

# Kwantlen Polytechnic University

## Accountability Plan & Report 2018/2019

➤ KPU Richmond



➤ KPU Surrey



➤ KPU Civic Plaza



➤ KPU Tech



➤ KPU Langley



Where thought meets action



# Accountability Statement

The Honourable Melanie Mark  
Minister of Advanced Education, Skills & Training  
Government of British Columbia

July 7<sup>th</sup>, 2019

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2018/19.

KPU's new strategic plan, *VISION 2023*, and the 2023 Academic Plan, were both launched in 2018/19. Activities addressing the goals of these plans are highlighted in the Strategic Priorities section of the first chapter. These priorities encompass a broad range of activities, such as our approach to Indigenization, enhancing our student experience, expanding innovation in teaching and learning, broadening our activities on open education, and fostering environmental sustainability through formal education programs, research, and operations.

KPU has achieved all targets set by the Ministry of Advanced Education, Skills and Training for 2018/19, with the exception of the developmental FTE target. With the reduction of the developmental target to 504 beginning in 2019/20, we expect to meet the target in the future.

KPU continues to meet its financial targets, achieving a surplus for 2018/19, and developing a balanced budget for 2019/20. Our 2018/19 audited financial statements are included in this report for your reference.

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,



Sandra Case  
Board Chair



Alan Davis  
President and Vice Chancellor



# Table of Contents

<b>Accountability Statement .....</b>	<b>i</b>
<b>1. Strategic Direction.....</b>	<b>1</b>
KPU's Strategic Direction: <i>VISION 2023</i> .....	1
KPU Strategic Priorities .....	2
<b>2. KPU Profile.....</b>	<b>23</b>
KPU Programming.....	24
KPU Students .....	31
<b>3. Student and Alumni Profiles .....</b>	<b>35</b>
<b>4. Strategic Context .....</b>	<b>39</b>
The KPU Region.....	39
Financial Context .....	44
<b>5. Performance Plan .....</b>	<b>49</b>
<b>6. Performance Measures, Targets and Results.....</b>	<b>51</b>
Assessment of Performance Measures .....	51
<b>Glossary .....</b>	<b>65</b>
<b>Appendix A: Indigenous Activity Report.....</b>	<b>67</b>
<b>Appendix B: Audited Financial Statements.....</b>	<b>121</b>
<b>Appendix C: Margins of Error.....</b>	<b>145</b>



# 1. Strategic Direction

## KPU's Strategic Direction: *VISION 2023*



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

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

### Goals

#### »» **Experience *We will***

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

#### »» **Sustainability *We will***

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

#### »» **Creativity *We will***

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

#### »» **Quality *We will***

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

# KPU Strategic Priorities

This section describes the activities and initiatives that KPU carried out in 2018/19 to address the Ministry's priorities as outlined in KPU's mandate letter, and KPU's priorities relating to its strategic plan, *VISION 2023*, and its 2023 Academic Plan.

## »» Indigenous Activities at KPU

The following table highlights KPU's progress in implementing the Truth and Reconciliation Commission's Calls to Action, as well as the post-secondary education-related Articles of the United Nations Declaration on the Rights of Indigenous Peoples. Additional information is provided in Appendix A.

TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	INITIATIVE AND PARTNERSHIP DETAILS (and Progress)
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal 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 Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>N/A</p>
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>N/A</p>

<sup>1</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.



---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

**16: INDIGENOUS LANGUAGE DEGREE  
AND DIPLOMA PROGRAMS**

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

*Cree and Halq'eméylem courses:* KPU will be offering its first Indigenous language course in Cree, delivered by the Faculty of Arts, in Fall 2019. The university is in the process of hiring a subject expert to develop a Halq'eméylem course which will be developed collaboratively with our Indigenous faculty, partner First Nation Elders, education liaisons, and the KPU Indigenous Advisory Committee in 2020. (In Progress)

**23: HEALTH-CARE PROFESSIONALS**

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

*Student placements in Haida Gwaii (NRS 4242 – BSN's 10-week Final Preceptorship):* The Faculty of Health has placed its first preceptorship student in the Haida Gwaii Hospital in Queen Charlotte Village. This rural and new facility run by Northern Health includes emergency care, acute care in-patient units, a birthing suite, a primary care clinic and extended residential care. (Implemented)

*Course on First Nations Health:* One of four elements included is an in-depth exploration of approaches to Indigenous health issues including: understanding the historical, cultural, political, social, and economic contexts that shape First Nation's peoples' health; understanding the diversity of Indigenous cultures and the importance of culturally grounded and safe Indigenous health promotion; exploring the experiences of Indigenous students in the Langley school district; and identifying some examples of promising Indigenous community engagement strategies. (Implemented)

*Cultural safety competency training for Nursing students:* Cultural safety is a term that was brought into the nursing literature by a Maori nurse and it has become a required competency for registered nurses in Canada. It can and should be practiced by all professionals and service providers. Cultural safety is understood to mean there is no damage or harm by interactions between people and that dignity and respect are

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

maintained for all parties in an interaction (Gurm and Cheema, 2013). Inequities exist in services for Indigenous people and other marginalized groups that are rooted in colonization and perpetuated by racist and discriminatory systems and practices. The lack of cultural safety may block Indigenous people, those from colonized nations, and those in oppressed positions from care and supports. The cultural safety competency is weaved into the Nursing curriculum so that BSN and BPN students begin to understand how their own biases impact their thoughts and actions. (Implemented)

**24: MEDICAL AND NURSING SCHOOLS**

*See above TRC Action #23*

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

**28: LAW SCHOOLS**

N/A

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE****INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)****57: PUBLIC SERVANTS**

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

*Employee training:* All KPU employees are expected to take an online Indigenous Awareness Course, consisting of three modules. The Indigenous People module introduces employees to the Indigenous peoples of Canada, their histories, and cultures. The Colonial Legacy module expands 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. The Decolonization module introduces and defines decolonization and addresses some of the challenges that exist because of centuries of institutionalized racism. Additionally, this module describes some of the ways by which Indigenous people are regaining their rightful place in Canada and are thriving. (Implemented)

**62: TEACHER EDUCATION**

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal 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.

*Teacher Education:* Discussions have been initiated with AEST to determine the feasibility of offering unique and niche area teacher education programs servicing critical areas of need in the province. It is recognized that there is a need for Indigenous K-12 teachers and a need to focus teacher education from an Indigenous perspective. Next steps are to conduct further labour market research and gain a greater understanding of this need and potential for delivery by KPU. Follow-up meetings with the Ministry are planned. (In progress)

**86: JOURNALISM AND MEDIA  
SCHOOLS**

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

*Introduction to Indigenous Studies:* The KPU Bachelor of Journalism program requires students to take Introduction to Indigenous Studies (INDG 1100 - 3 credits) as an integral part of their credential. Students learn about the histories, cultures, and contemporary situations of Indigenous peoples in North America, with special attention to Indigenous peoples in Canada. They explore pre-contact histories and cultures, and critically examine and challenge assumptions acquired from colonial culture. Students develop informed views on Indigenous cultures and

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

histories. Students are exposed to elements of Indigenous teachings and traditional knowledge from various Indigenous perspectives, including those of Elders and local communities. (Implemented)

**92: BUSINESS SCHOOLS**

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

*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. (Implemented)*

*Open Education Resource (OER) for Business Communications (Indigenous focus): A KPU Applied Communications instructor received a grant to work on an Open Education Resource (OER) for Business Communications. With this grant, the instructor will be centering Indigenous voices, experiences, and business protocols by engaging with members of different Nations in the Coast Salish region. (In progress)*

*Open Education Resource for Consumer Behaviour: A School of Business Marketing instructor is writing an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor will hire Indigenous KPU students to help with this project. The grant is also being extended to Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project has been accepted into the UNESCO Open Learning for a Better World program as an OER project serving the sustainable development goals articulated by the United Nations. The instructor, a faculty*

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

champion of decolonization and Indigenization in the School of Business, recently presented to over 80 Business faculty on approaching reconciliation, Indigenization, and decolonization. (In progress)

*Scholarship for Indigenous students enrolled in Business:* Two KPU Applied Communications business instructors have developed a scholarship for Indigenous students studying in the School of Business. The first award was given in 2018. (Implemented)

*Bursary for Indigenous students enrolled in Business:* Public Relations and Marketing faculty are in the process of setting up a bursary at KPU for Indigenous students enrolled in the School of Business. One of the instructors has generously allocated the award money she received for Teaching Excellence by the Accreditation Council for Business Schools and Programs (ACBSP). (In progress)

*Using privilege beads as a teaching strategy:* During the Spring 2018 term, second-year students in an Organizational Communications class experienced the use of privilege beads. This exercise helped to enrich conversations around leadership, employee engagement, and company values. (Implemented)

*UBC Massive Open Online Course (MOOC):* Reconciliation in Indigenous Education: At least 15 faculty members from the KPU School of Business have enrolled in the UBC MOOC "Reconciliation in Indigenous Education" course. This adds to the five other faculty and administrators (plus others at KPU) who have already completed the MOOC. (Implemented)

*Faculty Learning Community: Decolonization, Reconciliation, and Indigenization:* In Summer 2019, the School of Business will launch a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. A series of

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

articles have been selected for faculty to read, annotate (in Hypothesis), and discuss every three weeks. This model is adopted from the FLC on Open Pedagogy. (In progress)

*Curated site for sharing Indigenous resources:* Essays, book suggestions, guides, podcasts, videos, etc. have been curated to provide the School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. An online site for sharing resources was created on Moodle. This site contains resources for 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. (Implemented)

*Champion to increase awareness:* Since September 2018, the School of Business has supported two 0.25 one-year release positions and is currently in the process to have a third release for Fall 2019 for a Faculty Champion to lead initiatives to increase Indigenous awareness, and decolonization of the classrooms and curriculum. The School of Business is committed to creating a safe, inclusive, and inviting learning environment for Indigenous students. (Implemented)

**UN Declaration 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.

KPU reaffirms its commitment to support the rights of Indigenous peoples to establish and control their educational systems and also to work to bridge some of the philosophical and pedagogical principles that may lead to an enriched student and community experience. The following are examples of KPU's activities with Indigenous organizations and communities.

The Faculty of Trades and Technology offers courses for Indigenous students through Youth Train-in-Trades funding in Squamish, Pemberton, and Cloverdale. (Implemented)

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

KPU is offering a second cohort of the highly popular Computer Aided Design and Drafting Access Program for Indigenous Peoples with the Native Education Centre and Fraser Region Aboriginal Friendship Centre. (Implemented)

Continuing and Professional Studies (CPS) continues its successful run of programming at the Squamish Trades and Training Centre in North Vancouver through assistance from the Ministry of Advanced Education, Skills and Training, the Ministry of Aboriginal Relations and Reconciliation, and the ITA. Recent additions to the offerings include courses in Business and Design. (Implemented)

*Open Doors, Open Minds STEM Forum:* In May 2019, KPU presented its third annual Open Doors, Open Minds STEM Forum to introduce Indigenous high school students to education and careers in STEM and encourage them to pursue these disciplines within our diverse polytechnic environment. With 175 Indigenous high school participants, the 2019 Forum more than doubled the number of participants from local school districts for a day of hands-on workshops, cultural presentations, an elder address, displays, and information sessions. (Implemented)

**UN Declaration Article 15:**

1. 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.

KPU respects and acknowledges Indigenous knowledge, cultures, traditions, histories, and aspirations. Diverse faculty, administrators, and staff are diligently supporting an environment of tangible activity, mutual respect, recognition of diverse knowledge, and shared inspirational learnings, as reflected in the initiatives presented throughout this table. (Implemented)

*The Amazon Interdisciplinary Field School:* This is a remarkable partnership between KPU and the Calanoa Project, a nongovernmental organization (NGO) in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve

---

**TRC CALL TO ACTION<sup>1</sup> and UN  
DECLARATION on the RIGHTS OF  
INDIGENOUS PEOPLES ARTICLE**

---

**INITIATIVE AND PARTNERSHIP  
DETAILS (and Progress)**

located at the heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa, an initiative by Colombian-Canadians Marlene and Diego Samper, is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods. (Implemented)

KPU also offers courses on Indigenous cultures and histories, such as the following two:

*Indigenous Perspectives on Settler Colonial Societies (INDG 3155 – 3 Credits):* Students explore 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 explore the misattribution and denial of Indigenous contributions to human social development and analyze strategies for decolonization, Indigenization, and self-determination. (Implemented)

*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 people's 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



---

**TRC CALL TO ACTION<sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE****INITIATIVE AND PARTNERSHIP DETAILS (and Progress)**

---

examine collective strategies and tactics, specific examples of struggle, visions of social alternatives (anti-capitalist, anti-statist, anti-colonial, etc.), and community social relations. (Implemented)

**UN Declaration Article 21:**

1. 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.

KPU has recently assembled a compendium of the numerous activities and initiatives that directly address economic, social, health and artistic issues amongst Indigenous peoples. This collection of direct actions is aimed at improving the experience of Indigenous learners, their families, and communities. Importantly, the activities are also focused on our non-Indigenous community with the aim of deepening our collective understanding of Indigenous cultures and enabling a more informed approach to improvement and reconciliation. This is provided in Appendix A. (Implemented)

**»» 2023 Academic Plan**

As KPU completes the first full year of implementation of the 2023 Academic Plan, Faculties, Departments, the Library, the Learning Centres, Student Services, and all those associated with academic, developmental, and vocational training have managed to move forward on several of the goals and corresponding strategies of the plan.

One glance at the agendas of our Senate and its Standing Committees will clearly indicate a desire to renew, revise, and refresh our vast inventory of offerings. Initiatives have been led from the bottom up through careful consultation, encouragement, and incentives from deans, directors, administration, and Senate. The examples below indicate the range of actions and initiatives that make the goals of the 2023 Academic Plan tangible, meaningful, and measurable.

The plan encompasses nine overarching themes, all supporting the central pillar of the student experience:

- Student Success
- Teaching Excellence
- Research at KPU
- Internationalization
- Indigenous Participation at KPU (also see previous section on Indigenous Activities)
- Open Education
- Bridging Trades and the Academy
- Preparing for the BC K-12 Transformation
- Graduate Studies at KPU

## *Student Success*

Student success was the single most important concern expressed during the development of the new KPU Academic Plan. While there are numerous ways to enable that success, we have chosen to focus on initiatives that eliminate barriers to success, on actions that support students during their academic and personal development journey, on activities that build confidence and important friendship and future career networks, and on ensuring the mental well-being of all our learners and KPU community members. These initiatives belong to the university as a whole but are being driven at various levels across the campuses. Faculty continue to explore new ways to support student academic and vocational achievement through the development of teaching methodologies, teaching technologies, and making direct connections with the external environment of industry, NGOs, and community organizations. Student Services provide increasingly robust wrap-around services for students that range from orientation to academic advising, recreation and well-being, multi-faith chapels, and a direct liaison with the Kwantlen Student Association.

The development of the new Bachelor of General Studies in the Faculty of Arts, the KPU Completes program, the Mechatronics and Advanced Manufacturing Technician Diploma, and the recently approved Graduate Certificate in Sustainable Food Systems and Food Security are all examples of KPU's approach to providing new opportunities for adult learners. We anticipate that these, combined with the various pathways we deliver, will be attractive to adult learners who are just completing their BC high school credential as well as to those whose work experiences may demand alternative or additional training in new disciplines, technologies, or new areas of growth.

All along the path to success we continually strive to provide an innovative curriculum attuned to the rapid changes in industry, government, and the external environment. We achieve this through an increasingly rigorous program review process, monitoring government labour market analytics, a renewed connection to our program advisory committees, and the flow of external/internal exchanges that result from our extensive experiential learning partnerships and projects.

## *Teaching Excellence*

KPU will effectively and efficiently resource and establish appropriate learning environments for its students' experience by continuously monitoring and measuring student success, and by developing institution-wide strategic planning, standards, and corresponding infrastructure. Intentional connections will be sought to provide students with more learning opportunities, enrich teaching excellence, promote research and scholarship, strengthen partnerships at home and abroad, and enhance KPU's reputation. The Office of Teaching and Learning works closely with IT and Facilities to ensure optimum educational technology is installed, enabled, and maintained across all campuses to enhance the learner experience.

To that end, KPU's Teaching and Learning Commons is highly active in managing diverse projects, such as workshops on intercultural teaching competency, instructional skills, learning with ePortfolios, and engaging students with video, and our very own faculty boot camp. Most recently the Teaching and Learning Commons hosted KPU's third Symposium on Teaching, Learning, Scholarship and Research: Best of KPU across three of our five campuses.

On the external front, KPU's Office of Teaching and Learning, through our Teaching Fellow on Experiential Learning, is working with McMaster University's Office of Community Engagement,

the Kwantlen First Nation, Women in Global Education, the UFV Speaker Series, BCcampus, and Social Impact Canada.

### *Research at KPU*

The appointment of the new Associate Vice President, Research at KPU signaled a significant move forward in promoting and supporting the large amount of research taking place across all faculties at KPU. During his short tenure, Dr. Deepak Gupta has advanced the restructure and renewal of the Office of Research, steered KPU's first intellectual property policy, and managed the complexities of two separate applications to the Canada Research Chairs Program. The restructure will bring the Institute of Sustainable Food Systems and the Institute for Sustainable Horticulture under the direct leadership of the AVP Research. This restructure also encompasses the research activities of the KPU Seed Lab and the new Genome Lab, both funded by the Canada Foundation for Innovation. Research at KPU remains intrinsically tied to our mandate as a teaching university. Through the efforts of the Office of Research, researchers, applied scientists, social justice scholars, teaching and learning experts, and many others will benefit from a centralized, informed, accountable, and supportive team of research experts and project managers.

The KPU Library has been central to the support of research at the University. The scholarly repository of published work has now been enhanced by the Library's venture into PressBooks and the development of OPUS, or Open Publishing Suite, a suite of services and tools offered by the Library in partnership with the Open Education Office. OPUS assists faculty and students in monograph and journal publishing or making their work available online, and offers a variety of publishing options.

### *International Education*

This year's focus is on diversifying our international student body and providing additional supports to ensure their success. After experiencing a sharp increase in international enrolment, especially from India, KPU attenuated its international admissions to recalibrate and balance admissions to capacity. Our marketing efforts are showing signs of improvement as we are seeing the results of an aggressive recruitment campaign in newer global markets. In addition, we are now piloting new admissions processes that aim to streamline international application and transcript processes that will ensure rigour and enhance the student experience.

The Provost and members of the KPU International team have visited the Philippines, Vietnam, and Ukraine to participate in international conferences, applied research, and student/faculty exchanges, and to respond to program collaborations. Other team members have been investing their energies in the growing markets of the Middle East, South America, and Africa.

### *Open Education*

KPU is a national leader in open education. Among other things, we are the leading institutional adopter of open textbooks, launched Canada's first three Zed Cred (zero textbook cost) programs, established an Open Publishing Suite (OPUS) in the KPU Library to support our faculty authors, are developing open online courses as part of the OERu network, and support a range of innovative open pedagogies with the Teaching and Learning Commons. We are proud to support

a growing community of faculty members, staff, and students from every faculty and school at KPU who are embracing open educational practices.

This goal of the Academic Plan is focused on KPU becoming an international leader in open educational research and practices. Dr. Rajiv Jhangiani, our new Associate Vice Provost, Open Education, has been charged with leading our progress towards this goal. In his previous role as Special Advisor to the Provost on Open Education, Dr. Jhangiani worked closely with our Open Education Working Group and other internal and external stakeholders over the past year to draft and refine a vision and strategy for open education at KPU that aligns with *VISION 2023* and Academic Plan 2023. In the spirit of openness, this plan was developed using open education platforms and technologies and is published with an open license. We invite you to browse through this interactive document at: <https://kpu.pressbooks.pub/openeducation/>.

Dr. Diane Purvey, the Dean of KPU's Faculty of Arts, was the 2018 recipient of the BCcampus Award for Excellence in Open Education. Dean Purvey has been a dedicated champion for students, for open education, and for finding affordable alternatives for the completion of a learner's path through post-secondary studies.

### *Bridging Trades and the Academy*

KPU accepted the first intake of students into its Mechatronics and Advanced Manufacturing Technician program in the Fall of 2018. This foray into one of the most significant industrial developments at play today is an excellent example of the Academic Plan goal "Bridging Trades and the Academy." This highly technical program embodies our intention to create high-demand programs that bridge traditional trades with new technologies, robotics, and electrical and millwright elements into a delivery model that encourages multiple entry and exit points needed by today's workforce. The Teaching and Learning Commons has been assisting trades instructors in the application of digital tools for teaching and encouraging faculty to avail themselves of teaching methodologies that extend beyond trades training across parallel educational streams in science, business, and design.

One of our most traditional trades programs, the Advanced Farrier Training certificate program, has now embarked on a full revitalization of its offerings and will be exploring the integration of new technologies, new delivery models, and an expansion of its range of training to better serve the needs of the equestrian and veterinary industry in the Lower Mainland.

### *Align Institutional Processes with K-12 Curriculum Changes*

As KPU prepares for the arrival of student graduates of the new K-12 BC curriculum, our efforts are geared towards the revitalization of our diverse teaching and learning practices, the modernization of our classroom technologies, and the transformation of a system that needs to be geared to the student of the future. Work continues to be done through the auspices of the Surrey Portfolio Pathway Partnership with the Surrey School District, and through KPU's Teaching and Learning Commons. As the 2018/19 academic year comes to a close we will have the opportunity to assess the success of the portfolio project that saw the admission of six high school students based entirely on their ePortfolios. We anticipate many learnings that will help guide our program delivery, admissions procedures, and learning environments suited to these new K-12 Curriculum graduates.

## *Graduate Studies at KPU*

Faculty members across various KPU faculties have embarked on the conception and ideation of new graduate programs. Now that the administrative structure for the delivery of graduate programs has been approved, there is no shortage of interested parties wanting to offer innovative and forward-looking programs at the graduate level.

KPU's first graduate program in the Faculty of Science and Horticulture was approved by Senate in April 2019. The Graduate Certificate in Sustainable Food Systems and Food Security program will be fully developed for implementation in Fall 2021.

## **»» VISION 2023**

Approved in June 2018, KPU's strategic plan, *VISION 2023*, includes 12 goals organized into four interconnected themes of Experience, Sustainability, Creativity and Quality. KPU's 12 goals are:

- Experience:*
- Enhance the experience of our students
  - Enrich the experience of our employees
  - Delight our friends in their KPU experience
- Sustainability:*
- Embrace all cultures and promote a renewed, authentic approach to Indigenization
  - Foster environmental sustainability through our offerings, research and operations
  - Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health
- Creativity:*
- Increase the levels of activity, funding and intensity of research and scholarship
  - Increase innovation in teaching, learning and curriculum
  - Embolden creative problem solving across KPU's operations
- Quality:*
- Ensure continuous improvement of all KPU programs and services
  - Hold each other responsible for our promises and our expectations
  - Be accountable to our partners, governments and communities

The 2023 Academic Plan aligns closely with *VISION 2023*, so activities related to student success, teaching and learning, and research were described under the Academic Plan in the previous section. This section highlights priority activities in other areas of *VISION 2023*.

### *Enriching the Employee Experience*

Progress on the goal of enriching the experience of our employees will be made by providing employees with access to:

- Appropriate professional development opportunities;
- Appropriate opportunities to advance internally;
- Celebration and recognition of employees' achievements and service;
- The resources necessary to do their job effectively;
- The resources necessary to support their well-being; and

- An inclusive workplace where people are treated with dignity and respect and are free from discrimination, bullying, and harassment

In early 2018, KPU launched an Employee Engagement Survey and shared institutional and divisional results with leaders. To better understand the themes identified from the survey results, all employees were invited to engage in a “Thought Exchange” discussion in November 2018. Individual leaders have been tasked with creating employee engagement action plans specific to the needs of each faculty/division. These plans will be used to help guide the university towards enriching the employee experience. To support action planning, Human Resources has developed a Leader Toolkit with planning resources. To advance the work towards enriching the employee experience on an institutional level, three institutional employee engagement workgroups have been formed. These workgroups will engage with the university community to develop university-wide action plans focused on support staff, administrative employees, and health and wellness.

To enhance access to professional development opportunities for our employees, Human Resources has developed a strategy to bring training and development opportunities in-house. Courses and workshops in *Hiring Best Practices*, *Having the Courage – Difficult Conversations* and *True Colours* have been well-received by KPU employees. Additionally, in collaboration with KPU’s Continuing and Professional Studies department, seats are reserved for KPU employees in the Leadership Development Series and Professional Management series. New resources have been made available to all KPU employees including Magna Commons and Mentor Commons, and LinkedIn Learning.

To meet KPU’s obligation to provide a safe and respectful workplace to our employees, a Respectful Workplace site has been created with information and resources for our employees. Online Respectful Workplace training has been rolled out to all KPU employees and employees will be required to refresh this training annually. Respectful Workplace training is a requirement of all new employees and has been embedded into new employee onboarding. An optional extension activity to the training is a Team Charter activity which Human Resources has facilitated for nine different teams across KPU.

### *Delighting Our Friends*

Friends of KPU include alumni, retirees, visitors, donors, members of advisory boards, the KPU Foundation Board, partner organizations, and all members of the communities we serve. KPU continues to be an active partner in its communities, participating on advisory boards, task forces, and project teams focused on community, cultural, and economic development. Two priority activities in this area are:

- President’s Community Advisory Councils: KPU President Dr. Alan Davis has established President’s Community Advisory Councils in the KPU communities. These councils each meet twice a year to advise the president on the needs of business, industry, and the not-for-profit sector in each community so KPU can ensure its programming is aligned with community needs.
- Carnegie Community Engagement Classification Pilot: KPU is participating in the Canadian Pilot Cohort (CPC) of the Carnegie Community Engagement Classification in order to activate change in higher education and advance community engagement as a mutual and reciprocal process. The Carnegie Foundation’s Classification for Community

Engagement is an elective classification and has been the leading framework for institutional assessment and recognition of community engagement in U.S. higher education for the past 13 years. It is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires substantial effort invested by participating institutions. There are currently 361 campuses with the elective Community Engagement Classification in the U.S. The CPC has been convened to explore the Classification and consider how it might support community engagement in the Canadian context. KPU has been selected as one of 16 institutions in Canada to participate in this pilot, with framework submission to be completed by March 2020.

### *Environmental Sustainability*

KPU will foster environmental sustainability through:

- Offering formal education programs and courses that address sustainability;
- Conducting research that addresses sustainability issues; and
- Ensuring our operations are environmentally sustainable

The following are examples of progress made in these areas.

The following programs and courses illustrate how KPU is incorporating sustainability into its educational programming:

- In January 2019, KPU accepted its first students into the new Graduate Diploma program in Green Business Management and Sustainability. Green business management continues to emerge as a field where negative impacts to local or global environment are reduced or avoided by design. Green business incorporates environmental sustainability in addition to social and economic sustainability. The Green Business Management and Sustainability program trains professionals to work in all types of organizations, with particular emphasis on enabling future managers and their companies to green their operations and reassess their relationship to the economy, social relations, and the environment.
- The Green Business Management and Sustainability program joins a growing list of programs and courses with a sustainability focus, such as the Bachelor of Applied Science in Sustainable Agriculture; the Environmental Protection Technology Diploma program; Policy Studies 1100: Sustainability: Analysis and Ethics; and Horticulture 1110: Introduction to Sustainable Horticulture.

Descriptions of some of the research projects led by KPU faculty that address sustainability issues follow:

- Richmond Garden City Farm is an 8.1-hectare (20-acre) research farm, located on the Garden City Lands in Richmond. The farm, which includes a seed lab, will be certified organic and will give growers, researchers, and students the ability to observe new technologies being tested and to participate in workshops highlighting research results. The seed lab will allow seed growers to carry out quality control on their seed and use the data to inform better growing practices. The farm launched in July 2018, with support from the Province through a \$670,000 investment from the BC Knowledge Development Fund. The provincial funds were matched by the federal government's Canada Foundation

for Innovation. An additional \$335,000 has been contributed by partners in the organic seed industry and through funding raised by KPU. Funding has helped support the purchase of seed-testing equipment for a newly renovated seed lab, as well as farm infrastructure including irrigation systems, high tunnels, a greenhouse, and post-harvest processing facilities.

- KPU's Institute for Sustainable Horticulture (ISH) is a partnership of academia with BC's horticultural industries and the community. The Bio-Controls Research Group works in a leading-edge research facility on KPU's Langley Campus where they focus on the development of microbial insect pathogens (fungal and viral) which will provide growers and landscape care providers with biological solutions to pest problems, and help improve the sustainability of our agri-food systems. Trichoderma are fungi naturally found in the soil all around us. The right strain of Trichoderma can help protect crops and other plants from other fungi or diseases without the use of chemical pesticides, which are harmful to the environment. In early 2019, the ISH received \$193,260 from the Canadian Agricultural Partnership to help commercialize a new Trichoderma-based biopesticide product.
- KPU's Institute for Sustainable Food Systems (ISFS) is an applied research and extension unit at KPU that investigates and supports regional food systems as key elements of sustainable communities. The applied research conducted at ISFS focuses on the potential of regional food systems in terms of agriculture and food, economics, community health, policy, and environmental integrity. One of the projects at ISFS in 2019 is the Farm to Healthy Communities Research Project, a partnership with Joy Farms (Skowkale First Nation, Stò:lō), Stò:lō Nations (Skowkale, Tzeachten, Squiala, Aitcheltz, Skwah, and Yakwekwioose), Tseil-Waututh First Nation Health Department, and Kekinow Native Housing Society. The project goal is to develop and evaluate a food delivery model that connects community members to local vegetable farmers within their communities, to assess whether providing vulnerable community members with fresh vegetables improves their diet and helps address food-related health challenges.

The following are examples of operational efforts to enhance KPU's environmental sustainability:

- Procurement Services: In 2019, KPU's Procurement Services department developed a three-year strategy to integrate sustainability into the university's procurement practices. The primary objectives of the strategy are to:
  - Examine the extent to which KPU's procurement decisions impact sustainable outcomes in procurement;
  - Disseminate and highlight current actions that yield positive outcomes with regard to sustainable procurement practices; and
  - Summarize existing best practices and develop a strategy to partner with user departments to work collaboratively on this initiative.
- Grass Roots, the cafeteria run by the Kwantlen Student Association, received Level 2 LEAF certification (<https://www.leafme.org>) in June 2018. LEAF is a certification program to restaurants demonstrating efforts in environmental and sustainable foodservice practices. Each restaurant must undergo an on-site review by a LEAF Accredited Consultant and meet minimum requirements in ten key areas of sustainability.



- All furniture that is supplied by Facilities Services is GREENGUARD Certified. GREENGUARD Certification standards have established performance-based standards to define products and processes with low chemical and particle emissions for use indoors.
- In Fall 2018, KPU reduced temperatures on all campuses to 19 degrees during the gas shortage. After consulting with stakeholders, KPU Facilities has decided to keep 19 degrees as the norm for the future.
- KPU Ancillary Services worked with the campus cafeteria supplier for all KPU campuses to eliminate plastic straws, and ensure all forks, knives, and take-out containers are recyclable. The KPU Bookstores are now selling reusable metal straw kits.

### *Integrated Planning*

One of the three sustainability-related goals is focused on the sustainability of KPU itself: We will integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health. The goal encompasses all institutional planning: recruitment, admission, registration, enrolment management, course and program development and delivery, and budget allocation. The Integrated Planning Team (IPT) provides oversight on integrated planning issues. Its role is to weigh evidence from various perspectives, draw conclusions, and recommend an appropriate course of action. The impact of recommendations, once approved, are monitored and evaluated by the IPT. After weighing the evidence, the IPT may make recommendations to improve the effectiveness of the original recommendation. The initial focus of the IPT has been on tactical enrolment management issues, particularly to ensure admission of international students is aligned with capacity. It has also played a role in budget development to ensure alignment with institutional resources. The budget development process for fiscal year 2019/20 included some program adjustments to better align programming with resources. Through integrated planning, KPU will continue to focus on financial sustainability and predictability, and improve alignment of organizational resources with strategic priorities.

### **»» Other Priority Activities**

The following sections describe activities related to the priorities provided in KPU's mandate letter that have not been covered in the previous sections.

#### *Expand Technology-Related Programming*

KPU substantially increased its participation in the May 2019 #BCTECH summit. This accelerated activity was focused around three key areas:

- Connecting KPU solutions, research, and innovators with emerging businesses, especially in the sustainability spectrum;
- Connecting youth to trades and technology programs; and
- Connecting KPU applied research activities to distinct funders, targeted industry contacts, and the BC innovation agenda.

KPU will focus more attention on specific initiatives that are profiled and promoted through our researchers and research centres in the areas of sustainable agriculture, sustainable food systems, sustainable horticulture, genomics, cybersecurity, and advanced manufacturing and design. Through this we will promote our internal digital transformation and our efforts to prepare

a future-focused workforce. This all-encompassing initiative is driven from our provost's office, deans, and directors, in collaboration with industry partners Polytechnics Canada, College and Institutes Canada, program advisory committees, and the BC Association of Institutes and Universities.

### *EducationPlannerBC*

KPU has continued its leadership role in the development of EducationPlannerBC (EPBC) during the past year. Dr. Jane Fee continues her role on the Steering Committee for the project, and co-chairs the Transitions Committee, which is focused on transitioning the current EPBC entity to an incorporated society.

Over the last year, KPU has worked directly with EPBC to bring on new XML post-secondary transcript trading partners, continued to enhance and operationalize application opportunities, and started work on the XML High School Transcript Exchange Project. KPU is actively engaged with EPBC as enhancements are released to ensure efficiencies for KPU.

### *Healthy University Initiative*

The Healthy University Initiative (HUI) embodies a comprehensive health strategy that fosters health and well-being by focusing on the following 3 key goals:

- Increase awareness of health and wellness throughout the KPU community;
- Foster individual and organizational resilience (the ability to bounce back from difficult experiences); and
- Encourage the development of a supportive, inclusive campus environment.

Six dimensions of wellness are incorporated into our strategy: emotional, financial, mental, physical, social, and spiritual.

A student-focused website was launched that promotes health and wellness to students ([www.kpu.ca/thrive](http://www.kpu.ca/thrive)). The website acts as a central hub for health and wellness resources. Links to this site are embedded throughout all other KPU Student Affairs webpages.

New initiatives undertaken in the past year under the HUI umbrella that focus on students are:

- The drafting of recommendations for a student mental health strategy at KPU;
- A revised counselling services model that includes walk-in intake and a stepped model of care;
- The establishment of a Student Health Promotion Coordinator position embedded within Student Affairs focused on supporting KPU's HUI goals;
- The allocation of additional financial resources in support of student mental health initiatives;
- The expansion of KPU's Multi-Faith Centre to include new Sikh and Muslim chaplains and to provide prayer spaces at all campuses;
- The procurement of funding extending KPU's Wellness in Action program until 2022 (a partnership between Counselling Services and Sport and Recreation for students with moderate to severe depression and anxiety);
- The incorporation of sexual violence and misconduct awareness programming into KPU's New Student Orientation program;
- The expansion of Indigenous Competency Training modules to KPU students;

- The production of new HUI promotional videos focused on each dimension of wellness; and
- Expanded awareness programming including participation in Bell Let's Talk, and National Health and Fitness Day.

For more information on activities relevant to the health of KPU employees, see the Employee Engagement section above.

### *Other Priorities*

KPU continues to collaborate with government to support its priorities, such as the following:

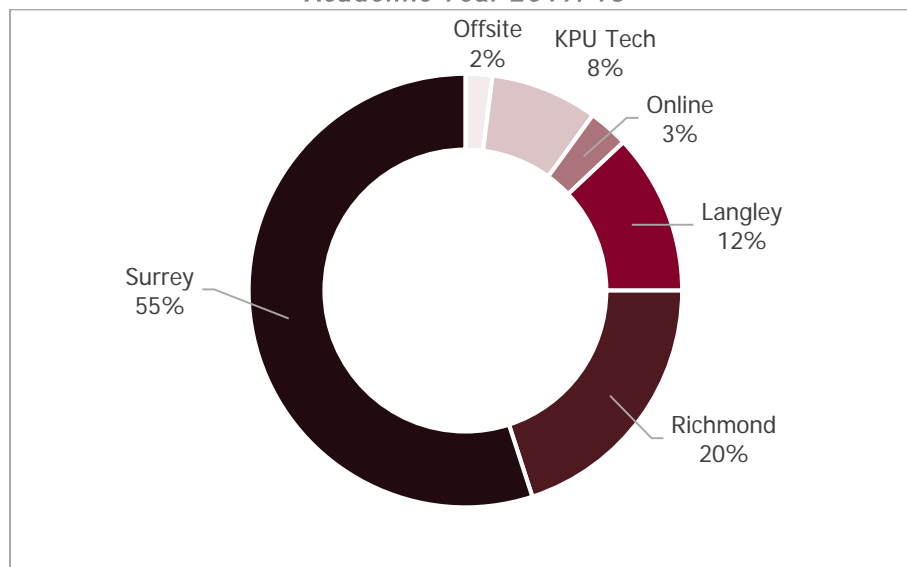
- Former Youth in Care tuition waiver: In the 2018/19 fiscal year, 39 former youth in care received a tuition waiver so they could pursue studies at KPU.
- Tuition-Free Developmental Education: KPU continues to provide tuition-free Adult Basic Education and English Language Studies programming for domestic students in the KPU region. In fiscal year 2018/19, 1,937 students took at least one tuition-free adult basic education course at KPU. This activity represents 464 FTEs.
- Tuition Limit Policy: KPU complies with government's 2% tuition cap increase policy for domestic tuition and mandatory fees to ensure courses and programs remain affordable.
- Balanced Budget: KPU has met the Ministry's financial target by maintaining a surplus for fiscal year 2018/19.



## 2. KPU Profile

KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the Lower Mainland of BC, KPU has five campuses – Richmond, Surrey, Civic Plaza (also in Surrey), Langley, and KPU Tech in Cloverdale – spread across 42 km. Figure 2.1 shows the distribution of students by campus, as well as online and off-site delivery, for the 2017/18 academic year, prior to the opening of the Civic Plaza campus in January 2019.<sup>2</sup>

Figure 2.1: Distribution of Headcounts by Campus  
Academic Year 2017/18



KPU offers a wide range of programs from arts to trades, to academic upgrading and continuing and professional studies. Over 20,000 students annually take courses from a range of programs, including certificates, diplomas, associate and bachelor's degrees, post-baccalaureate and graduate credentials, and apprenticeship training. As a polytechnic university, we combine academic excellence with hands-on, applied learning with a focus on producing job-ready graduates who have the skills required to excel in the 21<sup>st</sup> century workplace, and are prepared to make valuable contributions to BC's workforce. We offer the only brewing diploma of its kind in BC and the first brewing program in Canada to be recognized by the Master Brewers Association. KPU's Brewing and Brewery Operations students won gold and silver medals in the 2019 U.S. Open College Beer Championship and were crowned Grand National Champion, the top brewing school in North America. We are also the first public post-secondary institution in BC to offer studies in traditional Chinese medicine and acupuncture. Our Bachelor of Horticulture Science in Urban Ecosystems is the only undergraduate degree in North America dedicated to the study of urban ecosystems. We continue to expand our program offerings to include future-focused programs, such as the Mechatronics and Advanced Manufacturing Technology Diploma that was launched in September 2018 and Graduate Diplomas in Green Business Management and Sustainability and in Global Business Management, which launched in January 2019.

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

# KPU Programming

## »» Faculty of Academic and Career Advancement

The Faculty of Academic and Career Advancement is where thought meets action for students who need pre-requisites for undergraduate study, those who need to improve their academic English language skills, and those who wish to learn basic employability skills for entry into the workforce. It welcomes learners of all ages and backgrounds into its developmental offerings.

In English Language Studies (ELS), students are provided academic English preparation at six levels, which increases their chance of success in undergraduate studies. The Academic and Career Preparation department offers qualifying courses to meet KPU's English proficiency requirement as well as math and science prerequisites for university-level programs and trades training. Lastly, the Access Programs for People with Disabilities (APPD) department offers programming in employability skills for adults with disabilities through a combination of classroom instruction and work experience placements.



In all cases, the aim is to help learners move from where they are to where they want to be, whether by developing language skills; picking up a needed high school credit; completing qualifying studies courses for entrance into undergraduate, trades, or other programs at KPU or elsewhere; or developing great workplace skills through hands-on work experience.

## »» Faculty of Arts

Almost all students will have contact with the Faculty of Arts over the duration of their time at KPU. The Faculty features a wide array of courses and programs aimed at fostering critical awareness and engagement with a diverse range of social and cultural issues and realities. The aim of the Faculty is to equip students with the analytical acumen, intellectual insight, and communicative capacity to translate thought into action. Principles of social justice, community



service, equity, sustainability, and inclusion are bedrock values in the Arts and these underlie and inform much of the teaching within the Faculty. In this context, the Faculty of Arts has played a leading role in the development of Indigenous education initiatives and projects at KPU, including courses in Indigenous Studies and Indigenous languages, and a minor in Indigenous Community Justice.

Arts faculty members continue to develop and offer a variety of experientially-oriented

education initiatives and undertakings. Indeed, the Faculty itself now boasts a diverse range of service learning courses, practica, field schools, and other community-engaged projects where thought meets action. For example, Surrey CityLab is an innovative partnership between the City of Surrey, Simon Fraser University, and KPU where students, city staff, faculty, and the community co-create solutions to make Surrey more liveable, sustainable, and engaged.

The Faculty believes a robust program of undergraduate student research is vital. The Faculty is proud to hold the university's only Canada Research Chair with its attendant range of opportunities for student research, and to boast a consistent record of success in winning municipal, provincial, and national research grants. In addition, Faculty of Arts members are working to expand the range of student research opportunities through course development and community initiatives.

In the Faculty of Arts, the focus is on developing well-rounded, creative and critically minded thinkers: graduates who can write persuasively, who can formulate compelling arguments, and who are equally at ease defending them in the context of critical discourse or casual conversation. The Faculty aims to conjoin a sense of social engagement and responsibility among our students with a wider awareness of intricately interconnected human issues. These in-demand, job-ready skills are needed by every graduate to be successful in their future.

## »» School of Business

KPU's School of Business, one of the largest business schools in western Canada, continues to experience high demand for its diplomas and Bachelor's degrees in accounting, human resources management, business, entrepreneurial leadership, information technology, marketing, and public relations. The School of Business also offers a certificate program in Legal Administrative Studies, and Graduate Diplomas in Green Business Management and Sustainability, and Global Business Management, which launched in January 2019. The applied nature of all KPU's Business programs is an excellent example of how "thought meets action" in the classroom, as students get the opportunity to apply key concepts to "real-world" situations through case studies, business simulations, and co-operative education work placements.



The applied nature of all KPU's Business programs is an excellent example of how "thought meets action" in the classroom, as students get the opportunity to apply key concepts to "real-world" situations through case studies, business simulations, and co-operative education work placements.

The School of Business launched three new post-baccalaureate diplomas in September 2017 in Accounting, Operations and Supply Chain Management, and Technical Management and Services. There has been strong interest in all three areas. With these programs established, the Faculty is now looking to launch co-operative education for all of its post-baccalaureate programs. This is one more example of blending theoretical classroom learning with practical experiential learning.

The School of Business has launched two new graduate diplomas in January 2019. One program, Global Business Management, is designed for individuals who want to actively participate in globalized business opportunities and challenges. The second new program, Green Business



Management and Sustainability, is ideally suited for management professionals in companies that are embracing sustainability and green initiatives.

The School of Business is accredited by the internationally recognized Accreditation Council for Business Schools and Programs. KPU's School of Business also works continuously to improve the quality of its education by meeting with key external partners through the establishment of external program advisory committees, and completion of KPU's rigorous program review process.

The School of Business has strong relationships with provincial professional bodies including the Chartered Professional Accountants of BC, the Chartered Professionals in Human Resources – British Columbia and Yukon, and the Canadian Institute of Management. These affiliations provide many opportunities for students to interact with working professionals in their chosen field and ensure continued currency of faculty–industry relations.

### »» Chip and Shannon Wilson School of Design

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



projects, and research and development. These connections enrich student learning and benefit industry through the development of highly prepared graduates and future employees. They truly provide opportunities for students to put thought into action.

As the only four-year degree program of its kind in western Canada, KPU's Bachelor of Design, Fashion and Technology provides students with the opportunity to develop design concepts using practice-led research

along with creative and technical skills to work within the apparel industry. The Diploma in Fashion Marketing program not only prepares students to work across the apparel industry; students may choose to ladder into KPU's Bachelor of Business Administration and find work as entrepreneurs, leaders, and innovators.

The Bachelor of Product Design 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 new construction methodologies, technical textiles, human factors and testing, production, and global business strategies.

The Bachelor of Graphic Design for Marketing program offers a balanced education in graphic design, marketing, business, technology, and liberal education, reflecting the important social and cultural impact of design on society. The Bachelor of Interior Design program provides a four-year intensive education in the built environment where students learn the practical design and



technical knowledge needed for a professional career as an interior designer. The Interior Design Bachelor's degree program is the *first and longest-running* accredited interior design program in BC, recognized as a leader in this field across the industry.

All of the above programs include a capstone course that allows students to incorporate, integrate, and synthesize their learning into a final design project. These projects reflect the direct application of design thinking, process, and creative prototyping; students put thought into action. For students interested in a design career but not yet ready or decided on what direction they will take, the Foundations in Design certificate provides them with a broad introduction to design concepts, practices, and the industry.

## »» Faculty of Health

Provincially, nationally, and internationally, the Faculty of Health makes significant contributions to health- and community-related programming, and serves both traditional and non-traditional learners. Curricula that combine a foundation in theory with innovative and practical hands-on experience are used to ensure that students' knowledge can be put into action. The Faculty's degree programs have achieved mandatory provincial recognition and all of its nursing programs hold national accreditation, to ensure quality curriculum and experiences for learners as well as broad acceptance by employers.



In keeping with KPU's mission and mandate, the Faculty contains a diversity of faculty and learners who engage in research and scholarship. Opportunities for new programs, such as the Diploma in Acupuncture program that was launched in September 2016, are continually explored. Through educational programs and professional studies options, the Faculty also strives to enhance partnerships with employers to better meet their needs, and those of the clients they serve.

The Faculty's programs offer field placements for students to exhibit existing skills and to learn advanced skills. These placements involve a preceptor where a current practicing clinician leads the student through real-world applications, expanding the student's knowledge. Faculty-led field experience is also offered, where faculty not only teach in the class but also work directly with the students in the field. For nursing programs, faculty work twelve-hour shifts in a hospital right next to students, connecting what the students have learned in the classroom into the work environment with their patients.

By innovating through theory and practice, the Faculty of Health transforms learners into leaders who will ultimately change the face of their communities.

## »» Faculty of Science and Horticulture

The Faculty of Science and Horticulture offers a unique mix of traditional and applied undergraduate programs representing the polytechnic mission of KPU, with programs offered on the Cloverdale, Langley, Richmond, and Surrey campuses. KPU's tagline – "Where thought meets action" – accurately describes the approach to all curriculum.

The Faculty has recently launched several new degree programs, including a B.Sc. in Biology and a B.Sc. in Health Science. The upper level courses are taught in the Surrey campus science labs, which recently underwent a \$22 million renovation to increase the capacity for innovation and enhance applied research and experiential learning opportunities. Students also now have the option to minor in Medicinal Chemistry, which is primarily geared towards drug discovery and development.

The B.Sc. in Applications of Mathematics allows students to choose from focus streams in biomathematics, education, or computational mathematics. Designed with the needs of local industry in mind, the B.Sc. in Physics for Modern Technology provides students with an applied program that includes a work placement component.



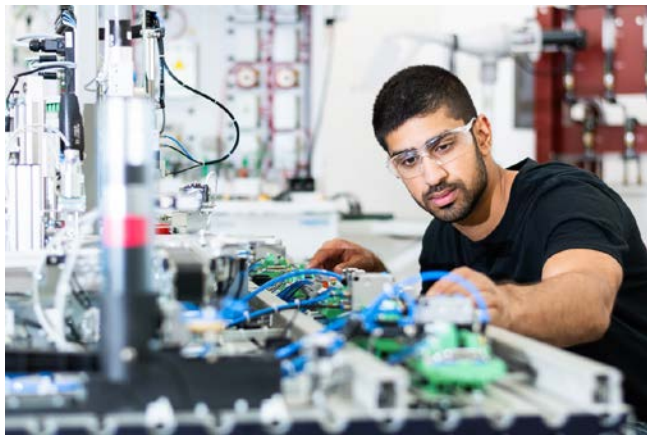
The Computer Aided Design and Drafting Technologies Diploma program allows students to choose specialties such as architectural and structural as they prepare for a career as a CADD/drafting technician. Students learn to produce drawings from concept sketches, create 3D models, and transform them into objects while building a portfolio of their work. The Diploma in Brewing and Brewery Operations (the first of its kind in BC) provides training in the science, business, and practical aspects of the brewing industry, with hands-on experience in KPU's new 4,000 square foot Brewing Instructional Laboratory.

Students who are interested in the environment or sustainability and want a hands-on program are directed towards the Faculty's two-year Horticulture Technology Diploma programs that feed into our Bachelor of Horticulture Science in Plant Health or Urban Ecosystems programs. 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. A two-year Diploma in Environmental Protection Technology is also offered, as is the highly innovative Bachelor of Applied Science in Sustainable Agriculture. KPU Sustainable Agriculture recently partnered with the City of Richmond to develop a 20-acre organic research and teaching farm within a 140-acre agriculture and conservation site – the Garden City Lands – located 500 meters from the Richmond campus in the heart of the city.

Undergraduate student research opportunities at home or abroad are available in many of the Faculty's programs. A close relationship with two highly recognized research groups, the Institute for Sustainable Horticulture (KPU Langley) and the Institute for Sustainable Food Systems (KPU Richmond), provides students the opportunity to work side-by-side with top researchers on projects that will benefit people in Canada and around the world.

## »» Faculty of Trades and Technology

KPU's Faculty of Trades and Technology programs and courses are situated at the Cloverdale campus, with courses also running at industry facilities and in partnership with several school districts. Programs focus on experiential learning, where technical academic studies are coupled with practical applied skills. The Faculty has extensive meaningful relationships with relevant industries and disciplines. The KPU Tech campus is over 180,000 square feet and boasts some of the best-equipped trades facilities in Canada, including computer and simulation labs, and 13 shops dedicated to trades and technology skill development. The Faculty offers two particularly unique programs: Appliance Servicing, and Parts, Warehousing, Logistics and Distribution.



The Faculty also provides programming in skilled trades and applied technology programs. This includes skilled trades' foundation and apprenticeship training as well as service training to meet the needs of industry and their employees. Programs support industry and people in many sectors including the construction, forestry, heavy equipment, metal, electrical, recreational, manufacturing, mining, transportation, and utilities fields.

The Faculty launched the Mechatronics and Advanced Manufacturing Technology program in September 2018. This program supports applied research, product development, and commercialization solutions. Graduates of this diploma program will be employable across a wide range of industries such as manufacturing, green technology, biotechnology, medicine, energy, transportation, telecommunications, autonomous vehicles, building technology, agriculture, aerospace technology, and national security and defense.

## »» Continuing and Professional Studies Division

Continuing and Professional Studies (CPS) remains a source of diverse and innovative educational programming at KPU. From the first of its kind Cannabis Career Training program to the newly launched Introduction to Public Works course, the focus of CPS is on addressing unique job market needs. Whether in new and emerging industries or in areas where a lack of skilled workers exists, CPS seeks to provide the education and training needed to meet that demand.

The Commercial Beekeeping Program provides training that is vital to the agricultural industry, with students coming from across BC, Canada, and the world. The Water and Wastewater Program provides entry-level training to fill an urgent need for skilled workers in cities, municipalities, and townships across the province. CPS also offers essential nursing refresher courses for RNs and LPNs as well as training for new immigrants looking to work in Canada's world-class health care industry.

CPS provides training to a diverse range of ages, cultures, genders, educational backgrounds, and interests. Working professionals look to the new Professional Management Series and Leadership Development Series to give them the tools needed to take their career to the next

level. Young high school graduates not interested in a 4-year university degree can acquire the job skills needed to work in security alarm cabling installation and structural cabling installation, part of our Low Voltage Program. For those interested in design, we offer a wide range of related courses, workshops, and seminars appealing to a broad demographic.

This fall, CPS' widely renowned and first of its kind Cannabis Career Training Program will be launching two new courses. These two courses – Quality Assurance Technician and Cultivation Technician – also address market need in this rapidly expanding industry. These courses are in addition to the revised Launching a Cannabis Business in Canada course, updated for the post-legalization landscape.



CPS is currently developing and preparing to launch the Virtual Live Classroom at KPU's new, state-of-the-art Civic Plaza campus. Utilizing the cutting-edge technology at this new campus, CPS will soon be able to provide seamless training with a live instructor teaching from Civic Plaza to remote locations across BC. Once tested, launched, and perfected, this technology will allow CPS the opportunity to expand its offerings across Canada. Learning is a lifelong process, and continuing education is essential in our rapidly changing world. CPS remains committed to meeting that need.

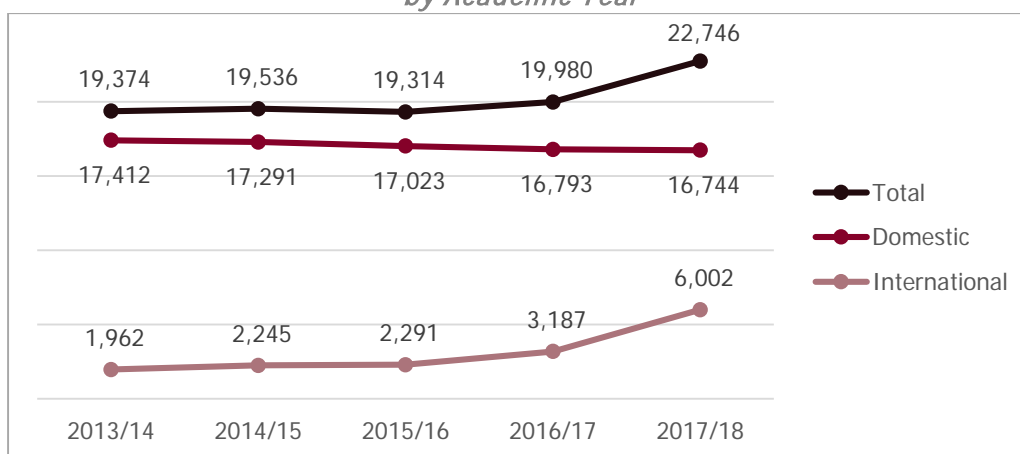


# KPU Students

## »» Student Headcounts

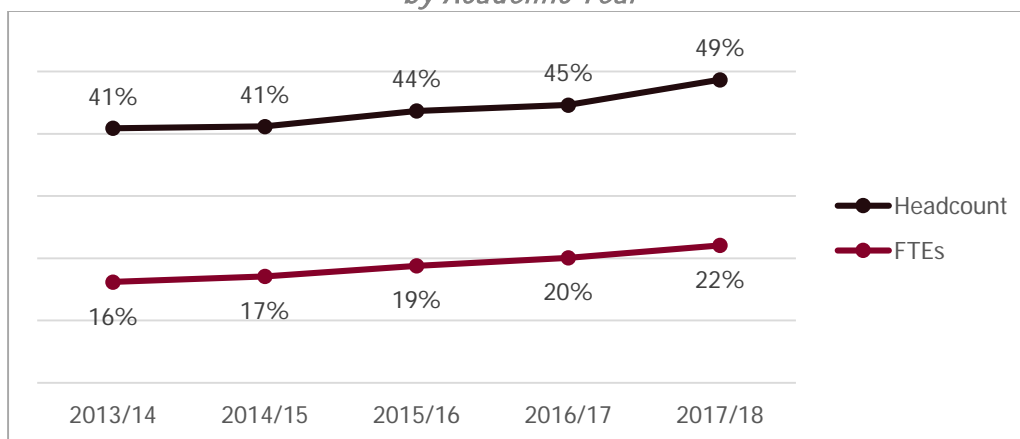
From AY 2013/14 to AY 2015/16,<sup>3</sup> headcount enrolments were steady at just over 19,000 students per year, but increased to well over 22,000 in AY 2017/18 (Figure 2.2). Over this period, KPU's domestic enrolments decreased, whereas international enrolments grew from 1,962 in AY 2013/14 to 6,002 in AY 2017/18. In 2017/18, 64% of KPU's international students were enrolled in the School of Business, 20% were enrolled in the Faculty of Science and Horticulture, and 15% were enrolled in the Faculty of Arts.

**Figure 2.2: Unduplicated Domestic and International Headcount by Academic Year**



KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, enrolment growth has been greatest in the summer term (Figure 2.3). Of all the students who studied at KPU in AY 2013/14, 41% took at least one course in the summer. This grew to 49% by AY 2017/18. The proportion of FTEs delivered in the summer has also slowly risen, from 16% in AY 2013/14 to 22% in AY 2017/18.

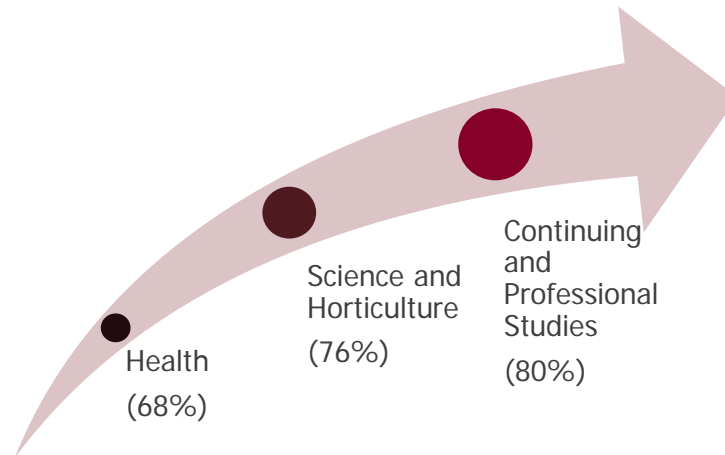
**Figure 2.3: Proportion of Educational Activity Delivered in the Summer by Academic Year**



<sup>3</sup> AY refers to academic year.

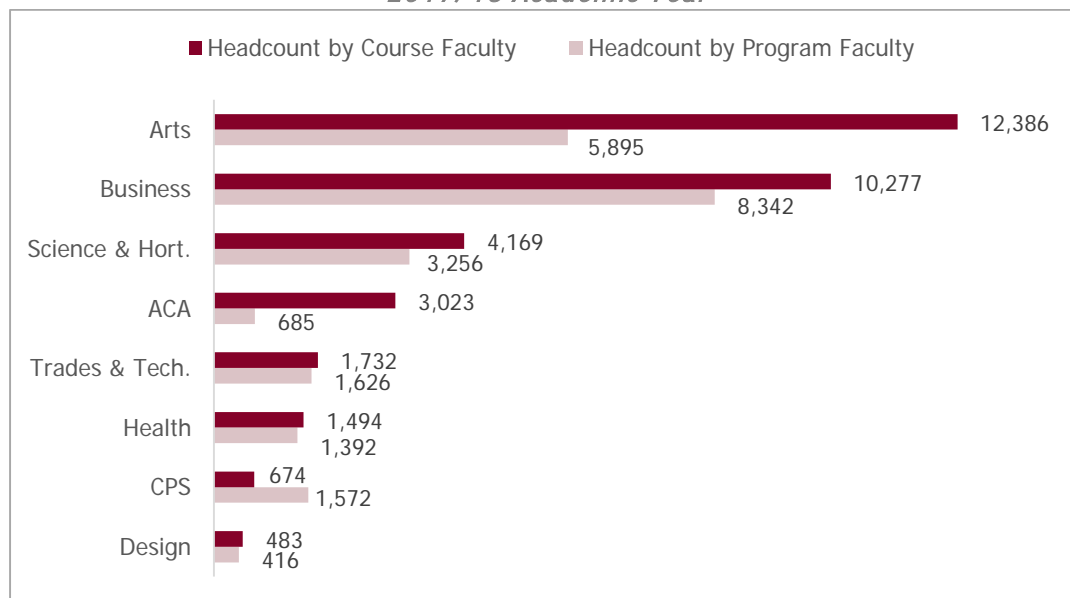
In AY 2017/18, almost two-thirds of all KPU students were enrolled in programs in either the Faculty of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was greatest in the Faculties of Health, Science and Horticulture, and Continuing and Professional Studies (see Figure 2.4).

**Figure 2.4: Growth of Headcount Enrolments by Faculty  
AY 2013/14 to AY 2017/18**



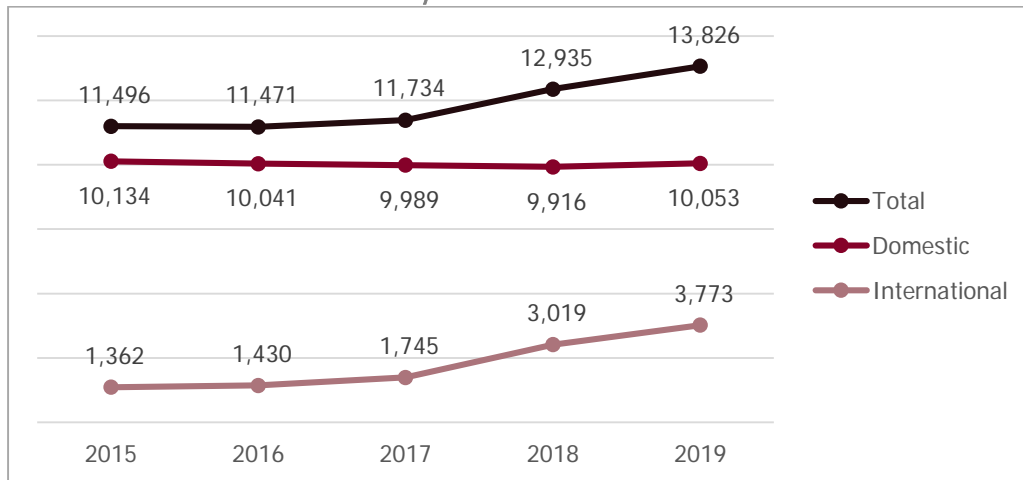
Since students may take courses in Faculties other than the one in which they are enrolled, Figure 2.5 reflects both the proportion of educational activity delivered by each Faculty (Headcount by Course Faculty) and the number of students enrolled in each Faculty (Headcount by Program Faculty). For instance, while programs in the School of Business had the highest number of enrolments in AY 2017/18, the Faculty of Arts served the largest proportion of all students at KPU. And although only 3% of all students were registered in ACA programs, ACA delivered courses to 13% of all KPU students in the 2017/18 academic year.

**Figure 2.5: Distribution of Student Headcount by Course and Program Faculty  
2017/18 Academic Year**



Although 68% of KPU students are full-time, the majority take less than a full load of five courses per term. FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full course load, are depicted in Figure 2.6. Over the past five fiscal years, total FTEs are up by 20%, which is due to the fact that international FTEs are up by 177%.

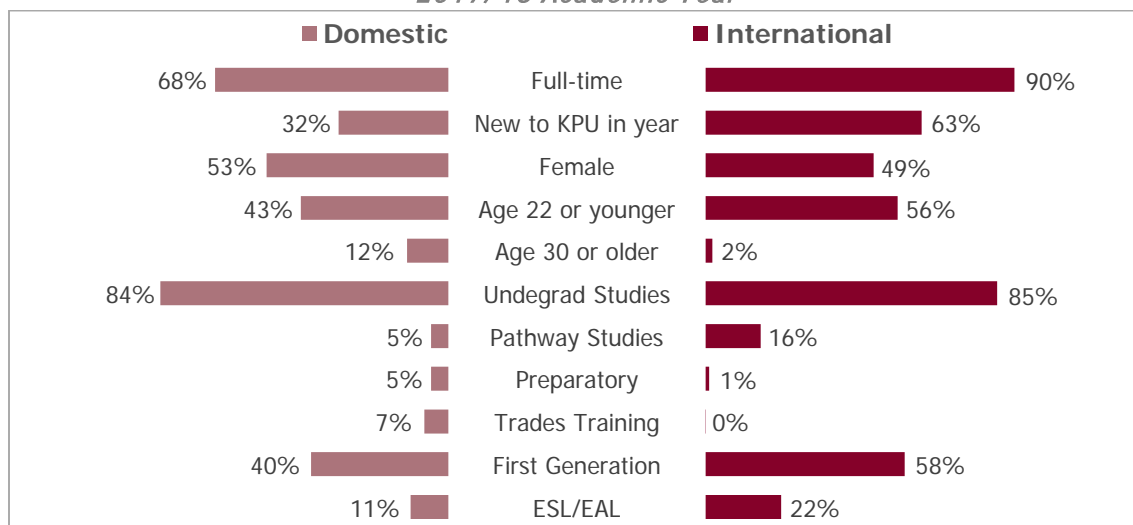
**Figure 2.6: FTEs (Domestic and International)**  
*per Fiscal Year*



## »» Characteristics of the Student Body

The profile of KPU's student body is portrayed in Figures 2.7, 2.8, and 2.9, comparing the characteristics of domestic and international students. Compared to domestic students, international students were more likely to study full-time, be new to KPU in 2017/18, be younger, be a first-generation student, and to speak English as a second/additional language.

**Figure 2.7: Profile of KPU Student Body**  
*2017/18 Academic Year*

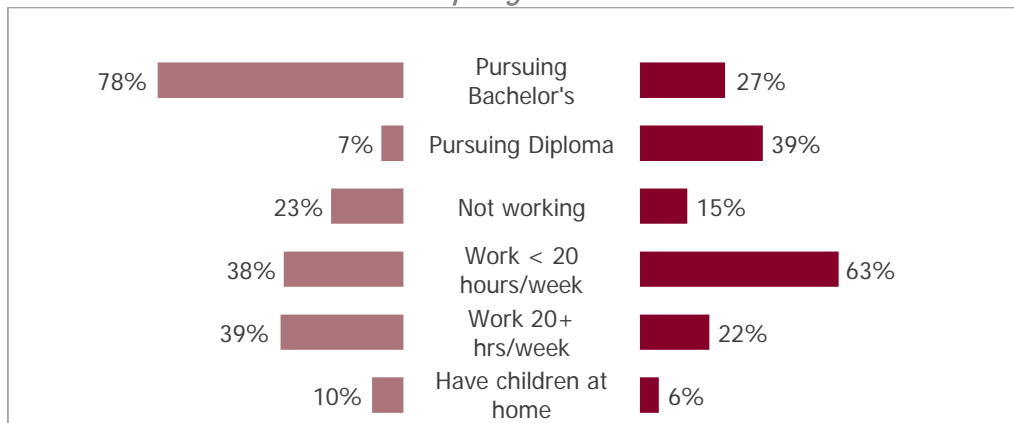


Note: ESL/EAL refers to respondents who speak English as a second/additional language, not the percentage of respondents in an English Language Studies program. CPS students are not included.

In the Spring of 2019, over 1,000 KPU students responded to a shortened version of the biennial Student Satisfaction Survey. This was an opportunity to obtain updated information about the KPU student body. The following charts compare domestic and international students on key characteristics, including educational goals, hours worked, family status, and ethnicity.

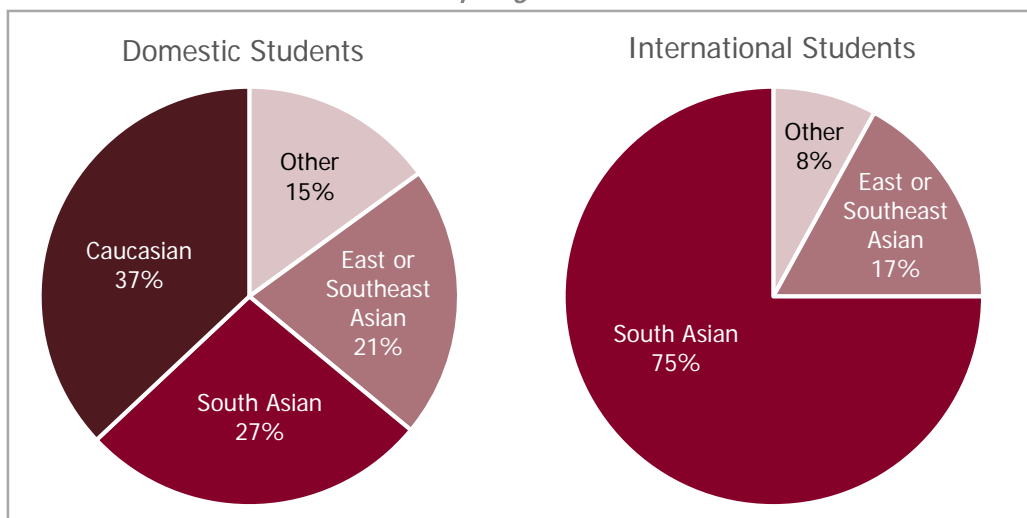
While domestic students were more likely to be pursuing a degree at KPU, international students were more likely to be pursuing a diploma, and to be working less than 20 hours per week. A similarly low percentage of both domestic and international students reported that they had children who lived with them most of the time.

**Figure 2.8: Domestic and International Student Characteristics**  
*Spring 2019*



Of the domestic student respondents, Caucasian was the most frequent ethnic group reported, followed by South Asian, and East or Southeast Asian. In addition, 2% of domestic students reported being Indigenous. The majority of international students were South Asian with the next largest group being those with an East or Southeast Asian background.

**Figure 2.9: Ethnicities of KPU Students**  
*Spring 2019*





## 3. Student and Alumni Profiles

### »» Rimi Afroze, Health Science Alumna



"I was in medical school when I took a long gap from my education to care for my daughter, who was born prematurely. When I was returning to my education years later, I started to explore my options and KPU's Health Science program lined up with my interests and what I had studied previously. KPU had the community feel I wanted in a university and accepted more for my transfer credits than any other institution I was applying to. I am truly amazed and blessed by the encouragement and support I received in my journey at KPU. People from every sphere of the university, whether they're faculty members, staff, or students, are truly helpful, and they motivate each other. Now I'd like to pursue my PhD in epidemiology and would like to work in public health. If you bring your thought to light, KPU will certainly make it an action."

### »» Stacey Brown, Welding Alumna

"I like to bring ideas to life. I like hands-on work. Welding, to me, fulfills a desire to build. It's very powerful to have a concept or idea in your head, or a diagram on paper, and be able to turn it into something tangible. KPU is really involved in the welding community – it's not just a program and then you're done. It's a home base to come back to and a welcoming place to return to throughout your career. You have so many interactions with people from different backgrounds. Every experience you have at KPU is helping prepare you for the next. It's easy to talk to everyone at KPU – the faculty as a whole becomes your support network. Welding is artistic; it's not something that you can learn sitting in a chair. It requires a lot of determination as you practice something over and over while you continue trying to improve. It's such a good feeling when you've done something better than you thought you would be able to."



### »» Rawia Inaim, English and History Alumna

"I've always loved to read and when I finished high school, I wanted to come to university to develop my writing skills and major in English. When I started to connect with other students and talk about what we were learning, I became more creative and I actually got my first A+ on a paper. I knew when I started post-secondary that I eventually wanted to go to grad school. I worked closely with an advisor to plan my semesters, and I finished my degree in three years instead of four. My experience at KPU was completely personalized so I could achieve my goals. When I expressed my interest in grad school, my instructors gave me a lot of great advice. They helped me find opportunities that would improve my application. As a result, I've been accepted to several programs already. I'm lucky to be working in KPU's Learning Centre and helping other students on their journey. KPU wants you to succeed. There's a thriving community here and there's so much support to help you achieve your goals."



### »» Alana Kuroyama, Interior Design Alumna



"When I was in high school, I had a drafting assignment to design a house from scratch. After that, I was hooked, and I knew I wanted to learn more. I completed a design diploma and then transferred into the Wilson School of Design at KPU. The Interior Design degree program was highly recommended and at that time, it was the only accredited program of its kind. When I graduated, I accepted a position with a commercial interior design firm but I've recently come back to work at KPU as an interior designer.

I am so proud to have been part of the project team for the Wilson School of Design building. It's like the cherry on top of my career."

### »» Alex Laynez, English Language Studies Student

“When I first came here from Mexico, I was a little bit shy. I didn’t know much English but I wanted to study my passion, music. My first ELS class at KPU was awesome. I met the instructor and we started working in English right away. If you really want to learn English, you can’t just practice having a conversation. You have to study academic reading, writing, and speaking. KPU offered this, and



instructors are professionals – they have so much experience. There are students here from all over the world; you’re learning English together, and helping each other. The ELS program prepares you for what you want to study next, for your career, for your future. I’m still working on my English but when I finish the ELS program, I’ll be ready to study music at the same school. KPU’s ELS program is helping me get into university so I can study my passion.”

### »» Constance Pavel, Graduate Nurse Internationally Educated Student



“Nursing always felt like more than a career; for me, it was a calling. I went to nursing school in Romania and when I moved to Canada with my family, I knew I would need to meet additional requirements before I could become a registered nurse here. KPU’s Faculty of Health appealed to me because the instructors all have real-world experience and make the classes relevant to current nursing practices. As I learned more about the program, I became really excited to study at KPU. Every week, there’s lab experiences and there’s so many

opportunities to be hands-on and practice the skills you are developing. Working with other students in the program and making time to review and discuss ideas has been so beneficial to what I’ve learned. There’s countless resources and support here to help you succeed. I am so excited to be able to work as a nurse in Canada and continue my career here.”



### »» Ankit Sharma, Entrepreneurial Leadership Alumnus

"I started at KPU studying computer information systems but I found my true calling in the Entrepreneurial Leadership program. People in my classes would say more than me but my instructors would latch onto my ideas. It dawned on me that I was inherently able to take a step back and take a larger view of business. KPU prepared me well for a successful entrepreneurial journey. I started my company, Kitply Industries, out of my parents' basement and now we're doing business across Canada and around the world. It's important to me as a person and a business owner to give back to society. That's why I've started an endowment at KPU for students with disabilities. Creating opportunities for others is my way of paying forward what KPU gave to me. The quest for experience, for ongoing learning, and for something challenging in my life is what drives me now."



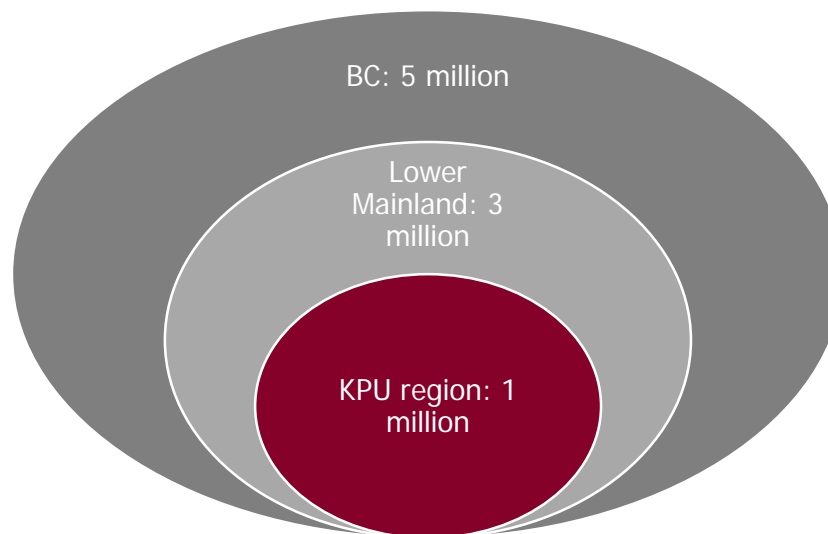
## 4. Strategic Context

### The KPU Region

The region served by KPU consists of the cities of Richmond, Delta, Surrey, White Rock, and the City and Township of Langley. Also included in the KPU region are the territories of the Tsawwassen First Nation and Semiahmoo First Nations, and parts of the Kwantlen, Matsqui, and Katzie First Nations. This entire area covers the school districts of Richmond, Delta, Surrey, and Langley.

In 2018, just over one fifth of the entire BC population lived in the KPU region.<sup>4</sup> In addition to comprising a significant portion of the BC population, the KPU region is younger than BC as a whole. In 2018, one quarter of BC's high school-aged population (13-18) lived in the KPU region.

Figure 4.1: Population Share of KPU Region Relative to Lower Mainland and BC (2017)<sup>5</sup>



Within the KPU region, the school districts of Langley, Surrey, and Delta all had 19% or more of their total populations under the age of 18. For Richmond, this percentage was 16%, lower than the percentage for all of BC (17%). The average for the entire KPU region was 19%.

### »» Population Growth in the KPU Region

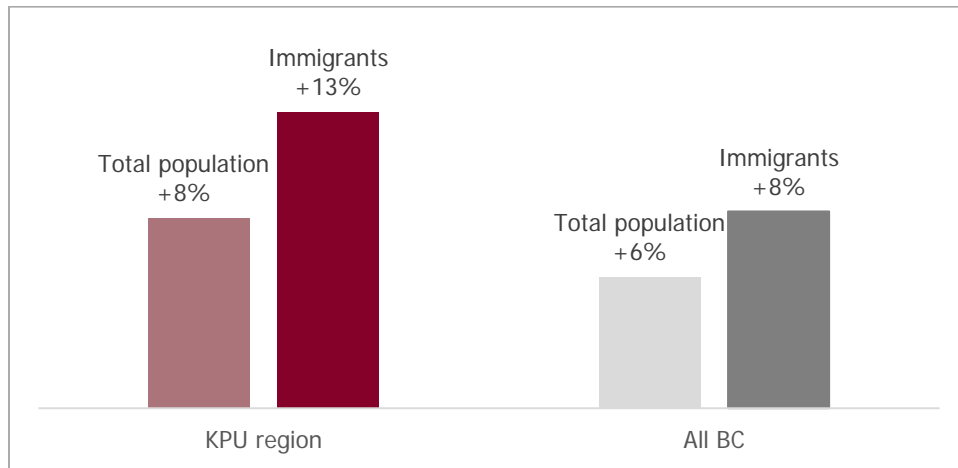
Between 2013 and 2018, the population in the KPU region grew by 11%, compared to 8% in all of BC. The KPU region accounted for 29% of the province's overall population growth in this period. Growth varied across the KPU region, ranging from 13% in the Surrey school district to only 6% in the Delta school district.

<sup>4</sup> For all BC provincial and sub-provincial population figures, see BC Stats Population Estimates, retrieved from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>

<sup>5</sup> The Lower Mainland includes the Greater Vancouver Regional District and the Fraser Valley Regional District.

The immigrant population in the KPU region has also grown. Based on the two most recent censuses, from 2011 to 2016, the number of immigrants in the KPU region grew by 13%, while the immigrant population in BC as a whole grew by only 8%. Figure 4.2 below shows the total and immigrant population growth in both the KPU region and all of BC.

**Figure 4.2: Population Growth  
2011 to 2016**

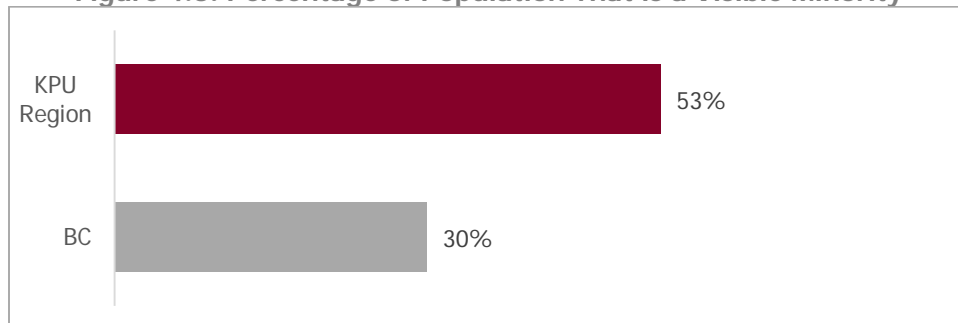


Source: Statistics Canada 2011 and 2016 Censuses

### »» Diversity in the KPU Region

In 2016, 41% of residents in the KPU region were immigrants, compared to 28% in all of BC. Almost one third (31%) of BC's immigrants lived in the KPU region in 2016. Also, in 2016, over half of the people living in the KPU region were a visible minority, compared to a smaller percentage for all of BC (see Figure 4.3).

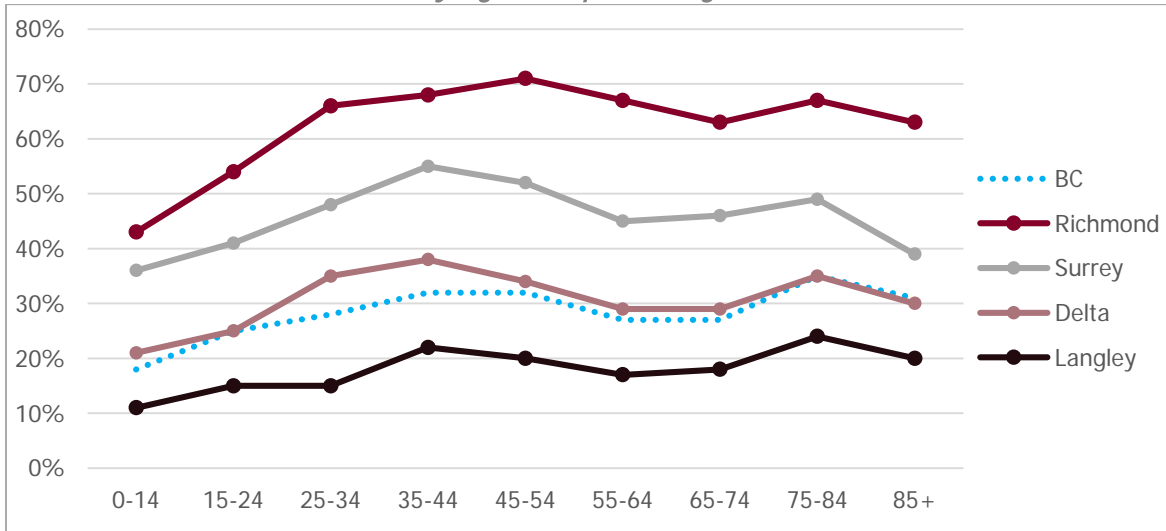
**Figure 4.3: Percentage of Population That is a Visible Minority**



Source: Statistics Canada 2016 Census

Another measure of diversity is the percentage of the population having a non-official mother tongue (i.e., a language other than English or French). Across all age groups, Richmond had the greatest proportion of its population with a non-official mother tongue. Langley was the only KPU school district that, compared to all of BC, had a consistently smaller proportion of its population reporting a non-official mother tongue (see Figure 4.4, next page).

Figure 4.4: Percentage with Non-Official Mother Tongue by Age Group and Region

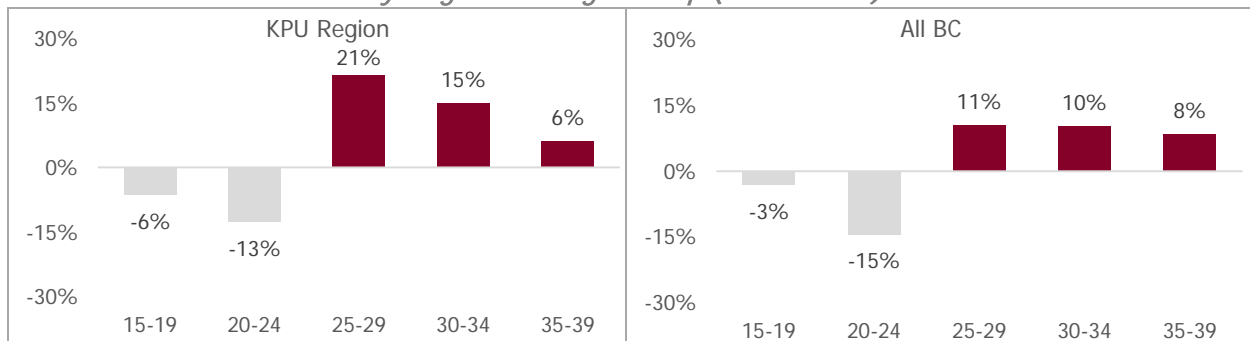


Source: Statistics Canada 2016 Census

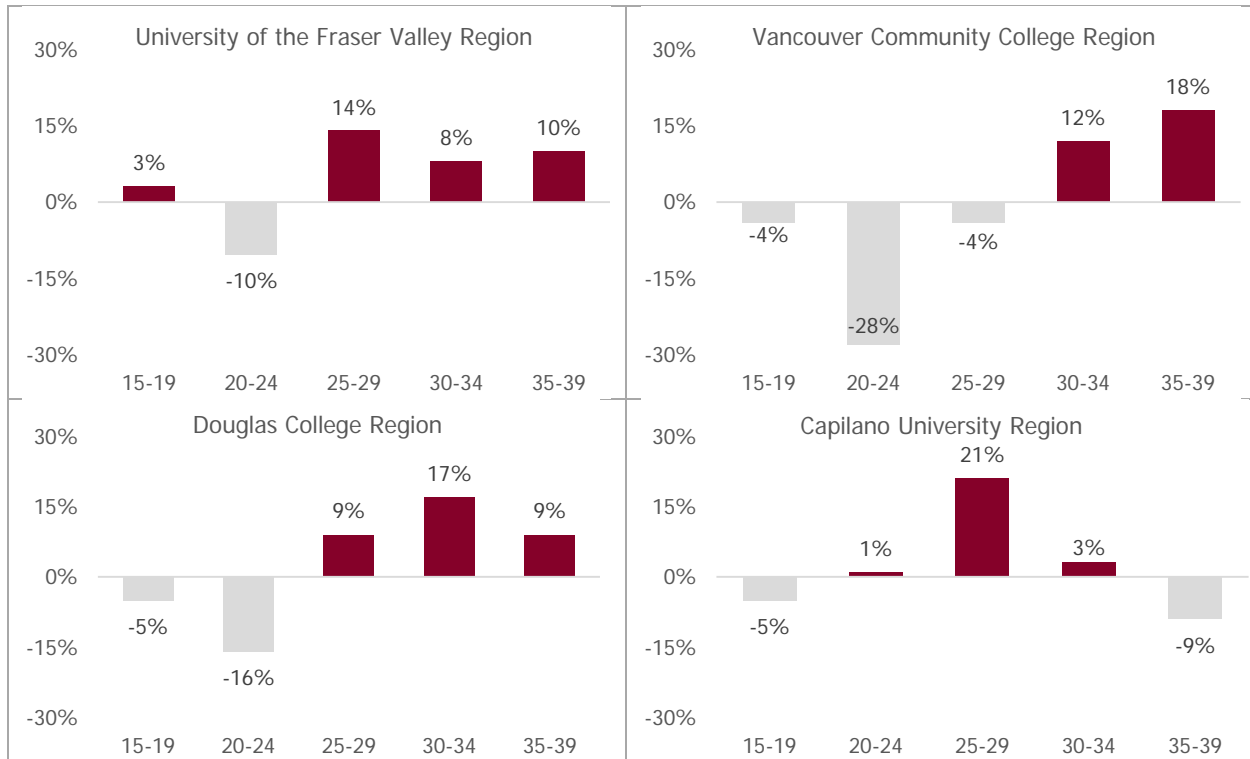
### »» Projected Population Changes of Key Age Groups: 2018-2023

Figure 4.5 (continued onto next page) shows the projected population growth in key age groups for BC as a whole, and the five post-secondary regions in the Lower Mainland. From 2018 to 2023, the number of 20- to 24-year-olds is expected to decrease in all but one of the local post-secondary regions. The largest of these decreases are expected to occur in the Douglas College and Vancouver Community College regions. Those 15 to 19 are generally expected to see minor decreases. However, all regions – including KPU – are generally expected to see increases in people between the ages of 25 and 39. These trends suggest there will be increased competition among post-secondary institutions for traditional-aged students while also pointing to the growth in the potential adult learner population.

Figure 4.5: Projected Population Growth by Region and Age Group (2018-2023)<sup>6</sup>



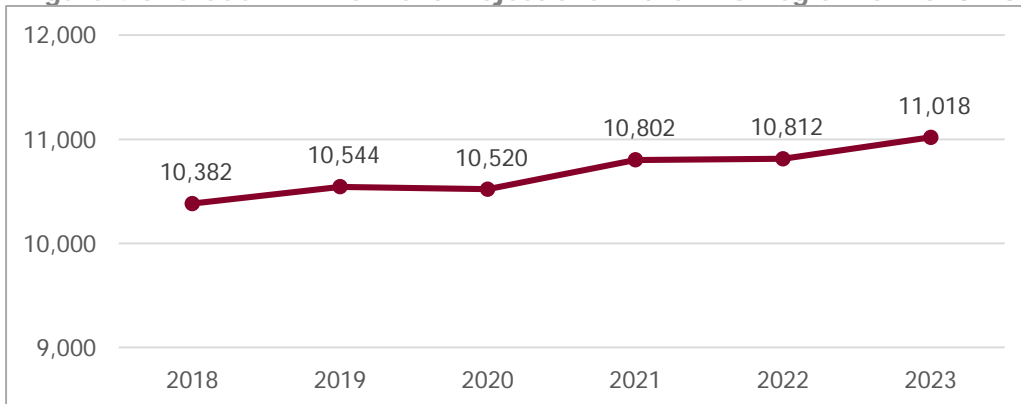
<sup>6</sup> Source: BC Stats: Projection of Population Growth by Region and Age Group. Retrieved from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>



### Grade 12 Projections in the KPU Region

Figure 4.6 portrays the enrolment projections of Grade 12 students in the school districts in the KPU region.<sup>7</sup> Each school district does enrolment projections using information on the existing student population, as well as local knowledge that can impact population change.<sup>8</sup> Overall, there is a projected 6% growth between 2018 and 2023 in the size of the Grade 12 population in public schools in the KPU region. Growth varies by school district, from a high of 10% in Surrey, the largest school district in the province,<sup>9</sup> to minus 3% in Richmond (see Figure 4.7, next page).

**Figure 4.6: Grade 12 Enrolment Projections in the KPU Region for 2018-23**



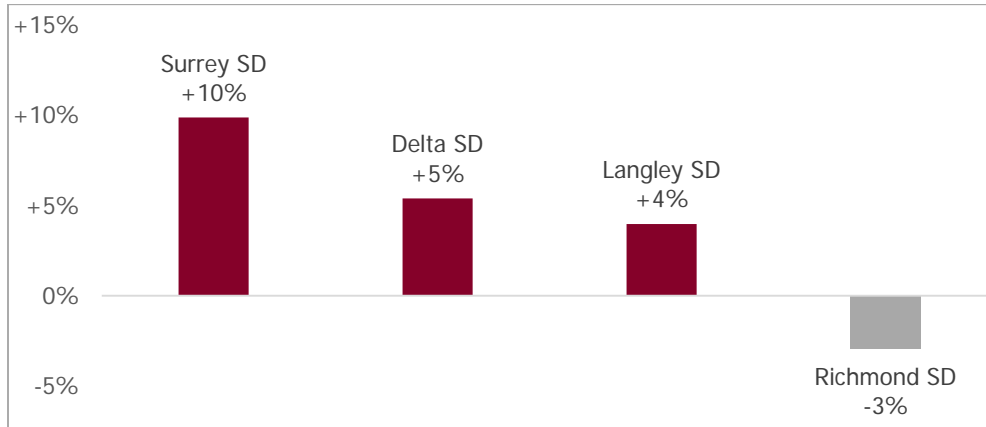
<sup>7</sup> The KPU Region consists of the school districts of Surrey, Langley, Richmond, and Delta.

<sup>8</sup> These are based on projections made by each School District in the KPU region, which apply local knowledge to the provincial projections using the Baragar system. Grade 12, district-based projections consider domestic students only.

<sup>9</sup> Source: BC Stats: Projection of Public School Aged Headcount Enrolments. Surrey had 71,035 students enrolled in 2018 compared to the next largest district, Vancouver, which had 48,320.



**Figure 4.7: Projected Change in Grade 12 Enrolments in the KPU Region  
2018 to 2023<sup>10</sup>**



<sup>10</sup> Source: BC Stats: Projection of Public School Aged Headcount Enrolments by School District. Retrieved from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>

## Financial Context

The Financial Context section is intended to provide an explanatory overview of the Fiscal 2019 Audited Financial Statements and a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements (see Appendix B).

### »» Accounting Framework

KPU's Audited Financial Statements present the financial results of the University, for the fiscal year ending on March 31, 2019, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards<sup>11</sup> (PSAS) supplemented by Section 23.1 of BC's *Budget Transparency and Accountability Act* (BTAA); and, regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of Advanced Education, Skills and Training (AEST).

Of particular importance is the government requirement for all post-secondary institutions to be in a surplus position (i.e., have greater revenues than expenses) at the end of each fiscal year. This requirement, which is in line with the BC Taxpayer Accountability Principle of cost consciousness, creates an operational challenge which impacts an institution's ability to undertake capital projects:<sup>12</sup>

- Capital funding not spent in the year it is received becomes accumulated operating surplus.
- Accumulated operating surplus can only be used when an institution is in a deficit position, which is not allowed by government.

The Ministry of Finance Treasury Board regulation 198/2011 allows institutions to address this challenge by deferring revenue for capital projects. The revenue is subsequently recognized at the same rate as the capital project's amortization. Under this treatment, there is no net impact to an organization's revenues and expenses (as they are offsetting), avoiding the accumulated operating surplus issue and making it easier for the government and organizations to develop budgets and monitor cash flows.

The regulation, however, does not strictly meet the requirements of public sector accounting and consequently this issue is highlighted in the Audited Financial Statements by an *Emphasis of Matter* note in the audit opinion (please refer to the Independent Auditors' Report and note 2a in the Audited Financial Statements).

KPU had a surplus in fiscal 2019, with total revenues of \$214.7 million, representing an increase of approximately \$26.5 million, due largely to increases to international student tuition (see Figure 4.8, next page) and underspend in employee salaries. The University also continues to effectively manage expenses, ending the year in line with the Board-approved 2018/19 budget.

---

<sup>11</sup> There are a number of unusual elements in Public Sector financial statements and the Office of the Auditor General has produced a useful resource which helps explain some of the nuances of public sector accounting: <http://www.bcauditor.com/pubs/2014/special/understanding-canadian-public-sector-financial-statements>

<sup>12</sup> Capital projects are usually multi-year for two main reasons: Major capital projects often take more than one year to complete; and, accounting for capital assets requires them to be amortized (expensed equally over their useful lives).

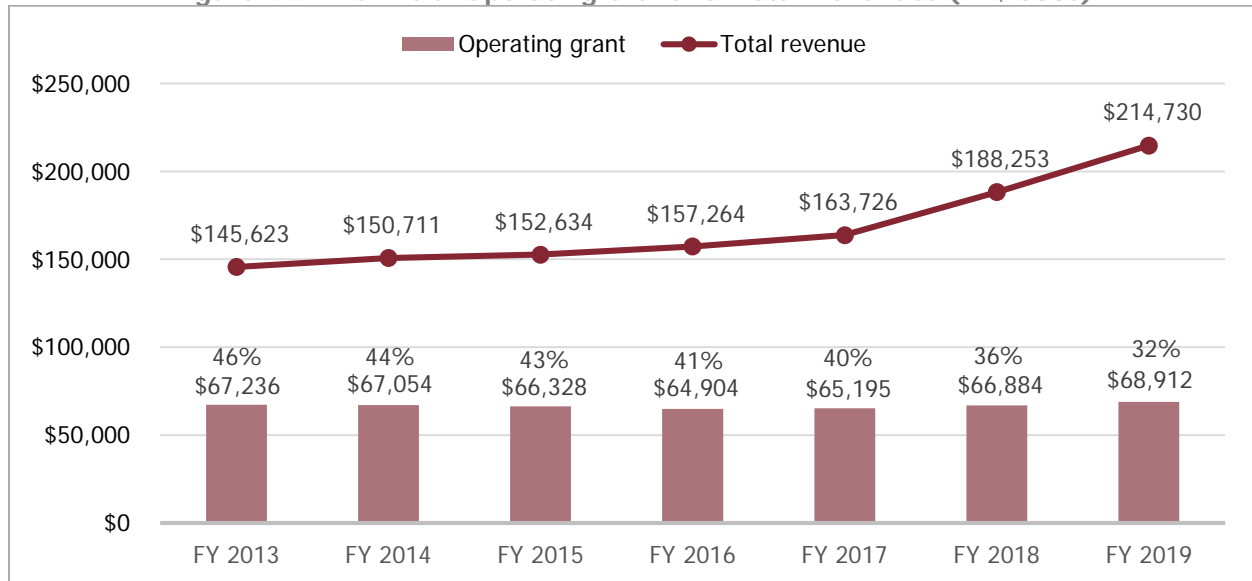
Figure 4.8: Overview of 2018 and 2019 Financial Results (in \$'000s)

Statement of Operations	FY2019	FY2018	Change
Provincial Grants	71,531	69,782	1,749
Tuition and Student Fees	118,451	92,996	25,455
Other Revenue	24,749	25,475	(726)
Total Revenue	214,731	188,253	26,478
Total Expenses	192,671	174,969	17,702
Accumulated Operating Surplus	117,864	95,804	22,060
Statement of Financial Position			
Financial Assets	62,255	83,310	(21,055)
Deferred Capital Contributions	159,328	159,104	224
Net Debt	(142,072)	(137,879)	(4,193)
Tangible Capital Assets	255,381	225,933	29,448

## » Revenues

As illustrated in Figure 4.9, the amount of funding received from the government in relation to total revenues decreased by approximately two percent per year, from 46% in fiscal 2013 to 32% for fiscal 2019. To continue to meet the University's growing operational needs, increased revenue must come from other sources.

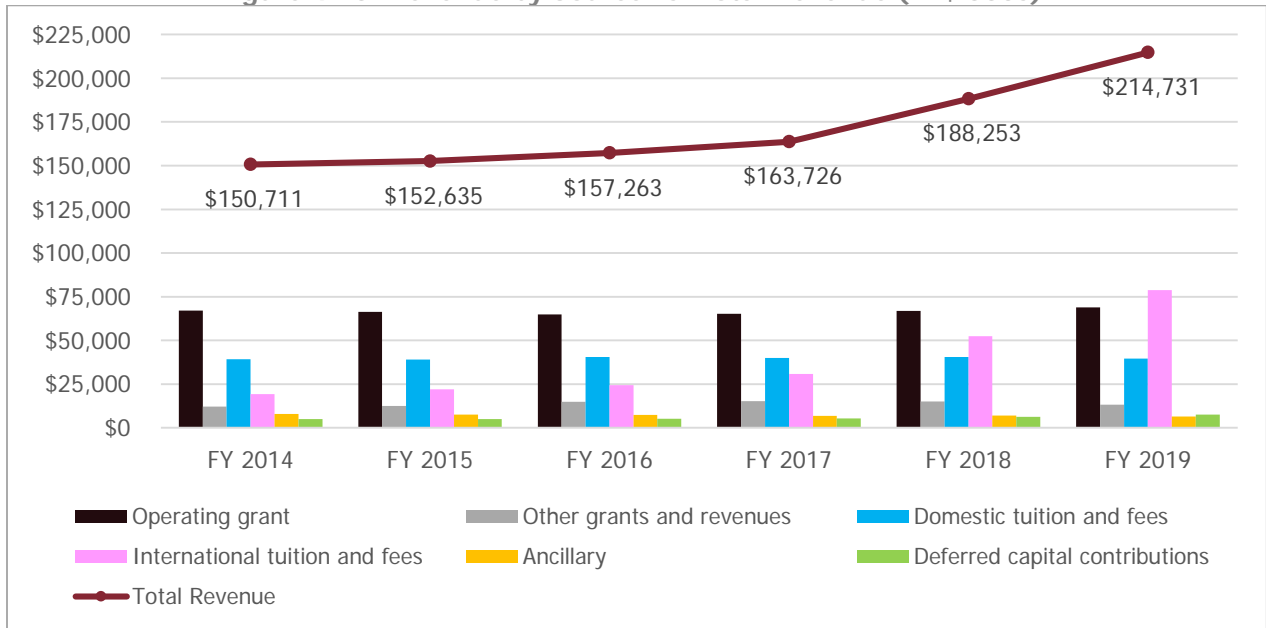
Figure 4.9: Provincial Operating Grant vs. Total Revenues (in \$'000s)



Note: Percentages are the proportion of total revenues from provincial operating grant for that year.

Revenues increased by approximately \$26.5 million over the prior year, due primarily to increases in international student enrolment. This trend of increasing reliance on international students for revenue generation is illustrated in Figure 4.10 (see next page).

Figure 4.10: Revenue by Source vs. Total Revenue (in \$'000s)

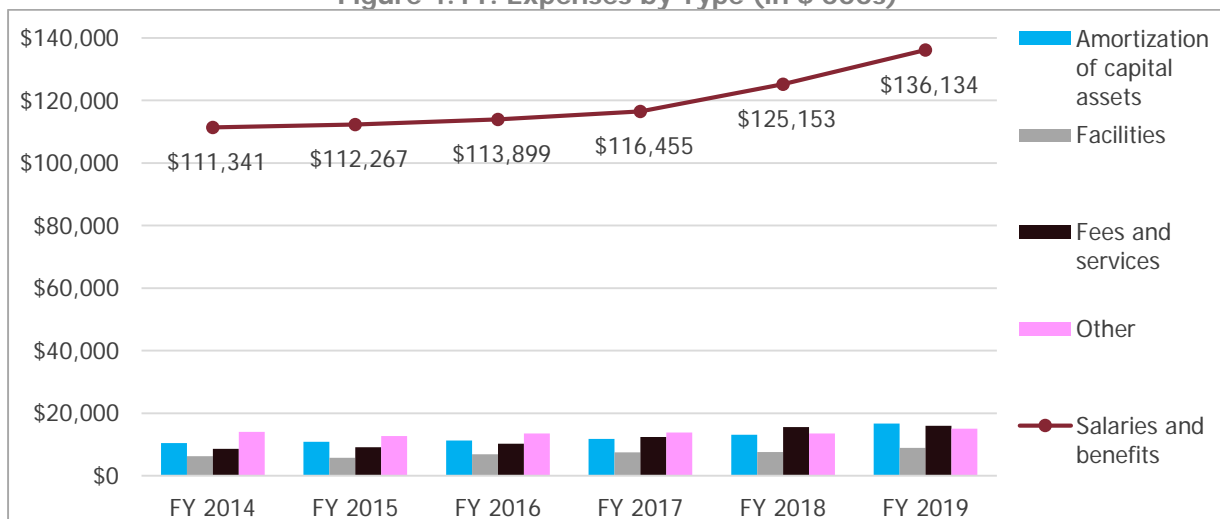


## »» Expenses

Total expenses for fiscal 2019 increased by approximately 10% over the previous year. The key drivers to expenditure increases include: collective agreement increases, step increases for administrative staff, growth in overall employee numbers, increases in operating costs due to the addition of KPU Civic Plaza, and an increase in amortization expenses as new infrastructure became operational.

As Figure 4.11 illustrates, the largest organizational expense is salaries and benefits, which represents approximately 71% of total expenditures. This is typical of post-secondary institutions, as they are driven by faculty and support staff.

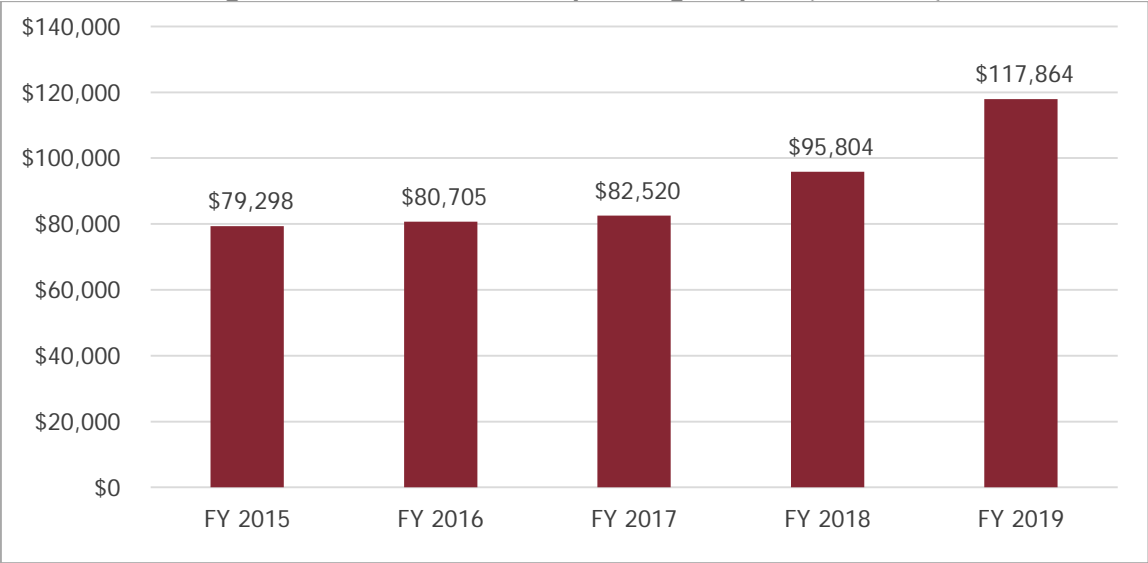
Figure 4.11: Expenses by Type (in \$'000s)



**»» Accumulated Operating Surplus**

The accumulated operating surplus, \$117.9 million for fiscal 2019, represents the accumulated balance of KPU's annual operating surpluses and deficits (see Figure 4.12). As identified in the Accounting Framework discussion above, post-secondary institutions are required to have a surplus at the end of each fiscal year. Since running a deficit is the only mechanism to access historical operating surplus balances, these funds cannot be used for operating or capital purposes and are represented by the asset positions on the Statement of Financial Position.

**Figure 4.12: Accumulated Operating Surplus (in \$'000s)**



**»» Net Debt**

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$142.1 million in fiscal 2019, representing an increase of \$4.19 million over the prior year. It was largely due to an increase in the acquisition of tangible capital assets and related deferred capital contributions (DCCs). DCCs increased by \$0.2 million to \$159.3 million and represent funds received from the government for the construction or acquisition of capital assets for which amortization is required in future years. As noted in the Accounting Framework section above, this mechanism is provisioned for by a government regulation and minimizes the increase in the accumulated operating surplus.



## 5. Performance Plan

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







## 6. Performance Measures, Targets and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Advanced Education, Skills and Training (AEST), as well as those for the Industry Training Authority (ITA). 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 AEST measures, the targets were set by AEST and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. For the other measures, data presented this year are provided as a baseline. Targets will be developed in consultation with the KPU Board of Governors.

### Assessment of Performance Measures

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

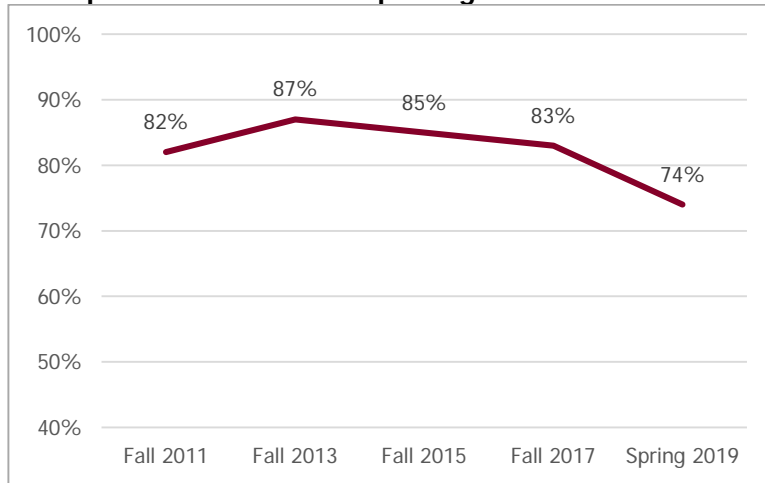
Assessment	Criteria
Exceeded	110% or more of target
Achieved	100% of target
Substantially achieved	90% to 99% of target
Not achieved, but some progress	Between 60% and 90% of target
Not achieved	Less than 60% of target
Not assessed	No target, too few respondents, or margin of error too high

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

	Gov't	KPU	Total
Achieved	7	0	7
Substantially achieved	4	2	6
Not achieved, but some progress	0	6	6
Not achieved	1	0	1
Not assessed	0	4	4
	12	12	24

## »»» Enhanced Student Experience

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



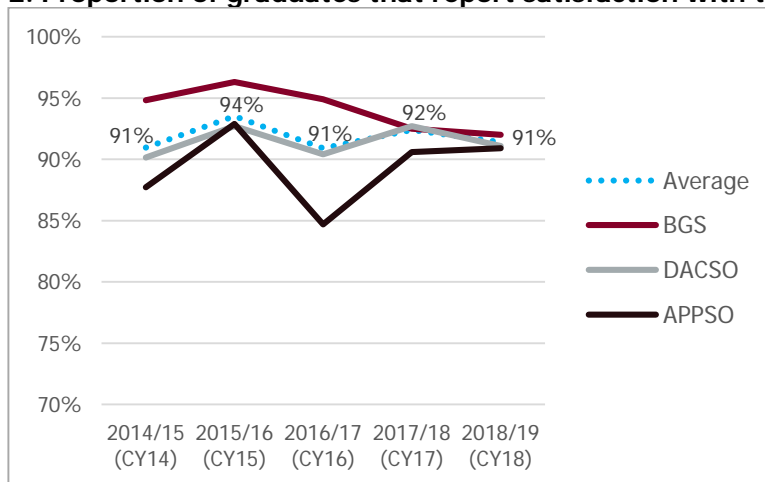
**Assessment:**

Not achieved

**Target:** > previous rating

**Notes:** KPU measure (Student Satisfaction Survey [SSS]). The Spring 2019 data were collected from a modified version of KPU's biennial SSS with a 6.8% response rate; the results should be interpreted with caution.

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



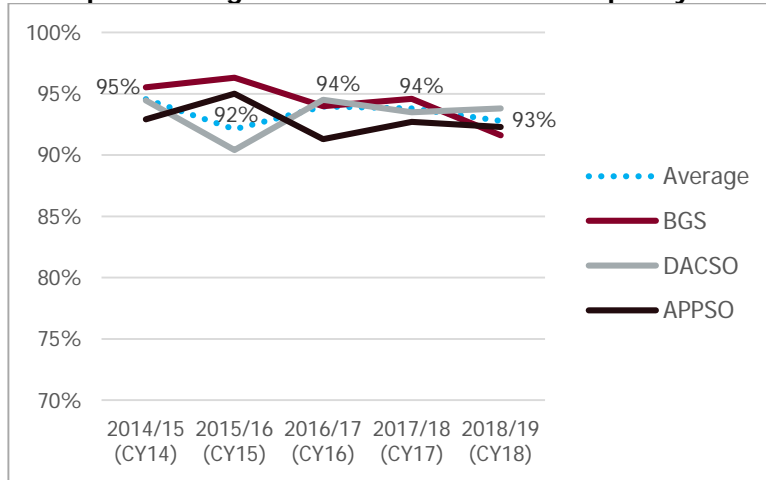
**Assessment:**

Achieved

**Target:**  $\geq 90\%$

**Notes:** AEST measure (BC Student Outcomes Surveys [BCSOS]). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

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



Assessment:  

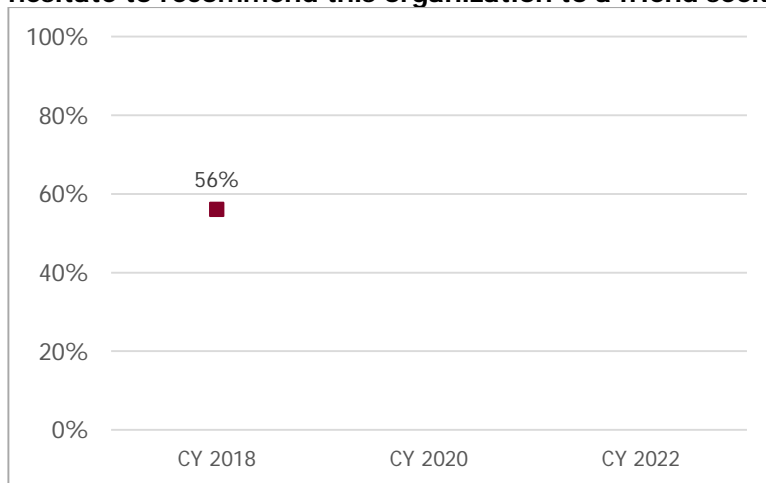
Achieved

Target:  $\geq 90\%$  ( $\pm$ )

**Notes:** AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

## »» Enriched Employee Experience

### 4. Proportion of employees who report agreement with the statement: "I would not hesitate to recommend this organization to a friend seeking employment."



Assessment:  

Not assessed

Target: > previous rating

**Notes:** KPU measure (Employee Engagement Survey [EES]). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years.

## »» Delighted KPU Friends

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

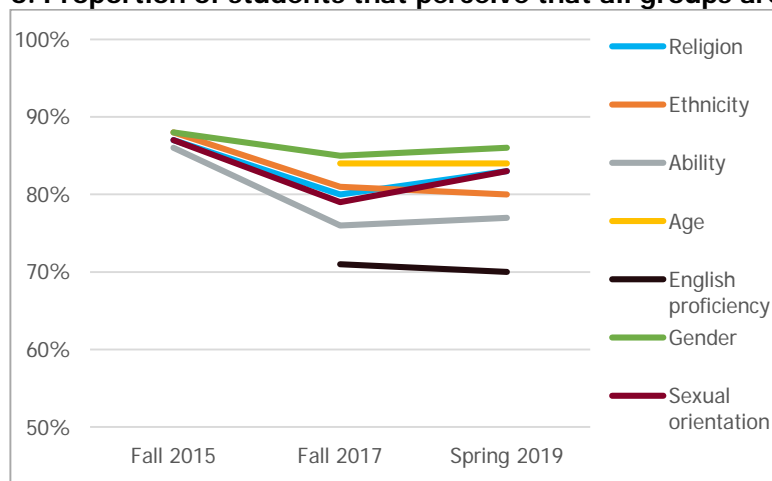
Assessment:   Not assessed

Target: To be developed.

**Notes:** KPU measure. This is a new measure that will be implemented starting in 2020 through an annual KPU-based survey.

## »» Multiculturalism and Indigenization

### 6. Proportion of students that perceive that all groups are treated fairly at KPU



**Assessment:**

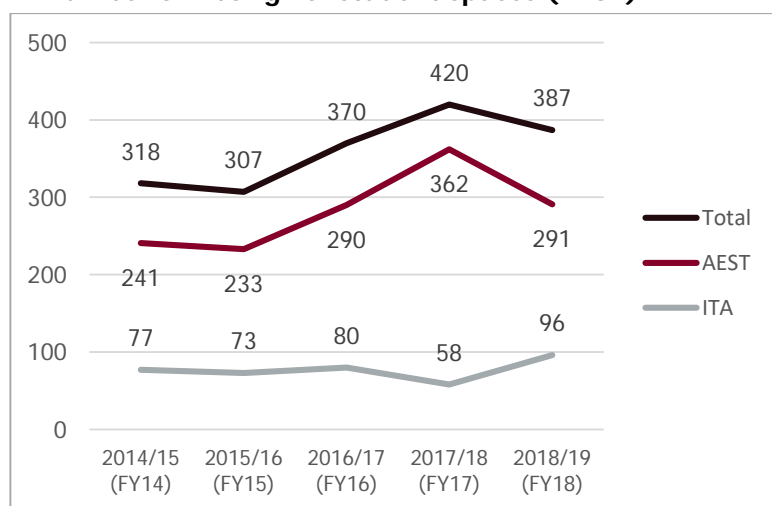
Achieved for religion, ability, gender, sexual orientation, age

Substantially achieved for ethnicity and English proficiency

**Target:** > previous rating

**Notes:** KPU measure (SSS). Questions of whether students are treated fairly regardless of age and English proficiency were not asked in 2015. In several instances, those within the group in question were less likely to indicate positive perceptions than others. For example: in 2019, when rating whether students are treated fairly regardless of gender, students who identified as having trans experience ( $n = 18$ )<sup>13</sup> had an agreement rate of 39% compared to 87% of cisgender students ( $n = 947$ ); for ability, students with a disability ( $n = 64$ ) had a 61% agreement rate compared to 79% of those who did not identify this way ( $n = 902$ ); for sexual orientation, LGBTQA2S students ( $n = 113$ ) had a 67% agreement rate compared to 85% of heterosexual students ( $n = 854$ ); and for age, 78% of students 30 or older ( $n = 130$ ) agreed compared to 85% of those under 30 ( $n = 856$ ).

### 7. Number of Aboriginal student spaces (AEST)



**Assessment:**

Achieved (4.4%)

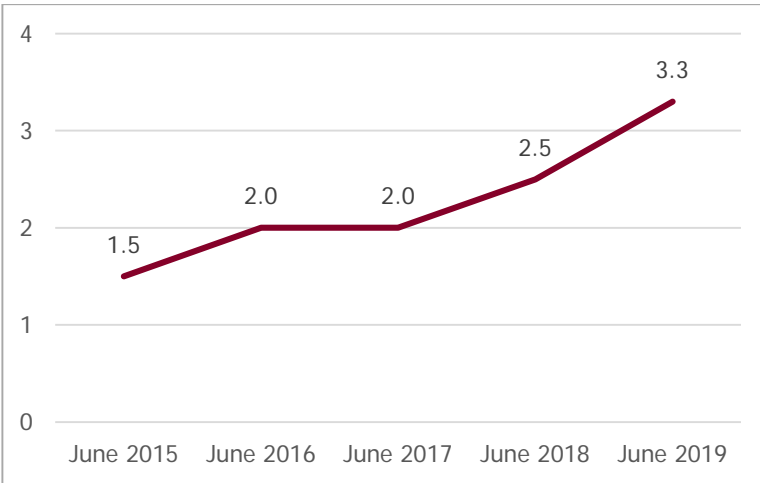
**Target:** Aboriginal FTEs as % of total domestic FTEs > previous year (4.2%)

**Notes:** AEST measure (Central Data Warehouse [CDW]). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year on which the data is based (e.g., "FY18").

<sup>13</sup>  $n$  denotes the number of respondents in the specified category.

»» Environmental Sustainability

**8. STARS ranking of institutionalization of sustainability**



**Assessment:**

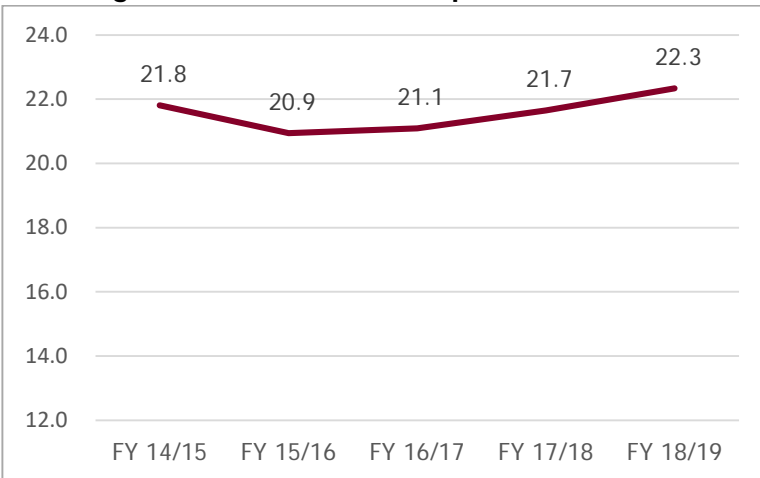
Not achieved, but some progress

**Target:** 4 (maximum score)

**Notes:** KPU measure (KPU Sustainability Committee self-assessment).

»» Integrated Planning

**9. Average number of seats filled per class**



**Assessment:**

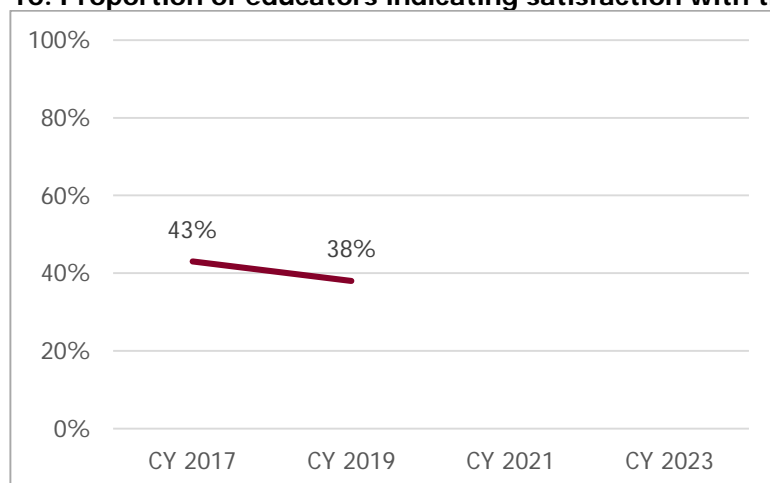
Substantially achieved

**Target:** 23

**Note:** KPU measure.

## »» Teaching, Learning, and Curricular Innovation

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



**Assessment:**

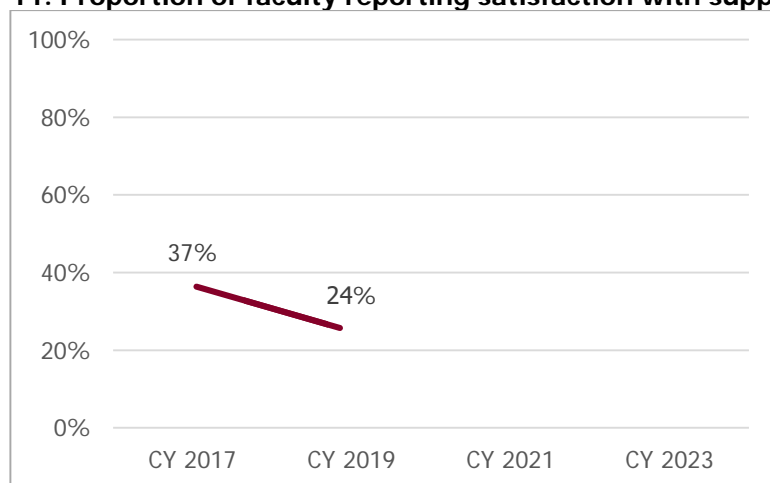
Not achieved

**Target:** > previous rating

**Notes:** KPU measure (Teaching, Learning, Scholarship, and Research Survey [TLSRS]).

## »» Research Activity and Intensity

### 11. Proportion of faculty reporting satisfaction with support for research



**Assessment:**

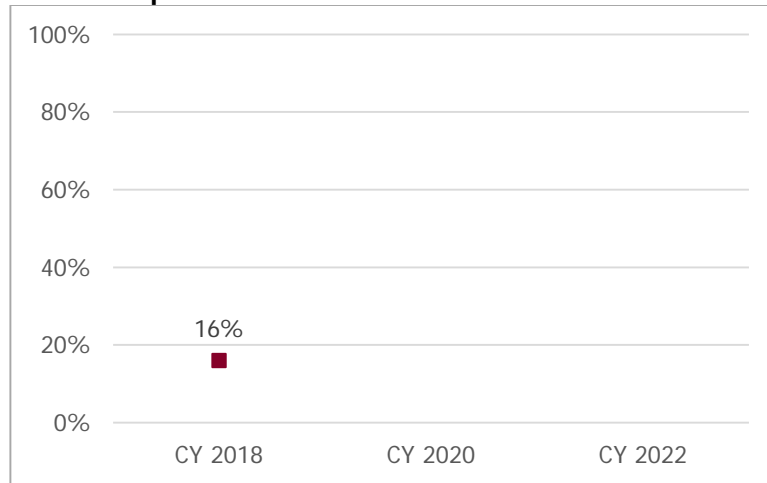
Not achieved

**Target:** > previous rating

**Notes:** KPU measure (TLSRS). This survey also includes the responses of non-faculty staff members in instructional or research roles.

## »» Support for Creative Problem-Solving

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



**Assessment:**

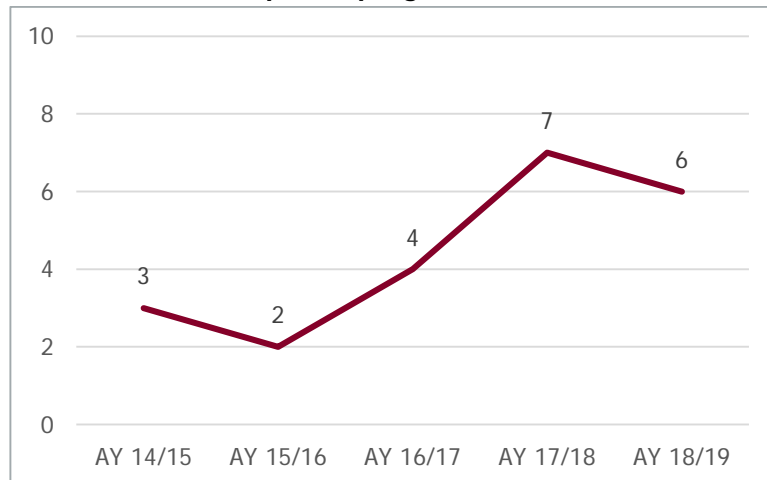
Not assessed

**Target:** > previous rating

**Notes:** KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years.

## »» Program and Service Improvement

### 13. Number of completed program reviews



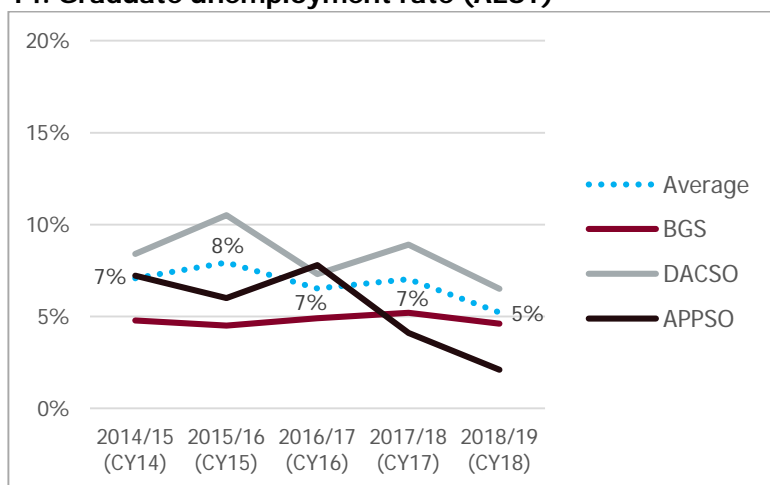
**Assessment:**

Not achieved, but some progress

**Target:** Average of the past three years  $\geq 9$

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

#### 14. Graduate unemployment rate (AEST)



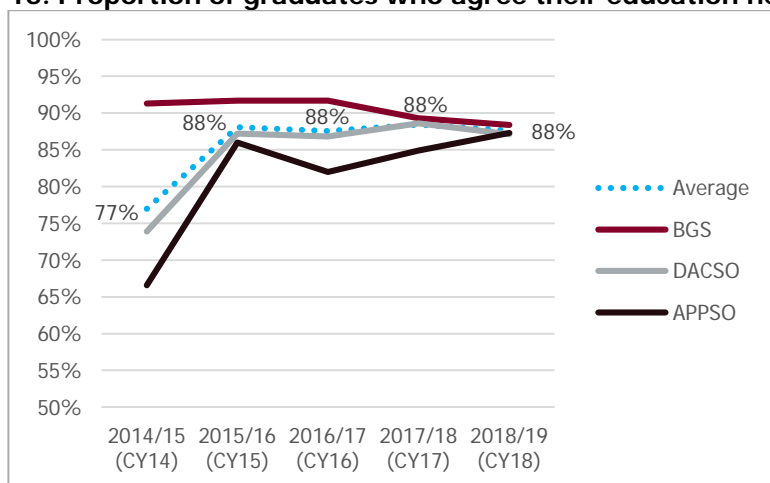
Assessment:  

Exceeded

Target: ≤ 6.6%

**Notes:** AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”).

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



Assessment:  

Achieved

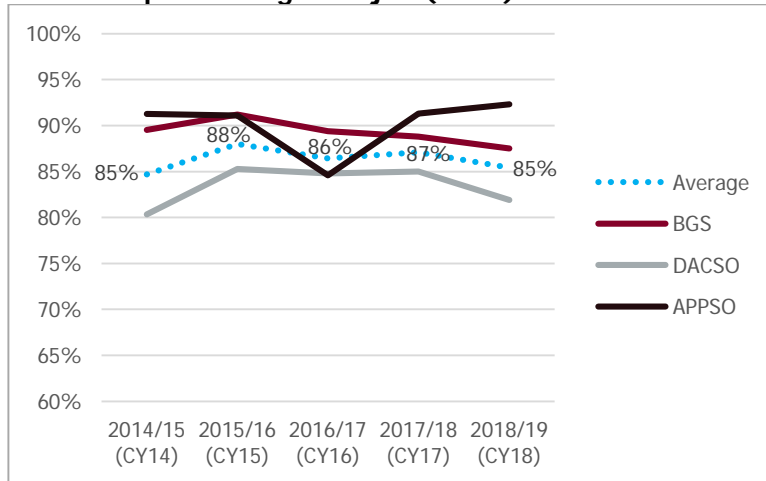
Target: ≥ 85%

**Notes:** AEST measure (BCSOS). The graph shows the average of the seven specific skills shown below. The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”).

Skill	BGS	DACSO	APPSO
Written communication	85%	83%	68%
Oral communication	90%	83%	82%
Group collaboration	90%	90%	91%
Critical analysis	92%	90%	91%
Problem resolution	84%	86%	91%
Independent learning	91%	87%	89%
Reading and comprehension	88%	90%	89%



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



**Assessment:**

Achieved for APPSO

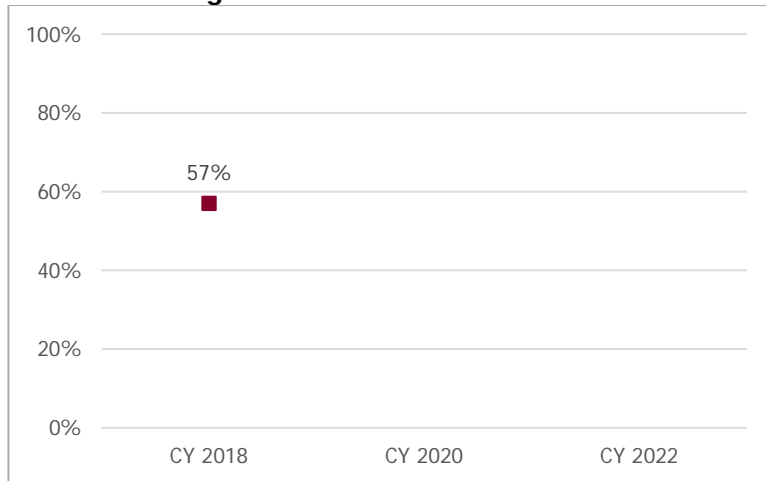
Substantially achieved for BGS and DACSO

**Target:** ≥ 90%

**Notes:** AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”).

**»» Internal Accountability**

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



**Assessment:**

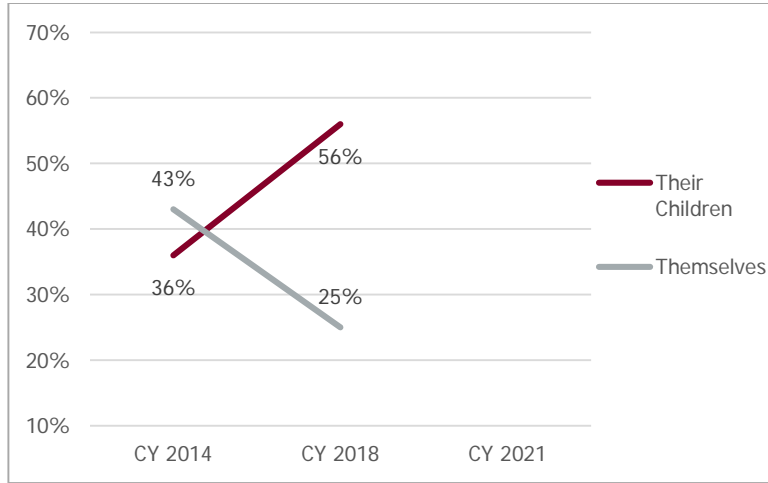
Not assessed

**Target:** > previous rating

**Notes:** KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years.

»» External Accountability

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



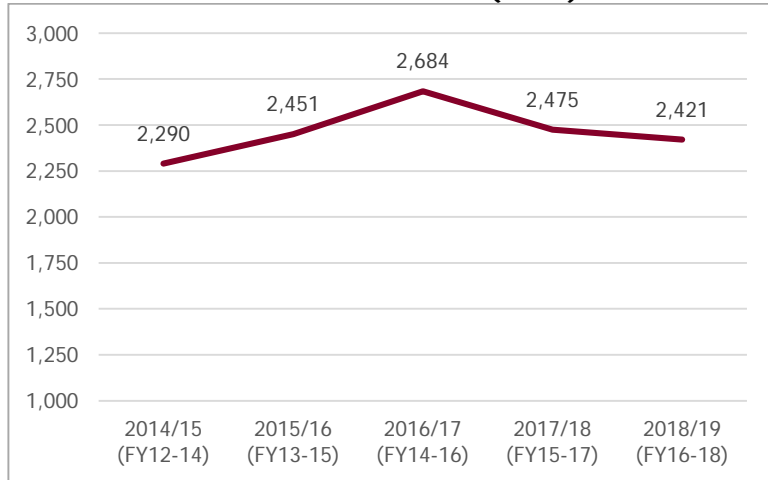
**Assessment:**

Achieved for their children  
Not achieved for themselves

**Target:** > previous rating

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

**19. Number of credentials awarded (AEST)**



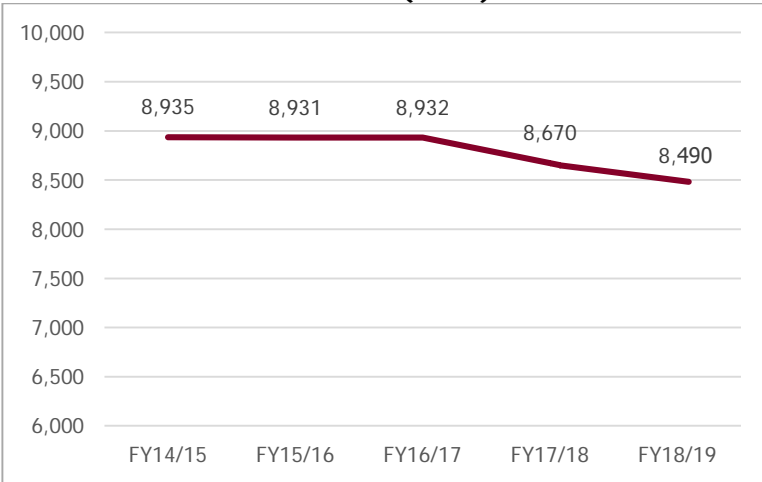
**Assessment:**

Substantially achieved

**Target:** 2,450

**Notes:** AEST measure. Each figure represents the average number of credentials awarded to domestic students in the most recent three fiscal years.

**20. Number of domestic FTEs (AEST)**



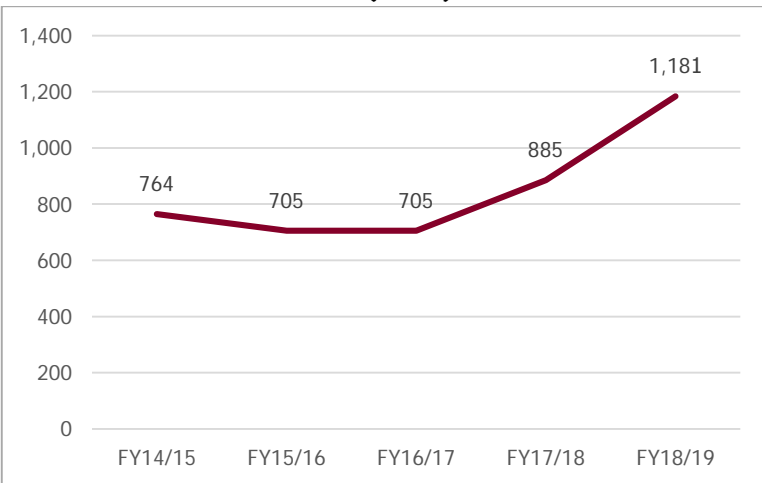
**Assessment:**

Substantially achieved

**Target:** 9,097

**Note:** AEST measure.

**21. Number of health FTEs (AEST)**



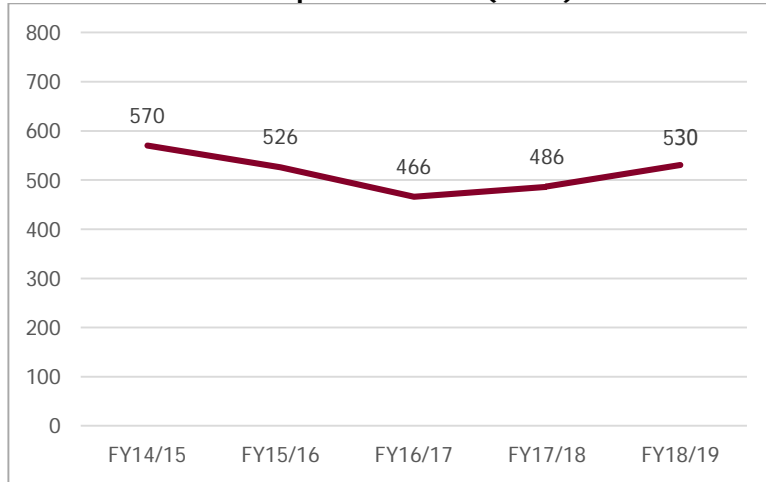
**Assessment:**

Exceeded

**Target:** 716

**Note:** AEST measure.

**22. Number of developmental FTEs (AEST)**



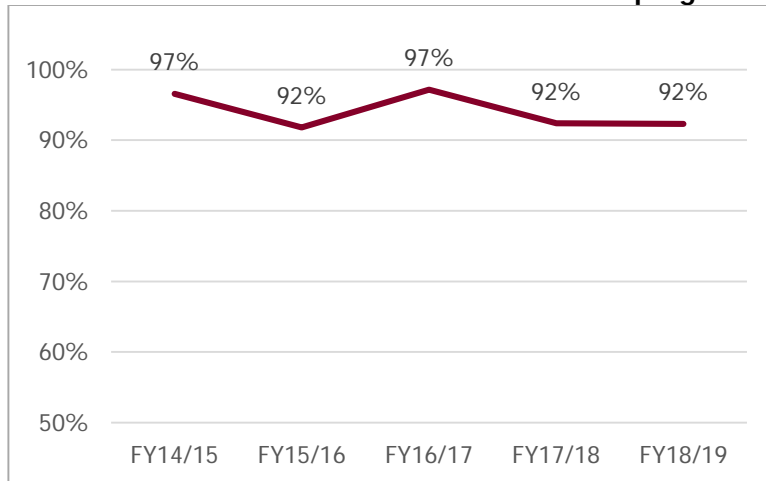
**Assessment:** Not achieved

Not achieved

**Target:** 968

**Notes:** AEST measure. Developmental FTEs were negatively affected by the introduction of tuition for domestic students taking ESL or Academic Upgrading. Since the reversal of the policy in 2017, FTEs have been rising.

**23. Seat utilization for ITA-funded Foundation programs (ITA)**



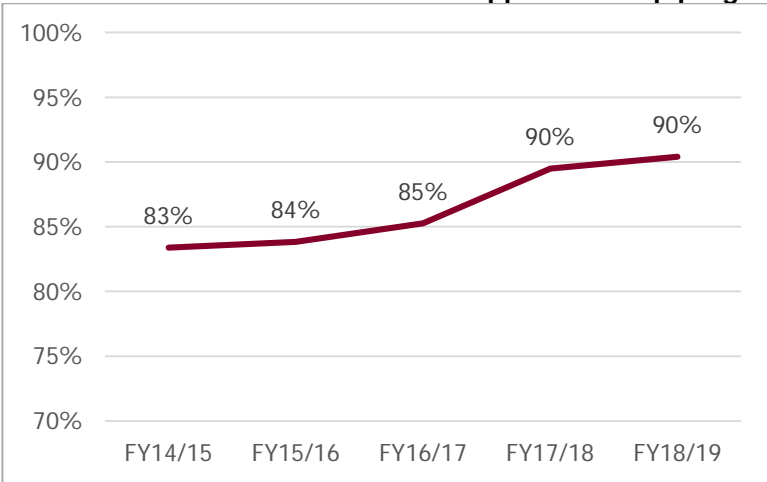
**Assessment:** Substantially achieved

Substantially achieved

**Target:** 94.5%

**Note:** ITA measure.

**24. Seat utilization for ITA-funded Apprenticeship programs (ITA)**



**Assessment:** ■

Achieved

**Target:** 83.4%

**Note:** ITA measure.



# Glossary

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

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

BCSOS: BC Student Outcomes Surveys – Results of above three surveys averaged together

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

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

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

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

EES: Employee Engagement Survey of all KPU employees, conducted 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., FY2015 is fiscal year April 1 2014 to Mar 31 2015

ITA: Industry Training Authority, which funds and oversees apprentice training

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every two years

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

TLSRS: Teaching, Learning, Scholarship, and Research Survey of KPU faculty members, instructional staff, and research staff, conducted every two years

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





# Appendix A: Indigenous Activity Report

See the Indigenous Activity Report on the following pages.



Where thought  
meets action



**Indigenous Activity**

**KPU**

**April 2019**



## Acknowledgement of Territories

---

*At Kwantlen Polytechnic University, we work, study, and live in a region south of the Fraser River on the unceded traditional, overlapping, and ancestral lands of the Coast Salish people.*



---

Kwantlen Polytechnic University is named after the Kwantlen First Nation of the Coast Salish People, who are based in Fort Langley. Over their history, the Kwantlen People have been respected throughout the Lower Fraser River Region as Ancient Messengers—Tireless Runners.

The ethic of the Kwantlen People is reflected in the motto of Kwantlen Polytechnic University: “through tireless effort, knowledge, and understanding.” The representation of the wolf and the salmon in the centre of Kwantlen Polytechnic University's Coat of Arms represents the cycle of life for all the inhabitants of the Lower Fraser River Region.

---

## Indigenous and Decolonization Activities (April 2019)

Acknowledgement of Territories.....ii

### Faculty of Arts

1) Indigenous Lunch and Learns.....	1
2) Circles in Restorative Justice courses .....	1
3) Canadian Culinary Imaginations .....	1
4) Supporting the development of Indigenous Studies .....	3
5) Medicine in Our Very Bones .....	3
6) Powerful Medicine: An Evening of Indigenous Stories .....	4
7) Virago Nation – An Evening of Indigenous Burlesque .....	4
8) Virago Nation – Indigenous Women’s Resistance .....	5
9) Powerful Medicine: Honouring Indigenous Story .....	5
10) Indigenization and Decolonization at KPU: Sharing and Learning .....	6
11) X <sup>w</sup> məθk <sup>w</sup> əyəm (Musqueam): Ancient and Contemporary Stories .....	6
12) Land Rights of the Original Nations .....	7
13) Kwantlen First Nation Partnership with Anthropology.....	8
14) Carnegie Community Engagement Classification Canadian Pilot.....	8
15) Social and Cultural Anthropology.....	9
16) Culture and Environment.....	9
17) Role of philanthropy in supporting Indigenous communities .....	9
18) LGBTQ/Two Spirit themes with the Tsimshian youth .....	10
19) Walking Tour - Fern Gabriel & Kelly Yates - Kwantlen First Nation .....	12
20) Union-based approaches .....	13

21)	Landscape Art Exhibition .....	13
22)	Indigenous Disability Awareness Month Event .....	15
23)	Native Court Workers and Counselling Association of BC Event .....	15
24)	Inside-Out Prison Exchange .....	15
25)	Breaking Barriers.....	16

## Faculty of Health

26)	Student placements in Haida Gwaii.....	17
27)	Concept exploration and application for culture.....	17
28)	Cultural Safety Through Humility .....	19

## Faculty of Science and Horticulture

29)	Sharing indigenous worldviews.....	20
30)	Students visit Indigenous villages in the remote Amazon rain forest .....	20
31)	Indigenous ways of being - Interdisciplinary Expressive Arts .....	21
32)	Sharing Circle - Introduction to Human Biology .....	21
33)	Urban Ecosystems - School of Horticulture .....	21
34)	Indigenization and Decolonization at KPU .....	23
35)	Verna J. Kirkness Foundation.....	23
36)	Canadian Society of Landscape Architects .....	24
37)	Back to the Urban Ecosystems Program .....	24
38)	Logan Creek Integrity Project.....	24
39)	The Wapato Garden Project.....	25
40)	Institute for Sustainable Horticulture (ISH).....	26
41)	The Learning Farm.....	27

42)	CADD Access Program for Indigenous People (CAPIP) .....	27
43)	Tsawwassen First Nation Sustainable Agriculture Project .....	29
44)	T'it'q'et Nation and First Nations Food Systems (FNFS) Project .....	30
45)	Tsleil-Waututh Nation – Possible Urban Farm Project.....	31
46)	T'Sou-ke Nation - Potential Greenhouse Project .....	31
47)	Gitanmaax Band – Possible Farm School Project.....	32
48)	Indigenous Agriculture Forum.....	32
49)	First Nations Health Authority and Possible Food Systems Project .....	33
50)	Stó:lō Nation and Possible Food Systems project.....	33
51)	Trondëk Hwëch'in First Nation (Dawson City, Yukon) .....	34
52)	Carcross-Tagish First Nation and Trondëk Hwëch'in First Nation .....	34
53)	West Bank First Nation- Okanagan Bioregion Food Systems .....	34
54)	Okanagan Nation Alliance - Okanagan Bioregion Food Systems .....	34
55)	Shalalth First Nation (Seton Lake) – possible food systems project.....	34
56)	Squamish First Nation - community garden project .....	35
57)	Skatin First Nation - fruit tree canopy management training.....	35
58)	Mount Curry Band – possible Farm School project.....	35
59)	Identification, description & Indigenous uses of plants native to BC.....	35

## School of Business

60)	Indigenous Awareness Month .....	36
61)	OER for Business Communications (Indigenous focus) .....	36
62)	Scholarship for Indigenous students enrolled in Business .....	36
63)	Using the Privilege Beads as a teaching strategy.....	37
64)	Bursary for Indigenous students enrolled in Business .....	37
65)	OER for Consumer Behaviour.....	37

66) UBC MOOC: Reconciliation in Indigenous Education .....38

67) Curated site for sharing Indigenous resources .....38

68) Faculty Learning Community .....38

69) Curated site for sharing Indigenous resources .....38

### Wilson School of Design

70) Decolonizing design, other ways of knowing .....39

71) Interior design vertical studio - Start-up Week .....42

72) Amazon Interdisciplinary Field School .....44

### Other

73) Open Doors, Open Minds .....46





## Faculty of Arts

### 1) Indigenous Lunch and Learns

The Faculty of Arts has been hosting *Indigenous Lunch and Learns* during the Fall of 2018 and Spring of 2019 for our staff by watching “First Contact” a show on ATPN about six average Canadians, all with strong opinions about Indigenous people, and challenges those perceptions. We watch the episode together and then have a discussion afterwards. It has been very rewarding to those who have attended and allows everyone to think critically about their education and things they have learned in their lives with an Indigenous lens.

### 2) Circles in Restorative Justice courses

#### Connections and lived experience through Indigenous ways of being

Alana Abramson [Alana.Abramson@kpu.ca](mailto:Alana.Abramson@kpu.ca)

Department of Criminology

Students experience a circle process every week where they are invited to share their stories and hear from each other. Also, various guests join us and share oral teachings. Throughout the semester, students are reminded that the circle process is related to many Indigenous ways of knowing and being.

- Are external indigenous groups or Nations involved? If so, which Nations? No
- Are students involved? Yes
- Is the activity/event/project funded? If so, what is the funding source? No

### 3) Canadian Culinary Imaginations

Dorothy Barenscott [Dorothy.Barenscott@kpu.ca](mailto:Dorothy.Barenscott@kpu.ca) and Shelley Boyd [Shelley.Boyd@kpu.ca](mailto:Shelley.Boyd@kpu.ca)

Departments of English and Fine Arts

Dorothy Barenscott and Shelley Boyd are co-editing a forthcoming edited collection *Canadian Culinary Imaginations* that is under contract with McGill-Queen’s University Press. *Canadian Culinary Imaginations* is an interdisciplinary volume that brings together academics, creative writers, food journalists, artists, and curators who invite conversations about how food shapes creative thinking in a range of contexts.

The first section of the collection focuses on the topic “**Indigeneity and Foodways: Stories from Home and Abroad,**” and content related to Indigenous culinary imaginations appears throughout the entire collection. The first section, “**Indigeneity and Foodways,**” includes five chapters that examine dynamic histories and present-day expressions related to Indigenous food ways. These culinary imaginaries - in the forms of urban photography, storytelling, professional cooking, restaurant culture, cookbooks, screen culture, and national symbols - have the potential to reshape intercultural awareness and understanding both within and beyond Canada. Interrelated topics include environmental ethics and cultural connections to the land through food, foodie trends, and the visibility/invisibility of culinary practices in national and international contexts. The first section opens with a photographic essay by Inuk artist **Barry Pottle**. Pottle pairs Inuit voices with his photographs, promoting the visibility of these communities living in southern Ontario. Highlighting the challenges of obtaining country food in urban centres, Pottle’s art practice is tied directly to his people’s cultural identity, health, and land. Originally from Nunatsiavut in Labrador (Rigolet), Pottle now lives in Ottawa, where he has worked with the Indigenous arts community for many years. Published in numerous Inuit magazines and art journals, Pottle’s photographs have been acquired by the National Gallery of Canada, the Art Gallery of Hamilton, and the Rooms Provincial Art Gallery of Newfoundland and Labrador.

The collection closes with a conversation between **Mi’kmaw** artist **Ursula Johnson** and curators David Diviney and Melinda Spooner on the topic of Johnson’s interrelated and award-winning multimedia performance artworks, entitled *re(al)-location*, that provide a community-based examination of the natural and cultural ecologies, and foodways of Nova Scotia’s Cape Breton Highlands National Park. Johnson’s *(re)al-location*, which included the celebratory feast and performance “The Festival of Stewards,” was part of *Landmarks2017/Repères2017*, a network of contemporary art projects staged in Canada’s national parks that was a forum for collaboration, knowledge-sharing, and Indigenous epistemologies. A graduate of the Nova Scotia College of Art and Design University, Johnson won the 2017 Sobey Art Award, Canada’s preeminent prize for contemporary art.

In collaboration with their publisher, Boyd and Barenscott are in the process of applying for sources of funding (publishing subventions) as McGill-Queen’s University Press is a not-for-profit academic publisher. The final manuscript was submitted in February 2019, and the collection will be published in late 2019.

## 4) Supporting the development of Indigenous Studies

Rajdeep Gill [rajdeep.gill@kpu.ca](mailto:rajdeep.gill@kpu.ca)

Department of Interdisciplinary Expressive Arts (IDEA and Indigenous Studies)

Supporting comprehensive decolonization in the Faculty of Arts, enhancing enrolment and retention of Indigenous students at KPU, supporting KPU Indigenous students, high-school and KPU partnership via AHSOC Contexts/committees include: I am currently setting up the ad-hoc decolonization committee for the Faculty of Arts, serve to work actively on decolonization and Indigenization efforts via Chairs and Faculty Council, work closely with your office + now also FSO and Ethan Semple to outreach to high schools, will be participating in the Indigenous student orientation this year and have done so multiple times. The decolonization committee in the Faculty of Arts will have both community and student involvement. Steve and Cheryl have also kindly invited me to be part of the Indigenous Advisory Committee.

I also have a very active relationship with Lekeyten in terms of class visits and engagement - he is a regular and transformative guest educator in my IDEA 1100 classes. I also worked with Len last semester to brainstorm guests and topics for the Talking Circle series - this has meant having Indigenous guest speakers both in my class as well as my class being able to come to wonderful talks at the Gathering Place during class time. When I organized a workshop at the teaching and learning symposium last year, I involved Indigenous students and faculty as presenters and facilitators. And, of course, I continue to have a reasonable number of AHSOC students in my IDEA 1100 courses - I really work hard to support these students and their aspirations and dreams.

Working with administration, faculty, staff, students, Indigenous and non-Indigenous, on decolonization and Indigenization is woven into what I do at KPU.

## 5) Medicine in Our Very Bones

### Gender, Sexuality & Embodied Resistance in Indigenous Burlesque

Jennifer Hardwick [jennifer.hardwick@kpu.ca](mailto:jennifer.hardwick@kpu.ca)

English Department

Virago Nation is an all-Indigenous burlesque collective that seeks to reclaim Indigenous sexuality from the toxic effects of colonization by representing positive, diverse expressions of Indigenous sexuality on stage and through a variety of outreach programs and workshops.

Through a series of public events — including performances, workshops, teach-ins, and academic talks — *“Medicine in Our Very Bones”*: Gender, Sexuality and Embodied Resistance in Indigenous Burlesque will engage the knowledge embedded in Indigenous burlesque to build relationships between communities, foster awareness of historical and ongoing colonization, and promote Indigenous peoples’ sovereign rights to their own bodies, sexualities, and gender identities. In addition to public events, this year-long SSHRC-funded initiative will include the production of a short documentary in partnership with K-Docs, and the publication of scholarly and non-scholarly articles.

## 6) Powerful Medicine: An Evening of Indigenous Stories

Jennifer Hardwick [jennifer.hardwick@kpu.ca](mailto:jennifer.hardwick@kpu.ca)

This evening featured five Indigenous speakers who shared their stories and their family’s stories. They shared how colonialism affected their homes and the repercussions of society, and the generational trauma some of them have experienced. The main audience was Dr. Hardwick’s class and these students were able to experience a different type of learning regarding Indigenous culture as well as a new respect for the trauma Indigenous people have faced (Oct 2018).

## 7) Virago Nation – An Evening of Indigenous Burlesque

Jennifer Hardwick [jennifer.hardwick@kpu.ca](mailto:jennifer.hardwick@kpu.ca)

Brought to KPU by Dr. Jennifer Hardwick (ENGL) through a SSHRC grant. Virago Nation is an Indigenous Burlesque Group that is using the art of burlesque as their form as reconciliation. They put on their performance and the audience was fascinated by the handmade costumes that represented their Nations as well as the song choices. After the performances, there was a Q&A with the audience to learn more about why they choose to perform in this respect and the value and confidence it gives them. It allows them to reclaim their bodies after being objectified, manipulated and punished as Indigenous women. There were also several members of the Indigenous community as well as students who felt empowered by the performances. Virago Nation will be hosting other workshops on campus as well (Jan 2019).



## 8) Virago Nation – Indigenous Women’s Resistance

Jennifer Hardwick [jennifer.hardwick@kpu.ca](mailto:jennifer.hardwick@kpu.ca)

Brought to KPU by Dr. Jennifer Hardwick (ENGL) through a SSHRC grant. Virago hosted a workshop as part of Indigenization and Decolonization at KPU: A Week of Sharing and Learning that also featured a performance by Butterflies in Spirit (March 2019).

### **Are external indigenous groups or Nations involved? If so, which Nations?**

The members of Virago Nation are from multiple nations.

### **Are students involved?**

Yes, this initiative is supported by a co-op student situated in the Arts office. Additionally, students have been present at all of the public events at KPU.

**Is the activity/event/project funded? If so, what is the funding source?** SSHRC-funded.

**Timeline:** November 1<sup>st</sup>, 2018 to October 31<sup>st</sup>, 2019

## 9) Powerful Medicine: Honouring Indigenous Story

Jennifer Hardwick [jennifer.hardwick@kpu.ca](mailto:jennifer.hardwick@kpu.ca)

*“Powerful Medicine”*: *Honouring Indigenous Story* celebrated Indigenous stories in different forms (film, text, oral story) and highlighted important contexts that inform Indigenous story-telling on the northern half of Turtle Island (North America). The initiative included four mutually-affecting events that engaged with the “powerful medicine” of Indigenous story-telling: a screening of *časnaʔam, the city before the city* with Director Elle-Máijá Tailfeathers and Musqueam knowledge holder Alec Dan; a teach-in with Dr. Daniel Justice; a circle with Kwantlen Elder Lekeyten; and a literary showcase featuring Shane Sable, Tawahum Bige, Raven John, and Jules Koostochin.

### **Are external indigenous groups or Nations involved? If so, which Nations?**

Guests were from multiple nations.

### **Are students involved?**

Yes, this initiative was supported by a co-op student situated in the Arts office. Additionally, students were present at all of the public events at KPU. A creative writing student also performed at the Literary Showcase.

**Is the activity/event/project funded? If so, what is the funding source?** Creative Capital Fund

**Timeline:** February 27<sup>th</sup>, 2018 to February 9<sup>th</sup>, 2019

## 10) Indigenization and Decolonization at KPU: Sharing and Learning

Lilach Marom [lilach.marom@kpu.ca](mailto:lilach.marom@kpu.ca)

Department of Educational Studies

Week of Indigenization at KPU - Monday, March 18th to Friday March 22nd, 2019:  
(all events were free and open to all)

SSHRC proposal led by Dr. Shelly Johnson (Canada Research Chair, TRU)  
SSHRC Partnership Grant submitted February 15<sup>th</sup>, 2019. Union-based approaches to decolonization, Indigenization and reconciliation in Canadian and Indigenous post-secondary institutions.

## 11) X<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam): Ancient and Contemporary Stories

Lilach Marom [lilach.marom@kpu.ca](mailto:lilach.marom@kpu.ca)

A public symposium at the Melville Centre for Dialogue, March 18<sup>th</sup>, 2019, Richmond

Featuring:

Mr. Terry Point, Traditional Musqueam Story-teller and Historian, and Aboriginal Program Coordinator for Richmond School District.

Screening of the 2018 Documentary “All Our Father’s Relations” with producer/ Sarah Ling.

Monday, March 18<sup>th</sup>: (photo of Sarah Ling below) attendance about 50-60 students and faculty.



## 12) Land Rights of the Original Nations Since Time Immemorial, Now and Forever

Lilach Marom [lilach.marom@kpu.ca](mailto:lilach.marom@kpu.ca)

A public symposium at KPU Surrey Conference Center, March 20<sup>th</sup>, 2019

### Featuring:

Welcome from Katzie or Kwantlen Elder (TBA).

Sharon Venne, (Nehiyaw): Indigenous playing active role in national and International struggles of Indigenous peoples, drafter of United Nations Declaration on the Rights of Indigenous Peoples.

Russ Diabo, *Kanienkehaka (Kahnawake)*: Senior Policy Advisor to Assembly of First Nations, Senior Policy Advisor for Algonquin Wolf Lake First Nation, editor/publisher of First Nations Strategic Bulletin, and leading voice in the decolonial struggle with Defenders of the Land Network.

Oyate Anawizipi, Sicangu Lakota: Lakota Elder and carrier of traditional knowledge including language, ceremony, and oral history.

Wednesday, March 20<sup>th</sup> (photos of Ross Diabo and Sharon Venne below). Attendance about 50-60 students and faculty.



### **13) Kwantlen First Nation Partnership with Anthropology**

Larissa Petrillo [larissa.petrillo@kpu.ca](mailto:larissa.petrillo@kpu.ca)

Department of Anthropology

Decade-long partnership working alongside Kwantlen First Nation. Partnership activities have included experiential learning with Anthropology and NGO and Nonprofit Studies students, including first-person interviews, significant archival research, the use of photography and GIS to create a Virtual Reality app, research on cultural tourism, and support for the museum exhibit, We Are Kwantlen, Langley Centennial Museum.

Most recent engagement: Meeting at KPU on February 21, 2019 with members of Kwantlen First Nation, a representative of the Township of Langley, several faculty members, and NGO and Nonprofit students to discuss forthcoming museum in Fort Langley and work with Kwantlen First Nation's repository. This expanded the pre-existing partnership with Kwantlen First Nation, bringing in new faculty members from History, Fine Arts, Marketing, Interior Design and Sociology.

NGO and Nonprofit Studies and Anthropology students are currently volunteering at the Kwantlen First Nation repository, sorting over 10,000+ archaeological artifacts, and two students are involved in interviews.

Anthropology alumni student hired by Kwantlen First Nation as their Land and Resources Manager.

### **14) Carnegie Community Engagement Classification Canadian Pilot**

Larissa Petrillo [larissa.petrillo@kpu.ca](mailto:larissa.petrillo@kpu.ca)

As the Fellow in Experiential Education and Community Engagement, Larissa Petrillo serves as the KPU representative at *Carnegie Community Engagement Classification Canadian Pilot*, which has a designated mandate to attend to reconciliation.

Larissa Petrillo (faculty) and NGO and Nonprofit Studies and Anthropology students are regularly invited to attend the Salmon Ceremony in May each year.



## 15) Social and Cultural Anthropology

Larissa Petrillo [larissa.petrillo@kpu.ca](mailto:larissa.petrillo@kpu.ca)

Introduction to Social and Cultural Anthropology – involves First Nations history and culture - ANTH 1100

## 16) Culture and Environment NGOs and Nonprofit Studies

Larissa Petrillo [larissa.petrillo@kpu.ca](mailto:larissa.petrillo@kpu.ca)

Culture and Environment – specifically deals with the intersection of indigenous rights and environmentalism in B.C. and Canada - ANTH 2160

## 17) Role of philanthropy in supporting Indigenous communities NGOs in Practice

Larissa Petrillo [larissa.petrillo@kpu.ca](mailto:larissa.petrillo@kpu.ca)

ANTH 3190: Includes Canada Revenue Agency guidelines around First Nations communities as Qualified Donees and the role of philanthropy in supporting indigenous communities.

**Publication:** Being Lakota: Identity and Tradition on Pine Ridge Reservation Being Lakota: Identity and Tradition on Pine Ridge Reservation. Lincoln: University of Nebraska Press. Co-authored with Melda and Lupe Trejo (Pine Ridge Reservation), 2007.

## 18) LGBTQ/Two Spirit themes with the Tsimshian youth

Pamela Post [Pamela.Post@kpu.ca](mailto:Pamela.Post@kpu.ca)

Department of Journalism and Communications Studies

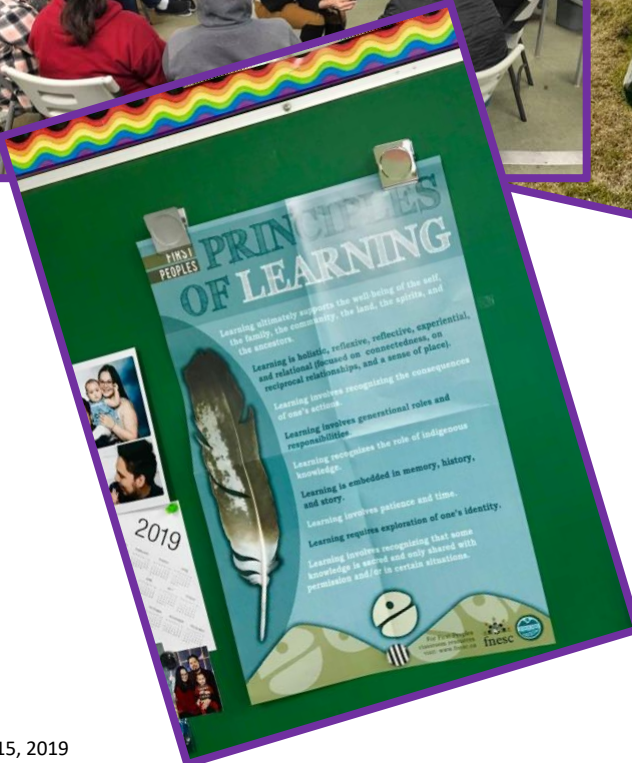
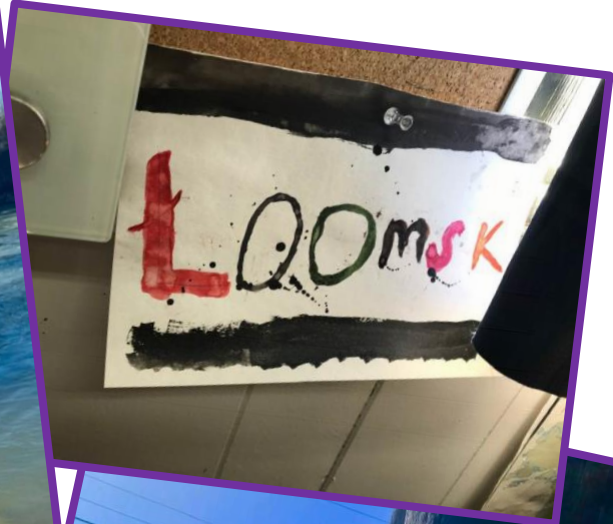
I am from the Tsimshian First Nation on my father's side. I am currently in Kitsumkalum, the Tsimshian reserve near Terrace BC, working on a podcast project on LGBTQ/Two Spirit themes with the Tsimshian youth from the 'Na Aksa Gyilak'yoo School.

I received funding from the 0.6% PD fund to support this work and I will report back to KPU on the experience and learnings after the project is completed this summer.

Here are a few photos from my recent trip up north to Kitsumkalum (on the Skeena River outside of Terrace) doing podcast work with the Tsimshian students of the 'Na Aksa Gyilak'yoo School. They spent their spring break working with professional mentors on creating a short film project - and with me - a podcast project, on LGBTQ/Two Spirit themes.

I'm attaching some photos showing Kitsumkalum: me by the Skeena River, this is my Tsimshian traditional territory. The name Tsimshian means 'People Inside the Skeena River'. I returned my Tsimshian father's ashes to the Skeena River in a traditional ceremony last summer. Two photos show learning materials on the walls of the school, including one hand-painted sign with the word łoomsk, which means 'respect' in the Tsimshian language of Sm'algyax; photo of me recording a long interview with the students and their mentors about the powerful short film they had just created for the first episode of the podcast.

**See photos below:**





## 19) Walking Tour - Fern Gabriel & Kelly Yates - Kwantlen First Nation

Nate Szymanski [nathan.szymanski@kpu.ca](mailto:nathan.szymanski@kpu.ca)

English Department

The tour met at *Lelem Cafe* in Fort Langley and then Fern Gabriel and Kelly Yates walked the tour group around the area and gave a presentation that included a lesson in Indigenous history and culture, storytelling and drumming, and information regarding Indigenous land and land rights in Canada. It was a fantastic tour.

**Are external indigenous groups or Nations involved? If so, which Nations?**

Yes, several members of the Kwantlen First Nation.

**Are students involved?** Yes, more than 20 students from KPU attended the tour.

**Is the activity/event/project funded? If so, what is the funding source?**

This project was funded through “Indigenization and Decolonization at KPU: A Week of Sharing and Learning,” which was organized by Seema Ahluwalia, Lilach Marom, and Michael Ma.

**Timeline:** The tour took place on March 21<sup>st</sup>, 2019.



## 20) Union-based approaches to decolonization, Indigenization and reconciliation

Nate Szymanski [nathan.szymanski@kpu.ca](mailto:nathan.szymanski@kpu.ca) and Lilach Marom [lilach.marom@kpu.ca](mailto:lilach.marom@kpu.ca)  
English and Educational Studies Departments

*Co-applicants on a SSHRC Partnership Grant (with Dr. Shelly Johnson, Principal Investigator).*

The goal of our Indigenist-led proposal is to create a robust national research infrastructure that increases understanding about union-based approaches to decolonization, Indigenization and reconciliation in Canadian and Indigenous post-secondary institutions. This application was submitted in mid-February 2019.

**Are external indigenous groups or Nations involved? If so, which Nations?**

Yes, many Indigenous people and groups from around Canada.

## 21) Landscape Art Exhibition

Liz Toohey-Wiese [Liz.Toohy-Wiese@kpu.ca](mailto:Liz.Toohy-Wiese@kpu.ca)  
Department of Fine Arts

Fine Arts special topics course: FINA 3202 - Politics in Landscape"

"Politics in Landscape" is a third-year special topics Fine Arts course, which will teach students about the history of landscape art in Europe and North America. This historical knowledge will help frame our explorations of contemporary landscape art and allow students to critically engage with these histories when creating their own artwork. To strengthen course learning, students will attend two field trips. The first will be a Native Plant Walk on March 6th with Kwantlen First Nation Elder Karen Gabriel, sharing traditional uses of native plant species along the Fraser River. The second workshop is an interpretive tour of the Fort Langley National Historic Site, learning about both the First Nations and the colonial history of the site.

It is imperative that these lessons from the land are given by those whose traditional territory we are hosted on. Our university is keen to build stronger relationships with local First Nations, and this is a perfect opportunity to incorporate First Nations knowledge into our critical pedagogy. Landscape art in Canada has historically been used as a cultural tool to negate First Nations rights, by promoting the idea of Canada as an "empty landscape". Students will be confronted by this history and challenged to re-think how a contemporary view of landscape can call into question these problematic ideologies.



These field trips and workshops will culminate into the students' final project for this course, where I will be asking them to respond their on-site experiences in a visual format. The theme of their project will be "Contemporary Landscapes" asking them to take into consideration their in-class learning and draw upon their on-site experiences to discuss themes of identity, environment, or politics in their work. These projects will be formed into a group exhibition where we hope to exhibit this work at the Fort Langley National Historic Site. This exhibition will give students the opportunity to share their work with their peers at Kwantlen University, as well as with the wider arts community in Langley and beyond. The types of artwork in the exhibition may vary from drawing, painting, sculpture, video and performance.

**Are external indigenous groups or Nations involved? If so, which Nations?**

Kwantlen First Nations.

**Are students involved?**

Yes, students take part in the on-site learning experiences and are asked to make work in response to their experiences. Students are putting together a group exhibition at the Fort Langley National Historic Site on the topic of "Contemporary Landscapes".

**Is the activity/event/project funded? If so, what is the funding source?** FAEAF Grant.

**Timeline:** Spring 2019.



## 22) Indigenous Disability Awareness Month Event

Fiona Whittington-Walsh [Fiona.Whittington-Walsh@kpu.ca](mailto:Fiona.Whittington-Walsh@kpu.ca)  
Department of Sociology

This event recognized Indigenous Disability Awareness Month in BC and identified many of the issues facing indigenous people with disabilities. This event was arranged in partnership with BC Aboriginal Network on Disability Society (BCANDS), KPU, and Inclusion BC.

This event at KPU helped to raise awareness regarding some of the issues that indigenous individuals with disabilities face in BC. This event was open to all KPU faculty, staff, students and wider community in efforts to help build strong ties with Indigenous communities and to help educate the KPU community on the struggles Indigenous people face. The event involved conversations with non-profit organizations that work in support of indigenous people with disabilities in BC, indigenous people with disabilities, and local government officials (Nov 2018).

## 23) Native Court Workers and Counselling Association of BC Event

Fiona Whittington-Walsh [Fiona.Whittington-Walsh@kpu.ca](mailto:Fiona.Whittington-Walsh@kpu.ca)

KPU hosted the Native Court Workers and Counselling Association of BC's 45<sup>th</sup> Anniversary event. This event was open to the KPU community as well as the public. At this event, guests were able to learn about the organization that has been a leading advocate for Indigenous people across BC regarding justice and health related services. This event was promoted as a community partnership and it allowed community members to come to KPU and it also allowed the KPU community to learn more about this organization (Feb 2019).

## 24) Inside-Out Prison Exchange

Nicola Harwood [Nicola.Harwood@kpu.ca](mailto:Nicola.Harwood@kpu.ca) and Kristina Wijnsma [Kristina.Wijnsma@kpu.ca](mailto:Kristina.Wijnsma@kpu.ca)

ARTS 3200: This 2019 KPU Inside-Out course will take place at KWÌKWÈXWELHP Healing Village, a minimum-security institution near Harrison Mills. With equal numbers of incarcerated and KPU students working together, faculty members Nicola Harwood (Creative Writing) and Kristi Wijnsma (Criminology) will address the theme, "What Separates Us." Students will engage with works of poets, playwrights and theorists, including writers from Indigenous, incarcerated, feminist, migrant and LGBTQ communities, who have struggled with the human experience of separation - from self, family, community, nature or Spirit. The class will respond to these works by creating their own writing and performance pieces. Students will challenge and explore concepts of redemption and reconciliation and truthfully confront the meaning of healing in their lives and their communities.



Through honesty, humour, generosity and creative risk students will discover commonalities and build a sense of shared community.

Students will also have the opportunity to participate in Community House together, led by Elders from the Sts'ailes community who support the men in the Healing Village. At the end of the class selections of the students' creative work will be presented to a gathering of community, family and friends. Guest presenters (pending funding) include two local Indigenous playwrights and a formally incarcerated author.

## **25) Breaking Barriers through the Resurgence of Indigenous Arts and Culture**

**Diane Purvey** [diane.purvey@kpu.ca](mailto:diane.purvey@kpu.ca)

In Fall 2018 Diane Purvey worked with Pamela Pittman in the KPU Foundation Office to put together a proposal for a Vancouver Foundation Arts and Social Innovation Grant. The grant provides seed funding for arts and culture not-for-profit organizations to develop social innovation project proposals that examine barriers to equity, diversity, and access. Our proposal entitled “Breaking Barriers through the Resurgence of Indigenous Arts & Culture” was one of 12 BC proposals to receive funding! The grant outlines 3 main goals: develop a call for submission of First Nations art pieces (to be displayed at all five campuses); develop programming for engaging future Indigenous students; and host Indigenous arts and cultural activities on all five campuses. After 5 full days of workshops and meetings with groups from across BC, as well as many consultations with local Indigenous artists, Elders, knowledge keepers, and leaders, our project proposal will be ready for applying for funding calls with the Vancouver Foundation and/or the BC Arts Council.

Through this project and the resurgence of Indigenous art and culture in our teaching and learning environments we hope to create spaces that are respectful, safe, and welcoming, and reflect Indigenous philosophies and values.

The project team is:

- Program Manager – Diane Purvey (Dean, Faculty of Arts);
- Program Coordinator/Lead – Len Pierre (Manager, Indigenous Student Services, KPU \*as Len Pierre has left KPU Brock Endean is now part of the team);
- Program Facilitator/Partner – Brandon Gabriel (Artist, Kwantlen First Nation);
- Program Advisor/Admin – Desiree McLeod (Administrative Coordinator, Faculty of Arts);
- Program Developer/Writer – Pamela Pittman (Advancement Officer, KPU).



## Faculty of Health

### 26) Student placements in Haida Gwaii

Donna Cato [donna.cato@kpu.ca](mailto:donna.cato@kpu.ca)

Department of Nursing

NRSG 4242 - CNP2 - SEM 8's (BSN's 10-week Final Preceptorship).

We have a student placed in Haida Gwaii Hospital in Queen Charlotte Village. It is rural as well as northern health. The hospital is new and includes Emergency, acute care inpatient units, birthing suite, primary care clinic and extended residential care. The staff and community are very welcoming. She is loving it.

This placement has provided a wonderful opportunity to learn about and work with the Haida nation. The local Museum provides an amazing history of Haida values/beliefs, colonization & residential schools, etc.

I visited her during Reading Break. It's a beautiful part of the world.

### 27) Concept exploration and application for culture

Deborah Dunn [Deborah.Dunn@kpu.ca](mailto:Deborah.Dunn@kpu.ca)

Department of Nursing

Building awareness, sensitivity, safety, and humility (NRSG2145 L11)

In addition to the community events and experiences scheduled for this semester, as listed on the calendar, each group will simultaneously explore salient concepts and apply what is learned from study, dialogue and experience in the community related to those concepts.

Course outline excerpts:

Outcomes:

1. Understand the diversity of clients and cultures nurses may care for.
2. Understand the importance of culturally grounded and safe health promotion for clients of all cultures.
3. Understand the value and implications of community-led (or not?) health promotion.

Goals for Family Place experience - Early Learning and Youth programs:

1. Begin to develop cultural atonement and apply cultural humility in working with groups and organizations.
2. Communicate with families to understand their experience as Canadian citizens, especially related to health.
3. Describe which determinants of health impact the clients and how those determinants impact their family's health.
4. Consider Hoskins' five principles for assisting people to work towards cultural atonement (Vollman et al chapter 11).

Learning activities to be completed in concert with community experience.

Culture: within the context of community care: health promotion and community development

1. Describe Multi-culturalism in Canada and BC.
2. Identify the salient barriers that challenge the uptake of health promotion practices among immigrants.
3. What is the immigration experience like with respect to health?
4. What issues arise for new Canadians?
5. What resources exist currently?
6. What resources are still needed?
7. What is nursing's role? How is it enacted?

The Indigenous experience:

1. Understand the historical, cultural, political, social and economic contexts that shape First Nation's peoples' health.
2. Understand the diversity of indigenous cultures and the importance of culturally grounded and safe indigenous health promotion.
3. What are the experiences of Indigenous students in the Langley school district?
4. What are some examples of promising Indigenous community engagement strategies?

First Nation's team:

- Decide on what 2-3 questions you each wish to ask the Aboriginal Resource worker when you arrange to meet.
- After meeting, reflect on all the learning activities (readings, observations, conversations, reflections) and re-draw your concept map, picture, or photo novella.

## 28) Cultural Safety Through Humility

Balbir Gurm [Balbir.Gurm@kpu.ca](mailto:Balbir.Gurm@kpu.ca)

Department of Nursing

Cultural safety is a term that was brought into the nursing literature by a Maori nurse and it has become a required competency for registered nurses in Canada. It can and should be practiced by all professionals and service providers. Cultural safety is understood to mean there is no damage or harm by interactions between people and that dignity and respect are maintained for all parties in an interaction (Gurm & Cheema, 2013). Inequities exist in services for Indigenous people and other marginalized groups that are rooted in colonization and perpetuated by racist and discriminatory systems and practices. The lack of cultural safety may block Indigenous people, those from colonized nations and those in oppressed positions from care and supports. This interactive workshop helps participants begin to develop cultural humility so that they may practice cultural safety. Participants begin to understand their own biases and their impact on their being and doing.

**Are external indigenous groups or Nations involved? If so, which Nations? No**

**Are students involved?**

Yes, students are involved. This is a 2-hour workshop that I do every semester in the praxis seminar.

**Is the activity/event/project funded? If so, what is the funding source?**

Not funded. I have integrated it into their course because Cultural Safety is a competency for Registered Nurses.

## Faculty of Science and Horticulture

### 29) Sharing indigenous worldviews

Lee Beavington [lee.beavington@kpu.ca](mailto:lee.beavington@kpu.ca)

Biology Department

BIOL 1110/1112/2322 (and other biology labs)

Sharing indigenous worldviews, and have students consider the importance of indigenous worldviews alongside scientific worldviews, and not see them as exclusionary or contradictory. Incorporate field trips into the semester to local ecosystems, where students learn ethnobotany and indigenous knowledge. I use storytelling, circle sharing and reflective practices (common among many indigenous groups) as part of my teaching. I authored a required BIOL 2322 (Ecology) book that includes information on local plants and their ethnobotany (indigenous uses).

### 30) Students visit Indigenous villages in the remote Amazon rain forest

Lee Beavington [lee.beavington@kpu.ca](mailto:lee.beavington@kpu.ca)

Amazon Field School - ARTS 3100

Students visit traditional *malokas* (long houses), hear a shaman speak, and interact with local indigenous peoples as they carry out their daily activities. Many examples could be shared, but one particular standout includes: we had an indigenous student enrolled in the Amazon Field School. While we were paddling through the flooded Amazon forests, she spontaneously burst into song. Although I did not understand the words, as they were in her own language, I felt it to be an honouring of this place, an expression of gratitude for being there, and a gift offered in reciprocation for this profound experience. Hearing this student sing from her heart and soul while paddling through the canopy of trees is something I will never forget.

### 31) Indigenous ways of being - Interdisciplinary Expressive Arts

Lee Beavington [lee.beavington@kpu.ca](mailto:lee.beavington@kpu.ca)

I use Robin Wall Kimmerer's fantastic book, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*, as a required textbook. Students engage in activities inspired by this book and Indigenous ways of being, including building nature sculptures, exploring the stories and origins of family and ancestors, and opening themselves to other perspectives and worldviews - IDEA 1100

### 32) Sharing Circle - Introduction to Human Biology

I began the first class with a sharing circle, as I experienced myself from an Indigenous chief at the EECOM conference near Cranbrook in fall 2018. We stood in a circle, and I introduced myself to the first student (and vice versa). Then I moved to the next student, and we introduced ourselves to each other. Then the first student followed me, introducing herself to the second student while I met the third student. In this way, over the course of about 10 minutes, everyone in the class had met (and often had a great conversation) with everyone else - BIOQ 1099

For the future:

I would love to work with Melinda Bige in Indigenous Studies (we've had one conversation already), and perhaps others, to work toward indigenizing the science curriculum and KPU.

### 33) Urban Ecosystems - School of Horticulture

Kathy Dunster [Kathy.Dunster@kpu.ca](mailto:Kathy.Dunster@kpu.ca)

**What is "Indigenization"?** The Truth and Reconciliation Commission (2015) called on governments, funding agencies, universities and Canadians to redress the legacy of colonization and residential schools in Canadian history.



Canada signed on to embrace the 94 Calls to Action that asked all Canadians [individually, collectively and collaboratively] to read, adopt, and change behaviour and practices in the ongoing process of truth finding and reconciliation with Indigenous people in this country. Professionally, I am committed to a three-step process (CSLA 2018) which informs how I approach teaching, learning, scholarship, and research:

**Acknowledgement:** Recognize and respect the rights of First Nations, Inuit, and Métis Peoples of Canada; learn and amplify the Truth that has been and continues to be lived by every First Nations, Inuit or Métis person and community. Every Indigenous and non-Indigenous Canadian has a responsibility to our shared state of reconciliation. The burden is on settlers to learn more about Indigenous ways and knowledge, and engage with an open heart and mind, with Indigenous ways of knowing.

**Awareness:** The cultural perspectives of First Nations, Inuit, and Métis Peoples of Canada are vital to the process of reconciliation. We have a responsibility to prepare all students to be capable partners supporting Indigenous peoples of Canada and to listen and learn from them in turn. From a KPU perspective that would mean all students (faculty + staff) should take INDIG 1000 and get woke.

**Engagement:** Actions to change behaviour. Individually, professionally, institutionally. See also the first 63 suggestions in Dunster (2018).

**The Challenge:** How do you Indigenize an institution, let alone a curriculum, when the institution was created from Colonial structures that truthfully have negative associations with Canadian relationships with Indigenous people? The way it currently stands, we are essentially asking Indigenous students and faculty and staff to conform to the Eurocentric education system when to be truthful in reconciliation, the system itself needs to change.

Gaudry and Lorenz (2018) say post-secondary academics are muddled about “Indigenization”. They identify three concepts that frame Indigenization, which sit on a continuum (or pathway to reconciliation) that for most institutions merely means **Indigenous Inclusion** (promoting equity and working to ensure there is a more representative number of Indigenous faculty, staff and students within the university community).

They note that another step on the Reconciliation path leads to **Reconciliation Indigenization**, which is about power sharing within the academy, consensus-based decision-making, creating honest open working relationships with Indigenous communities, and essentially incorporating more Indigenous knowledge and worldviews into the curriculum. Which is all well-intentioned but we need to keep moving along the Reconciliation path to **Decolonial Indigenization** which *“envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians, transforming the academy into something dynamic and new.”* See University of Alberta, which has established an autonomously-governed Faculty of Native Studies <https://www.ualberta.ca/native-studies/about-us/vision-goals>

**Can we do this?** Of course, we can, and we must (Kuokkanen 2007). The Province of BC is set to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP 2007), now is the time to ask to be the first to apply Article 14 to Indigenizing KPU. University of Alberta has shown leadership here. Peet (2016) has condensed 100 suggestions from her experience at the University of Regina. See also Saskamoose and Peet (2015) for useful ideas on indigenizing university policy.

**Currently involved in these upcoming events:**

### **34) Indigenization and Decolonization at KPU**

A Week of Sharing and Learning Monday, March 18<sup>th</sup> – Friday March 22<sup>nd</sup>, 2018.

HORT3251 Landscape + Environment will be hosted “You are Here: Land Law and Kwantlen First Nation History” with KPU Elder-in-Residence Lekeyten, and KFN Elder Cheryl Gabriel on the Langley Campus.

### **35) Verna J. Kirkness Foundation**

Introducing Indigenous high school students to the Urban Ecosystems program.

Note – the Foundation is sponsoring a week of STEM-related experience for Indigenous high school students through a partnership with KPU (April - May 2020).

### 36) Canadian Society of Landscape Architects

Chair of 2019 National Congress. Theme: Acknowledgement, Awareness and Engagement – Landscape Architecture and Reconciliation, May 7-9, 2019 in Vancouver.

### 37) Back to the Urban Ecosystems Program

Thoughts about Indigenizing Urban Ecosystems and Horticulture. In conventional Western educational practices and university structures, eurocentric practices focus on siloed individual disciplines where students are required to learn linearly, excluding hidden, othered voices, knowledge systems, and experiences (Claypool & Preston, 2011; Preston & Claypool, 2013). We are seeking ways to change our rootedness in scientific and materialist traditions that place humans outside nature and see the natural world as other: in *hən̓q̓'amiñam*, this embraces the term *nácamət ct* (we are one). We are looking at revising the BHS (Urban Ecosystems) program to be more interdisciplinary and wholistic. Meanwhile, every semester, in the first Introductory lecture of every course I give a half-hour PP on the Truth about Canada and Residential Schools.

**Experiential Projects we are working on:**

### 38) Logan Creek Integrity Project

*“Every school is either a site of reproduction or a site of change—education can be liberating or it can domesticate and maintain domination”* (Battiste 2013,175).

Decolonization | Re-indigenization of a stolen pre-colonial landscape; working with and for Kwantlen First Nation as KPU Langley is on their unceded land.

Funding from CN EcoConexions/TreeCanada in 2015 and 2018

<http://runnermag.ca/2018/07/horticulture-instructor-receives-25000-to-restore-langley-forest/>

[https://www.facebook.com/pg/KPU-Urban-Ecosystems-Major-Bachelor-of-Hort-Science-525291220918470/photos/?tab=album&album\\_id=1943002382480673](https://www.facebook.com/pg/KPU-Urban-Ecosystems-Major-Bachelor-of-Hort-Science-525291220918470/photos/?tab=album&album_id=1943002382480673)

[https://www.facebook.com/pg/KPU-Urban-Ecosystems-Major-Bachelor-of-Hort-Science-525291220918470/photos/?tab=album&album\\_id=1928890407225204](https://www.facebook.com/pg/KPU-Urban-Ecosystems-Major-Bachelor-of-Hort-Science-525291220918470/photos/?tab=album&album_id=1928890407225204)

**You can also read about what we are doing in our OJS Journal, through the KPU Library:**

<https://journals.kpu.ca/ojs/index.php/LCDP>



## 39) The Wapato Garden Project

### Decolonizing the Logan Creek Floodplain

“For educators, Aboriginal or not, it is not enough to rebel against injustices unless we also rebel against our lack of imagination and caring” (Battiste 2013,190).

Working with Katzie and Kwantlen peoples to continue decolonizing the Logan Creek Floodplain space by establishing a Wapato Garden in the Logan Creek floodplain. The objectives here are to 1) identify Indigenous gardening practices as a form of social justice; 2) learn more about Indigenous health issues (e.g. diabetes) and the use of Indigenous plants for food and medicine; 3) deconstruct settler/colonial horticultural practices and become more aware of traditional Indigenous horticulture practices and plant stewardship; 4) integrate Indigenous knowledge within classical ecological pedagogy (Spring 2019).

#### References Cited

- Battiste, Marie. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon, Canada: Purich Publishing. 224 pp. ISBN 9781895830774
- Claypool, T., & Preston, J. (2011). Redefining learning and assessment practices impacting Aboriginal students: Considering Aboriginal priorities via Aboriginal and Western worldviews. *Indigenous Education*, 17(3), pp. 84–95. Retrieved from <http://ineducation.ca/index.php/ineducation/article/view/74>
- CSLA [Canadian Society of Landscape Architects] (2018). *Reconciliation Action Plan*. Retrieved from <https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Action%20Plan%20October%202018.pdf>
- Dunster, K (2018) *151 Continuing Education and Life[long] Learning Ideas for BC Landscape Architects*. Retrieved from <https://kora.kpu.ca/islandora/object/kora%3A525>
- Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218–227. Retrieved from <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/10.1177/1177180118785382>
- Kuokkanen, R. (2007). *Reshaping the university: Responsibility, Indigenous epistemes and the logic of the gift*. Vancouver, BC: UBC Press.

- Peet, S. (2016). 100 Ways: Indigenizing & Decolonizing Academic Programs. *Aboriginal Policy Studies* 6(1): 81-89. Retrieved from <https://journals.library.ualberta.ca/aps/index.php/aps/issue/view/1908>
- Preston, J., & Claypool, T. (2013). Motivators of educational success: Perceptions of grade 12 Aboriginal students. *Canadian Journal of Education*, 36(4), 257–279. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/canajeducrevucan.36.4.257>
- Sasakamoose, J., Pete, S. M. (2015). Towards indigenizing university policy. kakwe-iyiniwasta kihci-kiskinwahamâtowikamikohk wiyasiwâcikanisa. *Education Matters: The Journal of Teaching and Learning*, 3(1). Retrieved from [https://www.researchgate.net/publication/299803831\\_Towards\\_Indigenizing\\_University\\_Policy\\_kakwe-iyiniwasta\\_kihci-kiskinwahamatowikamikohk\\_wiyasiwacikanisa](https://www.researchgate.net/publication/299803831_Towards_Indigenizing_University_Policy_kakwe-iyiniwasta_kihci-kiskinwahamatowikamikohk_wiyasiwacikanisa)
- Truth and Reconciliation Commission of Canada. (2015). *Calls to Action*. Retrieved from [https://nctr.ca/assets/reports/Calls\\_to\\_Action\\_English2.pdf](https://nctr.ca/assets/reports/Calls_to_Action_English2.pdf)
- UNDRIP [United Nations Declaration on the Rights of Indigenous Peoples] (2007). Retrieved from [https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

## 40) Institute for Sustainable Horticulture (ISH)

Deborah Henderson [deborah.henderson@kpu.ca](mailto:deborah.henderson@kpu.ca)

ISH is participating in the Verna J. Kirkness Foundation visit in April-May 2020 of Indigenous youth to campus. Some of them will spend their days in the lab with our staff and students participating in bio-control activities.

I don't know if we have this grant yet, but I applied for two summer student wage subsidies with the Canadian Parks and Recreation Association "Green Jobs Initiative". I described one student as a KPU Horticulture student and the second as a high school student who would work with and be mentored by the KPU student for a biocontrol in turf project. I specified that we would be looking for an Indigenous youth through our association with the Verna Kirkness Indigenous Student program and also promote the job with our two current high school volunteers who are both new Canadians and visible minorities.

## 41) The Learning Farm

School of Horticulture

Gary Jones [gary.jones@kpu.ca](mailto:gary.jones@kpu.ca)

Urban Agriculture - HORT 3270

This is a large project I have been working on for two years as part of my role as Director of Langley Sustainable Agriculture Foundation and my links with Langley School District (SD 35). We are proposing to use space within the Township on which we are planning several activities including a Demo Garden (for schools), Incubator Farm space, Innovative Urban Farm (container system), Seed Library (already in the KPU Langley library) AND Heritage Agriculture Centre. Part of the last piece may be an Indigenous food garden. We have already met with KFN representatives. Funding will be sought from local Foundations, banks, etc. The land is subject to on-going conversations with Township of Langley, and not yet approved. Hope to break ground late this year or next spring. Brochure available.

**Are external Indigenous groups or Nations involved? If so, which Nations?**

Kwantlen First Nation (KFN).

**Are students involved?**

Students have been in the past.

**Is the activity/event/project funded? If so, what is the funding source?**

I hope so!

## 42) CADD Access Program for Indigenous People (CAPIP)

Joanne Massey [joanne.massey@kpu.ca](mailto:joanne.massey@kpu.ca)

Computer Aided Design Drafting (CADD) Department

Math upgrading using Math books from Eagles of Tomorrow Education Society (EOTES). English upgrading using Indigenous fictional material. The Math and English upgrading prepare students to meet the entrance requirements for the CADD program. Some introductory CADD training is provided to give students an idea of what CADD is like.

The CAPIP program is being delivered at the Fraser Region Aboriginal Friendship Centre Association (FRAFCA) in North Surrey. Space has been provided by FRAFCA at a modest cost to KPU. This relationship with FRAFCA will be an asset in all future funding applications for Indigenous programs, as Funders look favourably towards established relationships between educational institutions and Indigenous communities. Further, FRAFCA would like to increase their education offerings and have indicated that they would like to partner with KPU for future endeavors. Through a partnership arrangement, EOTES provides a series of Math workbooks, and a \$50.00 scholarship to each student upon completion of each Math workbook. The CAPIP program, provides an opportunity for Indigenous people to complete high school Math and English requirements, thus enabling them to achieve the CADD program entrance requirements.

The Program offers three topics Math, English, CADD. Of these, the Math and English will be eligible for secondary credits after the students write the ACP placement tests. This will allow students who complete the CAPIP program to enter in to other STEM programs at KPU. The CADD portion of the program will be eligible for post-secondary credits in CADD by having the students write the CADD 1100 Qualifying Assessment.

**Are external indigenous groups or Nations involved? If so, which Nations?**

The classes are being held at the Fraser Region Aboriginal Friendship Centre Association (FRAFCA) Learning Centre on 108 Street in Surrey BC.

**Are students involved?**

Up to 20 students are registered at any given time. Classes are on-going, and self-paced. A CADD Faculty member provides the instruction.

**Is the activity/event/project funded? If so, what is the funding source?**

The project has been funded for 2 years through the VP Provost office.

**Timeline:**

The project is funded from September 2017 until March 31<sup>st</sup>, 2019.

The contracts and arrangements that have been negotiated between KPU and FRAFCA, and KPU and EOTES, required a significant amount of work by FSH Dean's office, KPU VP Provost's office, KPU Risk Assessment, and KPU Legal office. The relationships that have been built with FRAFCA and EOTES can open future opportunities for KPU to deliver programs and outreach with the Indigenous community in the Fraser Region. It would be expedient to continue this endeavor, or at least follow up with FRAFCA and EOTES to keep lines of communication open while the contracts are still active. It was an enormous amount of work to get all of this rolling, and it would be very sad to see all the effort and hard work of so many individuals simply dry up.



An effort has been made through CPS and through the KPU Office of Advancement to secure funding from an external donor. The CADD program has provided letters of support from FRAFCA, the Surrey SD, Eagles of Tomorrow, and the CAPIP students, to support the efforts of the KPU Office of Advancement to find a donor, or on-going funding.

### 43) Tsawwassen First Nation Sustainable Agriculture Project

Kent Mullinix [kent.mullinix@kpu.ca](mailto:kent.mullinix@kpu.ca) - Institute for Sustainable Food Systems (ISFS)

Payal Batra [payal.batra@kpu.ca](mailto:payal.batra@kpu.ca) - Community Nutrition

Caroline Chiu [Caroline.Chiu@kpu.ca](mailto:Caroline.Chiu@kpu.ca) - Farm School Development

**Farm School** - Tsawwassen First Nation (TFN) approached ISFS in in 2014 to discuss the potential collaboration between them and KPU. TFN knew that they wanted to put some of their land back into agriculture; however, they were not sure how. They saw what ISFS did with Richmond Farm School and liked the idea of having an agriculture training program as well as provide incubator plots to those who wish to pursue farming as a career. For the Nation, this program was a means to provide economic and skill building opportunities for their members. In this partnership, TFN provides 20 acres of their reserve and ancestral land and KPU has been be responsible for developing the farm and executing the education program. 2015 was the first cohort year of Tsawwassen Farm School. The make-up of the cohort comprised all TFN members. In subsequent years, cohorts consisted of TFN members, members of other First Nations, and non-First Nation students. The program runs 4 days a week from March to November, consists of 300+ hours of classroom learning and 350+ hours of experiential learning. The farm operation has an orchard, market garden for vegetables, a garden bed with traditional plants, livestock (pigs and chickens) and incubator plots. In this program, students gain knowledge, skills and confidence to eventually start their own farm operations. In addition to running a working and teaching farm on the 20 acres, the farm school strives to serve the TFN community. Community engagement is a vital aspect of the farm school and every year, the team aims to do more with TFN citizens and community residents (2014 – on-going).

So far, the farm school has engaged with the community through the following activities:

- Elders luncheons at the farm: Elders come to the farm for an outdoor lunch and the farm school team cooks lunch with farm fresh vegetables and pork meat. After the lunch, we give the Elders fresh vegetables to take home.
- Canning workshop: The farm school has hosted canning workshops for the general community at the Elders Centre. Member show up with their own jars and we provide the vegetables and fruits and the equipment for canning. In the end, they get to take the canned goods home.

- Donation to the TFN food bank: Having spoken to the TFN Health Department, they advised that the best way to get food to those who really need it most is through the food bank. Starting in 2018, the farm school makes a weekly donation to the food bank throughout the season.
- Community Feast: Annually, the farm school hosts a feast for the community. In 2018, we invited Chef Andrew George, a Red Seal chef and culinary arts instructor from Wet'suwet'en Nation to cook the feast with some of his students. The feast was prepared using farm school vegetables and pork meat. About 60 community members came to the feast.
- Education tours: The farm school offers education tours for children from the TFN day care and the youth centre. They normally come out to the farm, have a short lesson on vegetables then make lunch, with farm fresh produce, to eat at the farm.
- Internship Opportunities: Every year, the TFN youth centre organizes summer work placements for their youth. The youth are required to work one to two weeks at a certain place to gain work experience and farm school is a work placement host every year.
- Incubator plots: For non-TFN members, the incubator plots are only available to them for up to 3 years. For TFN members, they get the plot permanently. During their time on the plots, they get to access all tools, machinery and infrastructure on the farm. They receive guidance and mentorship from farm school staff. They also have the option of selling their produce through the farm school marketing channels. The farm school strives to set them up for success and provide as much support as possible.

Realizing that we can do more activities with the community, we hired a post-secondary graduate Indigenous youth to take on the role of a “Community Engagement Coordinator”. This person will work closely with Caroline Chiu in organizing, facilitating and developing community activities. The entire Tsawwassen Farm School operation is soft money funded.

#### **44) T'it'q'et Nation and First Nations Food Systems (FNFS) Project**

The annual gathering of the Interior region of First Nations Food Systems (FNFS) project was hosted by this community. After a big wild fire in 2012, the elders and council realized the need for Food security in their community. The nation's economic development authority oversees their Food Security Project which recently was named AMLEC and they grow, harvest and process under this cooperative. Thompson River University ran a horticultural program for one year, the current AMLEC manager took that program but for some unknown reason, that partnership didn't persist. He and the elders see the need for such training, for them but also five other first nations of the St'át'imc Nation territory in that region (namely; Xwísten (Bridge River), Sekwél'wás (Cayoose Creek), Ts'kw'áylaxw (Pavilion), Tsalálh (Seton), and Xaxli'p (Fountain)).

In hopes to continue to have some form of agriculture training, they reached out to ISFS for an initial conversation in January 2019 on how we can possibly help them incorporate a farm school program within the AMLEC Project. The three main staff involved in this conversation are Kent Mullinix, Payal Batra and Caroline Chiu. We spoke with Mathew Davidson, the current Project Manager, over skype along with representatives from ASETS who recognize the need of such a program in Lillooet and are willing to provide support. At this time, the project is still in its initial phase of planning (January 2019 – on-going).

#### **45) Tsleil-Waututh Nation – Possible Urban Farm Project**

Since July 2018, ISFS has been having ongoing conversations with Peter Vlahos, the Director of the TWN Health Department. The Nation is interested in exploring the potential of having an urban farm in the community to achieve their food security goals. The vision is to have this urban farm also incorporate a training program, be a gathering space and to provide fresh vegetables for the community’s members and meal programs. TWN received funding to put on an urban farm forum where community members will attend along with several other North Shore external stakeholders. ISFS staff Payal Batra and Caroline Chiu organized this forum, invited guest speakers and are to facilitate it as well. This forum was set to happen on February 16<sup>th</sup>, 2019; however, due to dangerous weather conditions, the forum was postponed until March 29<sup>th</sup>, 2019. ISFS received news last week that TWN has decided to cancel this forum until further notice due to a change in their internal organization.

Despite the urban farm forum being cancelled, ISFS strives to continue this working relationship with TWN. As smaller projects, ISFS has worked with them in writing grants for a beekeeping course and a traditional medicine workshop. TWN has also signed on the Research Agreement to be a part of the CIHR funded community health research project elaborated under the section on Sto:Lo Nation. On March 25, Kent Mullinix, Payal Batra and Caroline Chiu will be meeting with Peter and several key TWN representatives to talk about future collaborations (July 2018 – on-going).

#### **46) T'Sou-ke Nation - Potential Greenhouse Project**

ISFS was first approached by Andrew Moore, the First Nation Special Projects Manager in April 2017. T'Sou-ke Nation has greenhouses that were in commercial wasabi production, which is no longer economically viable. They were interested in incorporating formal agriculture training for their community, so they came to ISFS for consultation. They were interested in growing more food crops as opposed to wasabi, so they asked ISFS to write up a simple proposal outlining the potential of having such a program. Kent Mullinix and Caroline wrote a study proposal for their greenhouses (food production and education) for Andrew Moore to submit to Chief and Council. Unfortunately, at that time the proposal was not deemed as a priority for their Nation.



More than a year later in October 2018, Andrew Moore informed us that their wasabi production has been completed and that Chief and Council is looking for new opportunities and will most likely be more receptive to a farm school idea. Kent Mullinix revised the study proposal with some updated information and resubmitted it to Andrew. At this juncture, we are awaiting further communication with Nation administration staff (April 2017 – on-going).

#### **47) Gitanmaax Band – Possible Farm School Project**

ISFS was contacted by some members of the Gitanmaax Band and non-members partners in early December regarding the possibility of starting a farm school for their band in Hazelton, BC. Payal Batra started the conversation with Pauline Rubinato, Finance Director of the Gitanmaax Band; Bonnie McCreery, Instructor at the Gitskan Wet’suwet’en Education Society (GWES), and Josette Wier, a volunteer for this project.

Gitanmaax Band learned about the Tsawwassen Farm School and was very keen to start something similar on their land for their community. They saw the need to build local capacity and resiliency around food production and as such want members of their community to be able to grow food. In order to move this conversation along, Gitanmaax Band invited Caroline Chiu and Payal Batra to Hazelton to meet with everyone and to facilitate a 2-day brainstorming session on what this farm school could possibly look like.

Caroline Chiu and Payal Batra had two very productive days learning about the land, the people, the culture, the community needs and the Band. At the workshop, we had instructors from GWES, volunteer members of the community, members of the Senden Community Farm and a select few from Gitanmaax Band. One drawback was that members of the six other neighboring Bands were not able to attend. On the first day, we mainly listened to what each member or community group had to say and their visions of achieving food security goals. It was essential for us to understand the lay of the land and key stakeholders before providing any advice. On day 2, we toured different community sites around town and the possible sites for this farm school. To end the workshop, Payal and Caroline presented four possible options for the Band. Per their advice, the band decided to spend the 2019 season planning and engaging other First Nations and writing grants for the future farm school. ISFS will continue to provide any support they require (December 2018 – on-going).

#### **48) Indigenous Agriculture Forum**

Kent Mullinix and Caroline Chiu were invited to speak at the Annual Indigenous Agriculture Forum two sequential years, 2017 and 2018. Kent Mullinix (2017) spoke about the work and perspectives of the Institute for Sustainable Food Systems and the Tsawwassen Farm School.

Caroline Chiu (2018) also spoke about our farm school models and how ISFS can be collaborative Indigenous partners. The Indigenous Agriculture Forum is held in Kamloops, hosted by the Community Futures Development Corp. of Central Interior First Nation. Many First Nation bands and community members from the region were in attendance.

The development of a farm education program is a high priority for many communities, so it was vital for ISFS to be present and showcase our Tsawwassen Farm School and the collaboration between KPU and Tsawwassen First Nation. Caroline Chiu highlighted the partnership, the program details, and most importantly, what the farm school is doing for the community of Tsawwassen First Nation. The presentation was very well received and many bands who were in attendance became very interested in connecting with ISFS (2017 and 2018).

#### **49) First Nations Health Authority and Possible Food Systems Project**

Kathleen Yung, the food security lead at FNHA is willing to support our partnerships with FN's. She recognizes the need for food production in the Interior especially. She is keen on us developing something in that region that supports/facilitates Nation to Nation interactions and transactions. She mentioned health directors in some Interior communities bulk ordering produce from Sysco for band members and that often it is of poor quality. She is willing to contribute the community engagement work and offer in-kind support in any capacity she can.

#### **50) Stó:lō Nation and Possible Food Systems project**

There is strong, growing evidence that local production of foods and a community-oriented food system can contribute to the health of communities while contributing to a wide array of economic, social, land use and public health benefits. However, historically, in First Nation communities' agriculture and food system discussions are perceived negatively due to the legacy of residential schools and colonization. In our previous work with First Nations in Lower Mainland, we reckon that despite these historical and political challenges, there is great promise in community self-determination in food systems and health care and there is great potential in community-led research as advocacy for future programming and policy reform.

The proposed study is a culmination of years of relationship building with First Nation communities and understanding their predilections around food systems and community health. This is also a first step in helping interested First Nation communities in realizing their vision of greater food self-determination through supporting local farmers in the community and sowing the seeds of community hubs and teaching spaces.

In 2018, ISFS received CIHR funding for our innovative proposal to bridge systemic and individual-level challenges of our failing food system (food supply, accessibility, nutritional quality, and affordability) and to demonstrate the impact of improved access to nutritious foods. We are collaborating with 5 of the nations of the Stó:lō territory (Skowkale, Tzeachten, Squiala, Aitcheltz and Yakwekwioose) along with Tsleil-Waututh Nation and Kekinow Native Housing for this project.

### **51) Trondëk Hwëch'in First Nation (Dawson City, Yukon)**

In 2016 ISFS staff worked with THFN to develop their community farm and farm school vision. We then developed the, development, implementation, and on-going operation plan for both. We guided the development of their farm school providing curriculum to Yukon College. With the aforementioned TGFN garnered nearly \$2.5 million for the development and operation of their community farm and farm school.

### **52) Carcross-Tagish First Nation and Trondëk Hwëch'in First Nation**

In 2009, the ISFS worked with members of these two communities in the Yukon to ascertain community food system predilection and aspirations. Reports for each community were produced.

#### ***Other emerging connections***

### **53) West Bank First Nation- Okanagan Bioregion Food Systems**

Batra met with the intergovernmental affairs assistant at the Indigenous Agriculture Forum. She expressed that her nation is eager to develop their community garden into something much more substantive. She will discuss what we do with her manager and get back. The Okanagan Bioregion Food System Design Project was discussed as well as they are a part of the Okanagan Nation Alliance and might be good to engage as part of that project.

### **54) Okanagan Nation Alliance - Okanagan Bioregion Food Systems**

We are in discussion with the Executive Director and other staff of the Okanagan Nation Alliance in regard to our Okanagan Bioregion Food System Design Project. Our hope is to substantively and meaningfully incorporate food system features and goals reflective of ONA member Nation food system and sovereignty aspirations.

### **55) Shalalth First Nation (Seton Lake) – possible food systems project**

Council Member William Alexander is interested in speaking with regarding ISFS food system opportunities. We don't have much detail but will follow up and see what he has to say.

### **56) Squamish First Nation - community garden project**

The community garden project seems to be doing well, interest and uptake at the community level has been high. They are interested in doing something more and have spoken to ISFS staff. Economic gain seems to be their primary motivation. They are even considering cannabis production.

### **57) Skatin First Nation - fruit tree canopy management training**

There is need for pruning, the community has a lot of fruit trees but no capacity to prune them. They have asked us to put on fruit tree canopy management training workshop, to train a couple of community members. Contact: [dandee6469@gmail.com](mailto:dandee6469@gmail.com)

### **58) Mount Curry Band – possible Farm School project**

ISFS staff met with Chief Nelson a few years ago at his request. He expressed interest in a farm school. They have significant agricultural land.

### **59) Identification, description & Indigenous uses of plants native to BC**

Gregory Harris [gregory.harris@kpu.ca](mailto:gregory.harris@kpu.ca)

#### **Biology Department**

A number of field trips focus on native and exotic plants. Students are expected to be able to identify and describe numerous plants and their adaptations. As part of this, we currently discuss some of the Indigenous uses of native plants and our student plant field guide contains useful relevant information on this aspect. Our intention, moving forward, is to place more emphasis on this and to formally incorporate learning outcomes related to the indigenous use of plants into our lab manuals - BIOL 1110 and BIOL 2322 (Langley)



## School of Business

### **60) Event planning - Indigenous Awareness Month** Marketing

Amanda Bickell [Amanda.Bickell@kpu.ca](mailto:Amanda.Bickell@kpu.ca)

Amanda will be running two sections of an ENTR course in the summer of 2019 that will involve students in the organization and management of an event. This year, Amanda's students will be collaborating with KPU Indigenous Services for Students who will be creating a number of events across KPU campuses in recognition of Indigenous Awareness Month (June). Amanda's collaboration will also include KPU corporate partner RICOH who will be providing technology for various events - ENTR

### **61) OER for Business Communications (Indigenous focus)** Applied Communications

Arley Cruthers [Arley.Cruthers@kpu.ca](mailto:Arley.Cruthers@kpu.ca)

Arley is a recent grant recipient at KPU and is working on an Open Educational Resources (OER) for Business Communications. With her grant, Arley will be centering Indigenous voices, experiences, and business protocols by engaging with members of different Nations in the Coast Salish region.

### **62) Scholarship for Indigenous students enrolled in Business** Applied Communications

Melissa Ashman [melissa.ashman@kpu.ca](mailto:melissa.ashman@kpu.ca) and Deirdre Maultsaid [Deirdre.Maultsaid@kpu.ca](mailto:Deirdre.Maultsaid@kpu.ca)

Melissa and Deirdre developed a scholarship for Indigenous students studying in the School of Business. The first award was given in 2018.

### **63) Using the Privilege Beads as a teaching strategy** **Organizational Communications**

Christina Shorthouse [christina.shorthouse@kpu.ca](mailto:christina.shorthouse@kpu.ca)

During the Spring 2018 term, Christina engaged second year students in her Organizational Communications class with the Privilege Beads exercise demonstrated by Kyra Garson. This exercise helped to enrich conversations around leadership, employee engagement, and company values.

### **64) Bursary for Indigenous students enrolled in Business** **Public Relations and Marketing**

Marsha D'Angelo [Marsha.D'Angelo@kpu.ca](mailto:Marsha.D'Angelo@kpu.ca) and Andrea Niosi [andrea.niosi@kpu.ca](mailto:andrea.niosi@kpu.ca)

Marsha and Andrea are currently in the process of setting up a bursary at KPU for Indigenous students enrolled in the School of Business. Marsha has generously allocated the award money she received for Teaching Excellence by the Accreditation Council for Business Schools and Programs (ACBSP).

### **65) OER for Consumer Behaviour** **Marketing**

Andrea Niosi [andrea.niosi@kpu.ca](mailto:andrea.niosi@kpu.ca)

Andrea is currently writing an OER for Consumer Behaviour and as a recent grant recipient, will be hiring Indigenous students from KPU to help with this project. Andrea's grant is also being extended to Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. Andrea's project has recently been accepted into the UNESCO Open Learning for a Better World Program as an OER project serving the sustainable development goals articulated by the United Nations. Andrea, as faculty champion of Decolonization and Indigenization in the School of Business, has recently presented to over 80 Business faculty on "Approaching Reconciliation, Indigenization, and Decolonization."



## **66) UBC MOOC: Reconciliation in Indigenous Education**

At least 15 faculty members have enrolled in the UBC MOOC "Reconciliation in Indigenous Education" course. This adds to the five other faculty and admin. (plus others at KPU) who have already completed the MOOC (Massive Open Online Course).

## **67) Curated site for sharing Indigenous resources**

Essays, book suggestions, guides, podcasts, videos, etc. have been curated to provide the School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. An online site for sharing resources is being created on Moodle. This site will contain resources for School of Business faculty, admin., staff and others to access in order to enrich their learning and application of Indigenization and decolonization practices. The site will launch in the spring of 2019.

## **68) Faculty Learning Community - Decolonization, Reconciliation, and Indigenization**

In spring/summer 2019, the School of Business will launch a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. A series of articles have been selected for faculty to read, annotate (in *Hypothesis*), and discuss every three weeks. (This model is adopted from the FLC on Open Pedagogy.)

## **69) Curated site for sharing Indigenous resources**

Since September 2018, the School of Business has supported two 0.25 one-year release positions and is currently in the process to have a third release for Fall 2019 for a Faculty Champion to lead initiatives to increase Indigenous awareness, decolonization of the classrooms and curriculum. The School of Business is committed to creating a safe, inclusive and inviting learning environment for indigenous students.

## Wilson School of Design

### 70) Decolonizing design, other ways of knowing

Victor G. Martinez [Victor.Martinez@kpu.ca](mailto:Victor.Martinez@kpu.ca) and Lindsay Norris [Lindsay.Norris@kpu.ca](mailto:Lindsay.Norris@kpu.ca)  
Department of Product Design

My students, my colleague Lindsay Norris and I worked on an interesting project in fall 2018. We started by agreeing on some basic definitions:

Definition of colonization: **the action of appropriating a place, mind, culture, identity or domain for one's own use**

Definition of appropriation: **the action of taking something for one's use, typically without the owner's permission**

- With this view colonization and appropriation can take many different forms. We decided to focus in two groups that have been silenced systematically by the structures of power standing today, and through some methodologies open our understanding at the different ways of perceiving the world, these groups were indigenous / non-western and women.
- We invited 14 guest speakers from 7 different countries, 12 of them female, 8 from a non-western origin and two First Nation members.
- Students captured the speakers input and following a design research methodology they "distilled" the information and identified and propose "Design Principles" that could be followed in other to design product, services or systems following these "ways of knowing".

**Are external indigenous groups or Nations involved? If so, which Nations?**

Yes - members of the Kwantlen and Kwakiutl First Nation.

**Are students involved?**

Yes - students are involved - the entire 2<sup>nd</sup> year of Product Design.

**Is the activity/event/project funded? If so, what is the funding source?**

No – the project is not funded.

**Timeline:**

Fall 2018, from September to December.



### Other:

The students "identified" from the speakers and input several guidelines for designing our world through "Other ways of knowing" using Indigenous Design Principles

### Design Principles:

- Create system where everyone's opinion is captured
- Ensure privacy of interviewees
- Learn to put biases and judgments aside
- Involve everyone by asking them/ talking to them
- Information should be accessible by everyone
- Branch out to experience new things
- Branch out to form well-rounded conclusions
- Consider the effects and the aftermath
- Consider holistic application
- Design things that create positive experiences for the user and others affected
- Understand context, expectation and application
- Investigate the intended experience
- Gain insights from everyone involved
- Educational designs should allow for open exploration
- Design to ensure everyone's basic needs are being met
- Be open-minded without fearing the unknown
- Design for cultural inclusiveness
- Take time to make good decisions
- Recognize the validity of non-Western design
- Embrace seasonality and nomadism in design
- Design spaces with empathy in mind

- Celebrate differences
- Emphasize rehabilitation over punishment
- Recognize the power of language
- Design to empower all peoples
- Incorporate nature in design
- Utilize sustainable materials
- Use natural resources in moderation
- Respect the autonomy environmental bodies (trees, rivers, mountains)
- Recognize Indigenous knowledge as current knowledge
- Recognize the impacts of colonization
- Design to protect our planet
- Teach all sides of a story
- Develop curriculum without bias
- Educate the world
- Recognize biases

#### **Design Principles: Women's Ways of Knowing**

- Include women in opportunities for growth
- Use privilege to advocate for others
- Acknowledge sex work as work
- Design to make users feel seen, understood, and cared for
- Create new knowledge (instead of working off of pre-existing knowledge)
- Acknowledge that women are important consumers
- Include overall context in your designs
- Share your experience with others to decolonize
- Listen to understand - not to reply
- Know the user you are designing for
- Consider the emotionality of design
- Recognize that gender disparity is present
- Leave your comfort zone to encourage change
- Prioritize meaning over cost
- Treat others as you would like to be treated
- Consider social value before form
- Knowing the world around you shows your passion
- Ensure that voices from all perspectives are heard so that people can create better quality design
- Build safe environments where women can gather together to share stories and make meaningful connections



- Create a culture (or space) that embraces being emotional to build authentic relationships and connections
- Focus on supporting others rather than competing with them
- Connect young girls with strong female role models
- Bridge the gap between work life and family life
- Help others build self-confidence to speak up and fight for what is important
- Ensure power lies with the marginalized and the end user, not the designer
- Bring awareness to our own biases during the design process
- Empower users by involving them in the design process
- Use your creativity and functionality to help others to understand women's ways of knowing
- Be inclusive by reaching out to people from different communities to gain knowledge
- Value your experiences and share the way they shape you
- Challenge something hard that you've been dealing with to see from another view point
- Take off the blinders of unconscious bias (broaden the narrow view of what a leader looks and acts like)
- Create equitable opportunities for all peoples
- Promote and recognize achievements of others

## 71) Interior design vertical studio - Start-up Week |

Lucie Gagné [lucie.gagne@kpu.ca](mailto:lucie.gagne@kpu.ca)

Coordinator, Interior Design Program

Interior Design students are linked with the Seyem' Qwantlen Business Group which is a wholly-owned subsidiary of the Kwantlen First Nation. Lucie Gagné connected with Brenda Fernie, the group's Vice President prior to the summer, and strategized how our Interior Design students could help direct the vision and function of many projects undertaken by the Business Group.

Following this, and a series of meetings, Interior Design faculty Marlis Joller and Erika Balcombe worked with Ms. Fernie over the summer to create a "start-up week" of activities for all Interior Design students that would encompass working on the re-design strategy for the eventual relocation/design of the Jacob Haldi House and the Langley Museum (both in Fort Langley, BC). The Jacob Haldi House will soon be relocated, and the Qwantlen Business Group is currently working on plans for a museum plus live/work studios and a small boutique hotel where it currently stands.

All the students from Interior Design (75+) plus faculty were invited by Seyem' Qwantlen to their longhouse on Sept. 5<sup>th</sup>, 2018 where they were given a welcome and then introduced to the traditions and background of the Kwantlen First Nation. From there they travelled to several sites including the Jacob Haldi House and the Langley Museum. Students were very engaged with their hosts and asked great questions while measuring and taking photos of the sites. The students then spent a day coming up with design directions for both the Jacob Haldi House and the current museum where many artifacts are kept.

On the afternoon of Friday, Sept. 7<sup>th</sup>, 2018, student groups presented their findings to Ms. Fernie, architects working on the project, artist Brandon Gabriel, and others invited exclusively by Seyem' Qwantlen; their presentations were very well received by all visitors. Students presented their findings in poster format and provided copies to Ms. Fernie; this can be used to help direct the vision of both sites in the future. Although the project was short in duration, students gained a deeper understanding of the path toward reconciliation and their part in the future of that continued work.

#### **Kwantlen First Nation Cultural Centre (Longhouse)**

**Brenda Fernie provides background information and cultural history to students during the site visits.**





We are grateful for the opportunity to work with Ms. Fernie on this first project together. The Interior Design program is pursuing further collaborative activities and projects with Seyem' Qwantlen Business Group. The prospect of involving our Interior Design students in projects which aim to promote and support Indigenous arts and culture is a unique opportunity. As young designers our students are eager to apply their learned skills in real-life scenarios. Establishing and fostering relationships with local First Nations communities is an important step in responding to KPU's Strategic Action Plan of developing and promoting an understanding of Indigenous culture, history and world views. Our educators in the Interior Design department are committed to establishing a working, collaborative partnership with Indigenous educators, elders and knowledge keepers as a way of beginning the conversation around educators' and designers' roles in reconciliation. Many educators are interested in learning about reconciliation through decolonized pedagogies but struggle with where to start. Simply making the connection with our local communities in this way can give our educators the tools to begin these meaningful conversations.

## 72) Amazon Interdisciplinary Field School

Lucie Gagné [lucie.gagne@kpu.ca](mailto:lucie.gagne@kpu.ca)

**Amazon Interdisciplinary Field School - DESN 3000/ARTS 3000**

*"...everyone is someone else's other". - Mary Gentile -*

The *Amazon Interdisciplinary Field School* (AIFS) is a partnership between KPU and the Calanoa Project, a nongovernmental organization (NGO) in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve located at the very heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa is an initiative by Colombian Canadians Marlene and Diego Samper, which is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods.

The Amazon region is rich in culture and houses the greatest biodiversity on the planet; it is a place of fertility, interconnectivity, and nourishment. As part of the AIFS, students take a 'deep dive' into an educational journey that is, for most of them, like nothing they have experienced before. They are disconnected from anything familiar, immersed into a different language, the wilderness, a challenging environment, Indigenous culture. Floating down the Amazon River, canoeing through flooded forests, making pottery with clay from the Amazon riverbed, and trekking through the jungle to visit a shaman are a few of the ways that students engage in direct sensorial experiences. Mindfulness, imagination, and creativity play a key role in this experience, as exposure to the Colombian and Amazonian cultures opens students to exploring new forms of scholarship, ways of knowing and being, storytelling, cultural expressions, and perspectives on the interrelationship between nature and society.

The Amazon Rainforest and the people who live there have much to teach and can offer us a broader understanding of being in and looking at the world that we share; different perspectives on creativity, culture, sustainability, philosophy, spirituality, environmental design, and community development. The AIFS focuses on developing contextual and empathic understanding and awareness of the Amazon region, its flora and fauna, and its peoples and culture through direct interaction with host communities, integrating Indigenous cultural practices such as art, music, and storytelling as well as Indigenous ways of knowing about conservation and sustainability into the curriculum. Encounters with difference and interacting with local Indigenous communities introduces students to different ways of knowing and living with each other, and our planet.



## Other

### 73) Open Doors, Open Minds

Thanks to support from the Ike Barber Fund, KPU will host a one-day forum titled: *Open Doors, Open Minds* <https://www.kpu.ca/opendoors> to introduce and encourage potential KPU Indigenous high school students to education and career opportunities in STEAM (Science, Technology, Engineering, Arts and Mathematics) and Trades disciplines within our diverse polytechnic environment at KPU.

The activities for the day will include a welcome by our Elder-in-Residence, Lekeyten of the Kwantlen Nation, opening comments by the Provost, visits to the Gathering Place, hands-on workshops, keynote presentations/performances, an Education Fair, tours of the university and a breakfast/lunch hosted by KPU. The cost of bus transportation is also supported.

Last year, Shane Wally and Jane Koepke travelled to KPU and talked about the Carcross/Tagish First Nation's inspiring mountain biking project, Single Track to Success <http://destinationcarcross.ca/explore/single-track-to-success/>. Hip Hop artist, Dakota Bear also performed, <http://digitaldrum.ca/meet-the-artist-dakota-bear/> and Brad Baker of the Squamish Nation and leader with the North Vancouver School District spoke with the students about the importance of education.

This year, performances will be: **V'ni Dansi**, a Vancouver-based traditional Métis and contemporary dance company dedicated to sharing the dances, stories and culture of the Métis - led by Artistic Director Yvonne Chartrand. As well, the **Git Hayetsk Dancers**, an internationally renowned dance group, will perform - led in partnership by artist and carver Mike Dangeli of the Nisga'a, Tsimshian, Tlingit, and Tsetsaut Nations and University of Alaska Southeast professor Dr. Mique'l Dangeli of the Tsimshian and Tlingit Nations.

# Appendix B: Audited Financial Statements

See the Audited Financial Statements on the following pages.

Financial Statements of

# **KWANTLEN POLYTECHNIC UNIVERSITY**

Year ended March 31, 2019

# MANAGEMENT'S STATEMENT OF RESPONSIBILITY

To the Board of Governors of Kwantlen Polytechnic University

Management is responsible for the preparation and presentation of the accompanying financial statements, including responsibility for significant accounting judgments and estimates in compliance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

In discharging its responsibilities for the integrity and fairness of the financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that transactions are authorized, assets are safeguarded and financial records are properly maintained to provide reliable information for the preparation of the financial statements.

The Board of Governors (the "Board") and the Finance and Audit Committee (the "Committee") are composed primarily of those who are neither management nor employees of the University. The Board is responsible for overseeing management in the performance of its financial reporting responsibilities and for approving the financial statements. The Committee has the responsibility of meeting with management and external auditors to discuss the financial reporting process, auditing matters, financial reporting issues, and recommends approval of the financial statements to the Board. The Committee is also responsible for recommending the appointment of the University's external auditor.

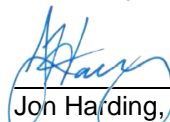
KPMG LLP, an independent firm of Chartered Professional Accountants, is appointed by the Board to audit the financial statements and report directly to them through the Committee. The external auditor has full and free access to, and meets periodically and separately with, both the Committee and management to discuss their audit findings.

On behalf of Kwantlen Polytechnic University



---

Dr. Alan Davis  
President and Vice-Chancellor



---

Jon Harding, CPA, CA  
Vice-President, Finance and Administration



# KWANTLEN POLYTECHNIC UNIVERSITY

## Statement of Financial Position

(in thousands of dollars)


As at March 31, 2019, with comparative information for 2018

		2019	2018
<b>Financial assets</b>			
Cash and cash equivalents	(Note 3)	\$ 26,258	\$ 36,423
Accounts receivable	(Note 4)	6,517	8,227
Inventories for resale		600	620
Investments	(Note 5)	28,880	38,040
		62,255	83,310
<b>Liabilities</b>			
Accounts payable and accrued liabilities	(Note 6)	27,398	37,676
Deferred revenue		13,495	20,177
Deferred contributions	(Note 8)	3,859	3,799
Deferred capital contributions	(Note 9)	159,328	159,104
Obligations under capital lease	(Note 10)	247	433
		204,327	221,189
Net debt		(142,072)	(137,879)
<b>Non-financial assets</b>			
Tangible capital assets	(Note 11)	255,381	225,933
Endowment investments	(Note 5)	2,817	2,817
Prepaid expenses and deposits		1,989	4,358
		260,187	233,108
Accumulated surplus		\$ 118,115	\$ 95,229
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 117,864	\$ 95,804
Accumulated remeasurement gains (losses)		251	(575)
		\$ 118,115	\$ 95,229

Employee future benefits (Note 7)  
 Contractual obligations (Note 13)  
 Commitments and contingent liabilities (Note 14)  
 Related party transactions (Note 15)  
 Contingent assets (Note 16)  
 Contractual rights (Note 17)  
 See accompanying notes to financial statements.

Approved on behalf of the Board:

Sandra Case  
 Chair

  
 Jon Harding, CPA, CA  
 Vice-President, Finance and Administration

# KWANTLEN POLYTECHNIC UNIVERSITY

## Statement of Operations and Accumulated Surplus

(in thousands of dollars)

Year ended March 31, 2019, with comparative information for 2018

	Budget	2019	2018
	(Note 2(k))		
Revenue:			
Province of British Columbia grants	\$ 73,260	\$ 71,531	\$ 69,782
Revenue recognized from deferred contribution (Note 8)	5,212	6,050	7,401
Tuition and student fees	105,032	118,451	92,996
Ancillary services	6,585	6,472	7,028
Other revenue	4,050	4,615	4,817
Revenue recognized from deferred capital contributions (Note 9)	8,626	7,612	6,229
	202,765	214,731	188,253
Expenses:	(Note 18)		
Instruction, research and support	196,924	186,927	169,052
Ancillary operations	5,825	5,744	5,917
	202,749	192,671	174,969
Annual surplus	16	22,060	13,284
Accumulated surplus, beginning of year	95,804	95,804	82,520
Accumulated surplus, end of year	\$ 95,820	\$ 117,864	\$ 95,804

See accompanying notes to financial statements.

# KWANTLEN POLYTECHNIC UNIVERSITY

## Statement of Changes in Net Debt

(in thousands of dollars)

Year ended March 31, 2019, with comparative information for 2018

	<b>Budget</b>	<b>2019</b>	<b>2018</b>
	(Note 2(k))		
Annual surplus	\$ 16	\$ 22,060	\$ 13,284
Acquisition of tangible capital assets	-	(46,109)	(50,791)
Amortization of tangible capital assets	16,653	16,661	13,126
	16,653	(29,448)	(37,665)
Net of use of prepaid expenses and deposits	-	2,369	744
Net remeasurement gain (losses)	-	826	(769)
Change in net debt	16,669	(4,193)	(24,406)
Net debt, beginning of year	(137,879)	(137,879)	(113,473)
Net debt, end of year	\$ (121,210)	\$ (142,072)	\$ (137,879)

See accompanying notes to financial statements.

# KWANTLEN POLYTECHNIC UNIVERSITY

## Statement of Cash Flows

(in thousands of dollars)

Year ended March 31, 2019, with comparative information for 2018

	2019	2018
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 22,060	\$ 13,284
Items not involving cash:		
Amortization of tangible capital assets	16,661	13,126
Revenue recognized from deferred capital contributions	(7,612)	(6,229)
Change in non-cash operating working capital:		
Accounts receivable	1,710	(2,813)
Prepaid expenses and deposits	2,369	744
Inventories for resale	20	(181)
Accounts payable and accrued liabilities	(10,278)	14,028
Deferred revenue	(6,682)	7,967
Deferred contributions	60	65
Net change from operating activities	18,308	39,991
Capital activities:		
Cash used to acquire tangible capital assets	(45,998)	(50,718)
Net change from capital activities	(45,998)	(50,718)
Financing activities:		
Contributions received for tangible capital assets	7,836	25,439
Principal payments on capital lease obligations	(297)	(347)
Net change from financing activities	7,539	25,092
Investing activities:		
Decrease in investments	9,160	58
Net remeasurement gains (losses)	826	(769)
Net change from investing activities	9,986	(711)
Net change in cash and cash equivalents	(10,165)	13,654
Cash and cash equivalents, beginning of year	36,423	22,769
Cash and cash equivalents, end of year	\$ 26,258	\$ 36,423
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	\$ 111	\$ 73

See accompanying notes to financial statements.

# KWANTLEN POLYTECHNIC UNIVERSITY

## Statement of Remeasurement Gains and Losses

(in thousands of dollars)

Year ended March 31, 2019, with comparative information for 2018

	<b>2019</b>	<b>2018</b>
Accumulated remeasurement gains (losses), beginning of year	\$ (575)	\$ 194
Unrealized gains (losses) generated during the year from:		
Fixed income investments	270	(1,072)
Mortgage-backed securities and mutual funds	15	(37)
Foreign currency translation	(6)	37
Remeasurement (gains) losses realized and reclassified to the Statement of Operations from:		
Fixed income investments	497	340
Mortgage-backed securities and mutual funds	15	-
Foreign currency translation	35	(37)
Net remeasurement gains (losses) for the year	826	(769)
Accumulated remeasurement gains (losses), end of year	\$ 251	\$ (575)

See accompanying notes to financial statements.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements  
(in thousands of dollars)

Year ended March 31, 2019

---

## 1. Authority and purpose

Kwantlen Polytechnic University (“the University”) operates under the authority of the University Act of British Columbia. The University is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The University is exempt from income taxes under section 149 of the Income Tax Act.

The University offers career, vocational, developmental and academic programs from its Richmond, Langley and three Surrey campuses located in southwestern British Columbia. The academic governance of the University is vested in the Senate.

## 2. Summary of significant accounting policies

### (a) Basis of accounting

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Government Organization Accounting Standards Regulation 257/2010 requires all taxpayer supported organizations in the schools, universities, colleges and hospitals sectors to adopt the Canadian Public Sector Accounting Standards (“PSAS”) without any public sector (“PS”) 4200 elections, effective their first fiscal year commencing after January 1, 2012.

Government Organization Accounting Standards Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

Regulation 198/2011 also requires that the contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the period when the stipulation or restriction on the contributions have been met.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of PSAS which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PS 3410. Externally restricted contributions are recognized in revenue in the period when the resources are used for the purpose specified in accordance with PS 3100.



# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 2. Summary of significant accounting policies (continued)

### (a) Basis of accounting (continued)

As a result, revenue recognized in the Statement of Operations and Accumulated Surplus and certain related deferred capital contributions would be recorded differently under PSAS.

### (b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

### (c) Financial instruments

Financial instruments are classified into two categories: Fair value or cost.

(i) Fair value category: The University manages and reports performance for groups of financial assets on a fair-value basis. Cash and cash equivalents and investments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets except for those related to restricted endowments are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses. Unrealized gains and losses on endowment investment assets, where earnings are restricted as to use, are recorded as deferred contributions and recognized in revenue when disposed and when the related expenses are incurred.

(ii) Cost category: Amounts receivable are measured at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt.

### (d) Inventories for resale

Inventories for resale, including new and used textbooks, course manuals, stationary, art supplies, clothing, crested and non-crested giftware are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated proceeds on sale less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

### (e) Contaminated sites

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- (i) An environmental standard exists;
- (ii) Contamination exceeds the environmental standard;

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 2. Summary of significant accounting policies (continued)

### (e) Contaminated sites (continued)

- (iii) The University is directly responsible or accepts responsibility;
- (iv) It is expected that future economic benefits will be given up; and
- (v) A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

### (f) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

#### (i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The cost, less residual value, of the tangible capital assets, excluding land and air space parcels, are amortized on a straight-line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value. Work in progress is not amortized until the asset is available for productive use.

---

	Term
Buildings	40 years
Major site improvements	10 years
Major equipment	10 - 20 years
Library holdings	10 years
Technology infrastructure	8 years
Furniture and equipment	5 years
Computing equipment	3 years
Leased capital assets	shorter of 5 years or lease term

---

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 2. Summary of significant accounting policies (continued)

### (f) Non-financial assets (continued)

#### (ii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as obligations under capital lease and are reflected as part of tangible capital assets in the financial statements. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

### (g) Employee future benefits

The University and its employees make contributions to the College and Municipal pension plans which are multi-employer joint trustee pension plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the University to the plans are expensed as incurred.

The University's sick leave benefits do not vest or accumulate and related costs are expensed as incurred.

### (h) Revenue recognition

Tuition and student fees, and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the University or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 2. Summary of significant accounting policies (continued)

### (h) Revenue recognition (continued)

- (iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as endowment donations and as deferred contributions for any unspent restricted investment income earned thereon.

Investment income is reported as part of Other Revenue on the Statement of Operations and Accumulated Surplus and includes interest recorded on an accrual basis, dividends recorded as declared, and realized gains and losses on the sale of investments.

### (i) Use of estimates

In accordance with PSAS, the preparation of the financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, related disclosures, and the disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Key areas where management has made estimates and assumptions include those related to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions, accrued liabilities, valuation of accounts receivable, and provisions for contingencies. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

### (j) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which are designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date. Any gains or losses resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Statement of Remeasurement Gains and Losses and the exchange gains or losses in relation to the exchange rate at the date of the item's initial recognition is recognized in the Statement of Operations and Accumulated Surplus.

### (k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2018-2019 University Budget approved by the Board of Governors on March 28, 2018. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 3. Cash and cash equivalents

	2019	2018
Cash	\$ 15,891	\$ 31,575
Cash equivalents	10,367	4,848
	\$ 26,258	\$ 36,423

## 4. Accounts receivable

	2019	2018
Accounts receivable	\$ 8,038	\$ 9,268
Allowance for doubtful accounts	(1,521)	(1,041)
	\$ 6,517	\$ 8,227

## 5. Investments and endowment investments

Investments and endowment investments recorded at fair value are comprised of the following:

	2019	2018
Fixed income investments	\$ 28,716	\$ 37,369
Mortgage-backed securities and mutual funds	2,981	3,488
	31,697	40,857
Endowment investments	2,817	2,817
Investments	\$ 28,880	\$ 38,040

All fixed income investments held at March 31, 2019 mature at various dates to September 2077 (2018 – September 2077) and bear interest at rates varying from 1.300% – 6.464% (2018 – 1.100% – 6.310%).

PSAS defines the fair value of a financial instrument as the amount of the consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act. The University uses the following methods and assumptions to estimate the fair value of each class of financial instruments for which the carrying amounts are included in the Statement of Financial Position under the following captions:

- Cash and cash equivalents, accounts receivable, and accounts payables and accrued liabilities – the carrying amounts approximate fair value because of the short maturity of these instruments.
- Investments – the carrying amounts are shown at fair value based on quoted prices (unadjusted) in active markets.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 5. Investments and endowment investments (continued)

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: Inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The University's investments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there were no significant transfers of securities between the different levels.

## 6. Accounts payable and accrued liabilities

	2019	2018
Accounts payable and accrued liabilities	\$ 13,338	\$ 24,547
Salaries and wages payable	3,439	2,791
Accrued vacation payable	10,621	10,338
	\$ 27,398	\$ 37,676

## 7. Employee future benefits

### (a) Pension benefits

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2018, the College Pension Plan has about 14,000 active members, and approximately 8,000 retired members. As at December 31, 2017, the Municipal Pension Plan has about 197,000 active members, including approximately 6,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.



# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 7. Employee future benefits (continued)

### (a) Pension benefits (continued)

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015, indicated a \$67 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rates remained unchanged.

The next valuation for the College Pension Plan will be as at August 31, 2018, with results available in 2019. The next valuation for the Municipal Pension Plan will be December 31, 2018, with results available in 2019.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The University incurred \$10,095 for employer contributions to the plans in the current year (2018 – \$9,255).

### (b) Maternity or parental leave

The University provides supplemental employee benefits for faculty, staff and administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$559 in the current year (2018 – \$270). As at March 31, 2019, the University has an obligation of \$357 (2018 – \$262) which has been included in salaries and wages payable.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 8. Deferred contributions

Deferred contributions represent the unspent externally restricted grants and contributions that will be used in future periods for academic programming and student awards, as specified by the contributor.

	2018	Amounts received	Recognized as revenue	2019
Provincial	\$ 2,849	\$ 4,318	\$ (4,377)	\$ 2,790
Federal	244	884	(675)	453
Other sources	706	908	(998)	616
	\$ 3,799	\$ 5,202	\$ (6,050)	\$ 3,859

## 9. Deferred capital contributions

Changes in deferred capital contributions balance are as follows:

	2018	Amounts received	Recognized as revenue	2019
Provincial	\$ 134,648	\$ 6,411	\$ (6,489)	\$ 134,570
Federal	9,948	509	(473)	9,984
Other sources	14,508	916	(650)	14,774
	\$ 159,104	\$ 7,836	\$ (7,612)	\$ 159,328

## 10. Obligations under capital lease

The University has entered into capital leases to finance computers and equipment at an estimated cost of borrowing of 3.10% (2018 – 2.46%) per annum. The principal and interest payments are as follows:

	2019	2018
2019	\$ -	\$ 288
2020	161	126
2021	61	31
2022	24	-
2023	10	-
Total minimum capital lease payments	256	445
Less amounts representing interest	(9)	(12)
Present value of net minimum capital lease payments	\$ 247	\$ 433

Total interest payment on capital leases for the year was \$11 (2018 – \$16).

## KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)

(in thousands of dollars)

Year ended March 31, 2019

### 11. Tangible capital assets

	Land	Buildings	Major site improvements	Major equipment	Library holdings	Technology infrastructure	Furniture & equipment	Computing Equipment	Leased capital assets	Work in progress (WIP) <sup>1</sup>	Total
2019 Cost											
Opening balance	\$ 20,040	\$230,298	\$ 20,982	\$ 4,588	\$ 8,387	\$ 3,390	\$ 61,118	\$ 6,648	\$ 1,858	\$ 26,495	\$ 383,804
Additions	-	23,105	14,394	1,332	342	476	3,957	1,400	111	992	46,109
Transfer to/(from) WIP	1,445	13,162	7,809	700	-	-	3,379	-	-	(26,495)	-
Closing balance	21,485	266,565	43,185	6,620	8,729	3,866	68,454	8,048	1,969	992	429,913
2019 Accumulated amortization											
Opening balance	-	(82,946)	(9,879)	(400)	(6,191)	(713)	(50,854)	(5,492)	(1,396)	-	(157,871)
Amortization	-	(6,211)	(3,114)	(435)	(479)	(454)	(4,827)	(843)	(298)	-	(16,661)
Closing balance	-	(89,157)	(12,993)	(835)	(6,670)	(1,167)	(55,681)	(6,335)	(1,694)	-	(174,532)
2019 Net book value	\$ 21,485	\$177,408	\$ 30,192	\$ 5,785	\$ 2,059	\$ 2,699	\$ 12,773	\$ 1,713	\$ 275	\$ 992	\$ 255,381
2018 Net book value	\$ 20,040	\$147,352	\$ 11,103	\$ 4,188	\$ 2,196	\$ 2,677	\$ 11,420	\$ -	\$ 462	\$ 26,495	\$ 225,933

1. As at March 31, 2019, work in progress with a value of \$992 (2018 - \$26,495) has not been amortized. Amortization of these assets will commence when the assets are put into productive use.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

---

## 12. Financial risk management

The University has exposure to certain risks from its use of financial instruments.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

### (a) Credit risk

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the University consisting of cash and cash equivalents, investments and accounts receivable.

The University manages credit risk with established investment guidelines for its investment management companies to follow in managing its investment portfolios. The guidelines limit investments to those with BBB- or greater credit rating. The University does not invest in any derivatives.

### (b) Market risk

Market risk is the risk that changes in market prices, such as interest rates, will affect the University's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the University is not exposed to significant market or interest rate risk arising from its financial instruments.

### (c) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due.

The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 13. Contractual obligations

The nature of the University's activities can result in multi-year contracts and obligations whereby the University will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	2020	2021	2022	2023	2024
Capital leases	\$ 161	\$ 61	\$ 24	\$ 10	\$ -
Service contracts	11,592	3,006	696	73	-
Total	\$ 11,753	\$ 3,067	\$ 720	\$ 83	\$ -

## 14. Commitments and contingent liabilities

- (a) The University may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of operations.

There are several lawsuits pending in which the University is involved. It is considered that the potential claims against the University resulting from such litigation would not materially affect the financial statements of the University.

- (b) The University committed to the building of the Chip and Shannon Wilson School of Design at the Richmond campus for the Faculty of Design. The project, which has a total budget of \$36,000, was substantially complete by December 2017. As at March 31, 2019, the University received \$12,000 (2018 – \$12,000) from Chip and Shannon Wilson and lululemon athletica Canada Inc., and \$12,000 (2018 – \$12,000) from provincial funding. The University's contribution toward this project is \$12,000 per the budget approved by the Board. As at March 31, 2019, the University incurred costs of \$34,996 (2018 – \$33,933) for this project, with the anticipated remaining costs of \$1,004 (2018 - \$2,067) to be incurred in fiscal 2020.
- (c) The University has entered into an agreement to purchase five office floors at Civic Plaza in central Surrey to provide additional classroom space to meet future student demand. The construction of the space was substantially completed in late June 2018 and the five floors were purchased on June 28, 2018. The purchase price for the five office floors including goods and service tax was \$24,195 and was funded by the University. The construction cost for the interior classroom space and the cost of furnishing totalled \$14,472 (2018 – \$7,095). Civic Plaza was officially opened by January 2, 2019. As at March 31, 2019, the total cost incurred for the five floors, and completion of the interior construction and furnishing was \$38,667 (2018 – \$7,095), with the anticipated remaining costs of \$638 to be incurred in fiscal 2020.
- (d) The University has entered into an agreement for the construction and upgrade of the Spruce building on the Surrey campus in fiscal 2018. The project was funded by \$22,000 from Government of Canada's Strategic Investment Fund and provincial funding. As at March 31, 2019, the total cost incurred to build the new addition and the renovation of the existing Spruce building was \$23,491, of which \$22,000 was funded by Government of Canada and the Province of British Columbia.

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 14. Commitments and contingent liabilities (continued)

- (e) The University has the ability to draw on a line of credit with a commercial bank for \$7,500 (2018 – \$7,500). As at March 31, 2019, the University has not utilized the available line of credit.
- (f) As at March 31, 2019, the University has issued two letters of credit to the City of Surrey totalled \$294 (2018 – \$294) which expire on January 25, 2020. These letters of credit are automatically renewed each year and will terminate once the City of Surrey advises the University that the guarantees are not required.

## 15. Related party transactions

The University is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

**Significant related party transactions with the provincial government entities are as follows:**

### Revenue and expenses:

Included in revenue	2019	2018
Ministry of Advanced Education, Skills and Training – grants and revenue recognized in deferred contributions	\$ 72,064	\$ 71,512
Other provincial government entity – grants and revenue recognized in deferred contributions	3,161	3,159
	<u>\$ 75,225</u>	<u>\$ 74,671</u>

Included in expenses	2019	2018
Ministry of Advanced Education, Skills and Training	\$ 202	\$ 211
Other provincial government entity	1,466	1,153
Other provincial university	340	338
	<u>\$ 2,008</u>	<u>\$ 1,702</u>

### Receivables and payables:

Included in accounts receivable	2019	2018
Ministry of Advanced Education, Skills and Training	\$ 928	\$ 1,616

There are \$nil (2018 - \$nil) amounts included in accounts payable for related party transactions with the provincial government entities.



# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 15. Related party transactions (continued)

### Related party transactions with key management personnel:

During the year, the key management personnel, comprised of the Board of Governors and the University's Executives, have \$nil (2018 – \$nil) related party transactions with the University with respect to the delivery of goods and services, and payment of fees that were transacted at non-arms' length. As at March 31, 2019, the University had a net receivable of \$nil (2018 – \$nil) and a net payable of \$nil (2018 – \$nil) with respect to these transactions.

## 16. Contingent assets

The University has \$nil of contingent assets as at March 31, 2019 and 2018.

## 17. Contractual rights

The University may, from time to time, enter into contracts or agreements in its normal course of operations that will result in the realization of assets and revenues in future fiscal years. The University is a recipient of research grants from various federal, provincial and municipal funding agencies. During the year, the University has entered into a three-year lease agreement with an optional two year renewal with the City of Surrey to lease the fifth floor of Civic Plaza for \$133 per year, and various multi-year research funding agreements whereby the University has the opportunity to earn revenue in future years by incurring qualified expenditures. These lease and research funding agreements do not abnormally impact the University's financial position and do not guarantee the University the right to future funding.

## 18. Expenses by object

The following is a summary of expenses by object:

	Instruction, research, and support	Ancillary operations	2019
Salaries and benefits	\$ 135,044	\$ 1,090	\$ 136,134
Travel and professional development	2,894	20	2,914
Supplies	4,326	14	4,340
Student awards, bursaries and donations	3,425	-	3,425
Fees and services	15,589	378	15,967
Facilities	8,374	515	8,889
Cost of sales	-	3,375	3,375
Leases, property taxes, insurance	930	36	966
Amortization of tangible capital assets	16,345	316	16,661
	\$ 186,927	\$ 5,744	\$ 192,671

# KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)  
(in thousands of dollars)

Year ended March 31, 2019

## 18. Expenses by object (continued)

	Instruction, research, and support	Ancillary operations	2018
Salaries and benefits	\$ 124,034	\$ 1,119	\$ 125,153
Travel and professional development	2,897	8	2,905
Supplies	4,479	54	4,533
Student awards, bursaries and donations	1,303	-	1,303
Fees and services	15,269	326	15,595
Facilities	7,288	320	7,608
Cost of sales	-	3,807	3,807
Leases, property taxes, insurance	905	34	939
Amortization of tangible capital assets	12,877	249	13,126
	\$ 169,052	\$ 5,917	\$ 174,969

## 19. Comparative figures

Certain comparative figures have been reclassified to conform to the current year financial statement presentation.



## Appendix C: Margins of Error

The margin of error is a statistic expressing the amount of random sampling error in a survey's results. The larger the margin of error, the less confidence one should have that the survey results are close to the "true" figures; that is, the figures for the whole population of students, not just those who responded. The table on the next page provides the margin of error at the ninety-five percent confidence interval for the AEST performance measures that are based on the BC Student Outcomes Surveys. The target assessment is based on determining whether the target is within the ninety-five percent confidence interval of the survey result.

**Kwantlen Polytechnic University**  
**2018/19 Accountability Framework Performance Measure Results (BCSOS)**

Performance measure <sup>1</sup>	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
<b>Student satisfaction with education</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.7%	1.4%	≥ 90%	91.1%	1.6%	Achieved
Former apprenticeship students	90.6%	3.3%		90.9%	2.9%	Achieved
Bachelor degree graduates	92.5%	1.7%		92.3%	1.7%	Achieved
<b>Student assessment of the quality of instruction</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.5%	1.3%	≥ 90%	93.8%	1.4%	Achieved
Former apprenticeship students	92.7%	3.0%		92.3%	2.7%	Achieved
Bachelor degree graduates	94.6%	1.4%		91.6%	1.8%	Achieved
<b>Student assessment of skill development</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	88.6%	1.5%	≥ 85%	87.1%	1.7%	Achieved
Former apprenticeship students	84.9%	4.0%		87.3%	3.4%	Achieved
Bachelor degree graduates	89.3%	1.8%		88.4%	1.9%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.0%	2.2%	≥ 90%	81.9%	2.6%	Substantially achieved
Former apprenticeship students	91.3%	3.5%		92.3%	3.0%	Achieved
Bachelor degree graduates	88.8%	2.2%		87.5%	2.3%	Substantially achieved
<b>Unemployment Rate</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	8.9%	1.6%	≤ 6.6%	6.5%	1.6%	Exceeded
Former apprenticeship students	4.1%	2.3%		2.1%	1.5%	Exceeded
Bachelor degree graduates	5.2%	1.5%		4.6%	1.4%	Exceeded

1. Please consult the 2018/19 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

For all measures: Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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 less than 20 or the margin of error is greater than 10%.