

  
**KPU** | KWANTLEN  
POLYTECHNIC  
UNIVERSITY

2023/24

# 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***

*Clockwise, from the top-left.*

*Mohammad Ameri, Institute for Sustainable Horticulture research assistant, works on an aeroponic basil growing trial, which helped develop a standard growing procedure that can be used for a future, larger-scale sustainable agriculture operation.*

*Chester Fan, Interior Design student, presents his capstone research project – a design of a co-working space with work-life integration. Laser cutting was used to make the model showcasing the different heights of two buildings and how his concept “overlap” works to connect two buildings together.*

*Sue Fairburn, Product Design faculty member and Wilson School of Design researcher, works on the “FULLAIR / ECHO project” where a team of 10 product design students researched, designed, and prototyped an inflatable habitat for a crew of three analogue astronauts to stay two nights in a lava tube in Iceland.*

*Jackson Kereliuk, Applied Genomics Centre student research assistant, loads DNA samples into the molecular high-resolution gel imaging system. Gel image systems are widely used in molecular biology laboratories to visualize DNA.*

# Accountability Statement

The Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
Government of British Columbia

September 25, 2024

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2023/24.

The report describes how KPU addressed the ministry's 2023/24 priorities. This includes how KPU is contributing to ministry engagements such as the *Stronger BC: Future Ready Action Plan*, aligning education and skills training to goals of the BC Economic Plan, skilled trades certification, and the sexualized violence policy review. We also report on other institutional priorities with respect to KPU's strategic plan, *VISION 2026*, and our 2023 Academic Plan.

The report reflects how we continue to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success, as well as how we are working to ensure that Indigenous voices are reflected in the curriculum and in decisions that affect Indigenous learners, employees, and communities. 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.

KPU has achieved or substantially achieved all targets set by the Ministry of Post-Secondary Education and Future Skills for 2023/24 with the exception of FTE targets and credentials awarded.

KPU continues to meet its financial targets, with a surplus of \$66 million for FY2023/24. We continue to comply with the Tuition Limit Policy, limiting tuition increases to a maximum of two percent per year. 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



# Table of Contents

Accountability Statement.....	i
Table of Contents .....	iii
<b>1. Strategic Direction and Context .....</b>	<b>1</b>
KPU’s Strategic Direction: <i>VISION 2026</i> .....	1
Regional Context .....	2
Financial Context .....	14
<b>2. KPU’s Strategic Priorities .....</b>	<b>33</b>
Future Workforce Needs.....	33
Student Access and Success.....	37
International Education .....	38
Social Justice.....	42
Environmental Sustainability.....	46
Teaching Excellence .....	48
Research and Scholarship at KPU.....	49
Student and Employee Health and Well-Being.....	51
<b>3. KPU Profile.....</b>	<b>57</b>
KPU Programming .....	58
KPU Students.....	67
<b>4. Student Innovation and Research .....</b>	<b>73</b>
<b>5. Performance Measures, Targets, and Results.....</b>	<b>81</b>
A. Experience .....	82
B. Sustainability.....	83
C. Creativity .....	86
D. Justice .....	88
E. Quality .....	91
<b>Glossary of Terms.....</b>	<b>97</b>
<b>Appendix A: Report on Reconciliation.....</b>	<b>99</b>
<b>Appendix B: Performance Measure Results .....</b>	<b>139</b>
<b>Appendix C: Selected Metric Breakdowns .....</b>	<b>143</b>



# 1. Strategic Direction and Context

## KPU's Strategic Direction: *VISION 2026*

---

*In 2026, KPU is a learning ecosystem rooted in a culture of sustainability, creativity, justice, and quality that inspires our people and our communities.*

---

### Goals – We Will...

#### **A. Experience**

- A1. Enhance the experience of our students
- A2. Enrich the experience of our employees
- A3. Support the health and wellness of our students and employees

#### **B. Sustainability**

- B1. Foster cultural, social, and environmental sustainability through our offerings, research, and operations
- B2. Integrate planning to sustain institutional health by aligning KPU operations with our resources
- B3. Ensure financial sustainability for KPU through long-term financial and enrolment planning

#### **C. Creativity**

- C1. Foster teaching excellence and expand innovation in teaching, learning, and curriculum
- C2. Expand activity, funding, intensity, and impact of research, scholarship, and innovation partnerships
- C3. Embolden creative problem solving across KPU's operations

#### **D. Justice**

- D1. Foster decolonization and reconciliation
- D2. Advance anti-racism across KPU
- D3. Advance equity, diversity, inclusion, and accessibility across KPU

#### **E. Quality**

- E1. Ensure continuous improvement of all KPU programs and services
- E2. Hold each other responsible for our promises and our expectations
- E3. Be accountable and transparent to our friends, communities, partners, and governments



# Regional Context

KPU serves the region south of the Fraser River that overlaps with the unceded traditional and ancestral lands of the q̓'w̓a:ṛ̓ł'əṛ̓ṇ̓ (Kwantlen), Máthxwi (Matsqui), x̓w̓m̓əθk̓w̓əy̓əm (Musqueam), q̓íc̓əy̓ (Katzie), SEMYOME (Semiahmoo), s̓c̓əw̓aθ̓ən m̓əstey̓əx̓w̓ (Tsawwassen), q̓i q̓éy̓t (Qayqayt), and k̓w̓ik̓w̓əł̓əm (Kwikwetlem) Peoples. This region includes the cities of Richmond, Delta, Surrey, and White Rock, and the City and Township of Langley. It also covers the school districts of Richmond (#38), Delta (#37), Surrey (#36), and Langley (#35).

The KPU region is projected to experience a high level of growth, both demographically and economically, over the coming decades. The following section profiles the economic strategy of each of the municipalities in the region in preparing for these changes, and provides an overview of the labour market expectations of the region as a whole.

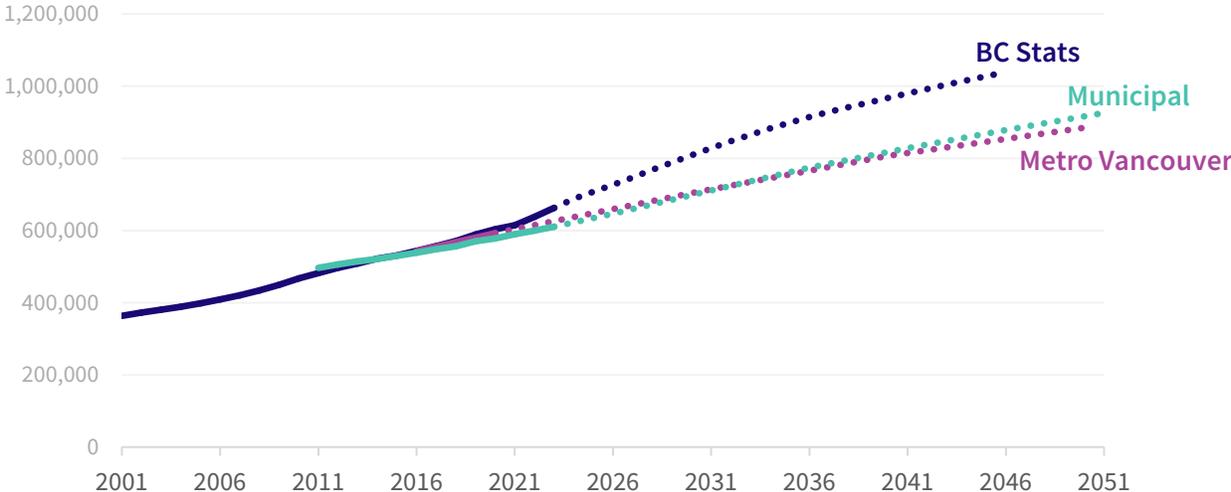
## Surrey

The City of Surrey’s economic strategy for the next five years<sup>1</sup> focuses on attracting investment, optimizing industrial and commercial lands, fostering innovation, developing talent/the workforce, and enhancing local business vibrancy and distinct communities. The city projects that it may reach a population of one million by the end of 2042 (see Figure 1.1), becoming the largest city in BC and requiring the creation of over 300,000 jobs. KPU is expected to play a key role in training and upskilling this workforce. The city aims to create opportunities within Surrey itself, so that residents can work in the same city as where they live.

**Figure 1.1 – Estimated and Projected Population of Surrey, 2001 to 2051**

*Population estimates are solid lines. Population projections are dotted lines.*

*Three projection scenarios are visualized, originating from BC Stats, Metro Vancouver, and the City of Surrey.*



Sources: [BC Stats Population Projections](#); [City of Surrey Population Estimates & Projections](#); [Metro Vancouver Regional Data Projections](#)

<sup>1</sup> See “Investing in Our Future: A Roadmap to Realizing the Opportunities of Tomorrow” (City of Surrey Economic Strategy 2024): <https://investsurrey.ca/media/22946>

Notably, the City of Surrey had the youngest population among KPU region municipalities in 2023, with a median age of 37.5 years. The population of Surrey is expected to age fairly rapidly over the next couple decades, reaching a median age of 41.4 by 2046. The importance of care economy, healthtech, and health care sectors will increase in Surrey to accommodate the needs of a larger and older population.

Priority sectors identified by the city include cleantech, healthtech, advanced manufacturing, agritech, information and communication technology, care economy, and digital media and entertainment. Most of these priority sectors have also been identified by Trade and Invest BC as key sectors for the Lower Mainland/Southwest region as a whole.<sup>2</sup> To position itself, the city plans to activate more industrial land, promote office development projects, and add commercial space across Surrey. The city also emphasized working with universities to increase seats and develop programs to train the workforce in much-needed technical skills, including in the areas of computer science, engineering, health care, finance, robotics systems, bioenergy, food processing, and skilled trades.

## Richmond

The City of Richmond's strategy is centred around its position as a distribution hub to the rest of BC and Canada. The city is host to both the Vancouver International Airport, which is the second-busiest passenger airport in Canada, and the Richmond Auto Terminal, which is a major contributor to the Port of Vancouver and provides over 6,000 jobs in the city. Other major logistics projects include: the Fraser River Improvement Initiative, to keep the Fraser River navigable as a major trade artery; Area IV site preparation for future development within the Richmond Logistics Hub; the Portside Blundell Road Improvements Project to improve traffic flow within Richmond's industrial areas; and habitat enhancement projects at McDonald Tidal Marsh, South Arm Jetty Tidal Marsh, and Finn Slough to protect or restore fish habitats affected by trade activity.

Food and agriculture are also important components of Richmond's economy. Richmond is home to the Steveston Harbour, Canada's largest small craft commercial fishing harbour. Richmond also has substantial cranberry and blueberry crops. The city reports that their agrifoods sector produces \$12 billion annual revenue and provides 55,000 jobs; Richmond alone produces 30% of all cranberries in BC.<sup>3</sup>

The population of Richmond is expected to increase by as much as 37% over the next couple decades (see Figure 1.2). Although not growing as fast as Surrey, this is still substantial. Richmond also has an older population than Surrey: between 2023 and 2046, Richmond's median age is expected to increase from 41.4 to 43.9. Due to a population that is both increasing and aging, health and care economy have the potential to become more important sectors in Richmond.

---

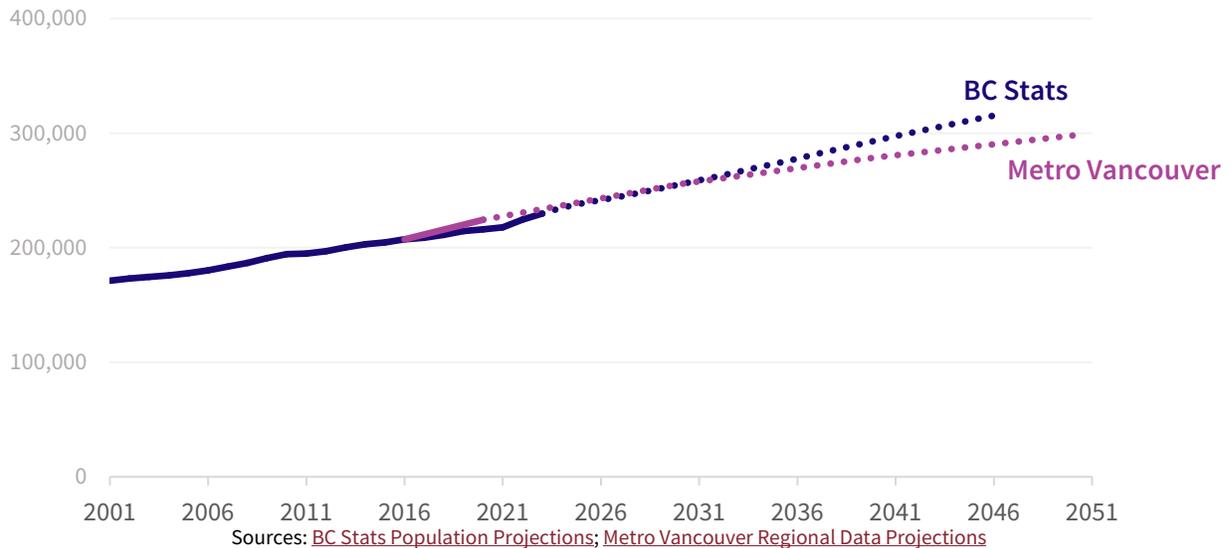
<sup>2</sup> Trade and Invest BC: Lower Mainland/Southwest, British Columbia: <https://www.britishcolumbia.ca/about-british-columbia-canada/regions/lower-mainland-southwest/>

<sup>3</sup> Richmond Economic Development: Agrifoods: <https://businessinrichmond.ca/key-sectors/agrifoods/>

**Figure 1.2 – Estimated and Projected Population of Richmond, 2001 to 2050**

Population estimates are solid lines. Population projections are dotted lines.

Two projection scenarios are visualized, originating from **BC Stats** and **Metro Vancouver**.



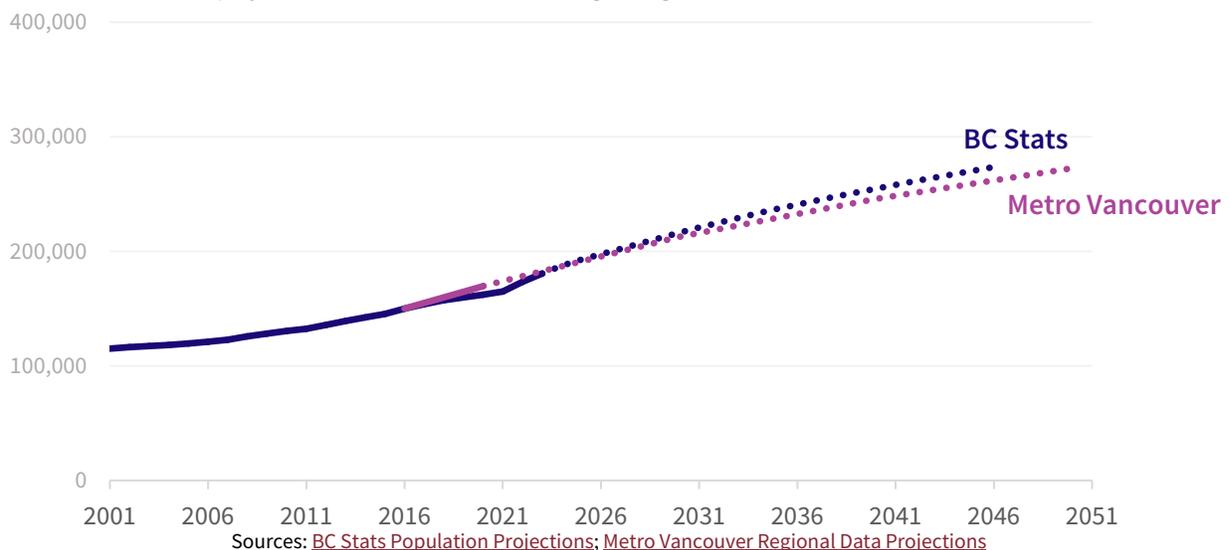
## Langley

Combined, the City and Township of Langley have a population of about 180,000 people. About 30,000 reside within the City of Langley, and about 150,000 reside within the Township. Over the next couple decades, the population of Langley is expected to grow by 51%, nearly matching the growth of Surrey. This high rate of growth is not unusual for Langley, which grew by 57% between 2001 and 2023. However, Langley is also expected to have a higher rate of population aging, reaching a median age of 45.6 in 2046 (from 40.4 in 2023) and overtaking Delta to become the oldest KPU region municipality by 2037.

**Figure 1.3 – Estimated and Projected Population of Langley, 2001 to 2050**

Population estimates are solid lines. Population projections are dotted lines.

Two projection scenarios are visualized, originating from **BC Stats** and **Metro Vancouver**.



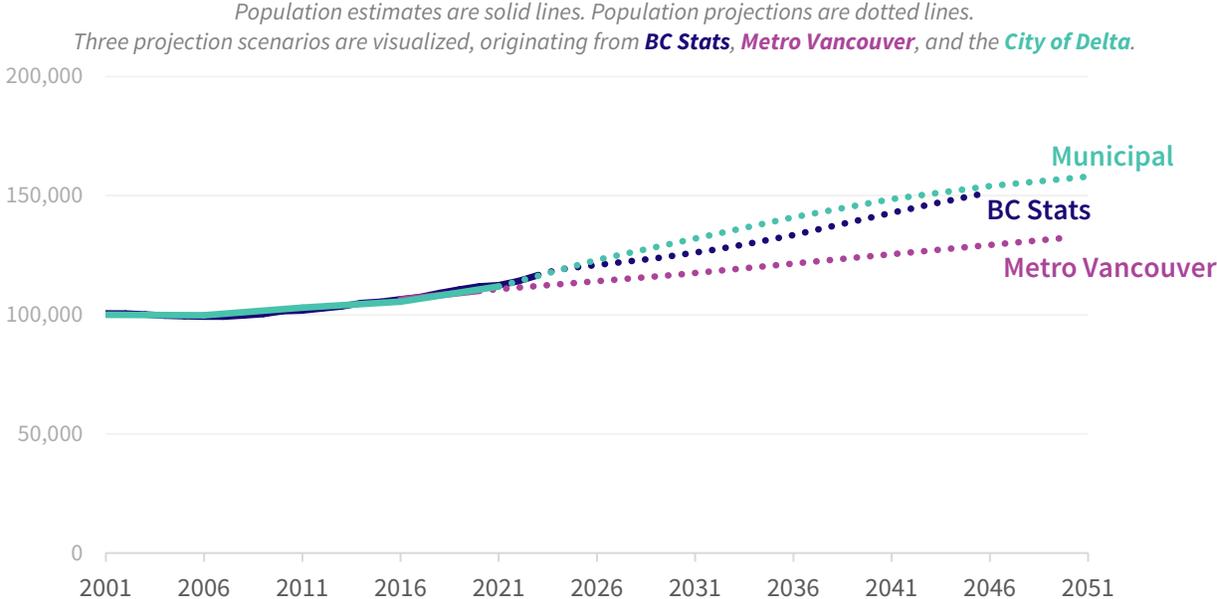
Agriculture is a key sector for Langley. Nearly half of the farms in Metro Vancouver are located in Langley, with annual gross farm receipts of \$340 million in 2016.<sup>4</sup> Most of the land parcels are small (75% are smaller than 10 acres), which encourages intensive operations rather than large scale operations. Langley also promotes agritourism, including wineries and equestrian activities.

Advanced manufacturing is another key sector for Langley. In partnership with BC Tech, the City of Richmond, and the City of Surrey, the Township of Langley has created a DEMO (de-risking emerging market opportunities) toolkit designed to support the advanced manufacturing sector and other emerging sectors such as eCommerce, digital marketing, and online sales. The DEMO toolkit identifies that 70% of all manufacturing in BC is located in Langley, Richmond and Surrey.<sup>5</sup> The toolkit is targeted to existing BC manufacturers with the hope that it will support and enable BC companies to assess opportunities, adopt technological solutions, and grow their businesses.

## Delta

In 2023, Delta had a population of about 117,000 people. Between 2001 and 2023, Delta’s population grew by a fairly meager 16% – the lowest among municipalities in the KPU region. However, Delta’s population growth is expected to accelerate over the next couple decades, and increase about 30% by 2046. Delta also has the oldest population among municipalities in the KPU region, with a median age of 42.8 in 2023, but this is only expected to reach 45.1 by 2046, making Delta the slowest aging KPU region municipality.

**Figure 1.4 Estimated and Projected Population of Delta, 2001 to 2051**



<sup>4</sup> Township of Langley: Agriculture: <https://www.tol.ca/en/the-township/agriculture.aspx>

<sup>5</sup> [A New Economic Narrative for BC: Advancing BC’s Manufacturing Sector](#).

The business profile of Delta speaks to their advantageous location as a place of connection, through the port, rail, and airport, to their large investment and footprint in industrial lands. The industrial lands at Tilbury and Annacis Island represent the largest industrial areas in Metro Vancouver, and the industrial areas in Delta are growing. Delta is home to Canada's largest container port and North America's largest coal terminal, as well as the Tsawwassen Ferry Terminal linking Vancouver Island to the Mainland. Another key feature is the Boundary Bay Regional Airport which saw the most take-offs and landings of any airport in Canada in 2020, since cargo flights were minimally-impacted by the COVID-19 pandemic.<sup>6</sup> Boundary Bay Airport is positioned as a hub for storage, care and maintenance of private and corporate aircraft, and a centre for flight training and helicopter maintenance. Much of the business and economic growth in Delta is driven by these major structures.

Compared to Surrey and Richmond, Delta appears to be far more focused on building a sense of community through parks, greenspace, transportation infrastructure, and housing opportunities rather than positioning itself as a hub of innovation and business entrepreneurship.<sup>7</sup> However, like these other municipalities, advanced manufacturing and agriculture are key sectors providing employment to Delta residents.

## Economic Profile of Indigenous Communities

The KPU region overlaps with the unceded traditional and ancestral lands of several Indigenous Peoples. The q'w'a:ńł'əń (Kwantlen), ǫíćəý (Katzie), x'w'məθk'wəýəm (Musqueam), s'cəwaθən məsteyəx'w (Tsawwassen), SEMYOME (Semiahmoo), and Máthxwi (Matsqui) have communities and reserve lands within the KPU region in addition to their traditional lands. The k'w'ík'wəłəm (Kwikwetlem) do not have reserve lands within the KPU region, but the region does overlap with their traditional and ancestral lands.

The administration of each First Nation focuses much of their economic activity on providing services to members, such as housing, community restoration, health and social services, education, culture, and language. Most First Nations view economic self-sufficiency as an important part of self-determination and actively engage in partnerships that economically benefit their members. However, this economic activity does not always take place within the KPU region. The following economic profiles are based on information, such as development strategies, community plans, or annual reports, made publicly available by each First Nation.

---

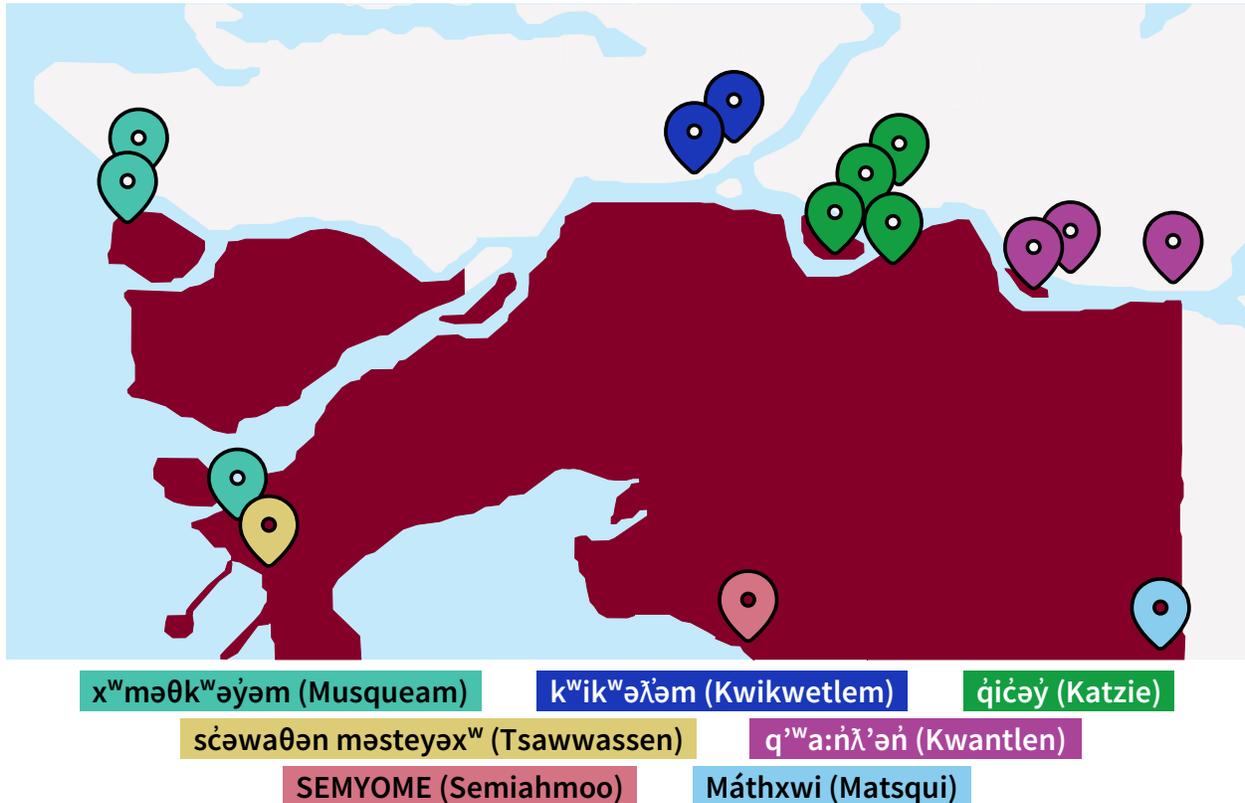
<sup>6</sup> Western Aviation News: Toronto was not the busiest airport in Canada in 2020:

<https://westernaviationnews.com/toronto-not-busiest-airport-canada-2020/>

<sup>7</sup> City of Delta: Plans and Strategies: <https://www.delta.ca/plans-strategies>

**Figure 1.5 – Indigenous Communities and Reserve Lands Within or Nearby the KPU Region**

*Locations are approximate, and for informational purposes only. They are not meant to reflect any First Nation's traditional lands or territorial claims.*



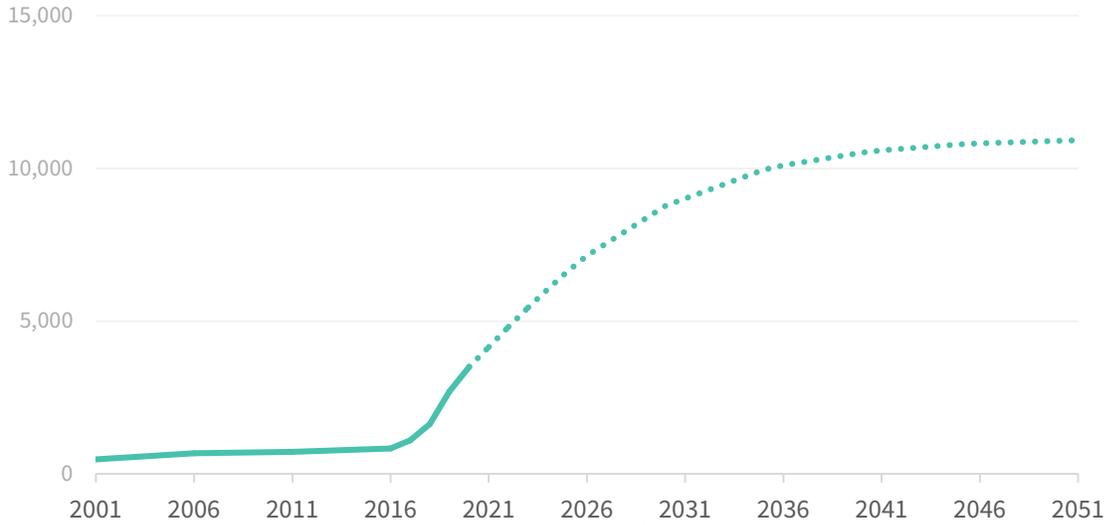
*s̓cəwaθən məsteyəx<sup>w</sup> (Tsawwassen)*

A major priority of the Tsawwassen First Nation is member needs, including the promotion of health, education, and cultural traditions. The construction of a cultural hub and residential development to provide members with affordable housing are key projects toward this priority. In 2021, there were 86 residential units in the Community (member) area, about three-quarters of which were single-detached homes. In addition to providing building and renovation grants to members becoming homeowners, Tsawwassen completed building 36 townhomes in an affordable housing complex bringing the total number of rental units available to members from 16 to 52 units.

There is also substantial residential development in the Leasehold (non-member) area. As of 2021, there were 1096 residential units in the Leasehold area, and this is expected to grow to 3514 units by the end of 2024. The population living on Tsawwassen lands has grown substantially since 2016, and this trend is expected to continue over the next decade (see Figure 1.6). While most of this growth will be among the non-member population, the number of members living on Tsawwassen lands is expected to increase from 221 to 310 (a 40% increase) between 2021 and 2026.

**Figure 1.6 Estimated and Projected Population of Tsawwassen, 2001 to 2051**

*Population estimates are solid lines. Population projections are dotted lines.*



Source: [Tsawwassen First Nation Housing Needs Report 2021-2026](#)

Tsawwassen is in the process of updating their Land Use Plan and is developing an industrial lands strategy. The recent expansion of their Economic Development Department is expected to enhance the administration’s ability to support and develop Tsawwassen businesses.

The Tsawwassen First Nation is positioned close to important transportation hubs. It operates the Deltaport Logistic Centre, a 90-acre industrial lot adjacent to Port of Vancouver Deltaport which currently contains about 2 million square feet of logistics warehouses, with another 200 acres planned for development. Tsawwassen also operates the Tsawwassen Mills retail and entertainment centre (located along Highway 17 near the BC Ferries Tsawwassen Terminal).

Together with Musqueam, Tsawwassen is developing the Lower Fraser šx<sup>w</sup>k<sup>w</sup>ecxənəm Partnership. The initiative will promote responsible land and water stewardship to address the cumulative environmental effects of economic activity in the region, in collaboration with the Vancouver Fraser Port Authority, Metro Vancouver, the Province of British Columbia, and the Government of Canada.

### *x<sup>w</sup>məθk<sup>w</sup>əyám (Musqueam)*

Musqueam provides several services to members, including substantial programs in education, training, health, and social development.

In addition to the Lower Fraser šx<sup>w</sup>k<sup>w</sup>ecxənəm Partnership, Musqueam operates the leləḥ village residential development in Vancouver, a 22-acre community with approximately 1,250 residential units and 30,000 square feet of commercial space planned, as well as several other commercial properties. Musqueam own a one-third stake in the MST Development Corporation, which oversees residential and commercial development on the Jericho, Marine Drive, and Heather lands in Vancouver, as well as the Willingdon lands in Burnaby. Most of Musqueam’s business activities are in Vancouver and Burnaby rather than the KPU region.

### *kʷikʷə́ləm (Kwikwetlem)*

Kwikwetlem's Community Plan identifies housing and public works as major priorities for future development to ensure accessible housing is available for returning members, allow the development of sustainable energy infrastructure, and ensure health and wellness supports are available for members who need them. This includes the planning and construction of a community building with a fitness centre, other health-related services for members, and administrative space. Kwikwetlem recently accomplished the renaming of Colony Farm Regional Park to ʔéxətəm Regional Park.

Kwikwetlem is currently developing the 97-acre Kwikwetlem Business Park, operates KFN Enterprises, and actively engages in business partnerships under the Saskay group of companies, providing construction, industrial, and professional services. However, most of Kwikwetlem's business activities are located outside of the KPU region.

Kwikwetlem identified co-management of the Coquitlam Watershed and salmon restoration as environmental priorities. They made significant progress developing a Sockeye Hatchery program in partnership with BC Hydro, Metro Vancouver, and Fisheries and Oceans Canada.

### *qíçáʔ (Katzie)*

Katzie is currently involved in several development projects. These include the construction of the Eagle Meadows Business Park in Pitt Meadows, a 367,000 square foot industrial complex which is expected to open in the first quarter of 2025, planning for development of about 4 acres of commercial space along Barnston Drive East in Surrey, and planning for development of walkable residential communities on both sides of the Fraser River.

Katzie also operates the Katzie Early Years childcare centre, and the Katzie Development Limited Partnership, which provides archaeological and field support services to clients.

### *qʷa:nə́ʔən (Kwantlen)*

Kwantlen operates the seyem group of companies that include construction, security and janitorial services, and engages in other economic partnerships to create meaningful employment opportunities for Kwantlen members and responsibly manage cultural and environmental assets.

### *SEMYOME (Semiahmoo)*

Semiahmoo works with several organizations in Surrey to conserve and restore wildlife in the Little Campbell Watershed and Boundary Bay. They operate the Se-mi-ah-mu Development Corporation to develop business relationships that are beneficial to Semiahmoo, and have partnerships in construction, landscaping, security, and other industries.

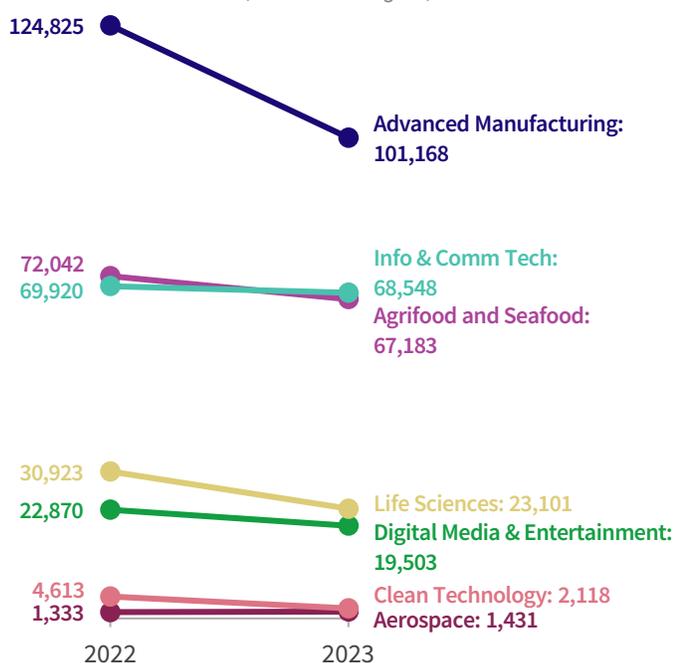
## Key Sectors in the KPU Region

The business and employment statistics for the KPU region speak to its key and emerging sectors. Trade and Invest BC provides information based on the Statistics Canada Business Register that estimates employment numbers by sector. The key sectors identified in BC's Lower Mainland/Southwest economic region, which includes the KPU region, are:

- **Advanced Manufacturing:** applying advanced technologies to improve the speed and efficiency of the manufacturing sector, including robotics, digitally connected machinery, data capturing equipment, and artificial intelligence;
- **Aerospace:** aircraft manufacturing, advanced materials, maintenance, aerial firefighting, and aerospace education and simulation;
- **Agrifood and Seafood:** the development and application of technology and innovation to the farm, food, and fish sectors to improve production, profitability, and sustainability;
- **Clean Technology:** water and waste management, carbon capture/use/sequestration, clean transportation, energy management, efficiency and storage, fuel cells and hydrogen;
- **Digital Media and Entertainment:** digital media firms, as well as film, television, visual effects, animation, and post-production companies;
- **Information and Communication Technology:** enterprise software, Software-as-a-Service (SaaS), cloud computing, information communications technology systems, Internet of Things (IoT), e-commerce, telecommunications, wireless devices, electronics manufacturing, and semi-conductors; and
- **Life Sciences:** biotechnology, pharmaceuticals, and medical devices and technology.

Estimates of employment numbers in each key/emerging sector in the Lower Mainland/Southwest region for 2022 and 2023 are provided in Figure 1.7. Many of the key sectors are relatively small compared to the region's major employment sectors, and most experienced declines between 2022 and 2023 (years in which many technology companies laid off employees or experienced economic turmoil more generally). Declines were most prominent in advanced manufacturing, life sciences, and clean technology sectors, but the number of jobs in the aerospace sector increased over this period.

**Figure 1.7 – Estimates of Employment by Key Sector**  
Lower Mainland/Southwest region, 2022 and 2023.

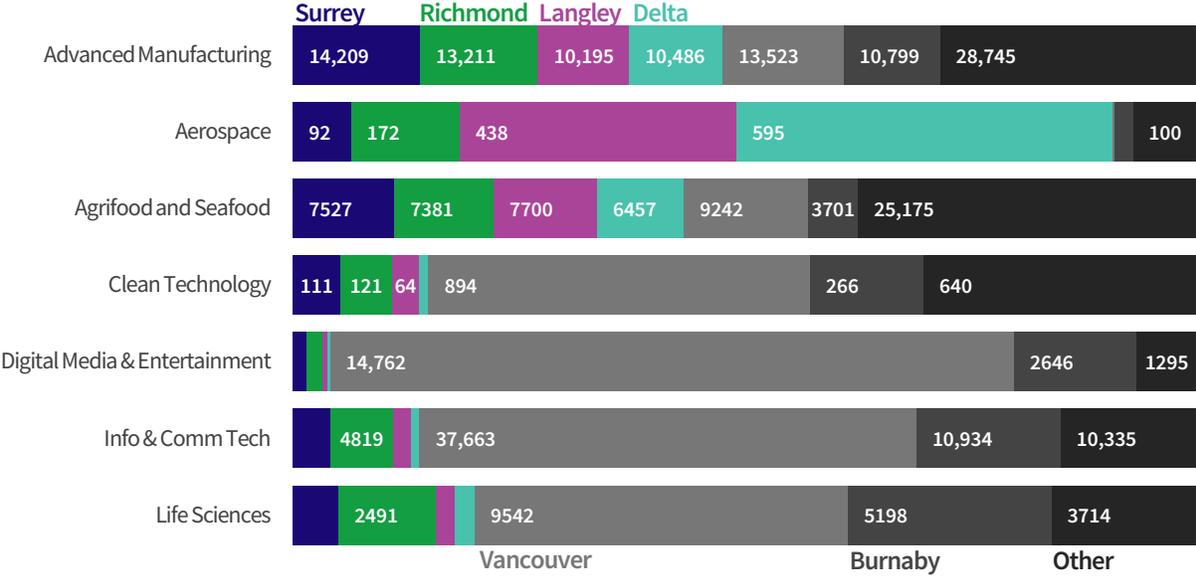


Source: Trade and Invest BC.

Although the municipalities in the KPU region often identified the Lower Mainland/Southwest key sectors as being an important part of their own future economic development, a disproportionately small number of jobs are currently in these municipalities for most of these sectors. A breakdown of jobs in key/emerging sectors by municipality is provided in Figure 1.8. The KPU region dominates the aerospace sector, but this sector is relatively small. An overwhelming number of jobs in the clean technology, digital media and entertainment, information and communication technology, and life sciences sectors are presently located in Vancouver and Burnaby. This is not surprising, as Vancouver and Burnaby have long been centres of technological innovation, and characterizes the emerging nature of these sectors in most KPU region municipalities. All KPU region municipalities are currently major contributors to the advanced manufacturing sector, as well as to the agrifood and seafood sector.

**Figure 1.8 – Breakdown of Employment Estimates for Key Lower Mainland/Southwest Sectors**

*By selected municipalities, 2023. Coloured bars indicate the relative proportion of each sector in a municipality, and labels indicate the estimated number of actual jobs.*



Source: Trade and Invest BC.

Data on key/emerging sectors alone does not provide a full picture of employment in the Lower Mainland/Southwest economic region. According to Statistics Canada<sup>8</sup>, the top five employment sectors in this region for 2023 were:

- 285,300 jobs in wholesale and retail trade;
- 222,800 jobs in health care and social assistance;
- 208,700 jobs in professional, scientific, and technical services;
- 141,700 jobs in educational services; and
- 140,400 jobs in construction.

<sup>8</sup> Statistics Canada. [Table 14-10-0392-01 Employment by industry, annual \(x 1,000\)](#). Annual estimates from 2023 Labour Force Surveys.

It is important to remember that the key/emerging sectors, while identified as important areas of future growth, only represent part of the region's employment sources.

### ***High Opportunity Industries and Occupations***

Considering the existing large employment sectors, and the key emerging sectors, it is important to examine which industries (whether emerging or traditional) will see substantial growth in job openings. From the 2023 edition of the BC Labour Market Outlook<sup>9</sup>, about 625,610 job openings are expected in the Lower Mainland/Southwest region between 2023 and 2033. The five industries with the largest projected growth in terms of employment in the region and the subsequent number of job openings from 2023 to 2033 are:

- Computer systems design and related services: 62,420 openings;
- Retail trade (excluding cars, online shopping, and personal care): 42,870 openings;
- Hospitals: 37,020 openings;
- Food services and drinking places: 35,060 openings; and
- Ambulatory health care services: 27,220 openings.

In terms of actual occupations, most of the employment growth in the Lower Mainland/Southwest region between 2023 and 2033 is expected to be in occupations that require post-secondary education. Based on the 2021 National Occupational Classification (NOC) TEER system, which ranks occupations by the combination of training, education, and/or experience required to enter them, among the twenty occupations expected to see the most growth (and representing 26% of all growth) between 2023 and 2033:

- Seven are classified TEER 0 (management occupations);
- Nine are classified TEER 1 (requiring a university degree);
- Three are classified TEER 2 (requiring a diploma, or apprenticeship of two or more years); and
- One is classified TEER 3 (requiring a diploma, or apprenticeship of less than two years).

The ten highest opportunity occupations in the region classified as either TEER 1 or 2 account for almost 83,000 new jobs, or about 13% of the expected job growth in the region. The expected number of openings in each of these occupations over the next decade is provided in Figure 1.9. Five of these jobs are in health care, social assistance, or educational services, and three are oriented toward technology and computer systems, reflecting the importance of these sectors for the regional economy. Nine of these occupations have a median income greater than the \$44,000 median individual income for the region<sup>10</sup>, and seven have a median income in excess of \$75,000; many are traditionally considered to be good non-managerial occupations, and align with existing KPU programs.

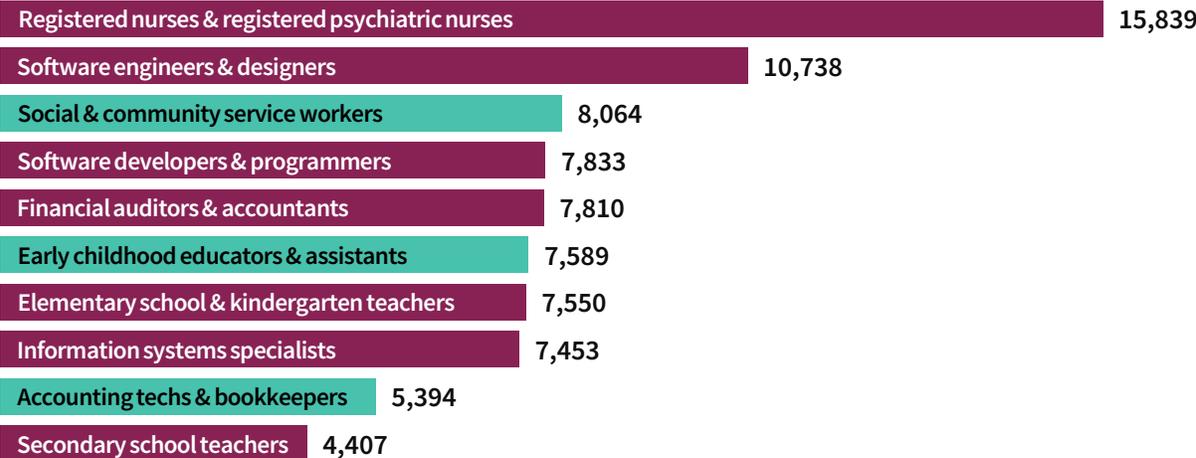
---

<sup>9</sup> [British Columbia Labour Market Outlook: 2023 edition.](#)

<sup>10</sup> Trade and Invest BC: Lower Mainland/Southwest, British Columbia: <https://www.britishcolumbia.ca/about-british-columbia-canada/regions/lower-mainland-southwest/>

**Figure 1.9 – Projected Openings in the Ten Highest Opportunity **TEER 1** and **TEER 2** Occupations**

*Lower Mainland/Southwest region, 2023 to 2033.*



Source: [BC Labour Market Outlook: High Opportunity Occupations BC and Regions](#).

## Financial Context

This section provides an overview of KPU's operating environment, financial condition and areas of financial risk, and the fiscal 2024 audited financial statements, which are [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, and provide predictability for international students.

#### *Operating Grants*

Each year, eligible public post-secondary institutions receive base operating funding from the provincial government. For many institutions, including KPU, the grant is calculated independently of 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 combination of the provincial operating grant and tuition represents the majority of funding 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 FY2024 budget letter indicated an operating grant of \$85.0M with a year-

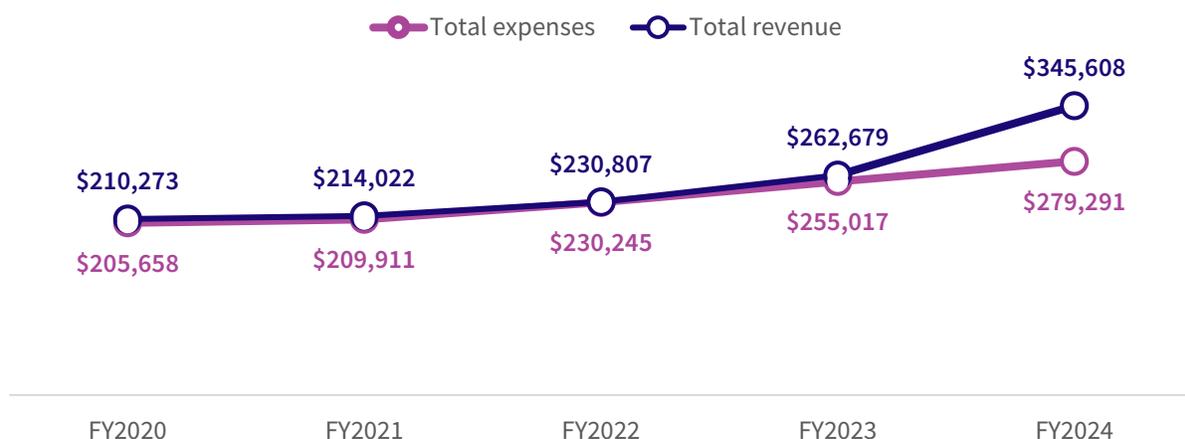
over-year increase of \$4.3M from FY2023. Subsequently, the university received an additional \$13.9M of operating grant revenue for funding of wage increases under the [Shared Recovery Mandate](#) of the BC Government.

There was an approved deferral of the operating grant of \$23.0M in FY2023 for capital purposes and \$83.0M in FY2024 for operating and capital purposes. The Ministry continues to provide the opportunity to the university, upon request, to present a deficit budget. Given its expected position, KPU did not request a deficit budget and KPU’s Board approved a balanced budget for FY2024.

## Financial Results

As shown in Figure 1.10, revenues have grown by 64.4% from \$210.3M in FY2020 to \$345.6M in FY2024 and expenses have grown by 35.8% from \$205.6M to \$279.3M over the same time frame. The university has recognized an annual surplus in each of the past five years. The sale of a portion of land adjacent to the Cloverdale (Tech) campus, resulting in a gain-on-sale of \$116.4M (referred to throughout as the “land sale”), contributed significantly to the revenue growth in FY2024. The university also deferred its FY2024 operating grant of \$83.0M (FY2023 - \$23.0M). Figure 1.10 shows revenues after deferrals for each year.

**Figure 1.10 – Revenues (after deferrals) and Expenses by Fiscal Year (in 000s)<sup>11</sup>**



KPU concluded FY2024 with a surplus of \$66.3M compared to an original budget surplus of \$0 due to incurring lower expenses than budgeted (see Figure 1.11) and the gain on the land sale which was partially offset by the operating grant deferral. Subsequent budget adjustments approved during the fiscal year are not reflected in the table as the budget is presented in accordance with Canadian Public Sector Accounting Standards (“PSAS”). Figure 1.11 shows revenues after deferrals for each year.

<sup>11</sup> Historical figures have been restated due to the adoption of PS3280 Asset retirement obligations on April 1, 2022.

**Figure 1.11 – Consolidated Statement of Operations (in 000s)**

	<b>FY2024 Budget</b>	<b>FY2024 Actuals</b>	<b>FY2023 Actuals</b>	<b>Change in Actuals</b>
Total revenue (after deferrals)	\$289,777	\$345,608	\$262,679	\$82,929
Total expenses	289,777	279,291	255,017	24,274
<b>Annual surplus</b>	\$-	\$66,317	\$7,662	\$58,655

Financial assets represent the amount of resources that can be converted to cash to meet obligations or fund future operations. Financial assets present a year-over-year increase of \$137.9M in FY2024 (see Figure 1.12). This increase is driven by higher cash and cash equivalents primarily due to the proceeds on the land sale of \$117.6M and higher interest income earned on cash balances.

**Figure 1.12 – Consolidated Statement of Financial Position (in 000s)**

	<b>FY2024</b>	<b>FY2023</b>	<b>Change</b>
Financial assets	\$343,613	\$205,751	\$137,862
Liabilities	387,916	308,605	79,311
<b>Net debt</b>	(44,303)	(102,854)	58,551
<b>Non-financial assets</b>	247,080	237,283	9,797
<b>Accumulated operating surplus</b>	\$200,015	\$133,698	\$66,317

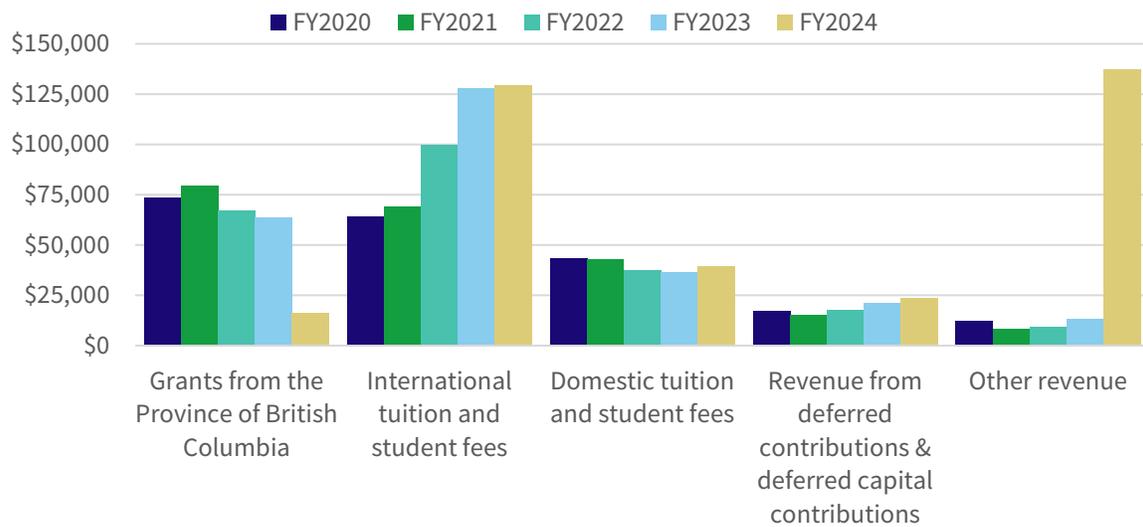
Liabilities represent the obligations the university has to others arising from past transactions or events. Liabilities present a year-over-year increase of \$79.3M in FY2024 (see Figure 1.12). This is the result of increased deferred contributions of \$77.2M, mainly due to the deferral of \$78.0M from the FY2024 operating grant for operating purposes.

Net debt, the excess of liabilities over financial assets, decreased by \$58.6M to \$44.3M in FY2024 (FY2023 - \$11.3M) (see Figure 1.12). This was largely due to the annual surplus of \$66.3M in FY2024. Net debt has been steadily decreasing for the past five years, providing evidence that the university's liquidity and financial position are improving.

## Revenues

Total revenue after deferrals increased by 31.6% to \$345.6M in FY2024 (FY2023 - \$262.7M) (see Figure 1.13), driven by a \$116.4M gain on the land sale and a \$7.1M year-over-year increase in investment income (FY2023 - \$3.8M) due to higher interest on cash balances, partially offset by an \$83.0M deferral of the operating grant in FY2024 (FY2023 - \$23.0M deferral).

**Figure 1.13 – Revenues (after deferrals) 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. This category also includes provincial funding for specific purposes and projects. Comparative amounts for Operating Grants FY2024 over FY2023 indicate a decrease due to KPU’s Ministry-approved Operating Grant deferral of \$83M at the FY2024 year end. Excluding deferrals, operating grant revenue totaled \$98.9 million in FY2024, up from \$85.5 million in FY2023. The FY2024 deferral was implemented with a focus on long term planning goals, support for equity, diversity and inclusion, student supports, indigeneity, and technology projects and services.

### ***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 \$1.6M or 1.3% to \$129.5M in FY2024 (FY2023 - \$127.9M). The increase consists of a 2% increase in fees offset by a year-over-year decrease in international student FTEs of 8.0%. There was a large proportion of prior learning and assessment FTE’s in FY2023 and as a result the drop in FTE’s does not directly correspond to the year over year change in tuition. 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 increased to \$39.2M (FY2023 - \$36.6M), a 7.2% increase from FY2023. This corresponds with an increase in domestic student FTEs of 3.8%.

### ***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 8.7% to \$11.5M in FY2024

(FY2023 - \$10.5M). A significant contributor of this change was for research grant activity which continues to recover after being suppressed throughout the pandemic.

### ***Revenue from Deferred Capital Contributions***

Prior to use, contributions that are restricted for the purpose of acquiring capital are recorded as deferred capital contributions on the Statement of Financial Position. As capital projects are completed and the assets are put into use, the contributions are recognized into revenue from deferred capital contributions at the same rate that amortization of the tangible capital asset is recorded. In FY2024, there was a 14.6% increase to \$12.1M (FY2023 - \$10.5M), primarily driven by capital assets that were put into service in FY2024.

### ***Other Revenue***

Other revenue is composed of ancillary services revenue, investment income, miscellaneous income and the gain on the land sale, which was the driver of the significant increase in this revenue category in FY2024.

Ancillary services revenue is composed of bookstore, parking and food services revenue. Overall, ancillary services revenue remained unchanged at \$3.3M in FY2024 (FY2023 - \$3.3M).

Investment income includes interest revenue, dividends and realized gains and losses on the sale of investments. There has been a 117.3% increase to \$13.2M in FY2024 (FY2023 - \$6.1M). This increase is largely attributed to interest being earned on higher cash balances due to the land sale and higher average interest rates in FY2024 as the prime rate rose from 6.7% at the beginning of the year to 7.2% in July 2023.

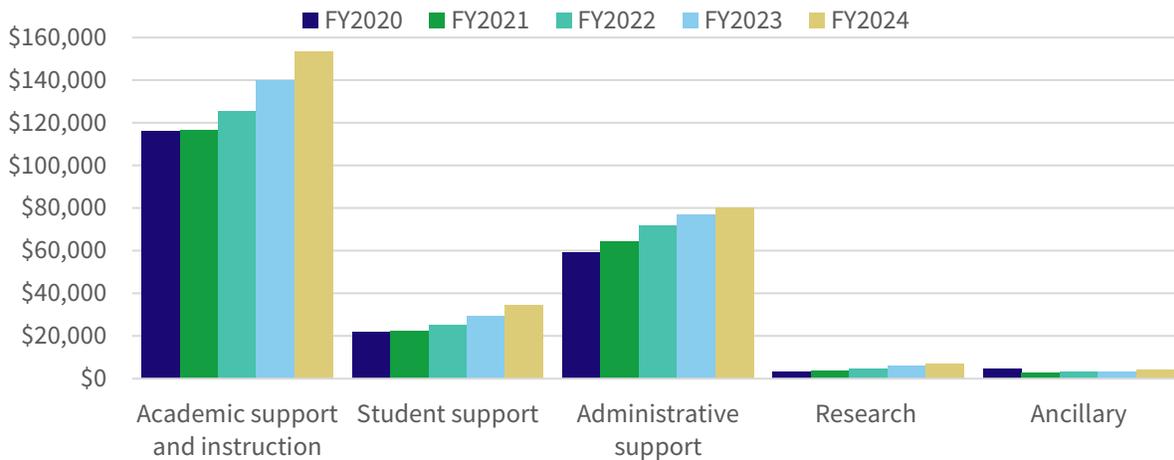
The remainder of the other revenue is composed of miscellaneous income such as space rentals, donations received, trades shop income and product sales and contract revenue. This increased by 7.8% to \$4.3M in FY2024 (FY2023 - \$4.0M).

## **Expenses**

### ***Expenses by Function***

Functional areas reflect areas of service provided by the university. The university spends the majority of its budget on ensuring quality education is delivered by investing in academic support, instruction and administration support. Remaining budget is allocated to administrative support and to supporting students, research initiatives and providing ancillary services. Figure 1.14 shows the expense amounts for each function over the past five fiscal years.

**Figure 1.14 – Expenses by Function (in 000s)**



Academic support and instruction increased by 9.7% to \$153.3M in FY2024 (FY2023 - \$139.7M). The majority of this increase resides in faculty salaries and benefits for existing programs, increases to the Entertainment Arts program, which rolled out in summer 2022, and, targeted increases to support academic strategic initiatives and institutional and faculty academic development. As KPU emerged from the pandemic, its 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 4.3% to \$80.1M in FY2024 (FY2023 - \$76.8M). In FY2024, the majority of the increase relates to increases in administrative salaries and wages as a result of salary and benefit wage increases and new strategic positions that were approved and filled over the past two fiscal years. In addition, there were new IT costs with the final phase of the information technology migration to the cloud. There were also higher costs related to the activities in KPU Communities Trust. These increases were offset by a \$3.9M decrease in transfers to the KPU Foundation.

Student support increased by 17.8% to \$34.4M in FY2024 (FY2023 - \$29.2M). The university made targeted investments to directly support students and the student experience by continuing to increase funding of student awards, which included the roll out of a new food security grant in FY2024. In both FY2023 and FY2024, the university has increased its holistic approach to supporting students to further enhance the educational and learning experience.

Research increased by 13.5% to \$7.0M in FY2024 (FY2023 - \$6.1M). This is due to increased activity on short-term research grants. KPU continues to support the expansion of its research initiatives and in FY2024 donated \$2.0M to the KPU Research Endowment in the KPU Foundation towards research activities at the university. Increasing by 94.9% since FY2020, the research function has demonstrated significant growth, driven by both internal and external grant activities. This growth reflects the university's dedicated efforts to support these activities, aiming to enrich experiential learning opportunities.

## Expenses by Object

Figure 1.15 shows the expenses by object for FY2024 and FY2023. Overall, expenses increased 9.5% over this time period.

**Figure 1.15 – Expenses by Object (in 000s)**

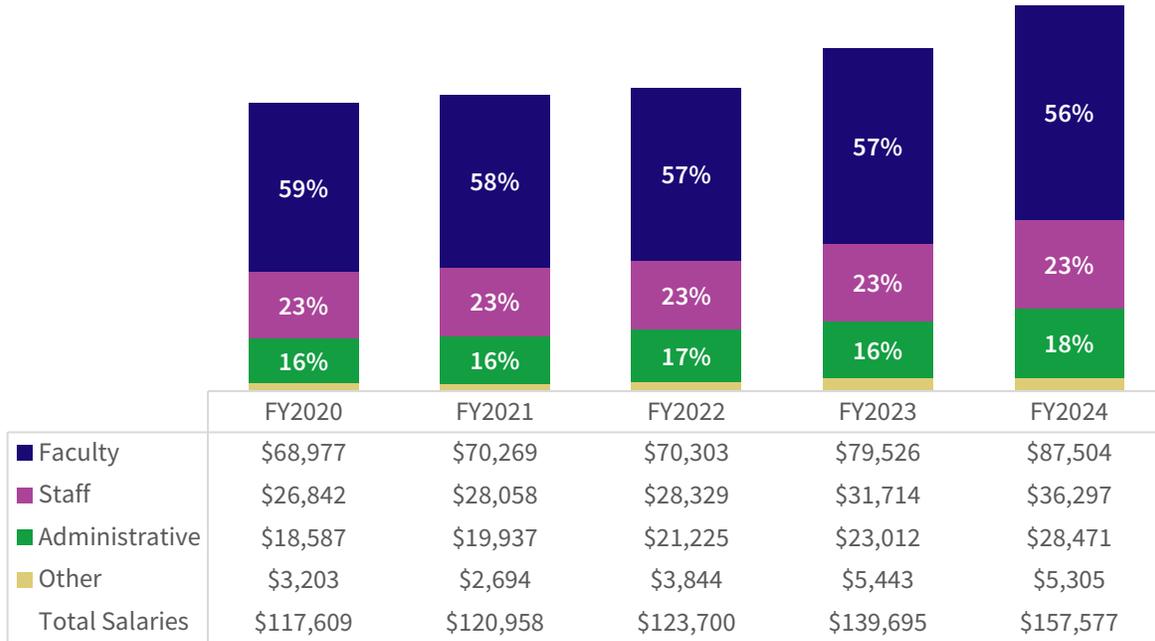
<b>Expenses by object (in 000s)</b>	<b>FY2024</b>	<b>FY2023</b>
Salaries and benefits	\$194,744	\$173,175
Travel and professional development	4,159	3,334
Supplies	4,971	5,121
Student awards, bursaries and donations	8,685	11,600
Fees and services	27,255	25,326
Facilities	15,834	14,524
Cost of sales	2,184	1,475
Leases, property taxes, insurance	616	469
Accretion	54	98
Amortization of tangible capital assets	20,789	19,895
<b>Total expenses by object</b>	<b>\$279,291</b>	<b>\$255,017</b>

### Salaries and Benefits

There are three main employee groups at KPU: faculty, staff and administration. Faculty are members of the Kwantlen Faculty Association (“KFA”) and staff are members of the BC General Employees’ Union (“BCGEU”). Administration staff are non-union.

Salaries and benefits are KPU’s single largest expenditure representing 69.7% of KPU’s expenses in FY2024 (FY2023 – 67.9%), as shown in Figure 1.16. There was an overall increase in salaries and benefits of \$21.6M or 12.5% year-over-year to \$194.7M in FY2024 (FY2023 - \$173.2M) as a result of higher staffing levels, along with paid and accrued wage increases across all employee groups. The largest increase in salaries is in the faculty employee group, due to salary and benefit wage increases, the continuing rollout of the Entertainment Arts programs, and Health program expansions. Both BCGEU and Administrative salaries have also seen a large increase as a result of wage increases and positions that were approved and filled over the past two fiscal years. The relative proportion of salary expense by employee group has remained relatively stable over time.

**Figure 1.16 – Salary Expenses by Employee Group (in 000s)**



### ***Non-salary Expenses***

Non-salary expenses, including amortization, increased in FY2024 by 3.3% or \$2.7M to \$84.5M (FY2023 – \$81.8M). In FY2024, non-salary expenses increased as a result of activity levels rebounding to pre-COVID levels, inflationary pressures, and an increase in amortization as a result of new asset additions. Significant new asset additions are discussed in the Non-Financial Assets section in a later section. These increases were partially offset by a decrease of \$3.9M in year over year transfers to the KPU Foundation.

## **Financial Position**

The university is in a strong financial position with significant increases in financial assets and reductions in net debt. This position allows for more flexibility in long term strategic decision making.

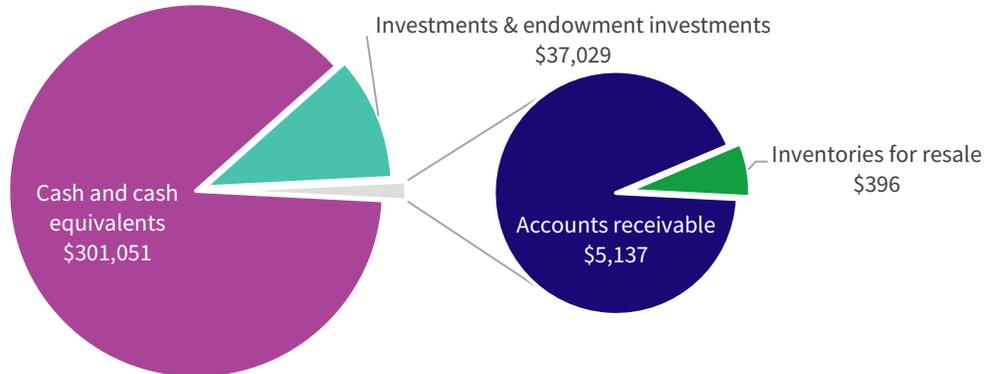
### ***Financial assets***

Financial assets represent the amount of resources available that can be converted to cash to meet obligations or fund future operations (see Figure 1.17). During FY2024, financial assets increased by 67.0% to \$343.6M (FY2023 - \$205.8M).

Cash and cash equivalents are the most significant component of financial assets at \$301.1M or 87.6% of all assets (FY2023 - \$160.2M or 77.8% of all assets). This saw a \$140.9M year-over-year increase (FY2023 – \$24.3M increase), which was the result of cash of \$117.6M received from the land sale, \$7.1M in additional interest income earned on cash balances due to higher

interest rates, and funding received from the provincial government for retroactive wage increases for BCGEU and KFA employees after ratification of collective agreements.

**Figure 1.17 – FY2024 Financial Assets (in 000s)**



Investments and endowment investments are the next largest component of financial assets at \$37.0M or 10.8% of financial assets (FY2023 – \$33.9M or 16.5% of assets). The year-over-year change was mainly due to unrealized gains on investments.

Accounts receivable represents \$5.1M or 1.5% of the financial asset balance (FY2023 - \$10.3M or 5.0% of assets), decreasing year-over-year by \$5.1M (49.9%). This decrease was primarily due to receiving funds from the Ministry for collective agreement increases that had not yet been ratified and were therefore receivable in FY2023.

Inventories for resale reflect various products held for resale in KPU’s bookstores. The balance in inventory remained relatively stable from FY2023 to FY2024.

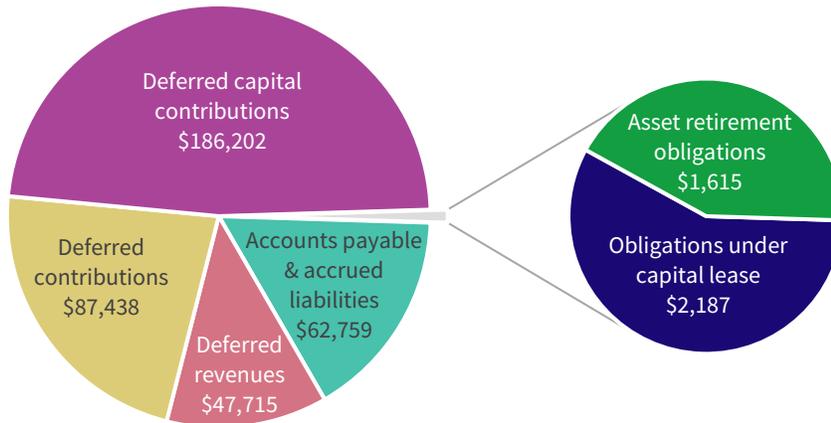
**Liabilities**

Liabilities represent the obligations the university has to others arising from past transactions or events. Liabilities increased by 25.7% to \$387.9M in FY2024 (FY2023 \$308.6M) Figure 1.18 shows a breakdown of liabilities for FY2023.

Deferred capital contributions, which are contributions that are externally restricted for the purpose of acquiring capital, are the largest component of liabilities at 48.0% of total liabilities (FY2023 – 58.2% of total liabilities). This category increased by 3.6% to \$186.2M in FY2024 (FY2023 - \$179.7M), largely due to a Ministry approved deferral of \$5.0M of the university’s FY2024 operating grant for capital purposes.

Deferred contributions represent the unspent externally restricted grants and contributions that will be used in future periods, as specified by the contributor. Deferred contributions, representing 22.5% of total liabilities (FY2023 – 3.3% of liabilities), increased significantly from FY2023 due to a \$78.0M deferral of the FY2024 provincial operating grant for operating purposes.

**Figure 1.18 – FY2024 Liabilities (in 000s)**



Deferred revenue represents tuition payments made by students for future courses. These prepayments are deferred and reported as revenue when course delivery has occurred. Deferred revenues, representing 12.3% of total liabilities (FY2023 – 21.8%), decreased by 29.1% to \$47.7M in FY2024 (FY2023 - \$67.3M). The reduction in deferred revenue represents a decrease in payments received from international students for both the summer term and terms not yet registered, in line with the reduction in international enrolment.

Accounts payable and accrued liabilities reflect amounts owed to vendors and others for goods or services received by the end of the applicable fiscal year. Balances may include estimates of amounts owing where invoices have not yet been received. Accounts payable and accrued liabilities, representing 16.2% of total liabilities (FY2023 – 16.1% of total liabilities), increased by 26.1% to \$62.8M in FY2024 (FY2023 - \$49.8M). 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 when collective agreements were ratified, an increase in year-over-year vacation accruals as a result of increased employees and wage increases, and the timing of payments to vendors.

Obligations under capital lease represent a capital lease the university entered into on September 1, 2023 to finance IT infrastructure for the Entertainment Arts program at an estimated cost of borrowing of 7.36% per annum (FY2023 – nil).

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, 2024 was \$1.6M (FY2023 - \$1.6M).

***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 1.19 shows total non-financial

assets by fiscal year, while Figure 1.20 provides a breakdown for the last two fiscal years. Total non-financial assets increased by 4.1% to \$247.1M in FY2024 (FY2023 - \$237.3M).

**Figure 1.19 – Non-financial Assets by Fiscal Year (in 000s)<sup>12</sup>**

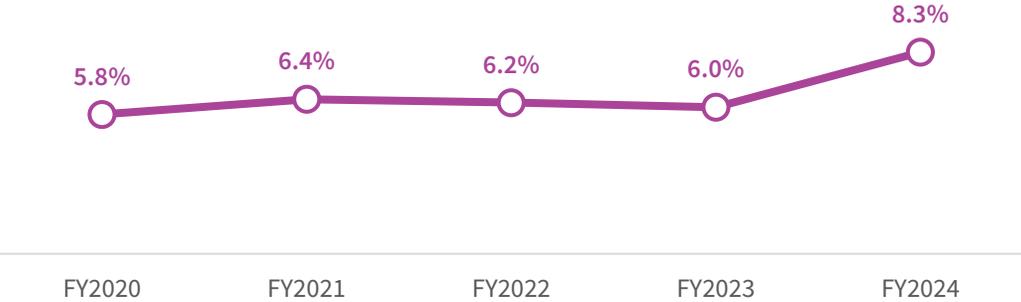


**Figure 1.20 – Non-financial Assets by Fiscal Year (in 000s)**

	FY2024	FY2023
Tangible capital assets	\$240,411	\$232,450
Investments and endowment investments	2,817	2,817
Prepaid expenses and deposits	3,852	2,016
<b>Total non-financial assets</b>	<b>\$247,080</b>	<b>\$237,283</b>

Tangible capital assets include assets purchased or constructed by the university and assets that were fully or partially contributed 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 1.21 depicts tangible capital asset additions as a percentage of total revenue. This ratio measures the extent to which an organization is investing in tangible capital assets, and demonstrates the allocation of resources, strategic investment decisions, and the overall financial and operational health of the entity.

**Figure 1.21 – Tangible Capital Asset Additions as a Percentage of Total Revenue**



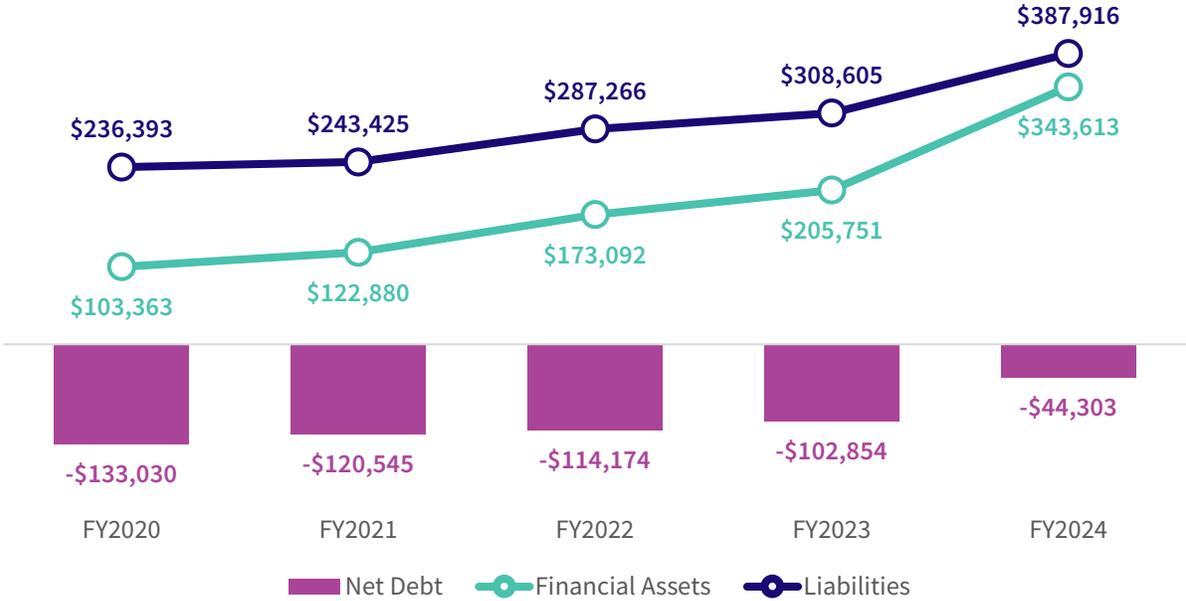
<sup>12</sup> Historical figures have been restated due to the adoption of PS3280 Asset retirement obligations on April 1, 2022.

Acquisitions between FY2020 and FY2023 have been near 6% of total revenues, comprised largely of routine furniture and equipment and computing equipment. In FY2024, acquisitions increased to 8% of total revenues as a result of significant additions related to renovations at the Richmond campus to support needs for programs targeting technology relevant skills, continued information technology and furniture and equipment refreshes and a new capital lease to support the information technology infrastructure for the Entertainment Arts program.

**Net Debt**

Net debt is the excess of liabilities over financial assets and in FY2024 was \$44.3M, which decreased by \$58.6M over the prior year (see Figure 1.22) due to the annual surplus of \$66.3M in FY2024. The annual surplus was largely due to the proceeds on the land sale, offset by the deferral of the FY2024 operating grant from the Ministry. Net debt has been steadily decreasing for the past five years, providing evidence that the university’s liquidity and financial position are improving.

**Figure 1.22 – Net Debt (Financial Assets less Liabilities, in 000s)<sup>13</sup>**



**Accumulated surplus**

The university is in an accumulated surplus position which means that it has net positive resources that, subject to direction of the province or Board of Governors, could be used to provide future services. For KPU, a substantial portion of this balance has been allocated either to provide future services through investments in capital assets or is reserved for specific purposes determined by the Board of Governors or external funding restrictions. The

<sup>13</sup> Historical figures have been restated due to the adoption of PS3280 Asset retirement obligations on April 1, 2022.

university’s FY2024 accumulated surplus also includes \$44.6M in unrestricted reserves (FY2023 - \$35.7M) that are available to fund capital assets or other strategic initiatives.

Figure 1.23 depicts the fiscal year-by-year accumulated operating surplus, which comprises the majority of the total accumulated surplus balance.

**Figure 1.23 – Accumulated operating surplus (in 000s)<sup>14</sup>**



**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 \$140.9M from \$160.2M in FY2023 to \$301.1M in FY2024 (see Figure 1.24).

**Figure 1.24 – Cash and Cash Equivalents (in 000s)**



The primary source of cash in FY2024 was from proceeds of the land sale. Other sources of cash are from operations, specifically cash received for student tuition and fees and grants from the province, 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.

<sup>14</sup> Historical figures have been restated due to the adoption of PS3280 Asset retirement obligations on April 1, 2022.

# Financial Indicators

Figure 1.25 highlights certain key financial indicators for the university. Net debt equates to KPU’s financial assets less its liabilities, and reflects KPU’s ability to address university obligations as at a point in time. Specifically, the net debt to total revenue ratio identifies the percentage of revenue available to cover KPU's net debt. The year-over-year decreases in the percentage are favourable as they indicate higher revenues earned in relation to net debt. The significant reductions in FY2024 are due to the land sale.

**Figure 1.25 – Key Financial Indicators**

	<b>March 31 2024</b>	<b>March 31 2023</b>	<b>March 31 2022</b> (Restated)
Net debt to total revenue ratio	13%	39%	49%
Grant revenue from the province of BC to total revenue ratio	5%	24%	29%
Own source revenue per student FTE (in 000s)	\$21.6	\$12.4	\$11.3
Net debt per student FTE (in 000s)	\$3.1	\$7.1	\$8.8

Grant revenue from the province of BC to total revenue ratio dropped significantly in FY2024 due to the operating grant deferral of \$83.0M in FY2024 (FY2023 - \$23.0M) and the \$116.4M gain on the land sale.

Own source revenue per student FTE represents revenue the university has earned outside of grants from the province and other external contributions. The year-over-year increases indicate more money per student is being earned through the university’s own source revenues as discussed throughout. The increase in FY2024 is driven by the \$116.4M gain on the land sale.

Net debt per student represents the university’s debt in terms of the amount attributable to each student. The year-over-year decreases represent growth in resources for the university. The decrease in FY2024 is partly driven by the land sale.

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 again in FY2024 and has been decreasing steadily over the past five years, indicating improved financial condition. It is noteworthy that KPU currently does not have any long-term debt obligations, apart from a minor capital lease. In addition, the university’s unrestricted accumulated surplus increased from \$35.7M in FY2023 to \$44.6M in FY2024. This amount is available to fund capital assets or other strategic initiatives.

## Risks and Uncertainties

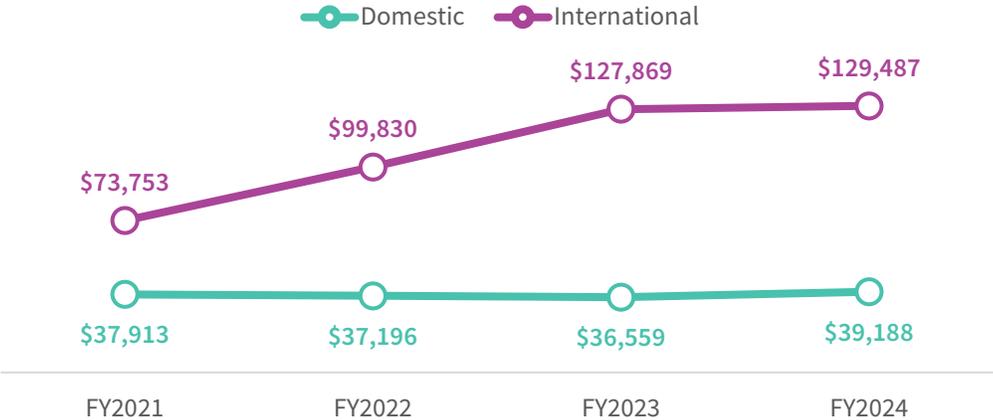
KPU is operating in an increasingly complex environment—from competitive, financial, regulatory, research and scholarship and innovation perspectives.

### Revenue Stability and Diversity

KPU has three-primary revenue sources— government grants, domestic tuition and fees and international tuition and fees. International tuition and fees is the largest single revenue source, the most volatile and KPU’s overall reliance on this revenue source is its largest financial risk. As demand for KPU’s programs grew internationally, so did the need for additional infrastructure and employees, and as revenues then grew (Figure 1.26), KPU became increasingly reliant on international student tuition revenue for long-term sustainability. A number of factors, including geo-political and immigration policy changes, can significantly impact this revenue source with little notice. This was evident in early 2024 following the federal government’s announcement of three substantial modifications to its immigration policies: 1) implementing a two-year cap on study permits, 2) doubling the cost-of-living requirements, and 3) eliminating open work permits for spouses and partners of international students in undergraduate programs. These changes exacerbated the dampening in international student enrollment observed throughout FY2024. KPU is determining how the university’s new allocation of study permits will be incorporated into long-term strategic planning and budgeting approaches. Assessing the impact on future enrolment is challenging with the federal and provincial governments looking closely at international education policies.

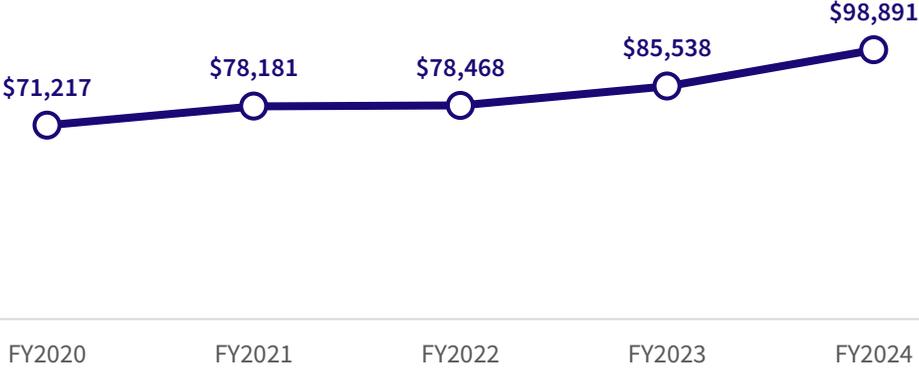
Domestic tuition and student fees are considered more stable revenue, however, the provincial government mandates that annual domestic tuition increases be capped at 2%. The only way to increase this revenue stream further is to increase the domestic student base. Figure 1.26 highlights that KPU had been experiencing a decline in domestic student FTEs up to and including FY2023. Domestic FTEs increased by 3.8% from FY2023 to FY2024, reflecting a change in this trend. The university is optimistic that domestic FTEs will return to pre-pandemic levels.

Figure 1.26 – International and Domestic Student Tuition and Fees (in 000s)



Province of BC operating grants are also considered stable revenue and are a significant source of funding to the university’s operating budget. Operating grants received from FY2020 to FY2024<sup>15</sup> are provided in Figure 1.27. Grants received have increased steadily over the five-year period. A post-secondary institution may request of the provincial government to defer a portion of its annual operating grant and therefore the revenue reflected in its financial statements may not equal the operating grant received. KPU requested and was approved to defer \$83.0M of its operating grant in FY2024 (FY2023 - \$23.0M). The university requests deferrals 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. The deferrals allow the university to focus on strategic operating initiatives, 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.

**Figure 1.27 – Actual Operating Grants (in 000s)**



Overall, the university faces greater risk due to its reliance on less resilient sources of revenue, such as international tuition and fees, to meet ongoing obligations. Recognizing the risk of international revenue, KPU has implemented procedures to manage 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 FY2024, domestic and global inflation increased significantly which has had economic and social impacts for the university. The impacts are felt by students and employees with costs rising for food, housing and transportation, and by the university where inflation has put significant pressures on construction and operating costs due to the nature and geographical location of KPU’s multi-campus, asset-rich, environment. To mitigate these risks, the university

<sup>15</sup> Only four years are shown since international and domestic tuition were only separately disclosed in financial statement starting in FY2021.

maintains a prudent approach to its finances, structuring its budget with ongoing and one-time components aligned with the nature of its revenues, and maintains a financial reserve to ensure it can respond to any unforeseen challenges.

### ***Employee Recruitment and retention***

KPU depends on faculty, administrators, support and operational employees to uphold its high standard of education. KPU recognizes that experienced and diverse faculty are essential for effective student instruction, and dedicated employees are crucial to supporting a wide range of administrative and operational functions. Both are vital for ensuring students have a successful university experience. However, KPU faces the ongoing challenge of recruiting and retaining skilled and experienced staff, which are critical for its operations. KPU addresses this risk by cultivating respectful learning and working environments that prioritize inclusivity and support fair and equitable treatment for all members of its diverse community. Additionally, KPU provides opportunities for both personal and professional growth, offers flexible hybrid work arrangements, and competitive benefits to its employees.

### ***Cybersecurity***

Cybersecurity risks, such as data breaches, ransomware attacks, and phishing scams, present significant threats to sensitive information and operational stability, including loss or exposure of data, disrupting academic and administrative functions within the university, and/or compromising research data integrity. Recent high-profile cyber incidents within the post-secondary sector highlight the critical need for proactive security measures. KPU prioritizes safeguarding its digital assets through regular security audits, extensive employee training, and the deployment of advanced threat detection technologies. Cultivating a culture of cybersecurity awareness among staff and students is essential in effectively mitigating evolving cyber threats.

## **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. 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.

The federal government's two-year cap on international student study permit has restructured KPU's share of provincial allocation into FY2025 to be approximately 3,500 international study permit applicants. However, with current application rates, international student applications over the next year are expected to be well below the cap as the government announcement has led to confusion globally, causing many to mistakenly believe that Canada is not currently accepting international students. KPU is actively addressing these misconceptions and working diligently to enhance international recruitment efforts, and is cautiously optimistic that domestic student numbers will continue to increase and international student application numbers will improve.

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 mixed approach to learning with both in-person classes and online instruction available in many study areas.

KPU's financial reporting, planning and budgeting processes incorporate the Vision 2026 mandate, which clearly define the mission, vision, values and goals for the university, provides for growth, planning and accountability and helps guide and respond to challenges. The ongoing presidential search will also provide an opportunity for the university to consult, review and define key elements for the Office of the President, to ensure continuity and guidance for KPU's future achievements. As KPU looks ahead to FY2025, integrated planning, innovative improvements and long-term resourcefulness will be at the forefront for KPU's continued success.

The KPU Communities Trust (the "Trust") was created to generate revenue opportunities to support academic endeavors and enhance student experience and well-being for the university. Work is underway to establish priorities, policies and processes to guide its growth.

### ***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.



## 2. KPU's 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 2026, and its 2023 Academic Plan. Also reported in this section are activities that address government priorities as outlined in KPU's 2023/24 mandate letter.

### Future Workforce Needs

KPU is addressing BC's StrongerBC Future Ready Action Plan in a number of ways, as follows.

#### Technology-related Seat Expansion

As part of the ministry's technology-related seats expansion initiative, this year KPU developed and approved two new programs to launch in fall 2024. In the Cloud Architecture and Security Citation program, students learn how to establish secure network architectures to combat evolving cyber threats while adhering to industry best practices and compliance standards. This program is intended for those already working in the field, and will include an expedited prior learning assessment and recognition process in the admission process to recognize information technology knowledge acquired in the field.

The Diploma in Front-End Development for Interactive Applications will combine design, coding, and technology skills and is designed for students new to both design and coding. Students are introduced to mobile and software contexts while focusing on web development. Additionally, students can apply their front-end coding skills to motion design and data visualization, enhancing their skills through dedicated portfolio projects. Students will also develop industry connections through mentorships that provide guidance and critiques intended to enhance learning outcomes, impart real-world insights, and refine coding skills. Graduates will be able to develop complex web applications, adhere to project management principles, and construct industry-ready portfolios.

#### Training More Nurses

LPN to BSN Pathway: Licensed Practical Nurses (LPN) receive advanced standing in the Bachelor of Science in Nursing (BSN) program through prior learning assessment and recognition. This is a partnership with Fraser Health, where LPNs continue to work while studying. LPNs that meet admission requirements to the BSN program complete four semesters of the BSN program. After completion of the BSN program, graduates are eligible to write the licensing exam and apply for registration as a Registered Nurse (RN). Once RNs, they will be employed as RNs in the hospitals in which they were formerly employed as LPNs. The first cohort started admission requirement courses in summer 2024 and will commence the BSN courses in fall 2024.

Expansion of Nursing Seats: The Bachelor of Science in Nursing, Advanced Entry doubled the number of seats from one cohort of 40 to two cohorts of 40, starting in spring 2023. The Bachelor of Psychiatric Nursing also doubled its seats from one cohort of 40 to two cohorts of 40, starting in fall 2023. The Certificate in Graduate Nurse, Internationally Educated Re-entry has increased the number of seats in its spring intake from 35 to 70 starting in spring 2023. In total this program has three cohort intakes; two cohorts of 35 students and a cohort of 70 students each year.

## **Trades Training Partnerships**

KPU's Faculty of Trades and Technology expanded its partnership with the Fraser Regional Correctional Centre. They have been collaborating for a number of years to deliver Canadian Welding Bureau-certified welding programming to inmates. As of the 2023/24 academic year, inmates are also able to complete introduction to carpentry courses delivered by KPU instructors. The skills learned will facilitate a more successful transition back into the community and support individuals to obtain meaningful employment.

KPU also partnered with the Electrical Joint Training Committee (EJTC), the training and apprenticeship arm of the unionized electrical sector in BC's Lower Mainland and Okanagan. When faced with the challenge of a facilities shortage to deliver training to its members, the EJTC approached KPU's Faculty of Trades and Technology who delivered a training intake as part of a public-private partnership. The collaboration benefited EJTC members by reducing wait times for critical training and allowed KPU to make use of its available facilities and teaching staff.

## **Trades Training for Indigenous Students and Communities**

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 Post-Secondary Education and Future Skills, the Ministry of Indigenous Relations and Reconciliation, and Skilled Trades BC (formerly the Industry Training Authority). In this past year, there were two intakes of Introduction to Carpentry and Carpentry Apprentice level 1.

Additionally, 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. In October 2023, this sampler included carpentry, horticulture, electrical, and metal fabrication, and in February 2024 mechatronics, farrier, and electrical were offered. 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 Peoples living in Greater Vancouver.

## Microcredentials

In 2023/24, KPU offered 34 microcredentials in a wide range of contexts – ranging from medication management (a Senate-approved microcredential in a credit course) to non-credit microcredentials in teaching excellence, equity and diversity, open education, library research, and more. In 2024/25, KPU will produce its first microcredential on generative artificial intelligence use and is actively developing new use-cases for stackable microcredentials.

## Work-Integrated Learning

KPU continues to grow its work-integrated learning (WIL) opportunities for students. In the 2023/24 fiscal year, KPU offered 483 sections of various WIL opportunities, an increase from 465 in the prior year. Most WIL opportunities are unpaid; in FY2023/24, there were 5,744 seats filled across unpaid WIL categories compared to 290 paid work placements.

The total number of filled WIL seats are distributed across the following types:

- Experiential learning courses: 2,309;
- Mandatory practicum/clinical placements: 1,171;
- Applied research courses: 796;
- Apprenticeships: 763;
- Practicum courses: 608;
- Field schools: 97;
- Paid Co-op work placements: 239; and
- Paid Melville Business Strategy Internships: 51.<sup>16</sup>

The increase in WIL at KPU stems from university-wide support for the initiative as well as the decision to create a new WIL-focused position in the Office of the Provost. In fall 2022, the position of KPU's inaugural Lead Advisor, Work-Integrated Learning, was created to proactively support WIL at KPU. A policy and procedure on WIL was established and Service Learning Assistant positions were also created. The Office of the Provost position has enabled the following resources and supports:

- Onboarding Academic Project Coordinator to support the WIL Lead Advisor;
- Onboarding and support for over 60 [Service Learning Assistants \(SLAs\)](#), paid student leaders to support WIL. These SLAs provide:
  - Liaison support for partners, faculty, and students; and
  - On-call classroom support for any faculty member filling in WIL forms.
- The Work-Integrated Learning Lead Advisor:
  - Completed over 50 individual one-on-one consults with faculty members to establish WIL courses;

---

<sup>16</sup> Internships for soon-to-graduate business students with paid work experience in their area of study that provides an opportunity to apply their knowledge in a real business setting.

- Visited twenty-five department meetings, from across all Faculties, to discuss KPU's latest information on WIL, including available supports; and
- Consolidated a group of practicum faculty members who meet once a term.
- The following resources have been developed:
  - [Work-Integrated Learning website](#), with searchable course feature and Faculty-specific videos;
  - Guidebooks for faculty, students, and partners, available publicly on WIL website;
  - Learning outcomes for WIL, with templates for Pebble Pad;
  - WIL forms system, including intellectual property statements; and
  - Iterative reworking of emergent procedures, including occupational health and safety reporting, online photo waivers for partners and students, and 30-second videos to promote student health and safety in WIL.

KPU is building a culture of sharing around work-integrated learning practices, with essential internal relationships, community building with external partners, regular communication with counterparts at other institutions, and the ready sharing of resources as requested. Starting in the fall of 2021, the Practicum Meeting Group has been convening to discuss WIL. Meeting every term, this community of practice brings together faculty members from across the university who are involved in experiential learning, applied research, field schools, and practica. The meeting in May 2024 had more than 20 faculty members in attendance, including two new hires who presented on their first-time experiences with WIL. A large majority of instructors aim to tailor student-partner matches to student needs, at times 'going the extra mile' to line up unique projects to meet student interest. Facilitated by KPU's small class sizes, this is of direct value to the student experience.

Externally, KPU is active in the broader work-integrated learning landscape, with involvement at the Community to University Partnerships Expo and in BC's Association for Co-operative Education and Work-Integrated Learning (ACE-WIL) community. The university was also pleased to receive funding from [Co-operative Education and Work-Integrated Learning Canada](#) to launch the [KPU Museum Lab](#), where students worked directly with partner museums and galleries. This program marks an important achievement in offering more WIL opportunities to KPU's students, while advancing the career track for those interested in the heritage sector. KPU's Museum Lab also marks the first time that the work-integrated learning outcomes were built into the course from the outset, with a new faculty member using every new WIL resource available, and then presenting to the Practicum Meeting Group. The initiative showed how to grow a WIL opportunity from start to finish, including providing learning opportunities for other faculty members.

## Graduate Studies at KPU

In preparation for KPU's first master's program, in 2024 KPU completed the establishment of its Faculty of Graduate Studies, as well as the creation of its first policy on graduate studies and eight policy revisions in support of future graduate programming. With this framework in place, KPU is now ready to offer rigorous, innovative new programming at the master's level.

Emphasizing a decolonized and polytechnic approach, KPU's new policy foregrounds the student experience and rigorous, but distinct, approach to graduate studies.

## **Future Skills Grant**

In fall 2023, KPU offered 13 programs as part of the Future Skills Grant: one from the Faculty of Science (Pest Management Module 1), one from the Faculty of Trades and Technology (Cross Connection Recertification), and 11 from the Faculty of Health (various nursing refresher courses). A total of 85 grants were given to students who enrolled in these short-term courses. There were 63 students who received funding, including 14 students who received multiple grants ranging from two to six per student. Overall, KPU students had a 99% completion rate in programs accessed using the Future Skills Grant.

## **Student Access and Success**

### **Prior Learning**

KPU is nearing the completion of its first year of KPU Flex, an innovative drive to accelerate and deepen portfolio-based prior learning recognition at KPU. Two pilot programs, the Non-Governmental Organizations and Nonprofit Studies Certificate and Computer-Aided Design and Drafting Diploma, will be issuing significant prior learning credit to 10 to 20 students. We are working to support the scaling of this program next year. This work is also allowing us to support a new Indigenous admission pathway, a new pathway for Trades students to receive undergraduate credit, and a new pathway for Licenced Practical Nurses to receive credit towards our nursing programs – a critical use of prior learning in support of in-demand jobs.

### **K-12 Transition and Dual Credit Programming**

#### ***Academic Dual Credit***

In AY2023/24, 358 dual credit students from ten school districts were enrolled at KPU, a 43% increase in dual credit students compared to AY2022/23. More than half (59%) undertook trades training across nine foundation and two apprenticeship programs. The rest were enrolled in academic courses, covering a total of 19 unique courses.

#### ***Youth Train in Trades***

KPU continued its engagement of local secondary students via the Youth Train in Trades initiative in the 2023/24 academic year. In addition to maintaining and expanding partnerships with local public school districts, KPU's Faculty of Trades and Technology has also entered into partnerships with private school and homeschooling organizations to support exposure of their students to trades training at KPU.

## Former Youth in Care

In FY2023/24, KPU saw 75 Former Youth in Care (FYIC) benefit from the BC Government's tuition waiver program, for a total of \$265,872.68, representing an increase of 26% over last year. Additionally, KPU continues to offer several supports for FYIC as follows:

- KPU supports Former Youth in Care students from the time of their application to KPU through a self-identifying question on EducationPlannerBC. This initiative helps KPU representatives identify Former Youth in Care students and assist them in navigating the various supports available to them.
- KPU promotes the expansion of the Provincial Tuition Waiver Program (PTWP) and the removal of the age restriction through promotional materials and university-wide email communication to students, to help increase awareness and access to the PTWP.
- KPU has a Financial Aid Advisor dedicated to Former Youth in Care students to help navigate the various wrap around financial supports available such as government funding and KPU supplemental resources.
- KPU has an Academic Advisor dedicated to Former Youth in Care students to support and guide them towards academic success throughout their studies.
- Semesterly check-in events are coordinated by KPU's Campus Navigator team to ensure Former Youth in Care student needs are being met and to help build community.
- The involvement and participation of the Student Awards and Financial Assistance department in the Campus Navigator Community of Practice has equipped KPU with the knowledge of supports and resources for Former Youth in Care, and allowed for collaboration with partner institutions, sharing challenges, resources, and practices that best support students.

## Ellucian Advise CRM

In partnership with IT Services, Academic Advisors at KPU are in the midst of implementing an exciting new platform, Ellucian Advise Customer Relationship Management (CRM) system: a comprehensive platform focussed on proactive student communication and support for increased student success. The platform streamlines student communication into a single dashboard providing access to all components of their education plan in one place. It also provides KPU with the opportunity to define and monitor student success factors for earlier communication and intervention. The initial launch of Ellucian Advise CRM went live May 17, 2024.

## International Education

### International Education Strategic Plan

KPU's 2020-2025 international education strategic plan outlines the following key goals:

1. Manage growth and meet enrolment targets;
2. Diversify KPU's international student population;
3. Enhance international student success;
4. Increase cross-cultural engagement for students, staff, faculty, external partners, and communities; and
5. Revitalize KPU community engagement in internationalization.

In 2022, an ad hoc KPU Global Task Force was established that brought together faculty, administration, and students to explore the state of internationalization at KPU and to recommend our next steps, one of which included the establishment of a Global Education Advisory Committee. This committee began its deliberations in January 2024, to identify how our internationalization efforts can be enhanced through the development of a Global Strategy for KPU. The outcome will be a renewed Global Strategy for KPU that will:

- Create a stronger shared understanding of the current state of global education at KPU;
- Identify strategic priorities for internationalization at KPU; and
- Recommend actionable next steps.

The work of the committee envisions KPU as an important destination of choice for international students, a responsive local institution for domestic students, and a culturally rich place to work, because of and in pursuit of internationalization and global education. Equity, anti-racism, and decolonization have been underlying principles of the recommendations of the committee's work, as part of our commitment to social justice outlined in VISION 2026. University consultation is currently underway, with the finalized Global Strategy expected in 2025.

## Supports for International Students

KPU continues to implement initiatives and resources for international students to support their well-being and ensure their success while studying at KPU. The following is a summary of key initiatives to recruit better prepared students, provide supports to students prior to their arrival at KPU, and support students during their studies at KPU.

### Recruiting Better Prepared Students:

- **Agent performance:** An agent performance report card was implemented and agreements with agents with less favourable performance are discontinued or not renewed, while agreements with reputable agents in target markets are sought to diversify the student population. Agents must complete mandatory online training and strictly adhere to contractual obligations for contracts to be renewed.
- **In-country KPU representatives in key markets:** KPU has contracted local representatives in Brazil, China, Mexico, India, Philippines, and Vietnam to promote KPU's programs, including attending marketing and recruitment events and agent open houses, hosting social and media events, and providing support to prospective students and parents in real time. Note that field representatives are not the same as agents as

the representatives only represent KPU, not other post-secondary institutions, and they are not paid on commission.

- Pre-screen applicants for students from State Boards in India: Agents from India pre-screen student applications and submit applications that have a higher high school GPA than what is required for high school graduation.

#### Providing Supports to Students Prior to their Arrival at KPU:

- Registration webinars: Prior to registration opening, webinars are held for new international students, providing advice on recommended courses for their program. They are also encouraged to register in Introduction to Higher Education for International Students and Writing for University to better prepare them for their academic studies.
- Caseload advising: Every new international student is assigned a dedicated International Student Advisor, offering personalized support throughout their academic journey, starting before their first term and continuing while they study at KPU.
- In-country predeparture workshops: In India and the Philippines, admitted students and their parents are invited to a workshop in their home country prior to coming to Canada. The workshops provide information on registration, academic integrity, classroom expectations, and answers to questions students have prior to their studies.
- Online orientation: Prior to departure, an online orientation is offered to provide new students with an opportunity to prepare for their arrival. An online Moodle orientation course is also provided with information about starting their studies including how to get their books, services available to them, the u-pass, and medical insurance.
- Preparing for the Canadian classroom: A new resource, "[Preparing for the Canadian Classroom](#)," was designed to prepare international students to study in Canada.
- Housing supports: KPU connects students with local accommodation providers, homestay options, student accommodations, rental market advice, as well as where and how students can find information about their rights: [kpu.ca/international/housing](http://kpu.ca/international/housing).
- iCent app: This [app](#) dedicated to serving incoming international students provides them with essential tools and information, to navigate their new environments, and guide them through the process of coming to Canada and KPU.

#### Providing Supports to Students during their Studies at KPU:

- International peer mentorship program: Each new student is matched with a student mentor trained to provide support to new students. This gives new students the opportunity to connect with an experienced student who will be their mentor prior to their arrival in Canada and throughout their first semester at KPU. The mentor connects the student to support staff and services available to them, and can answer questions about the Canadian classroom, living and studying in Canada, how to find resources, and what social supports are available for incoming students.

- KPU Welcomes You: On campus new student orientation that takes place the week before start of classes at each campus. This orientation is available for both domestic and international students.
- Medical health insurance: Students are provided with temporary emergency health insurance through Guard.me. Students also have access to the BC Medical Services Plan once in Canada, and Kwantlen Student Association's Health and Dental plans. Additionally, the [Telus Health Student Support app](#) provides all students 24/7 access to professional counsellors in the student's preferred language and culture. Counsellors can provide immediate support and referrals to address a range of concerns.
- Academic and immigration advising: Virtual advising and drop-in sessions are offered to support international students in their academic goals. All KPU International Advisors are certified as Regulated International Student Immigration Advisors. International Advisors help with course planning, program exploration, academic standing, registration, immigration related inquiries and more.
- New online resources: Several online resources have been launched to support international students while at KPU, covering registration, academic success, and immigration as well as food security, nutrition, health and wellness. Additionally, the International Students Handbook provides valuable information for new students.
- [KPU 100](#): This is an Introduction to University course offered for free through the Learning Centre. It helps students gain familiarity with instructor expectations, key learning strategies, and Moodle and other technology tools. It also connects them with a range of services, the Learning Centre, tutors, and other students.
- International student life events: On- and off-campus events and workshops are organized to help international students adapt to their new life in Canada and meet their peers. These encompass cultural immersion and academic success sessions, providing valuable resources and support for students to navigate their new environment with confidence and establish meaningful connections.
- KPU virtual global learning opportunities: International students now can access virtual global learning opportunities where they can participate in internship programs that help enhance their learning experience and connections without having an impact on their study-permit requirements. International students can apply to the guard.me mobility fund to support these experiences.
- International student scholarships and grants: International students have access to accommodation relief funds, emergency funding, entrance scholarships and merit scholarships. Between fall 2023 and spring 2024, a total of 2,957 awards were given out, for a total of \$1,989,811 funded by KPU.

## Social Justice

### Fostering Decolonization and Reconciliation

Some of KPU's initiatives in support of lasting reconciliation with Indigenous Peoples are highlighted in this section. Appendix A provides 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) and the In Plain Sight Report recommendations reporting for post-secondary institutions.

KPU continues to expand its supports to provide culturally sensitive and safe learning environments for Indigenous learners. Many examples of this are provided in Appendix A. For example, the Faculty of Arts has an Indigenous Studies department that offers courses where students are exposed to elements of Indigenous teachings and traditional knowledge from various Indigenous perspectives, including those of Elders and local communities. KPU has also hired Indigenous designers, artists, and writers in residence. An Indigenous orientation session is provided for Indigenous students to help ease the transition into post-secondary studies and Indigenous supports, including peer support and mentorship, are provided from an Indigenous perspective. In addition, all new employees are required to take training to enhance our capacity to work with and support Indigenous students, fellow colleagues, and local Indigenous communities. Other examples follow.

#### *Indigenous Counsellor*

In fall 2023, KPU's first Indigenous counsellor joined the university. Natasha Pellatt, a member of Stswecem'c Xgat'tem (Canoe creek/Dog Creek) First Nation, works alongside the counselling faculty and Indigenous services to provide mental health services for KPU students including 1:1 counselling, group counselling, interactive workshops and talking circles, and communal connecting at the Gathering Place.

#### *First Nation Tuition Waiver*

The 2023/24 academic year saw the launch of several initiatives in support of the principles established in the xé?elł KPU Pathway to Systemic Transformation framework, launched in June 2023. Notably, KPU was among the first post-secondary institutions in BC to introduce a tuition waiver for incoming and current KPU students who are members of the Kwantlen, Katzie, Semiahmoo, Musqueam, Tsawwassen, Qayqayt, and Kwikwetlem First Nations. In total, three students utilized the waiver in the first year.

## *New Moon Gala*



KPU hosted its inaugural New Moon Gala to address financial barriers to education by raising funds for Indigenous student scholarships. Held at KPU Surrey in January 2024, the gala showcased Indigenous performances and a silent auction, with all proceeds supporting Indigenous scholarships. Former BC Lieutenant-Governor and Officer of the Order of Canada the Honourable Steven Point was a special guest speaker. The event was attended by KPU alumni, university leaders, members of local First Nations, students, and members of the greater community.

## *Global Indigenous Learning Exchange*

The Global Indigenous Learning Exchange is a global learning experience that takes place with Indigenous students from KPU and Indigenous students from our partner institution, Edith Cowan University (ECU), in Perth, Australia. This is a relatively new initiative that until the 2023/24 academic year has been a virtual exchange as a result of the COVID-19 pandemic. However, the first in-person exchange was in summer 2024. KPU students travelled to Perth to join their ECU classmates on a six-day cultural visit, hearing from Indigenous academics and exploring local historic sites. Then they returned to Vancouver with their ECU classmates and spent another six days here, visiting key First Nations cultural offices locally as well as join in on a day trip to Squamish.

## ***Raising of Reconciliation Flag***



The Reconciliation Flag was raised at KPU's Surrey campus in fall 2023. Dr. Alan Davis, KPU President and Vice-Chancellor, was joined by Elder in Residence Lekeyten, and the daughter of orange shirt artist Sylvia Simpson, in raising the flag in front of university staff, administration, faculty, and students. The flag celebrates and recognizes the resiliency of Indigenous communities, and is a visual reminder for KPU employees and students to reflect on their learning journey, to engage in courageous dialogue, and to build trusting relationships between Indigenous and non-Indigenous Peoples and their communities. The event included bannock and other snacks, and a performance by the Wild Moccasin Dancers.

## **Advancing Anti-Racism Across KPU**

### ***Black History Month Events***

The university continues to make progress addressing anti-racism at KPU. In February 2024, KPU's Office of Equity & Inclusive Communities signified Black History Month in a number of ways. A presentation titled "An Overview of Black Canadian History" was held by Channon Oyeniran. The presentation provided an overview of the rich and expansive history and experiences of people of African descent in Canada over 400 years. It explored enslavement in Canada; stories and achievements of significant individuals and groups that have contributed to various aspects of Canadian society (e.g. science, business, politics, art, culture, etc.); segregation/Civil Rights Movement in Canada; legacies of enslavement, including anti-Black racism; and Channon Oyeniran's studies/work in the community. The presentation was open to all KPU employees and students and provided an opportunity for attendees to think critically about the various experiences and contributions of Black people in Canada.

## ***Second Annual Anti-Racism Symposium***

In March 2024, KPU's Office of Equity & Inclusive Communities organized KPU's second annual Anti-Racism Symposium. This annual event was an outcome of KPU's Task Force on Anti-Racism's (TFA) October 2022 report, which recommended the establishment of 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. This year's symposium explored the impact of Islamophobia on Muslim youth and featured keynote speaker Dr. Jasmine Zine, Professor of Sociology and Muslim Studies at Wilfrid Laurier University.

## ***Employee Anti-Racism Training***

Anti-racism training continues to be offered to KPU employees. Between April and June 2024, three workshops were delivered by Hook or Crook Consulting to deepen learning around anti-racism. Topics included unpacking white supremacy, intersectional and justice-oriented leadership, and the impact of power on team dynamics, functioning, and collaboration.

## **Advancing Equity, Diversity, Inclusion, and Accessibility**

### ***Launch of KPU Accessibility Plan***

In October 2023, the university celebrated the launch of its first-ever Accessibility Plan, which identifies barriers to inclusion and accessibility for individuals with disabilities at KPU across seven categories: behaviours, assumptions, attitudes, and perception; teaching and learning; organizational barriers; KPU community and safety; financial barriers; physical and architectural barriers; and information and communication.

The plan's recommendations aim to mitigate identified barriers and promote a more accessible and inclusive environment at KPU. Recommendations are categorized under three key themes from KPU's VISION 2026: student and employee experience; creativity, innovation, teaching excellence, scholarship and research; and justice. Some steps already taken to address accessibility include ramps for disabled access, automatic doors, gender neutral changing stations, and barrier-free menstrual products in all washrooms.

### ***Rick Hansen Foundation Accessibility Certification***

In April 2024, KPU received Rick Hansen Foundation (RHF) Accessibility Certification, a national rating system that measures and certifies the level of meaningful access of buildings and sites. All KPU buildings received certification, which requires a score of 60-80%, with the Wilson School of Design receiving a Gold Certification (requires a score of in excess of 80%). The results of the RHF accessibility audit gives KPU the data to develop a practical plan to achieve Gold standard at each of its buildings and, more importantly, a roadmap to improving accessibility on all campuses for students, employees, and visitors.

## ***Age-Friendly University Designation***

In fall 2023, KPU became the third university in BC to officially join a network of higher education institutions committed to age inclusivity with membership in the Age-Friendly University (AFU) Global Network. Adopting the Age-Friendly University Principles indicates an institution's commitment to serving learners across all ages, with specific focuses on identifying new ways to engage lifelong learners. It focuses on ensuring that institutions of higher education know about, recognize, and are preparing for a globally aging world.

## ***South Asian Arts Festival***



Dr. Sayed, Canada Research Chair in South Asian Literary and Cultural Studies, with support from Faculty of Arts instructors, Gurb Sian and Daniella Da Cunha Gramani, organized the second annual South Asian Arts Festival. This initiative, which started with an artist residency in 2022, has evolved into a major platform for exploring South Asian literature, music, dance, and food. Dozens of KPU students performed at the festival, and many more participated.

## **Environmental Sustainability**

### **Strategic Sustainability Leadership and Support**

#### ***Recognition for Sustainability Initiatives***

KPU received a silver prize in the Excellence in Sustainable Development category of the 2024 Awards of Excellence, presented by Colleges and Institutes Canada (CICan), Canada's largest post-secondary education network. The Excellence in Sustainable Development Award recognizes a college or an institute that has shown leadership in the implementation and advancement of the Sustainable Development Goals for the benefit of their learners and community, and contribute to the peace and prosperity of the world, now and into the future. This award recognizes institutional, rather than individual, achievements.

### ***Climate Strategy Lead***

KPU's Dr. Brett Favaro was appointed to the role of KPU's first Climate Strategy Lead for the 2024/25 academic year. In this role, Dr. Favaro will be tasked with creating KPU's Climate Strategy, which will complement Campus and Community Planning's sustainability work, the Climate+ Challenge and efforts to meet UN Sustainable Development Goals. This appointment leverages Dr. Favaro's experience as a conservation scientist and advocate for sustainable development. Dr. Favaro's publication record reflects broad expertise in biodiversity conservation and environmental policy, and his ability to communicate and mobilize this research has informed decision-making at the federal level.

### ***Dedicated Sustainability Funding***

KPU has allocated \$5M to be spent over the next 3 years to advance sustainability goals at KPU. Earmarking this funding specifically for sustainability initiatives demonstrates KPU's commitment to achieving its 2030 sustainability goals.

## **On-Campus Sustainability Initiatives**

### ***The Sustainability Hub***

KPU's Office of Sustainability (OoS), formed in summer 2023, has developed a cross-disciplinary, cross-departmental Sustainability Hub (the "Hub"). This is intended to be a platform for bringing together diverse members of the KPU community to collaboratively tackle sustainability challenges. The Hub is a space where faculty, staff, and students come together to collectively advance sustainability through dialogue, advocacy, and action. As both a virtual space and face-to-face advisory group, the Hub has seeded working groups to focus on tangible, inspiring projects that can demonstrate sustainability in action within a polytechnic setting. Since the Hub's kick-off meeting, two "Sub-Hubs", or project-specific working groups, have been formed. One Sub-Hub has provided input on KPU's new institution-wide definition of sustainability, while the other has been informing the framework for KPU's first Annual Sustainability Report.

### ***Climate+ Challenge***

KPU continues to support various climate change-related initiatives through its Climate+ Challenge, a university-wide initiative that engages students, faculty, and administrators in learning about climate change through an empathetic and solutions-oriented lens. In the 2023/24 academic year, initiatives have included, but were not limited to, the following:

- Facilitated discussions on topics such as future water scarcity, climate change and women's vulnerability in Bangladesh, and designing systems change for addressing climate change;
- A virtual book club; and
- Live performances (e.g., short plays about the climate crisis).

## Teaching Excellence

### Generative Artificial Intelligence

KPU's response to generative artificial intelligence (AI) will continue in the coming year. KPU led the way by developing guidance on the use of generative AI that emphasizes privacy and academic integrity, and outlines factors to consider when deciding whether and how to use it in teaching. KPU is developing seven courses on applied use of generative AI so that all KPU undergraduate students will have access to interdisciplinary courses that teach both the use of, and key issues in, generative AI. These courses will launch in fall 2025.

KPU has established a faculty-led community of practice that allows anyone at KPU using or interested in generative AI to share ideas and learn together. The community of practice was established in March 2024 and the first session focused on a review of the guidance. We have also convened an industry and non-profit advisory committee to create, in spring 2024, a curricular framework of key competencies in applied generative AI use, and anticipate making this framework accessible in fall 2024.

### Supporting Sustainable Development Goal Champions

In spring 2024, the Teaching and Learning Commons supported six UN Sustainable Development Goal (SDG) Champions, faculty who were awarded time releases to work on projects to advance these goals. Projects varied in scope, but included a proposal for a UN SDG House where KPU can inform and engage with local communities, faculty-wide student performance indicators, and individual instructors incorporating UN SDGs into their teaching practices. The Champions program also provided an opportunity for interdisciplinary discussions to take place about barriers to incorporating SDGs into teaching practices, some strategies to encourage engagement, and collaborative projects. In fall 2024, the Commons will be supporting another group of Champions as well as creating a UN SDG Community of Practice where new and previous Champions, as well as interested faculty members, can connect with each other. In addition, the Commons will hire a faculty content developer for a resource site to support educators to embed UN SDGs in their teaching practices.

### Teaching Technology Enhancements

A new lightboard studio has been installed at KPU's Langley campus. A lightboard is a specialized illuminated glass that enables an instructor to create videos facing the audience and light up ideas as they write. Instructors can also interact with multimedia materials (i.e. PowerPoint, slides, images, videos, etc.). Lightboard is an effective flipped classroom alternative to creating talking head videos and can help to increase student engagement and performance.

Additionally, KPU has created four new technology-enhanced e-classrooms, which are designed to provide more flexibility and inclusivity in the learning environment. These classrooms have both classroom capture and classroom streaming equipment that allow

faculty to support on- and off-campus learning. With the new additions this past academic year, KPU now has a total of six technology-enhanced e-classrooms that can be used for hybrid teaching where some students are in person and others are online at the same time.

## Research and Scholarship at KPU

### Literary and Cultural Research

Re(Imagining) the Indian Ocean World: A Symposium on Literature and Culture: Dr. Asma Sayed organized an international symposium at KPU Surrey campus on October 14-15, 2023, on the theme of the literatures and cultures of the Indian Ocean world. The symposium, which was made available in a hybrid format, was attended by more than 200 scholars from around the globe. Thirty-six research papers were presented. The keynote speaker of the symposium was renowned Canadian author, M. G. Vassanji. As a concluding session, Vassanji's latest novel, *Everything There Is*, was launched, and the author was interviewed on stage by Dr. Sayed.

Studies in Canadian Literature: A Special Issue on The Ruptured Commons (Issue 48.1, 2023): Dr. Sayed has co-edited, with Dr. John C. Ball of the University of New Brunswick, a special issue of the journal *Studies in Canadian Literature*. The issue includes thirteen research articles, and an introduction written by the co-editors.

### Sustainability Research

Sustainability has been a key theme of KPU faculty-led research, examples of which follow.

#### ***Identifying Disease-Causing Bacteria Impacting Fish Health***

Backed by a \$278,000 grant from the BC Salmon Restoration and Innovation Fund, KPU researchers with the Applied Genomics Centre are developing a test to identify disease-causing bacteria severely impacting the health of Canada's salmonid population, a family of fish that includes salmon, trout, char, and whitefish. A lack of rigorous tests to identify pathogens has created a challenge in monitoring and managing bacteria that cause disease in fish. This is particularly true for *Aeromonas salmonicida*, a pathogenic bacterium that severely impacts salmonid populations. Working with the Animal Health Centre at the BC Ministry of Agriculture and Food, KPU researchers are developing advanced molecular tests to detect *Aeromonas salmonicida* and several other disease-causing bacteria. They aim to complete the project by the end of 2024 and make this cost-effective test available through the BC Ministry of Agriculture and Food diagnostic lab at the Animal Health Centre in Abbotsford.

#### ***Year-Round Sustainable Berry Production***

KPU researchers are advancing plans to sustainably grow berries out of season in Canada with a \$1-million award from the Weston Family Foundation. Led by Dr. Deborah Henderson and Dr. Majid Bahrami, the KPU team's proposal is to grow strawberries and blackberries inside high-tech greenhouses in a pesticide-free, carbon-neutral environment with support from

industry collaborators and Simon Fraser University researchers. They have outfitted an Institute for Sustainable Horticulture greenhouse compartment at KPU Langley with a unique combination of cutting-edge technology focused on plant health and clean energy to create a prototype suitable for widescale rollout in greenhouses across Canada. Sensors and robotic technologies driven by artificial intelligence will control the growing environment while monitoring for pests and diseases, which will be treated with non-chemical solutions. Clean energy will be harvested and stored between seasons, waste heat will be recovered, and carbon dioxide will be extracted from the air to enrich the plant environment.

### ***Coquitlam Watershed Research***

The Kwikwetlem Nation and KPU's Biology department, Environmental Protection Technologies (EPT) program, and Applied Genomics Centre are collaborating on a project to determine the effects of urban activity on watershed health. The project was launched in fall 2023 with cultural heritage training delivered to KPU students, researchers, and administrators associated with the project, along with members of KPU's Office of Research Services, to ensure the Kwikwetlem Peoples' cultural knowledge and alternative ways of knowing are incorporated into the project. Consultation with Kwikwetlem Elders and representatives will continue throughout the duration of the initiative.

### ***Lab Produced Cellulose for Textile Applications***

A collaborative research project led by by Stephanie Phillips, Endowed Sherman Jen Research Chair in Next Generation Design, from KPU's Wilson School of Design and UBC Associate Professor Feng Jiang, Tier II Canada Research Chair in Sustainable Functional Biomaterials, aims to enhance the functionality and performance of man-made cellulosic fibres derived from BC softwood pulp through modifications informed by lab and experiential data. By leveraging northern bleached kraft pulp, the project explores novel approaches to cellulose fibre production, including improved regenerated cellulose filament methods and the spinnability of lab-produced cellulose for textile applications. Expected outcomes include technological advancements, intellectual property applications, and trained personnel contributing to BC's textile and material economy, positioning the region as a leader in sustainable material development for the bioeconomy. Partnering closely with industry and providing training for student research assistants, this research bridges scientific expertise with practical industry needs, fostering economic growth and innovation in bio-based textile applications. As of spring 2024, this project is in its third and final phase.

## **Research Impact**

KPU-led research has demonstrated significant impacts for our research partners. Westgen, a farmer-owned and -directed BC company that increases performance and profitability for dairy and beef farmers across Western Canada by providing genetics and reproduction solutions, has been collaborating with KPU's Dr. Paul Adams and the Applied Genomics Centre since 2019. Specifically, the partnership has focused on efforts to develop qPCR testing for

treatment-resistant bacterium (*Mycoplasma bovis*) that spreads easily in cattle herds. In a testimonial provided in May 2024, Westgen reported the following:

“We have found that working with KPU’s Applied Genomics Centre has been very beneficial. The goal of the centre to focus exclusively on applied research in agriculture is a major benefit to our industry. The practical outcome of our research and development projects with the centre are immediately relevant to applications in our industry. This is of major value to Westgen, our farmers, and other partners.”

Van Belle Nursery, a wholesale nursery based in Abbotsford, British Columbia, has worked with KPU for over 12 years on various research initiatives. Regarding their collaboration with KPU, Van Belle Nursey provided the following testimonial in May 2024:

“Work with Dr. Henderson in KPU’s Institute of Sustainable Horticulture has advanced our processes, especially with regard to integrated pest management and the use of biocontrols and more sustainable fungicide preventative treatments. Our work with the Applied Genomics Centre (AGC) has been very beneficial toward advancing our goal of being competitive in the production of new ornamental varieties. Having the opportunity to work with the AGC faculty, staff, and students has been a great experience. The practical nature of the research performed by the AGC provides meaningful outcomes for our industry.”

## Student and Employee Health and Well-Being

### Sexualized 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 focussed on sexualized violence. It has a broader mandate that includes addressing student non-academic misconduct and handling reports of students that display behaviours of concern, at times involving risk and threat assessment.

The SRRO provides [support and education](#) to the KPU community relevant to the sexual violence and misconduct policy (Policy SR14). The office employs a victim-centred/trauma-informed approach as per the guiding principles of the policy and engages in the following activities:

- Sexual misconduct prevention: promotes awareness and delivers education and training workshops;
- Sexual misconduct response: provides support, conducts investigations, facilitates accommodations (course considerations), applies restorative practices, and provides opportunity for informal, alternative, or restorative justice resolution;
- Policy review; and
- Data and reporting.

The SRRO Director chairs KPU’s Sexual Violence and Misconduct Advisory Group, the Behaviour Intervention Team, and co-chairs the Threat Assessment Team. KPU’s Sexual

Violence and Misconduct Advisory Group meets once or twice per semester to review information, incidents, or practices related to sexual violence or misconduct. The advisory group considers sexual violence and misconduct in the context of federal, provincial, and local government legislation (existing and pending), alongside prudent and promising practices in the sector related to sexual violence and misconduct.

The SRRO manages a [webpage](#) specific to sexual violence and misconduct and provides [education and awareness](#); for example, the short video on “how to receive a disclosure” is available in English, Mandarin, and Punjabi. KPU also has a Health Promotion department and they have developed a [Sexual Health and Wellness webpage](#), collaborating with the SRRO to provide content about consent and awareness of the role of SRRO.

The SRRO can deliver on-demand workshops on the following: how to receive a disclosure, bystander awareness, consent and healthy relationships, or a condensed version of all three topics. Links to the SRRO webpage, which then links to the Sexual Violence and Misconduct webpage, are available on KPU’s Safe app, the Telus Health Student Support app and KPU International’s iCent app.

The following are activities in 2023-24 specific to awareness and prevention.

- Since April 2023, the [Safer Campuses for Everyone](#) asynchronous, online modules have been available to the KPU community. These modules are promoted to students via email each semester. A workshop focusing on these modules was conducted at the KSA Sexual Education eXplores Positivity and Openness (SEXPO) event in fall 2023. As of November 2023, the *Safer Campuses for Everyone* Moodle course is digitally badged. Students and employees who complete all four modules receive a digital badge.
- KPU’s existing anonymous or confidential reporting system for sexualized violence was enhanced in two ways. Firstly, an [anonymous reporting webpage](#) was created where students and employees can submit information anonymously and an email is sent directly to the SRRO, which can respond offering supports, resources, and an invitation to connect (while still remaining anonymous) if the person reporting wants that. Secondly, the existing [KPU Safe app](#) was enhanced to include information about how to report sexual violence anonymously. With these two enhancements, KPU has provided five different ways individuals can report sexual violence anonymously on the anonymous reporting webpage. As part of this enhancement, four videos, close-captioned in English, have been created, focusing on:
  - Anonymous reporting;
  - How the SRRO supports those who disclose/report sexual violence;
  - Promoting the Safer Campuses for Everyone online Moodle course; and
  - Safety on campus (promotes the KPU Safe app and KPU Security).
- The existing resource titled “[Helping Someone Who Discloses Sexual Violence: What You Can Do](#)” was updated and a new resource titled “[The Student Rights and Responsibilities Office: How We Can Support Those Impacted by Sexual Violence and/or Misconduct](#)” was developed. The [First Nation Health Authority Mental Health Provider](#)

[List](#) was also added to the list of external community and support services available on KPU's [Sexual Violence and Misconduct Support and Services](#) webpage.

- The SRRO developed a social media plan and put out Instagram posts about the office on a monthly basis. Posts specific to sexual violence and misconduct included promoting the SRRO's services and the SEXPO event, promoting the Safer Campuses for Everyone Moodle course, highlighting International Day for the Elimination of Violence Against Women, and promoting an event on restorative justice as a healing response to sexual violence.
- A webpage and accompanying resources focused on intimate partner/relationship violence were developed. Infographics have been created and a webpage for this information is under development and expected to be launched in fall 2024. KPU is also investigating whether the iHeal app, a new resource developed to support women who have experienced intimate partner violence, is a resource that should be included on the webpage.
- The SRRO and KPU instructor Alana Abramson co-hosted an event promoting restorative justice. Guest speaker Jane Piper came to KPU on March 14, 2024 to speak about her personal experience with restorative justice as a healing response to sexual violence.
- The SRRO has tried holding scheduled workshops for several years but the lack of attendance indicates this is not an effective method for reaching students. As a result, it has changed its focus to developing videos and promoting awareness via social media. The SRRO also presents at new student orientation, new employee orientation, inviting classes, KPU Community Day, and KPU Thrive Week. These presentations are a general overview of the SRRO and the range of services provided; sexual violence and misconduct is mentioned but not the focus of these presentations. In 2023 it delivered the following:
  - Consent, Bystander Intervention, and How to Receive a Disclosure of Sexual Violence workshop, September 2023;
  - Consent workshop at SEXPO event, September 2023; and
  - Safer Campuses for Everyone modules, October 2023.

The director of the SRRO, as a member of the ministry-led Sexual Violence Advisory Group, provided feedback on the ministry's draft sexualized violence action plan. Additionally, the director participated in one of the March 2024 engagement sessions to validate the action plan and also provided feedback on the plan through a survey. The Sexualized Violence Action Plan, once finalized, will potentially inform legislative amendments to the Sexual Violence and Misconduct Policy Act. Such amendments are not expected before 2025.

KPU's sexual violence and misconduct policy came into effect April 22, 2017. KPU launched a formal review of the policy review on December 6, 2023. KPU's review process requires a two-phase approach. The first phase, which included posting the rationale for the review and inviting requests to be included in the consultation, was completed in January 2024. The second phase of the consultation process is expected to be completed in fall 2024. Once

consultation is finished, the revised policy will go through the governance approval process, which will be completed in 2025.

## **Student-Focused Health and Well-Being Initiatives**

### ***Formalization of Student Wellness Portfolio***

A new Director, Student Wellness position was created in February 2023, which includes the Student Health Promotion, Sport and Recreation, and the Multi-Faith Centre units. The director is an institutional leader of healthy university initiatives focused on planning and strategy to enhance organizational capacity, raise awareness, and develop a proactive, preventative approach for student-facing campus health and wellness initiatives, including mental health. Initiatives focus on programming that promotes student wellness, active lifestyles, nutrition and food security, community, social support, and inclusion.

The director has been selected to participate in the Education Advisory Board (EAB) [\*Rising Higher Education Leaders Fellowship\*](#). As part of the fellowship program she will work with an expert at EAB on a capstone project centred on finalizing KPU's student mental health strategy and developing an implementation plan, in alignment with the goals set out in VISION 2026.

### ***Pride Peers Program***

With support from the Office of the Provost and Vice President, Academic, and the Office of Equity and Inclusive Communities, Student Health Promotion launched the Pride Peers Program in August 2023. This peer-led program focuses on offering social support and mentorship to 2SLGBTQIA+ students, provides resource navigation and referral, and advocates for enhanced equity, diversity, inclusion, and social justice at KPU. Based out of KPU's Pride Society office space at KPU Surrey, the program is intended to broaden its presence to other KPU campuses in the 2024/25 academic year.

### ***Nutrition Month***

Student Health Promotion hosted a month-long nutrition campaign that involved a 'grab and go' breakfast program reaching approximately 3,600 students across all KPU campuses; the launch of a new KPU online resource focused on food, nutrition, and food security; and on-campus engagement activities such as food workshops and information booths.

### ***Food Security Grant***

Coordinated through Student Awards and Financial Assistance, this grant program ran in conjunction with Nutrition Month and supported over 2,300 domestic and international students, 300 of whom were student parents with dependent children, with \$500,000 in financial support targeted at food security needs.

### ***Student Mental Health Fair***

Student Health Promotion hosted the 2nd Annual Student Mental Health Fair on January 2024 at the Surrey Conference Center. The event aimed to support student mental health through activities like information booths, therapy dogs, low-sensory spaces, painting, video games, and free fitness classes. Over 250 students were in attendance.

### ***Mindful Campus Initiative***

The Wilson School of Design rolled out the Mindful Campus Initiative in fall 2023. Led by Ontario-based OCAD University in partnership with the Centre for Mindfulness Studies, it aimed to help students develop skills to support and maintain their mental health and well-being. As part of the initiative, participating students (Peer Ambassadors), staff, and faculty completed mindfulness and resilience training. Students and staff also met weekly for short, facilitator-led, guided meditation sessions. Participants were served lunch following the sessions to encourage participation and provide a free meal to students who may be facing food insecurity. Other events hosted by the Peer Ambassador team included pilates, therapy dogs, mobile massage, and more. These events garnered a high level of engagement and positive feedback from students.

## **Employee-focused Health and Well-Being Initiatives**

### ***Mental Health Support***

KPU regularly runs workshops and provides resources for employees and managers in mental health first aid. These workshops are designed to recognize signs of decline in mental well-being or crisis in themselves and others, and to understand supports available. In addition, KPU runs many workshops designed to support employee wellness such as healthy eating, building emotional intelligence, and practicing mindfulness and meditation.

### ***Expanded Health and Wellness Benefits***

The 2023/24 academic year saw significant enhancements to employee extended health benefits that reflect KPU's commitments to inclusivity and decolonization, and to better support employee mental health. The following is a summary of key changes:

- The collective agreements include an expanded definition of family as it applies to bereavement leave to include Indigenous Elders or other individuals that an Indigenous employee considers family, consistent with their Indigenous cultural practices.
- The collective agreements include the establishment of a joint committee that will include Indigenous employees to identify areas of common interest in the collective agreements which could further efforts to decolonize and Indigenize working conditions. The committee will provide guidance to the parties prior to negotiating the next agreements.

- The collective agreements and the administrative terms and conditions include the establishment of an Employee Wellness Fund which provides financial support which encourages health and wellness.
- Both the BCGEU collective agreement and the administrative terms and conditions include gender affirmation/transition treatment up to \$30,000 per insured.
- The Kwantlen Faculty Association collective agreement and administrative terms and conditions now include the provision for support for addictions up to \$25,000, and eligibility for service providers providing mental health supports to include clinical counsellors, psychotherapists, and social workers.

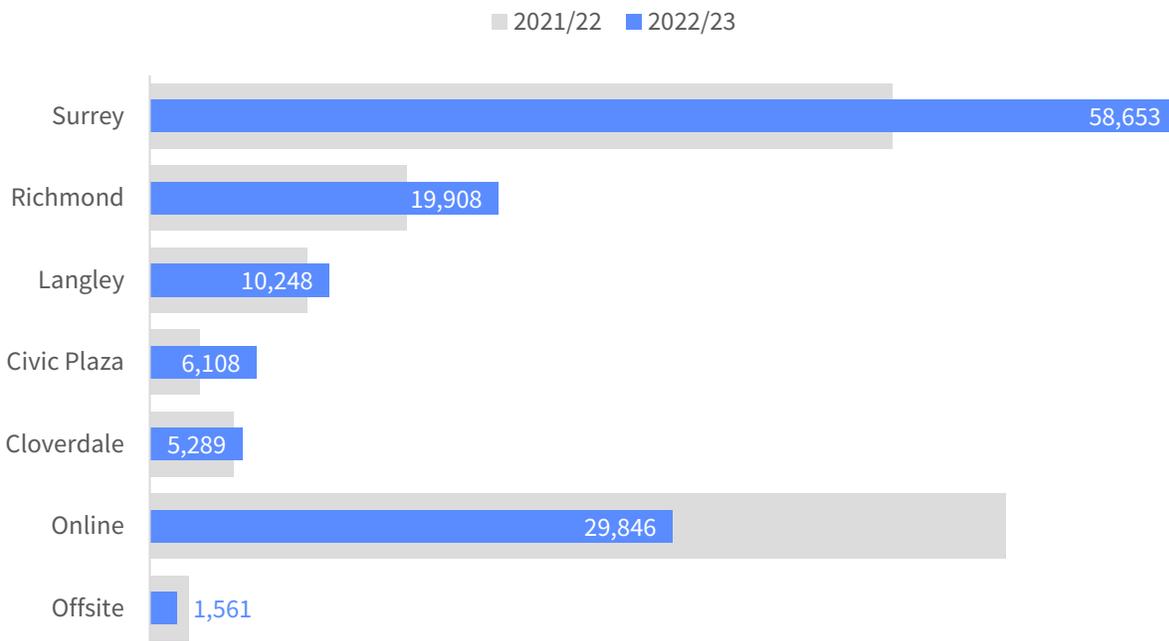
### 3. KPU Profile

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 3.1 below shows the distribution of filled seats by campus, as well as online and off-site delivery.<sup>17</sup> In March 2020, instruction pivoted to online delivery which continued throughout the following 2020/21 academic year. 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. Since then, KPU has increased the number of on-campus classes significantly. While demand for online courses remains high post-pandemic, interest in in-person learning continues to increase. For example, 48,882 seats were filled by online courses in the 2021/22 academic year, which converted to 39% of all seats filled in the academic year. The number dropped in both absolute and relative terms in AY2022/23 – 29,846 seats were filled by online courses, which were 23% of all seats filled. In the same academic year, more students were attending classes on KPU’s Surrey campus than online.

**Figure 3.1 – Number of Filled Seats at Each Campus**

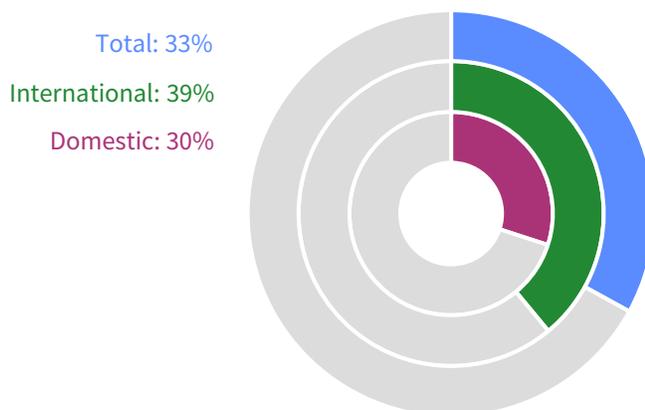
*Academic Years 2021/22 and 2022/23 compared*



<sup>17</sup> Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

Note, students can attend more than one campus, and take a mixture of in-person and online courses. In AY2022/23, 33% of the student body attended multiple campuses for classes (see Figure 3.2). The percentage was higher for international students compared to domestic students.

**Figure 3.2 – Proportion of Students Attending Multiple Campuses**  
2022/23 Academic Year



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' Diploma in Advanced 3D Animation and 3D Modelling, the School of Business' Graduate Diploma in Green Business Management, the School of Design's Technical Apparel Design program, the Faculty of Science'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 ACP classes to upgrade their English. KPU's Learning Centres, located at Surrey, Richmond, Langley, and KPU Tech campuses, are also part of ACP. 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. Students also have access to peer tutors who are active KPU students, recruited through faculty referral. The KPU Learning Centre Peer Tutor Training Program is a comprehensive three-phase learning opportunity that has won national accolades.

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 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 department also offers upgrading classes at the Phoenix Drug & Alcohol Recovery and Education Centre and at the Tsawwassen First Nation for the Nation's members. In addition, the department offers a Literacy 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 Citation in 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, 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 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 grounding the practice of the Faculty are social justice, community, equity, sustainability, and inclusion. These underlie and inform much of the Faculty's teaching. The Faculty of Arts has also played a leading role in the development of Indigenous education initiatives and projects at KPU, including a Minor in Indigenous Community Justice, a Cree language course, the Indigenous Artists/Writers in Residence, as well as the launch of the Indigenous Studies department in 2023.

The Entertainment Arts (ENTA) programs are another recent addition to the Faculty. Launched in summer 2022, ENTA offers four credentials: Advanced Game Development Diploma, Advanced 3D Animation and 3D Modelling Diploma, Advanced VFX Diploma, and Foundation in Entertainment Arts Certificate, all focusing on digital arts and training students for careers in a flourishing global industry, particularly in Greater Vancouver.

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, the Inside-Out Prison Exchange program, and other community-engaged projects.

Home to a Canada Research Chair in South Asian Literary and Cultural Studies, as well as three multi-year Chancellor's chairs, the Faculty of Arts is consistent 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 the Faculty of Arts is working to deepen the connection between research and teaching by expanding the range of student opportunities available through course development; the "ArtsNet" online research hub; the annual Arts Speaker Series; and community initiatives, such as the South Asian Arts Festival, SideQuest: A Student-Led Game Creation team, and the Wake Up Social Justice Music Festival.

The Faculty of Arts develops well-rounded, innovative, and critically-minded graduates. Programs offered by the Faculty empower graduates with skills in critical thinking, problem solving and innovation, effective communication, intercultural awareness, information and numerical literacy, social justice, professionalism, teamwork, and accountability. These are skills that students need to flourish and prosper, and skills that the local 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 meaningful and socially engaged 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, cyber security, and business environmental sustainability.

MSB's leadership team regularly meets with community partners to ensure program curriculums remain competitive in the workforce. An example is the Human Resources Management program that was re-imagined with direct feedback from students, instructors, and industry including the Chartered Professionals in Human Resources of British Columbia and Yukon. The revised program was introduced for the fall 2022 semester.

MSB completed a strategic plan renewal in 2023 and is committed to meeting its four main goals: the pursuit of educational excellence, to transform experiences within Melville, reciprocal partnerships and relations, and excellence in applied scholarship. The initiative called “Melville Ideation Sessions” have been held regularly for staff and faculty to focus on the strategic plan initiatives and goals. Presentation examples include Indigenous Business Education, Decolonization in Higher Education, and Social Responsibility of Business Education. In addition, the MSB completed a first-year strategic report for distribution in June 2024.

The Business Strategy Internship program has supported local businesses with affordable talent while providing soon-to-graduate Business students with paid work experience in their area of study, a stepping stone for future employment opportunities, and the chance to apply their knowledge in a real business setting. The program was made possible by Mitacs’ funding of \$670,000 in the first three years and an additional \$500,000 (100 internships) for the next two years. The RBC Foundation’s contribution of \$300,000 supports the hiring of three KPU student assistants to work with the Melville Business Internship team for four years, and subsidize even more business partners who hire our students under the age of 30 and traditionally underrepresented in the sector. Just since summer 2022, 148 students have been paired with 59 different industry partners, with some employers taking up to five students in one intake.

Over the past few years, MSB has offered numerous dual credit sections to high school students. In fall 2023, seven dual credit sections were offered across the Computer Science and Information Technology, Entrepreneurial Leadership, Accounting, and Business Quantitative Studies departments. In spring 2024, six additional sections were offered between marketing and computer information systems. Over the past four summers, MSB has run a sessional dual credit cohort section, Litigation and Civil Procedure, dedicated to dual credit students in the Surrey School District. In spring 2022, computer information systems dedicated a cohort section, Systems Analysis and Design, to dual credit students from the Abbotsford School District.

MSB has an annual scholarship of \$30,000 over four years for one domestic student entering a BBA in Entrepreneurial Leadership. The funding was established through the collective efforts of past students in the program. In addition, the MSB announced the first Business full-ride scholarship for any student entering the School, made possible through the generosity of George and Sylvia Melville and the Melville Foundation’s gift of \$8 million in 2021. Starting fall 2025, the first student will be awarded this scholarship and then one student each fall thereafter.

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, front-end development for interactive applications, fashion and technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry through practicums and work experience placements, collaborative industry projects, and research and development.

The newest Design program launches in fall 2024 with the first cohort of students in the 2-year Diploma for Front-End Development for Interactive Applications, described in the Strategic Priorities chapter.

KPU's Fashion and Technology degree program gives students the opportunity to develop design concepts using practice-led research and creative and technical skills to work in 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. The program offers an honours option and is the first of its kind in Canada, providing selected participants with further depth in their capstone studies.

In March 2024, Pamela Baker, a renowned Indigenous designer and fashion expert with 35 years of experience, became the first Indigenous Designer in Residence at the Wilson School of Design. A highly accomplished Indigenous artist, designer, and entrepreneur, Baker has an impressive history of art and design accolades ranging from large-scale art installations, to Olympic regalia designs, to fashion show production. Baker has provided student consultations, guest lectures, workshops, and designer discussions.

## 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, and hands-on experience to ensure students' knowledge can be put into action.

The nursing degree programs, Diploma in Traditional Chinese Medicine – 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 integrate experiential learning through lab and practice placements. Practice placements provide real-world experiences for students to demonstrate existing skills and to develop advanced skills and critical thinking. These placements are supervised by an experienced faculty member who leads the student through real-world applications, expanding the student's knowledge. Practice placements include hospitals, long-term care facilities, public health programs, global outreach, and other field work. Under the direction and supervision of well-qualified faculty, the traditional Chinese medicine students provide assessment and acupuncture treatments to the public in the student clinic at KPU's Richmond campus and at Villa Cathay Care Home.

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. To bolster and support the number of new nurses in BC, the Province invested in KPU to launch a Licensed Practical Nurse (LPN) to Registered Nurse (RN) Pilot Program starting summer 2024, as described in the Strategic Priorities chapter.

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.

As well, over the last two years, KPU has implemented the expansion of its nursing programs to accommodate an additional 115 students on an ongoing basis. The labs at the Langley Campus have undergone significant renovations to accommodate this increase. The consolidation of two classrooms into a spacious lab and the addition of 12 advanced Laerdal manikins have enhanced the Faculty of Health's dynamic approach and the hands-on learning experience. By innovating through theory and practice, learners are transformed into leaders who will ultimately change the face of their communities.

## Faculty of Science

The Faculty of Science consists of nine departments, which include biology, chemistry, physics, mathematics, computer assisted design and drafting, environmental protection, brewing and

brewery operations, sustainable agriculture, and horticulture. Collectively, the Faculty offers 29 academic credentials including citations, certificates, diplomas, and degrees. Additionally, the Horticulture department offers apprenticeship programs in landscape horticulture and arboriculture. Programs are offered on the campuses of Cloverdale, Langley, Richmond, and Surrey. KPU's offerings in science cluster into three broad areas: agriculture and horticulture, job-ready diplomas and certificates, and applied science training at the bachelor's level. All programs share a commitment to empiricism, and require students to engage in hands-on learning as part of their programs of study.

There are several degree programs in the Faculty, including a Bachelor of Science in Biology and a Bachelor of Science in Health Sciences. The upper level courses are taught in the Surrey campus science labs. The Bachelor of Science 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 Bachelor of Science 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 KPU Applied Genomics Centre at the Surrey campus 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.

Additionally, the Physics for Modern Technology program has a Cloud Lab, an online-based tool wherein students are able to conduct applied physics experiments remotely over an internet connection.

The Computer-Aided Design & Drafting (CADD) 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 program 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, 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 curriculum.

Programs that follow the SkilledTradesBC 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-SkilledTradesBC programs that are Senate-approved include the Certificate in Farrier Science and the Diploma in Mechatronics and Advanced Manufacturing Technology.

The Metal Fabrication Foundation program was successfully re-launched in spring 2023 and an additional offering began in spring 2024. The program is offered both as a standalone and a Youth Train in Trades option, and continues to see growth.

The Automotive Service Technician program offered its first Zero Emissions Vehicle training in spring 2024 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. As described in the Strategic Priorities chapter, the Faculty also maintains 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 SkilledTradesBC.

The Faculty continues to partner with the Squamish First Nation and has focused primarily on Introduction to Carpentry and Carpentry Level 1 offerings. The Faculty has continued to work closely with representatives from the Nation to customize training for their students' wants, needs, and job market opportunities. Additionally, in partnership with Aboriginal Community Career Employment Services Society, the Faculty offered two intakes of Indigenous Trades Samplers where students had the opportunity to explore three to four trades at KPU Tech.

## Continuing and Professional Studies

KPU's Continuing & Professional Studies (CPS) provides 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 courses are offered through the Faculties, and include the following:

The Faculty of Health offers 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, as well as 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. Through the integration of theoretical and technical hands-on training, the Faculty offers courses such as Cross Connection Certification and Recertification, Welding Upgrading, Automotive Inter-Provincial Refresher, and Electric Vehicle Maintenance Training.

The Faculty of Science has short-term courses taught by industry professionals. These include a selection of courses from Brewing Chemistry Basics for students entering the Diploma in Brewing and Brewery Operations program, to Small Batch Brewing Basics of Hobbyists for those interested in home brewing, and Professional Pest Management for those looking for applied skills in a new field.

The Melville School of Business offers courses, such as Decoding Company Financial Statements for Non-Accountants, Startup Finances, Being a Creative Entrepreneur, Finding the Right Product, and Indigenous Entrepreneurship, for budding entrepreneurs, HR professionals, accounting novices, industry experts, and community partners.

The Wilson School of Design has an array of courses for learners who are keen on broadening their knowledge of the fashion industry or who are enthusiasts who want to unleash their creativity and learn basic techniques and processes. These are courses such as Sewing Dresses, Adventure Pack Bag Making, Using Industrial Sewing Machines, Explore Fashion Careers, the Summer Design Foundation Academy, and more.

Also new are courses such as Teaching Children to Read and a newly developed skill workshop on Generative Artificial Intelligence which will launch in fall 2024.

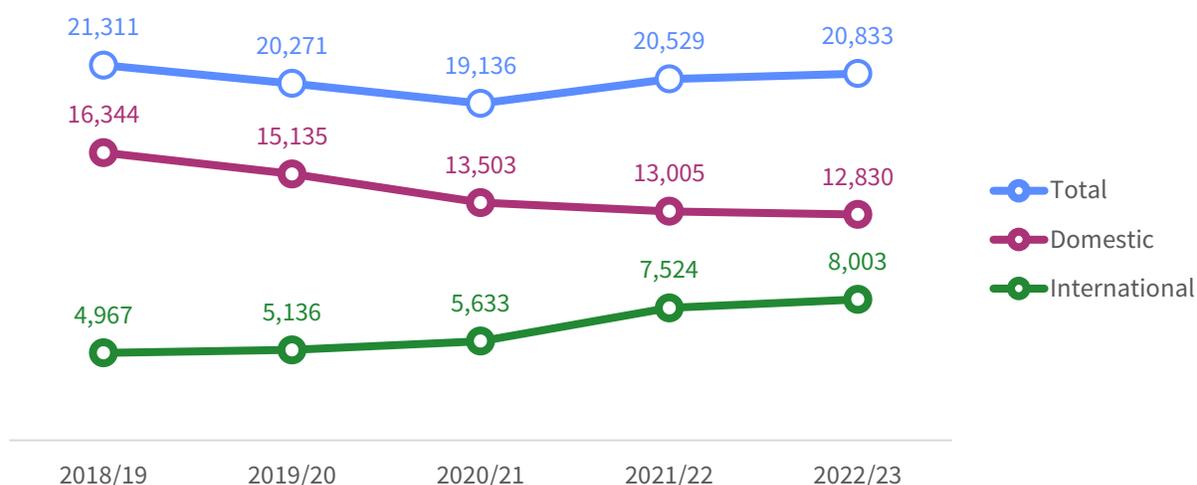
## KPU Students

### Student Headcounts

Figure 3.3 shows the trend of total student headcounts, and breakdowns by domestic and international status. Over the past five years, KPU's international enrolments have grown while domestic enrolments have declined, 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. Changes in both domestic and international enrolments stabilized in AY2022/23 when the total enrolments approached 21,000. In AY2022/23, 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, 23% were enrolled in the Faculty of Arts, and 13% were enrolled in the Faculty of Science.

**Figure 3.3 – Domestic and International Headcounts**

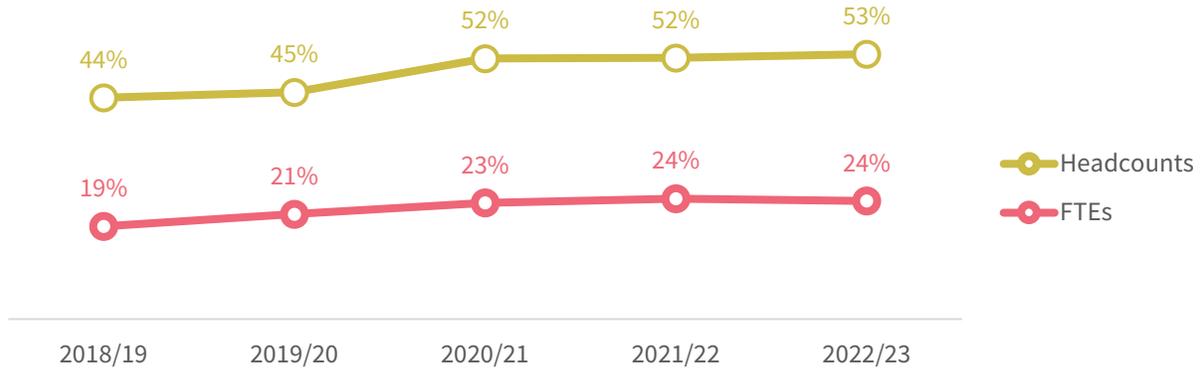
*By Academic Year, 2018/19 to 2022/23*



KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, just over half the student body studies in the summer term each year (Figure 3.4), an increase from about 45% prior to the pandemic. 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.

**Figure 3.4 – Proportion of Headcounts and FTEs Delivered in the Summer**

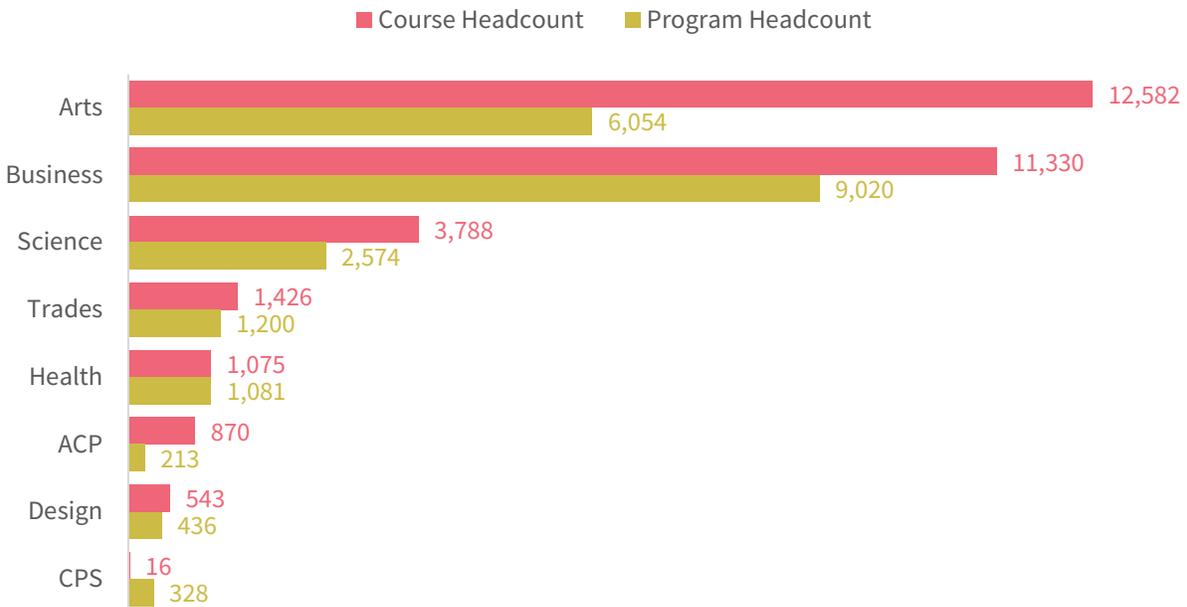
*By Academic Year, 2018/19 to 2022/23*



Students often take courses outside their home faculty. Figure 3.5 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. Although only 1% of all students were registered in ACP programs, ACP delivered courses to 3% of all students in AY2022/23.

**Figure 3.5 – Distribution of Student Headcount by Course and Program Faculty**

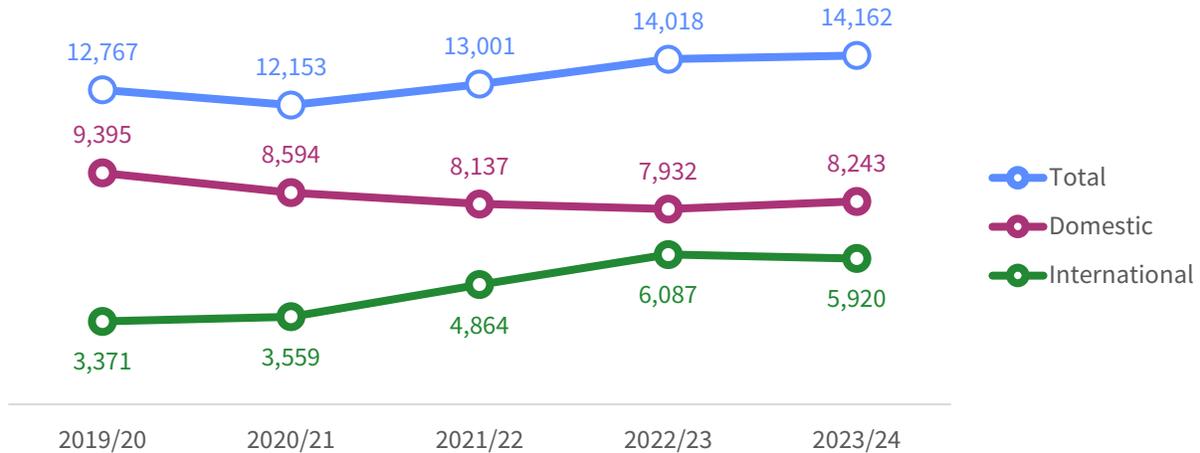
*2022/23 Academic Year*



Although 79% of KPU students studied full-time in FY2022/23, 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 3.6. From FY2020/21, total FTEs have increased, peaking at 14,162 in 2023/24. Up to 2022/23, domestic FTEs were declining, but increased in 2023/24. After increasing for

four years, international FTEs declined in 2023/24. 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.

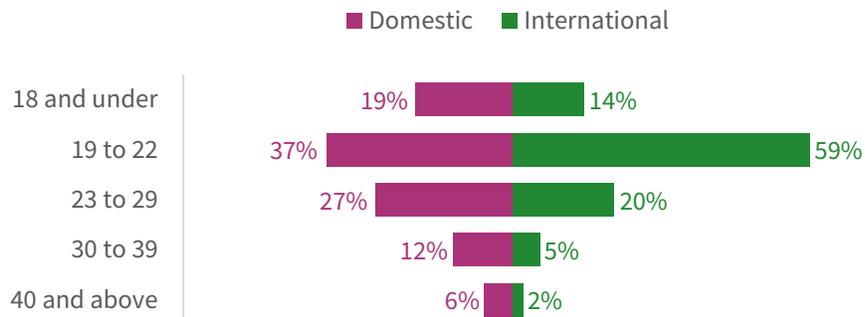
**Figure 3.6 – Domestic and International FTEs**  
By Fiscal Year, 2019/20 to 2023/24



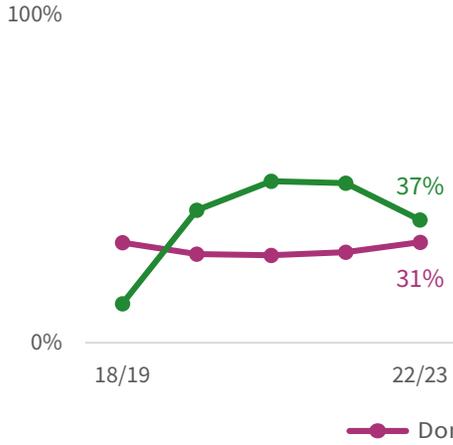
### Student Profile 2022/23

This profile of the KPU student body compares the characteristics of domestic and international students. International students made up 38% of all KPU in AY2022/23. Compared to domestic students, international students were more likely to be aged 19 to 22 years, be new to KPU, studying full-time, and pursue either undergraduate or graduate studies.

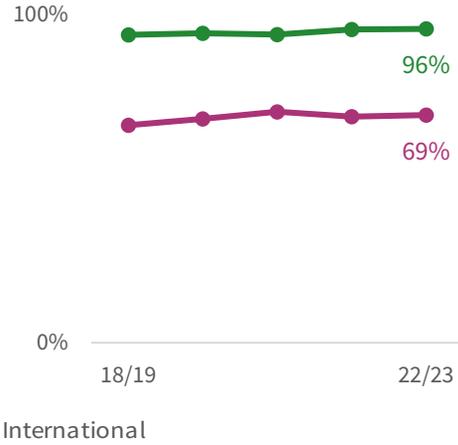
#### Age Groups



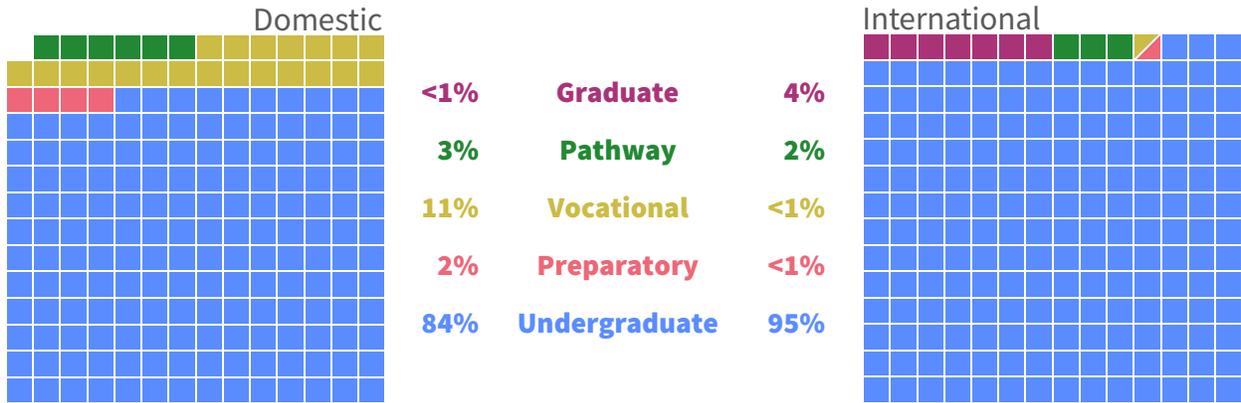
### New to KPU



### Full-time students



### Student level

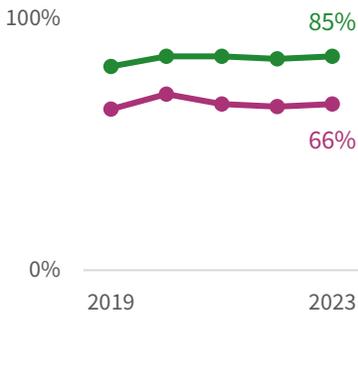


## What Students Tell Us

In fall 2023, over 5,000 KPU students responded to the annual Student Satisfaction Survey.

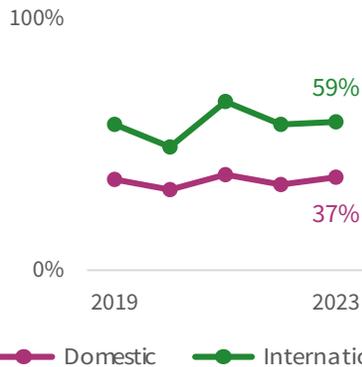
#### KPU was first choice

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



#### First-generation

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



#### Working a paid job

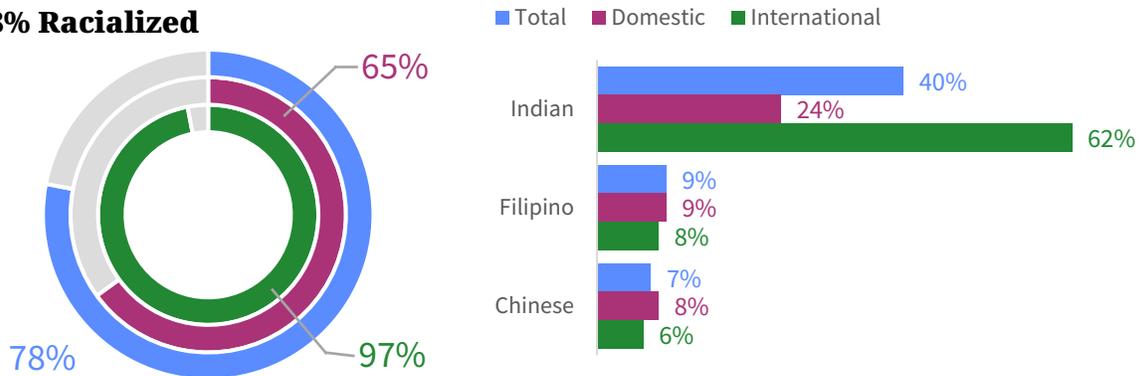
Student worked in paid employment while attending KPU.



### Racial and ethnic background

The majority of both domestic and international students identified as racialized. Indian, Filipino, and Chinese were the three largest racial groups in the student body.

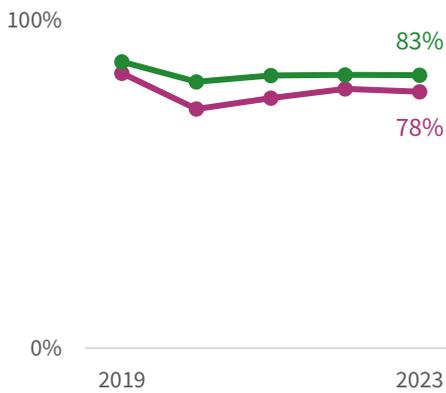
#### 78% Racialized



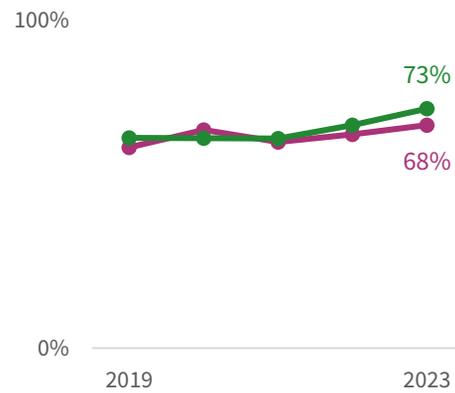
### Educational experience

Satisfaction with overall educational experience has remained high among both domestic and international students since returning to campus after the COVID-19 pandemic. Over two-thirds of students were enrolled in all the courses they wanted in fall 2023.

#### Satisfied with overall educational experience



#### Enrolled in all desired courses



Domestic International



## 4. Student Innovation and Research

This chapter profiles some KPU student-led research and innovation projects. Some of this has been funded through KPU's Student Research and Innovation Grants. Some of these projects have been conducted with or for external partners.

### Wilson School of Design students design tents to protect firefighters from wildfire smoke

The prototype shelters, designed for use on fire lines and fire camps, aim to provide wildfire crews access to clean air in smoky environments. The shelters are easy to set up and equipped with a three-layer air filtration system similar to advanced cabin air filters. The system removes a wide range of pollutants and creates a breathable environment within the tent. Multiple prototypes were designed and produced by students in the product design program. The BC Wildfire Service has plans to test these clean-air shelter prototypes at fire camps impacted by wildfire smoke this summer.

“These professionals are often stationed far from their base camps and are constantly exposed to harmful smoke and poor air quality, even during breaks,” shared Kevin Kang, a third-year product design student. “Our goal was to create a clean-air shelter that could help reduce the immediate dangers of smoke inhalation and address the long-term health risks.”



Photo: Hunter Cuthbert (left) and Kevin Kang (right) assemble a prototype clean-air shelter in the field.

The theme of this year's project was inspired by John Valliant's book *Fire Weather: The Making of a Beast*, which is about wildfires in northern Alberta.

## Wilson School of Design student upcycles old clothes into winning design



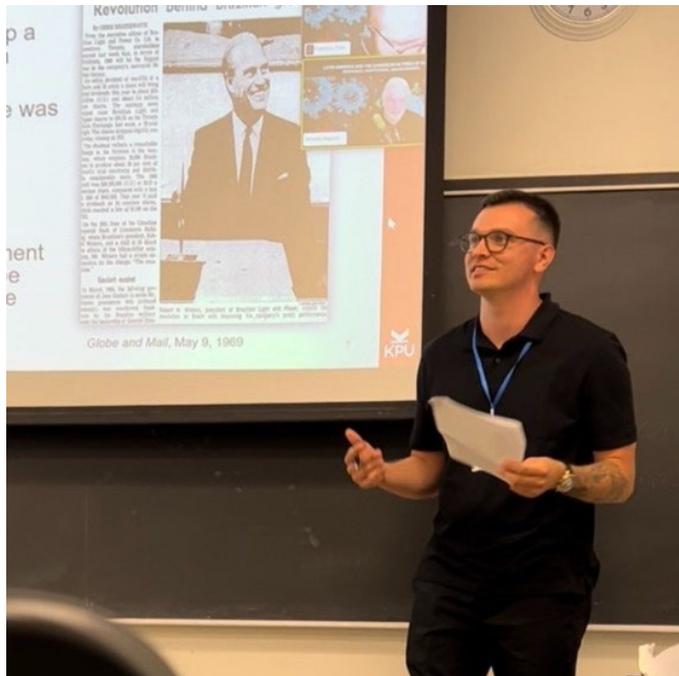
*Photo: Clara Devina wearing her winning garment.*

A third-year student in the Fashion Design and Technology program, Clara Devina, won the Wilson School of Design's 2024 Upcycled Design Competition and \$2000 prize with a handmade dress-like crocheted garment that symbolizes the web of life. "We can go thrifting instead of shopping or donate clothes instead of letting them pile up," said Devina. "Participating in this competition is one of my ways to support sustainability." Devina used weaving and crocheting techniques to reflect the ideas of connectedness. The use of yarn is also very symbolic, as it represents the idea that everything in nature begins small.

For the competition, participants were encouraged to incorporate environmental and social responsibility into their work, creating a three-dimensional design with recycled textiles and found objects. This year's theme was Gaia, a term from Greek mythology meaning 'mother of all life.' It was inspired by scientist James Lovelock's theory that suggests all living organisms are connected and form synergetic, self-regulated systems.

## History student investigates media's reporting of relationship between Canadian companies and Brazil's military dictatorship

Working with a team of sociology and history researchers at KPU, history student Nolan Jensen investigated the connection between Light/Brascan and Brazilian technocrats during the latter's military regime (1964-1985). Jensen's research was supported by a Student Research & Innovation Grant (SRIG), and he presented his results at KPU's Empowering Minds Conference in March 2024. "We spent months researching available primary and secondary source materials, wrote an in-depth report, and had the opportunity to present our findings for the Canadian Journal of Latin American and Caribbean Studies at the University of Toronto," said Jensen. "I know that I will be able to call upon the experience in future endeavours in academia."



*Photo: Nolan Jensen presenting his research.*

## Business students explore applications of AI in supply chain and logistics to reduce carbon emissions

Shoplan Aralova and Nichol Louis, post-graduate students in the Operations and Supply Chain Management program, worked with Business instructor Dr. Marcelo Machado to conduct research on how AI technologies can be integrated into supply chain operations to improve efficiency, while simultaneously minimizing environmental impact. "We



*Photo: Shoplan Aralova (left) and Nichol Louis (right).*

"We uncovered insights that challenge conventional notions," said Aralova. "This experience has expanded my knowledge and fueled my passion for sustainable business practices in the supply chain. I am proud to have contributed to this important dialogue, and I look forward to seeing how our research influences future initiatives in the field."

## Brew Lab students craft beer with distinct Korean cultural flair



Photo: (From left to right) Ui Sun Hwang, Thomas Nickel, Donghwan Chang, and Su Kim in the KPU Brew Lab.

Korean international students Ui Sun Hwang and Su Kim collaborated with KPU alumnus Donghwan Chang and domestic students Thomas Nickel and Hyorae Kim to create a one-of-a-kind beer. Named ‘Harvest Saison,’ the recipe calls for hops that smell like pears, apples, and melons – commonly associated with Korean alcohol – in addition to a combination of rice flakes, barley malt, wheat malt, and Saison yeast to create a beer reminiscent of Korean rice wines.

“The addition of rice was chosen to give the beer a clean and smooth flavour, while also taking into account our cultural background,” said Hwang. “We wanted to combine Belgian-style beer with elements inspired by traditional Korean liquors and German hops to create a truly unique beer.”

## Applied Genomics student helps agriculture prepare for global warming

In partnership with Thompson Rivers University and a ranch in Beaverdell, RJ Wester is studying the heat resistance of cattle at KPU’s Applied Genomics Centre (AGC). Using genetic tools, Wester is tracking the single mutation that causes cattle from the tropics to be heat resistant. He is also assessing the heat resistance capabilities of cattle with this mutation using gene expression and blood protein markers related to heat stress. The hope is to help breeders produce beef cattle that are better able to sustain Canada’s rising temperatures. The “experience has allowed me to open up my options for careers in the future,” said Wester.



Photo: RJ Wester working in the Applied Genomics lab.

## Biology student explores new method for determining hop quality



*Photo: Damion Schonwetter*

KPU student Damion Schonwetter is collaborating with the BC Hop Growers Association to help bridge the gap between the methods currently used by hop growers and beer brewers to determine hop quality with newer precision lab analysis methods. While traditional methods can ascertain the aromatic total oil content, Schonwetter is using gas chromatography-mass spectroscopy to determine the exact aromatic compounds and their relative quantities.

“Having this data ultimately allows you to better judge the quality of the hops, and the aromatic properties they imbue,” said Schonwetter. “This

will result in less hop and beer waste by brewers having more accurate data.” Schonwetter’s research is part of the hop variety development project, which aims to develop locally-adapted hop plants and takes place in KPU’s Applied Genomics Centre, where many students have had the opportunity to participate in hands-on research. “This project has been an incredible experience for me,” said Schonwetter.

## Sociology student brings ethnographic methods to Drumheller

Kamla Brown is working with Dr. Rebecca Yoshizawa to explore the social and cultural aspects of paleontology, including a visit to the Royal Tyrrell Museum in Drumheller, Alberta, and conducting interviews with museum staff. Brown aims to observe how paleontological knowledge actually gets produced, and determine the extent to which colonial attitudes remain present in contemporary museum exhibitions. “Paleontology participates in larger conversations and actions around land use, industry and resource extraction, Indigenous land sovereignty, and environmental destruction,” said Brown, who noted the ability of museum exhibits to both reproduce and challenge social inequalities. “I have come to learn that everything can be a finding in research.”



*Photo: Kamla Brown at the Royal Tyrrell Museum.*

## Sustainable Agriculture student compares bok choy growing methods to improve crop yield and generate renewable energy



*Photo: Amanda Tam with her bok choy crop.*

Amanda Tam received a Student Research & Innovation Grant to study bolt resistance and yield of different bok choy varieties at the KPU Farm in Richmond. Her research investigates whether plant variety, shading method, and planting date affect crop growth – but also utilizes solar panels as a source of shade. Tam hopes that her research can lead to more dual-purpose land use: as a source of food and renewable energy. Tam pointed out the importance of SRIG for enabling student research: “I was able to obtain valuable data from

the funded materials, which otherwise would have imposed a personal financial burden.”

## Psychology students investigate barriers faced by 2SLGBTQIA+ students within post-secondary institutions

Fourth-year students Camille Bédard (applied psychology) and Liam Ruel (psychology) worked with alumna Kayla Garvin and Dr. Tara Lyons to examine the experiences of 2SLGBTQIA+ students in a teaching-focused post-secondary environment. The students conducted interviews with 43 2SLGBTQIA+ students at KPU, broadly exploring their educational experiences. They found that, overall, 2SLGBTQIA+ students don't have the support, services, and educational environment they need to thrive. The students presented their findings to numerous internal and external audiences between November 2022 and March 2024. Understanding the lack of 2SLGBTQIA+ community on campus, the students created the KPU Pride Society student group, and opened the Pride Centre space at KPU Surrey.



*Photo: Liam Ruel (left) and Camille Bédard (right), discussing the benefits of undergraduate research at Empowering Minds 2024.*

One objective of the project was to develop participant-driven recommendations for KPU employees. Recommendations based on the research that have been implemented include revising the language on counselling demographics forms and providing funding to staff the Pride Centre. “In my field of study, it’s not often that you get the opportunity to combine research and advocacy, so I’m extremely grateful to be involved in this project,” says Bédard. Ruel, who has also previously done research as part of the Lifespan Cognition Lab, also reflected on his research experience: “I think we’ve helped people outside of the community understand just how prevalent anti-2SLGBTQIA+ prejudice is, and I hope we can use this work to advocate for further change.”

Currently, the students are conducting a further mixed-methods study at teaching-focused institutions across the Lower Mainland to expand upon and enrich their research findings.



## 5. 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 2026*. The 12 measures include the performance measures required by the ministry, 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 BC Ministry of Post-Secondary Education and Future Skills (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. Alignment between *VISION 2026*'s themes and the ministry's system objectives is shown below:

VISION 2026 Themes	Ministry Objectives				
	Capacity	Access	Quality	Relevance	Efficiency
A. Experience		✓	✓		
B. Sustainability	✓			✓	✓
C. Creativity	✓		✓	✓	✓
D. Justice		✓	✓		
E. Quality	✓	✓	✓	✓	

For each metric, the ministry objective is listed, where applicable, as well as the data source, the target, the assessment, and any noteworthy information.

The table below contains a summary of the assessment on the 12 government (10 PSFS, 2 STBC) and 39 KPU performance measures, as well as the scale used to assess them. The scale incorporates both government and KPU assessment methods, which includes additional gradations marking progress toward achieving a target. 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.

Assessment (criteria)	Gov't	KPU	Total
Achieved (100% or more of target)	4	7	11
Substantially achieved (90% to 99% of target)	4	2	6
Not achieved (between 60% and 89% of target)	2	1	3
Not achieved (less than 60% of target)	2	2	4
Not assessed (no data, no target, too few respondents, or margin of error too high)	0	27	27

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.

## A. Experience

### A1. Enhanced Student Experience

#### 1. Proportion of students reporting satisfaction with their educational experience

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Target	
	75%	79%	81%	80%	≥	
Substantially achieved. PSFS objective: Quality. Data source: Student Satisfaction Survey (SSS).						

#### 2. Proportion of students who feel part of the KPU community

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Target	
	56%	58%	63%	61%	≥	
Substantially achieved. PSFS objective: Quality. Data source: SSS.						

#### 3. Proportion of students reporting satisfaction with campus life

	Fall 2024	Fall 2025	Fall 2026	Target
	-	-	-	≥
Not assessed. PSFS objective: Quality. Data source: SSS. New metric. Data to be collected starting fall 2024.				

#### 4. Percentage of sections with zero textbook costs

	FY20	FY21	FY22	FY23	FY24	Target	
	14%	18%	17%	16%	23%	↑	
Achieved. PSFS objective: Access. Data source: KPU Student Information System.							

#### 5. Work-integrated learning (WIL) opportunities

	FY23	FY24	Target	
Number of WIL opportunities	465	483	TBD	
Number of WIL students	5,864	5,983	TBD	
Not assessed. PSFS objective: Relevance. Data source: KPU Student Information System.				

## A2. Enriched Employee Experience

### 6. Proportion of employees who are satisfied with working at KPU

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. Data source: Employee Feedback Survey (EFS). New metric. Data to be collected starting fall 2024.				

## A3. Support for Health and Wellness

### 7. Student wellness scores

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: SSS. New metric. Data to be collected starting fall 2024.				

### 8. Employee wellness scores

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. Data source: EFS. New metric. Data to be collected starting fall 2024.				

## B. Sustainability

### B1. Cultural, Social, and Environmental Sustainability

#### 9. Number of courses in the Climate+ Challenge

	AY24	AY25	AY26	Target
	84	-	-	↑
Not assessed. PSFS objective: Quality. Data source: <a href="#">KPU Climate+ Challenge website</a> .				

#### 10. Number of research projects that address sustainability

	FY24	FY25	FY26	Target
	105	-	-	↑
Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System. Includes all projects that address one or more UN Sustainable Development Goals.				

### 11. Greenhouse gas emissions from KPU buildings

	CY22	CY23	Target	
	2,655	2,383	TBD	
Not assessed. Data source: KPU Energy Records. The unit of measurement is metric tonnes of carbon dioxide equivalents (tCO2e).				

### 12. Campus waste diversion rate

	FY23	FY24	Target	
	50%	55%	↑	
Achieved. Data source: KPU Facilities Tracking System. The rate reflects all major sources of waste and waste diversion. Some less voluminous forms are not captured, such as electronics recycling, and lab chemical neutralizing.				

### 13. Proportion of students and employees using more sustainable transportation methods

	Spring 2024	Spring 2025	Spring 2026	Target	
Students	69%	-	-	↑	×
Employees	33%	-	-	↑	•
<div style="text-align: right;"> <span style="color: blue;">•</span> Employees   <span style="color: blue;">×</span> Students         </div>					
Not assessed. Data source: Sustainability Survey.					

## B2. Integrated Planning

### 14. Proportion of students reporting they have access to the courses they want

	CY20	CY21	CY22	CY23	Target	
	65%	62%	66%	68%	↑	
Achieved. PSFS objective: Efficiency. Data source: SSS.						

### B3. Financial Sustainability

#### 15. Net operating revenues ratio

FY23	FY24	Target
3%	12%	>7%

Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

This provides an indication of the extent to which an institution is generating positive cash flow to be financially sustainable long-term. It is calculated as cash flow from operating activities divided by total revenues. Cash flow from operating activities is actual cash and represents the amount of cash an organization generates or consumes from carrying out its operating activities over a period of time.

The financial statement total revenue figures used for this metric for FY24 include a gain of \$116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU’s fiscal 2024 operating grant of \$83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, ‘Net operating revenues ratio’ for FY24 was 10%.

#### 16. Net income or loss ratio

FY23	FY24	Target
3%	3%	>1.5%

Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

This measures the percentage of an institution’s revenues that contribute to its net assets. It provides insight into how well an institution is able to manage its overall expenses and its objective is to track trends in an institutions’ net earnings. The ratio is calculated as total revenues minus total expenses divided by total revenues.

The financial statement total revenue figures used for this metric for FY24 include a gain of \$116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU’s fiscal 2024 operating grant of \$83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, ‘Net income or loss ratio’ was 19%.

#### 17. Tuition revenue over all academic expenses

FY23	FY24	Target
118%	111%	≥75%

Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

A decline in this ratio would demonstrate a decrease in revenues to cover expenditures especially if related expenses remain the same. It is calculated as total tuition revenue divided by academic support and instruction (all activities related to the support and delivery of education, including cost of instructors, academic management, support staff, and related support costs).

## C. Creativity

### C1. Teaching Excellence and Innovation

#### 18. Proportion of teaching faculty indicating satisfaction with supports for teaching

	CY24	CY25	CY26	Target
	-	-	-	↑
Not assessed. PSFS objective: Quality. Data source: Faculty Survey (FS). New metric. Data to be collected starting fall 2024.				

#### 19. Proportion of teaching faculty indicating satisfaction with supports for curriculum development

	CY24	CY25	CY26	Target
	-	-	-	↑
Not assessed. PSFS objective: Quality. Data source: FS. New metric. Data to be collected starting fall 2024.				

### C2. Research Activity and Intensity

#### 20. Number of students that receive a Student Research and Innovation Grant

	FY24	FY25	FY26	Target
	72	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System.				

#### 21. Proportion of students engaged in research

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: SSS. New metric. Data to be collected starting fall 2024.				

#### 22. Student satisfaction with opportunities to be engaged in research

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: SSS. New metric. Data to be collected starting fall 2024.				

#### 23. Proportion of employees engaged in research

	CY24	CY25	CY26	Target
	-	-	-	TBD
Not assessed. Data source: FS. New metric. Data to be collected starting fall 2024.				

---

**24. Proportion of employees who engage students in their research**

---

CY24	CY25	CY26	Target
-	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: FS. New metric. Data to be collected starting fall 2024.			

---

**25. Number of employees who received some course release to conduct research or scholarship**

---

AY24	AY25	AY26	Target
42	-	-	TBD
Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System. Course release includes educational leave for research, as well as internally funded course release, externally funded course release, and the 0.6 Professional Development course release used for research.			

---

**26. Number of research partners**

---

CY24	CY25	CY26	Target
47	-	-	TBD
Not assessed. Data source: KPU ROMEO Research System. Research partners include partners in the government, for-profit, and non-profit sectors that awarded research grants to, or signed research contracts and agreements with KPU researchers.			

---

### C3. Creative Problem-Solving

---

**27. Proportion of employees who agree with the statement: I feel empowered to take calculated risks to solve problems at KPU**

---

CY24	CY25	CY26	Target
-	-	-	↑
Not assessed. Data source: EFS. New metric. Data to be collected starting fall 2024.			

---

# D. Justice

## D1. Decolonization and Reconciliation

### 28. Progress on xé?elł (KPU Pathway to Systemic Transformation)

CY24	CY25	CY26	Target
-	-	-	↑
Not assessed. PSFS objective: Access. Data source: KPU. New metric. Data to be collected starting fall 2024.			

### 29. Number of Indigenous student spaces (PSFS)

	FY20	FY21	FY22	FY23	Target
# of Indigenous student FTEs	337	270	272	243	N/A
% of domestic FTEs	3.6%	3.1%	3.3%	3.0%	≥
Substantially achieved. PSFS objective: Access. Data source: PSFS. The metric is the percentage of domestic FTEs that are attributable to Indigenous students. The target is that this percentage is equal to, or greater than, the percentage in the previous year. Includes all students who have ever self-declared as Indigenous in the BC K-12 school system, or at KPU.					

### 30. Number of Indigenous graduates

AY22	AY23	Target
69	36	↑
Not achieved (<60% of target). PSFS objective: Access. Data source: KPU Student Information System. Includes all graduates who have self-declared as Indigenous in the BC K-12 school system, or at KPU.		

### 31. Number of Indigenous employees

CY24	CY25	CY26	Target
-	-	-	↑
Not assessed. PSFS objective: Access. Data source: EFS. New metric. Data to be collected starting fall 2024.			

## D2. Anti-Racism

### 32. Progress on the recommendations from the Task Force on Anti-Racism

	CY24	CY25	CY26	Target	
	78	-	-	↑	●
<p>Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.</p> <p>Each of the Task Force’s recommendations was rated from zero (no progress) to three (substantial progress/complete), with the target representing a score of three on all.</p>					

## D3. Equity, Diversity, Inclusion, and Accessibility

### 33. Progress on developing the EDI Action Plan

	CY24	CY25	CY26	Target	
	50%	-	-	↑	●
<p>Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.</p>					

### 34. Progress on implementing the Accessibility Plan

	CY25	CY26	Target	
	-	-	↑	
<p>Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.</p>				

### 35. 50/30 Challenge results

	AY23	AY24	AY25	Target	
Senior administrators	64%, 30%	-	-	50%, 30%	● ×
Board members	50%, 90%	-	-	50%, 30%	● ×
<p>● Gender   × Other</p> <p>Achieved. PSFS objective: Access. Data source: 50-30 Challenge Survey.</p> <p>Target is for both groups (senior administrators and members of the Board of Governors) to be made up of 50% gender minorities (i.e., women and trans people), and 30% other minoritized groups (i.e., 2SLGBTQIA+, disabled, or BIPOC).</p>					

36. Proportion of employees that perceive they are treated fairly at KPU regardless of...

	CY24	CY25	CY26	Target
	-	-	-	↑
Not assessed. PSFS objective: Access. Data source: EFS.				
New metric, data to be collected starting fall 2024.				

37. Proportion of students that perceive they are treated fairly at KPU regardless of...

	CY21	CY22	CY23	Target	
<b>Gender:</b> trans/gender diverse, cisgender	73% 88%	65% 89%	69% 86%	≥ peer group	
<b>Sexual orientation:</b> LGBQ+, non-LGBQ+	83% 87%	76% 88%	76% 86%	≥ peer group	
<b>Ability:</b> disabled, non-disabled	79% 89%	80% 90%	78% 88%	≥ peer group	
<b>Age:</b> 30 or older, under 30	82% 87%	86% 89%	81% 87%	≥ peer group	
<b>Ethnicity:</b> racialized, non-racialized	88% 81%	89% 79%	86% 75%	≥ peer group	
<b>English skills:</b> multilingual, monolingual	83% 77%	89% 83%	87% 82%	≥ peer group	
<b>Religion:</b> non-Christian religious, non-religious, Christian	89% 80% 82%	91% 75% 83%	89% 72% 79%	≥ peer group	

Not achieved: ≥10% gap between groups (achieved for ethnicity and English skills, substantially achieved for age). PSFS objective: Access. Data source: SSS.

Categories are collapsed into binary breakdowns, with minoritized groups listed first in the table (trans/gender diverse, LGBQ+, disabled, 30 or older, racialized, multilingual, non-Christian religious). Specific subgroups within each category score differently, and should not be treated as homogenous. For selected breakdowns, please see Appendix C.

## E. Quality

### E1. Program and Service Improvement

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

	CY19	CY20	CY21	CY22	CY23	Target	
BGS	94%	91%	90%	91%	87%	≥90%	
DAC	97%	93%	97%	97%	95%	≥90%	
APP	91%	89%	90%	95%	95%	≥90%	
Trades	95%	90%	93%	-	-	≥90%	

Achieved. PSFS objective: Quality. Data source: BC Student Outcomes Surveys (BCSOS). BGS meets the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low.

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

	CY19	CY20	CY21	CY22	CY23	Target	
BGS	94%	91%	92%	89%	88%	≥90%	
DAC	92%	91%	94%	92%	89%	≥90%	
APP	87%	84%	88%	91%	94%	≥90%	
Trades	94%	95%	93%	-	-	≥90%	

Achieved. PSFS objective: Quality. Data source: BCSOS. BGS and DAC meet the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low.

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

	CY19	CY20	CY21	CY22	CY23	Target	
BGS	91%	89%	87%	86%	84%	≥85%	
DAC	89%	87%	91%	90%	90%	≥85%	
APP	85%	84%	82%	87%	89%	≥85%	
Trades	90%	89%	90%	-	-	≥85%	

Achieved. PSFS objective: Relevance. Data source: BCSOS.

BGS meets the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low. Results for each group on specific skills (e.g., writing, problem-solving) are provided in Appendix C.

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

	CY19	CY20	CY21	CY22	CY23	Target	
BGS	90%	88%	90%	88%	84%	≥90%	
DAC	83%	86%	82%	83%	79%	≥90%	
APP	87%	91%	89%	90%	93%	≥90%	
Trades	93%	85%	-	-	-	≥90%	

Substantially achieved (achieved for APP, not assessed for Trades). PSFS objective: Relevance. Data source: BCSOS.

BGS meets the target when taking margin of error into account. Trades was not reported for CY21, CY22, and CY23 as the margin of error was too high or the number of survey respondents was too low.

#### 42. Graduate unemployment rate (PSFS)

	CY19	CY20	CY21	CY22	CY23	Target	
BGS	3.4%	8.5%	6.0%	3.3%	7.7%	≤8.8%	
DAC	5.9%	5.2%	5.9%	6.1%	8.0%	≤8.8%	
APP	1.1%	4.0%	3.1%	1.0%	2.2%	≤8.8%	
Trades	6.8%	11.1%	-	-	-	≤8.8%	
<p>Achieved. PSFS objective: Relevance. Data source: BCSOS.            Trades was not reported for CY21, CY22, and CY23 as the margin of error was too high or the number of survey respondents was too low.</p>							

#### 43. Percentage of programs compliant with Policy AC3: Program Review

	AY24	AY25	AY26	Target	
	88%	-	-	100%	
<p>Not achieved (within 60% of target). PSFS objective: Quality. Data source: KPU Program Review Tracking System.            A program is compliant if it started on time as defined by policy AC3 and is progressing appropriately (i.e., it is on track to be completed within two years of its start date).</p>					

## E2. Internal Accountability

#### 44. Proportion of employees who agree that KPU promotes a culture of shared responsibility and accountability

	CY24	CY25	CY26	Target
	-	-	-	↑
<p>Not assessed. Data source: EFS.            New metric. Data to be collected starting fall 2024.</p>				

### E3. External Accountability

#### 45. Proportion of friends who agree that KPU is being transparent and accountable

	AY25	AY26	Target
	-	-	↑
<p>Not assessed. Data source: Partners Survey.            New metric, data to be collected starting in AY2024/25. Friends include PAC members, WIL, co-op, clinical placement, and research partners.</p>			

#### 46. Number of credentials awarded annually to domestic students (PSFS)

	FY20	FY21	FY22	FY23	Target	
Bachelor	975	1,034	963	921	≥991	
Certificate	473	418	404	434	≥432	
Diploma	348	367	327	324	≥347	
Develop-mental	46	51	28	-	≥42	
Graduate & post-bacc	34	28	27	22	≥30	
Short certificate	29	13	17	10	≥20	

Not achieved (<60% of target) is the lowest category for this metric, so that is the overall assessment. However, the target for the certificate category was achieved, and the target for the bachelor and diploma categories was substantially achieved. PSFS objective: Capacity. Data source: PSFS.

Credentials awarded to international students are excluded, as are trades foundations and apprenticeships. The target is the average number of credentials awarded in the three most recent fiscal years. The metric was previously reported as a total rather than by type, therefore targets for previous years are not provided.

---

**47. Number of domestic FTEs (PSFS)**

---

FY20	FY21	FY22	FY23	FY24	Target	
8,212	7,615	7,013	6,793	7,010	≥9,290	

Not achieved (within 60% of target). PSFS objective: Capacity. Data source: PSFS.

Domestic enrolment was negatively impacted by the pandemic and by demographic changes in the KPU region. Between 2019 and 2021, the population of 17-to-21-year-olds in the KPU region declined by 9%. It started to increase thereafter, exceeding 2019 numbers by 2023. This pattern of decline and increase is reflected in the FTE numbers.

---

**48. Number of health FTEs (PSFS)**

---

FY20	FY21	FY22	FY23	FY24	Target	
938	829	803	734	769	≥889	

Not achieved (within 60% of target). PSFS objective: Capacity. Data source: PSFS.

Health FTEs are affected by changes in the population, described above. In addition, changes in KPU nursing programs from a 4-year to a 3-year program meant that these programs generate lower FTEs than before. When these changes were initially made, students taking the first-year qualifying courses, called Health Foundations, were still captured as health FTEs, but changes made in AY2018/19 resulted in new students taking the first-year qualifying courses for nursing as part of the general student body, so they no longer generate health FTEs. As students in Health Foundations completed, the number of health FTEs they generated declined to zero.

---

**49. Number of developmental FTEs (PSFS)**

---

FY20	FY21	FY22	FY23	FY24	Target	
401	242	168	166	183	≥318	

Not achieved (<60% of target). PSFS objective: Capacity. Data source: PSFS.

Development FTEs are affected by changes in the population described under domestic FTEs above. Most of our developmental FTEs are generated by students in the KPU Pathway to Undergraduate Studies, an access pathway where students upgrade their English in order to meet the undergraduate admission English proficiency requirements. Prior to FY24, students didn't apply to the Pathway but were given an offer to the Pathway if they didn't meet the English proficiency requirements for undergraduate studies. Effective FY24, students can directly apply to the Pathway when they realize they won't meet these requirements, resulting in a 10% increase in developmental FTEs.

---

**50. Seat utilization for STBC-funded Foundation programs (STBC)**

FY20	FY21	FY22	FY23	FY24	Target		
89%	-	-	88%	92%	94.5%		

Substantially achieved. PSFS objective: Capacity. Data source: STBC.  
Data is not provided for FY21 and FY22 as targets were not set in those years.

**51. Seat utilization for STBC-funded Apprenticeship programs (STBC)**

FY20	FY21	FY22	FY23	FY24	Target		
94%	-	-	91%	88%	94.5%		

Substantially achieved. PSFS objective: Capacity. Data source: STBC.  
Data is not provided for FY21 and FY22 as targets were not set in those years.

# Glossary of Terms

APP: 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) ); e.g., AY23 is September 1, 2022 to August 31, 2023

BCSOS: BC Student Outcomes Surveys – the Baccalaureate Graduates Survey; Survey of Apprenticeship Students; Survey of Diploma, Associate Degree, and Certificate Students; and Trades Foundation and Trades-Related Vocational Student Outcomes Survey

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

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

DAC: 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

FS: Faculty Survey of all KPU faculty members, conducted approximately every two years

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 2022 is fiscal year April 1, 2021 to March 31, 2022

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

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

# Appendix A: Report on Reconciliation

The following table summarizes KPU's progress on implementing the Truth and Reconciliation Commission's (TRC) Calls to Action, the post-secondary education-related articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and the post-secondary education-related recommendations of the *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care Report*.

TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION	
<b>1: SOCIAL WORK</b>	
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
<b>12: EARLY CHILDHOOD EDUCATION</b>	
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>
Completed	<p>In fall 2023, students were able to take Capilano University's Early Childhood Care and Education 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 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 Early Childhood Education (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>Discussion are underway with Capilano University about continuing the program.</p>

<p>In Progress</p>	<p>Through a partnership between KPU, Metis Nation British Columbia (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 spaces on the ground floor and an abutting ground-level outdoor play area. The second floor will provide space for an ECCE Diploma 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 ECCE 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 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.</p>
--------------------	---

**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>
<p>Ongoing</p>	<p>The hən̓q̓əmiñəḥ̓ 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. hən̓q̓əmiñəḥ̓ is the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional territories our university is built. hən̓q̓əmiñəḥ̓ is also known as a Down River dialect of Halkomelem, under the Salishan language category.</p> <p>Signage has been installed at our campuses to include translations of the locations in the hən̓q̓əmiñəḥ̓ dialect. QR codes were 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 Sesmelot Fern</p>

	Gabriel, hə́ŋǰəmińə́m Language Instructor and Consultant from Kwantlen First Nation.
Ongoing	hə́ŋǰəmińə́m 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 hə́ŋǰəmińə́m, taught by hə́ŋǰəmińə́m Language Teacher, Fern Gabriel — Sesmelot. Fern learned her language from the Musqueam Nation. Since 2023, this course for academic leaders has been offered three times.
In Progress	Discussions with the Musqueam Nation on the development of a hə́ŋǰəmińə́m course are ongoing.
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.
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.

**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 (GNIE )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. They receive a certificate of completion and write a term paper based on Truth and Reconciliation and trauma

	<p>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.</p> <p>Specifically, in the course GNIE 1328, each week, students demonstrate respect for the Indigenous land and share information about the thriving Indigenous communities in their area. In this course students focus on cultural humility and safety and use the following resources to share Indigenous-based knowledge:</p> <p style="padding-left: 40px;">Mental health and the stigma around Indigenous mental health and substance use. Students watch the Northern Health Stigma and Addiction Video and then reflect on how to apply these concepts in real life.</p> <p style="padding-left: 40px;">Cultural practices surrounding birth within Indigenous communities. These resources are used to inform and facilitate students' understanding regarding Indigenous practices around prenatal care and birth:</p> <p style="padding-left: 40px;">Pediatric pain, and Indigenous-based resources to understand how to assess pain in the Indigenous pediatric population.</p>
Ongoing	<p>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.</p> <p>In Semester 5, students complete an Indigenous course, and examine concepts related to health inequities and social justice in their theory course.</p> <p>Students in semester 6 complete global health projects at a variety of community agencies that serve Indigenous populations in the Lower 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, has been added to semester two to support student in meeting the new BC College of</p>

	<p>Nurses and Midwives (BCCNM) practice standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism (2022).</p> <p>In this course, students strengthen their knowledge, awareness, and skills for working with and providing services to Indigenous People and their communities. They explore the importance of developing respectful, relationally engaged, culturally safe relationships with Indigenous clients. The historical and current impacts of colonialism on Indigenous Peoples and the importance of decolonizing these impacts is examined.</p> <p>Students also learn how Indigenous-specific racism, discrimination, stereotyping, and their impacts negatively affects Indigenous clients' access to health care and health outcomes, and how they can actively apply anti-racism principles in their practice. They explore how strength-based, trauma-informed, culturally safe and humble care can improve health care experiences for Indigenous clients and their families, and strengthen Indigenous cultural safety in relationships, practices, and services. Students will recognize the importance of respecting a client's use of traditional medicines, healers, ceremonies, and practices in their own self-care and healing practice.</p>
Ongoing	<p>Bachelor of Science in Nursing (BSN): 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</p>

	<p>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 practice. 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 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, 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 centred 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 a final preceptorship orientation where a BSN faculty member and a cultural safety consultant guide 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>
New	<p>In 2024 the BSN program received KPU’s Teaching &amp; Learning Innovation Fund (TLIF) Awards – Indigenous Foci. The purpose of this fund was to engage students across the various faculties such as Trades, Arts, Science and Horticulture. The TLIF funds were used to “expand Nation and Elder led programming with a focus on traditional healing gardens.” The project focused on re-cultivating the gardens and refurbishing the beds at North Otter School with traditional fruits and medicinal plants used by First Nations in the region, originated from an idea shared by the aboriginal support worker, Alicia Hiebert.</p>

	<p>Hiebert has a vision that she would like to use the gardens as a teaching venue for all students to learn about the history and traditional ways of First Nations regarding health and healing practices.</p> <p>With the support and leadership of Dr. Joan Boyce, Faculty of Health, BSN nursing students, horticulture and trades students embarked on an “Indigenous project” focused on “Design Thinking” in an interdisciplinary, intersectoral, innovative, service learning hands on experience. The garden was completed and a celebration lead by Elder Karen Gabriel was held on April 10<sup>th</sup>, 2024.</p>
<p>Completed</p>	<p>BSN faculty conducted two projects using time release made possible from KPU’s Teaching &amp; 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 &amp; memory).</p> <p><i>2023-2024: KPU BSN Strengthening our Relations with Kwantlen First Nation (KFN) and Katzie First Nation (KaFN)</i></p> <p>The BSN program has used TLIF grant funds to build the relational bridge with the Kwantlen First Nations and expand this to include the Katzie First Nation, 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"> <li>One on one student-Elder health promotion and meal sharing</li> <li>Pow Wow – Sto: lo Nation (hosted by KFN at the Langley Events Centre) annually, in September</li> <li>KFN Elder-led, in-class: Indigenous Plants, Therapies &amp; Traditions</li> <li>KFN Elder &amp; community-led: Growing medicinal plants/herbs in garden boxes/horticulture</li> </ul>

	<p>Community welcomes &amp; feasts, bi-annual</p> <p>Chief &amp; Council and Cultural Committee sharing circles</p> <p>Inter-sectoral collaboration creation of a “KFN Elders Lodge”</p> <p>Work to establish a KPU “Indigenous Health Care Assistant” cohort for the KFN community</p> <p>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 &amp; medicines</p> <p>Participate in Elder-led Indigenous story-telling, meals and activities in class, on site, and outdoors</p> <p>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 Centre.</p>
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>
Ongoing	<p>Bachelor of Psychiatric Nursing: The BPN program continues a 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 2 communications classes established for our revised program. The new curriculum started in fall 2023 and content is revised term by term.</p>

<p>Ongoing</p>	<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> <p>Specifically, in the Concepts for Practice course, the learning outcomes include;</p> <p style="padding-left: 40px;">Discuss diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.</p> <p style="padding-left: 40px;">Define cultural safety and cultural humility.</p> <p style="padding-left: 40px;">Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocol.</p> <p>This is further reinforced in the course: Life Style and Choices.</p>
<p>Completed</p>	<p>The HCAP program had 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 ensures Health Care Assistants are able to provide appropriate and respectful person-centred care to Indigenous clients and their families.</p>
<p>Completed</p>	<p>Traditional Chinese Medicine Diploma (TCM): The TCM program incorporated the College of Traditional Chinese Medicine Practitioners &amp; 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 &amp; Ethics course.</p> <p>Students in their 4th semester of the program will be introduced to the practice standard. Instructors will guide students by implementing principles, building knowledge through education, and strengths-based and trauma-informed practice. Students engage in learning activities which require self-reflective practice regarding the principles of creating safe health care experiences and person-led care. Students engage in direct practice and learning activities that address principles</p>

	of anti-racist practice throughout their supervised practices (semester 4-6).
<b>28: LAW SCHOOLS</b>	
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
<b>57: PUBLIC SERVANTS</b>	
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 Xiiem; KPU Chancellor, Kwuntiltunaat (Kim Baird); KPU governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. In 2021/22, 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 Nqwalútenlhalha, Our Languages: Language Revitalization in the UN International Decade of Indigenous Languages. Dr. Lorna Wanosts'a7 Williams is a 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</p>

	<p>for Indigenous children must be characterized by strong cultural teachings alongside a Euro-Western education.</p> <p>In November 2023, Dr. Verna St. Denis spoke on Nqwalútenlhalha, Our Languages. Verna St. Denis is a professor of education and special advisor to the president on anti-racism/anti-oppression at the University of Saskatchewan, where she has taught undergraduate and graduate courses in integrated anti-racist education for many years. She is both Cree and Metis and a member of the Beardy’s and Okemasis First Nation. Her research and scholarship are in anti-racist and Indigenous education, and she has published extensively on these topics.</p> <p>In March, 2024, Kahérakwas Donna Goodleaf, Ed.D. gave a workshop entitled, What does it mean to Decolonize and Indigenize Curriculum and Pedagogy in Academia? Practical Strategies for Faculty and Senior Leadership to Consider. The aim of this workshop was to unpack and examine what decolonizing and Indigenizing curriculum and pedagogy means within the context of university programs. Concrete examples of decolonized and Indigenized course syllabi were explored. As well, participants heard from a Concordia University Associate Dean in Fine Arts and a faculty member in the Communications department in relation to their experiences, successes, challenges, and opportunities in moving forward Concordia University’s commitment to decolonizing and Indigenizing curriculum and pedagogy university-wide.</p>
<p>Implemented</p>	<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>
<p>Ongoing</p>	<p>The following are examples of health-related cultural activities offered in the 2023/24 year:</p> <p>Taste the Forest Tea where KPU staff and students visited the Gathering Place in spring 2024 to connect and learn about various Indigenous teas and their healing properties.</p> <p>Two-spirited LGBTQIA+ KPU community group for students, a therapeutic group open to KPU students who identify with 2SLGBTQIA+ This ran in fall of 2023.</p>

	Nature Based Healing: Students participate in nature walks and address wellness through Indigenous principles of nature-based healing. This is ongoing and occurred in spring and summer 2024.
Completed	<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>June 2022, KPU launched the xé?elł Pathway to Systemic Transformation. This framework will guide KPU on important work towards reconciliation. To celebrate this day there were Indigenous performances by actors, singers, and a pow wow dance group.</p> <p>In June 2022, in addition to hosting the Indigenous Dialogue Series speaker on June 21, KPU hosted two workshops:</p> <p>Ribbon Skirt Workshop (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 (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	In Fall 2023, KPU held an Indigenous Remembrance Day workshop honoring the First Nations, Inuit & Metis men and women who volunteered in the major wars.
Completed	In 2019/20, KPU hosted several film screenings of Invasion, 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.
Ongoing	<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 the ways by which Indigenous Peoples 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>
--	--

**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	<p>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. Discussions with the ministry and with other key parties about teacher education were put on hold due to the pandemic, but resumed in 2023. Discussions with universities that offer teaching education are underway in 2024.</p>

**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	<p>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.</p>

## 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Employment resources for Business Indigenous students: Continuing deployment of a webpage with resources to help Indigenous students find employment, which can be found <a href="#">here</a>. 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.</p>
Completed	<p>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 the pandemic, at-risk kids would get lunch bags privately, but during the pandemic, 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.</p>
Ongoing	<p>Decolonization, Indigenization &amp; Reconciliation Champions: Three faculty members in the Melville School of Business received time releases (25% each) from September 2023 to August 2024 for Decolonization, Indigenization &amp; Reconciliation Champions.</p> <p>The work of this role built on past release efforts and continues the journey toward meeting Indigenous determinants of educational success, Indigenous pedagogy in the post-secondary context, and increasing Indigenous student engagement in the School.</p> <p>Their work has included the following:</p> <ul style="list-style-type: none"> <li>Identified current perceptions, gaps and barriers to decolonization within Melville School of Business</li> <li>Meetings with VP Indigenous to educate ourselves on Pathway to Systemic Transformation and other strategic KPU-wide initiatives</li> <li>Supported new program development to weave Indigenous content and practices into the curriculum.</li> </ul>

	<p>Listening to and starting to build relationship with Indigenous Elder (member of Elder Council at NVIT) and Indigenous students (NVIT) Leadership team and faculty members.</p> <p>Mentor individual MSB faculty to embed Indigenous content and practices into the classroom.</p> <p>Started building and creating a resource repository for Indigenous content accessible to educators and leaders.</p> <p>Launched a dialogue series for Indigenous community members, faculty and administration.</p> <p>Two faculty members will continue this work with rsearch in the fall and spring semesters in 2024/25.</p>
Completed	<p>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.</p>
Ongoing	<p>The Melville School of Business hosts workshops and sessions on various topics relevant to making changes in the School to better address the TRC calls to action. These events include:</p> <p>MSB Faculty Team attending and presented as panelists at the 7th Principles of Responsible Management Education (PRME) Chapter North America biennial meeting in Victoria, in spring 2024, regarding how to incorporate Indigenous ways of learning and being in the classroom, curriculum, and community-based business initiatives.</p> <p>In May 2023, the School partnered with the Greater Vancouver Board of Trade and had 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 Peoples”. 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 Peoples, 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. Brownscombe is Founder and Chief Executive Officer of SHEanalytics, an enterprise that generates thought leadership to advance inclusion and success for women and Indigenous Peoples. 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 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.</p>
Ongoing	<p>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</p>

	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 United Nations Educational, Scientific and Cultural Organizations (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	<p>Bursary for Indigenous students enrolled in Business: In 2019, faculty 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</p>

	scholarship for Indigenous students studying in the Melville School of Business. The first scholarship award was given in 2018.
Ongoing	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.
Ongoing	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.

## 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. In fall 2023 KPU celebrated the formal launch of the department with a celebration that included Indigenous artists, performers, and speakers.</p> <p>While KPU has been offering courses in the growing field of Indigenous studies, along with a well-subscribed minor in Indigenous Community Justice, since 2017, this new department further strengthens the university's ability to support Indigenous Peoples. Introduction to Indigenous Studies is among the department's course offerings. Students learn about the histories, cultures, and contemporary situations of Indigenous Peoples in North America, with special</p>

	<p>attention to Indigenous Peoples in Canada. The department offers four other courses, covering topics of sexuality and gender, families and healing, perspectives on settler colonial societies, and activism.</p> <p>In the fall semester of 2023, the Faculty of Arts hosted a celebration to formally launch the Indigenous Studies department, an event which included invited guests, performers, and members of the local First Nations.</p> <p>The INDG department continues to develop new curriculum. The department worked closely with the Faculty of Science to create a new, cross-listed course: INDG/BIOL 1492: Indigenous Perspectives in Biology, which was approved in 2024 and will be offered in the fall 2024 semester for the first time.</p>
Ongoing	<p>In 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty, administrative employees, and support staff. The aim is to hire 10 faculty, 5 admin, and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027. A guide and process has been created for this special hiring program and the hiring initiative was launched in April 2024.</p>
Ongoing	<p>Indigenous faculty hires in the Faculty of Arts: 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 that year.</p> <p>The Indigenous Studies department hired a Regular faculty member in the summer 2023 semester, in addition to two Non-Regular Type 2 faculty members previously hired in the department. The department hired a new full-time Regular faculty member and two part-time Non-Regular Type 2 faculty members in the summer 2024 semester.</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 repository through the university library, and input on other key initiatives. The Vice President, Students, coordinates the IAC.</p>
<p>Ongoing</p>	<p>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, and Partnerships, and another position that is under development.</p> <p>The xé?ełł Pathway Framework will guide KPU as it continues its important work with systems change.</p> <p>The restructured Indigenous Advisory Committee continues to guide and support initiatives brought to the advisory table. Currently, not all of the local seven First Nations actively participate with the IAC. The goal is to increase their participation.</p>
<p>Ongoing</p>	<p>KPU 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 Administrators in Higher Education. This CPE designation provides a more robust foundation for peer mentor training and development. A Coordinator, Indigenous Student Transitions and Engagement has been hired to further enhance the efforts of the student mentor to build community and a sense of belonging for Indigenous students. The goal is to continue to increase opportunities for connecting with Indigenous students through social media platforms, virtual lounge chats, and in-person engagement activities in the Gathering Place.</p>
<p>Ongoing</p>	<p>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</p>

	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>
-----------------	---

New	In March 2024, Pamela Baker, a renowned Indigenous designer and fashion expert with 35 years of experience, became the first Indigenous Designer in Residence at the Wilson School of Design. A highly accomplished Indigenous artist, designer, and successful entrepreneur, Baker has an impressive history of art and design accolades ranging from large-scale art installations, Olympic regalia designs, to fashion show production. Throughout the 2024 spring term, Baker provided student consultations, guest lectures, workshops, and designer discussions.
-----	--

New	The Melville School of Business Human Resources Management (HRMT) department integrated an indigenous knowledge learning objective in Human Resources Management I. In addition, HRMT integrated indigenous informed learning in the course Human Relations in Organizations (two-eyed seeing and the medicine wheel/EI connection) and in the course Leadership and HR Consulting (land acknowledgement assignment).
-----	---

New	The Melville School of Business will offer a new Indigenous entrepreneurship course in 2024, developed by the Martin Family Initiative, which works in collaboration with Indigenous communities to advance family, educational, and economic well-being outcomes of First Nations, Inuit, and Métis children and youth. This course is for Indigenous youth interested in starting their own business. The first section will be offered Fall 2024 and taught by an Indigenous business faculty member.
-----	--

Ongoing	<p>In the 2022/23 academic year, the Faculty of Arts initiated its Indigenous Artist and Writer-in-Residence initiative.</p> <p>During the fall 2022 semester, the Faculty welcomed Molly Cross Blanchard, Indigenous Writer-in-Residence, and Á'a:líya Warbus, Indigenous Artist-in-Residence. They were both extended for the spring 2023 semester. During the 2023/24 academic year, Molly Cross Blanchard was subsequently hired as faculty to teach in the Creative Writing and Indigenous Studies departments. As of summer 2024, She is in a one-year contract to teach in the Indigenous Studies department and Á'a:líya Warbus is now on the qualified faculty list and eligible to teach in the Music department.</p>
---------	---

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<sup>w</sup>məθk<sup>w</sup>əyəm, Sema: th, Sq'ewlets 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 were Brandi Bird, Indigenous Writer-in-Residence, and Brandon Gabriel, Indigenous Artist-in-Residence. Their residency work included consultations; in-class visits; events; and student, faculty, and staff engagement. Brandon Gabriel also created a large-scale mural which is permanently on display in the KPU library on the Surrey campus.

Brandon Gabriel has since been placed on the qualified faculty list and eligible to teach in the Indigenous Studies department. He taught one course during the fall 2023 semester.

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*," was 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 the new social justice mural in the Surrey campus library, described above.

During the second year of this Faculty of Arts' initiative, Napatsi Folger joined KPU as an Indigenous Artist- and Writer-in-Residence in fall 2023. The Inuk literary artist is known for her creative writing in genres of comic art, fiction, and nonfiction, with themes of Indigeneity

	<p>and family relationships prominent in her writing. Born in Iqaluit, Nunavut, Folger moved to North Vancouver as a child and grew up hungry for stories from her family and community. Inuit, she says, are excellent storytellers. And as an oral storytelling culture, Inuit have a different way of structuring those stories.</p> <p>Folger holds a Master of Fine Arts Degree in Creative Writing from the University of British Columbia. Among her published works is a 2011 children’s book about growing up in Nunavut called <i>Joy of Apex</i>. Working with students in the Faculty of Arts, Folger kept regular office hours, offered drop-in virtual writing sessions, and hosted in-person events on campus. Classroom visits were also on her calendar for the term. In the spring 2024 semester, Napatsi Folger was hired to work in the Indigenous Student Services unit at KPU.</p> <p>Joining KPU for the spring and summer 2024 semesters are Selina Boan, Indigenous Writer-in-Residence, and Richard Pierre, Knowledge Keeper in Residence.</p> <p>Selina Boan is a white settler-nehiyaw (Cree) writer and educator living on the traditional, unceded territories of the x̱m̱əθkʷəy̱əm (Musqueam), sə́lilwətaʔt̚ (Tsleil-waututh), and s̱kw̱wú7mesh (Squamish) Peoples. Her debut poetry collection, <i>Undoing Hours</i>, won the 2022 Pat Lowther Memorial Award and the Indigenous Voices Award for Published Poetry in English. Her work has been published widely, including <i>The Best Canadian Poetry</i> 2018 and 2020. She is a poetry editor for <i>CV2 Magazine</i> and a beadwork artist. Selina is a passionate educator and believes learning requires the exploration of identity in relationship to how we are connected to one another, to the community, and to the land. Her teaching philosophy centres on fostering a learning space that celebrates who students are, where they come from, and the unique perspectives, stories, and ideas they bring to a learning space.</p> <p>Richard Pierre, Sdemoketel, is from Katzie First Nation on his father's side, and Tsawout First Nation on his mother's side. Richard is an Elder and Cultural Advisor at Len Pierre Consulting. He enjoys sharing traditional Coast Salish family values, culture, beliefs, history, language, and contemporary issues. Richard has over 20 years of experience working in the education sector, including public K-12, university, and professional training programs. He is passionate about making reconciliation a reality in this country and looks forward to helping the next generation transition into "walking together" like we should have been doing all along.</p>
New	<p>Sept 22, 2023, the Kwikwitlem First Nation held a Cultural Heritage Workshop at KPU Civic Plaza. The faculty host was Dr. Layne Myhre. This event was associated with a research project being done in the</p>

	<p>Kwikwetlem River watershed by the Biology department and some Environmental Protection Technology students.</p>
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 (ECU) (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 was 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 topics related to Indigenous culture and history, language revitalization, Indigenous resurgence, and scholarship.</p> <p>July 2024 was the very first physical exchange of Indigenous students with Edith Cowen University. Indigenous students from KPU flew to Perth Australia in early July, and Perth students visited KPU in mid-July.</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 towards 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. As programs undergo program review, they are putting in place quality assurance plans, which include Indigenization and decolonization of the curriculum.</p> <p>Department chairs have been sharing their approaches, and some have formed Indigenization and decolonization committees for dedicated time and efforts in their respective departments. The Dean's office also has regular, dedicated meetings on this topic to ensure Indigenization and decolonization are ongoing priorities in the Faculty, including through initiatives like cultural safety training for faculty and staff. 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</p>

	<p>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>
In Progress	<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>
Ongoing	<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</p>

	<p>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>
In progress	<p>The Biology department is in the process of co-developing an Indigenous Biology course that would be cross listed across both biology and Indigenous studies. This exciting new course will be co-taught by both an Indigenous studies and biology instructor, and its first offering is likely to be January 2025.</p>
In progress	<p>The Sustainable Agriculture department is co-developing an Indigenous Agriculture course, again that would be cross-listed across both agriculture and Indigenous studies departments. This is in early stages of development so a launch date isn't yet established.</p>
Completed	<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>
In progress	<p>The Brewing and Brewery Operations department held a meeting on March 1, 2024 with KPU's Associate Vice President in Indigenous Leadership to consult on how to Indigenize the curriculum of this department's offerings.</p>
Ongoing	<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>

Implemented	<p>Indigenous Resources for Virtual Classrooms: A series of asynchronous 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>
Implemented	<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>Potlatch as Pedagogy: Learning Through Ceremony, Life Stages and Native Women</i>, by Kim Anderson, and <i>Memory Serves</i> by Lee Maracle.</p>
Ongoing	<p>In January 2020 the Faculty of Academic &amp; 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>
Implemented	<p>χ<sup>w</sup>əχ<sup>w</sup>éyəm means oral storytelling in the həńqəmiñəñ language spoken by the Kwantlen First Nation. χ<sup>w</sup>əχ<sup>w</sup>éyəm Indigenous Collection centres Indigenous knowledge, culture, and heritage by being a designated collection of Indigenous authors, writers, and knowledge. The χ<sup>w</sup>əχ<sup>w</sup>éyəm Indigenous Collection was curated by Rachel Chong, Indigenous Engagement and Subject Liaison Librarian.</p> <p>As of 2024, all four campus libraries now have designated space for the χ<sup>w</sup>əχ<sup>w</sup>éyəm 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. While physical books by Indigenous authors are most 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>Métis artist Jennifer Lamont, a graduate of the Wilson School of Design and now Coordinator of Indigenous Student Transitions and Engagement 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>On temporary display in 2022 was 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>KPU library continues to develop, collect, and add resources to the χ<sup>w</sup>əχ<sup>w</sup>éyám Indigenous Collection on an ongoing basis. The space continues to be used for Indigenous events, learning opportunities, and gatherings as needed.</p>
Implemented	<p>The first χ<sup>w</sup>əχ<sup>w</sup>éyám 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 χ<sup>w</sup>əχ<sup>w</sup>éyám feature an eagle design by KPU graduate Roxanne Charles of Semiahmoo First Nation.</p> <p>The library plans to use the space for Indigenous events and to make oral storytelling recordings available through QR codes on the shelves. A selection of recordings in hən̓q̓əmi̓n̓əḥ̓ is available on the KPU <a href="#">website</a>, including the pronunciation of χ<sup>w</sup>əχ<sup>w</sup>éyám.</p> <p>In 2022, the χ<sup>w</sup>əχ<sup>w</sup>éyám Indigenous Collection hosted Tea &amp; Bannock sessions with Indigenous Curriculum Consultant for Arts, Jennifer Anaquod. Faculty met to discuss the joys and challenges in decolonizing and Indigenousizing 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</p>

	<p>house ᑭᕿᕿᑦᑭᑦ (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 Kwantlen, 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 <a href="#">Indigenous Repository</a>, 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 &amp; 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 ᑭᕿᕿᑦᑭᑦ 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</p>



	<p>livelihoods. The field school was suspended during the pandemic, but resumed in 2023.</p>
<p>New &amp; Ongoing</p>	<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 Housing Society Partnership:</i> The BC Indigenous Housing Society (BCIHS) is partnering with KPU’s ISFS in the creation of a farm school for its member residents. The program will bring together 15 Indigenous residents of BCIHS with ISFS staff to begin a seven-month training program that will be an immersion into regenerative vegetable production, starting in spring 2024. The program emphasizes culturally appropriate and safe experiential learning, providing Indigenous residents of BCIHS an opportunity to be student farmers, learning the principles and practices of regenerative farming, that includes an Indigenous food ways perspective. It focuses on hands on, experiential learning alongside sector professionals, supported by classroom learning and the establishment of a small farm by BCIHS residents, for BCIHS residents.</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 initially filled by a member of the Squamish Nation; in 2024 it is filled by someone from Klahoose Nation. An additional position has been added to support outreach and is filled by someone from the Metis 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 fourth 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 four-year period. Several band members are now</p>

	<p>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 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 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-</p>

	<p>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>
--	--

**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.



	with CBC Vancouver since 2016. The event also featured the Pil'alt Warrior Canoe Family – Skway First Nation youth dancers and drummers.
Ongoing	In 2020, KPU entered into a partnership with the Native Education College 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.
Completed	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.
Ongoing	<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. In October 2023, this sampler included Carpentry, Horticulture, Electrical, and Metal Fabrication, and in February 2024 Mechatronics, Farrier, and Electrical were offered.</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	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.
Ongoing	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 PSFS, the Ministry of Indigenous Relations and Reconciliation, and Skilled Trades BC (formerly the Industry Training Authority). In this past year, there were two intakes of Introduction to Carpentry and Carpentry Apprentice level 1

New	Starting in the 2024/25 academic year, Indigenous applicants who meet the entrance requirements will be given priority access to seats in all Trades Foundation classes.
-----	--

## IN PLAIN SIGHT REPORT RECOMMENDATION IMPLEMENTATION

### RECOMMENDATION 8

List of all Health programs offered by KPU and accreditation standards that relate to cultural safety and humility training ('N/A' indicates the program does not have a related standard).

<i>PROGRAM NAME</i>	<i>ACCREDITATION STANDARD DETAILS</i>
TCM	Practice standard on Indigenous cultural safety, humility and anti-racism, as described above.
BSN/BPN/ BSNAE	Practice standard on Indigenous cultural safety and humility, as described above.
GNIE	Practice standard on Indigenous cultural safety and humility, as described above.
HCAP	HCA is not a regulated profession however the BC Care Aid Registry provide Program Learning Outcomes required by HCA Program Provincial Curriculum, as describe above.

### RECOMMENDATION 14

List of new, ongoing, or completed actions that have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

<i>PROGRAM</i>	<i>PROGRESS</i>	<i>ACTIONS</i>
Indigenous hiring initiative (reported above)	Onoging	In 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty, administrative employees, and support staff. The aim is to hire 10 faculty, 5 admin, and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027. A guide and process has been created for this special hiring program and the hiring initiative was launched in April 2024.
Removing barriers to hiring Indigenous people	Ongoing	In January 2024, KPU's four administrative search policies and procedures were updated. As part of this process, HR partnered with the Diversity Institute at Toronto Metropolitan University to ensure equity,

		<p>diversity, and inclusion principles were embedded within the documents.</p> <p>As part of each search process, search advisory committee members are asked and encouraged to complete the training course, Uncovering Unconscious Bias in Recruiting and Interviewing, which explores an important factor that can affect the success of hiring practices—bias. This course is made available to all KPU employees.</p>
Improving working conditions for Indigenous employees	New	<p>Letters of Understanding were included in the most recent round of bargaining for both our faculty and support staff to establish joint subcommittees in support of Indigenous employees. The purpose of these subcommittees is to further efforts to decolonize and Indigenize employees’ working environment.</p> <p>In addition, during the most recent round of bargaining, changes were made to the collective agreements to recognize the traditions and cultural protocols of Indigenous employees. This includes updates to bereavement leave language to include Indigenous Elders or any individual an Indigenous employee considers family, consistent with their cultural practices. As well, for faculty, Indigenous employees are now eligible for up to five days of paid leave per calendar year to organize and/or attend Indigenous cultural events.</p>
Equity training	Ongoing	<p>The Office of Equity and Inclusive Communities regularly schedules training sessions for all KPU employees to deepen learning around equity, diversity, and inclusion practices. Recent examples include Unpacking White Supremacy, Intersectional and Justice-Oriented Leadership, and Power is Everywhere. These types of workshops help create safer and more welcoming spaces.</p>
Training about Indigenous People of Canada	Ongoing	<p>To enhance our capacity to work and support Indigenous students, fellow colleagues, and the local Indigenous communities whose territories KPU’s campuses are located on, all new employees are required to take training to understand the context of Indigenous Peoples in Canada. The course includes four modules that cover Indigenous ways of life before contact, colonization and its legacy, major events in Indigenous resistance and the ongoing journey</p>

towards reconciliation, and methods for supporting decolonization.

## RECOMMENDATION 18

Strategies, targets, and outcomes related to the identification, recruitment, and graduation of Indigenous students, including increasing the safety of the learning environment for Indigenous students.

<i>STRATEGIES</i>	<i>TARGETS BY PROGRAM AREA</i>	<i>OUTCOMES</i>
Open Doors, Open Minds, as reported above	Indigenous high school students from across the KPU; held once a year.	Learn about post-secondary possibilities after high school; develop goals for the future and gain comfort in asking for help.
New Moon Gala (described in the Strategic Priorities section)	N/A	Raise Funds for Indigenous scholarships to address financial barriers to education.
Tuition waiver for Indigenous students who are members of the First Nations in our region.	Members of the Kwantlen, Katzie, Semiahmoo, Musqueam, Tsawwassen, Qayqayt, and Kwikwetlem First Nations.	Removing financial barriers to post-secondary education.
Trades Training for Indigenous students (reported in the Strategic Priorities section)	Indigenous Peoples in the Squamish First Nation	Develop skills in carpentry
Indigenous Trades Sampler for high school students (described in the Strategic Priorities section)	Indigenous students interested in trades	Learn about various trades training programs at KPU
Indigenous Designer and Artists in Residence, as reported above	Students in Design and in Arts (Fine Arts and Writing)	Provide Indigenous role models for Indigenous students, and exposure to Indigenous ways of knowing for all students
New Indigenous Councilor, described in the Strategic Priorities section of the report	KPU Indigenous students	Provide culturally appropriate mental health support to Indigenous students

## RECOMMENDATION 21

List of Health programs by whether mandatory cultural safety and humility training components (including knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration) are new this year, ongoing, or fully implemented.

<i>PROGRAM</i>	<i>PROGRESS</i>	<i>ACTIONS</i>
Bachelor of Science in Nursing	Ongoing and in progress	Cultural safety and humility, Indigenous health and wellness, and trauma informed practice are woven throughout the curriculum in theory, labs and clinical placements  Program to review TRC recommendation #23 and identify placement of knowledge of Indigenous-specific racism, colonialism, the history and legacy of residential schools, and the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights.
Bachelor of Science in Nursing, Advanced Entry	Implemented and ongoing	Professional Role: NRS 3555 Decolonizing Indigenous Health embedded in the program
Certificate in Graduate Nurse, Internationally Educated Re-entry	Implemented and ongoing	Ongoing as reported above
Health Care Assistant	Ongoing	Program to review TRC recommendation #23 and identify placement of knowledge of Indigenous-specific racism, colonialism, the history and legacy of residential schools, and the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights.
Traditional Chinese Medicine	In progress	Program to review TRC recommendation #23 and identify placement of knowledge of Indigenous-specific racism, colonialism, the history and legacy of residential schools, and the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights.
Bachelor of Psychiatric Nursing	Implemented and ongoing	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.

## Appendix B: Performance Measure Results

**Table 1. Performance Measure Results**

Performance measure <sup>1</sup>	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment	
<b>Student spaces<sup>2</sup></b>					
Total student spaces	6,793	9,290	7,010	Not achieved	
Nursing and other allied health programs	734	889	769	Not achieved	
Developmental programs	166	318	183	Not achieved	
<b>Credentials awarded<sup>3</sup></b>					
Total Credentials	1,766	-	1,714	Not assessed	
Bachelor	963	≥ 991	921	Substantially achieved	
Certificate	404	≥ 432	434	Achieved	
Developmental	28	≥ 42	*	Not achieved	
Diploma	327	≥ 347	324	Substantially achieved	
Graduate, First Professional and Post-Degree	27	≥ 30	22	Not achieved	
Short Certificate	17	≥ 20	10	Not achieved	
<b>Indigenous student spaces<sup>4</sup></b>					
Total Indigenous student spaces	272 (3.3% of domestic FTEs)	Indigenous FTEs as % of total domestic FTEs > previous year	243 (3.0% of domestic FTEs)	Substantially achieved	
Ministry (PSFS)	202		174		
SkilledTradesBC	70		69		
<b>Student satisfaction with education<sup>5</sup></b>					
	%	+/-	%	+/-	
DAC	92.3%	1.5%	89.5%	2.0%	Achieved
Trades	N/A	N/A	N/A	N/A	Not assessed
APP	90.8%	2.6%	93.8%	2.9%	Achieved
BGS	89.3%	2.2%	87.8%	2.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>					
	%	+/-	%	+/-	
DAC	97.2%	0.9%	94.6%	1.4%	Achieved
Trades	N/A	N/A	N/A	N/A	Not assessed
APP	94.7%	2.1%	94.5%	2.8%	Achieved
BGS	90.7%	2.1%	87.2%	3.0%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>					
	%	+/-	%	+/-	
DAC	83.4%	2.4%	79.2%	3.0%	Substantially achieved
Trades	N/A	N/A	N/A	N/A	Not assessed
APP	90.5%	2.8%	93.3%	3.3%	Achieved
BGS	87.5%	2.6%	84.1%	3.7%	Substantially achieved

Unemployment rate <sup>5</sup>						
		+/-		%	+/-	
DAC	6.1%	1.4%	≤ 8.8%	8.0%	1.8%	Achieved
Trades	N/A	N/A		N/A	N/A	Not assessed
APP	1.0%	0.9%		2.2%	1.9%	Achieved
BGS	3.3%	1.3%		7.7%	2.5%	Achieved
Student assessment of skill development <sup>5</sup>						
	%	+/-		%	+/-	
DAC	90.2%	1.4%	≥ 85%	89.7%	1.5%	Achieved
Trades	N/A	N/A		N/A	N/A	Not assessed
APP	86.9%	3.1%		89.5%	3.7%	Achieved
BGS	86.5%	2.0%		84.0%	2.6%	Achieved

**Table 2. Skill Development Results**

Detailed assessment of skill development	Reporting year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
<b>DAC</b>	%	+/-		%	+/-	
Skills development (avg. %)	90.2%	1.4%	≥ 85%	89.7%	1.5%	Achieved
Written communication	90.7%	1.7%		91.4%	1.9%	
Oral communication	91.9%	1.6%		85.6%	2.4%	
Group collaboration	88.5%	1.8%		86.5%	2.2%	
Critical analysis	90.8%	1.6%		91.6%	1.8%	
Problem resolution	88.4%	1.8%		90.7%	1.9%	
Learn on your own	92.1%	1.5%		92.5%	1.7%	
Reading and comprehension	90.8%	1.6%		91.7%	1.8%	
<b>Trades</b>	%	+/-		%	+/-	
Skills development (avg. %)	N/A	N/A	≥ 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	N/A	N/A		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	
<b>APP</b>	%	+/-		%	+/-	
Skills development (avg. %)	86.9%	3.1%	≥ 85%	89.5%	3.7%	Achieved
Written communication	76.7%	5.9%		86.0%	6.0%	
Oral communication	81.7%	5.0%		85.3%	5.5%	
Group collaboration	82.9%	3.8%		88.6%	4.2%	
Critical analysis	93.1%	2.4%		91.8%	3.4%	
Problem resolution	90.4%	2.8%		90.2%	3.7%	
Learn on your own	89.0%	3.0%		88.1%	4.0%	
Reading and comprehension	89.5%	2.9%		93.0%	3.2%	
<b>BGS</b>	%	+/-		%	+/-	
Skills development (avg. %)	86.5%	2.0%	≥ 85%	84.0%	2.6%	Achieved
Written communication	87.4%	2.5%		83.8%	3.4%	
Oral communication	86.3%	2.5%		84.5%	3.3%	
Group collaboration	88.0%	2.4%		81.9%	3.5%	
Critical analysis	91.9%	2.0%		89.6%	2.7%	
Problem resolution	80.6%	2.9%		77.4%	3.8%	

Learn on your own	88.6%	2.3%	85.7%	3.2%
Reading and comprehension	83.6%	2.7%	85.2%	3.2%

**Notes:**

<sup>1</sup> Please consult the 2023/24 [Standards Manual](#) for a current description of each measure.

<sup>2</sup> Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only ministry-funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year, and targets for the 2023/24 reporting year are a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years. Numbers less than 10 have been masked with an \*.

<sup>4</sup> For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both ministry- and STBC-funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> For Student Outcomes Measures, results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 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



## Appendix C: Selected Metric Breakdowns

**Metric #37** reports the proportion of students that perceived they were treated fairly at KPU regardless of various background characteristics. In multiple instances, reporting the data in a collapsed manner obscures substantial differences within the group. Examples of such differences for religion, English skills, cultural/racial/ethnic background, and ability are provided in the tables below.

### % who agree they're treated fairly at KPU regardless of their religion

*by the student's religious, spiritual, or belief tradition*

Sikhism	93%
Hinduism	89%
Buddhism	84%
Islam	83%
Christianity	79%
Traditional Chinese spirituality	73%
None/non-religious	72%
Another religion not listed	65%
Indigenous spirituality	63%

### % who agree they're treated fairly at KPU regardless of their English skills

*by language the student speaks well enough to conduct a conversation*

Punjabi	93%
Hindi	92%
Tagalog	90%
Urdu	90%
Another language not listed	87%
English	86%
Spanish	84%
Mandarin	83%
Monolingual English	82%
Farsi	81%
French	81%
Arabic	79%
Vietnamese	77%
Cantonese	74%
Japanese	74%
Korean	71%

### % who agree they're treated fairly at KPU regardless of their cultural/ethnic/racial background

by student's racial identity

Indian	90%
Filipino	86%
Latin American	86%
Japanese	84%
Another South Asian identity	83%
Métis	82%
West Asian	81%
Chinese	81%
Another East Asian identity	80%
Vietnamese	79%
African or Caribbean	77%
First Nations and Inuk	77%
Another Southeast Asian identity	76%
European	75%
Pacific Islander	74%
Korean	73%
Another identity not listed	70%
Arab	69%
Central Asian	68%

### % who agree they're treated fairly at KPU regardless of their ability (e.g., physical, cognitive, sensory, etc.)

by student's disability/condition type

No disability/condition	88%
Another condition not listed	86%
Mental health condition	78%
Deaf/hard of hearing	74%
Chronic health condition	73%
ADHD	73%
Autism	71%
Drug or alcohol addiction	71%
Learning disability	70%
Blind/visually impaired	70%
Physical disability	60%

**Metric #40** reports the proportion of graduates who agree their education helped them develop skills. This is based on their results on specific questions on the BC Student Outcomes Surveys. The 2023 results for each skill are provided below. Note that Trades is excluded because the number of survey respondents was too low.

<b>Skill</b>	<b>BGS</b>	<b>DAC</b>	<b>APP</b>
Written communication	84%	91%	86%
Oral communication	84%	86%	85%
Group collaboration	82%	86%	89%
Critical analysis	90%	92%	92%
Problem resolution	77%	91%	90%
Learn on your own	86%	92%	88%
Reading and comprehension	85%	92%	93%