationship building that moves beyond the surface and delves into the deep-rooted systems, beliefs, and culture of an organization. This process is not linear or direct; it involves a series of intersecting pathways that reflect the various needs, abilities, and experiences of the community. Thus, xé?elł, a hənqəmínəm phrase for pathways, was chosen to represent this work

xé?elł is about shifting the culture at KPU to one where the responsibility of systemic transformation is shared amongst the KPU community to recognize and advance the rights of Indigenous Peoples.

Everyone within the KPU community, be they the Board of Governors, Senate, administrative executives, faculty, students, employees, or alumni, are asked to reflect on *xé?el̓t* and ask themselves how they can meaningfully carry out its inherent messages through their own areas of interest and influence. Ultimately, it is about reimagining what it means to be a university with a name gifted by the Kwantlen First Nation and respecting the responsibilities that come with that privilege.

xé?el̓t includes the following six pathways, each of which has associated steps:

Pathway 1 Reflecting Upon Our Own Biases: Commit to supporting Indigenization, decolonization and reconciliation by being responsible for undertaking a personal journey to learn the true history of Canada, and to examine your beliefs and biases about Indigenous Peoples and cultures.

Pathway 2 Open to the Community: Decolonize KPU by creating a system that is culturally responsive, ready for all learners, and strives for reconciliation.

Pathway 3 Indigenous Voices Matter: Strengthen relationships/partnerships based on mutual recognition, respect, sharing, accountability and responsibility.

Pathway 4 Weaving Indigenous Worldviews: Cultivate inclusive communities that foster students' sense of belonging and well-being.

Pathway 5 Holistic Learning and Wellbeing: Weave Indigenous ways of knowing, doing, being and becoming in education, personally and professionally within the KPU community. Commit KPU to annual funding to build capacity for Indigenization across the five campuses.

Pathway 6 Thought Meets Action: Commit KPU to annual funding to build capacity for Indigenization across the five campuses.

Indigenous Language in Graduation Parchments

KPU graduates now receive graduation parchments featuring a blend of English and *hən̓q̓əmi̓n̓əm̓* (pronounced HUN-kuh-MEE-num), the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional unceded territories KPU is situated.

The parchments, also known as diplomas, are official documents issued by the university that certify a student's program completion. The new parchments were first issued for graduates in the 2022/23 academic year. Fern Gabriel, a member of Kwantlen First Nation and *hən̓q̓əmi̓n̓əm̓* language teacher with the Langley School District, used her expertise to translate the parchment text.

KPU is committed to advancing reconciliation and weaving Indigenous knowledge, values, and representation into the institution. Embedding the *hən̓q̓əmi̓n̓əm̓* language in parchments is one more way the university is encouraging various communities to learn the traditional language of the territories and respect the land-based Nations. The *hən̓q̓əmi̓n̓əm̓* language is being included in more places around KPU. It can already be found at student service counters and on campus building signs, and is being added to some institutional documents.

Indigenous Artists and Writers in Residence Initiative

The Faculty of Arts initiated its Indigenous Artist and Writer-in-Residence initiative in fall 2022 with Molly Cross Blanchard, Indigenous Writer-in-Residence and Á'a:líya Warbus, Indigenous Artist-in-Residence. They have been extended for the spring 2023 semester.

Molly Cross Blanchard is a white and Métis writer, editor, and educator born on Treaty 3 (Fort Frances, ON), raised on Treaty 6 (Prince Albert, SK), and lives on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh peoples, colonially known as Vancouver. Molly's poetry chapbook is *I Don't Want to Tell You* (Rahila's Ghost Press, 2018) and her debut full-length book of poetry is *Exhibitionist* (Coach House Books, 2021), which was shortlisted for the ReLit Award for Poetry. Her poem "First Contact: Métis" was shortlisted for a 2022 National Magazine.

Á'a:líya Warbus is Stó:lō with roots in the x^wməθk^wəyəm, Sema: th, Sq'ėwlets and Sts'ailes First Nations. She is focused on writing, directing and being a mom to her three young children. Á'a:líya's narrative short fiction and short documentaries examine themes of Indigenous culture, Indigenous matriarchs, and the effects of colonization on her family and community. Her stories are a mix of both modern and traditional themes driven by her experience growing up in both worlds simultaneously.

Joining KPU in spring 2023 is Brandi Bird, Indigenous Writer-in-Residence and Brandon Gabriel, Indigenous Artist-in-Residence. Their work includes consultations, in-class visits, events, and more student, faculty and staff engagement.

Brandi Bird is an Indigiqueer Saulteaux, Cree and Métis writer from Treaty 1 territory. They live and learn on the land of the Squamish, Tsleil-Waututh & Musqueam Peoples. Their work has been published in *The Puritan*, *Poetry is Dead*, *Room Magazine*, *Brick Magazine*, *Prism International* and others. Their first book, "The All + Flesh", is being released with House of Anansi Press in fall 2023.

Brandon Gabriel is Kwantlen First Nation and was educated in cultural anthropology, visual art, and marketing at KPU and then received his Bachelor's Degree in Visual Art from Emily Carr University of Fine Art and Design. Brandon is a multi-talented contemporary mixed media artist who specializes in painting, drawing, graphic design, architectural design concepts, and public art installations. He was one of the three artists who created new social justice mural in the Surrey campus library, described above.

Advancing Anti-Racism

KPU's Task Force on Antiracism (TFA), a cross-institutional initiative consisting of employee and student members established in 2020, released its Anti-Racism report in October 2022. The report included 64 recommendations to address systemic racism, six recommendations for immediate implementation, as well as recommendations in ten other areas, including curriculum, leadership, hiring, and student engagement. The recommendations function as both a call to action and a guide that will help the KPU community take ongoing, meaningful steps to transform the institution.

To implement the recommendations, an Office on Anti-Racism was established, headed by an Associate Vice President for Anti-Racism, which on an interim basis will be Dr. Asma Sayed, task force chair and Canada Research Chair in South Asian Literary and Cultural Studies. KPU also established an

implementation committee with expertise in race, racism and anti-racism, policy, and institutional transformation to ensure that the recommendations of the task force are implemented over the next two to three years and on an ongoing basis.

One of the recommendations of the report was to establish an annual full-day symposium to discuss and encourage confronting racism and to share internal and external research, scholarship, and creativity on racism/anti-racism. Following up on this recommendation, KPU's Office of Anti-Racism hosted its first symposium on March 21, 2023, to align with the International Day for the Elimination of Racial Discrimination. The symposium featured a talk by keynote speaker, Dr. Chandrima Chakraborty, Director of the Centre for Peace Studies and the Global Peace and Social Justice Program at McMaster University, and a panel of presentations by KPU's students and employees. The office has also been hosting various training workshops for the KPU community.

»» Cultural, Social and Environmental Sustainability

KPU focuses on sustainability in a wide range of ways. Some of our efforts to address cultural and social sustainability have been described above in the Social Justice section. Much of the applied research conducted at KPU has focused on environmental sustainability, which is described below in the section on Applied Research. This section highlights some of our other sustainability efforts.

Sustainable Development Goals

Aligned with its commitment to advance cultural, social and environmental sustainability as outlined in the strategic plan (VISION 2023), KPU became a signatory to the United Nations Sustainable Development Goals (SDG) Accord in summer 2022. KPU is one of the few BC post-secondary institutions to sign on to the Accord, which is a global movement that commits higher education institutions to report on progress and share learning. The SDGs offer a blueprint for a more sustainable, safe and prosperous world for humanity by 2030. The 17 goals address a wide range of social issues, ranging from eradicating poverty and hunger to addressing climate change and building inclusive societies. Becoming a signatory to the Accord demonstrates KPU's commitment at an international level to advance the SDGs and to report annually on institutional progress.

The first step in making progress to addressing the Accord was a project that produced two reports: a detailed report that provides an inventory of current SDG-related initiatives, programs, and practices at KPU as well as a set of recommendations for how KPU can build capacity around and take further ownership of the SDGs; and an environmental scan of notable best practices outside of KPU. The information generated from these reports will be used to inform the changes required to achieve the SDGs. These reports were delivered to KPU's Senate and Board of Governors in May 2023 and project results were presented at the 2023 World Congress in Montreal.

Overall, the project highlights areas of strength for KPU that might be offered as best practice examples and/or potential opportunities for collaboration with other post-secondary institutions. Further, and acknowledging that all of the SDGs are inter-connected, the project supports ongoing reporting efforts and the monitoring of KPU's overall support of the Sustainable Development Goals.

KPU's Climate+ Challenge

The Climate+ Challenge is a KPU-wide initiative led by a team of faculty and administrators that engages students, faculty, and administrators in learning about climate change through an empathetic and solutions-oriented lens. The challenge is based on the principle that every discipline and every student can contribute to a better understanding of the challenges of climate change, and employ critical and creative thinking, testing and innovation to find solutions. The goal is to get more people at KPU engaged in finding solutions to the various climate-related challenges.

The Climate + Challenge initiative focuses on four areas: communication, student involvement, learning support, and curriculum. It has a website with information on the courses offered in upcoming semesters that either focus on climate change or include at least one component on climate change. The website also includes a blog on climate change, a page that focuses on student activities addressing climate change, and an events page related to climate change.

STARS Assessment

KPU is in the process of collecting data for the [Sustainability Tracking Assessment and Rating System \(STARS\)](#), a transparent, self-reporting framework used by many universities across Canada to measure their sustainability performance. Engaging in this process will allow KPU to establish a baseline of sustainability performance and track progress as strategic initiatives are implemented over time. This program also provides opportunities for KPU to gain international recognition for its sustainability efforts and to collaborate with other post-secondary institutions to form relationships of reciprocity and share best practices. KPU intends to submit its first report in 2024.

Sustainability Monitoring and Reporting

KPU is undertaking a process to best determine an organizational approach for sustainability monitoring and reporting. The intended plan is to have 20 indicators to inform the monitoring and reporting process. This will be accompanied by “Project Stories” to highlight qualitative projects and initiatives in their early stages of implementation. The “Project Stories” will communicate the essence of sustainability projects that are not easily measured quantitatively and help acknowledge work that is underway, underscoring the ongoing progress being made towards a more sustainable KPU. Overtime, and once well-established, these “Project Stories” might evolve into quantifiable indicators that can contribute to the existing set of proposed indicators. The proposed indicators fall under the following eight categories: reconciliation and decolonization; equity, diversity, and inclusion; education and outreach; climate action; mobility; the natural environment; waste; and mobilization and leadership. This process is in its early stages and will be further refined with input from the campus community and as more work is undertaken.

Reducing Energy Use and Decarbonizing KPU

In support of the KPU2050 Official Campus Plan and KPU's Sustainability Framework, and in light of KPU's commitment to transition the university to carbon neutrality by 2050, KPU has been actively working to identify and assess options for necessary capital projects to decarbonize KPU's Langley, Tech, Richmond and Surrey campuses.

Through the Sustainability Framework, KPU has established a set of greenhouse gas (GHG) emissions reductions targets, including a 50% reduction by 2025, a 60% reduction by 2030 and 100% reduction by 2050. These targets exceed those set by the Province to achieve total GHG emission reductions from a 2007 baseline of 40% by 2030, 60% by 2040, and 80% by 2050.

KPU discloses its progress towards achieving institutional GHG targets each year through a Climate Change Accountability Report. In 2022, KPU produced a total of 2693 tonnes of carbon dioxide equivalent (tCO₂e), of which approximately 98% was from stationary sources burning natural gas. While these emissions represent an increase over the total amounts reported in previous years, they are mainly produced by gas-fueled mechanical equipment, such as boilers used to heat campus buildings. Building emissions are KPU's largest contributor to climate change.

In an effort to further KPU's ongoing priority of energy conservation, the university voluntarily engages in BC Hydro's Energy Manager Program, which is accompanied by the publishing of an annual Strategic Energy Management Plan. The plan outlines KPU's past, present and future energy conservation projects; displays key energy data such as intensity levels and overall energy consumption for each campus and for the university overall; and outlines KPU's energy management opportunities and challenges. KPU is also engaged in Fortis' Energy Specialist Program which supports the development and execution of projects that result in natural gas savings.

KPU has implemented a number of projects (ongoing and complete) to prioritize energy conservation and decarbonize its' campuses, including but not limited to the following:

- Converting florescent lighting to LED options for interior campus buildings to reduce electrical energy consumption and associated emissions. Surrey campus' interior lighting was converted in 2022, with ongoing plans to convert lighting in all other campus buildings.
- Plans for exterior lighting upgrades on all campuses are underway which will reduce energy consumption and associated emissions by improving lighting technology.
- An electric hot water boiler at the Richmond campus replaced a natural-gas fired hot water boiler helping to reduce greenhouse gas emissions production.
- At the Surrey campus, efforts are underway to provide increased electrical capacity to support increased electrification of KPU's heating systems in order to reduce greenhouse gas emissions and support the addition of future electric charging stations.
- There is an electric vehicle (EV) charging infrastructure strategy underway to expand KPU's current EV charging capabilities at all four KPU-owned campuses.
- Efforts have been made to reduce emissions from paper supplies in 2022, including setting KPU's fleet of copiers and printers to default double-sided printing to reduce paper consumption, and to ensure that paper supplies purchased contain recycled content and are Forest Stewardship Council (FSC) certified.

Additionally, KPU is working to complete a number of engineering studies that are intended to evaluate current buildings and systems to identify possible opportunities and actions for further energy efficiency improvements and carbon emissions reductions. These studies include:

- **Low Carbon Feasibility Study:** A study is underway to identify and evaluate practical technical solutions to reduce carbon emissions for each campus location with a primary focus on heating systems. The study, to be completed mid-2023, will include a comprehensive assessment and subsequent recommendation of viable energy management, infrastructure and technology, and possible partnership opportunity pathways unique to each site. The study will examine a full spectrum of options and recommend those that are deemed most viable, and will be informed by smaller sub-studies previously completed or underway.
- **Renewable Natural Gas Study:** This study, completed in 2023, provides a comprehensive analysis of renewable natural gas as a large-scale low carbon replacement for natural gas at KPU. The study includes industry information and an overview of the current marketplace opportunities for renewable natural gas, including its alignment with British Columbia's current and future provincial mandates on natural gas supply, as well as a marketplace observation of current participants.
- **Emerging Technologies Study:** A final engineering consultant's report has been received that provides a comprehensive analysis of existing and emerging energy efficiency technologies that KPU could consider as KPU develops its comprehensive infrastructure replacement strategies to reduce carbon emissions.
- **Electrical Load Growth Study:** Building off a previous electrical load study for all campuses, an engineering consultant has been selected to expand this study to develop campus-based electrical capacity assessments, based on future predicted electrification needs that include potential mechanical system electrification as well as EV chargers and future buildings.
- **Climate Adaptation Study:** This is a preliminary study to help the KPU community understand potential risks at its sites related to climate change predictions. This study will provide both an overview of regional predicted trends as well as specific considerations and risks for KPU's Surrey, Richmond, Langley and Tech campuses. Following the completion of this study, KPU will have the opportunity to delve more comprehensively into climate adaptation, with organization-wide engagement.
- **Comprehensive Building Infrastructure Audit and Assessment:** KPU has engaged with a provincial partner consulting firm to conduct a true lifecycle condition assessment of its major mechanical, electrical and building envelope infrastructure. This detailed study is intended to provide a realistic alignment of all KPU infrastructure replacement timelines so that mechanical, electrical and building envelope replacement strategic planning is conducted through a proper risk assessment, timeline and financial lens.

KPU will continue working to conserve energy and reduce GHG emissions by optimizing its daily operations, upgrading aging infrastructure and adopting climate-smart measures in new development and capital renewal projects.

»» Contributing to a Strong, Sustainable Economy

Supporting A Future Ready Workforce

KPU is working to align education and skills training to the goals of the B.C. Economic Plan in a variety of ways, as follows.

The Stronger BC Future Skills Grant

The Future Skills Grant program is open to British Columbians aged 19 and older and covers up to \$3,500 per person for eligible short-term skills training at public post-secondary institutions in BC. In fall 2023, KPU had 18 courses available for the grant in Health, Trades, and Continuing Studies.

Research on the Economic and Labour Market Trends in the KPU Regions

In the 2022/23 academic year, KPU commissioned an environmental scan that identifies the economic development trends in communities served by the university, and includes future directions and emerging sectors and their labour market needs. The results will be used to guide future programming at KPU that will enhance our responsiveness to changing labour market needs, skill shortages and emerging sectors in the region.

Expansion of Technology and Skills Training Opportunities

In 2023, KPU received financial support from the BC government's *Tech-Relevant Seat Expansion program*, which has been used to develop new technology programs. We will develop two unique new programs: the Citation in Cloud Architecture and Security and the Diploma in Front-end Development for Interactive Applications. These new programs will expand access to technology programming at KPU's Richmond campus, which, with the presence of both the Wilson School of Design and KPU's new Entertainment Arts programming, is quickly becoming a technology education hub. In addition, the funding will cover the creation of a Hacker Lab, a new computer lab space in which students in the citation program can practice IT security skills and strategies in a simulated hacking environment.

Early Childhood Care and Education Diploma

Starting in fall 2023, students will be able take Capilano University's Early Childhood Care and Education (ECCE) Diploma program at the Surrey KPU campus. This new partnership between Capilano University, KPU and Métis Nation British Columbia (MNBC), which offers both online and in-person learning, supports students to develop the competencies and knowledge required to work with children under the age of five in licensed preschools and childcare centres. Education courses in the diploma meet the requirements of the Early Childhood Educator Registry for the Early Childhood Education Certificate to Practice, Infant/Toddler Certificate to Practice and/or the Special Needs Certificate to Practice. Students who successfully complete an ECCE Diploma are eligible to apply to the degree program. See the Planning section below for information on the childcare facility planned for the Surrey campus.

Skilled Trades Certification

BC is requiring workers in key trades to become either a certified journeyperson or a registered apprentice and KPU is actively participating in this initiative in a number of ways. Of the trades that fall under the Skilled Trades Certification requirement, KPU offers training in construction electrician, automotive service technician and steamfitter/pipefitter. KPU will expand capacity as required to meet the increased demand this requirement will cause. For instance, KPU is creating refresher courses for automotive repair and electrical automotive repair for those preparing to challenge the Red Seal exam. The Dean of Trades is a member of the executive of BC Association of Trades and Technical Administrators and sits on the TradeUp Centre Steering Committee and the Trades Training BC Data Improvement Committee.

Trades Training Partnerships

KPU is continuing its partnerships with the Squamish First Nation, offering the following programs: Construction Craft Worker, Introduction to Carpentry, Level 1 and 2 Carpentry Apprentice training, Introduction to Plumbing, and Level 1 Plumbing Apprentice training. KPU also has a partnership with the Fraser Regional Correctional Centre to teach welding and is developing a carpentry curriculum for this partnership.

Zero Emissions Vehicle Training

In fall 2023, KPU's Automotive Service Technician program will begin offering Zero Emissions Vehicle training as a continuing and professional studies (CPS) add-on for those who have completed their Red Seal Certification. The funding for this program was provided by the Ministry of Energy, Mines and Low Carbon Innovation via the CleanBC Go Electrical Program. KPU received \$150,000 to use toward instructor training, recruitment activities, training aids, tools, supplies, and equipment. This program was expected to launch at KPU in fall 2022 but was delayed due to supply chain issues.

Work-Integrated Learning

To increase capacity to support Work-Integrated Learning (WIL) at KPU, KPU created a Lead Advisor, WIL, as well as Service Learning Assistants positions. The Lead Advisor for WIL facilitated the roll-out of the new KPU policy on Work-Integrated Learning (ST16) that was approved in fall 2022, by attending Chairs and Coordinators meetings across campuses. Additionally, students, faculty and partners are now able to make use of KPU's new Work-Integrated Learning guidebooks, which are available on the [Work-Integrated Learning website](#), also newly launched. The website also includes a [searchable feature](#) to find Work-Integrated Learning courses at KPU. There are separate WIL guidebooks for students, faculty and partners – each laying out Work-Integrated Learning processes, with links to important forms and resources. The hope is that both internal and external audiences find the tools useful.

The Lead Advisor for WIL also administers KPU's Service Learning Assistants program and has steadily grown the support network since 2021. Service Learning Assistants are students with experience in service learning that are paid to help coordinate and support service learning courses at KPU. Faculty members who would like to add a new experiential, community-engaged component to their course are able to nominate students to work with them while they institute the new approach in their course.

The spring 2023 term brings an unprecedented number of Service Learning Assistants to a broad range of programs across the university.

Expansion of Co-op

Co-operative Education (Co-op) formally integrates academic studies with paid, full-time work experiences at host employer organizations. The KPU co-op program is expanding. Effective for September 2023, co-op options will be available in the following two additional programs: Bachelor of Science, Major in Health Science; and the Bachelor of Science (Honours), Major in Health Science, Co-operative. This brings the total number of programs with a co-op option to seventeen.

Melville Business Strategy Internship Program

The Melville Business Strategy Internship Program provides paid experiential learning opportunities to Business students while enabling collaborations with regional businesses. These are part-time positions available to Business students in their third and fourth years of study and those in post-baccalaureate and graduate programs. Each position has a stipend of \$10,000 and is between four to six months in duration. The employer pays half the salary and the remainder is covered with funding from Mitacs, a national, not-for-profit organization dedicated to supporting applied and industrial research by building partnerships that support industrial and social innovation in Canada. The program was piloted in 2021 with 12 student interns. The summer 2022 cohort saw 33 interns, fall saw 23 interns, and spring has 22 interns who have a near-completion date of July. Mitacs has confirmed their support in 50 internships for the 2023/24 fiscal year.

»» Applied Research and Scholarship at KPU

Supporting Student Led Research

KPU undergraduate students have opportunities to gain applied research experience through our Student Research and Innovation Grant (SRIG) program, which funds KPU student research projects. The program allows students to apply classroom knowledge and skills to a project at the undergraduate or graduate level, providing them meaningful experiential learning experience in their discipline. The following are a few examples of projects that have been carried out as part of the SRIG program:

- Emily Townsend, a student in KPU's Graduate Certificate program in Sustainable Food Systems and Security, was among the first participants of this program and received a \$5,000 grant to examine adaptive characteristics of Andean potato cultivars. Through an analysis of spuds grown in Salt Spring Island, BC and Chimborazo, Ecuador, the project aims to understand whether these potato varieties have the potential to flourish in BC.
- Fourth-year health science undergraduate student, Erick Samera, received a \$5,000 grant to research the microbiome of cattle at KPU's Applied Genomics Centre, a research lab at the Surrey campus focused on developing solutions for agriculture and human health. Samera's work is connected to a larger project at the Applied Genomics Centre focused on producing a more sustainable food source for cattle that could lower methane levels. The methane-producing organisms in cows' stomachs are responsible for more than 16 per cent of global greenhouse gas emissions and Samera's research using genetic sequencing will track the impact of changing cows' diets.

- Kat Su, who completed a Bachelor of Science Degree in June 2022, received a \$5000 grant to study the toxic effects of an ingredient found in cosmetics. She presented her preliminary findings in July at the International Society of Developmental Biology Conference in Vancouver, where she was awarded a third-place prize for undergraduate research.

Sustainable Design Research

In fall 2022, KPU's Wilson School of Design received a \$1M Mobilize grant from the Natural Sciences and Engineering Research Council of Canada (NSERC), to create evidence-based, sustainable futures through applied design research, and maximize student training while developing industry partnerships.

Using this funding, the Wilson School of Design plans to establish an applied design research centre dedicated to meeting the innovation needs of industry partners. Building on a long history of industry-collaborative projects, the centre will create connections across disciplines and partners through applied research, focusing on themes such as sustainability, addressing climate change and inclusivity.

In May 2022, KPU appointed Stephanie Phillips as the Sherman Jen Research Chair in Next-Generation Design. Phillips' research focuses on biodegradable functional materials, exploring how enhanced natural materials that remain recyclable can be used in the apparel industry. Phillips works with partners in industry and other universities, looking at materials that might exist only as small samples to see if they can be used for full garment prototypes. The research, which involves KPU students, is driven by industry needs, particularly those of the technical apparel Cascadian innovation corridor from Vancouver to Northern California.

Applied Genomics Centre

KPU's [Applied Genomics Centre](#), led by Dr. Paul Adams (Sherman Jen Research Chair in Applied Genomics and a KPU biology faculty member), is focused on agricultural innovation. At the Centre, faculty and students have the opportunity to engage in a broad range of applied research projects, including working with dairy cows and horses, improving sustainable crop production and breeding new varieties of hops. Every project includes at least one KPU student who receives hands-on training in applied research and genomics.

One of the Centre's key research projects is helping combat a disease found on dairy farms. *Mycoplasma bovis* is a bacterium known to cause a range of serious illness in cattle, including mastitis, pneumonia and arthritis. Using genetic tools, KPU researchers have developed a test allowing for early detection of the infection to help farmers better understand its impact and ultimately improve the health of dairy cows. Using the same polymerase chain reaction (PCR) technology as COVID-19 testing, the KPU test proved to be highly accurate in trials. Now, KPU researchers are testing milk across Western Canada to understand the prevalence of the bacterium in Western Canada.

In 2023, the Centre has expanded its capacity for research on genomics and metabolomic solutions for agriculture as a result of \$1M in funding received from BC's Knowledge Development Fund. This adds to the approximately \$6.5M in funding the Centre had previously secured. The additional funding enables the purchase of more lab equipment and will double the number of research projects that can be undertaken over the next five years. One of the new pieces of equipment purchased is an iScan array

system, a piece of DNA analysis technology used for genotyping and other applications. No other lab in western Canada has an iScan focused on agriculture genomics. This equipment opens new applied research opportunities for KPU and our partners.

Research on Sustainable Horticulture and Agriculture

KPU's Institute for Sustainable Food Systems

The Institute for Sustainable Food Systems (ISFS) was established in 2009 and is now a Canadian higher education leader in sustainable agriculture and food systems. Its mission is to engage in multidisciplinary applied research and extension programming to cultivate sustainable regional food systems that advance the food sovereignty goals of diverse communities. The applied research work focuses on the potential regional food systems in terms of agriculture and food, economics, community health, policy and environmental integrity. The extension programming provides information and support for farmers, communities, businesses, policy makers and others.

The ISFS is wrapping up a three-year research project, [Planning for Sustainable Food Systems in Canada](#), which is supported by NSERC's College and Community Social Innovation Fund. The project examines the state of food systems in planning practice in Canada by working in close partnership with the professional planning communities. Researchers studied three critical areas of food systems planning: skill and knowledge of planners and degree of engagement in food systems planning; tools, resources, and policy environments that support their work; and the processes used to develop and implement food systems policies and plans.

The ISFS has been working with the Pacific Immigrant Resources Society (PIRS) on a research project, [Local food access among newcomers to Canada in Metro Vancouver area](#), to identify root causes of food insecurity among newcomers. The project aims to create dialogues among key stakeholders to support newcomers in their journeys through a new food environment. Round table events were hosted in Surrey, Vancouver and Richmond with more than 100 participants. The knowledge gained from this study will contribute to the ongoing efforts by service provider organizations (SPOs) to design and implement programs and resources to appropriately serve refugees and immigrants in need.

With respect to the KPU Farm Schools Program, this year ISFS is focused on reinvigorating the farm business incubator program which supports new farm businesses in their transition from KPU Farm School students to full-fledged farmers. The incubation process consists of continued education, farm mentoring and a reduced infrastructure burden. These pillars will be the focus of the program moving forward. Funding received to support the program is directed to incubator farmers for the purchase of farm products and to distribute fresh, locally grown food to underserved community members. The following three short videos were produced to highlight these outreach initiatives:

[Community Supported Agriculture at the KPU Farm Schools](#)

[Newcomers and new entrant farmers, featuring the Pacific Immigrant Resources Society](#)

[Richmond Farm School and community connections: featuring the Pathways Club House](#)

ISFS is dedicated to working with Indigenous communities across BC to support community-led visions and walk alongside Indigenous communities as they rebuild food sovereignty. See Appendix A for more information.

KPU's Institute for Sustainable Horticulture

The mission of KPU's Institute for Sustainable Horticulture is to improve ecosystem resilience by providing tools and strategies for agriculture and landscapes through applied research, innovation, knowledge sharing and partnerships. Led by Dr. Deborah Henderson, the institute is based at KPU's Langley campus.

In 2022, NSERC awarded the institute \$440,000 over two years to conduct research into accelerating agricultural innovation that addresses climate change challenges, such as the extreme heat event and flooding BC experienced in 2021. The funding allows up to seven industry partners to participate each year, as well as three KPU faculty researchers, several technicians and 12 student research assistants.

There are three elements to the research. First, the team will test whether they are able to support soil recovery and healthy crop growth after flooding by using microbial consortia (a group of microbes that act together as a community) and the metabolic products of microalgae (algae that are invisible to the naked eye). Second, they will develop a pathway to meeting government regulations for these natural products to assist small and medium sized companies to quickly bring them to market. Pathways will be shared with industry through in-person and virtual workshops. Third, the funding will accelerate research of novel agricultural technological innovations, such as using laser light to treat seeds and natural plant extracts called bio-stimulants, that can improve germination and early crop growth. Researchers will also develop predictive disease models and use connected internet devices to make critical crop management data available to producers in real time.

South Asian Literary and Cultural Studies

KPU is advancing South Asian Literary and Cultural Studies in several ways. As Canada Research Chair in South Asian Literary and Cultural Studies, Dr. Asma Sayed is raising awareness about how South Asian Canadian writers and filmmakers help foster fairness and empathy in Canadian society. Using an intersectional social justice framework, Dr. Sayed and her research team are analyzing literary and visual texts to establish theories about how to interpret creative expressions can be interpreted as sites of socio-political change and activism. Having received formal training and professional development in human rights, anti-racism and equity studies, her interdisciplinary research and social activism focus on the marginalization of gendered and racialized people and violence against women as represented in literature, film (especially Bollywood) and media. Dr. Sayed's research and teaching are informed by critical equity studies, critical race theory, critical hope and solidarity studies and postcolonial and decolonial studies. Dr. Sayed engages KPU students in many of her research projects, where they receive training in writing, editing, conference presentations and research.

Together with KPU student Jacqueline Walker, Dr. Sayed presented "Rupturing Heteropatriarchal Systems: Farzana Doctor's Seven as Literature of Protest and Activism" at the Association for Commonwealth Literature and Language Studies conference in 2022. In March 2023, Dr. Sayed co-organized KPU's first South Asian Arts Festival in which 70 KPU students performed drumming and dancing.

Addressing Domestic Violence

KPU nursing instructor Dr. Balbir Gurm has worked to improve the health of the community for almost 30 years. She founded the Network to Eliminate Violence in Relationships (NEVR), the purpose of which is to work toward reducing gendered violence in Surrey, Delta, White Rock and the surrounding areas through coordinated and seamless service delivery, collaboration, sharing of resources, prevention and treatment initiatives, education, media relations and advocacy. She created a free online NEVR e-book that includes support resources and service providers for anyone fleeing domestic violence.

Dr. Gurm is also Vice-Chair of the Government of Canada's Cross-Cultural Roundtable on Security, a national forum that brings together citizens who are leaders in their respective communities and who have extensive experience in social and cultural matters. It focuses on emerging developments in national security and public safety matters, including domestic violence, and their impact on Canada's diverse and pluralistic society and provides advice and perspectives on these to the Minister of Public Safety Canada and the Minister of Justice and Attorney General of Canada.

Addressing Mental Health in Uganda

KPU psychology instructor Dr. Kyle Matsuba is leading the Wang Oo Relit Project in Uganda. The project, which takes its name from traditional Ugandan fireside gatherings, is funded by a \$250,000 Global Mental Health seed grant from Grand Challenges Canada. Funded by the Government of Canada and other partners, Grand Challenges Canada funds innovators in low- and middle-income countries and Canada. Its Global Mental Health program aims to seed and transition to scale high impact innovations that support the mental health needs of underserved individuals.

The long-lasting and devastating civil war in Uganda that ended in 2006 displaced millions of people, disrupted important cultural practices and negatively impacted the mental health of Ugandans. The goal of reigniting the wang oo is to help youth, who have experienced significant mental health impacts, develop effective coping skills. Using the grant funding, Dr. Matsuba has been training youth mental health leaders who support reintroduction of the wang oo traditional practice with the help of community Elders. Matsuba says the wang oo gatherings will include sharing mental health challenges, offering an opportunity to educate young people about mental health.

»» Planning at KPU

Development of VISION 2026

This is the final year for KPU's strategic vision, VISION 2023. With the re-appointment of President Dr. Davis until August 2025, the decision was made to update *VISION 2023* to cover up to 2026. This ensures there is a strategy in place for the first year of the new president's term. After extensive consultation with students and employees, *VISION 2026* was approved by the Board of Governors in May 2023, and will take effect in September 2023. *VISION 2026* includes four values to guide how we work to achieve the stated goals: care, collaboration, humility and equity. There are 15 goals organized into five interconnected themes: experience, sustainability, creativity, justice, and quality.

Development of Global Vision for KPU

The president is leading a task force, consisting of faculty members and administrators, to re-imagine KPU's role in a global society and to develop, with broad consensus, a long-term vision and strategy for KPU. This includes the international students experience, faculty and student experiences online and abroad, and KPU's role in global development and research projects.

Provincial Funding Review

In March 2022, the BC government announced a sector-wide review of how it funds operations at BC's 25 public post-secondary institutions to ensure they have the resources required to support economic recovery and student success. The review is focused only on block funding provided to public post-secondary institutions for general operations. The first phase of the review began with targeted engagement with key sector partners, students, labour and sector associations, and public post-secondary institutions. KPU participated in this phase by making a submission on June 30, 2022 and meeting with Don Wright, Engagement Lead for Post-Secondary Funding Formula Review.

KPU Communities Trust

On May 22, 2022, KPU Communities Corporation, a wholly owned subsidiary of KPU, was incorporated under the Business Corporations Act of British Columbia and on June 1, 2022, a trust deed was executed appointing KPU Communities Corporation the trustee of KPU Communities Trust. The purpose of the Trust is to create revenue generating opportunities to support academic endeavors and enhance student experience and well-being for the university. The Trust is in the start-up phase and is developing a business case to support the BC Ministry of Post-Secondary Education and Future Skills Capital Asset Reference Guide requirements for a land lease application.

Childcare Facility for Surrey Campus

Through a partnership between KPU, Métis Nation British Columbia (MNBC), and the Ministry of Education and Child Care, a childcare facility will be built on the Surrey campus. The Ministry is providing \$6.1M in funding for this project, while the Métis Nation is providing \$2M. The facility will provide 61 childcare spaces on the ground floor and an abutting ground-level outdoor play area. The second floor will provide space for the ECCE program, which will support integrated learning practicums.

The purpose of the project is to provide young children with consistent, quality and inclusive childcare in order to support the needs of families that work or study at KPU, MNBC members, and the broader community. At the same time, with its proximity to the childcare spaces, students in the ECCE program will gain the knowledge and skills required to work with young children and their families in licensed childcare settings.

KPU and MNBC will work to ensure that the ECCE program is culturally relevant. The building design will meet Leadership in Energy and Environmental Design (LEED) Gold standards and perform as a net-zero building in terms of its greenhouse gas emissions. The facility is expected to open in June 2026.

Student Housing

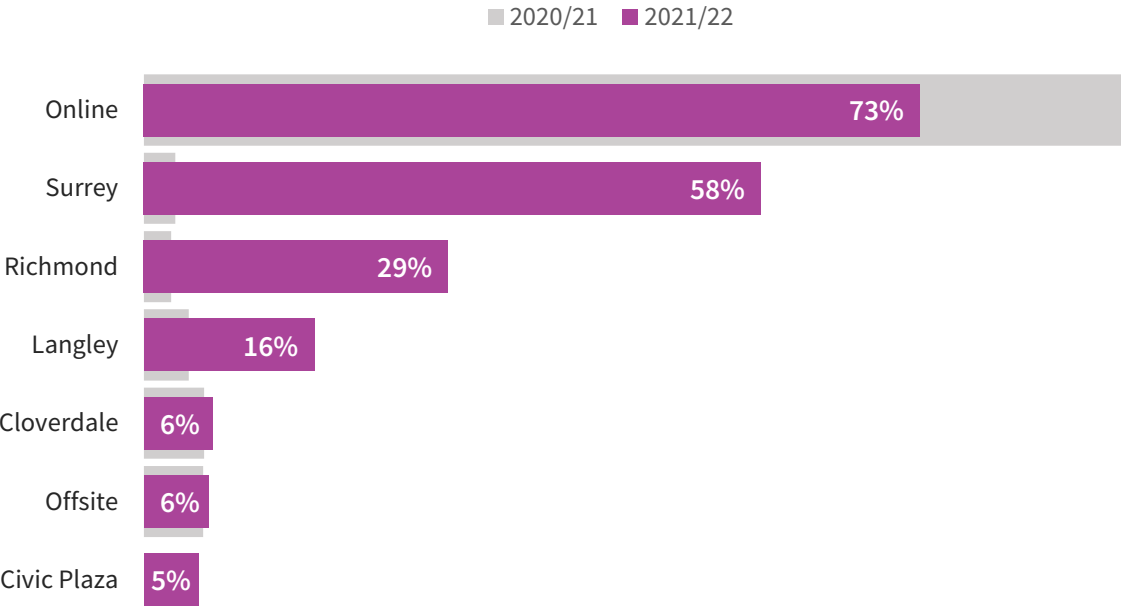
With the increase in international students and low residential housing vacancy rates, KPU is exploring how best to address the need for student housing. Work has been conducted to determine the size of the demand and suitable location for student housing as well as financial assessments of various housing options to help inform decisions on student housing. The business case for initial student housing on the Surrey campus is under development.

2. KPU Profile

KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the Lower Mainland of BC, KPU has five campuses – Richmond, Surrey, Civic Plaza (also in Surrey), Langley, and KPU Tech in Cloverdale – spread across 42 kilometres south of the Fraser River.

Figure 2.1 shows the distribution of students by campus, as well as online and off-site delivery.² In March 2020, instruction pivoted to online, and this continued throughout the following 2020/21 academic year. Prior to the pandemic, only 5% of instruction was fully online. In the 2020/21 academic year, 93% of the student body had enrolled in online courses, and only a limited number of classes were held on campus – those that required hands-on training to use technology or other forms of experiential learning. In the 2021/22 academic year, KPU increased the number of on-campus classes significantly. Because of the continuing student demand for online learning, headcounts for on-campus classes have not returned to pre-pandemic levels. For example, for the 2017/18 through 2019/20 academic years, 68% of students took at least one class on the Surrey campus. This dropped to just 3% during the 2020/21 academic year, and has returned to 58% in 2021/22.

Figure 2.1: Proportion of Students Taking Courses at Each Campus
Academic Years 2020/21 and 2021/22 compared



Demand for online courses remains high post-pandemic; although lower than the previous year, 73% of students took at least one online course during the 2021/22 academic year. Likewise, in fall 2022,

² Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

42% of domestic students reported they would prefer most or all of their courses to be delivered online, with only 20% preferring not to have any online courses.³

KPU offers a wide range of programs from arts to trades, to academic upgrading, and continuing and professional studies. Annually, over 20,000 students take courses from a range of programs, including apprenticeship training, certificates, diplomas, associate and bachelor's degrees, and post-baccalaureate and graduate credentials. As a polytechnic university, we combine academic excellence and hands-on, applied learning with a focus on producing job-ready graduates who have the skills required to make valuable contributions to BC's workforce and communities.

Some of KPU's unique programs include the Faculty of Arts' Graduate Certificate in Sustainable Food Systems and Security, the School of Business' Graduate Diploma in Green Business Management, the School of Design's Technical Apparel Design program, the Faculty of Science and Horticulture's Brewing and Brewery Operations program, and the Faculty of Health's Acupuncture Diploma.

KPU Programming

»» Faculty of Academic and Career Preparation

The Faculty of Academic and Career Preparation (ACP) supports students who wish to improve their academic English language skills, and those who wish to learn employability skills for entry into the workforce. All students on the Pathway to Undergraduate Studies take classes in ACP to upgrade their English. As well, ACP includes the Learning Centres, which offer academic support to all KPU students. The Learning Centres are described in the Strategic Priorities section of the report.



In the English Language Studies department, students for whom English is an additional language can take academic English language classes at four different levels. These classes prepare students to meet KPU's English proficiency requirement for academic programs or trades training, and enhance their success in undergraduate studies.

The English Upgrading (EU) department offers courses designed for native English speakers who wish to meet KPU's English proficiency admission requirements or the requirements for the BC Adult Graduation Diploma. The EU department also offers upgrading classes at the Phoenix Drug & Alcohol Recovery and Education Centre. In another noteworthy partnership, the EU department offers classes at the Tsawwassen First Nation for the Nation's members. The department also offers a Literacy

³ Data from KPU's annual Student Satisfaction Survey.

Communities course in which students with intellectual disabilities develop their skills in reading comprehension, computer literacy, and math, while building their social connections.

The Access Programs department offers the Employment and Community Studies program, which is designed for students with diverse learning needs that hinder educational success; in this program, students engage in hands-on learning and work experience opportunities in community settings, while critically engaging with social justice and ableism issues that impact the lives of people with disabilities.

ACP partners with five community-based organizations who deliver Community Adult Literacy programs in Richmond, Surrey, and Langley. These programs range from one-on-one tutoring with volunteer tutors, to group programs where parents and grandparents read with their children, and groups for those looking to improve their English skills in order to gain employment or move into further academic study. ACP also provides administrative support to Third Age Learning at Kwantlen (TALK), which provides adults age 50 and over with stimulating courses taught by subject matter experts, including many KPU faculty members.

»» Faculty of Arts

Almost all KPU undergraduate students will have contact with the Faculty of Arts over the course of their studies. The Faculty's wide array of courses and programs engages with a diverse range of social and cultural realities, equipping students with the analytical acumen, intellectual insight, and communicative capacity to translate thought into action.

Key principles ground our practice in Arts: social justice, community service, equity, sustainability, and inclusion. These underlie and inform much of the teaching within the Faculty. Arts has accordingly played a leading role in the development of Indigenous education initiatives and projects at KPU, including a Minor in Indigenous Community Justice, as well as the launch of the Indigenous Studies Department in 2023.

Also new to the Faculty is the Entertainment Arts program. This brings together a suite of three diplomas in Advanced Game Development, Advanced 3D Animation and 3D Modelling, and Advanced VFX; and a certificate in Foundation in Entertainment Arts, all focusing on digital arts and training graduates for exciting careers in a flourishing and growing industry of British Columbia and Greater Vancouver, in particular.

Experiential education is a foundational part of the pedagogy within the Faculty of Arts. The Faculty boasts a diverse range of service-learning courses, practica, field schools, and other community-engaged projects where thought meets action.



Home to two Canada Research Chairs, the Faculty of Arts boasts a consistent record of success in winning municipal, provincial, and national research grants. The Faculty believes a robust program of faculty and undergraduate student research is vital to the larger goal of educational excellence. The development of research and scholarship capacity is a priority within the larger institutional context, and Faculty of Arts members are working to deepen the connection between research and teaching by expanding the range of student research opportunities available through course development and community initiatives.

The Faculty of Arts develops well-rounded, innovative, and critically-minded graduates. All programs in the Faculty empower graduates with skills in critical thinking; problem solving and innovation; effective communication, intercultural awareness, and information and numerical literacy; social justice; and professionalism, teamwork, and accountability. These are skills that students need to flourish and prosper, and skills that our community and the world urgently demand. In nurturing these skills, the Faculty of Arts engenders a sense of social engagement and responsibility, and fosters a wider awareness of intricately interconnected human issues – empowering graduates to build richer lives, and a better world.

»» Melville School of Business

The Melville School of Business (MSB) is one of the largest business schools in Western Canada, offering 22 programs in undergraduate, post-baccalaureate, and graduate levels. There are programs in a range of disciplines such as accounting, marketing, human resources, business management, business administration, information technology, operations and supply chain management, and business environmental sustainability.



MSB’s leadership team continues to meet with community partners to ensure program curriculums remain competitive in the workforce. The Human Resources Management program was recently re-imagined with direct feedback from students, instructors, and industry including the Chartered Professionals in Human Resources of British Columbia and Yukon (CPHR BC & Yukon). The revised program was introduced for the fall 2022 semester.

MSB prioritizes the completion of our 2023-2026 Strategic Plan. Four main goals have been established for the School and discussed at Faculty-wide events: the pursuit of educational excellence, to transform experiences within Melville, reciprocal partnerships and relations, and excellence in applied scholarship. At this time, MSB has created smaller focus groups with a mix of staff and faculty further pitching initiatives to meet each goal. A new initiative called “Melville Ideation Sessions” will hold a 1.5-hour time block every Wednesday for staff and faculty to focus on the Strategic Plan, and will ensure that everyone will have equal opportunity in bringing it to life.

MSB has partnered with YELL to offer program graduates the opportunity to gain credit for ENTR 1200 at KPU (3 credits total) upon completion of its program. YELL is a Canadian charity supporting the development of entrepreneurial mindset in high school by delivering programming in partnership with Entrepreneurship classes across BC. In February, MSB and YELL partnered in the annual “Future Business Leaders” event where over 30 Surrey School District students partook in a mini case competition in alignment with the UN’s Sustainable Development Goals.

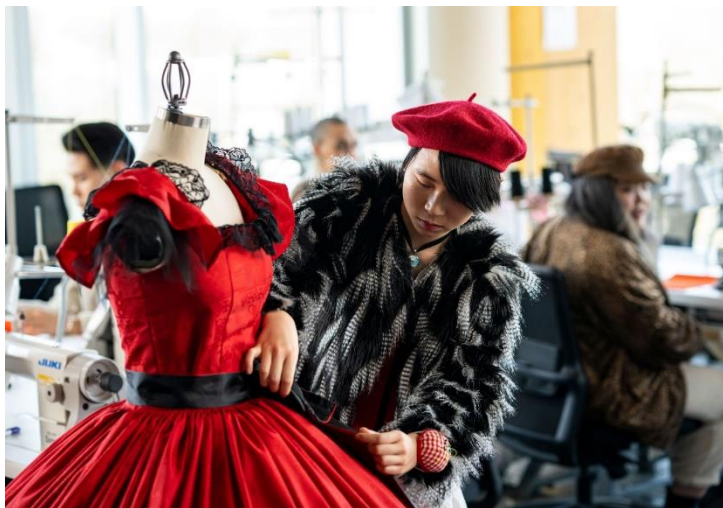
Over the past three summers, MSB has run a sessional dual credit cohort section, Litigation and Civil Procedure (LGLA 1205), dedicated to dual credit students in the Surrey School District. In spring 2022, the Computer Science and Information Technology (CSIT) department assigned a cohort section, Systems Analysis and Design (INFO 1113), dedicated to dual credit students from the Abbotsford School District.

MSB introduced an annual full-ride scholarship this Spring which grants one domestic student entering a BBA in Entrepreneurial Leadership (ENTR) \$30,000 over four years. The funding was established through the collective efforts of past students in the ENTR program. Business students can apply for an internship through the part-time Melville Business Strategy Internship (MBSI) program. See the Strategic Priorities section for more information on this program.

MSB remains accredited by the Accreditation Council for Business Schools and Programs, an internationally recognized accreditation body, and continues offering a blend of face-to-face, hybrid, and online offerings to increase the flexibility for domestic and international learners alike.

»» Wilson School of Design

The Wilson School of Design (WSD) offers programs that reflect the polytechnic nature of KPU. WSD offers certificate, diploma, degree, and post-baccalaureate programs in design foundations, fashion marketing, fashion and technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry on an ongoing basis through practicums and work experience placements, collaborative industry projects, and research and development.



In October 2022, the WSD received a \$1M federal grant from the Natural Sciences and Engineering Research Council of Canada that will support plans to establish an applied design research centre dedicated to meeting the innovation needs of industry and community partners, and to providing new opportunities for students and faculty. The centre will create connections across disciplines and partners through applied research, focusing on themes such as sustainability, addressing climate change, and inclusivity.

KPU's Fashion and Technology degree program provides students with the opportunity to develop design concepts using practice-led research along with creative and technical skills to work within the apparel industry. The Diploma in Fashion Marketing program prepares students to work across the apparel industry as entrepreneurs, leaders, and innovators, and they may also choose to ladder into KPU's Bachelor of Business Administration program or other degree programs.

The Product Design degree program focuses on the growing demand for the design of a broad range of products including technical soft goods, medical devices/equipment, and sustainable and ethical design solutions. Students in the Post-Baccalaureate Diploma in Technical Apparel Design program pursue advanced studies in strategic design innovation, technical textiles, human factors and user experience testing, production, capstone research, and global business strategies.

The Graphic Design for Marketing degree program offers a balanced education in graphic design, marketing, business strategies, interactive technologies, and user experience, reflecting the conceptual and technical skills to tackle design challenges that impact society.

The Interior Design degree program provides a rigorous education in the built environment where students learn the practical design and technical knowledge needed for a professional career as an interior designer. Commencing in fall 2023, an honours stream and designation will be made available to students in their final year of study. This capstone option will provide selected participants with further depth in their studies and this new addition is the first of its kind in Canada.

»» Faculty of Health

The Faculty of Health makes significant contributions to health- and community-related programming provincially, nationally, and internationally, serving both traditional and non-traditional learners. The Faculty uses curricula that combine a foundation in theory with innovative, practical, hands-on experience to ensure students' knowledge can be put into action. By innovating through theory and practice, learners are transformed into leaders who will ultimately change the face of their communities.



The Nursing degree programs, Diploma in Traditional Chinese Medicine (TCM) – Acupuncture program, and Certificate in Health Care Assistant program have mandatory provincial recognition to ensure quality curriculum and experiences for students, as well as broad acceptance by employers.

Programs offer clinical field placements for students to demonstrate existing skills and to learn advanced skills. These placements involve a preceptor where a practicing clinician leads the student through real world applications, expanding the student's knowledge. Programs also offer faculty-led clinical field experience, where faculty not only teach in the class but also work directly with students

in the field. As we transitioned to a return to campus last year, the TCM Clinic at the Richmond campus recommenced service. Under the direction of our TCM faculty, the TCM students provided assessment and acupuncture treatments to the public.

KPU is an active partner with the Ministry of Post Secondary Education and Future Skills, the Ministry of Health, and the health authorities in addressing the critical shortage of health care assistants and nurses. KPU continues to deliver the Health Care Assistant Partnership Program with the Fraser Health Authority. This partnership model integrates student learning and employment, adding more health care assistants to the health system where they are vitally needed. KPU also implemented the expansion of its nursing programs to accommodate an additional 115 students on an ongoing basis. In spring 2023, the Bachelor of Science in Nursing – Advanced Entry program provided seats for an additional 40 students and the Graduate Nurse Internationally Educated program provided seats for an additional 35 students. An additional 40-seat expansion in the Bachelor of Psychiatric Nursing program is expected in FY2023/24.

»» Faculty of Science and Horticulture

The Faculty of Science and Horticulture offers a unique mix of traditional and applied undergraduate programs representing the polytechnic mission of KPU, with programs offered on the Cloverdale, Langley, Richmond, and Surrey campuses. Undergraduate student research opportunities are available in many of the programs. The Faculty's close relationship with two highly recognized research groups, the Institute for Sustainable Horticulture (KPU Langley) and the Institute for Sustainable Food Systems (KPU Richmond), provides students with the opportunity to work side-by-side with top researchers on projects that will benefit people in Canada and around the world.



The KPU Applied Genomics Centre at the Surrey campus, opened in spring 2021 and expanded this year, has state-of-the-art genomics and metabolomic tools that enable students in many programs to gain hands-on research experience, skills, and community engagement through faculty-led research projects. The School of Horticulture's field lab, greenhouses, technical training shops, and a three-hole demonstration golf course provide students with opportunities for hands-on learning. There is also the nationally accredited, workplace-focused 2-year Diploma in Environmental Protection Technology program.

There are several degree programs in the Faculty, including a B.Sc. in Biology and a B.Sc. in Health Sciences. The upper level courses are taught in the Surrey campus recently renovated science labs. The B.Sc. in Physics for Modern Technology provides students with an applied program designed with the needs of local industry in mind, including a work placement component. The B.Sc. in Applications of Mathematics allows students to choose from streams in biomathematics, education, or computational mathematics. The highly innovative Bachelor of Applied Science in Sustainable Agriculture degree is

partnering with the City of Richmond to develop a 20-acre organic research and teaching farm located 500 meters from the Richmond campus, and students can also learn and conduct research in the new KPU Seed Lab, assisting seed growers to improve quality and production efficiency.

The Computer-Aided Design & Drafting Technologies Diploma program allows students to choose specialties such as architectural and structural as they prepare for a career as a CADD/Drafting Technician. There is also a first-year Engineering Certificate which provides a gateway into the second year of the major BC engineering schools, and there are also horticulture apprenticeship programs in landscape horticulture and arboriculture.

The award-winning Diploma in Brewing and Brewery Operations (the first of its kind in BC and one of only three in Canada) provides training in the science, art, business, and practical aspects of the brewing industry, with hands-on experience in the 4,500 square foot KPU Brewing Instructional Laboratory.

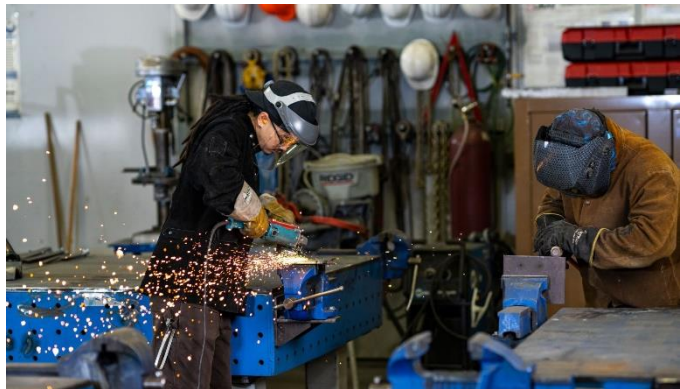
Upgrading courses in biology, mathematics, and physics are offered through the Faculty of Science and Horticulture, joining the Chemistry upgrading courses. These provide extra options and help to lessen gaps for students starting their university education.

»» Faculty of Trades and Technology

KPU's Faculty of Trades and Technology programs and courses, including apprentice training, are primarily offered at the KPU Tech campus in Cloverdale. Programs focus on experiential/hands-on learning, where classroom sessions are coupled with practical applied skills. Many of the programs follow the SkilledTradesBC (STBC) curriculum.

Programs that follow the STBC curriculum modules include:

- Appliance Service Technician;
- Automotive Service Technician;
- Carpentry;
- Construction Electrician;
- Metal Fabrication;
- Millwright (Industrial Mechanic);
- Parts and Warehousing/Partsperson;
- Piping/Plumbing; and
- Welding.



Non-STBC programs that are Senate-approved include Farrier Science and Mechatronics and Advanced Manufacturing Technology, which is an undergraduate diploma program.

The Metal Fabrication Foundation program was successfully re-launched in spring 2023. The program returned after a lengthy hiatus and is offered both as a standalone and a Youth Train in Trades option.

The Automotive Service Technician program plans to begin offering Zero Emissions Vehicle training in fall 2023 as a Continuing and Professional Studies add-on for in-service Automotive Service Technicians who have completed their Red Seal Certification.

The Faculty has extensive and valued relationships with employers and industries through work-integrated learning opportunities. We also maintain close relationships with many school districts, offering Youth Train in Trades options to high school students in the majority of our programs. This is an opportunity for high school students to earn credits toward their high school diploma while also earning Level 1 of their technical trades training through the STBC.

The Faculty has resumed partnered offerings with the Squamish First Nation and the Métis Nation. Offerings have included construction craft worker, carpentry, and plumbing, and we have also worked closely with representatives from the Nations to customize training for their students' wants, needs, and job market opportunities. In partnership with Aboriginal Community Career Employment Services Society, we offered an Indigenous Trades Sampler and have another one tentatively scheduled for fall 2023.

We have also resumed working with the Fraser Regional Correctional Centre (FRCC). Resumption of our long-standing partnership agreement has allowed us to provide instruction to incarcerated individuals on topics related to welding, such as Introduction to Welding and Introduction to Metal Trades. We are working closely with the FRCC to launch an introductory carpentry program.

»» Continuing and Professional Studies Division

KPU's Continuing & Professional Studies (CPS) was established out of a recognition of the importance of providing continuous, innovative, and diverse educational programming. CPS' mandate is to develop and offer ongoing opportunities for learners to engage in flexible, innovative, and high-quality, short-term, non-credit programming that is responsive to industry and community needs, and that supports upskilling, reskilling, career advancement, professional growth, and lifelong learning.

CPS course offerings include a Professional Program in Open Education as well as courses offered through the Faculties, including the Faculty of Health, the Faculty of Trades and Technology, the Wilson School of Design, and the Faculty of Science and Horticulture. CPS also partners with the Faculty of Health and Faculty of Trades and Technology to support significant programming in these areas, as well as Indigenous training partnerships.

The Wilson School of Design course offerings include *Summer Design Foundation Academy*, *Working with Knits*, *Introduction to Sewing*, *Textiles Techniques* as well as access to open labs.

The Faculty of Health offers a variety of courses for registered nurse and licensed practical nurse refresher training with courses such as *Pharmacology*, *Canadian Nursing Theory and Practice*, *Nurse Ready*, *Psychomotor Skills Review*, *Professional Communication*, *Gerontology in Nursing*, *Introduction to the Canadian Health Care System* and clinical and assessment offerings.

The Faculty of Trades and Technology works with industry associations and regulators to identify training needs to support workers and meet ever-changing industry needs. These courses include *Introduction to Building Maintenance*, *Cross Connection and Welding*.

The Faculty of Science and Horticulture offers a selection of courses from *Chemistry Brewing Basics* for students entering the Brewing and Brewery Operations Diploma to training for professionals in the pest management industry.

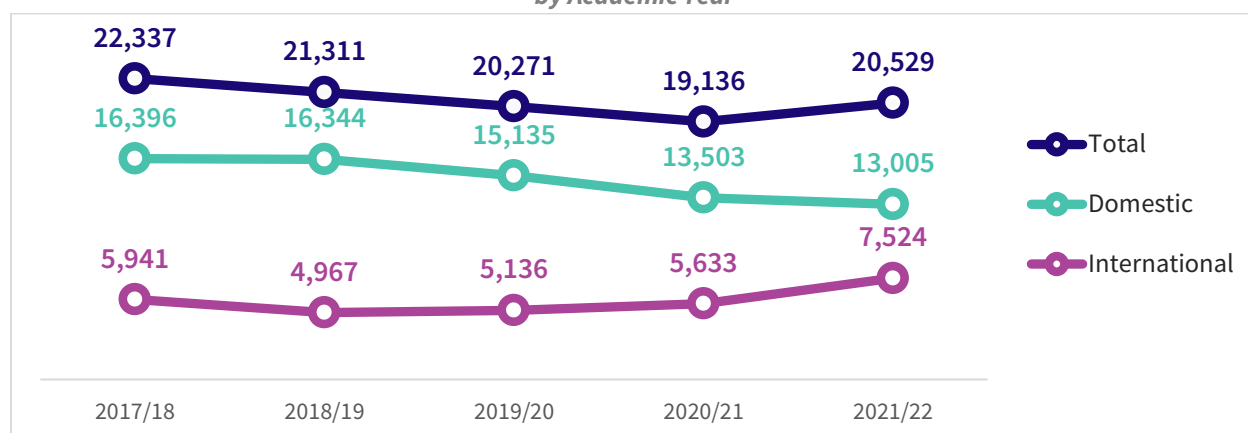
In addition to running courses for public registration, CPS supports custom education contracts for organizations and Indigenous Nations in support of specific initiatives. CPS supports specific programs and courses for the Squamish First Nation and the Métis Nation British Columbia such as carpentry, plumbing and construction craft worker that were delivered by multiple departments both at KPU campuses and at the Squamish Nation Training and Trades Centre.

KPU Students

»» Student Headcounts

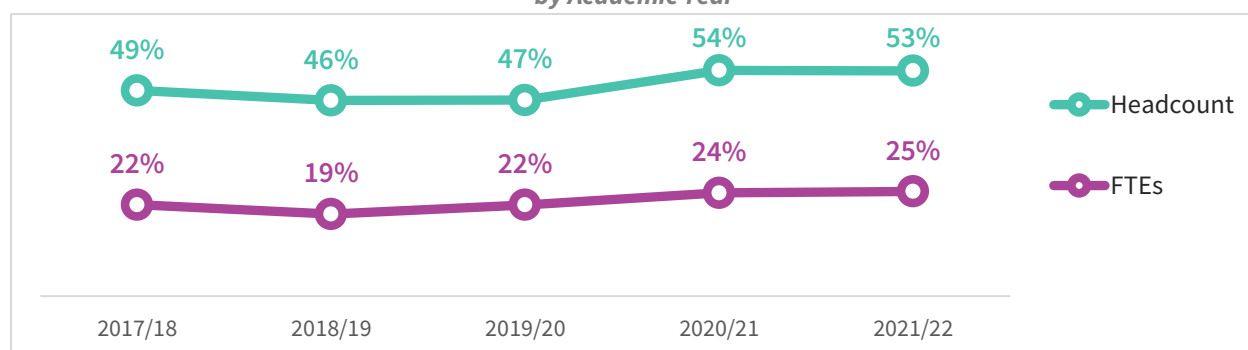
In the 2017/18 academic year (AY), a sharp increase in international enrolments pushed total enrolments to over 22,000 students (Figure 2.2). Over the past three years, KPU’s international enrolments have grown while domestic enrolments have decreased, resulting in total enrolments dropping to nearly 19,000 in AY2020/21, and recovering in AY2021/22 due to a sharp increase in international enrolments. In AY2021/22, just over two thirds of all KPU students were enrolled in programs in either the School of Business or the Faculty of Arts. For international students, 68% were enrolled in the School of Business, 22% were enrolled in the Faculty of Arts, and 13% were enrolled in the Faculty of Science and Horticulture.

Figure 2.2: Domestic and International Headcount
by Academic Year



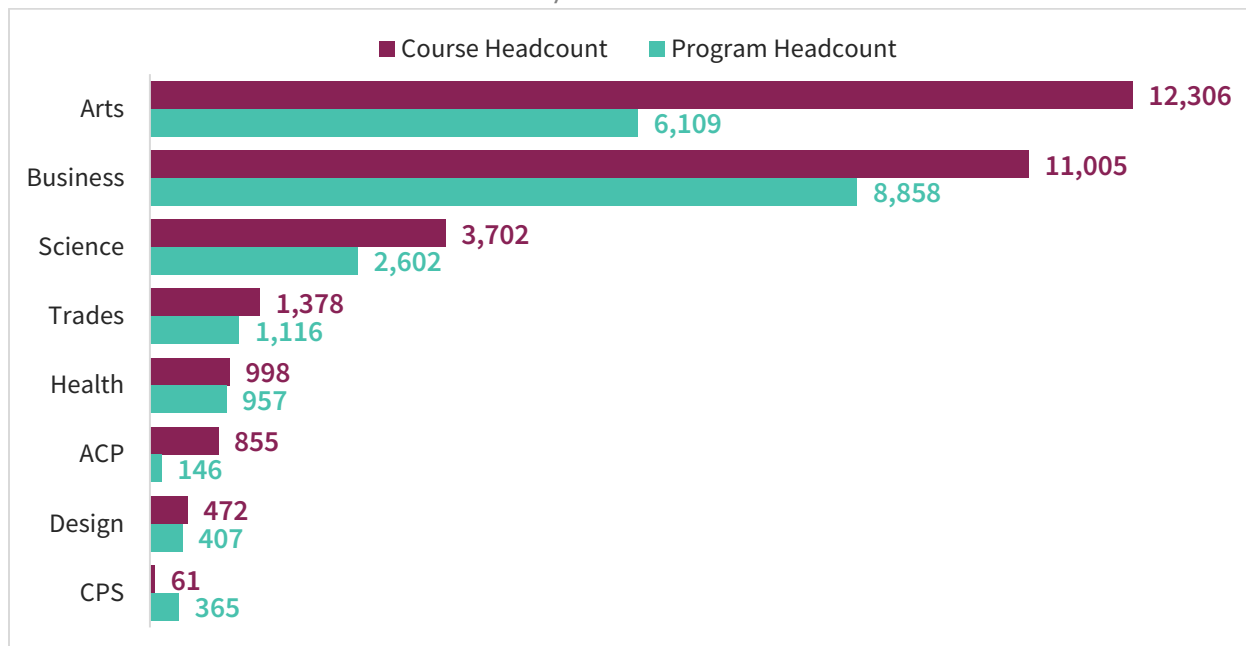
KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, around half of the student body studies in the summer term each year (Figure 2.3). The proportion of FTEs delivered in the summer is much lower than headcounts, reflecting the fact that more students study part-time in the summer than in other terms. In the past, FTEs delivered in the summer have hovered between 19% and 22% of those delivered in the year, but have increased in the past two years to 25% in the 2021/22 academic year.

Figure 2.3: Proportion of Headcounts and FTEs Delivered in the Summer
by Academic Year



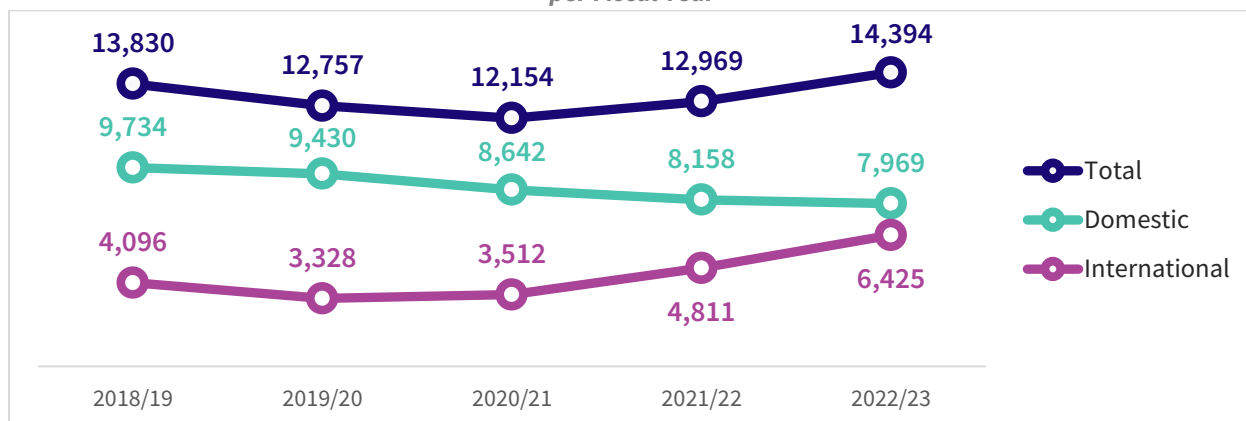
Students often take courses outside their home Faculty. Figure 2.4 displays the number of students enrolled in programs in the Faculty (program headcount), and the number taking courses offered by the Faculty (course headcount). Faculty of Arts teaches more students through the courses it offers, but there are more students pursuing programs in the School of Business. And although only 1% of all students were registered in ACP programs, ACP delivered courses to 4% of all students in AY2021/22.

Figure 2.4: Distribution of Student Headcount by Course and Program Faculty
2021/22 Academic Year



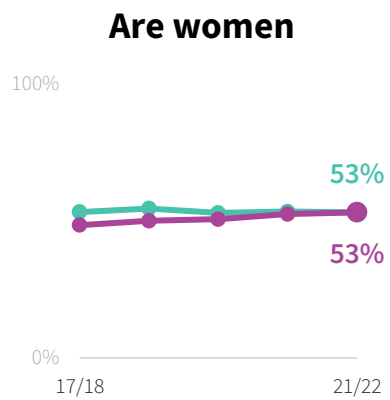
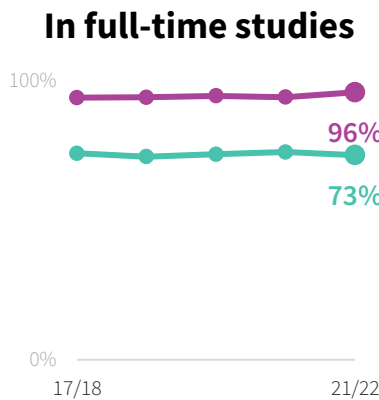
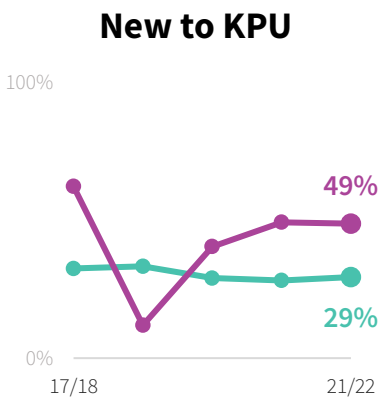
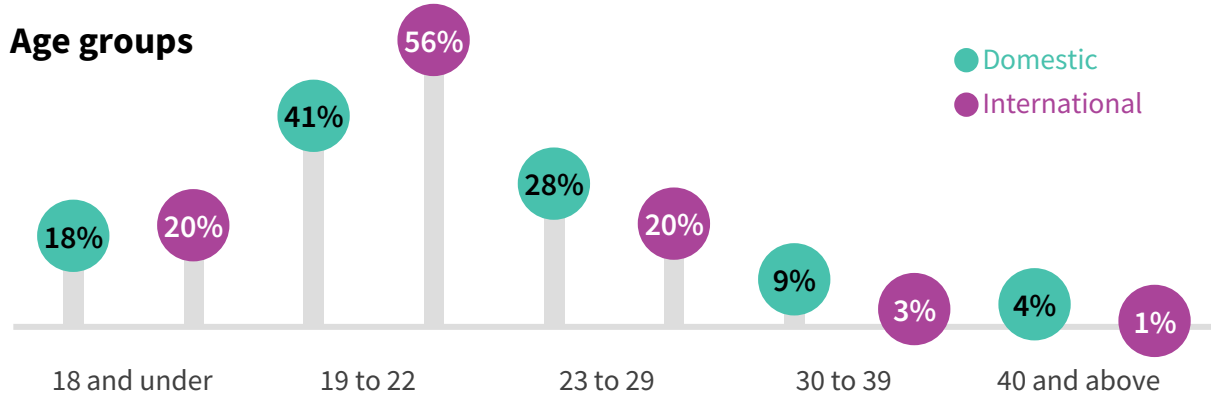
Although 79% of KPU students studied full-time in FY2021/22, as usual, the majority took less than a full load (usually defined as 15 credits per term). FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full course load, are depicted in Figure 2.5. Total FTEs have fluctuated as domestic FTEs have declined and international FTEs have increased, peaking in FY2022/23 at 14,394 FTEs. Since FY2019/20, KPU has had controls in place to limit the number of new international students admitted each year to ensure capacity remains for domestic students.

Figure 2.5: Domestic and International FTEs
per Fiscal Year



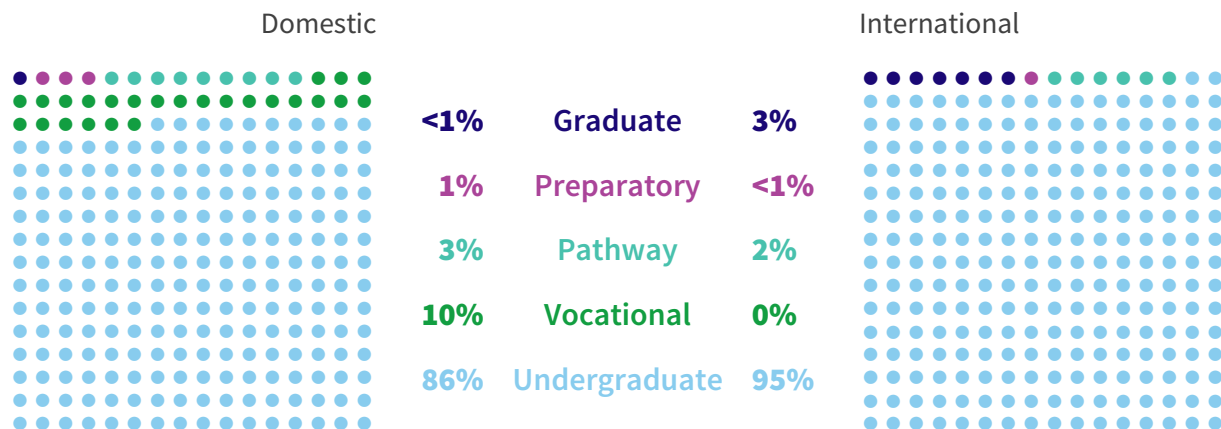
Student Profile 2021/22

This profile of the KPU student body compares the characteristics of domestic and international students. International students make up a growing part of KPU, rising from 12% of the student body in 2015/16 to 38% in 2021/22. Compared to domestic students, international students were more likely to be younger, be new to KPU, study full-time, and pursue either undergraduate or graduate studies.



— Domestic — International

Student level

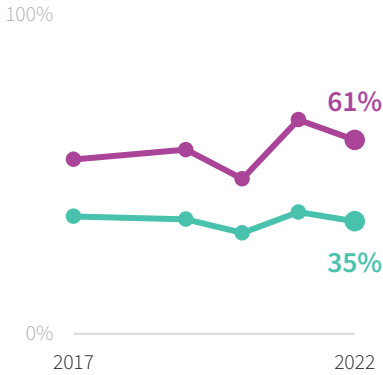


What Students Tell Us

In the fall of 2022, over 5,900 KPU students responded to the annual Student Satisfaction Survey.

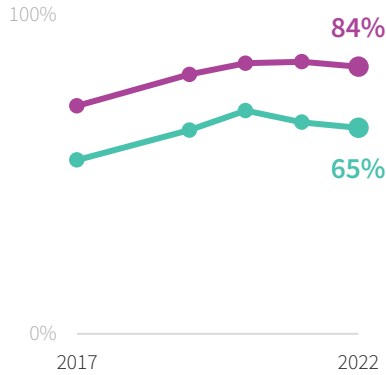
First generation.

Student's parents did not attend post-secondary education.



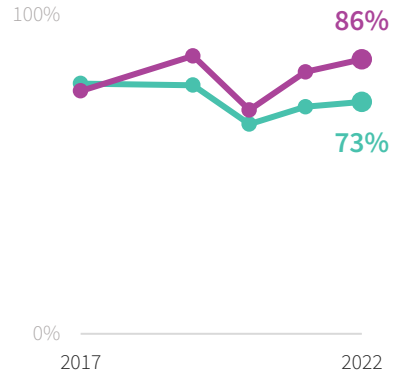
KPU was first choice.

Student wanted to attend KPU as their first-choice institution.



Working a paid job.

Student worked in paid employment while attending.

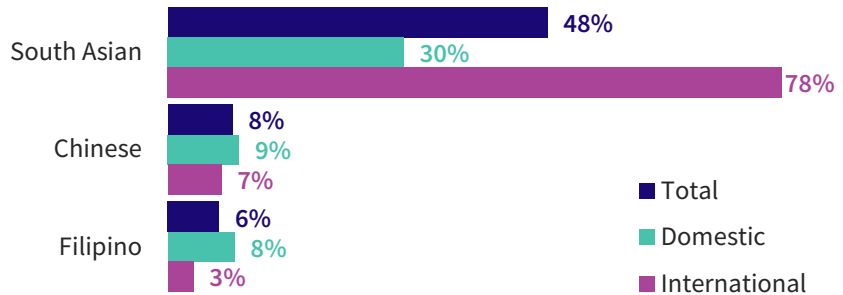


— Domestic — International

Racial and ethnic background

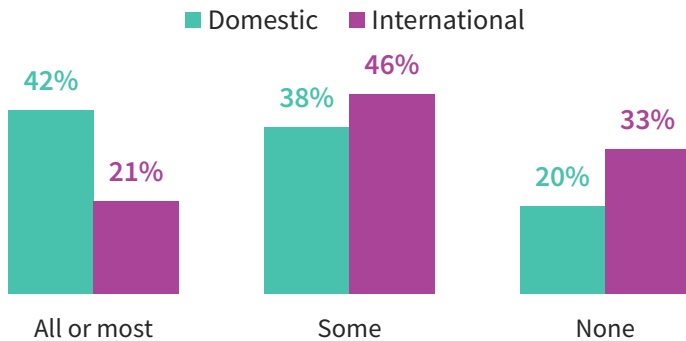
79%

of KPU students are from racialized groups. Almost half of KPU students are South Asian, and many others come from Chinese or Filipino backgrounds.



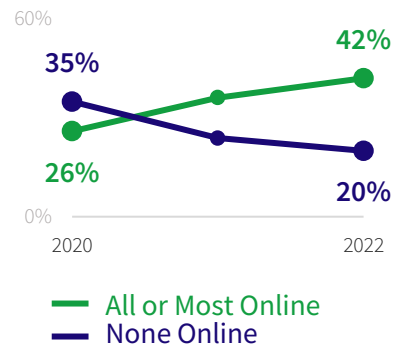
Demand for online courses.

Most students prefer that at least some of their courses be delivered online. Domestic students want more online courses than international students.



Demand over time.

Demand for online among domestic students has increased since 2020.



3. KPU Student and Alumni Award Winners

»» KPU students win at international Model UN competition

KPU political science students Jemma Heathcote, Bobby Gardner, and Lorne Putman won several awards at the Northwest Small UN in Portland, Oregon this past February.

After the trio revived the KPU Model UN club with the assistance of the Kwantlen Student Association, they used the Northwest Small UN as their introduction into university-level model UN conferences. Despite competing against prestigious US schools, the KPU Model UN club received the coveted Best Delegation Award. This team



achievement was in addition to team members Bobby Gardner and Jemma Heathcote both receiving Best Delegate Awards, and Gardner winning a Position Paper Award as well. “Thanks to support back home at KPU,” shares Gardner, “this trip was a successful and meaningful first university level Model UN conference that can hopefully set a precedent for our club in the future.”

»» KPU Brew alumni receive dozens of awards at BC Beer Awards

A KPU beer won second place in the “Malty UK and Irish Ale” category at the 11th annual BC Beer Awards in November 2022.

The award-winning beer known as Overcast Brown Ale was created as a capstone project by Kyle Jansen and Kayla Gibson. In summer 2022, the pair returned as alumni to rebrew the beer alongside KPU Brew instructors Martina Solano Bielen and Emily Kokonas. “Learning how to shift gears and design a recipe when you have different ingredients is something we learned how to do in the program,” shares Jansen. “Rebrewing Overcast with some of the instructors was an opportunity to tweak the recipe again and it became a winner.”



In addition to the second-place award won by the KPU Brew lab,

over two-dozen KPU Brew alumni won awards through breweries they are now employed with. “The growth and success of our students and alumni is impressive and we’re incredibly proud of their achievements,” says Brett Favaro, Dean of the Faculty of Science and Horticulture.

»» **KPU alum wins national award for advancement fellowship**



KPU anthropology alumna, Jaya Dhillon, was awarded the 2022 TD Insurance Meloche Monnex Fellowship in Advancement.

The fellowship, which is dispersed through the Canadian Council for the Advancement in Education (CCAIE), allows recipients to complete a one-year placement at a CCAIE member institution. Recipients then rotate through a variety of advancement work experiences, while receiving mentorship from established educational fundraisers.

Dhillon has used this placement to work within KPU’s alumni affairs, advancement, and marketing and communications departments. While working within these departments, one of her main projects involved planning KPU’s Giving Tuesday campaign, which raised \$145,000 for the KPU Foundation. “It lets me give back to KPU, which is the most exciting part as it is a great community that has done so much for me,” she shares.

»» **KPU interior design student wins global scholarship contest**

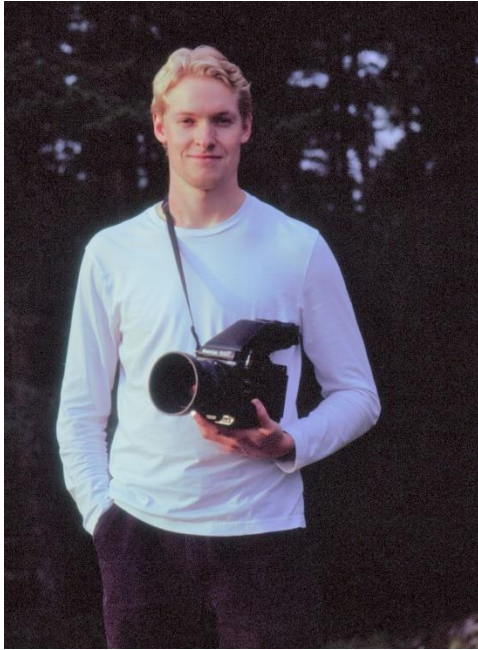
Alyssa Scott, a third-year interior design student at KPU’s Wilson School of Design, was awarded a \$10,000 scholarship based on her submission for the Global Hospitality Guestroom Design Contest.

The annual competition, hosted by hospitality industry network NEWH and Woodcraft Hospitality, challenges student designers to refine their skills by developing and furnishing a hotel room interior. This iteration of the contest involved developing a line of hard furniture that included a headboard, tables, and supporting fixtures. These furniture items, known as casegoods, were placed in a virtual hotel room focused on the modern traveller.

Scott’s submission considered the impact of the COVID-19 pandemic on travellers and their interactions, which the panel believed covered the criteria and conveyed a high attention to detail. “As we move toward a new normal, travellers seek new experiences, a change of scenery, and excitement,” says Scott in her contest submission. “Using circular forms, asymmetry, and repetition as found in Zen gardens, and by reducing touch points, we will design casegoods that equally create a sense of rest and recreation.”



»» KPU alum showcases art at Vancouver General Hospital



KPU fine arts alum, Jacob Strohan, received the 2022 PENN IDEA Art Award and the opportunity to have one of his photographic art pieces installed at Vancouver General Hospital's emergency department waiting rooms.

Created in 2009 by Dr. Ian Penn and Dr. Sandy Penn Whitehouse, the PENN IDEA Art Award celebrates emerging artists by integrating their creations into health care buildings within Vancouver Coastal Health while simultaneously creating a calm environment for patients and guests. "My intentions for this proposal were to create a series of images that could serve as a place for the eyes to rest, and upon discovery, calm the viewer and allow them to feel enveloped and lost in the work," shares Strohan.

In addition to the art installation at Vancouver General Hospital, Strohan was awarded \$5,000 as a part of the recognition.

»» Two KPU international students awarded Surrey's Top 25 under 25



Armaan Dhillon and Ishant Goyal were honoured by the Surrey Board of Trade as a part of Surrey's Top 25 under 25 in May 2023. The yearly awards are given out to exemplary individuals under 25 years of age who are role models in a Surrey-based business or community-related project.

Dhillon, a KPU criminology student, is the former president of the Kwantlen Student Association and has been involved in community initiatives since arriving in Canada in 2021. He is a passionate advocate for

students' rights and interests, such as lifting the 20-hour weekly work cap for international students and eliminating federal student loan interest. "My motivation comes from the belief that every student deserves a fair and equal chance to succeed," shares Dhillon. "Knowing that my efforts can make a difference in the lives of others is what drives me to continue pushing for positive change."

Meanwhile, Goyal has contributed significantly to the KPU community outside of his studies in entrepreneurial leadership at KPU's Melville School of Business. As a student representative on KPU's Board of Governors and on the KPU Senate Standing Committee on Appeals, Goyal has been a major advocate for student rights at the institution. Additionally, Goyal has dedicated time to helping other students as a student ambassador in KPU's Future Students' Office, as a peer tutor at KPU's Learning

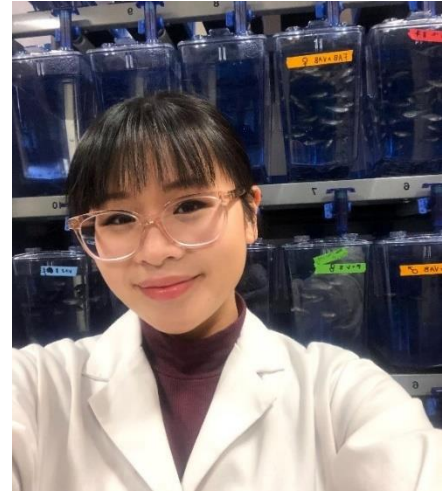
Centre, and as a mentor for new business students. “The passion to work for others and bring positive change in the community is what drives me to take on multiple roles,” shares Goyal.

»» KPU grant provides opportunity to research cosmetic toxicity

KPU health sciences alum, Kat Su, was awarded a \$5,000 grant to research the toxic effects of ingredients found in cosmetics.

The grant, which was provided through the Student Research and Innovation Grant (SRIG) program, funded Su for approximately 200 hours of research, in addition to lab equipment and materials. These efforts allowed her to present preliminary findings in July at the International Society of Developmental Biology Conference in Vancouver, where she was awarded a third-place prize for undergraduate research.

“For students interested in lab research, the SRIG offers a great opportunity to gain experience in the lab and in the laboratory research industry, all while getting paid for it,” Su shares.



»» KPU Design student wins sustainable fashion competition

Turning discarded denim into elegant high-heeled shoes, KPU fashion marketing student Nina Rozin took home the top prize at the 2023 Upcycled Design Competition. The competition, a joint venture by the Wilson School of Design and Our Social Fabric, a non-profit textile recycling organization, provides an avenue for up-and-coming designers to showcase their work, and support for the cause of Our Social Fabric’s mission of reducing fabric waste and promoting sustainability.

Competitors were asked to create a piece using recycled textiles and found objects. Rozin, a shoemaker and international student from Israel, was inspired by the challenge of creating a luxury product from a simple fabric, as well as the environmental harm of denim.

“Upcycling is creating a conversation, it’s creating a movement, it’s creating informed customers,” says Rozin. “I want to inspire all of us to feel beautiful and special with the simplest materials and celebrate life with an idea of a little less consumerism, a little less consumption, and walking towards a more positive future.”



»» KPU health sciences student researcher wins conference award



At the 46th West Coast Biological Sciences Undergraduate Conference, held in Los Angeles, KPU student Taylor Chin was selected for a poster award. Her research, which focuses on “how environmental factors affect the turning off and on of genes and how that relates to human aging,” was conducted through KPU’s Applied Genomics Centre (AGC). Chin cites the mentorship of KPU instructors and AGC members as a crucial part of her success.

“Not only can you tell that they care, but I would not have had this opportunity had I not have known [AGC Director] Paul [Adams]... My biggest takeaway from the conference is how much of a research opportunity we are given here at the AGC in comparison to larger institutions. It gave me confidence in presenting my research and in my lab skills in general, so I think that's really special.”

Adams, who co-supervised the project, is equally complimentary. “Taylor is a great representative of KPU students, in terms of the skills and the knowledge she has, but also just as a person. She is incredibly hard-working. I think when she's going to conferences and representing KPU, we're lucky to have that kind of representation.”

4. Strategic Context

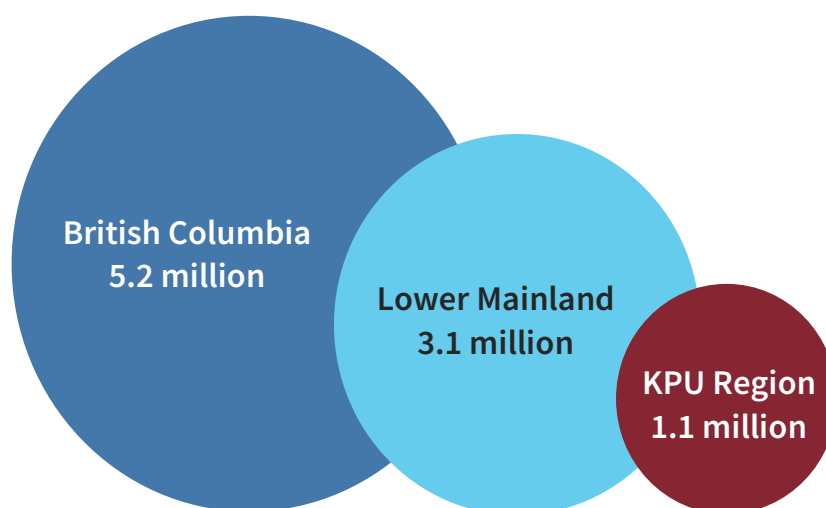
The KPU Region

KPU serves the region south of the Fraser River that overlaps with the unceded traditional and ancestral lands of the Kwantlen, Matsqui, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem Peoples. This region includes cities of Richmond, Delta, Surrey, and White Rock, and the City and Township of Langley; this covers the school districts of Richmond, Delta, Surrey, and Langley.

The KPU region is growing faster than the province. Between 2016 and 2021, the two most recent censuses, the population in the KPU region grew by 9%, compared to 8% for the Lower Mainland and 7% for all of BC.⁴ The KPU region accounted for 29% of the province's overall population growth in this period. Growth varied across the KPU region, ranging from about 12% in the catchment area for the Surrey school district to just under 5% in that of the Delta school district.⁵

In 2021, just over one fifth of the entire BC population lived in the KPU region (see Figure 4.1). In addition to comprising a significant portion of the BC population, the KPU region is younger than BC as a whole. In 2021, about one quarter of BC's high school-aged population (13-18) lived in the KPU region. For the KPU region, 18% of the population was under the age of 18, compared to 17% for the entire province. At least 19% of the populations of the catchment areas of the school districts of Langley and Surrey were under the age of 18. For Richmond, this percentage was 15%. In the Delta school district, 17% of the population was under 18, matching the overall BC population.

Figure 4.1: Population Share of KPU Region Relative to Lower Mainland and BC (2021)



⁴ The Lower Mainland includes the Greater Vancouver Regional District and the Fraser Valley Regional District.

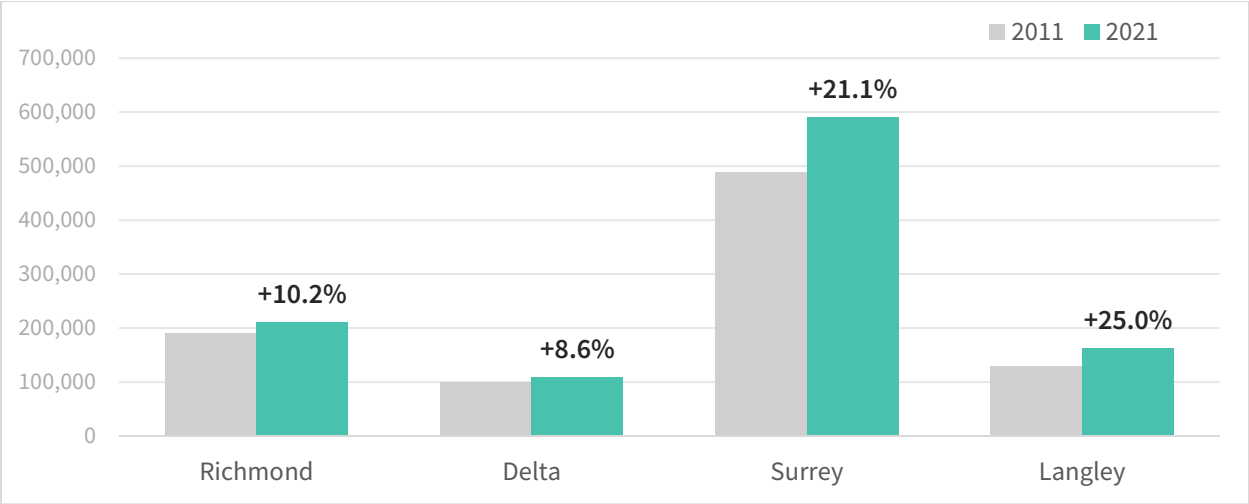
⁵ For all BC provincial and sub-provincial population figures, see [BC Stats Population Estimates](#). These are annual estimates (for July 1) produced based on the latest Census data from Statistics Canada, last updated February 2023.

»» Population Change in KPU Region Municipalities

Figure 4.2 shows the population growth between 2011 to 2021, covering the last three censuses, in the municipalities that make up the KPU region.⁶ Overall, all four municipalities experienced growth over the last decade, but at varying rates. Not all municipalities kept pace with BC’s growth rate of 13.7% during this period. Delta, the smallest municipality by population, saw the slowest growth at 8.6%, and Richmond also fell short of the overall BC rate at just 10.2% growth. Both Surrey and Langley grew substantially over the last decade, with growth rates exceeding 20%.

The population increased in all municipalities between 2011 and 2021, but Langley saw the largest rate of change.

Figure 4.2: Population Change in the KPU Region
By Municipality, 2011-2021



Source: Statistics Canada, Census Profile, 2011 and 2021 Census

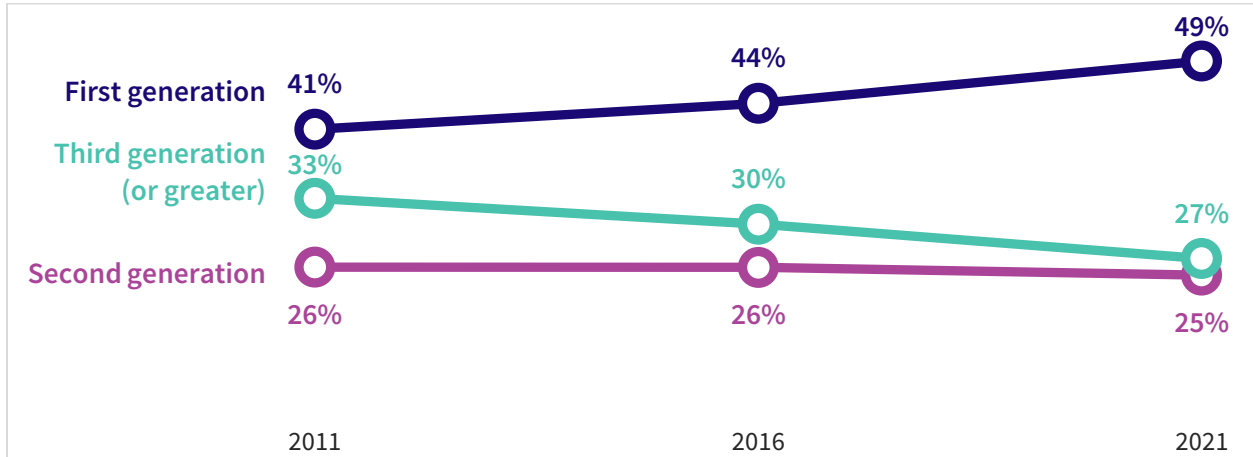
»» Diversity in the KPU Region

In 2021, the majority of residents in the KPU region were immigrants or had parents who were immigrants (see Figure 4.3). Almost half (49%) of residents in the KPU region were immigrants, compared to 34% in all of BC. In addition, nearly one third (31%) of BC’s immigrants lived in the KPU region in 2021. One quarter of residents of the KPU region are second generation Canadians, meaning they were born in Canada to an immigrant parent. Just over one quarter of the population are third generation or greater. In 2022, about 60% of KPU domestic students were first or second generation, which is lower than the percentage in the KPU region. Note that calculations of immigration statistics do not include Indigenous Peoples living in reserves, settlements, or remote areas; they only reflect the settler population.

⁶ For the purposes of this section, White Rock has been combined with Surrey, and the City and Township of Langley have also been combined.

In 2021, nearly three-quarters of all non-Indigenous residents in the KPU region were first- or second-generation Canadians.

Figure 4.3: Distribution of Non-Indigenous Residents with an Immigrant Background by Generation Status



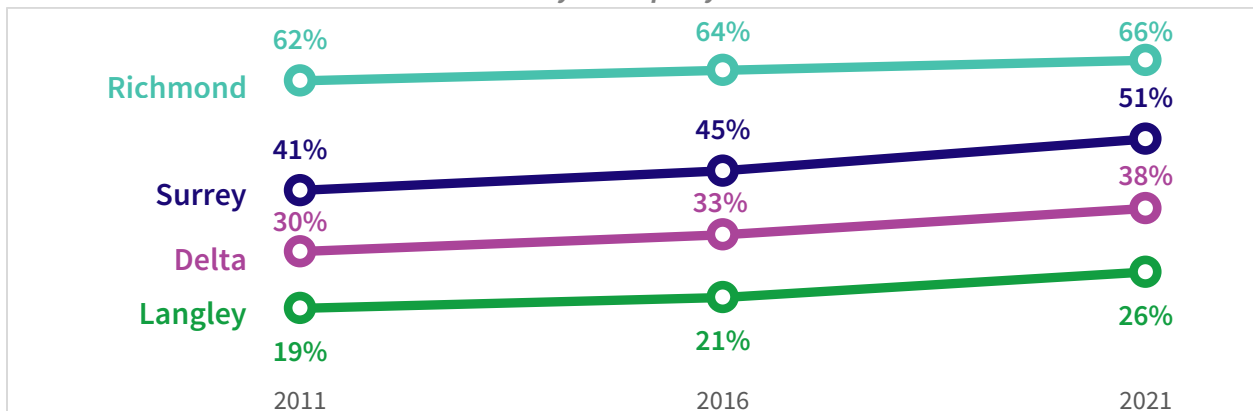
Source: Statistics Canada, Census Profile, 2011, 2016, and 2021 Census.

First generation means those born outside Canada, second generation means those born in Canada to immigrant parents, and third generation means those born in Canada whose grandparents or further were immigrants.

Immigration Profile

A large share of the population in each municipality consists of people who have immigrated to Canada, but the exact proportion varies between municipalities. Figure 4.4 provides the percentage of the population in each municipality that is a first generation Canadian, meaning they were born outside Canada but have since gained permanent residency or Canadian citizenship. The percentage of population that is first generation has increased in each municipality since at least 2011; it is lowest in Langley, where only 26% immigrated to Canada, and highest in Richmond, where 66% immigrated.

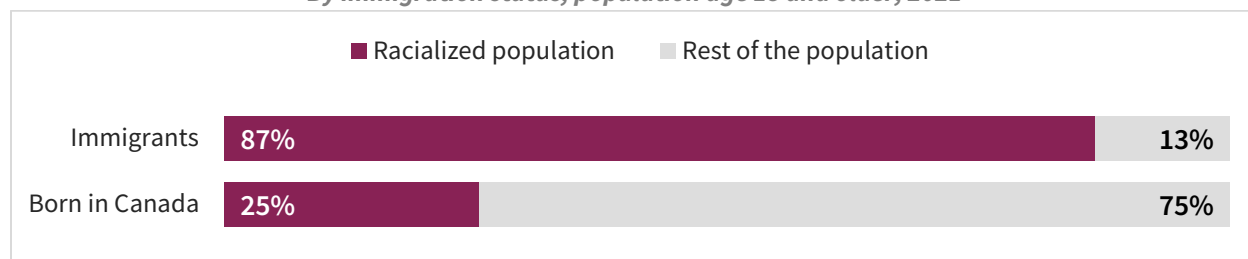
Figure 4.4: Percentage of Population that is a First-Generation Canadian By Municipality



Source: Statistics Canada, Census Profile, 2011, 2016, and 2021 Census.

Most immigrants to the KPU region come from groups that are racialized.⁷ Figure 4.5 describes the percentage who are racialized in the immigrant (first generation) population compared to the population born in Canada, for the KPU region. Of people who immigrated and settled in the region, 87% are from racialized groups. In contrast, only about one quarter of non-immigrants are from racialized groups.⁸

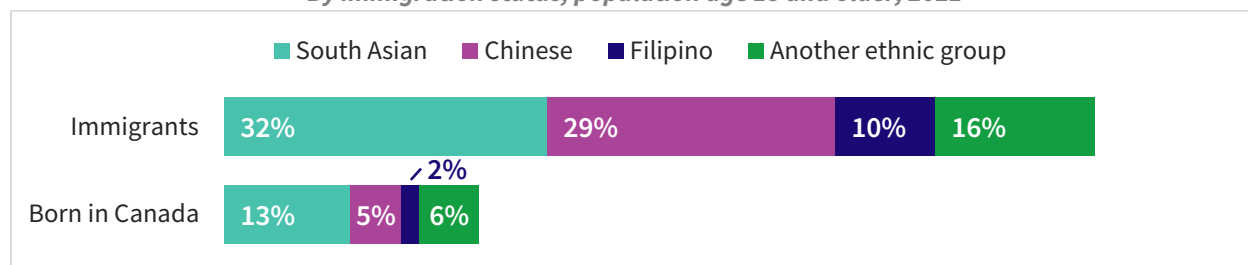
Figure 4.5: Percentage of Population from Racialized Groups
By immigration status, population age 15 and older, 2021



Source: Statistics Canada. [Table 98-10-0432-01](#).

The racialized population is not homogenous, but consists of many different groups. The largest groups are illustrated in Figure 4.6 for both the immigrant and non-immigrant population. South Asian is the largest group for both immigrants (32% of population) and non-immigrants (13% of population), reflecting a high degree of immigration from India. There are also a significant number of immigrants with Chinese and Filipino backgrounds. Although people from many other ethnic groups also live in the KPU region, these groups each make up 2% or less of the region’s population.

Figure 4.6: Percentage of Population by Ethnic Background
By immigration status, population age 15 and older, 2021



Source: Statistics Canada. [Table 98-10-0432-01](#).

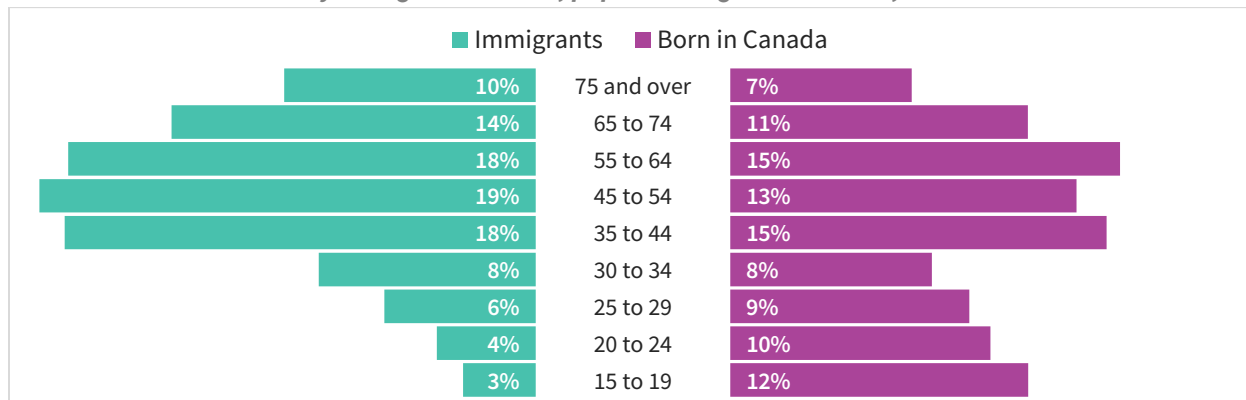
The immigrant population is older than the non-immigrant population of the KPU region. Figure 4.7 illustrates the age distribution of the KPU region population by immigration status. People who immigrate to the KPU region tend to be of working age, which reflects Canada’s overall immigration trends: between 2016 and 2021, over half of all people who immigrated to Canada did so under the

⁷ The term ‘racialized’ is used to identify people with ethnic backgrounds who have more potential than others to experience discrimination, or otherwise feel disregarded or uncomfortable in Canadian society. Racialization is a fundamentally social process, through which some groups are advantaged and others disadvantaged.

⁸ This is based on data on Statistics Canada’s concept of ‘visible minority’, which does not include Indigenous Peoples. Including Indigenous Peoples is estimated to increase the racialized population born in Canada to 29 or 30%.

economic admission category, being younger people of working age selected for their ability to contribute to the economy.⁹

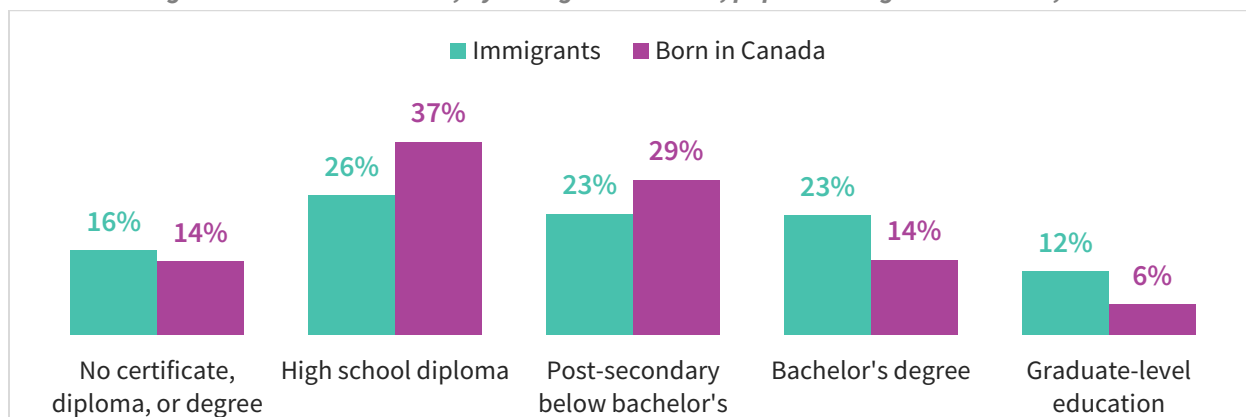
Figure 4.7: Age Distribution of the KPU Region
By immigration status, population age 15 and older, 2021



Source: Statistics Canada. [Table 98-10-0432-01](#).

Immigrants to the KPU region also tend to have a higher level of education compared to their non-immigrant counterparts. The distribution of highest education attained for both the immigrant and non-immigrant populations is illustrated in Figure 4.8. Compared to non-immigrants, about twice as many immigrants have attained graduate-level education. Immigrants are also more likely to have a bachelor's degree: 23% of immigrants have a bachelor's degree as their highest education, compared to only 14% of non-immigrants. Compared to immigrants, non-immigrants are more likely to have a high school diploma or less (51% vs 42%, respectively). Considering that many immigrants are selected for their ability to contribute to Canada's economy, a higher level of education among immigrants is not surprising. However, a majority of both immigrants and non-immigrants have completed education below the bachelor's level, meaning there is potential for credential upgrading.

Figure 4.8: Educational Attainment in the KPU Region
Highest education attained, by immigration status, population age 15 and older, 2021



Source: Statistics Canada. [Table 98-10-0432-01](#).

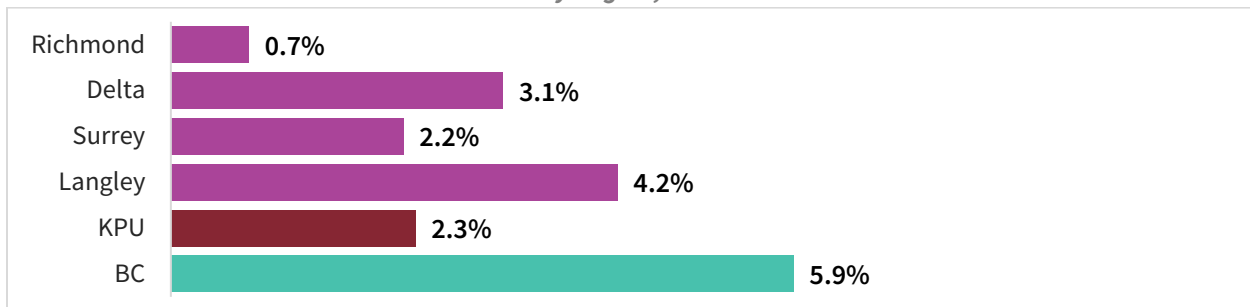
⁹ Statistics Canada. 2022. [Immigrants make up the largest share of the population in over 150 years and continue to shape who we are as Canadians](#). *The Daily*, October 26, 2022 (11-001-X).

»» Indigenous Peoples in the KPU Region

The KPU region overlaps with the unceded traditional and ancestral lands of the Kwantlen, Matsqui, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem Peoples. On the 2021 Census, 2.3% of people in the KPU region reported being Indigenous, and in fall 2022, 3% of domestic KPU students reported being Indigenous. Compared to BC as a whole, Indigenous Peoples are a smaller share of the KPU region’s population; this share ranges from 4.2% of the population in Langley to 0.7% in Richmond (see Figure 4.9).

Figure 4.9: Percentage of Population that Reports Being Indigenous

By Region, 2021

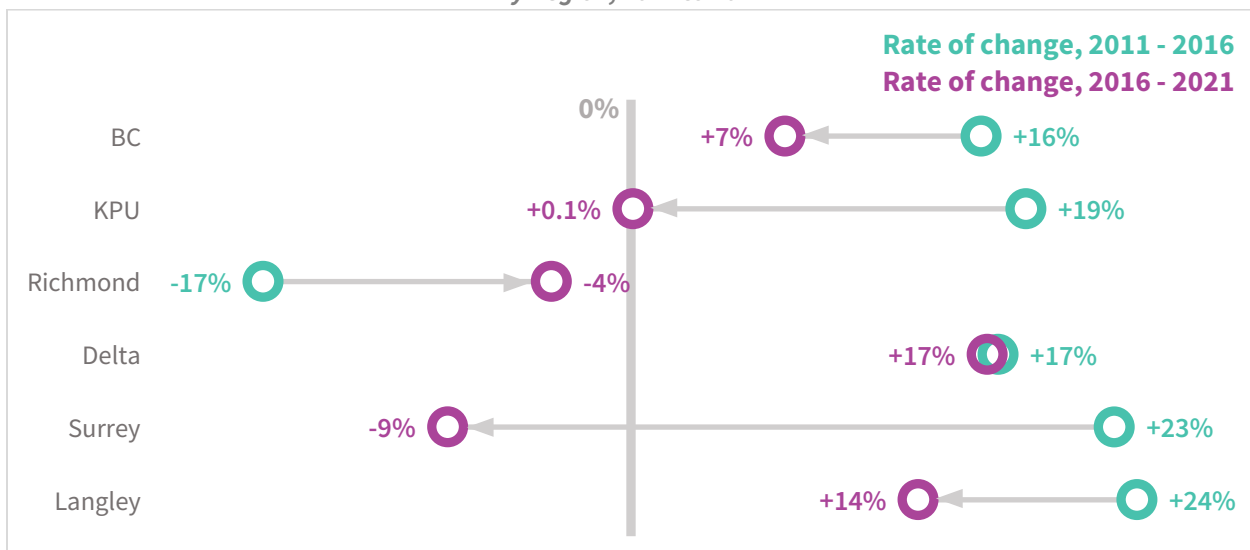


Sources: Statistics Canada, Census Profile, 2021 Census.

Overall, the Indigenous population in the KPU region grew 18% between 2011 and 2016, but there was almost no growth between 2016 and 2021. Figure 4.10 depicts the change in the population over the two time periods for each municipality in the KPU region. The Indigenous populations in Delta and Langley continued to see a high rate of increase in both periods, beating BC’s overall growth rate of 7% and KPU region’s overall growth rate of 9%. However, the Indigenous population in Richmond has been declining over the ten years, although at a slower rate in the last five years. The Indigenous population in Surrey had a high rate of growth in the first five years, but declined in the last five-year period.

Figure 4.10: Change in Indigenous Population

By Region, 2011 to 2021

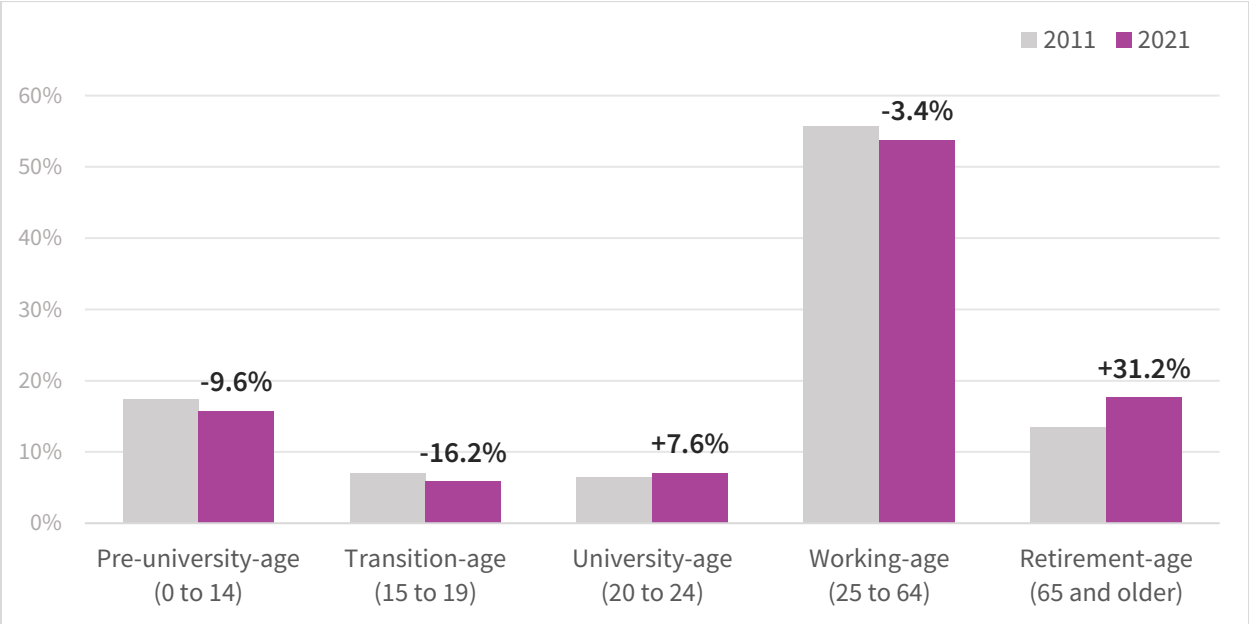


Sources: Statistics Canada, Census Profile, 2011, 2016, and 2021 Census.

»» Population Changes by Age Group

The population of the KPU region is aging (see Figure 4.11). Between 2011 and 2021, the share of the population in retirement age increased from 13% to 18%, whereas the working-age and most school-age groups saw small declines in their population share. Note that most age groups did not actually decline in number; rather, older age groups increased at a larger rate than younger age groups and represented a larger share. This trend is expected to continue, and may result in higher job vacancy rates over the coming decades as larger numbers of older workers approach retirement and are replaced by smaller numbers of younger workers.

**Figure 4.11: Age Distribution of KPU Region, 2011 to 2021
And Changes in the Share of the Population of Each Age Group**

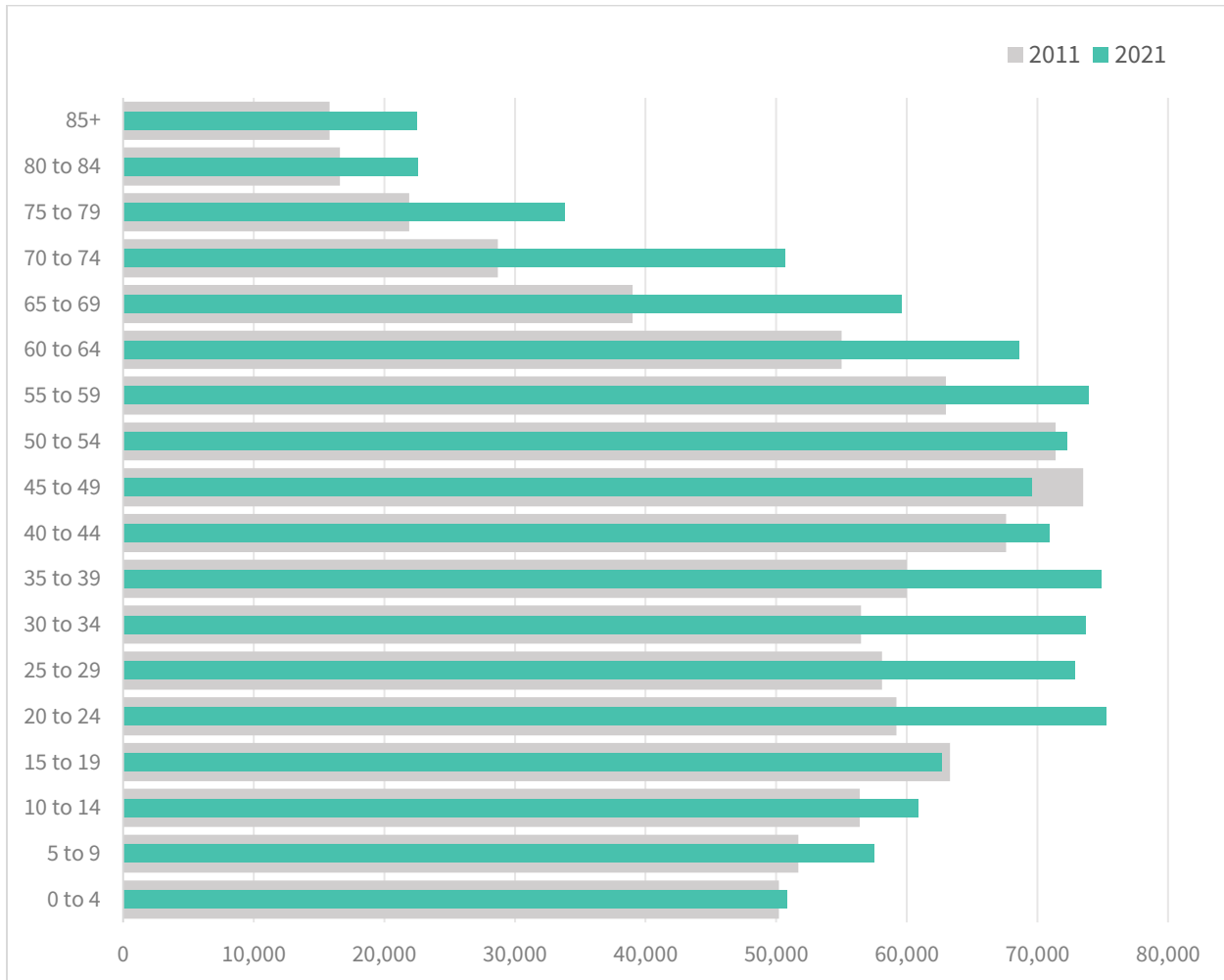


Source: Statistics Canada, Census Profile, 2011 and 2021 Census.

While the population of the KPU region saw a high rate of growth between 2011 and 2021, much of this growth was limited to people in retirement age or people who traditionally would have already completed their post-secondary education. There was a moderate amount of growth in some of the youngest age groups compared to a decade ago. Figure 4.12 provides the actual population numbers by age group for the 2011 and 2021 censuses. Since data from the 2021 Census is two years old, the age 15 to 19 segment includes people who are just now preparing to enter university as well as people who may be nearing the end of their post-secondary education. The decline in the size of this population may have contributed to the lower domestic headcounts observed at KPU over the past several years. These trends suggest opportunities for increased domestic enrollment in 5 to 15 years both among people who are first starting post-secondary education directly after high school, and also among people who are mid-career and want to upgrade their credentials. It should be noted that much of the increase among younger or working-age groups can be attributed to internal migration and immigration to the region, rather than natural increase.

Growth was strongest for seniors and for adults between the ages of 20 to 39. There was smaller growth for ages under 15. Those in the ages of 15 to 19 when the Census was conducted in 2021 are the ones most likely to have started post-secondary studies in the past couple of years. This group has declined in size.

Figure 4.12: KPU Region Population by Age Group, 2011-2021



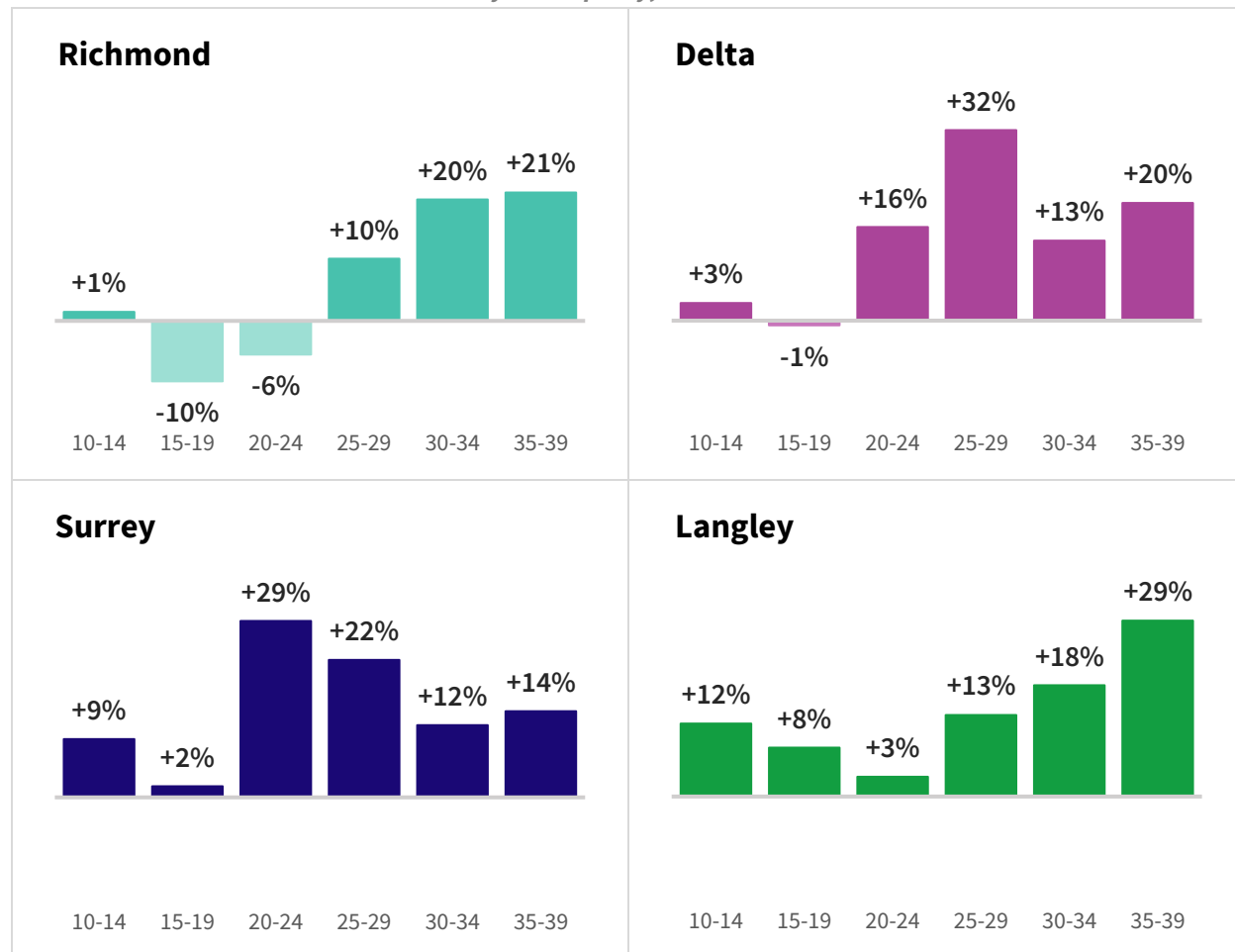
Source: Statistics Canada, Census Profile, 2011 and 2021 Census.

Municipal Age Group Changes

Not all municipalities in the KPU region are experiencing population changes in the same way. Most municipalities saw high growth among younger working-age groups over the last five years, but had substantially different situations for their population age 10 through 24 (see Figure 4.13). For the population age 20 to 24, both Surrey and Delta saw high growth, followed by Langley’s small 3% growth rate. Richmond saw a decline for this age segment, which shrunk by 6%. For the age 15 to 19 group, only

Langley saw moderate growth. Surrey saw low growth among this segment, and it declined in both Richmond and Delta.

Figure 4.13: Rates of Population Change for Key Age Groups
By Municipality, 2016-2021



Source: Statistics Canada, Census Profile, 2021 Census.

»» Household Income in the KPU Region

Household income grew substantially in the KPU region between 2010 and 2020¹⁰ (see Figure 4.14). Over this period, the number of households with incomes of \$150,000 and greater more than doubled; other high-income categories also saw increases. In contrast, the number of lower-income households decreased over the same period, with households earning under \$20,000 reduced by more than half. Many factors likely contribute to these changes. For example, BC’s median weekly wage increased from \$769 to \$975 per week between 2010 and 2020 (in 2022 dollars), meaning households in the KPU region are likely earning higher incomes.¹¹ However, the high cost of housing in the region may also contribute to the change, causing lower-income households to move elsewhere. In any case, higher income

¹⁰ Census 2011 and 2021 collect information about income in the prior calendar year.

¹¹ Statistics Canada. [Table 14-10-0064-01 Employee wages by industry, annual.](#)

households may be less likely to seek an affordable, regional institution such as KPU for their or their children’s education as their higher incomes gives them more options.

Figure 4.14: Household Income in the KPU Region, 2010 to 2020



Source: Statistics Canada, Census Profile, 2011 and 2021 Census.

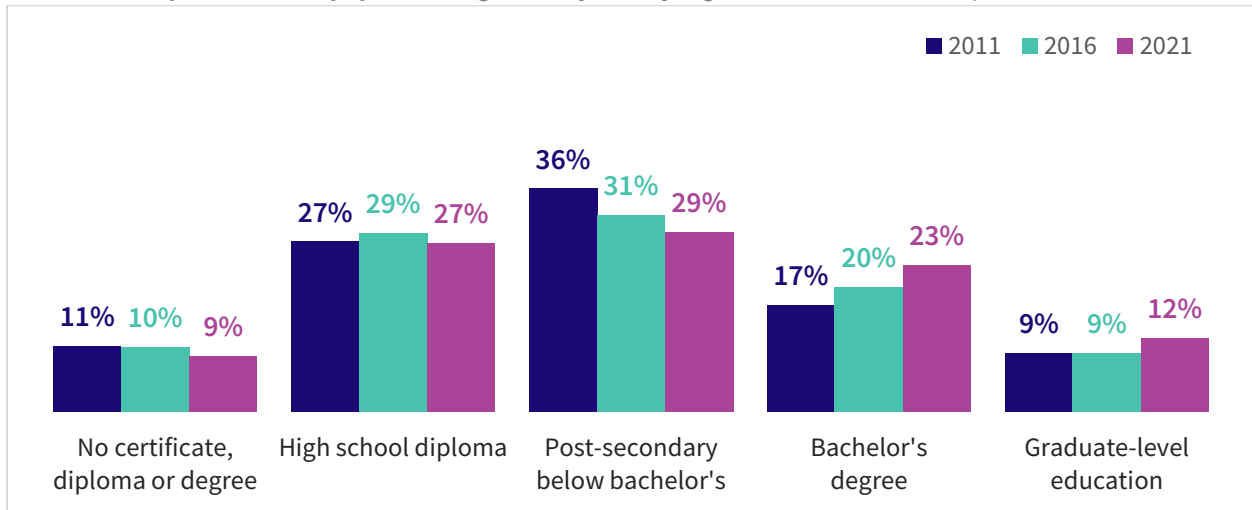
»» Changes in Educational Attainment

Education levels have risen in the KPU region over the last decade as shown in Figure 4.15. In 2021, only 9% of people between the ages of 25 and 64 had not yet earned the equivalent of a high school diploma. This is down 2 percentage points from a decade earlier, pointing to a slight reduction in the need for Adult Basic Education programs. However, just over one quarter of working-age adults, representing approximately 150,000 people, ended their education with a high school diploma, so there is high potential for upgrading at the post-secondary level.

Over the ten-year period, there has been an increase in the percentage with at least some post-secondary education, from 62% to 64%. A greater number of people pursued bachelor and graduate level education. In 2021, 35% of people between the ages of 25 and 64 had a bachelor’s degree or greater and this was the highest level of education for 23% (compared to 17% in 2011). About 12% had completed education above the bachelor’s level, which represents a 3-percentage-point increase over 2011. Of those who earned a bachelor’s degree, one third went on to receive additional education.

Figure 4.15: Educational Attainment in the KPU Region

Proportion of the population age 25-64 years by highest level of education, 2011 to 2021

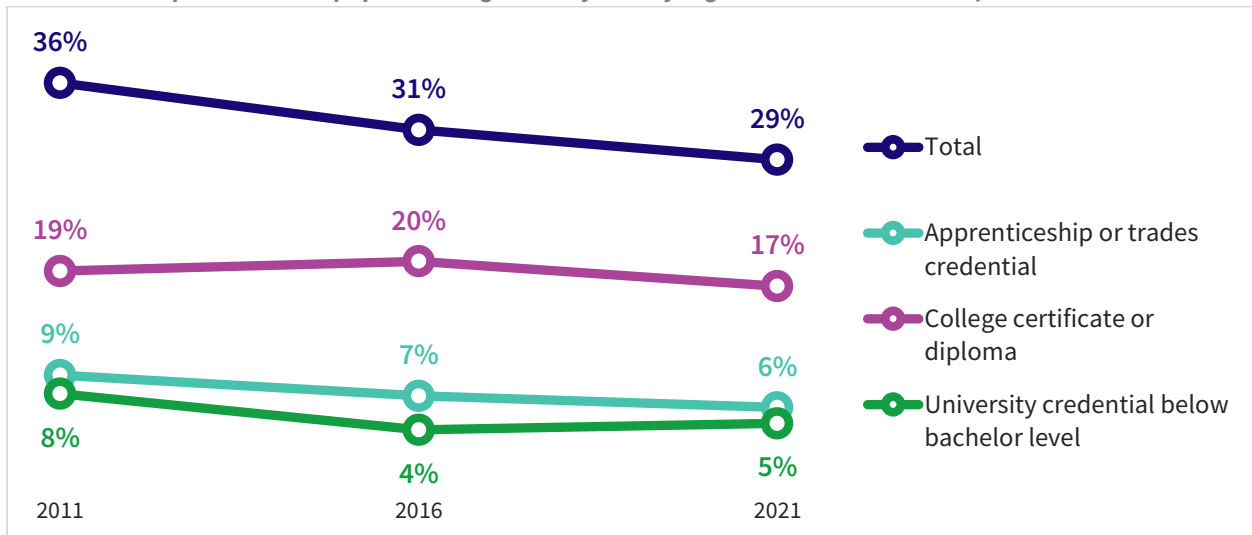


Source: Statistics Canada, Census Profile, 2011, 2016, and 2021 Census.

Although 64% of working-age adults in the KPU region have completed some post-secondary education, the proportion with a post-secondary education below the bachelor’s level is shrinking. Figure 4.16 breaks out the “post-secondary below bachelor’s” category from Figure 4.15 into its constituent parts. This decline is prevalent in trades education, which falls under this category: between 2011 and 2021, the percentage of people who finished their education with an apprenticeship or trades credential decreased from 9% to 6%.

Figure 4.16: Breakdown of Post-Secondary Below the Bachelor’s Level, 2011 to 2021

Proportion of the population age 25-64 years by highest level of education, 2011 to 2021



Source: Statistics Canada, Census Profile, 2011, 2016, and 2021 Census.

Financial Context

This section provides an overview of KPU's operating environment, financial condition and areas of financial risk, as well as an overview of the fiscal 2022/23 audited financial statements. It is based on KPU's management discussion and analysis document, which is available with the fiscal 2022/23 audited financial statements on KPU's website [here](#).

»» Operating Environment and Governance

KPU operates under the authority of the *University Act* of British Columbia and is a not-for-profit entity governed by a Board of Governors, the majority appointed by the provincial government of BC. In accordance with the *University Act*, KPU has adopted principles relating to bi-cameral governance, with the management, administration and control of property, revenue and business affairs of the University vested within the Board and academic governance of the University vested within the Senate.

As a publicly funded post-secondary institution, KPU must adhere to guidelines in accordance with the British Columbia post-secondary sector. The financial context for the British Columbia post-secondary sector is one that is tightly constrained by the provincial government. There are limited opportunities to increase tuition revenue as the provincial government has mandated a 2% per year limit on domestic tuition increases. While international tuition rate increases are not currently limited by government, discretion must be used when setting rates to ensure that they are competitive within the international student market.

Operating Grants

Each year, eligible public post-secondary institutions receive base funding from the provincial government. For many organizations, including KPU, government grants are provided in parallel to government student full-time equivalent (FTE) targets, meaning that actual changes in student delivery FTEs do not necessarily result in changes to financial support.

Institutions also generate revenue from different sources such as, but not limited to, tuition, ancillary services, federal grants, endowments and investments; however, the provincial operating grant in addition to tuition represents a significant funding source for public post-secondary institutions.

Balanced Budget Legislation

The British Columbia post-secondary education sector is subject to balanced budget legislation. This legislation requires that, in any given fiscal period there cannot be an operating deficit. This contributes to a complex operating environment, especially in times of economic uncertainty. Longer term planning is required to ensure the University is in a balanced financial position each year, regardless of historical surpluses or deficits.

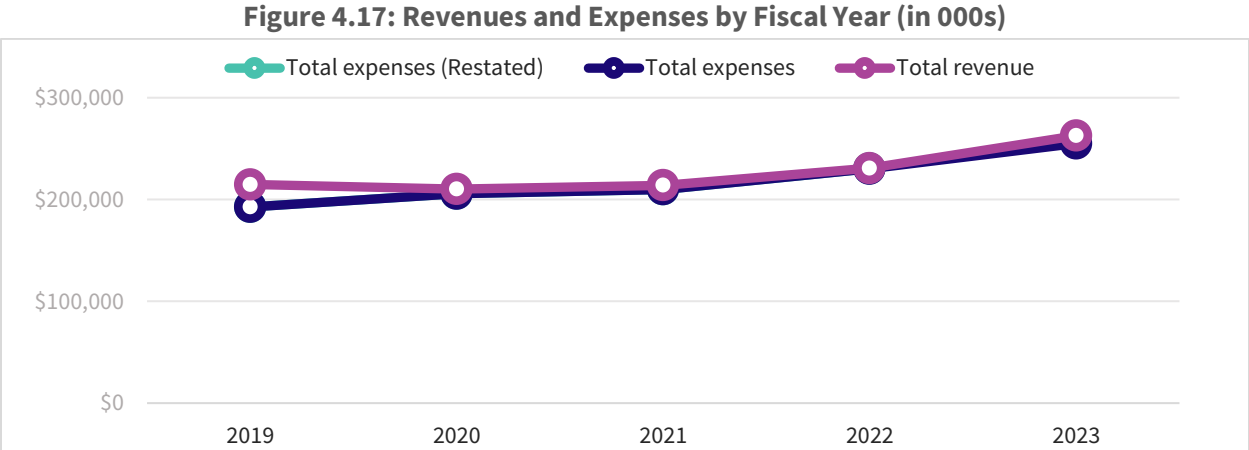
The Ministry issues a budget letter each year with information regarding KPU's operating grant and student FTE targets, associated accountabilities, and roles and expectations for the upcoming year. KPU's FY2023 budget letter indicated an operating grant of \$79.6M with a year-over-year increase of

\$1.15M from FY2022. There was an approved deferral of the operating grant of \$12.4M in FY2022 for operating and capital purposes and \$23.0M in FY2023 for capital purposes.

Due to the COVID-19 pandemic, the Ministry provided the opportunity to the University, upon request, to present a deficit budget for FY2023. Given its expected position, KPU did not request a deficit budget and KPU’s Board approved a balanced budget for FY2023.

»» Financial Results

Revenues and expenses, as shown in Figure 4.17, have been increasing year-over-year, with the exception of FY2020 and FY2021 where revenues were dampened by the pandemic. The result is overall growth for the University over the past five years. Overall, revenues have grown by 22.4% from \$214.7M in FY2019 to \$262.7M in FY2023 and expenses have grown by 32.3% from \$192.7M to \$255.0M over the same time frame. The University has recognized an annual surplus in each of the past five years.



KPU concluded FY2023 with a surplus of \$7.7M compared to an original budget of \$0 due to lower expenses than budgeted (see Figure 4.18). Subsequent budget adjustments approved during the fiscal year are not reflected as the budget is presented in accordance with Canadian Public Sector Accounting Standards (“PSAS”).

Figure 4.18: Consolidated Statement of Operations (in 000s)

	Budget	2023	2022	Change
			(Restated)	
Total revenue	\$262,733	\$262,679	\$230,807	\$31,872
Total expenses	262,733	255,017	230,245	24,772
Annual surplus	\$-	\$7,662	\$562	\$7,100

Financial assets present a year-over-year increase of \$32.7M in FY2023 (see Figure 4.19). This increase is driven by higher cash and cash equivalents due to less spending than anticipated as a result of lack of resources and supply chain issues, increased accounts receivable due from the Ministry for collective agreement amounts that were not ratified in FY2023, and increased international revenues.

Figure 4.19: Consolidated Statement of Financial Position (in 000s)

	2023	2022	Change
		(Restated)	
Financial assets	\$205,751	\$173,092	\$32,659
Liabilities	308,605	287,266	21,339
Net debt	(102,854)	(114,174)	11,320
Non-financial assets	237,283	242,289	(5,006)
Accumulated operating surplus	\$133,698	\$126,036	\$7,662

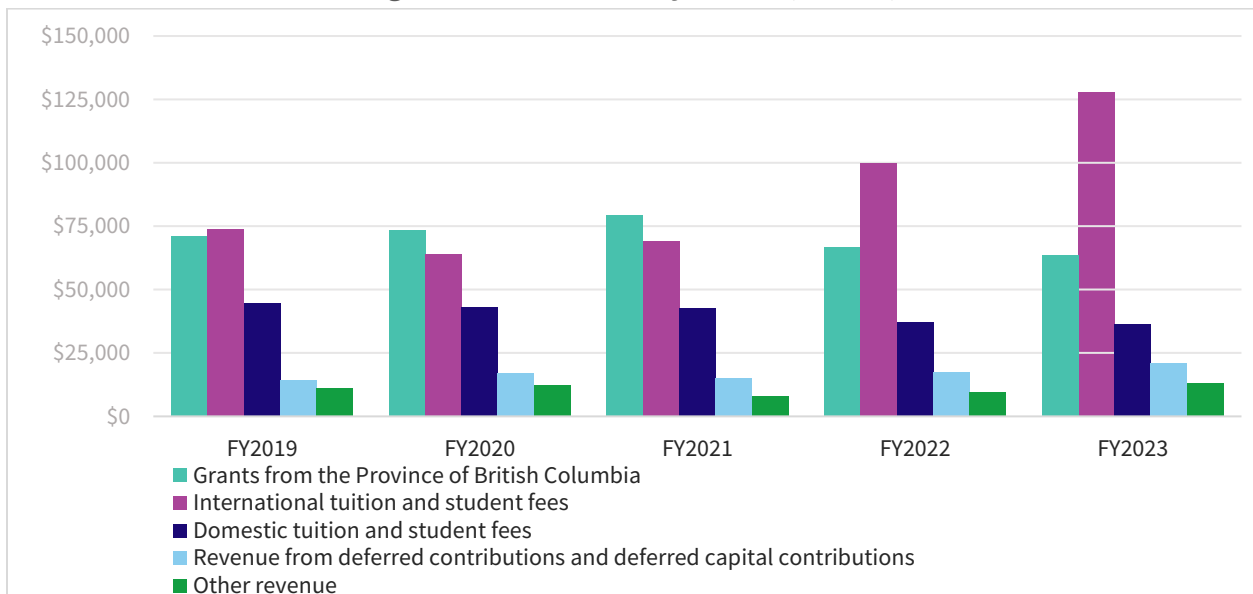
Liabilities present a year-over-year increase of \$21.3M in FY2023 (see Figure 4.19). This is the result of increased deferred capital contributions of \$22.7M, mainly due to the deferral of \$23.0M from the FY2023 operating grant for capital purposes. Also, the \$4.6M increase of accounts payable is primarily attributable to accrued salaries payable for collective agreement increases.

Net debt, the excess of liabilities over financial assets, decreased by \$11.3M to \$102.9M in FY2023 (FY2022 - \$114.2M) (see Figure 4.19). This was largely due to a greater increase in cash and accounts receivable versus liabilities. Net debt has been steadily decreasing for the past five years, providing evidence that the University’s liquidity and financial position are improving.

»» Revenues

Revenue increased by 14% to \$262.7M in FY2023 (FY2022 - \$230.8M) (see Figure 4.20). The increase in overall revenues is driven predominately by a \$28.0M or 28.1% year-over-year increase in international tuition and student fees (FY2022 - \$30.5M or 44.7%) and a year-over-year increase of \$3.8M or 163.0% in investment income (FY2022 - \$0.5M decrease or 17.3%) as a result of higher interest on cash balances.

Figure 4.20: Revenues by Source (in 000s)



Grants from the Province of British Columbia

Grants from the Province of BC are composed largely of the provincial operating grant, which represents KPU's base funding. In addition to the provincial operating grant, the grant also includes provincial funding for specific purposes and projects. Overall, grants from the province decreased by 5% in FY2023 as compared to the prior year. The decrease is a result of KPU requesting and receiving approval from the Ministry to defer \$23.0M of the operating grant in FY2023, whereas, the comparable deferral in FY2022 was \$12.4M. The deferrals were requested by KPU to provide continuance to projects initiated in the respective year. Historically the total revenue for this revenue source has been similar to international student tuition and fees, however, this shifted in FY2022 and FY2023 where international student tuition and fee revenue significantly surpassed grants from the Province of British Columbia.

Tuition and Student Fees

Tuition and student fees represent all fees incurred by students to attend KPU for credential programs. International tuition and student fees are the University's largest revenue source, increasing by \$28.0M or 28.1% to \$127.9M in FY2023 (FY2022 - \$99.8M or 35.4%). This corresponds with a year-over-year increase in international student FTEs of 33.5% as international students are likely to take more courses than domestic students. In addition, tuition for international students is higher than that of domestic students because the government grant cannot be used to subsidize international student tuition. Domestic tuition and student fees decreased slightly to \$36.6M (FY2022 - \$37.2M), a 1.7% decrease from FY2022. This corresponds with a decrease in domestic student FTEs of 2.3%. Whereas overall domestic student FTE enrolment fell during the pandemic and in FY2022 and FY2023, the University did see a year-over-year rise in new domestic enrolments in FY2023.

Revenue from Deferred Contributions

Revenue from deferred contributions represent the spending of externally restricted grants, as specified by the contributor. Revenue in this category increased by 34% to \$10.5M in FY2023 (FY2022 - \$7.9M). A significant contributor of this change is \$1.8M revenue recognized in FY2023 related to the \$4.0M deferral of the FY2022 operating grant for operating purposes. There was no comparative revenue stream in FY2022. The University has also recognized an uptick in research grant activity, which has begun to recover after being suppressed throughout the pandemic.

Revenue from Deferred Capital Contributions

Contributions that are restricted for the purpose of acquiring capital are recorded as deferred capital contributions. Amounts are recognized into revenue from deferred capital contributions at the same rate that amortization of the tangible capital asset is recorded. There has been a 10.8% increase to \$10.5M in FY2023 (FY2022 - \$9.5M). This increase is largely due to the recognition of deferred capital contributions received in FY2022 from the operating grant restriction for capital purposes.

Other Revenue

Other revenue is composed of ancillary services revenue, investment income and miscellaneous income.

Ancillary services revenue is composed of bookstore, parking and food services revenue. Overall, ancillary services revenue increased by 35% to \$3.3M in FY2023 (FY2022 - \$2.4M). This increase is the result of more student and employee activity on campus; however, this revenue source is lower than pre-pandemic levels due to an overall reduction in campus activities.

Investment income includes interest revenue, dividends and realized gains and losses on the sale of investments. There has been a 163.0% increase to \$6.1M in FY2023 (FY2022 - \$2.3M). This increase is largely attributed to higher interest revenue on cash balances as the prime rate increased steadily throughout the year from a low of 2.7% as at April 1, 2022 to a high of 6.7% at March 31, 2023.

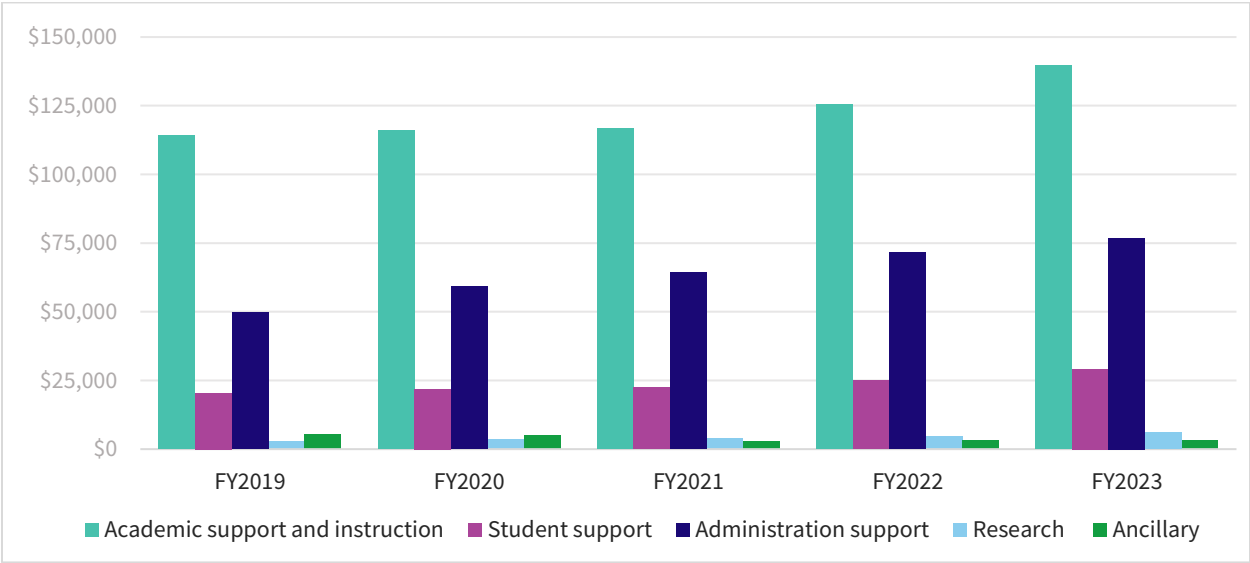
The remainder of the other revenue is composed of miscellaneous income such as space rentals, donations received, trades shop income and product sales and contract revenue. This decreased by 14.8% to \$4.0M in FY2023 (FY2022 - \$4.7M or 40.2% increase).

»» Expenses

Expenses by Function

The University spends the majority of its budget on ensuring quality education is offered to individuals by investing in academic support, instruction and administration support. Remaining budget is allocated to supporting students, research initiatives and providing ancillary services. Figure 4.21 shows the expense amounts for each function over the past five fiscal years.

Figure 4.21: Expenses by Function (in 000s)



Academic support and instruction increased by 11.3% to \$139.7M in FY2023 (FY2022 - \$125.6M). The majority of this increase resides in faculty salaries and benefits for existing programs; the new Entertainment Arts program, which rolled out in summer 2022, and targeted increases to support academic strategic initiatives and reduce waitlists for high demand courses were also key contributors. There has been a targeted investment in this area in both FY2022 and FY2023 as KPU emerged from the pandemic. The focus shifted from maintaining core academic activities to furthering academic innovation and teaching excellence.

Administration support represents the core support functions of the University which increased by 7.2% to \$76.9M in FY2023 (FY2022 - \$71.7M). In FY2023, there were additional facilities costs as the University transitioned from an online teaching model to a blended model for course offerings. The University also engaged in the first phase of its information technology migration to the cloud.

Student support increased by 16.5% to \$29.2M in FY2023 (FY2022 - \$25.1M). The University made targeted investments to directly support students and the student experience by contributing significant funds to student awards and international education. Similar to FY2022, the University endowed \$3.0M in FY2023 to the KPU Foundation to support the reduction of financial barriers for KPU students and established a food endowment to support students in immediate need of food.

Research increased by 29% to \$6.1M in FY2023 (FY2022 - \$4.7M). This is due to increased activity on short-term research grants. KPU continues to support the expansion of its research initiatives and in FY2023 donated \$4.0M to the KPU Research Endowment in the KPU Foundation towards research activities at the University. Overall, the research function has shown the most growth since FY2019 with an increase of 104%, due to the University's focus on supporting these activities to further enhance experiential learning.

Expenses by Object

Figure 4.22 shows the expenses by object for FY 22-23 and FY 21-22. Overall, expenses increased 11% over this time period.

Figure 4.22: Expenses by Object (in 000s)¹²

Expenses by object (in 000s)	2023	2022
		(Restated)
Salaries and benefits	\$173,175	\$151,358
Travel and professional development	3,334	1,967
Supplies	5,121	4,802
Student awards, bursaries and donations	11,600	9,246
Fees and services	25,326	28,469
Facilities	14,524	11,990
Cost of sales	1,475	1,502
Leases, property taxes, insurance	469	730
Accretion	98	45
Amortization of tangible capital assets	19,895	20,136
Total expenses by object	\$255,017	\$230,245

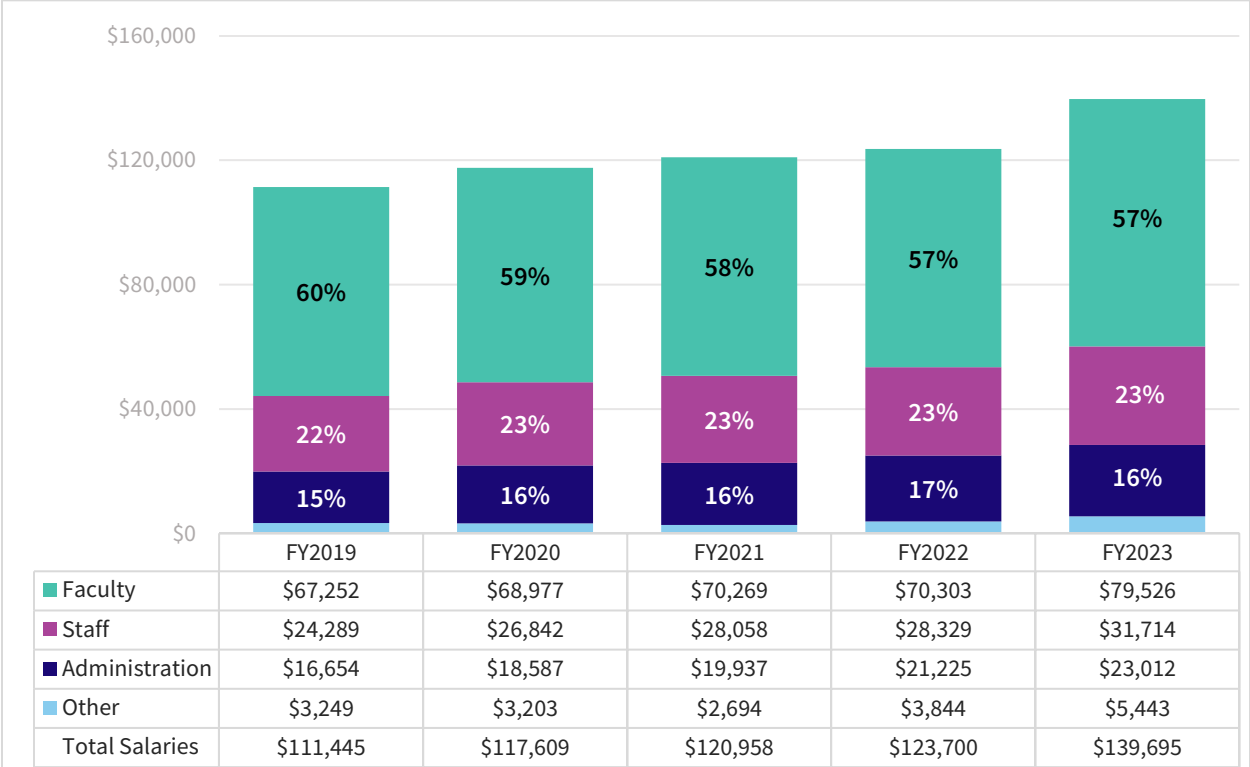
Salaries and Benefits

Salaries and benefits are KPU's single largest expenditure representing 67.9% of KPU's expenses in FY2023 (FY2022 – 65.7%), as shown in Figure 4.23. There was an overall increase in salaries and benefits

¹² In FY22-23, KPU adopted the new standard for asset retirement obligations, which requires that the University record the legal obligations associated with the retirement of tangible capital assets. The comparative March 31, 2022 financial statements have therefore been restated along with 2019-2021 figures, where relevant.

of \$21.8M or 14.4% year-over-year to \$173.2M in FY2023 (FY2022 - \$151.4M) as a result of higher staffing levels, along with paid and accrued wage increases across all employee groups. The expected wage increases for employees under collective agreements have been accrued in the FY2023 consolidated audited financial statements, as estimated by the Province of British Columbia’s published Shared Recovery Mandate. The largest increase in salaries is in faculty salaries and benefits due to accrued salary increases, the newly created Entertainment Arts programs, targeted support for academic strategic initiatives and addressing the reduction of waitlists for high demand courses.

Figure 4.23: Salary Expenses by Employee Group (in 000s)



There are three main employee groups at KPU: faculty, staff and administration. The proportion of salary expense by employee group has remained relatively stable over time.

Non-salary Expenses

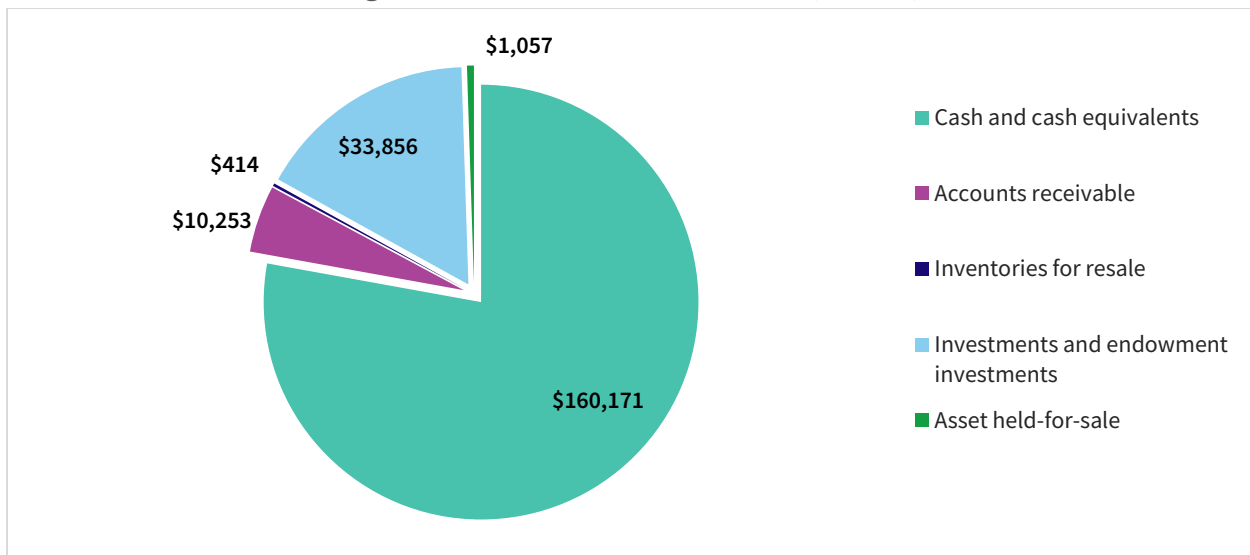
Non-salary expenses, including amortization, increased in FY2023 by 10.6% or \$3.0M to \$81.8M (FY2022 – \$78.9M). In FY2023, the key driver of this increase was a shift back to campus activity, which resulted in higher facilities costs, more post pandemic travel and professional development activities. Due to the University’s continued focus on providing supports to students, there was also a \$2.4M increase in student awards, bursaries and donations. In FY2022, KPU incurred one-time costs in fees and services including a \$4.0M expense to cover deficiencies identified at one of its campuses and upfront costs to prepare for the new Entertainment Arts programs which commenced in summer 2022.

»» Financial Position

Financial assets

Financial assets represent the amount of resources available that can be converted to cash to meet obligations or fund future operations (see Figure 4.24). During FY2023, financial assets increased by 18.9% to \$205.8M (FY2022 - \$173.1M or 40.1%).

Figure 4.24: FY2023 Financial Assets (in 000s)



Cash and cash equivalents are the most significant component of financial assets at \$160.2M or 77.8% (FY2022 - \$135.8M or 78.5%). This saw a \$24.3M year-over-year increase (FY2022 - \$50.2M increase), which was the result of a delay in cash outflow for planned expenditures. High interest income was earned on cash balances, which further increased the balance.

After cash and cash equivalents, investments and endowment investments is the next largest component of financial assets at \$33.9M or 16.4% of financial assets (FY2022 - \$33.0M or 19.1%). The year-over-year change of was mainly due to the purchase of a guaranteed investment certificate during the year.

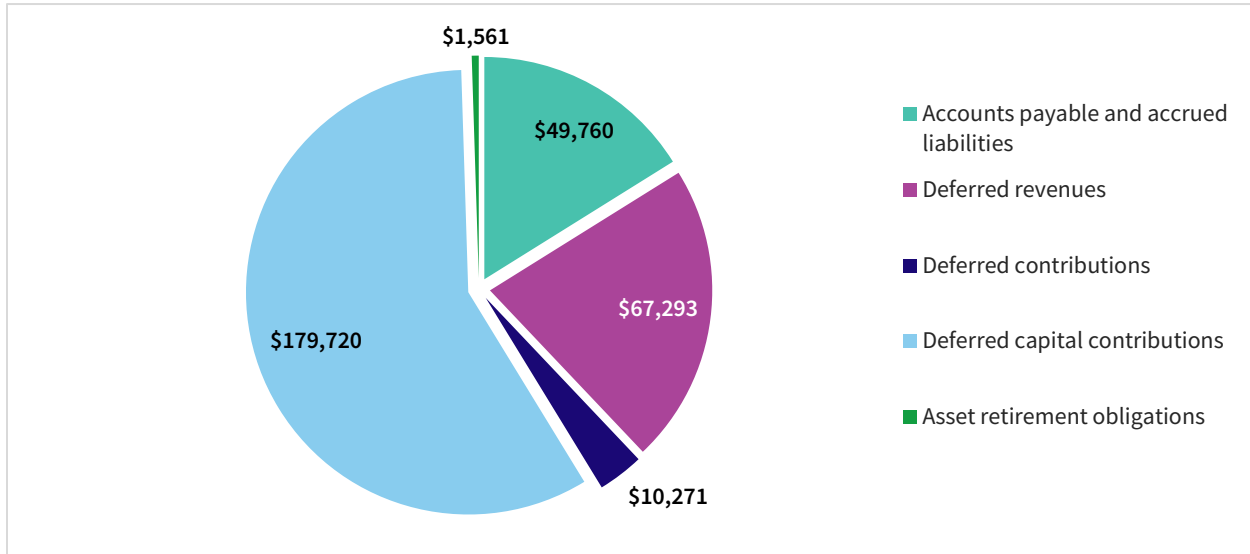
Accounts receivable represents \$10.3M or 5.0% of the financial asset balance (FY2022 - \$3.9M or 2.2%), which increased year-over-year by \$6.4M (164.7%) largely due to a receivable from the Ministry for collective agreement increases that have not yet been ratified in FY2023. This amount is estimated by the Province of British Columbia's Shared Recovery Mandate.

In FY2023, the Board approved to sell a portion of the land at the Cloverdale campus and, as a result, land with a cost of \$1.1M has been reclassified from tangible capital assets to an asset held-for sale.

Liabilities

Liabilities represent the obligations the University has to others arising from past transactions or events. Liabilities increased by 7.4% to \$308.6M in FY2023 (FY2022 \$287.3M or 18%). Figure 4.25 shows a breakdown of liabilities for FY2023.

Figure 4.25: FY2023 Liabilities (in 000s)



Deferred capital contributions, which are contributions that are restricted for the purpose of acquiring capital, are the largest component of liabilities at 58.2% of total liabilities (FY2022 – 54.7%). This category increased by 14.5% to \$179.7M in FY2023 (FY2022 - \$157.0M). In the fourth quarter of FY2023, the Ministry approved the deferral of \$23.0M of the University’s FY2023 operating grant for capital purposes which contributed to the significant increase of deferred capital contributions.

Deferred revenues, representing 21.8% of total liabilities (FY2022 – 25.2%), decreased by 7.0% to \$67.3M in FY2023 (FY2022 - \$72.4M). This balance relates to tuition payments made by students for future courses. These prepayments are deferred and reported as revenue when course delivery has occurred. International students often prepay for future courses and during the pandemic a number of international students prepaid and subsequently delayed their start date due to uncertainties. The University started to realize some of these prepayment balances during FY2023 as these students enrolled in courses.

Accounts payable and accrued liabilities, representing 16.1% of total liabilities (FY2022 – 15.7%), increased by 10.2% to \$49.8M in FY2023 (FY2022 - \$45.1M). This increase is largely attributable to an increase in accrued salaries, benefits and wages payable as a result of the retroactive amount owing to employees as estimated by the Province of British Columbia’s Shared Recovery Mandate.

On April 1, 2022, the University adopted PS 3280 *Asset retirement obligations* using the modified retroactive transitional provisions as at the date of adoption. This new standard requires that the University record the legal obligations associated with the retirement of tangible capital assets. Included in liabilities is an asset retirement obligation for the removal of hazardous material from some

of the University’s buildings. The balance of asset retirement obligations at March 31, 2023 was \$1.6M (FY2022 - \$1.5M).

Non-financial Assets

Non-financial assets are not available to discharge existing liabilities and are held to provide services in the future. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations. Figure 4.26 shows total non-financial assets by fiscal year, while Figure 4.27 provides a breakdown for the last two fiscal years. Total non-financial assets decreased by 2.0% to \$237.3M in FY2023 (FY2022 - \$242.3M).

Figure 4.26: Non-financial Assets by Fiscal Year (in 000s)

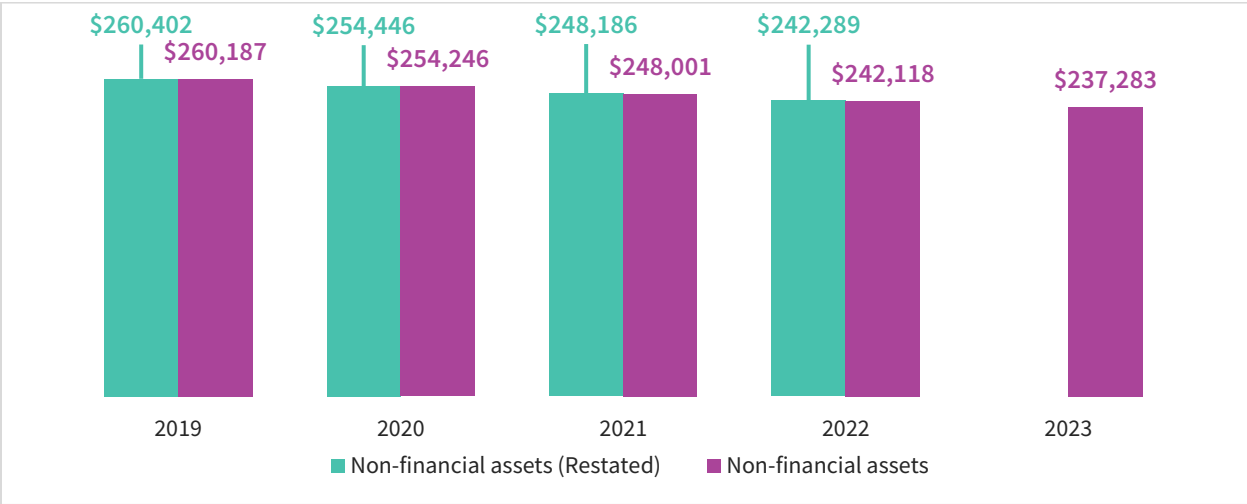
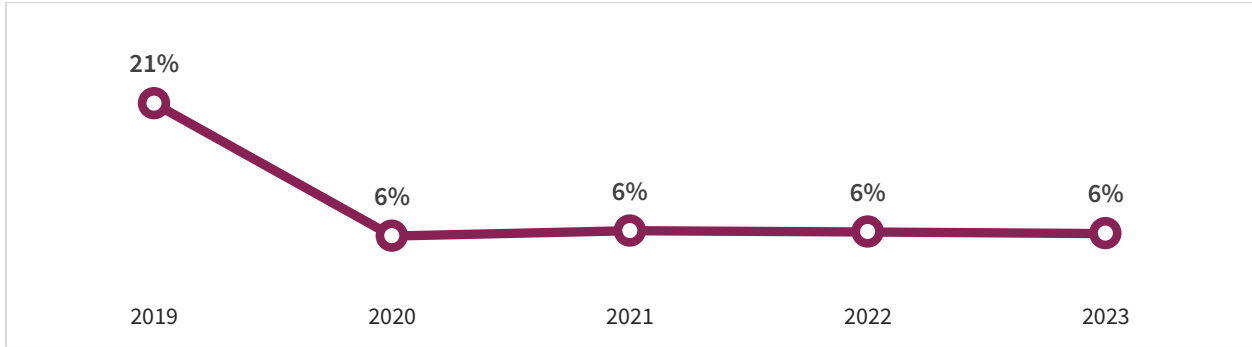


Figure 4.27: Non-financial Assets by Fiscal Year (in 000s)

	2023	2022
		(Restated)
Tangible capital assets	\$232,450	\$237,517
Investments and endowment investments	2,817	2,817
Prepaid expenses and deposits	2,016	1,955
Total non-financial assets	\$237,283	\$242,289

Tangible capital assets include assets purchased or constructed by the University and assets that were fully or partially contributed to by the provincial government and include land, buildings, major site improvements, major equipment, library holdings, technology infrastructure, furniture and equipment, computing equipment and leased capital assets. Figure 4.28 depicts tangible capital asset addition as a percentage of total revenue. The net decrease in tangible capital assets of \$5.1M is mainly due to amortization. Furniture and equipment purchases were significant as the University focused on a furniture refresh project which had been put on hold during the pandemic. Additions to work-in-progress and major equipment also largely related to upgrades on aging infrastructure.

Figure 4.28: Tangible Capital Asset Additions as a Percentage of Total Revenue

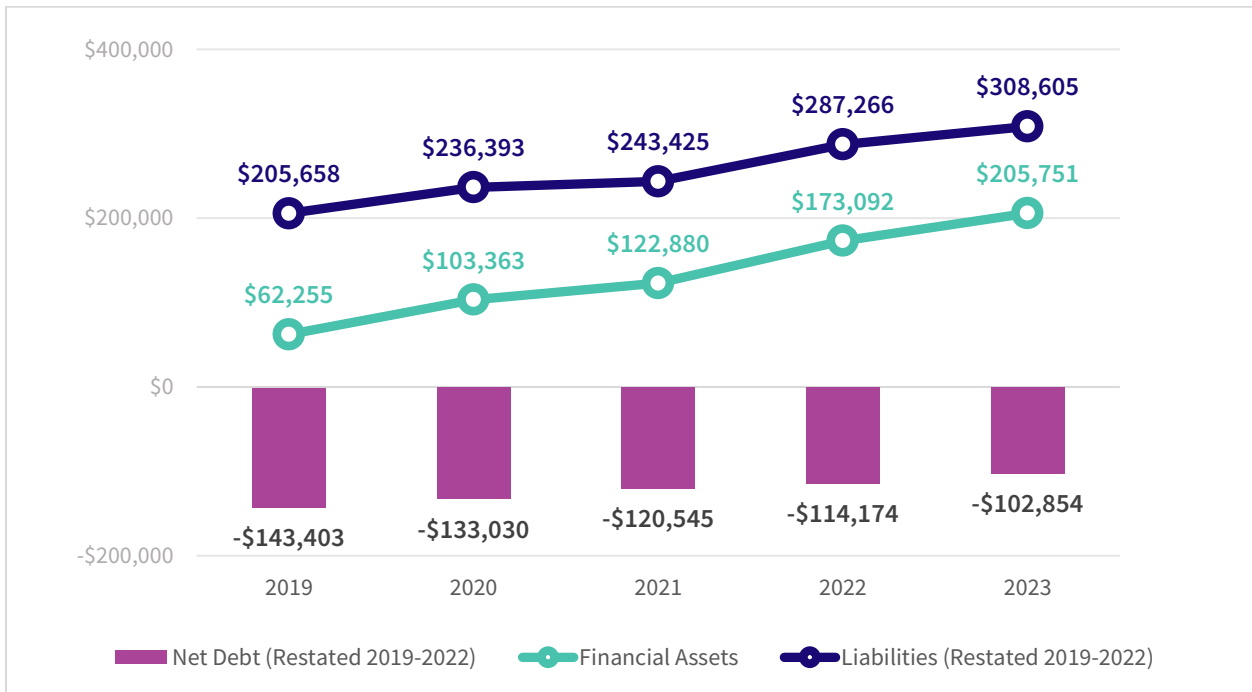


In 2019, a major building project was completed and, for the last four years, acquisitions have been near 6% of total revenues, comprised largely of routine furniture and equipment and computing equipment.

Net Debt

Net debt is the excess of liabilities over financial assets and in FY2023 was \$102.9M, which decreased by \$11.3M over the prior year (see Figure 4.29). This was largely due to a greater increase in cash and accounts receivable versus liabilities. Net debt has been steadily decreasing for the past five years, providing evidence that the University’s liquidity and financial position are improving.

Figure 4.29: Net Debt (Financial Assets less Liabilities, in 000s)

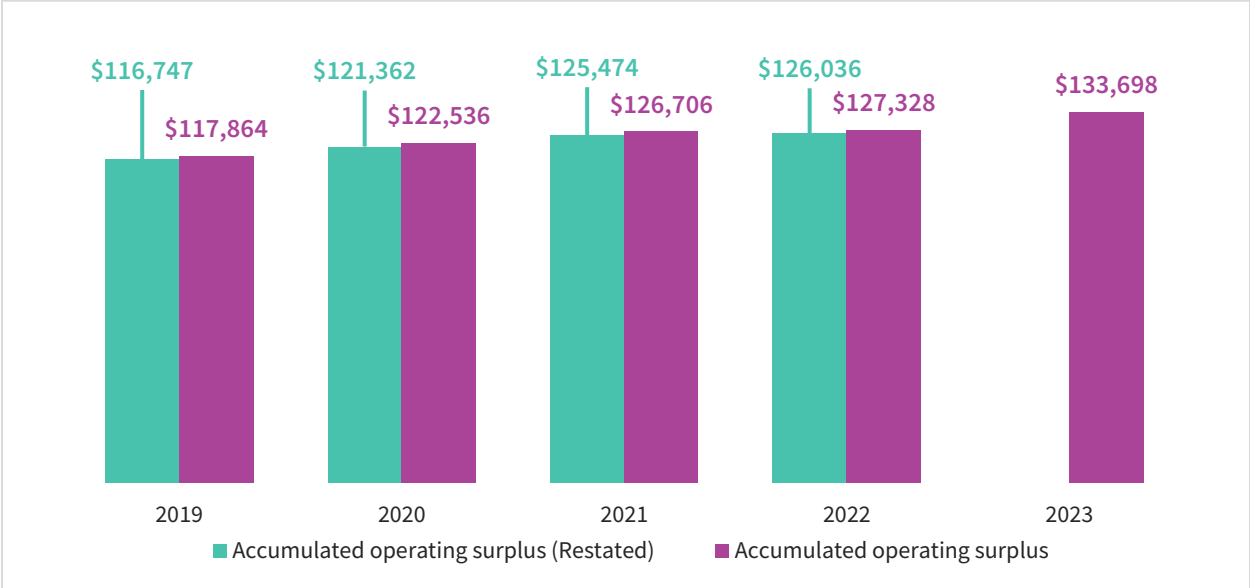


Accumulated Operating Surplus

Accumulated operating surplus represents the University’s accumulated interest in its net debt (assets minus liabilities) over time. It can also be described as the accumulation of annual surpluses since

inception to date. This balance is largely unavailable to fund KPU’s operations, as it has either already been invested in capital assets, or has been internally or externally restricted. While some of this balance does reflect cash available for use, these funds cannot be spent without violating the Balanced Budget legislation. Figure 4.30 shows the accumulated operating surplus by fiscal year.

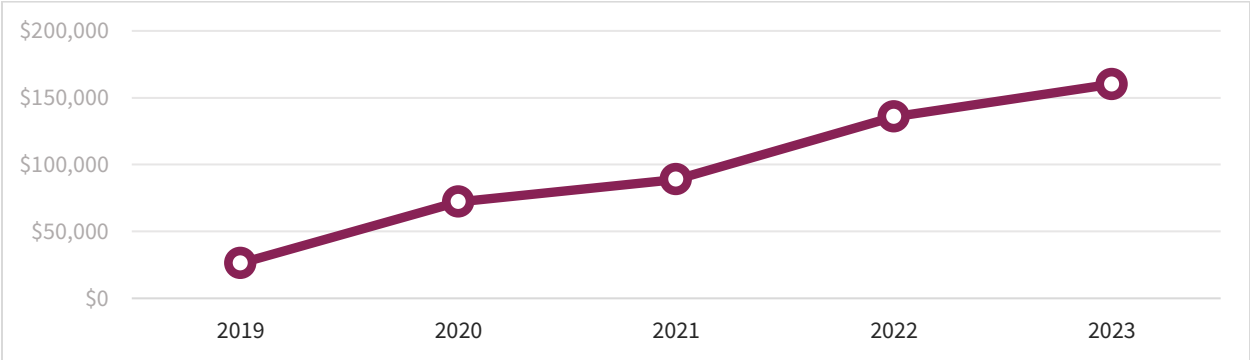
Figure 4.30: Accumulated operating surplus (in 000s)



Cash Flows

The Consolidated Statement of Cash Flows reports on the sources and uses of cash during the year. The University’s overall cash position increased by \$24.3M from \$135.8M in FY2022 to \$160.2M in FY2023 (see Figure 4.31).

Figure 4.31: Cash and Cash Equivalents (in 000s)



The primary source of cash is from operations, specifically cash received for student tuition and fees and grants from the Province of British Columbia, as well as contributions received for tangible capital assets. Cash is used to meet operational expenses, reduce liabilities and pay for the University’s investment in infrastructure. More detail is available on the Consolidated Statement of Cash Flows within the consolidated audited financial statements.

»» Financial Indicators

Figure 4.32 highlights certain key financial indicators for the University.

Figure 4.32: Key Financial Indicators

	March 31 2023	March 31 2022	March 31 2021
		(Restated)	(Restated)
Net debt to total revenue ratio	39%	49%	56%
Province of BC grant revenue to total revenue ratio	24%	29%	37%
Own source revenue per student FTE (in 000s)	\$12.4	\$11.3	\$9.9
Net debt per student (in 000s)	\$7.1	\$8.8	\$9.9

Net debt to total revenue ratio identifies the percentage of income available to cover KPU's net debt. The year-over-year decrease in the percentage is favourable as it indicates higher revenues earned in relation to net debt.

Province of BC revenue to total revenue ratio dropped in FY2023, however, this is partially due to an approval by the Ministry to restrict \$23M of the operating grant in FY2023 (FY2022 - \$12.4M). When normalizing for these deferrals, the proportion of operating provincial grants to total revenue decreased by only 2% year-over-year. Another factor that contributes to the decrease is that international student and tuition fee revenues have increased by a higher proportion than the Province of BC grant revenue.

Own source revenue per student FTE represents revenue the University has earned outside of grants from the Province of British Columbia and other external contributions. There is a year-over-year increase which indicates more money per student is being earned through the University's own source revenues as discussed throughout. This is driven by an increase in international student tuition and fees.

Net debt per student represents the University's debt in terms of the amount attributable to each student. This ratio decreased in FY2023, which represents growth in resources for the University.

Overall, when reviewing the University's financial condition, KPU is well-positioned. The University has continued to maintain surpluses each year, and successfully navigated its way through the uncertainties of the pandemic. The University has a strong cash balance that allows it to meet its day to day obligations and provide the cash flow required for strategic opportunities. Net debt, the excess of liabilities over financial assets dropped in FY2023 and has been decreasing steadily over the past five years, indicating improved financial condition. Of note, KPU does not currently have any long-term debt obligations. In addition, the University's unrestricted accumulated surplus increased from \$23.0M in FY2022 to \$35.7M in FY2023. This amount is available to fund capital assets.

»» Risks and Uncertainties

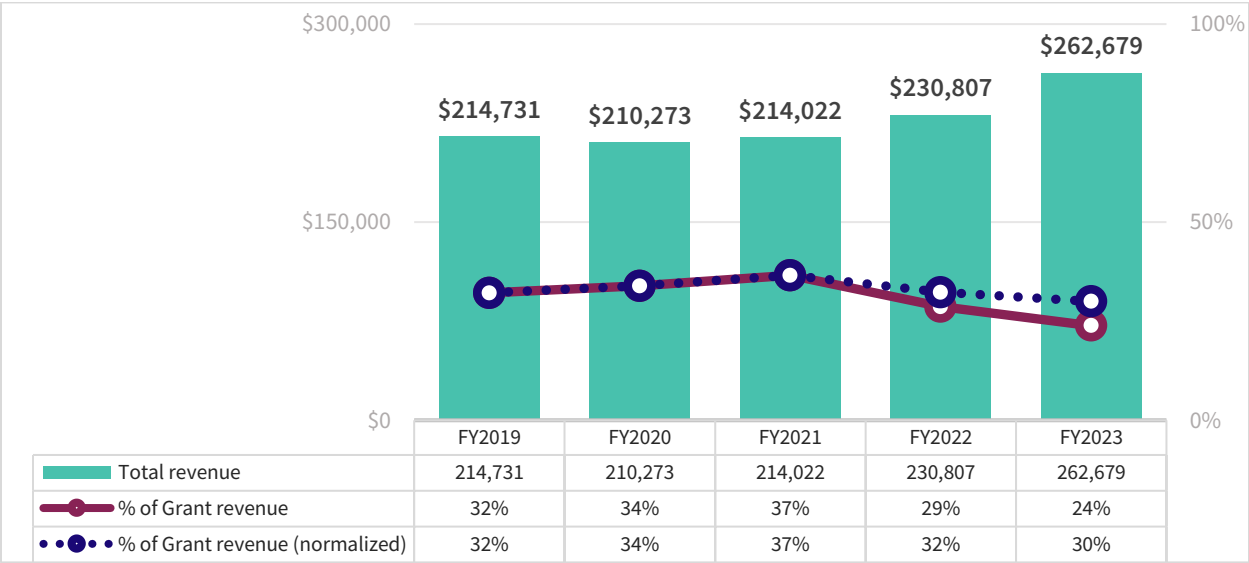
KPU is operating in an increasingly complex environment—from competitive, financial, regulatory, research and scholarship and innovation perspectives.

Revenue Stability and Diversity

KPU’s largest financial risk is related to international student tuition and the University’s overall reliance on this revenue source. As KPU’s tuition revenues have grown, so has a need for additional infrastructure and employees, which results in an increased reliance on international student tuition revenue for long-term sustainability. Of the three-primary revenue sources— government grants, domestic tuition and fees and international tuition and fees—international tuition and fees is the most volatile. A number of factors, including geo-political and immigration policy changes, can substantially impact this revenue source with little notice.

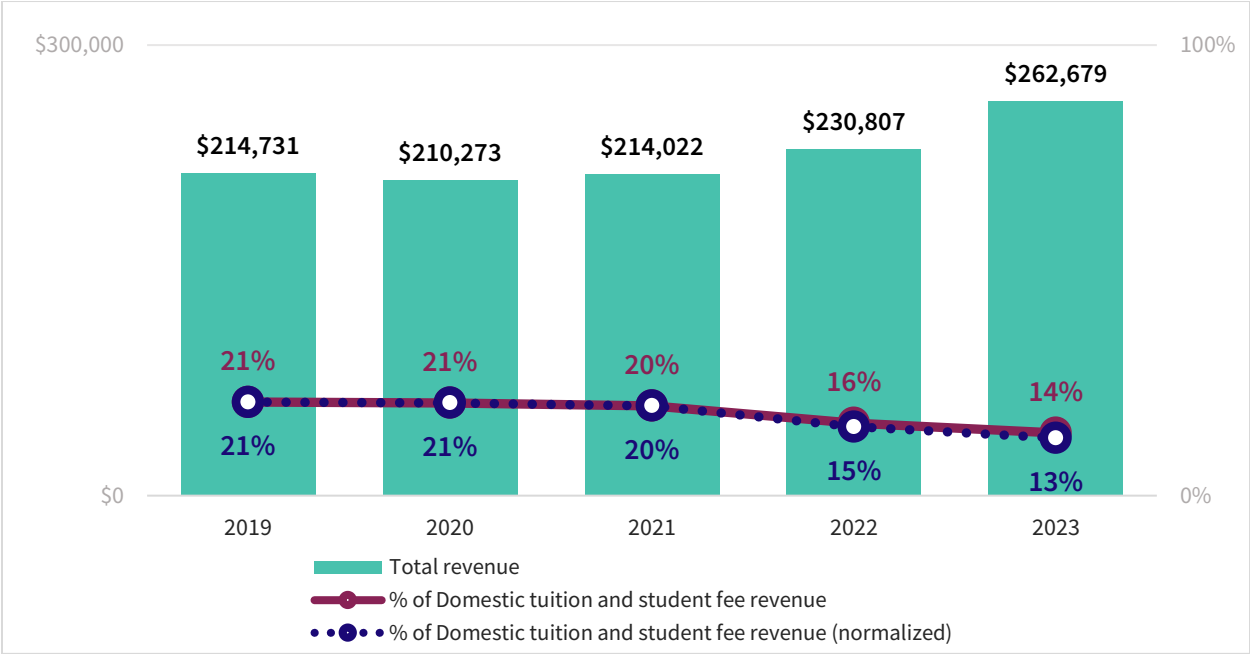
Operating grant as a percentage of total revenue is provided in Figure 4.33. The operating grant, included in grants from the Province of British Columbia, is considered stable revenue. Provincial operating grants are a significant source of funding to the University’s operating budget and for FY2023 KPU’s operating grant was approximately 23.8% of the operating budget (FY2022 - 28.6%). The operating grant has remained relatively stable year-over-year, however it is important to note that revenue reported in FY2023 was reduced by \$23.0M as it was deferred for capital purposes. The University requested this deferral to help move forward and fund initiatives into the future that it couldn’t attend to in the current fiscal year that would otherwise have a significant impact on its operations; which will allow the University to focus on deferred maintenance of aging infrastructure, refreshing aged information technology and furniture along with targeting planned University capital initiatives. This mitigation strategy supports the long-term financial stability of the University. As seen in the figure below, when normalizing the operating grant funding for the deferrals over time, there is evidence of a deterioration of the proportion of the operating grant to total revenues from 37% in FY2021 to 30% in FY2023.

Figure 4.33: Operating Grant as a Percentage of Total Revenue (in 000s)



Revenue from domestic tuition and student fees as a percentage of total revenue is shown in Figure 4.34. Domestic tuition and student fees are also considered more stable revenue, however, the provincial government mandates that annual domestic tuition increases be capped at 2%. The only way to increase this revenue stream further is to increase the domestic student base. KPU has seen a continuing decline in domestic student FTEs since FY2019, with 9,734 FTEs in FY2019 declining to 7,969 FTEs in FY2023, representing an 18.1% decrease over the last five years. However, in FY2023 the University had an increase in new domestic student FTEs, compared to FY2022, which may be in part due to the return of more traditional in person course offerings. The University is optimistic that domestic FTEs will return to pre-pandemic levels.

Figure 4.34: Domestic Tuition and Fees as a Percentage of Total Revenue (in 000s)



Overall, the University may be at risk if it becomes increasingly reliant on less resilient sources of revenue such as international tuition and fees, to fund ongoing obligations. Recognizing the risk of international revenue, KPU has implemented procedures to control international enrolment through strategic enrolment planning. Through this, international recruitment has focused on diversifying the international student body, as reducing concentrations of students from any one country reduces the potential risk associated with barriers from that country, which would affect their intake.

Inflation

During FY2023, domestic and global inflation increased significantly which has had economic and social impacts for the University. With costs rising for supplies, food, housing and other living expenses, inflation has also impacted the University’s operational costs.

Inflation has put significant pressures on operating costs due to the nature and geographical location of KPU’s multi-campus, asset-rich, environment. In addition, expenditures are increasing as a result of new activities largely driven by the success of KPU’s scholarship and research programs, as well as from

faculty and student innovation. The University does maintain a financial reserve when planning to ensure it can respond to any unforeseen challenges.

»» KPU Looking Forward

As KPU continues to evolve, strategic enrolment management will continue to be an essential element in managing cost pressures and maintaining effective operations. KPU is cautiously optimistic that domestic student numbers will continue to increase and international student numbers will remain consistent. Global economic uncertainties and higher inflation are a concern when assessing financial impacts for the institution; however, KPU remains committed to educational advancements, innovation and excellence for its students, employees and the learning community.

As the COVID-19 pandemic shifted educational delivery from primarily in-person classes to online delivery, KPU continues to assess the impacts of this evolutionary approach to learning and if there may be any long-term financial impacts to the University as a result. While this evolution has been enabled through enduring and high levels of faculty engagement, it has been sustained through increased investments in teaching and learning, including personnel, technologies and infrastructure. Currently, KPU has adopted a blended approach to learning with both in-person classes and online instruction available in many study areas.

Cautionary Note on Forward-looking Statements

Some statements in this are forward-looking statements, which are based on assumptions and future events and conditions, and by nature may involve significant risks and uncertainties. Actual results could differ materially from those anticipated in forward-looking statements. Readers should not place undue reliance on any forward-looking statements. The reader should refer to the Risks and Uncertainties section for information, but not limited to, on certain factors, that could cause results to differ materially from stated expectations. KPU does not undertake any obligation to update or revise these forward-looking statements to reflect events or circumstances after the date of this report, or to reflect the occurrence of unanticipated events, except by law.

5. Performance Plan

»» Alignment of KPU's Strategic Goals and Performance Measures with BC Post-Secondary System Objectives: Access, Capacity, Efficiency, Quality, and Relevance








6. Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Post-Secondary Education and Future Skills (PSFS), as well as those for SkilledTradesBC (STBC). The glossary provides definitions of terms and sources used for the performance measures.






Each measure has a performance target against which actual performance is assessed. For the PSFS measures, the targets were set by the Ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors.

Assessment of Performance Measures

Performance is assessed using the scale below, which incorporates both government and KPU assessment methods. KPU's method allows for additional gradations marking progress toward achieving a target, not just whether the target has been achieved. Please note that Appendix B contains the margins of error used in the assessments of five PSFS measures, as well as the results for all PSFS performance measures.

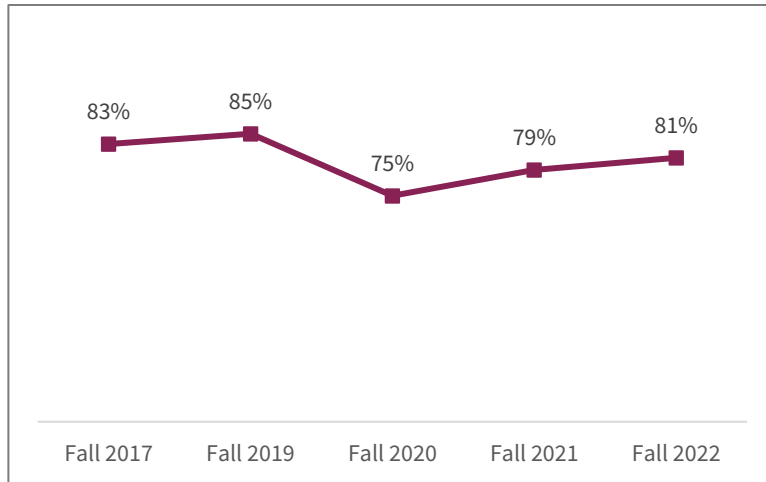
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

The table below provides a summary of the assessment on the 12 government (10 PSFS, 2 STBC) and 12 KPU performance measures. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the measure and reported in the table.

	Gov't	KPU	Total
 Achieved	7	6	13
 Substantially achieved	2	1	3
 Not achieved	2	3	5
 Not achieved	1	1	2
 Not assessed	0	1	1
	12	12	24

»»» Enhanced Student Experience

1. Proportion of students reporting satisfaction with their educational experience at KPU



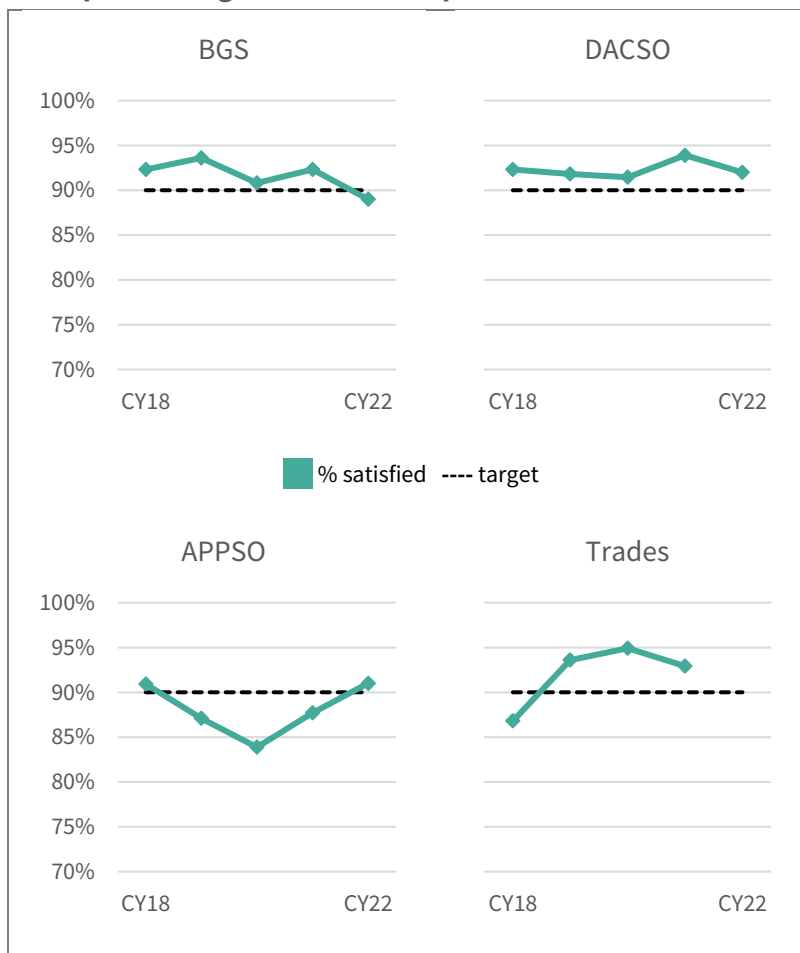
Assessment: ██████████

Achieved

Target: > previous rating

Notes: KPU measure (Student Satisfaction Survey [SSS]). This survey was originally conducted every two years. Starting in 2019, the survey is conducted annually.

2. Proportion of graduates that report satisfaction with their education (PSFS)



Assessment: ██████████

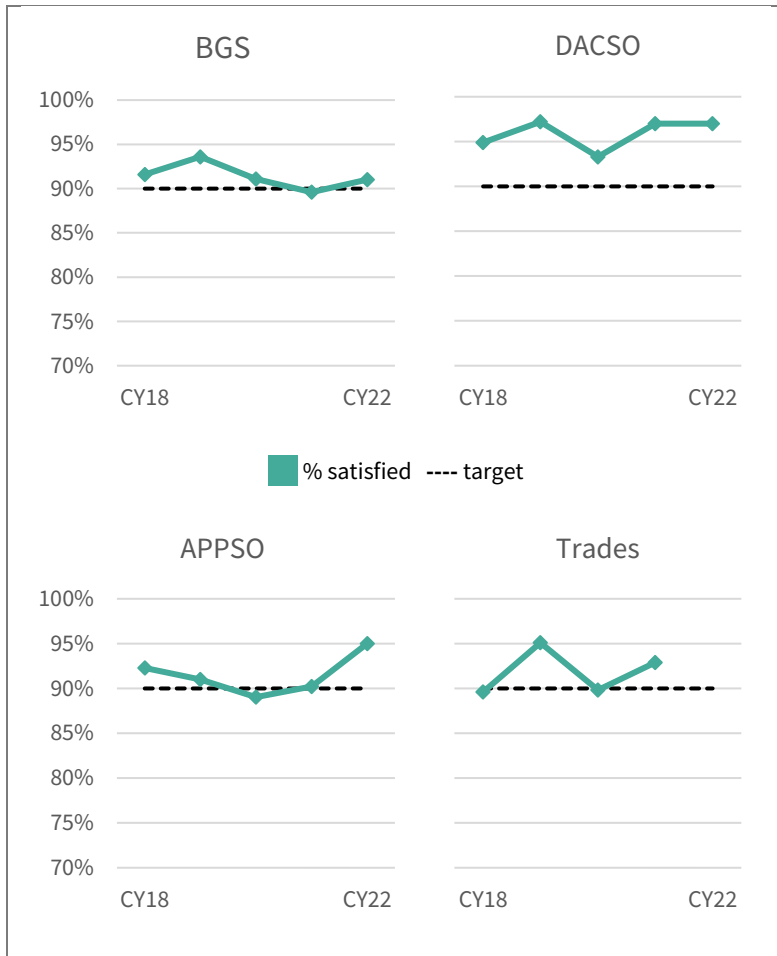
Achieved for BGS, DACSO, and APPSO

Not assessed for Trades (TFTRV)

Target: ≥ 90%

Notes: PSFS measure (BC Student Outcomes Surveys [BCSOS]). BGS meets the target when taking margin of error into account. Trades is omitted due to a low number of respondents.

3. Proportion of graduates that assess their quality of instruction positively (PSFS)



Assessment: ██████████

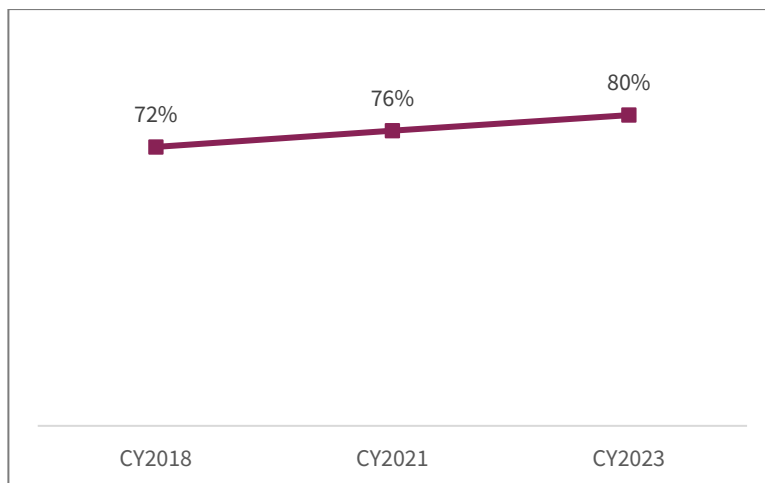
Achieved for BGS, APPSO, and DACSO
Not assessed for Trades (TFTRV)

Target: ≥90%

Notes: PSFS measure (BCSOS). Trades is not assessed due to a low number of respondents.

»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



Assessment: ██████████

Achieved

Target: > previous rating

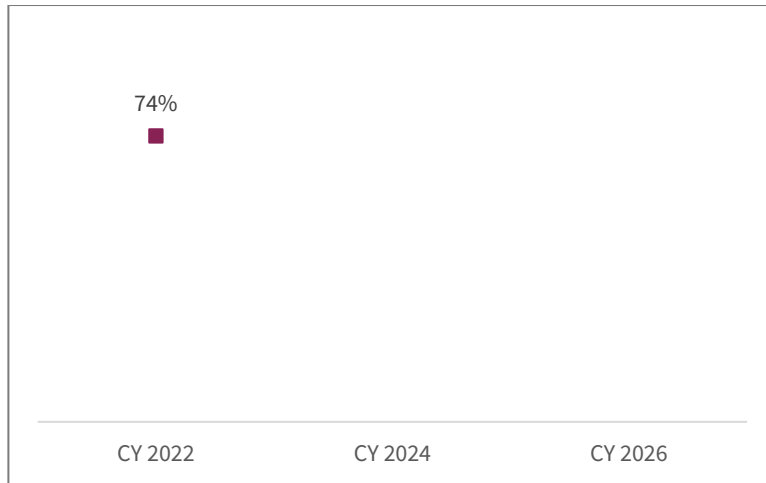
Notes: KPU measure (Employee Feedback Survey [EFS]).

Composite measure of three questions: “My co-workers treat each other with dignity and respect,” “At work my opinion counts,” and “My manager provides the support I need to succeed.”

Note the scale changed from a 6-point scale in 2018 (strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree) to a 5-point scale starting in 2021 (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 51% of respondents agreed or strongly agreed.

Delighted KPU Friends

5. Proportion of friends (e.g., external reviewers, advisory board members, KPU Foundation) who feel that their contributions to KPU are valued



Assessment:

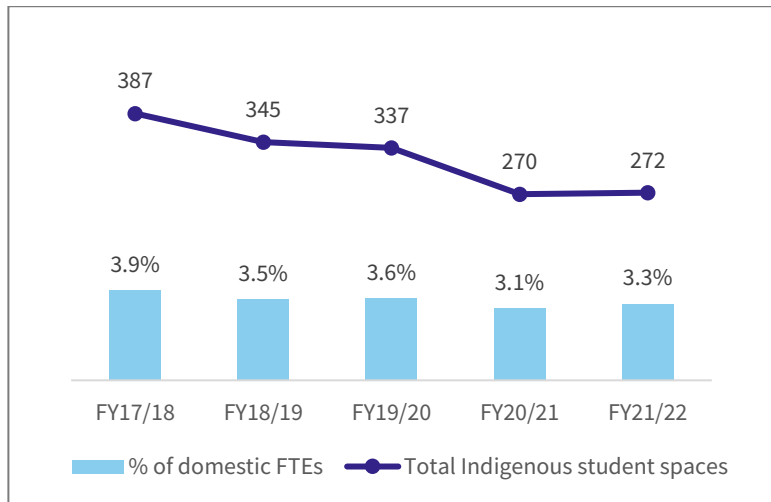
Not assessed

Target: ≥ previous rating

Notes: KPU measure. This is a new measure first implemented in spring 2022 through a KPU-based survey of members of Program Advisory Committees.

Multiculturalism and Indigenization

6. Number of Indigenous student spaces (PSFS)



Assessment:

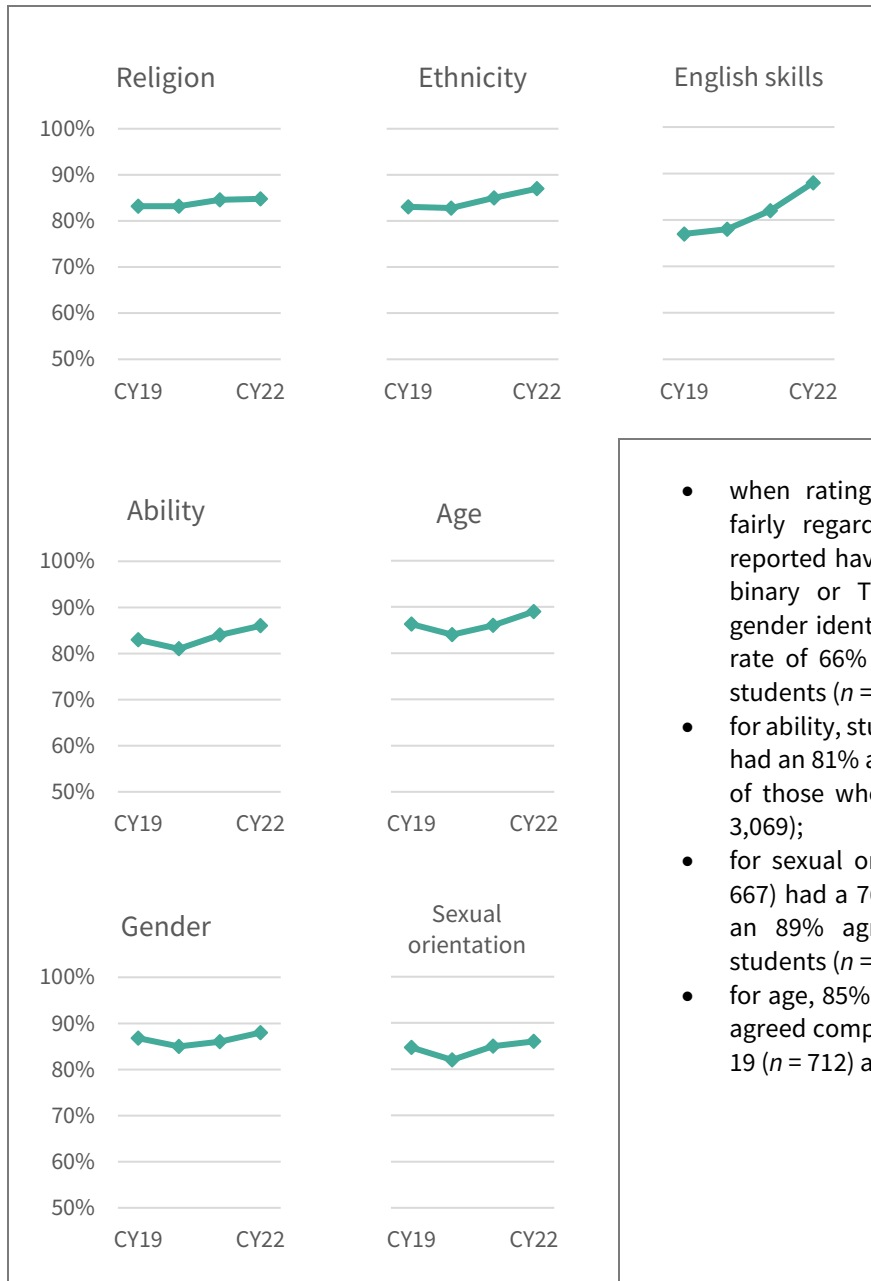
Achieved

Target: Indigenous FTEs as % of total domestic FTEs > previous year

Notes: PSFS measure (Central Data Warehouse). The years presented in the chart represent the year on which the data is based (e.g., “FY18/19”). The decline in Indigenous FTEs is associated with contract training.

Between 2015 and 2018, KPU had contracts exclusively targeting Indigenous students. Subsequent contracts have targeted a smaller number of Indigenous students, which is the primary reason for the decline in FTEs prior to the pandemic. The decline from FY20 to FY21 may be due to the pandemic. Efforts are underway to improve Indigenous recruitment.

7. Proportion of students that perceive they are treated fairly at KPU regardless of their:



Assessment: ██████████

Achieved for all dimensions

Target: > previous rating

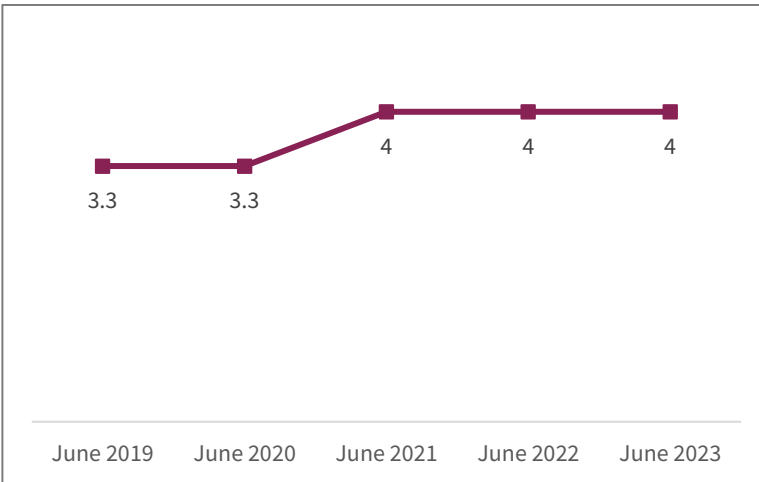
Notes: KPU measure (SSS). In several instances, those within the group in question were less likely to indicate positive perceptions than others. For example, in 2022:

- when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ($n = 199$)¹³ had an agreement rate of 66% compared to 89% of cisgender students ($n = 4,200$);
- for ability, students with a disability ($n = 1,594$) had an 81% agreement rate compared to 91% of those who did not identify this way ($n = 3,069$);
- for sexual orientation, LGBQ+ students ($n = 667$) had a 76% agreement rate compared to an 89% agreement rate for heterosexual students ($n = 3,866$); and
- for age, 85% of students 40 or older ($n = 229$) agreed compared to 90% of both those under 19 ($n = 712$) and those 19 to 22 ($n = 2,461$).

¹³ n denotes the number of respondents in the specified category.

»» Environmental Sustainability

8. STARS ranking of institutionalization of sustainability



Assessment:

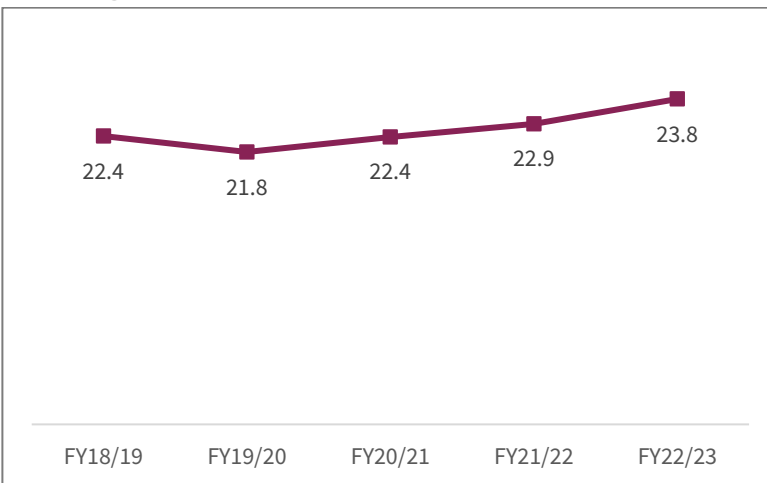
Achieved

Target: 4 (maximum score)

Notes: KPU measure. KPU Sustainability Committee self-assessment using the Sustainability Tracking, Assessment & Rating System (STARS) framework for colleges and universities to measure KPU's sustainability performance.

»» Integrated Planning

9. Average number of seats filled per class



Assessment:

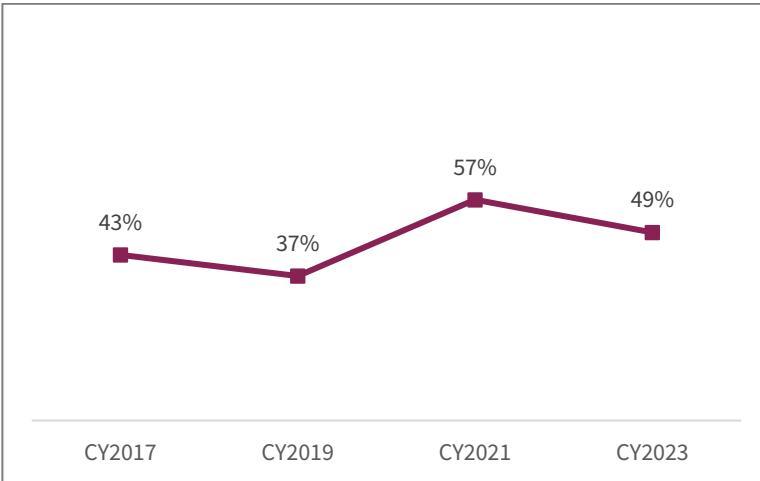
Achieved

Target: 23

Note: KPU measure.

»» Teaching, Learning and Curricular Innovation

10. Proportion of educators indicating satisfaction with the resources available to innovate



Assessment:

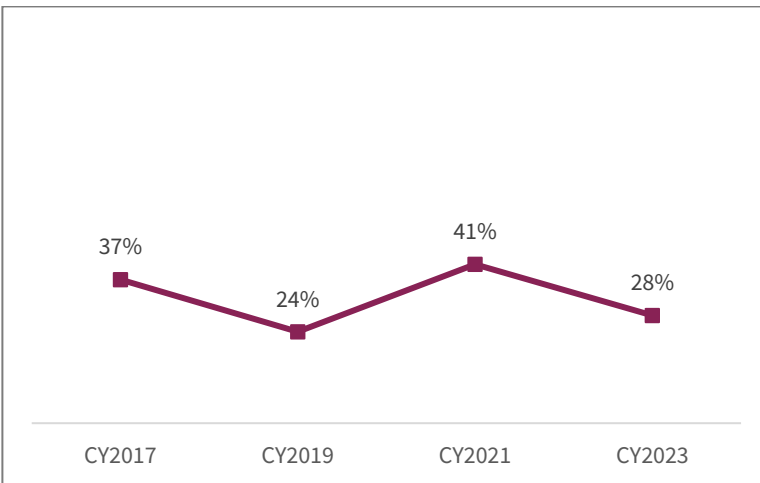
Not achieved

Target: > previous rating

Note: KPU measure (EFS).

»» Research Activity and Intensity

11. Proportion of faculty reporting satisfaction with support for research



Assessment:

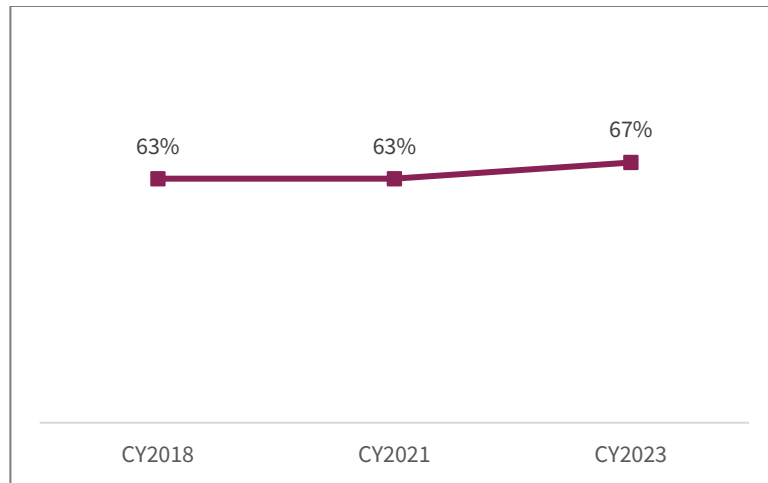
Not achieved

Target: > previous rating

Notes: KPU measure (EFS). The 2019 and 2021 surveys also include the responses of non-faculty staff members in instructional or research roles. The 2023 survey includes those, and any other employees interested in or currently conducting research or scholarship.

»» Support for Creative Problem-Solving

12. Proportion of employees who agree with the statement: “This organization supports the development of new ideas that contribute to our future success.”



Assessment: Achieved

Achieved

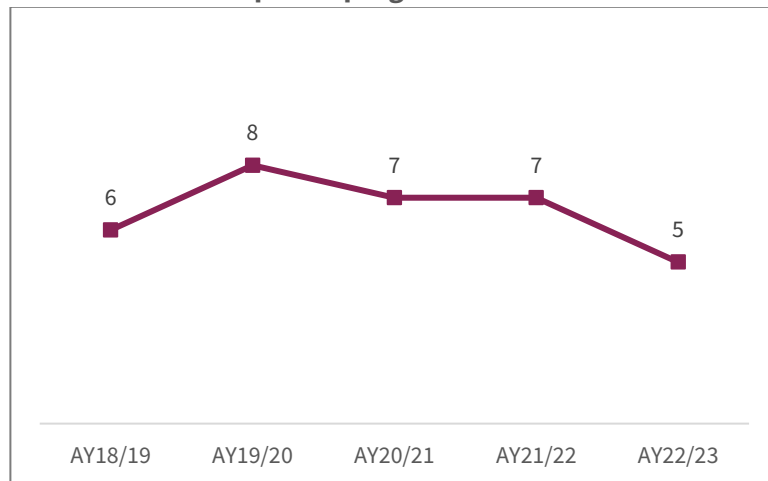
Target: > previous rating

Notes: KPU measure (EFS). Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree).

Starting in 2021, the standard 5-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 28% of respondents agreed or strongly agreed.

»» Program and Service Improvement

13. Number of completed program reviews



Assessment: Not achieved

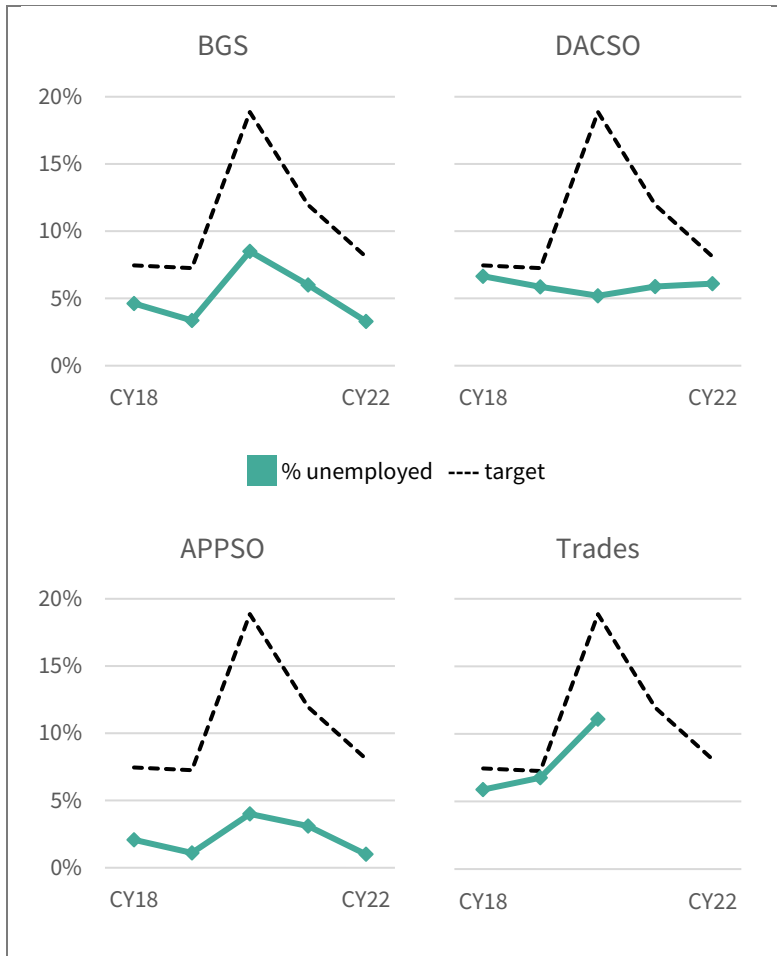
Not achieved

Target: Average of the past three years ≥ 9

Notes: KPU measure (Senate Standing Committee on Program Review).

The target was not met due to changes in the program review process that required curriculum mapping to be conducted as part of the program review self-study process. This adds time to the review. In AY2022/23 a course release has been provided so reviews can be completed in a more timely fashion. We expect to see the impact of that in AY2023/24.

14. Graduate unemployment rate (PSFS)



Assessment: ██████████

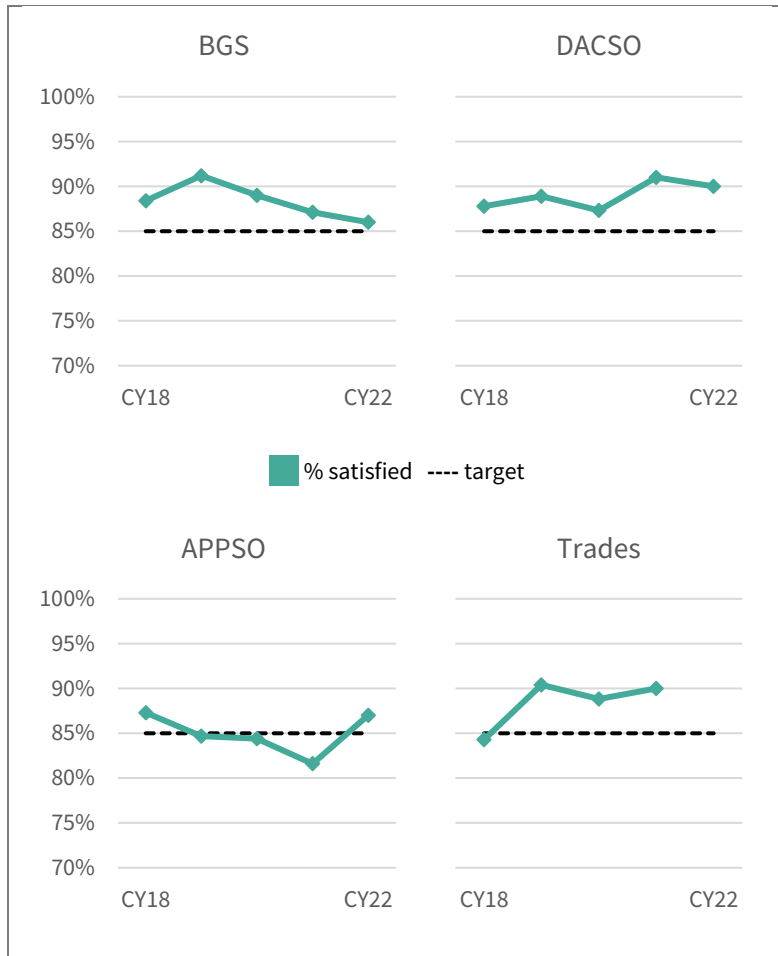
Achieved for BGS, DACSO, and APPSO

Not assessed for Trades (TFTRV)

Target: ≤8.1%

Notes: PSFS measure (BCSOS). Trades is not included for CY21 as the margin of error was greater than 10%. Trades is omitted for CY22 due to a low number of respondents.

15. Proportion of graduates who agree their education helped them develop skills (PSFS)



Assessment: ██████████

Achieved for BGS, DACSO, and APPSO
Not assessed for Trades (TFTRV)

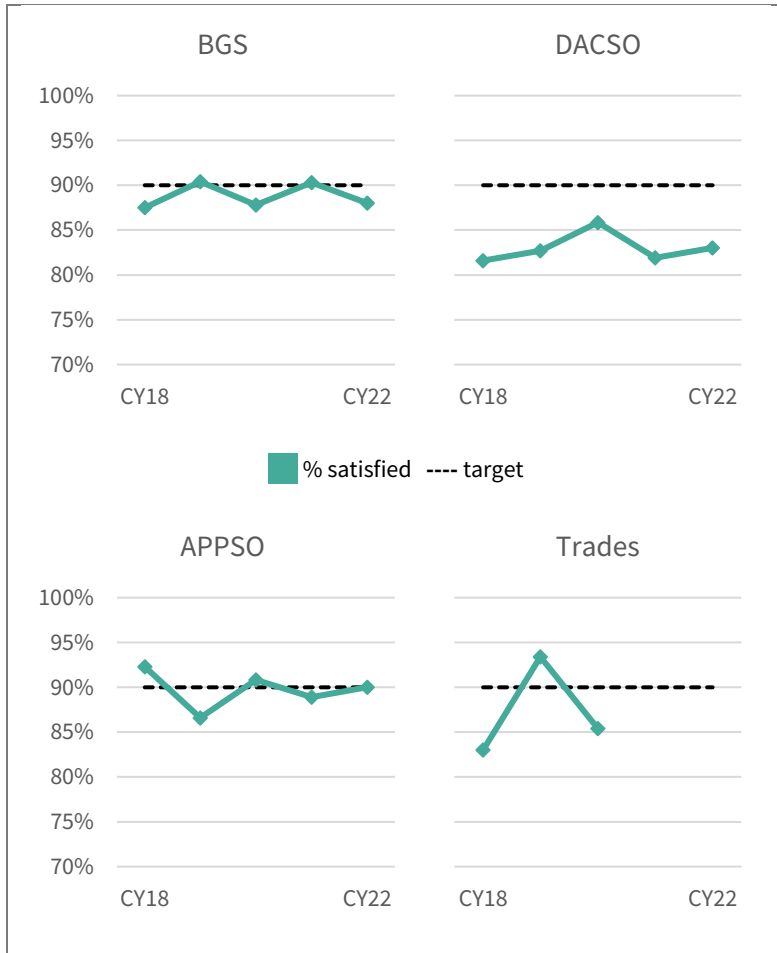
Target: ≥85%

Notes: PSFS measure (BCSOS). The graph shows the average of the seven specific skills shown below. Trades is omitted for CY22 due to a low number of respondents.

In the table below, the values for Trades are omitted as per PSFS’s guideline: the number of respondents in this category was too low.

Skill	BGS	DACSO	APPSO	Trades
Written communication	87%	91%	77%	-
Oral communication	86%	92%	82%	-
Group collaboration	88%	89%	83%	-
Critical analysis	92%	91%	93%	-
Problem resolution	81%	88%	90%	-
Independent learning	89%	92%	89%	-
Reading and comprehension	84%	91%	90%	-

16. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)



Assessment:

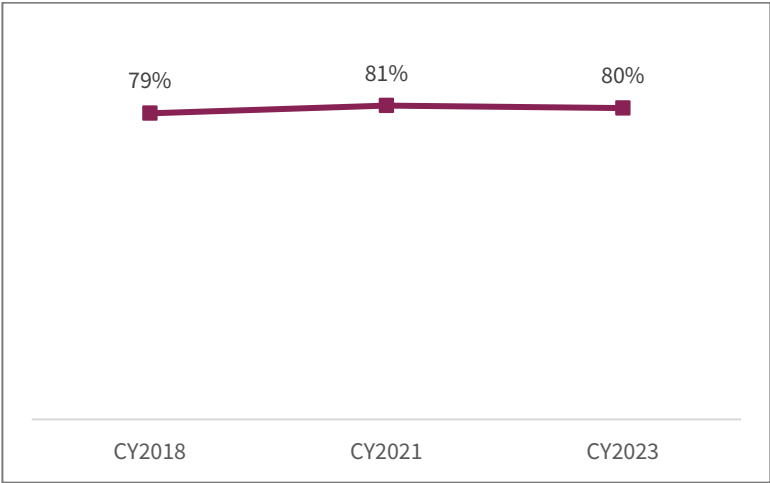
Achieved for BGS and APPSO
 Substantially achieved for DACSO
 Not assessed for Trades (TFTRV)

Target: ≥90%

Notes: PSFS measure (BCSOS). Trades is not included for CY21 as the margin of error was greater than 10%. Trades is omitted for CY22 as the number of respondents was too low. BGS meets the target in CY22 when taking margin of error into account.

»» Internal Accountability

17. Proportion of employees agreeing with the statement: “My co-workers work together to achieve our goals.”



Assessment:

Substantially achieved

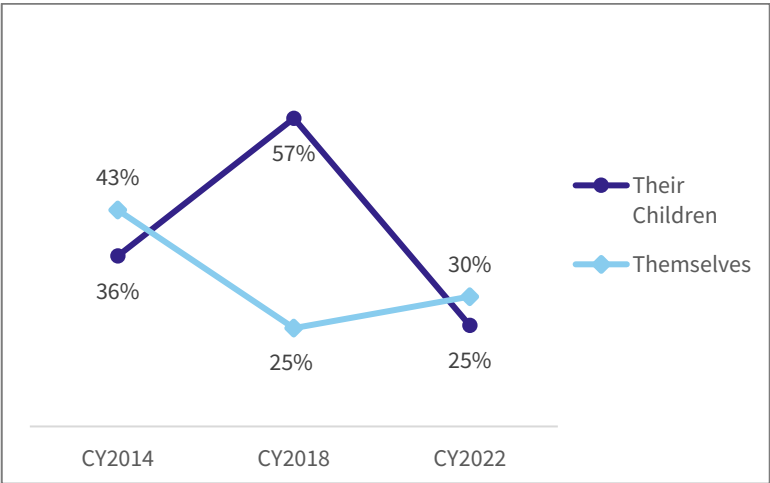
Target: > previous rating

Notes: KPU measure (EFS).

Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree). Starting in 2021, the standard 5-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 57% of respondents agreed or strongly agreed.

»» External Accountability

18. Proportion of community members who would consider attending KPU themselves or would consider it for their children



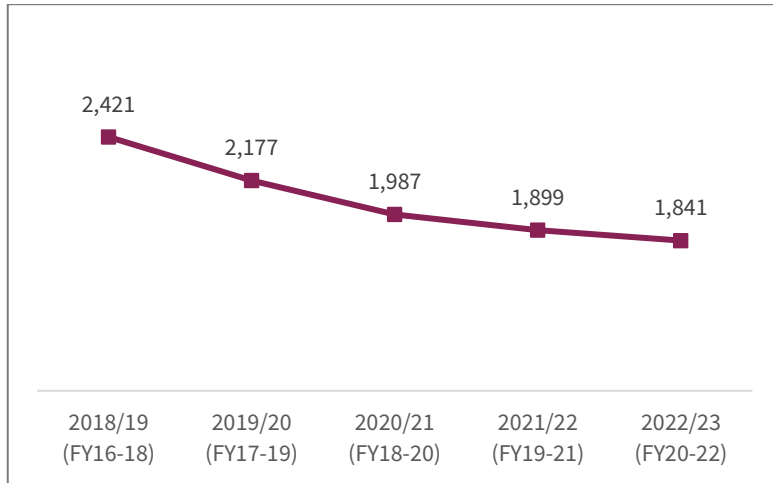
Assessment:

Achieved for themselves
Not achieved for their children

Target: > previous rating

Notes: KPU measure (Community Perception Survey). Those who answer about attending themselves have indicated an interest in pursuing post-secondary education. They may not be the same people who respond about their children.

19. Number of credentials awarded to domestic students (PSFS)



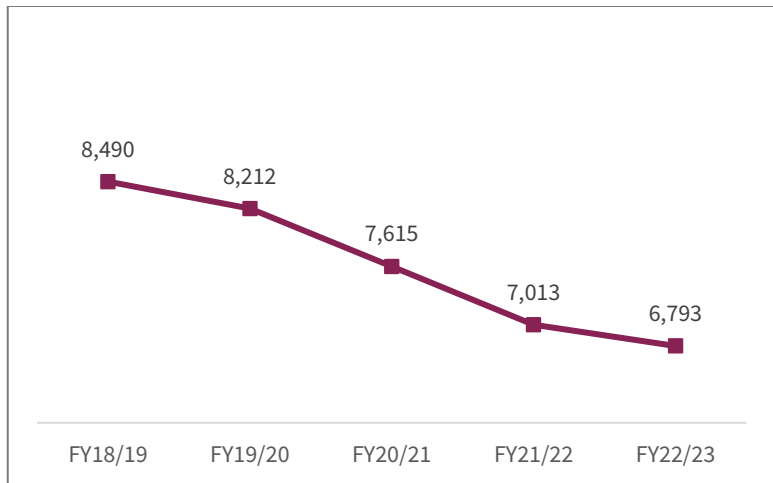
Assessment: ██████████

Achieved

Target: ≥1,782

Notes: PSFS measure. Each figure represents the average number of credentials awarded to domestic students in the most recent three fiscal years. Targets are based on the average number of credentials awarded to domestic students in the last three years and the year-over-year change in domestic FTEs.

20. Number of domestic FTEs (PSFS)



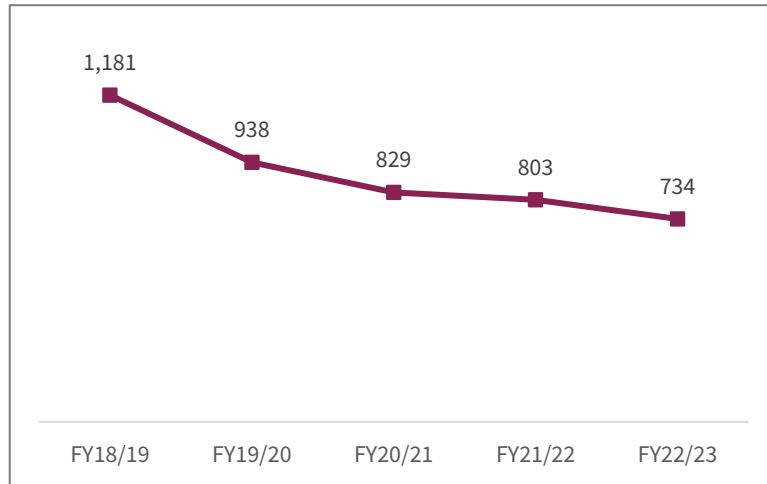
Assessment: ██████████

Not achieved

Target: ≥9,249

Notes: PSFS measure. The decline reflects lower demand from domestic students during the pandemic and changes in the population demographics in the KPU region, specifically a decline in the number of people aged 15 to 19 in the 2021 census, as explained on page 57. Note, the decline has slowed down from FY21/22 to FY22/23.

21. Number of health FTEs (PSFS)



Assessment:

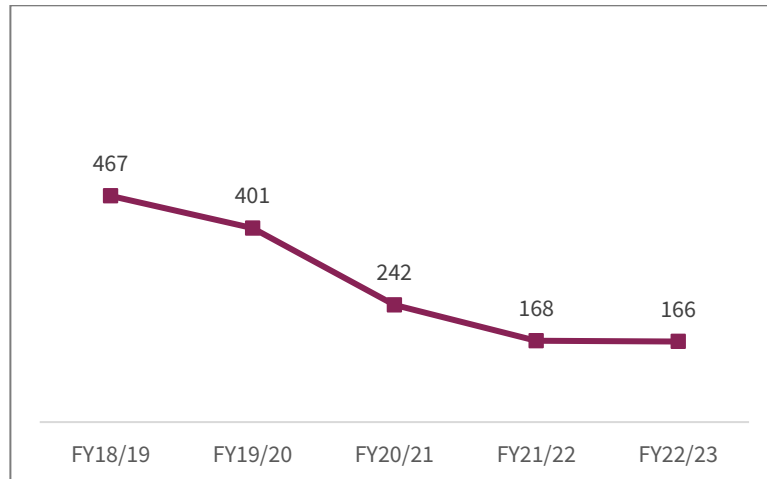
Not achieved

Target: ≥848

Notes: PSFS measure.

Changes in KPU's Nursing programs means that students taking the first year prerequisite courses are no longer health students and so aren't counted toward health FTEs.

22. Number of developmental FTEs (PSFS)



Assessment:

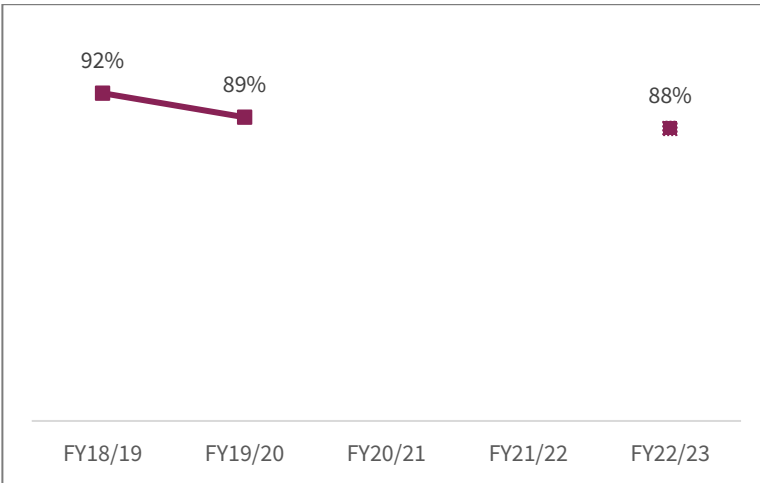
Not achieved

Target: ≥318

Notes: PSFS measure. As of FY2019/20, the Ministry adjusted the definition of developmental FTEs to exclude ASE FTEs, that is FTEs associated with programs for students with disabilities. Developmental FTEs for all years have been adjusted to exclude ASE FTEs.

The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU's English proficiency requirements an opportunity to upgrade their English to become undergraduate students. Students are given a Pathway offer when they don't meet the English proficiency requirements. Students didn't apply directly to the Pathway, so as domestic applicants decline during the pandemic the number who need English upgrading also decline. Starting in summer 2023, people will be able to apply directly to the Pathway rather than apply to undergraduate studies and receive an offer to the Pathway.

23. Seat utilization for STBC-funded Foundation programs (STBC)



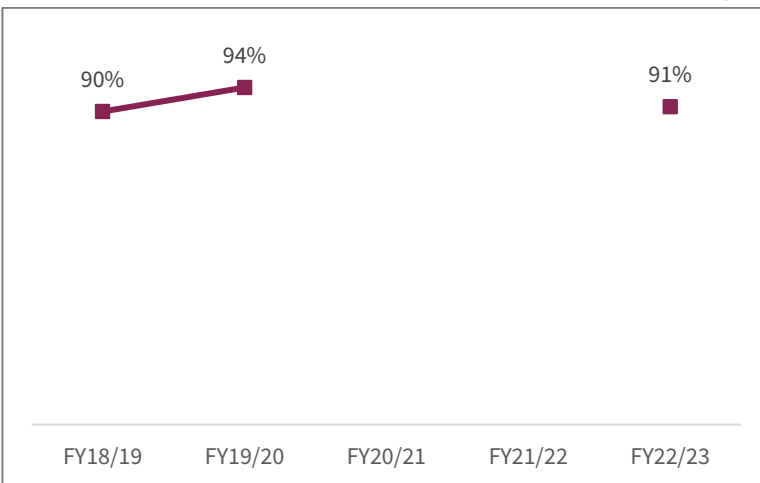
Assessment:

Substantially achieved

Target: 94.5%

Notes: STBC measure. STBC did not set utilization targets for FY2020/21 or 2021/22 due to the pandemic.

24. Seat utilization for STBC-funded Apprenticeship programs (STBC)



Assessment:

Achieved

Target: 83.4%

Notes: STBC measure. STBC did not set utilization targets for FY2020/21 or 2021/22 due to the pandemic.

Glossary

APPSO: Apprentice Student Outcomes survey administered by BC Stats after apprentices complete their final year of training

AY: Academic year (i.e., September 1 to August 31)

BCSOS: BC Student Outcomes Surveys – results of APPSO, BGS, DACSO, and Trades averaged together

BGS: Baccalaureate Graduate Survey administered by BC Stats about two years after graduation

CPS: Community Perception Survey of the public in the KPU region, conducted as required

CY: Calendar year (i.e., January 1 to December 31)

DACSO: Diploma, Associate Degree and Certificate Outcome survey administered by BC Stats about 9 to 20 months after program completion

EFS: Employee Feedback Survey of all KPU employees, conducted approximately every two years; in 2018, it was called the Employee Engagement Survey and in 2021, it was called the Employee Insights Survey

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of five courses per term for two terms

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY 2019 is fiscal year April 1, 2018 to March 31, 2019

PSFS: BC Ministry of Post-Secondary Education and Future Skills, elsewhere referred to simply as “the Ministry”

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every year; prior to 2019, the survey was conducted every other year

STARS: The Sustainability Tracking, Assessment and Rating System, a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress

STBC: SkilledTradesBC, which funds and oversees apprentice training (formerly known as the Industry Training Authority [ITA])

Trades: Trades foundation and trades-related vocational (TFTRV) student grouping as part of the BC Student Outcomes Surveys

TRLSS: Teaching, Research, & Library Supports Survey of KPU faculty members, instructional staff and research staff, conducted every two years from 2017 to 2021

If no source is specified, the data are from KPU administrative systems

Appendix A: Report on TRC and UNDRIP

The following table summarizes KPU’s progress in implementing the Truth and Reconciliation Commission’s (TRC) Calls to Action, as well as the post-secondary education-related articles of the United Nations Declaration on the Rights of Indigenous Peoples.

TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Indigenous governments to commit to reducing the number of Indigenous children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Indigenous communities and families to provide more appropriate solutions to family healing.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
In Progress	<p>Starting in fall 2023, students can take Capilano University’s Early Childhood Care and Education and Care diploma (ECCE) program on the Surrey KPU campus. This new partnership between CapU, KPU and Métis Nation British Columbia (MNBC) offers online and in-person learning. The Early Childhood Care & Education (ECCE) Diploma gives students the competencies and knowledge required to work with children under the age of five in licensed preschools and childcare centres.</p> <p>Education courses in the diploma meet the requirements of the Early Childhood Educator Registry for the ECE Certificate to Practice; Infant/Toddler Certificate to Practice and/or the Special Needs Certificate to Practice. Students who successfully complete an ECCE diploma are eligible to apply to the degree program.</p> <p>Through a partnership between KPU, Metis Nation of BC (MNBC), and Ministry of Children and Family Development (now the Ministry of Education and Child Care), a day care facility will be built on the Surrey campus. The Ministry is providing \$6.1M in funding for this project, while the Métis Nation is providing \$2M. The facility will provide 61 childcare</p>

	<p>spaces on the ground floor and an abutting ground-level outdoor play area. The second floor will provide space for an Early Childhood Care and Education and Care diploma (ECCE) program and will provide integrated learning practicums.</p> <p>The purpose of the project is to provide young children with consistent, quality, and inclusive childcare in order to support the needs of families that work or study at KPU, members of the Metis Nation of BC, and the wider community. At the same time, with its proximity to the childcare spaces, students in the ECECC program will gain the knowledge and skills required to work with young children and their families in licensed childcare settings.</p> <p>KPU and MNBC will work to ensure that the program is culturally relevant. The building design will meet LEED Gold standards and perform as a net-zero building in terms of its greenhouse gas emissions. The facility is expected to open in June 2026.</p>
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16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>The hə́ŋqəmiṇə́m Language Initiative seeks to embed the language into many features at KPU. Embedding the language will help encourage our communities to learn the traditional language of the territories and respect the visual representation of the land-based Nations. hə́ŋqəmiṇə́m is the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional territories our university is built. hə́ŋqəmiṇə́m is also known as a Down River dialect of Halkomelem, under the Salishan language category.</p> <p>New signage has been installed at our campuses to include translations of the locations in the hə́ŋqəmiṇə́m dialect. QR codes are being included to direct people to the pronunciation of the words along with other information.</p> <p>We believe it is our role and responsibility to listen and learn Indigenous languages and follow revitalization work led by Indigenous Language Keepers. We raise our hands in gratitude to Sesselot Fern Gabriel, hə́ŋqəmiṇə́m Language Instructor and Consultant from Kwantlen First Nation.</p>
In Progress	Discussions with the Musqueam Nation on the development of a hə́ŋqəmiṇə́m course are ongoing.
Ongoing	KPU continues to hire more Indigenous faculty members, both to teach Indigenous languages and Indigenous Studies. See UNDRIP Article 14 for information on the Indigenous Hiring Initiative.

Ongoing	KPU developed its first Indigenous language course in Cree and offered it in fall 2020 for the first time. The course continues to be offered every fall and spring semester.
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23: HEALTH CARE PROFESSIONALS

We call upon all levels of government to increase the number of Indigenous professionals working in the health-care field, ensure the retention of Indigenous health-care providers in Indigenous communities, and provide cultural competency training for all health-care professionals.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Graduate Nurse, Internationally Educated Re-entry Certificate Program: Students continuously learn about the Indigenous peoples and health related concerns. Students complete learning activities that require them to learn about Truth and Reconciliation. They discuss the document in great length in small groups and answer specific questions regarding the document. Students complete an 8-hour module on trauma informed care and receive a certificate of completion and write a term paper based on Truth and Reconciliation and trauma informed care. They watch a documentary on residential schools which is followed by a class discussion. Students complete case studies which include Indigenous patients and design care plans to best meet the needs of the patient. Exam questions are designed to test students’ understanding of the TRC Calls to Action. Students learn about cultural sensitivity throughout the program and they care for patients who are Indigenous and provide culturally safe care.
Ongoing	Bachelor of Science in Nursing, Advanced Entry (BSN-AE): Students integrate content related to Indigenous health, traditional knowledge and healing practices, cultural competence, safety and humility, ways of knowing, Elder roles and working with Indigenous individuals, groups, families, and communities are included in all theory courses. In Semester 5, students complete an Indigenous course, and examine concepts related to health inequities and social justice in their theory course. Students in semester 6 complete global health projects at a variety of community agencies that serve Indigenous populations in the Lower

	<p>Mainland, such as the Indigenous Wellness Training Society, the Women’s Health Collective, the Vancouver Health Society, the Downtown Eastside Women’s Centre and the Downtown Eastside Neighbourhood House. The BSN-AE has established ongoing partnerships with several of these agencies and seeks to nurture these partnerships as we move forward.</p>
New	<p>Bachelor of Science in Nursing, Advanced Entry (BSN-AE): A new course is being developed to be offered in Spring 2024. The course, Professional Role: Decolonizing Indigenous Health will be added to semester two to support better preparation in meeting the new BC College of Nurses and Midwives (BCCNM) Professional Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism (2022).</p>
Ongoing	<p>Bachelor of Science in Nursing: Throughout the three years, Indigenous health content is presented, discussed and examined. Semester 1 includes a focus on Truth and Reconciliation. Complex care courses and nursing applications courses in semesters 3, 4, and 6 include Indigenous Peoples case studies focusing on strengths, culture and resilience. Semester 4 nursing applications courses also include the First Nations Wellness Model with an assignment where students examine a particular Indigenous community in the Lower Mainland, with focus on the community’s culture and the ways that this supports wellness.</p> <p>The BSN program continues to integrate the new BCCNM practice standard, Indigenous Cultural Safety, Cultural Humility, and Anti-Racism, which came into effect in February 2022, into the curriculum. This begins at recruitment where BSN participates in Open Doors, Open Minds, an event which gives Indigenous high school students an opportunity to learn more about the BSN program and becoming a Registered Nurse in an experiential workshop.</p> <p>Students in their first semester of the BSN are introduced to a Ministry of Children and Family Development family worker, who guides students in sharing thoughts on history and how to use it as a springboard for better understanding and improving future work with and for First Nations communities. Semester 1 clinical placements focus on Community Health Promotion. This semester anchors the standard in the program through various forms of direct engagement with the Indigenous community and a truly unique partnership with the Kwantlen First Nation. Learning is mutual as students practice community health promotion through client education and program design. Instructors guide students by implementing principles, building knowledge through education, and strengths-based and trauma-informed practise. Students engage in learning activities which require self-reflective practice regarding the principles of creating safe health care experiences and person-led care. Semester 2 students move into the acute care setting in maternity where they recognize they are engaging Indigenous clients at a vulnerable time. Students engage in direct practice and learning activities that address</p>

	<p>principles of anti-racist practice.</p> <p>Students refine skills related to planning care in collaboration with the client and recognize the impact of mental wellness on individuals and families. In semester 3 and 4, students complete medical and surgical rotations. In theory, lab, and practice settings, simulations and preparatory activities students must consider the Indigenous client’s personal strengths and recognize the potential for trauma. Students practice incorporating a trauma-informed care and strength-based approach and are provided multiple written and discussion opportunities to reflect on their practice and learning needs in this area. First Nations Health Authority Mental Health and Wellness content, case studies, and strategies for client centered and culturally safe care are also integrated into these semesters.</p> <p>In the final year, Semesters 5 and 6, students complete one semester of consolidation with a focus on pediatric populations and a final preceptorship. Semester 5 students hear first-hand experiences from survivors of the Canadian residential school system, learn about different types of traumas, and consolidate learning on how to provide trauma-informed care. Students consider Indigenous ways of experiencing pain and engage in reflective learning activities on types of resilience in the Indigenous pediatric population. Students consolidate principles in final preceptorship orientation where a BSN faculty member and cultural safety consultant guides students through a review of BCCNM standards and materials on culturally safe practice. During the preceptorship, they host reflective discussions and encourage planning around culturally safe practice at site visits with the student and preceptor.</p>
<p>In Progress</p>	<p>BSN faculty are conducting two projects using time release made possible from KPU’s Teaching Learning Innovation Fund (TLIF) Awards – Indigenous Foci:</p> <p><i>2021-2023: Aligning the Fraser Health 48-6 Model of Care with Isolated Indigenous Elders and the BSN Curriculum</i></p> <p>BSN community health nursing students visit isolated Elders each week and bring “their” Elder a meal. Together, they build a relationship, engaging in conversations around components in the Fraser Health 48-6 Model of Care aimed to support elders in a smooth transition (continuity of care) from hospital to home (when applicable) and to encourage self-management using relevant, individualized information and resources.</p> <p>The intent of this experience is to improve health outcomes for Indigenous Elders, reduce hospital readmissions and provide a consistent approach to addressing six key areas of care that are known to have interrelated impacts on health for many elders including: pain management, medications, nutrition-hydration, elimination, mobility and cognition (thinking, mood & memory).</p>

	<p><i>2023-2024: KPU BSN Strengthening our Relations with Kwantlen First Nation (KFN) and Katzie FN (KaFN)</i></p> <p>The BSN program has used TLIF grant funds to build the relational bridge with the Kwantlen First Nation (KFN) and expand this to include the Katzie First Nation (KaFN), both with KPU students and faculty to meet, share, learn and grow together in class and in First Nation communities to engage in a lived experience of (true) truth and (real) reconciliation that includes:</p> <ul style="list-style-type: none"> One on one student-elder health promotion and meal sharing Pow Wow – Sto: lo Nation (hosted by KFN at the Langley Events Center) annually, in September KFN elder-led, in-class: Indigenous Plants, Therapies & Traditions KFN elder & community-led: Growing medicinal plants-herbs in garden boxes/horticulture Community welcomes & feasts, bi-annual Chief & Council and Cultural Committee sharing circles Inter-sectoral collaboration creation of a “KFN Elders Lodge” Work to establish a KPU “Indigenous Health Care Assistant” cohort for the KFN community. Building an Indigenous community garden together. KFN community alongside BSN nursing students and senior secondary wood-working “shop” students build planter-boxes to specifications with and for KFN elders and their community to establish (and learn about) Indigenous plants & medicines Participate with Elder-led Indigenous story-telling, meals and activities in class, on site and outdoors Support and engage health promotion initiatives with a) children/teacher in the Head Start Program and b) elders and interested community members in the Long House and Health Center.
Ongoing	<p>Bachelor of Psychiatric Nursing: Cultural safety and health of Indigenous Peoples are threaded throughout the program. Students are required to take a First Nations Health course in semester 4 of the program. Upon program completion, they invite an Elder to their Graduation Tea who guides them through a smudging ceremony, and discusses with them their role as new graduates in supporting health and well-being of Indigenous Peoples, while respecting and valuing their culture and practices.</p>
New	<p>Bachelor of Psychiatric Nursing: The BPN program continues a</p>

	<p>commitment to integrating not only Indigenous content into curriculum, but to have it as the fabric of our courses. The BPN program curriculum committee and faculty are developing new curriculum which integrates Indigenous content into each semester and courses as per the BCCNM practice standard, Indigenous Cultural Safety, Cultural Humility, and Anti-Racism. In the current version of the program and in the proposed revised version of the program, the BPN has integrated cultural safety and trauma-informed care into our core mental health nursing programs. This includes a full spectrum of trauma responses, including awareness of communication strategies, understanding trans/intergenerational trauma (specific to Indigenous communities, however covering all forms of trauma). Trauma-informed care, background theory and a deep exploration of history will be the core content integrated into a suite of 3 communications classes established for our revised program. The new curriculum will start in fall 2023.</p>
Ongoing	<p>Health Care Assistant program (HCAP): Students learn about and research the impact of social determinants on health, and cultural safety and humility. Students take part in cultural presentations, including on First Nations cultures. Students visit with an Elder, visit a museum to learn about First Nations art and cultures, and visit the KPU Gathering Place.</p> <p>The program has a commitment to ensure students know the importance of culturally safe care for Indigenous populations in long term, complex care and home health care settings. Students are required to complete the KPU Indigenous Awareness Modules, and then complete a reflective assignment on the knowledge they have learned and how they will integrate culturally competent care for Indigenous Peoples into their care plans in the care setting.</p>
In Progress	<p>The HCAP program has been directed by the BC Care Aide Registry to begin incorporating concepts of Indigenization into the curriculum. Faculty within HCAP have been given release time to incorporate language and learning outcomes related to Indigenous content. This will work to ensure Health Care Assistants are able to provide appropriate and respectful person-centred care to Indigenous clients and their families.</p>
New	<p>Traditional Chinese Medicine Diploma: The TCM program is incorporating the College of Traditional Chinese Medicine Practitioners & Acupuncturists of BC practice standard on Indigenous Cultural Safety, Humility, and Anti-racism with six core concepts that have been added into the existing Acupuncture Communication & Ethics course.</p>

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Indigenous Peoples and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous-Crown

relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p><i>KPU Indigenous Dialogue Series:</i> The Series is intended to bring together all members of the KPU community—students, employees, affiliates, and the general public-settler and Indigenous Peoples—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation BC, Indigenous Education representatives with school districts, the Surrey Urban Indigenous Leaders Committee and others.</p> <p>KPU hosted the first event of the series in November 2020 with renowned Indigenous scholar, Dr. Jo-ann Archibald, Q'um Q'um Xiem; KPU Chancellor, Kwuntiltunaat (Kim Baird); KPU governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. In 2021/2022, there were four events in the series, which included speakers Len Pierre Pul-ee-qwe-luck, Dr. Marie Battiste, OC., Chief Dr. Robert Joseph, OC, OBC, and Dr. Pam Palmater. More information is provided in Chapter 1, in the section on <i>Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples</i>.</p> <p>The first event in 2023 was held in May and featured Dr. Lorna Wánosts'a7 Williams, whose talk was titled <i>Nqwalútenlhkalha, Our Languages: Language Revitalization in the UN International Decade of Indigenous Languages</i>. Dr. Lorna Wanosts'a7 Williams is Professor Emerita of Indigenous Education, Curriculum and Instruction at the University of Victoria and Canada Research Chair in Education and Linguistics. She built her career on the principle that quality education for Indigenous children must be characterized by strong cultural teachings alongside a Euro-Western education.</p>
New	hə́nqə́míńə́m is spoken by the Down River peoples of the Fraser Valley, including the Musqueam, Tsleil-Waututh, Kwikwetlem, Tsawwassen, Katzie, and Kwantlen Nations. In early 2023, KPU academic leaders were given the opportunity to take an introductory course hə́nqə́míńə́m, taught by hə́nqə́míńə́m Language Teacher, Fern Gabriel — Sesselot. Fern learned her language from the Musqueam Nation.

New	<p>Senior leaders at KPU attended a seven session education series based on <i>Pulling Together: A Guide to Indigenization of Post-Secondary Institutions</i>, led by some of the developers of the guide. These sessions focused on the Guide for Leaders and Administrators. In addition, staff in the Teaching and Learning Commons participated in training sessions focused on the Guide for Curriculum Developers. The Guides are intended to support systemic change occurring across BC post-secondary institutions through Indigenization, decolonization, and reconciliation.</p>
Ongoing	<p><i>Indigenous Peoples Month:</i> Across June 2021, Indigenous Services for Students hosted several events on topics such as Indigenous language revitalization, Indigenous story-telling, and wellness to celebrate National Indigenous Peoples Month.</p> <p>For June 2022, in addition to hosting the Indigenous Dialogue speaker on June 21, KPU hosted two workshops:</p> <p>Ribbon Skirt Workshop June 16 (open to Indigenous students only). This workshop was held at the Wilson School of Design at the KPU Richmond campus. There was no cost to students and fabric and ribbon were provided.</p> <p>Medicine Pouch Workshop June 29 (open to all KPU student, faculty and staff). This workshop was held on the KPU Surrey campus and a limited number of medicine pouch kits were available to Indigenous students.</p> <p>KPU promoted other events, both in person and online, that recognize and celebrate Indigenous cultures, languages, resilience and diversity.</p>
Completed	<p>In 2019/20, KPU hosted several film screenings of <i>Invasion</i>, a film about the Unist’ot’en Camp, Gidimt’en checkpoint and the larger Wet’suwet’en Nation’s continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.</p>
Ongoing and Updated	<p>Employee training: All KPU employees are expected to take online Indigenous Awareness training. This training was updated in 2022 and now consists of the following four modules:</p> <p>Module 1: Pre and Early Contact introduces the learner to the Indigenous way of life before contact with European settlers and identify differences between Indigenous and European worldviews.</p> <p>Module 2: Colonization expands the learner’s knowledge of colonization and its legacy in Canada. It also highlights important events that continue to define the relationship between Indigenous and non-Indigenous people.</p> <p>Module 3: Resistance, Resilience, and Reconciliation identifies major events in Indigenous resistance and discuss the ongoing journey towards reconciliation. Additionally, this module describes some of</p>

	<p>the ways by which Indigenous people are regaining their rightful place and are thriving.</p> <p>Module 4: Situating Oneself identifies local First Nation and Indigenous Organizations. Additionally, this module provides specific methods for supporting decolonization.</p>
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62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with survivors, Indigenous Peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Planning	Teacher Education: Discussions had been initiated with the Ministry to determine the feasibility of offering unique and niche area teacher education programs servicing critical areas of need in the province. It is recognized that there is a need for Indigenous K-12 teachers and a need to focus teacher education from an Indigenous perspective. Next steps are to conduct further labour market research and gain a greater understanding of this need and potential for delivery by KPU. Discussions with the Ministry and with other key parties about Teacher Education were put on hold due to the pandemic, but resumed in 2023.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Introduction to Indigenous Studies: The KPU Bachelor of Journalism program requires students to take Introduction to Indigenous Studies (INDG 1100 - 3 credits). Students learn about the histories, cultures, and contemporary situations of Indigenous Peoples in North America, with special attention to Indigenous Peoples in Canada. They examine pre-contact histories and cultures, and critically examine and challenge assumptions acquired from colonial culture. Students develop informed views on Indigenous cultures and histories. Students are exposed to elements of Indigenous teachings and traditional knowledge from various Indigenous perspectives, including those of Elders and local communities.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New	Employment resources for Business Indigenous students: Continuing deployment of a webpage with resources to help Indigenous students find employment, which can be found here . It includes links to job banks and employment programs specifically for Indigenous Peoples. The success of this method for connecting Indigenous students with employers is under evaluation while resources continue to be added.
New	Young Indigenous Leaders program: Three faculty members from the Melville School of Business supported four 6th-grade elementary school teams from the district of Maple Ridge in a mini case competition with the goal to support their fellow Indigenous students. The winning team drafted the idea of an update to the school's bagged lunch program. Prior to COVID, at-risk kids would get lunch bags privately, but during COVID, students stayed in their classrooms while deliveries occurred. The under-privileged students were obvious as the bagged lunches were handed out to only a certain number of students in the classroom. The new idea was that everyone got one and those that could pay would pay separately so that no student was singled out.
New	<p>Decolonization, Indigenization & Reconciliation Champions: The Melville School of Business currently has 3 faculty time releases (25% each) from September 2023 to August 2024 for Decolonization, Indigenization & Reconciliation Champions.</p> <p>The work of this role will build on past release efforts and continue the journey toward meeting Indigenous determinants of educational success, Indigenous pedagogy in the post-secondary context and increasing indigenous student engagement in the School. The release role will involve faculty members working closely with the Dean's office to support the Decolonization and Indigenous inclusion objectives as set out in the KPU Academic Plan 2026. The successful candidates will determine the allocation of responsibilities to craft two priority initiatives, articulate a three-year implementation, and execute the first year of the plan.</p>
Completed	Champion to increase awareness: Since September 2018, the Melville School of Business has supported two 0.25 one-year releases for a Faculty Champion to lead initiatives to increase Indigenous awareness and decolonization of the classrooms and curriculum. In the most recent time release, a January 2022 workshop entitled Principled Engagement with Indigenous People was provided to 20 Melville School faculty. The session was designed to support instructors' ongoing awareness and commitment to decolonizing antiracism work. The School of Business is committed to creating a safe, inclusive, and inviting learning environment for Indigenous students.
New and Ongoing	The Melville School of Business hosts workshops and sessions on various topics relevant to making changes in the School to better address the TRC

	<p>calls to action. These events include:</p> <p>In May 2023, the School partnered with the Greater Vancouver Board of Trade and have Michelle Bryant-Gravelle present “Bold Leadership through an Indigenous Lens” to 20 KPU students. Michelle is the Senior Director, Indigenous Relations for the City of Vancouver, and conducted an enriching discussion with students.</p> <p>In 2022/23, the School held Ideation sessions every Wednesday for staff and faculty to focus on the School’s strategic plan. Goal 3 of the plan is “Reciprocal Partnerships and Relations” and has an initiative to “Engage, listen to, and collaborate with Indigenous communities, with the intent of delivering indigenous informed business education”. Focus groups comprised of faculty and staff meet during (and sometimes outside of) this time block to further discuss learning, reflecting, understanding these issues.</p> <p>Also in 2022/23, the School held a workshop titled “Principled Engagement with Indigenous People”. The workshop was facilitated by Rain Daniels and Chelsea Branch, who provide workshops on Indigenous antiracism. The workshop examined past and present realities, applied framework connecting the relationship between beliefs and actions impacting Indigenous People, identified links between individual and systemic responsibilities, and taught tools for engagement, safe service, and equity</p> <p>In February 2021, the School welcomed Mary Jane (MJ) Brownscombe as a keynote speaker at the Faculty-wide Reading Break event. Mary Jane is Founder and Chief Executive Officer of SHE analytics, an enterprise that generates thought leadership to advance inclusion and success for women and Indigenous Peoples. Ms. Brownscombe provided an inspirational perspective on how business education and business schools are important influencers for positive change in the business world.</p> <p>In September 2021, MSB partnered with Chartered Professional Accountants of British Columbia to present a Fundamentals of Anti-Oppression workshop.</p>
Completed	<p>In May 2022, the Melville School of Business hosted an event for faculty and staff entitled Recognizing Indigenous Voices in Business Classrooms: Mentorship, Research and More, presented by Dr. Keith G. Brown and Mary Beth Doucette, the authors of the <i>Indigenous Business in Canada: Principles and Practices</i> textbook from Cape Breton University.</p> <p>Mary Beth Doucette is the Purdy Crawford Chair in Indigenous Business Studies in the Shannon School of Business at Cape Breton University. Dr. Keith G. Brown is a former Purdy Crawford Chair. The Purdy Crawford Chair in Indigenous Business Studies focuses on the research of Indigenous business models, best practices in Indigenous economic</p>

	development, case studies profiling Indigenous businesses, as well as national and international comparative analysis. The purpose of the Chair is to promote interest in studying business at the post-secondary level among Canada’s Indigenous Peoples, as well as to encourage applied research specific to their communities.
Ongoing	Advanced Business Match is about connecting Indigenous and non-Indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business and investment interests. People attend Advanced Business Match to develop new opportunities and partnerships. In 2019, Kwantlen First Nation and the Township of Langley, in partnership with Raven Events, hosted the third annual Advanced Business Match – Lower Mainland. Members of the Melville School of Business attended, and plan to attend future events to network with Indigenous business owners, but have not been able to attend since due to the pandemic.
Completed	Open Education Resource (OER) for Business Communications (Indigenous focus): A KPU Applied Communications instructor received a grant to work on an OER for Business Communications. With this grant, the instructor created a textbook for Business Communications that includes Indigenous voices, experiences, and business protocols by engaging with members of different Nations in the Coast Salish region.
Completed	Open Education Resource for Consumer Behaviour: A Melville School of Business Marketing instructor developed an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor hired Indigenous KPU students to help with this project and obtained Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project was accepted into the UNESCO Open Learning for a Better World program as an OER project serving the Sustainable Development Goals articulated by the United Nations. The instructor, a Faculty Champion of decolonization and Indigenization in the School of Business, presented to over 80 Business faculty on approaching reconciliation, Indigenization, and decolonization in 2019. This text remains in use in the School.
Completed	Event planning – Indigenous Awareness Month: A KPU faculty member taught two sections of an Entrepreneurial Leadership (ENTR) course in spring 2019 that involved students in the organization and management of an event. This year students collaborated with KPU Indigenous Services for Students on the Open Door, Open Minds STEM Forum for Indigenous high school students (described below), in recognition of Indigenous Awareness Month. The instructor has developed a collaboration with KPU corporate partner, RICOH, who will be providing technology for various events.
Ongoing	Bursary for Indigenous students enrolled in Business: In 2019, faculty

	<p>members from the Melville School of Business set up an ongoing bursary for Indigenous students enrolled in Business programs. One instructor allocated the award money she received for Teaching Excellence from the Accreditation Council for Business Schools and Programs (ACBSP), and another member donated the payment received for peer-reviewing a textbook. Several faculty members continue to contribute to the bursary through their KPU pay, all of which is matched by the institution.</p> <p>Scholarship for Indigenous students enrolled in Business: Two KPU Applied Communications business instructors have developed a scholarship for Indigenous students studying in the Melville School of Business. The first award was given in 2018.</p>
Ongoing	<p>Faculty Learning Community (FLC): In summer 2019, the Melville School of Business launched a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications in the post-secondary environment. While the FLC started in the School of Business, participants also come from other faculties across KPU. Meetings were suspended during the pandemic.</p>
Ongoing	<p>Curated site for sharing Indigenous resources: Essays, book suggestions, guides, podcasts, videos, etc. are curated to provide the Melville School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. This online site contains resources for Melville School of Business faculty, administrators, staff, and others to access in order to enrich their learning and application of Indigenization and decolonization practices. The site was launched in spring 2019.</p>

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>Indigenous Studies Department: In spring 2022 the University Senate and the Board of Governors approved the establishment of a new department called Indigenous Studies (INDG) in the Faculty of Arts, effective April 1, 2022. Although KPU has been offering Indigenous Studies courses for over 5 years and has a well subscribed Minor in Indigenous Community Justice, the creation of an INDG department will strengthen our ability to support lasting and meaningful reconciliation. The Indigenous Studies</p>

	<p>Department will provide a key locus for Indigenization and decolonization within the Faculty of Arts and KPU, and empower the department faculty to determine the department’s protocols in keeping with local Indigenous practices, and to envision its educational and programming goals through consultations with members of the KPU community and local Indigenous communities.</p> <p>During the 2022/2023 academic year, the INDG department began teaching two new courses: Indigenous Sexuality and Gender; and Indigenous Families and Healing. The INDG department continues to develop new courses.</p>
Ongoing	<p>Indigenous hiring initiative: In late February 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty and administrative employees who are underrepresented at KPU. In May 2022, KPU received approval to extend this hiring initiative Indigenous support staff. A guide has been created for this special hiring program that can be used to support hiring beginning for fall 2023.</p>
Ongoing	<p>Indigenous faculty hires in the Faculty of Arts: The Indigenous Studies Department hired a new Regular faculty member in the Summer 2023 semester. Two Non-Regular Type 2 faculty members had been previously hired in the department. In Creative Writing, two Non-Regular Type 2 faculty members were hired in Summer 2023. Another Indigenous person was hired onto Music’s Qualified Faculty List.</p>
Ongoing	<p>The Indigenous Advisory Committee (IAC) includes invited representation from the local First Nation communities. Additionally, the Métis Nation of BC and Surrey Urban Indigenous Leadership Committee take part in the meetings. The district leads for Indigenous educational services from each local school district also participate. Various KPU staff and faculty join the meetings and students from the Indigenous Student Council take part. The IAC meets about every 2-3 months with regular attendance of about 25-30 people, including the University Chancellor (and former Tsawwassen First Nation Chief) Kwuntiltunaat (Kim Baird) and Board governor Rhiannon Bennett. The meetings are co-chaired by Cheryl Gabriel (Kwantlen Nation) and Len Pierre (Katzie Nation/KPU’s Special Advisor, Indigenous Leadership, Innovation and Partnerships). The meetings are open, and guests are welcome to bring forward agenda items and topics of interest.</p> <p>The IAC plays an advisory role and can provide input on initiatives under consideration at KPU. The IAC was reignited in 2017 after it had not met for several years. Topics for discussion include the initial stages in the development of an Indigenous strategic plan, campus master planning, the expansion of the Elders’ program, Indigenous Peoples’ Month events, updates from community and KPU members, development of a resource</p>

	repository through the university library, and input on other key initiatives. The Vice President, Students, coordinates the IAC.
New	In 2022, KPU hired its first Associate Vice President in Indigenous Leadership, Innovation and Partnerships. This role will provide leadership and support KPU's efforts towards truth and reconciliation, and provide senior advice and guidance on how KPU can work towards decolonizing and Indigenizing the university's structure. To support this role, hiring is underway to fill two new positions, Manager of Indigenous Leadership, Innovation Partnerships and another position that is under development.
Ongoing	KPU has enhanced its Indigenous Peer Mentor program, whereby senior Indigenous students provide support to students. Peer mentors complete the Certified Peer Educators (CPE) training program, through NASPA, the association of Student Affairs Administrator in Higher Education. This CPE designation provides a more robust foundation for peer mentor training and development. The goal is to continue to increase opportunities for connecting with Indigenous students through social media platforms, scheduling regular virtual lounge chats and drop-in sessions during the pandemic, and resuming in person engagement activities in the Gathering Place when it is safe to do so.
Ongoing	Naut'sa Mawt: One Heart, One Mind is a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Arts faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder guidance and mentorship, and interdisciplinary, interactive, on-the-land learning opportunities for underserved learners strongly in need of inspiration and opportunity. It also builds the capacity of staff, faculty, and administrators to provide an accessible and inclusive environment for students, and engage in community outreach beyond KPU.

Article 15

Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>The <i>Global Indigenous Learning Experience (GILE)</i> is a collaborative online virtual study program co-developed by Kwantlen Polytechnic University (Canada) and Edith Cowen University (Australia), marking a first of its kind collaboration between Indigenous Student Services (KPU), Kurongkurl Katitjin (ECU) and respective International departments.</p> <p>The program's development began in 2019 and transitioned to an online format in 2022 due to the impact of the pandemic and will be offered again in summer 2023. Students from both institutes participate in weekly synchronous virtual sessions with a small cohort, providing them with the opportunity to learn with and engage in storytelling and dialogue on</p>

	<p>topics related to Indigenous culture and history, language revitalization, Indigenous resurgence and scholarship.</p>
Ongoing	<p>The updated <i>Bachelor of Arts Framework</i> includes a category called Arts Aspirations, that is, a set of objectives that will be integrated into programs. A key Arts ambition is Indigenous perspectives, according to which all departments will work toward learning about the diversity of Indigenous Peoples, cultures, and histories and engaging respectfully with Indigenous ways of knowing; identifying and articulating the impacts of historical and ongoing colonization in Canada; and reflecting on the social, political, economic, and cultural factors that have and continue to inform Indigenous-settler relations. The Academic Planning and Priorities subcommittee of the Arts Faculty Council continues to gather resources and developing recommendations for the purpose of helping departments realize this ambition.</p>
Ongoing	<p>Indigenous Community Justice (ICJ) Minor: Changes to the Indigenous Community Justice Minor were implemented in September 2020 to make the minor more flexible and to expand the list of upper-level courses from which students may choose to meet the requirements. The ICJ Minor is now overseen by the Chair of the new Indigenous Studies Department, who will connect with students declared into the program and liaise with other departments in Arts that offer courses (some of which are cross-listed as INDG courses) that are part of the minor.</p>
Ongoing	<p>KPU’s Environmental Protection Technology diploma program continues to work on bringing Indigenous Peoples’ perspectives into course materials. For example, in ENVI 1121 Environmental Issues, news articles on the lack of safe drinking water in numerous First Nations reserves across Canada, and specific examples of Indigenous perspectives on resource extraction, are presented. In many courses (ENVI 1121 Environmental Issues, ENVI 2310 Solid Waste Management, ENVI 2410 Water Resources Protection, and ENVI 2405 Environmental Legislation), faculty encourage and support students who wish to pursue Indigenous issues for their term papers. Recently, students have looked at access to clean water on reserve land; others looked at environmental racism (including racism towards Indigenous Peoples) as manifested in siting of old garbage dumps.</p> <p>Indigenous law and its relationship to Canadian law is examined in depth in ENVI 2405 Environmental Legislation, and lawyers from a law firm specializing in Indigenous and environmental law recently gave a guest lecture on the implications of BC’s Declaration on the Rights of Indigenous Peoples Act, and its implications for environmental law more generally in British Columbia in 2020/21. The ongoing development of an open textbook for ENVI 1121 Environmental Issues includes chapters on environmental racism and environmental impacts on Indigenous Peoples.</p>

<p>In progress</p>	<p>The Criminology Department completed its Open Educational Resource (OER), an introductory Criminology textbook edited by Shereen Hassan and Dan Lett. Leah Ballantyne, LLB LLM, a Cree lawyer from the Mathias Colomb Cree Nation in Pukatawagan, Manitoba, provided expert Indigenous consultation/editing for this textbook.</p> <p>This OER was jointly funded and supported by BCcampus and the Justice Institute of BC. In addition to its adoption in criminology courses at KPU, this OER has been adopted by a number of post-secondary institutions and is mandatory in courses at the Justice Institute of BC.</p>
<p>Ongoing</p>	<p>Indigenous Perspectives on Settler Colonial Societies (INDG 3155 – 3 Credits): Students learn about Indigenous perspectives on settler colonial societies and the consequences of ongoing colonial occupation for Indigenous nations. Students draw upon critical Indigenous Studies scholarship, Indigenous traditional knowledge, narrative accounts, and oral histories. Students reflect on the misattribution and denial of Indigenous contributions to human social development and analyze strategies for decolonization, Indigenization, and self-determination.</p> <p>Indigenous Activism (INDG 4245 – 3 Credits): Students examine historical and contemporary Indigenous activism in the Americas. They critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous Peoples collective resistance and attempts to protect inherent rights and lands. Students study Indigenous mobilization, political organization, self-determination, resurgence, and regeneration of communities and cultures. They examine collective strategies and tactics, specific examples of struggle, community social relations, and visions of social alternatives (e.g., anti-capitalist, anti-statist, anti-colonial).</p>
<p>Completed</p>	<p>KPU’s Teaching and Learning Commons added an Education Consultant for Indigenization to the Teaching and Learning team through a 50% faculty time release for the 2021/22 academic year. This person supported the further development of KPU educators in acquiring competencies related to designing learning experiences and environments that support Indigenization and decolonization of the curriculum. More specifically, this consultant provided advice to colleagues, facilitated workshops and/or communities of practice, reviewed research for evidence-based practices, and developed resources and training (e.g., infographics, webinars, handouts) for educators.</p>
<p>Ongoing</p>	<p>KPU’s new Foundations in Teaching Excellence program, a comprehensive yet flexible framework for faculty development, includes a focus on Indigenization within the context of inclusive teaching. These modules were developed during summer 2021 and launched in fall 2021.</p>
<p>Ongoing</p>	<p>Indigenous Resources for Virtual Classrooms: A series of asynchronous</p>

	<p>video resources have been developed by KPU Library's Indigenous Engagement and Subject Liaison for integration into course materials. These resources cover respectful use of Indigenous information with the Indigenous Information Literacy video playlist, special topic support through the Indigenous Studies guide for areas such as Truth and Reconciliation, Indigenous literature, and more. When initially developed, workshops facilitated by KPU Library's Indigenous Engagement and Subject Liaison were held on how to integrate these resources and discussion to help generate ideas for optimal classroom use.</p>
<p>Ongoing</p>	<p>Indigenous Services for Students, in partnership with KPU Library, launched the first Indigenous Book Club, which is open to students, faculty and staff. fall 2020 featured the book, <i>Potlatch as Pedagogy</i>, by Dr. Sara Davidson and Robert Davidson, her father and internationally renowned Haida artist and carver. In spring 2021, participants read Dr. Kim Anderson's book, <i>Native Women and Life Stories</i>. In the 2021/22 academic year the following books were featured: Sara Davidson's <i>Potlach as Pedagogy: Learning Through Ceremony, Life Stages and Native Women</i>, by Kim Anderson, and <i>Memory Serves</i> by Lee Maracle.</p>
<p>Ongoing</p>	<p>In January 2020 the Faculty of Academic & Career Preparation began a series of Indigenous Reading Circles. All ACP faculty and staff are invited to participate in the reading of Indigenous materials and to discuss the learnings and the impact of the readings.</p> <p>To generate hearty discussion, readers consider questions during their reading about what they learned about the Indigenous community, and about the intersection of Indigenous community and Canadian culture and institutions. Readers are also asked to reflect on how the readings affected them and whether it shifted their thinking and how they view the world.</p>
<p>New</p>	<p>A new Indigenous collection featuring books, clothing, jewelry, chairs and more has opened at Kwantlen Polytechnic University (KPU)'s Richmond and Langley campus libraries. The $\chi^w\text{ə}\chi^w\acute{e}y\grave{a}m$ Indigenous Collection was curated by Rachel Chong, Indigenous engagement and subject liaison librarian.</p> <p>$\chi^w\text{ə}\chi^w\acute{e}y\grave{a}m$ means oral storytelling in the $h\grave{a}n\acute{q}ami\grave{n}\acute{a}m$ language spoken by the Kwantlen First Nation. While physical books by Indigenous authors are part of the collection, there are plans for oral storytelling recordings by KPU Elder in Residence Leyketen and others to be accessible through a QR code in the future.</p> <p>This is the second launch of the $\chi^w\text{ə}\chi^w\acute{e}y\grave{a}m$ Indigenous Collection. The first was opened on the Surrey campus in 2022 (see below). The collections are part of efforts towards Indigenization at the university. Métis artist Jennifer Lamont, a graduate of the Wilson School of Design and now coordinator of Indigenous student transitions and engagement</p>

	<p>at the university, created a fabric design on chairs that will be a part of the Indigenous collection spaces at all KPU libraries. The design features a powwow dancer print on the arm rests.</p> <p>Also on temporary display at Richmond is an eye-catching dress designed by Lamont. The dress brings awareness of murdered and missing Indigenous women as symbolized by the use of hand patterns and its red colour.</p>
<p>Ongoing</p>	<p>The first ᑭᓄᓐᑭᓄᓐᑭᓄᓐ Indigenous collection and resource space opened at KPU's Surrey library in 2022. The space is framed by circular shelving and brings together Indigenous books, art, fabric and displays. Pole wraps in the library and the sign for ᑭᓄᓐᑭᓄᓐᑭᓄᓐ feature an eagle design by KPU graduate Roxanne Charles of Semiahmoo First Nation.</p> <p>The library plans to use the space for oral events and to make oral storytelling recordings available through QR codes on the shelves. A selection of recordings in ᓄᓄᓄᓄᓄᓄᓄᓄ is available on the KPU website, including the pronunciation of ᑭᓄᓐᑭᓄᓐᑭᓄᓐ.</p> <p>In 2022, the ᑭᓄᓐᑭᓄᓐᑭᓄᓐ Indigenous Collection hosted Tea & Bannock sessions with Indigenous Curriculum Consultant for Arts, Jennifer Anaquod. Faculty met to discuss the joys and challenges in decolonizing and Indigenous curricula.</p> <p>KPU Library's Indigenous Engagement and Subject Liaison provides tours of the space, sharing the purpose of the collection, how it has been selected, and how it is arranged to acknowledge the respectful use of Indigenous information. The tour includes ample time for discussion to help generate ideas for optimal classroom use of the collection.</p> <p>Circular shelves emphasize the importance of circle learning and sharing. On those shelves are books by Indigenous authors classified in a localized version of the Brian Deer classification system. Deer was a Kahnawake Mohawk librarian who developed an Indigenous library classification system in the 1970s that focuses on Indigenous ways of knowing and relating to the world, one which centres on relationship and land. The KPU Library is using a version updated by Métis librarian Ashley Edwards for Simon Fraser University's Indigenous Curriculum Resource Centre.</p> <p>Jennifer Lamont, of Métis Nation, designed the upholstery used on the seating in the space in her final year as a student in the Wilson School of Design. The space also features four display boxes that regularly house ᑭᓄᓐᑭᓄᓐᑭᓄᓐ (cedar) weavings, and may also include special Indigenous displays on occasions, as well as an art piece of a stylized salmon by Susan Sparrow Point of Musqueam First Nation. Also on display is a piece titled <i>Kwantlen</i>, featuring stylized salmon by Susan Sparrow Point, of the Musqueam First Nation, which was gifted by Jim Cohoon, family of long-time employee Doug Cohoon who worked in Facilities prior to retiring.</p>

<p>Ongoing</p>	<p>Indigenous Repository: KPU is compiling an Indigenous Repository, a living digital resource highlighting information relevant to Indigenous Studies. This includes a Special Topics section offering introductory information on pertinent topics, such as the Truth and Reconciliation Commission, Indigenizing education, UNDRIP, Indigenous languages, and more. Each special topic includes links for further research including web resources, DVDs and streaming material, and books. This section is to aid interdisciplinary course work.</p> <p>Another section of the repository is on respectful research and highlights some cross-cultural complexities, including varying Indigenous notions of intellectual property, expanding notions of citation and references to encompass Elder knowledge, and a section on Indigenous research methods, where Indigenizing research methodology and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) are emphasized. An eight-part series of instructional videos were added in early 2021. These videos feature an introduction, tips for evaluating Indigenous resources, tips for using the KPU Library catalog to locate Indigenous voices in our collection, resources for TCPS2 and respectful research, tips for respectfully engaging with Elders and Knowledge Keepers, and finally, three videos for Elder and Knowledge Keeper citation in APA, MLA, and Chicago styles.</p> <p>More resources are added to the site on a regular basis.</p>
<p>Ongoing</p>	<p>Cataloguing & Metadata: KPU Library has completed the first step in decolonizing metadata related to Indigenous Peoples by replacing outdated/harmful subject headings used for Indigenous Peoples in Canada. Building on work from other libraries across Canada, including Library and Archives Canada, the Manitoba Archival Information Network, UBC's X̱wi7̱x̱wa Library, and the Greater Victoria Public Library, KPU Library is working on decolonizing name and subject terms for Indigenous groups and topics. The first and second phases are now complete, and ongoing maintenance is underway.</p> <p>The first phase of the project involved changing headings for the names of First Nations in BC in our catalogue to reflect the preferred terms by Indigenous nations themselves (for example, the heading 'Kwakiutl Indians' changed to 'Kwakwaka'wakw'). The second phase of the project involved modifying subject headings used for Indigenous Peoples in Canada from outdated terms (such as 'Native peoples' and 'Indians of North America – Canada' to 'Indigenous Peoples' and 'First Nations – Canada'). This change is reflected in over 4,600 bibliographic records related to Indigenous studies in Canada and represents many hours of detailed hard work and diligence. The next step is to integrate National Indigenous Knowledge and Language Alliance (NIKLA's) First Nations, Métis, and Inuit – Indigenous Ontology (FNMIIO) to our bibliographic records and cataloguing practices.</p>

	<p>Another project that KPU Library is currently working on is adding local subject headings for ‘Indigenous authors.’ To accomplish this, library staff collaborated to manually review and identify Indigenous voices to over 5,000 titles in our print and digital collection. This project will enhance access to materials by Indigenous voices in our catalogue.</p> <p>Finally, KPU Library is also using a modified Brian Deer Indigenous Classification (BDC) to organize materials in the ḡḡḡḡḡḡ Indigenous Collection. The library is currently adapting and modifying Simon Fraser University’s ICRC modified BDC to fit our collection. KPU’s modified BDC Version 1 currently being reviewed by the Metadata & Discovery Librarian, Indigenous Engagement Librarian, and Cataloguing & Metadata Technician. The next step is to publish KPU’s modified Brian Deer Indigenous Classification later this year.</p> <p>There is more work to be done, but this is a significant step towards Indigenizing/decolonizing our library practices, allowing students to navigate Indigenous world views.</p>
Ongoing	<p>The Amazon Interdisciplinary Field School: This is a partnership between KPU and the Calanoa Project, a nongovernmental organization in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve located at the heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa, an initiative by Colombian-Canadians, Marlene and Diego Samper, is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods. The field school was suspended during the pandemic, but is happening again in 2023.</p>
Ongoing	<p>The Institute for Sustainable Food Systems (ISFS) at KPU is recognized as a Canadian academic leader in applied food system research (new knowledge generation) and extension (i.e. knowledge mobilization and adoption) programming to advance regenerative farming and local-regional food system as integral elements of a sustainable society. As part of its work, the ISFS has prioritized serving and supporting Indigenous Nations and communities to achieve their food sovereignty aspirations. The following is a description of some of that activity:</p> <p><i>Indigenous Foodways Community Outreach Facilitator:</i> A new position was included to the ISFS team to lead the work on Indigenous food sovereignty and outreach initiatives. This position was filled by a member of the Squamish Nation.</p>

	<p><i>Indigenous Advisory Circle:</i> ISFS recognizes Indigenous voices through food sovereignty work. The Indigenous Advisory Circle (the Circle) is established to guide the ISFS and ensure that ISFS’ partnerships with Indigenous communities, projects and research reflect our commitment to reconciliation and decolonization. Members of the Circle represent the diversity of First Nations, Metis and Inuit people across the province, with representation from on-reserve and urban populations.</p> <p><i>Sik-E-Dakh Band:</i> This is the third year that the ISFS is partnered with the Sik-E-Dakh band to deliver a virtual training and hands on farming program to band members. The program starts with online learning in Nov each year. The practicum training starts the following April through Oct. The program has more than 30 members participating in the training over the three-year period. Several band members are now employed with KPU to care for the community farm, producing and delivering food to community members.</p> <p><i>Sea Bird Island Band:</i> Seabird Island Band (SIB) envisions aligning farming practices on leased lands with the Band's firmly held sustainability and ecological stewardship values. By managing the administration of their land, resources and development of related programs and policies, as their ancestors once did, SIB hopes to restore a self-reliant and culture-rich Seabird Island food system that sustains the health of our territories and people. They have sought support from ISFS for this project and other related initiatives for our experience, technical capacity, alignment of values and our deep respect for Indigenous ways of knowing and being.</p> <p><i>Xwisten Band:</i> Xwisten (Bridge River) Band commits to strengthening food security and create a community-focused food system enterprise(s) that connects people with the lands, way of life and each other. ISFS is support the band to develop a sustainable food security business allowing the band to produce, package and sell locally grown agricultural products in the area while creating employment and providing healthy food to the community. The business model will consider land selection, water sourcing, equipment acquisition, crop selection and employee training. The project will be a 3-year phased approach to allow for the business model to makes its way towards financial sustainability and refining its operations.</p>
Completed	<p>The Tsawwassen First Nation Farm School has been a collaboration between the Tsawwassen First Nation (TFN) and KPU’s Institute for Sustainable Food Systems for a number of years, and is temporarily on hold. The school fused sustainable agriculture and traditional Indigenous food systems as tools to build community and create dialogue around land stewardship for the future. The program took place at our 20-acre certified organic working farm on traditional TFN lands. The farm boasts a traditional medicine garden, a mixed fruit orchard, a market garden, livestock including chickens, pigs and ducks, and incubator plots on which</p>

	<p>program graduates can launch their farm businesses. The farm was a gathering place to learn about human scaled alternative food production systems. The school program was open to all interested in how to feed a growing population while restoring the land.</p> <p>Student intakes for the 2020 season were cancelled due to the pandemic, but the institute continued to fully operate the farm and produce as much food as possible. Over the 2020 season, the farm was a vendor at four farmers’ markets, had a 150-person community supported agriculture vegetable box program, sold to various wholesale food suppliers in Metro Vancouver, produced 40-50 dozen eggs weekly, sold about 40-50 bouquets of fresh cut flowers weekly and sold all 25 pigs to the general community.</p> <p>To support the Tsawwassen First Nation’s food security initiatives, the farm supplied 32 vegetable boxes for 20 weeks from June to October (value of \$15,000), extra bulk vegetables when available, gift cards for Superstore worth \$2,500, and various pork products worth \$1,200 toward TFN’s food security initiatives.</p> <p>In addition to providing fresh produce to the TFN community, the school also collaborated with two other organizations:</p> <p>Kekinow Native Housing Society: Supplied 8 vegetable boxes for 20 weeks from June to October</p> <p>Pacific Immigrant Resources Society: Supplied five vegetable boxes for 20 weeks from June to October</p> <p>The farm school started the 2021 season on April 14, 2021 and went until the end of October, with a cohort of 14 students. The farm was in full production, growing mixed vegetables and cut flowers on 3-4 acres, raising 99 laying hens and 15 pigs. As a working farm, the students participated in harvesting and selling the vegetables.</p> <p>The farm school team was also involved in helping the TFN develop a smaller community garden plot for their members to use. Due to the pandemic, the farm did not host any community events in the 2021 season.</p> <p>For the 2021 season, the farm donated a total of 20 weekly vegetable boxes to TFN’s Food Stability program for pandemic relief. The food went to low income households, Elders and other families in need. The sales revenues that year included, but are not limited to, 150 veggie boxes to the general public, participating in three farmers’ markets in Metro Vancouver, and some sales to wholesale distributors and grocery stores.</p>
Completed	<p>The following are examples of past projects done in partnerships between the Institute for Sustainable Food Systems (ISFS) and First Nations.</p> <p>The Farm to Healthy Communities Project: Key objectives of this project are to: develop, test and implement a produce delivery model from local</p>

	<p>farms to at-risk families; inform and train a new generation of community-focused farmers; and create meaningful linkages between local food producers and consumers, restoring community connections to land, food and health. These objectives were achieved through a partnership-based approach in collaboration with Stó:lō Nation (Chilliwack), Tsleil-Waututh First Nation (North Vancouver) and Kekinow Native Housing (Surrey). Project outcomes provide a framework to understand how food system conditions interplay with community health and development, and establish pathways to utilize these as social innovation avenues to reduce health disparities. We propose an innovative approach to bridge systemic and individual-level challenges of our failing food system (food supply, accessibility, nutritional quality, and affordability) and to demonstrate the impact of improved access to nutritious foods.</p> <p>Musqueam Indian Band: ISFS is working with Musqueam Indian Band on creating an agriculture development plan for their land in Delta. It is a 150-acre parcel that they want to develop into an agriculture social enterprise with a community farm that can supply free food to all their Nation members as well as agri-tourism activities to generate revenue.</p> <p>Naut'sa mawt Tribal Council: ISFS has been in partnership with Naut'sa mawt Tribal Council since 2015 and continue to collaborate on meaningful projects that benefit its 11-member Nations and beyond. ISFS has worked with the Tribal Council on large grant applications, most significantly a \$300,000 grant with Real Estate Foundation of BC to establish the TFN Farm School farm and programming, and a \$270,000 grant with Agriculture and Agrifood Canada in the integrated hog and vegetable crop project. This is in addition to smaller projects such as hosting webinars for their 11-member Nations on community farm development topics.</p> <p>Skowkale First Nation (Stó:lō Service Agency): As a result of the vision of a TFN Farm School alum, the ISFS was invited to work with member Nations of the Stó:lō Service Agency to develop a research project to link new entrant farmers to vulnerable families in their communities and evaluate the impacts on health and dietary changes.</p>
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Article 21

Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	An Indigenous Student Orientation has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support on campus whereby students feel a sense of belonging and connection. Both an online orientation and live orientation, for students, friends, family, and Elders, is run by Indigenous Services for Students. The online orientation started with the fall 2020 intake and is still available for students, in addition to in-person

	orientation activities.
Ongoing	Indigenous Services for Students is expanding opportunities for Indigenous students to connect with those not able to visit the Gathering Place on a regular basis. Peer support and mentorship, from an Indigenous perspective, is provided with a focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures.
Ongoing	Arts 3200, ‘The Inside-Out Prison Exchange’ course, brings together incarcerated Kwíkwèxwelhp students with an equal number of outside students from KPU in a peer-to-peer learning exchange within the context of an Indigenous healing village that is steeped in Indigenous approaches to knowing, and characterized by participation in their healing rituals and traditions, including smudging ceremony, and drumming and song circles. The program is the recipient of the TELUS Community Innovation Award and is currently supported by funding from the Irving K. Barber Foundation.
Ongoing	<p>kʷamkʷəm kʷθə šxʷqʷeləwən ct ʔə tə n̄a xet: Open Doors - Open Minds</p> <p>Following a hiatus during the pandemic, KPU’s annual Open Doors - Open Minds Event returned for spring 2022 and was held again in spring 2023. The event introduces Indigenous high school students to KPU through exciting hands-on workshops offered by faculty within our diverse polytechnic environment. The day’s activities included an opening protocol ceremony, workshops, a keynote presentation, and performance. Lunch was catered by Salishan Catering.</p> <p>The keynote speaker for 2023 was Simon Baker, a Squamish/Haida/Cree actor and producer based in Metro Vancouver. Baker has numerous acting roles to his credit. He’s known for playing Charlie Muskrat in the TV series North of 60, portraying Young Thomas Builds-the-Fire in the film Smoke Signals, hosting the documentary series Native Planet, and recently starring in the long-running TV series Outlander. He also produced and acted in the new film Hey Viktor!, which is set to premiere in June at the Tribeca Festival in New York. Baker encouraged Indigenous youth to set goals – both short and long term – and not to be afraid to ask for help.</p> <p>In 2022, the event included keynote speaker, Angela Sterritt. Sterritt is an award-winning journalist, author, and artist from the Gitanmaax community of the Gitksan Nation on her dad’s side and from Bell Island, Newfoundland on her maternal side. Sterritt has worked as a journalist for close to 20 years and has worked with the CBC since 2004. She is currently the host of the CBC original podcast Land Back, to be released in June 2022. Sterritt has worked as a multi-platform reporter with CBC Vancouver since 2016. The event also featured the Pil’alt Warrior Canoe Family – Skway First Nation youth dancers and drummers.</p>
Ongoing	In 2020, KPU entered into a partnership with the Native Education College

	<p>in Vancouver, which will allow students in the college’s Indigenous Land Stewardship Certificate program to transfer their credits into KPU’s Horticulture Urban Ecosystems Bachelor’s degree program, thus facilitating access to the degree program.</p>
Completed	<p>In 2019/20 and 2020/21, KPU offered an intake of the highly popular Computer-Aided Design and Drafting Access program for Indigenous Peoples with the Native Education Centre and Fraser Region Indigenous Friendship Centre.</p>
New	<p>Indigenous Trades Sampler: Indigenous high school students from Abbotsford, Langley, Delta and Coquitlam were introduced to the automotive, millwright, plumbing and piping trades when a special event returned to KPU in 2022 after a three-year hiatus due to the pandemic.</p> <p>The event was sponsored by the Aboriginal Community Career Employment Services Society (ACCESS). ACCESS is a non-profit organization that provides education and training services to Indigenous people living in Greater Vancouver.</p>
Completed	<p>The Faculty of Trades and Technology received a Community Workforce Response Grant (CWRG) from the Provincial Government for 2020/21. The Province of British Columbia introduced the CWRG program to assist communities, sectors and industries to respond to emerging, urgent labour market needs by providing skills and supports to unemployed and precariously employed British Columbians and connecting them to good-paying jobs in their communities. The Faculty of Trades and Technology offered an Electrical Foundation program, with priority access being offered to Indigenous students and to women.</p>
Ongoing	<p>KPU continues to offer courses at the Squamish Trades and Training Centre in North Vancouver, and for the Métis Nation at KPU Tech, through assistance from the Ministry of AEST, the Ministry of Indigenous Relations and Reconciliation, and Skilled Trades BC (formerly the Industry Training Authority).</p>
New	<p>The Faculty of Trades and Technology is going through the Senate approval process for reserving seats for Indigenous students in all Foundation classes. Of the 16 available seats, 2 seats will be reserved for self-identified Indigenous students to ensure a pathway is available. Expected implementation is the 2023/24 academic year.</p>

Appendix B: Performance Measure Results

Table 1. Performance Measure Results

	2021/22 Actual	2022/23 Target	2022/23 Actual	2022/23 Assessment
Student spaces²				
Total student spaces	7,013	9,249	6,793	Not achieved
Nursing and other allied health programs	803	848	734	Not achieved
Developmental programs	168	318	166	Not achieved
Credentials awarded³				
Number	1,899	≥ 1,782	1,841	Achieved
Indigenous student spaces⁴				
Total Indigenous student spaces	270 (3.1% of domestic FTEs)	Indigenous FTEs as % of total domestic FTEs > previous year	272 (3.3% of domestic FTEs)	Achieved
Ministry (PSFS)	200		202	
Industry Training Authority	70		70	
Student satisfaction with education⁵				
	%		% +/-	
DACSO	93.9% 1.0%	≥ 90%	92.3% 1.5%	Achieved
Trades	92.9% 7.1%		N/A N/A	Achieved
APPSO	87.7% 3.6%		90.8% 2.6%	Achieved
BGS	92.3% 1.9%		89.3% 2.2%	Achieved
Student assessment of the quality of instruction⁵				
	% +/-		% +/-	
DACSO	97.0% 0.7%	≥ 90%	97.2% 0.9%	Achieved
Trades	92.9% 7.1%		N/A N/A	Not assessed
APPSO	90.2% 3.2%		94.7% 2.1%	Achieved
BGS	89.6% 2.1%		90.7% 2.1%	Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵				
	% +/-		% +/-	
DACSO	81.9% 1.9%	≥ 90%	83.4% 2.4%	Substantially achieved
Trades	N/A N/A		N/A N/A	Not assessed
APPSO	88.9% 3.6%		90.5% 2.8%	Achieved
BGS	90.3% 2.3%		87.5% 2.6%	Achieved
Unemployment rate⁵				
	% +/-		% +/-	
DACSO	5.9% 1.1%	≤ 8.1%	6.1% 1.4%	Achieved
Trades	N/A N/A		N/A N/A	Not assessed
APPSO	3.1% 1.9%		1.0% 0.9%	Achieved
BGS	6.0% 1.7%		3.3% 1.3%	Achieved

Student assessment of skill development⁵						
	%	+/-		%	+/-	
DACSO	91.0%	1.1%	≥ 85%	90.2%	1.4%	Achieved
Trades	90.0%	9.8%		N/A	N/A	Not assessed
APPSO	81.6%	4.4%		86.9%	3.1%	Achieved
BGS	87.1%	2.0%		86.5%	2.0%	Achieved

Table 2. Skill Development Results

Detailed assessment of skill development	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
DACSO	%	+/-		%	+/-	
Skills development (avg. %)	91.0%	1.1%	≥ 85%	90.2%	1.4%	Achieved
Written communication	90.2%	1.3%		90.7%	1.7%	
Oral communication	90.2%	1.3%		91.9%	1.6%	
Group collaboration	92.1%	1.2%		88.5%	1.8%	
Critical analysis	91.1%	1.2%		90.8%	1.6%	
Problem resolution	89.9%	1.3%		88.4%	1.8%	
Learn on your own	91.4%	1.2%		92.1%	1.5%	
Reading and comprehension	92.4%	1.2%		90.8%	1.6%	
Trades	%	+/-		%	+/-	
Skills development (avg. %)	90.0%	9.8%	≥ 85%	N/A	N/A	Not assessed
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	96.3%	5.4%		N/A	N/A	
Critical analysis	92.9%	7.1%		N/A	N/A	
Problem resolution	89.3%	8.5%		N/A	N/A	
Learn on your own	88.9%	8.9%		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	
APPSO	%	+/-		%	+/-	
Skills development (avg. %)	81.6%	4.4%	≥ 85%	86.9%	3.1%	Achieved
Written communication	73.1%	6.8%		76.7%	5.9%	
Oral communication	73.1%	6.3%		81.7%	5.0%	
Group collaboration	84.2%	4.2%		82.9%	3.8%	
Critical analysis	85.1%	3.9%		93.1%	2.4%	
Problem resolution	81.6%	4.3%		90.4%	2.8%	
Learn on your own	82.6%	4.3%		89.0%	3.0%	
Reading and comprehension	87.2%	3.8%		89.5%	2.9%	
BGS	%	+/-		%	+/-	
Skills development (avg. %)	87.1%	2.0%	≥ 85%	86.5%	2.0%	Achieved
Written communication	86.8%	2.4%		87.4%	2.5%	
Oral communication	85.5%	2.5%		86.3%	2.5%	
Group collaboration	87.2%	2.3%		88.0%	2.4%	
Critical analysis	91.4%	2.0%		91.9%	2.0%	
Problem resolution	80.1%	2.9%		80.6%	2.9%	
Learn on your own	89.2%	2.2%		88.6%	2.3%	
Reading and comprehension	89.3%	2.2%		83.6%	2.7%	

Notes:

¹ Please consult the 2022/23 [Standards Manual](#) for a current description of each measure.

² Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry-funded Full-Time Equivalents are included.

³ Annual performance is measured using a rolling 3-year average of the most recent fiscal years, e.g., the results for the 2022/23 reporting year are a 3-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

⁴ For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry- and STBC-funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

⁵ For Student Outcomes Measures, results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is fewer than 20 or the margin of error is greater than 10%.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed (N/A)	Measures without targets or survey results with fewer than 20 respondents or a margin of error of 10% or greater