

KWANTLEN POLYTECHNIC UNIVERSITY



2021/22

# Accountability Plan & Report





# Accountability Statement

The Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
Government of British Columbia

July 15<sup>th</sup>, 2022

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2021/22.

The report describes how KPU addressed the mandate priorities for 2021/22. This includes actions KPU is undertaking to support lasting and meaningful reconciliation with Indigenous learners and communities, as well as work on equity and anti-racism. We also report on other institutional priorities with respect to KPU's strategic plan, *VISION 2023*, and our 2023 Academic Plan.

KPU has achieved or substantially achieved all targets set by the Ministry of Advanced Education and Skills Training for 2021/22 with the exception of the developmental FTE, Indigenous and total domestic FTE targets.

KPU continues to meet its financial targets, with a surplus of \$0.6 million for FY 2021/22. The report includes a summary of the financial context for KPU. KPU is actively participating in the funding formula review.

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

Sincerely,



Ivy Chen  
Board Chair



Alan Davis, PhD  
President and Vice Chancellor



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# 1. Strategic Direction

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

VISION  
2023  
»»»

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

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

### Goals

#### »»» **Experience We will**

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

#### »»» **Sustainability We will**

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

#### »»» **Creativity We will**

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

#### »»» **Quality We will**

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

# KPU Strategic Priorities

This section describes the work carried out in the past year on KPU's priorities, including actions to advance KPU's strategic plan, *VISION 2023*, and its 2023 Academic Plan. Also reported in this section are activities that address government priorities as outlined in KPU's mandate letter for 2021/22, as well as the April 2022 Minister's Letter of Direction.

## »» Putting People First

### *Returning to Campus*

The new and innovative ways in which we responded to the pandemic have taught us the importance and value of a more flexible approach to learning and working at KPU. For this reason, the return to campus at KPU is really about a shift to being a multi-model institution in how it teaches and learns, undertakes scholarship, and how it governs and administers itself.

Employee and faculty preferences for how they undertake their work, identified in 2021, will be continued where appropriate, using updated remote work guidelines and adding the relevant technological and training support.

Students' preferences for how they study at KPU were confirmed in a fall 2021 in-depth survey of nearly 5,000 students. Almost three quarters of students said they would like at least some of their courses online once the COVID-19 pandemic is over. These student preferences will increasingly be built into the sustainable enrollment management process that KPU uses to plan for each semester's offerings. Demand for online courses, as evidenced by course registrations, has remained high; waitlists for online classes indicate that KPU is not yet offering enough sections of these courses online.

Most activities have returned to campus, although many now also include virtual ways of accessing them. This includes student services such as advising and counselling.

Campus-based sport and recreation activities resumed starting in fall 2021. The fitness centre and gymnasium at KPU Surrey, offering fitness classes, drop-in sports, and intramural leagues, were reopened in fall 2021 in accordance with provincial guidelines. Fitness classes at KPU Langley and Richmond resumed in spring 2022 and the fitness centres at KPU Tech and Langley were reopened for drop-in use in April when vaccination passports were no longer required. Intramural sports in particular saw an increase in student engagement since the re-launch of the program, with over 350 student registrants across all four leagues (indoor soccer, badminton, volleyball, and basketball) in the fall 2021 and spring 2022 leagues. This level of intramural participation in 2021/22 was higher than it was pre-pandemic.

### *Evolution of Teaching and Learning*

Over the two years since the pivot to online learning in March 2020, KPU's focus has shifted from supporting remote emergency instruction to supporting the thoughtful design and delivery of engaging, effective, and inclusive learning environments and experiences across all course delivery models. While this evolution has been enabled through enduring and high levels of faculty engagement,



it has been sustained through increased investments in teaching and learning, including personnel, technologies, and infrastructure.

A cornerstone of this new approach has been the development and launch of a comprehensive yet flexible framework for faculty development. Known as the Foundations in Teaching Excellence program, it focuses on workshops and training across five core domains: learning design, learning assessment, learning technologies, inclusive teaching, and reflective practice. The program was developed following university-wide consultation with faculty and instructional staff and is available almost entirely asynchronously. Embedded within this framework is training and support for universal design for learning, antiracist teaching practices, Indigenization, and the scholarship of teaching and learning, all of which represent key strategic priorities for KPU's Teaching and Learning Commons.

KPU's suite of learning technologies has been greatly expanded, with new tools added for instructional resource creation (e.g., Camtasia), collaborative learning (e.g., Hypothes.is), conferencing (e.g., Zoom), and interactive learning (e.g., H5P). Perhaps the most impactful among these has been the adoption of a flexible and user-friendly ePortfolio platform, PebblePad, that has enjoyed quick uptake across the institution. These investments in software have been complemented with capital investments such as a well-equipped recording studio (complete with green screen and teleprompter) for use by faculty who wish to create high-quality instructional videos, mobile demonstration carts that prevent the need for a crowd of students to surround an instructor giving an in-class demonstration, and the fitting out of a lecture capture classroom. KPU's Teaching and Learning Commons website has been redesigned to serve as a hub for technology support, teaching resource sites, professional development offerings, access to funding, and links to additional communications channels, to name a few.

One other significant development has been the creation of the Teaching and Learning Innovation Fund. This source of support has enabled a wide range of creative projects that include scholarship of teaching and learning, resource creation, new pilot initiatives, and interdisciplinary collaborations. The fund has been immensely popular, with additional funding allowing for 130% of the initial fund to be distributed during its first full fiscal year.

Looking to the future, teaching and learning is embarking on a strategic planning process to capitalize on the lessons learned while engaging deeply with the university community. Given KPU's identity, KPU is in an ideal position to push against a broader culture in higher education that tends to devalue teaching, and instead normalize educational development and the creation of inclusive and supportive teaching and learning environments, for both faculty and students.

### ***Student and Employee Mental Health and Wellbeing***

The Canadian Mental Health Association has pointed to an “echo pandemic”<sup>1</sup> of deteriorating mental health unless measures are taken to head it off. The recommendation is for institutions to make further investments in expanded mental health care, mental health promotion, mental illness prevention, and early intervention programs as a means for a successful and equitable recovery from the COVID-19 pandemic for all Canadians, and especially those at highest risk and/or most vulnerable.

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<sup>1</sup> See the Canadian Mental Health Association's August 2020 article, [An echo pandemic of mental health issues?](#)

During the pandemic, several employee webinar workshops were held in support of mental health, such as The Working Mind, Building Resilience; Cultivating Calm: Mindfulness, Stress and You; Returning to Different; Having the Courage: Difficult Conversations; and Essential Skills for Managers.

In 2022/23, an investment into developing a new and comprehensive strategy for student health and wellness is being made. The following are the supports available to students:

- *Remote Counselling:* Counselling services continue to be provided remotely through Microsoft Teams and by phone. One of the benefits of going online is increased accessibility for some students, including those living outside Canada. Our approaches to counselling and support have been adapted in order to safely work with students remotely. In-person counselling resumed in summer 2022.
- *Keep Me Safe and MySSP:* The Keep Me Safe program, launched at KPU in April 2020 with the accompanying MySSP app, continues to provide immediate counselling support to students. While the program is available 24/7, the key usage times are 5 p.m.-midnight and 3 a.m.-6 a.m. The majority of users receive services in English, with some receiving services in either Mandarin or Punjabi. The MySSP app also provides access to a range of articles and videos related to mental health wellness.
- *Suicide Prevention Grant:* This grant has allowed the KPU Suicide Prevention Project to increase peer-to-peer outreach and information sharing; increase services and activities aimed at developing resilience and reducing isolation, thereby reducing suicide risk; and focus outreach efforts on specific groups of students who may be more vulnerable. This grant has also resulted in new programming and services starting in summer 2022, including the development of a peer-led resilience curriculum and six-part workshop series developed in partnership with Psychology faculty. In addition, it has helped Counselling Services establish a psychotherapy group focused on resilience and coping strategies in relation to suicidal ideation.
- *Thrive Month:* KPU Health Promotion coordinated the seventh annual Thrive Month in October 2021, featuring over 46 events. Thrive Month is a series of events, workshops, and activities that focus on supporting positive health and wellbeing for students, staff, and faculty. This year's theme was TRANSFORM, REVITALIZE, THRIVE. Some highlights include: Stretching with Pets, TED Talk Tuesday, Jeopardy, and workshops on financial resources and creating good habits.
- *Wellness in Action:* Wellness in Action is a joint offering from the Sport & Recreation and Counselling Services departments. It provides students experiencing mild to moderate anxiety and depression with a structured exercise program that helps them navigate their experience. In September 2020, the program was successfully launched online. On-campus instruction restarted in fall 2021 with students expressing their appreciation for the hybrid approach of being able to participate in personal training sessions virtually as well as in person. Six participants successfully completed the program since fall 2021 and another six began the program in May 2022.
- *Sport & Rec @ Home:* In May 2020, the Sport & Recreation department developed an online platform to provide the KPU community with health and wellness resources such as workout plans and videos, fitness articles, nutritional tips, recipes, and outdoor recreational ideas. KPU Sport & Recreation also launched virtual fitness classes to continue to provide students and employees with fitness programming. These classes will continue to be offered virtually to

support the KPU community while they learn and work from home, in addition to the on-campus activities that resumed this past year, as described in the *Returning to Campus* section.

- *E-sports Launch:* The Sport & Recreation department launched E-sports tournaments beginning in May 2021. E-sports is an innovative way for the department to provide students with programming that allows participants to connect and foster a sense of community and belonging. To remove barriers to entry and in support of inclusivity, games were intentionally selected for their cross-platform capabilities, and the tournaments were free to enter. Five tournaments were hosted in fall 2021, four in spring 2022 and two in summer 2022. Tournaments included Rocket League, Jackbox Party, Fortnite, Clash Royale, Brawl Stars, and Mario Kart.
- *Peer Wellness Launch:* The Peer Wellness program launched in January 2021 and began hosting virtual drop-in sessions five times a week. These sessions were opportunities for students to connect with their peers and to navigate the different health and wellness resources available at KPU. The Peer Wellness Team hosted fun events like trivia, online games, and wellness sessions that align with the six dimensions of wellness identified by KPU's Healthy University Initiative. The team hosts events and drop-in sessions virtually and in person.
- *Meditation & Dialogues:* The Multi-Faith Centre continued hosting weekly online meditation sessions through the 2021/22 academic year. These sessions were opportunities for the KPU community to connect with chaplains of various faiths and secular backgrounds, and to learn different meditation techniques. On February 2, 2022, the Multi-Faith Centre hosted its eighth annual United Nations World Interfaith and Harmony Week celebration. KPU chaplains participated in a virtual dialogue session with guest speaker Dr. Michael Bomford from KPU's Sustainable Agriculture Program. This session explored climate change and the role religious and secular communities play both positively and negatively. The panel of interfaith chaplains included Christian, Sikh, Sufi, and Humanist perspectives. The Multi-Faith Centre chaplains hosted another virtual session on May 12 exploring the concept of chaplaincy within a university and multi-faith context. In April 2022, Multi-Faith Chaplains resumed their on-campus office hours and prayer rooms reopened.

### ***Sexual Violence and Misconduct Prevention***

KPU participated in the Sexual Violence and Misconduct survey that was conducted in early 2022. KPU's Student Rights and Responsibilities Office (SRRO) is responsible for KPU's sexual violence and misconduct (SVM) policy. The major activities undertaken from May 2021 to May 2022 fall into the following three categories:

- Strengthening process and practice;
- Policy alignment and review; and
- Education and awareness training.

#### *Strengthening Process and Practice*

In 2021/22 KPU's SVM Advisory Group met approximately twice per semester. Membership consists of: Director, Student Rights and Responsibilities (Chair); Senior Manager, Labour Relations; Director, Risk and Security; AVP, Student Affairs; and Vice President, Students. The purpose of this group is to review any information, incidents, or practices that may impact the ongoing development of KPU's SVM policy

and procedures. In so doing, the Advisory Group considers SVM in the context of federal, provincial, and local government legislation (existing and pending), alongside prudent and promising practices in the sector.

The SRRO Director is an inaugural and ongoing member of the Sexual Violence Advisory Group coordinated by the Ministry of Advanced Education and Skills Training (AEST). This group met approximately once per month in 2021/22. This provincial Sexual Violence Advisory Group is the main connection point between AEST, BC post-secondary institutions (PSIs), students/student associations, subject matter experts, and associations representing community organizations specific to sexualized violence. The main purposes of the group are to:

- Provide ongoing and annual recommendations and feedback to AEST on its strategic direction, programs, and initiatives, relating to efforts at preventing and responding to sexualized violence in the post-secondary education system;
- Provide guidance to affiliated Sexual Violence Working Groups; and
- Consult with various key parties, including students, post-secondary institutions, and community organizations on matters related to sexualized violence in the post-secondary education system.

The Director is also part of the Data and Reporting Working Group that stems from the Sexual Violence Advisory Group. This group also meets monthly and is a cross-section of AEST and PSI representatives working on the following goals:

- Establishing a common understanding across the public PSI system for reporting on SVM;
- Developing a common set of shared principles for the collecting and reporting of data elements; and
- Providing recommendations for PSIs to consider in their implementation of annual data collection and reporting cycle.

A shared set of principles should: provide transparency and accountability to students and the campus community, support efforts for the evaluation and assessment of SV policies and initiatives, enable comparability across institutions, and consider privacy/confidentiality as set out in BC's Freedom of Information and Protection of Privacy Act and sexual violence policies.

The Director and Student Rights and Responsibilities Liaisons have established connections with community agencies such as MOSAIC and Surrey Women's Centre. Finally, the work of the SRRO is informed by specialized training, involvement in various communities of practice, learnings from the national Courage to Act project, viewing webinars, and undertaking readings.

### *Policy Alignment and Review*

KPU is working on revising its Conflict of Interest policy and procedure (HR1). The revisions, which are going through the consultation process, include the addition of consensual or romantic guidelines. To protect members of the university community from the risk of allegations of sexual harassment, lack of consent, and conflict of interest, the university has set out expectations concerning romantic relationships between individuals where power differentials exist.

KPU's SVM policy and procedures (SR14) lays out the principles and general procedures for how sexual violence and misconduct is dealt with at KPU. The policy aligns with already existing policies relating

to investigations of student and employee conduct (ST7, HR21, and HR1), as well as the collective agreements with the BC General Employees' Union and Kwantlen Faculty Association. Additional related policies and legislation are identified in the policy.

As per the Sexual Violence and Misconduct Policy Act, KPU's SVM policy must be reviewed at least once every three years or as directed by the Minister of AEST. We are now within the second 3-year review period cycle. SVM is a complex issue and the SRRO's review process is continuous. It is expected there will be some proposed revisions when the policy and related procedures go through the policy revision process planned for 2023.

### Education and Awareness Training

The SRRO manages a webpage specific to Sexual Violence and Misconduct which is available at [www.kpu.ca/sexual-misconduct](http://www.kpu.ca/sexual-misconduct). The short video on how to receive a disclosure is on the SVM webpage and has been translated into basic Chinese and Punjabi. Links to the SRRO webpage, which links to the Sexual Violence and Misconduct webpage, are available on KPU's Safe app, the 24/7 my SSP app and KPU International's iCent app. The SRRO delivers workshops on topics that include: how to receive a disclosure, bystander awareness, and consent and healthy relationships. In addition, the SRRO can do a condensed version touching on all three topics.

It is the mission of the SRRO to promote a community of care and respect; as such, we make our office visible by forming relationships with other departments and participating at various events and initiatives as appropriate, such as THRIVE month and at various orientation events.

Relevant SRRO activities this past year include:

- Working with the Student Health Promotion department in providing content for the newly launched sexual health and wellness webpage at <https://www.kpu.ca/sexual-health>;
- Participating on the panel for the Kwantlen Student Association-sponsored event, Movies for Mental Health Online (Sexual Violence Focus); and
- Applying for an Articulate Rise license to offer asynchronous training: Safer Campuses for Everyone: Sexual Violence Prevention and Response Training for B.C. Post-Secondary Institutions, a 75-minute online, self-paced, e-learning program. KPU is adapting the course content to have this available to the KPU community in the 2022/23 academic year.

The SRRO Director also served on the planning committee for, and emceed day 3 of, the June 2021 3-day online forum hosted by BCcampus, Moving Forward Together – Honouring Consent: Addressing Sexualized Violence within B.C. Post-Secondary Communities. The forum was attended by the Ministry, post-secondary institutions, and student groups. It covered topics such as decolonizing approaches to sexual violence prevention, and the influence of language on sexual violence and the actions taken to address it.

In addition, the Director has partnered with KPU Instructor Alana Abramson to launch the Restorative Justice Post-Secondary Collective, and a sub-group that meets approximately three times per year continues to explore restorative practices as a response to sexualized violence. A [Wordpress site](#) has been developed that serves as a national repository of relevant information and literature specific to restorative justice and sexualized violence. Additionally, this was a focus throughout the Director's

Master of Arts, culminating in a professional practice paper on this topic available at: <https://kora.kpu.ca/islandora/object/kora:684>

### ***Financial Supports for Students***

As a result of a budget surplus in fiscal year 2022, KPU donated a total of \$7 million to the KPU Foundation. A total of \$3.3 million will go towards an endowment for student scholarships and bursaries. The remaining \$3.7 million is dedicated to reducing financial barriers for current, future, and graduating students. Students will benefit in a number of ways, including an offset to the 2% tuition fee increase for students enrolled in classes in fall 2022 and spring 2023. This will result in \$3 million in savings for students. The \$40 application fee for new domestic students at KPU will be waived by way of a credit to their student accounts, upon their admission. This credit will result in \$250,000 in savings for students. Students graduating in 2022 will receive a \$50 gift card to the KPU Bookstore as a completion gift and special acknowledgement for completing their credentials during the pandemic. Additionally, \$300,000 is being made available for one-time-only new student awards: \$150,000 for domestic student awards, and \$150,000 for international student awards. For self-identifying Indigenous students, \$50,000 will be divided equally to all in the form of a credit to their student accounts.

### ***Open Education***

One way to reduce the cost of education is by eliminating textbook costs through the provision of Open Education Resources. KPU is an international leader in open education and home to Canada's first Zero Textbook Cost (ZTC) programs. In 2020/21 academic year, there were 951 ZTC course sections, representing 18% of all sections. A total of 10,776 students benefited from these ZTC sections, saving them an estimated \$2.3 million in textbook costs for the year. This is a 23% increase in ZTC sections over the prior year.

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

The purpose of Dual Credit programming is to provide high school students with opportunities to take post-secondary courses at KPU, allowing them to earn credits at both the secondary school and undergraduate level.

Over the past year, KPU's Future Students Office and the KPU Foundation worked with the ScotiaRISE initiative to develop the Scotiabank Strive Dual Credit Program to address a gap in participating in dual credit programs for Black, Indigenous, and People of Colour (BIPOC) students and students from low-income backgrounds. KPU has worked in collaboration with the Surrey and Richmond School Districts to identify Grade 11 and 12 students from alternative secondary school settings who would not historically have been considered for the traditional Dual Credit program.

The program began in the spring 2022 semester with students from the Guildford, City Central, North Surrey, and Cloverdale Learning Centres, as well as the Education Services School. We received 29 applications for our first cohort and 21 students enrolled. The second semester will proceed in the fall 2022 semester with students from the Richmond School District. Cohorts will alternate between the two school districts thereafter, for a total of six cohorts over three years.

The Scotiabank Strive Dual Credit Program has dedicated KPU support systems with tutoring options, literacy support, Learning Centre support, a direct student mentor, and Strive Student Ambassadors. Our Strive Student Ambassadors are current KPU students and previous Dual Credit students who relate well with the students, help to create a safe and comfortable classroom environment, and encourage the students to be more involved, share, ask questions, and get help when needed.

### ***Former Youth in Care***

KPU continues to see an increase in self-identifying Former Youth in Care (FYIC) attending KPU. In the 2020/21 academic year, 63 FYIC students attended KPU, up from 44 in the prior year. Across fall 2021 and spring 2022, 65 FYIC students attended KPU. These students are connected to a designated Financial Aid Advisor who helps them navigate additional financial resources available to them, and a designated Academic Advisor who helps them navigate program choices, course planning and selection, and course registration.

KPU's Student Awards and Financial Assistance department and Office of the Registrar worked with EducationPlannerBC to incorporate a self-identifying question for FYIC in KPU's application for admission, starting with fall 2021 applications. This will make it possible to identify eligible individuals and reach out to them about funding and other supports available to them.

In 2019, KPU created the Supports for Success program for Former Youth in Care, which includes faculty mentorship, online workshops, and building an online community website for FYIC. The faculty mentorship is a partnership between KPU's Faculty of Arts and the Student Affairs division. Due to the pandemic, mentorships shifted to online workshops, once per semester. Faculty-student mentorship will resume in the 2022/23 academic year. In addition, the program will create a virtual and in-person community for Former Youth in Care.

Funding from the Barber Foundation has supported a coordinator for Supports for Success and the program now has a steering committee and an advisory committee, which includes representatives from the Faculty of Arts, Student Services, Indigenous Services for Students, the Equity, Diversity, and Inclusion Office, as well as other areas. The committee is seeking funding to hire a peer navigator for FYIC. In the longer term, KPU hopes to create a dedicated space on campus for FYIC students and use this as a venue to promote Supports for Success among current and prospective FYIC students.

KPU continues to participate in system-level initiatives to support FYIC, including BC's Campus Navigator community of practice and BC's Former Youth in Care Post-secondary Access Committee information sessions. In addition, KPU's Vice President, Students represents KPU as a member of the Surrey Poverty Reduction Coalition (SPRC) with the City of Surrey. The SPRC is a multi-sectoral, non-partisan coalition of representatives from a range of organizations and government agencies in Surrey established to facilitate the strategic development of initiatives and activities that aim to eliminate poverty in Surrey. The SPRC will:

- Support and amplify poverty-related initiatives and calls to action of other local tables and coalitions in Surrey;
- Consider the local, regional, provincial, and national contexts when planning action;
- ensure that its activities do not duplicate or compete with the work of local agencies and/or other coalitions in Surrey;

- Collect, analyze, and report, in a variety of formats, quantitative and qualitative information on poverty in Surrey, helping others to understand local poverty and inform and mobilize action; and
- Bring key parties together across sectors and create opportunities for meaningful collaboration and cooperation.

The Vice President, Students also participates in meetings of the SPRC pilot project: Connecting Community to Surrey Youth Aging Out of Care. In 2020, SPRC received a Vancouver Foundation grant to better understand the additional barriers these youth face as they transition from government care to independent living in the community when they turn 19. This resulted in the launch of two pilot projects: Fireside Youth Leadership Program and Fundementors. These pilots reflect the years of work and engagement with Surrey Former Youth in Care that helped to identify their specific needs during the transition from government care to independent living, and specifically their desire for more adult support, mentorship and opportunities for leadership development. At the heart of this is the role that education can play in providing pathways to success. The recent work of the KPU Supports for Success mentorship program, described above, is an example of this direction that was formed internally at KPU and initially independent of the SPRC projects.

### **Adult Learners**

To better serve the needs of adult learners, those who have been away from any form of schooling for at least a few years, including those who need upskilling to continue or change careers, KPU has engaged the services of the Council for Adult and Experiential Learning (CAEL) to conduct a comprehensive examination of KPU’s policies and practices to identify areas of strength and opportunity for serving adult learners. CAEL is a not-for-profit organization that engages with educators, employers, and community leaders to align learning and work so that adults achieve continuous, long-term career success. As part of this work, KPU is conducting research to understand the needs of adult learners in the KPU region through a household survey.

KPU has additionally focused on developing new support structures to recognize students’ prior learning and work experiences for mature learners. This has included development of a self-paced training course for learners on competency-based portfolio preparation, as well as a self-paced training course for faculty who currently serve or wish to serve as prior learning assessment and recognition assessors in their departments. The KPU Complete program, piloted over the course of 2021, has served as a pathway to offer specialized support to mid-career and mature learners who wish to take academic programs at KPU. This program has supported the designation of KPU courses as specialized sections dedicated to learners 25 years old or older. The program has also offered centralized coordination services for mature learners, intended to connect them with services to facilitate re-entry into post-secondary education.

## **»» Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples**

A priority of government is to support lasting reconciliation with Indigenous Peoples through initiatives that increase the participation and success of Indigenous learners and implementation of the Calls to Action of the Truth and Reconciliation Commission (TRC), as well as articles in the UN Declaration on



the Rights of Indigenous Peoples (UNDRIP). This mandate aligns with one of the strategic goals in KPU's *VISION 2023*, "Embrace all cultures and promote a renewed, authentic approach to Indigenization." To further our efforts in this area, this year KPU has focused on both strategy development and capacity building, including hiring more Indigenous Peoples and providing training for all employees. Some of these efforts are highlighted in this section while Appendix A: Report on TRC and UNDRIP describes many other activities that KPU has undertaken to address this priority.

### ***xé?elł - Pathways to Systemic Transformation***

KPU has developed an Indigenous strategic plan titled: *xé?elł - Pathways to Systemic Transformation*. The plan was developed through consultation with the Indigenous Advisory Committee as well as many other consultations across the university. The following key principles emerged through the consultations, each of which have been further delineated and are being linked and aligned to the TRC Calls to Action and articles of UNDRIP.

- Campus design to reflect the land and peoples
- Open to community
- Young voices matter
- Weaving Indigenous worldviews
- Holistic learning and wellbeing
- Support the Cultural Advising program
- Safe and respectful dialogue
- Evolve cultural awareness
- Recognize Indigenous achievement and contribution

### ***Indigenous Advisory Committee***

The Indigenous Advisory Committee is a community-based committee co-chaired by Cheryl Gabriel, Elder at the Kwantlen First Nation, and Special Advisor, Len Pierre, and coordinated by Dr. Steve Cardwell, Vice President, Students. The meetings include invited representation from Semiahmoo, Kwantlen, Katzie, Musqueam, Tsawwassen, and Kwikwetlem First Nations; the Métis Nation BC; Indigenous department representatives with the Surrey, Richmond, Delta, Langley, Maple Ridge, and Coquitlam School Districts; KPU faculty, staff, and students; and others. The topics addressed by the committee have included the development of principles and values that will lead to a new Indigenous Strategic Plan as well as the recently approved KPU Campus Masterplan 2050. The Indigenous Advisory Committee met five times in 2021/22.

### ***Elder in Residence***

KPU welcomed its first Elder in Residence, Lekeyten, of the Kwantlen First Nation, at a special installation ceremony on January 29, 2015. The primary focus of KPU's Elder-in-Residence program is to support and encourage Indigenous students on their educational journey. In his role, Lekeyten shares knowledge, traditions and teachings with individual students and groups, and works with the university to encourage and promote understanding and respect for Indigenous perspectives, culture, and values. Lekeyten also provides ceremonial openings to important events on campus, including convocation and the first Board and Senate meetings of the year. Using KPU's video-conferencing tools, Lekeyten continued to work with Indigenous students and others during the pandemic.

Plans are underway to expand KPU's Elder-in-Residence Program to better meet the needs of a diverse Indigenous student population, and to be better positioned for responding to faculty requests for classroom participation, in addition to Elder participation at institutional and community events.

### ***New Indigenous Leadership Position***

KPU has created the Associate Vice-President, Indigenous Leadership, Innovation, and Partnerships position and is expected to have this position filled by fall 2022. This position reports to the Vice President, Students and is responsible for overall Indigenous leadership, innovation, partnerships, and strategic planning at KPU. The AVP will provide leadership and support KPU's efforts towards truth and reconciliation, and provide senior advice and guidance on how KPU can work towards decolonizing and Indigenousizing the university's structure. The position will work collaboratively across all campuses, with a variety of internal and external collaborators to ensure effective education and service for Indigenous learners. The AVP will also play a key role in keeping the university engaged with the external Indigenous communities and in promoting the importance of Indigeneity and reconciliation.

### ***Indigenous Hiring Initiative***

In February 2022, KPU received approval from BC's Office of the Human Rights Commissioner for a special 5-year program to enable preferential hiring of qualified candidates who self-identify as Indigenous, including First Nations, Métis, and Inuit, for faculty, excluded management, and staff positions across the university. The goal is to have ten additional Indigenous faculty members, five additional Indigenous administrative employees, and seven additional Indigenous support staff at the end of the 5-year period. KPU's purpose for this special hiring program is to redress the systemic barriers inherent in higher education, including hiring practises that have led to the underrepresentation of Indigenous Peoples in decision-influencing, leadership, and faculty positions.

### ***Indigenous Studies Department***

In spring 2022, the University Senate and the Board of Governors approved the establishment of a new department of Indigenous Studies in the Faculty of Arts, effective April 1, 2022. Although KPU has been offering Indigenous Studies courses for over five years and has a well-subscribed Minor in Indigenous Community Justice, the creation of an Indigenous Studies department will strengthen our ability to support lasting and meaningful reconciliation. The Indigenous Studies Department will provide a key locus for Indigenousization and decolonization within the Faculty of Arts and KPU, and empower the department faculty to determine its protocols in keeping with local Indigenous practices, and to envision its educational and programming goals through consultations with members of the KPU community and local Indigenous communities.

### ***Other New Indigenous Roles***

The Faculty of Arts has created an Arts Indigenous Liaison staff position to coordinate, support, and liaise with Indigenous faculty and staff in Arts, and assist with external-facing activities, events, and consultations. In addition, an Indigenous consultation and honorarium fund has been established. The liaison position and the honorarium fund will be important in supporting the Indigenous Studies department while sparing our small number of Indigenous faculty an unreasonable burden of

consultation. In addition, an Arts educational consultant specializing in Indigenization in curriculum will be added to complement the Education Consultant, Indigenization in Teaching and Learning.

For the 2022/23 academic year, residency programs are being added to bring in a variety of Indigenous scholars to KPU, who will mentor students and participate in events while also pursuing their own work. This includes Indigenous Writer in Residence, Indigenous Artist in Residence, Indigenous Scientist in Residence, and Indigenous Designer in Residence.

### ***Indigenous Dialogue Series***

The KPU Indigenous Dialogue Series, which was launched in Fall 2020, is intended to bring together all members of the KPU community—students, employees, affiliates, and the general public, including settlers and Indigenous Peoples—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation BC, Indigenous education representatives with school districts, the Surrey Urban Indigenous Leaders Committee, and others.

The series is guided by Coast Salish values reflected within the cycle of the seasons: fall, winter, spring, and summer. In Coast Salish territories, the seasonal cycle of the year guides much of the affairs of the communities and holds incredible significance in cultural practices:

- The fall is a time for preparation and reflection.
- The winter is a time for togetherness, spirituality, and working.
- The spring is a time for growth and renewal.
- The summer is a time for abundance, harvesting, and celebration.

It is our hope that these sessions help spark productive, genuine discussion and meaningful action as KPU moves towards addressing historical and systemic wrongs, ensuring fundamental rights, and creating a present and future where Indigenous Peoples can flourish. The events, hosted virtually, are free and open to the public.

In 2021/22, we held four events. The first event, in September 2021, featured Len Pierre Pul-ee-qwe-luck, Special Advisor, Indigenous Leadership, Innovation, and Partnerships at KPU. Len is Coast Salish from the Katzie First Nation. His talk focused on reconciliation with radical thought, action, and heart - how reconciliation can move from 'knowing' to 'doing' in higher education.

In February 2022, we were fortunate to hear Dr. Marie Battiste, OC. speak on Decolonizing the Academy: Trans-systemic Transformations. The session focused on the mandates, challenges, and tensions of Indigenization and reconciliation arising from what counts as knowledge, how Indigenous knowledges differ from Eurocentric disciplinary knowledges, and how Indigenous faculty and students must navigate diverse knowledges and systems often to their detriment. Dr. Battiste explained the diverse ways Indigenization is practiced across Canada in universities and why decolonizing knowledges in curricula and decolonizing systems matter to universities.

In April 2022, Chief Dr. Robert Joseph, OC, OBC spoke passionately about Reconciliation: Where are we? Hereditary Chief of the Gwawaenuk First Nation, Chief Robert Joseph has dedicated his life to bridging the differences brought about by intolerance, lack of understanding, and racism at home and abroad. As one of the last few speakers of the Kwakwaka'wakw language, Chief Joseph is an eloquent and

inspiring Ceremonial House Speaker. He is currently the Ambassador for Reconciliation Canada, a member of the National Assembly of First Nations Elders Council and an Honorary Witness to Canada's Truth and Reconciliation Commission.

The final speaker for the year, in June 2022, was Dr. Pam Palmater, an award-winning public speaker, author and social justice activist. Dr. Palmater has a Masters and Doctorate in Law from Dalhousie University, specializing in Indigenous law. She is frequently called as a legal expert before Parliamentary and Senate committees, as well as United Nations treaty bodies dealing with human rights, and laws and policies impacting Indigenous Peoples. A member of Eel River Bar First Nation and a citizen of the Mi'kmaw Nation, Pam has been volunteering and working with First Nations and grassroots organizations for over 30 years. Her focus on Indigenous education, sovereignty, and nation building includes work in Indigenous law-making, land reclamation, and global advocacy in human rights.

### ***Other Learning Opportunities***

Indigenous Awareness Learning Modules for employees and students were created by The Drive Learning Consultants in partnership with KPU and BCIT. These online modules are designed to increase knowledge about Indigenous Peoples in Canada, share the true history of Indigenous Peoples, and describe both the historical and contemporary place and space Indigenous Peoples occupy.

KPU's Teaching & Learning Commons has provided webinars for faculty on topics such as Inclusive Digital Pedagogy in Exclusionary Times, and Activism Outside and Inside the Institution: Strategies and Tactics for Increasing Diversity, Equity and Inclusion.

KPU now has a membership with Indigenous Works who advance workplace inclusion efforts for Indigenous, Metis, and Inuit communities. They offer a number of resources on Indigenous recruitment, retention, and inclusion.

## **»» Equity and Anti-Racism**

Kwantlen, a name which we proudly share with the Kwantlen First Nation, translates to "tireless runner." In our obligation to live up to this name generously bestowed upon us, we recognize that advancing equity, diversity, inclusion, and decolonization (EDID) is dependent on the ongoing work and tireless commitment of all KPU community members.

### ***Equity, Diversity, Inclusion, and Decolonization at KPU***

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to our evolution into a unique, progressive, and highly regarded university that upholds a culture of sustainability, creativity, and quality. Our goal is not only to reflect our diverse, dynamic, and growing region, but also to enable our students, employees, and friends to enjoy rich, engaging, and supportive educational and working experiences.

As articulated in KPU's Diversity and Inclusiveness Policy (Policy HR 15), our Vision towards a respectful campus community includes:

- Respect for the dignity of all persons;

- Fair and equitable treatment of all persons;
- Respect for diversity;
- Conduct and language that reflects social standards of courtesy, dignity, trust, and respect; and
- Sensitivity and acceptance of the multicultural reality of the university.

KPU's commitments to advancing EDID include the following:

- **Truth and Reconciliation:** KPU is committed to responding to the calls for action outlined by the Truth and Reconciliation Commission of Canada. Our activities in this regard are described elsewhere in the *Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples* section, as well as in Appendix A.
- **Dimensions Charter:** KPU's signing of the Government of Canada's Dimensions Charter in 2019 signals our commitment to heightening research excellence, innovation, and creativity across all disciplines through increased equity, diversity, and inclusion.
- **Universities Canada Inclusive Excellence Principles:** Through KPU's commitment to Universities Canada's seven inclusive excellence principles, the university commits to attracting and retaining students, faculty, staff, and leaders from all backgrounds and to being active champions of equity, diversity, and inclusion.
- **Canada Research Chairs Program:** KPU is committed to meeting requirements set out by the Canadian government's Canada Research Chairs Program to develop and implement an equity, diversity, and inclusion action plan sustaining and/or addressing equity gaps in chairholder positions.
- **50-30 Challenge:** As a participant in the Government of Canada's 50-30 Challenge, KPU is committed to increasing diversity in senior leadership roles and on its Board.

The work to advance EDID is undertaken by a number of groups, each with a specific EDID focus. Highlights of these activities are described below.

The **Equity Diversity and Inclusion (EDI) Action Plan Steering Committee**, established in 2020, has made progress on the development of the action plan. The report on the results of the employee diversity census and inclusion survey, conducted by the Canadian Centre for Diversity and Inclusion in early 2021, was published in fall 2021. The EDI Action Plan Development Team is creating a draft set of recommendations to address the survey findings. University-wide consultation on these recommendations will be carried out in the fall and a final set of recommendations will be produced by the end of 2022. This process will welcome and enable contributions of all employees, and will follow recommendations outlined in the Canada Research Chairs' Institutional Equity, Diversity and Inclusion Action Plans Best Practices Guide,<sup>2</sup> forming the basis for the EDI Action Plan.

KPU's **Disability Inclusion Group (DIG)** is committed to dismantling ableism by fostering awareness, exposing barriers, encouraging engagement, and promoting inclusion for people with disabilities. Composed of student and employee representatives, DIG's purpose is to identify opportunities to create an environment and culture at KPU where all people with disabilities feel welcome, valued, supported, and empowered.

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<sup>2</sup> See the Canada Research Chairs' Equity, Diversity and Inclusion Requirements and Practises at: <https://www.chairs-chaire.gc.ca/program-programme/equity-equite/index-eng.aspx>.

The **President's Diversity and Equity Committee** (PDEC), is a broad, representational committee, composed of students and employees, that provides leadership in the advancement of EDI at KPU. PDEC ensures the implementation of KPU's Diversity and Inclusiveness policy and facilitates diversity and equity initiatives across the various divisions of the university. This includes a sponsorship fund to support events and initiatives that further the principles outlined in Diversity and Inclusiveness policy, and the annual Justice, Equity, Diversity, and Inclusion (JEDI) Awards, which celebrate members of the KPU community who demonstrate outstanding commitment, innovation, and leadership in working towards intersectional social justice, dismantling systemic barriers, and building a culture of EDI at and around KPU.

In 2022, two students and three faculty members received JEDI awards. KPU students Lesli Sangha and Jaya Dhillon received the award for their extraordinary advocacy for the rights of post-secondary students with accessibility needs. Lesli and Jaya represent the Kwantlen Student Association (KSA), working with fellow students and other key parties to address and break down the barriers for marginalized students to ensure the university is a more inclusive, equitable, and sustainable environment to study and work. Furthermore, they are an integral part of making change in the broader community, by lobbying on accessibility issues to the Canadian Alliance of Student Associations (CASA) and provincial government.

Dr. Gordon Cobb, a long-time human rights activist for the LGBTQ2+ movement, received the award for his role as Artistic Director and Producer of KPU online convocations where he demonstrated a sustained and profound commitment to EDI through his design choices, casting, creative representation, and musical selection. In the midst of the COVID-19 pandemic, he was able to create meaningful online cultural products that celebrated interculturalization, indigenization, and queer culture at KPU.

Faculty member Janice Morris received the award for her ongoing commitment to the promotion of justice, equity, diversity, and inclusion by devoting more than 10 years to founding and co-directing KDocs, an enterprise that provides marginalized groups with a platform to share their stories and experiences to students, faculty, and beyond. Through KDocs, Janice has provided a platform for the discussion of gender equity and diversity, access to education, environmental justice, racial justice, land claims, LGBTQ2+ issues, decolonization and reconciliation, diversity and inclusion for people living with disabilities, prison reform, climate change advocacy, and political engagement.

Lindsay Sasaki Wood, an impactful educator who advances equity, diversity and inclusivity from the classroom to the workplace, received the award for her commitment to justice both inside the KPU community and beyond. Her passion led her to secure government funding for a transformative EDI project that enhanced the co-op curriculum design in order to facilitate inclusivity and employment readiness. The project involved collaborating with KPU students, alumni, and employers to create digital resources on issues related to diversity and inclusion. These resources gave voice to the lived experiences of BIPOC students and alumni and will be openly licensed and accessible for all. She also coordinated two anti-racism professional development opportunities for the Association of Co-operative Education and Work-Integrated Learning.

The Pride Advocacy Group (PAG) is comprised of students and employees who represent an array of intersectional gender and sexual identities. PAG seeks to support and empower LGBTQ2+ students, staff, and faculty at KPU and identify opportunities to foster awareness, encourage engagement, and

promote inclusiveness, thereby creating an environment where LGBTQ2+ students and employees feel welcome, valued, supported, and empowered. Accomplishments in the past year include the adoption of preferred names across the university, which is especially important for trans and non-binary individuals whose well-being can be negatively impacted when their preferred name is not used.

The **Pride Advocacy Group** also advocated for the pride flag to be represented at every campus in the form of crosswalks, painted staircases, and poles. In the spirit of EDI, the Progress Pride flag, featuring colours from the trans, queer BIPOC, and original Pride flags, was selected to represent the LGBTQ2+ community. This project was met with enthusiasm and support across KPU. Over summer 2021, pride crosswalks were installed at KPU Langley, Tech, and Surrey, while a painted pole was installed at KPU Civic Plaza, and KPU Richmond saw the installation of painted stairs at the campus' west entrance facing Kwantlen Street and the Lansdown Centre mall. Selected photos are provided on the report cover.

KPU's **Office of Research, Innovation, and Graduate Studies** recognizes that research excellence cannot be achieved without EDI, and so the Task Force on EDI in Research and Scholarship was established in 2022. The Task Force will ideally represent all five major equity-seeking groups: women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities. The purpose of the Task Force is to identify needed supports for the KPU community and resources needed for the university administration.

To raise awareness and to learn how to enhance EDI at KPU, KPU has provided its employees, faculty, and students with learning opportunities and resources. The following are some of the opportunities provided over the past year not already described in the report:

- Through KPU's partnership with the Canadian Centre for Diversity and Inclusion, KPU employees have been provided access to a variety of resources including live and recorded webinars, research articles, and best practice forums and Community of Practice events.
- KPU's Human Resources office is providing employees with a workshop called Relearning Gender. This 90-minute workshop includes discussions on gender inclusion, acknowledging someone's pronouns, and other meaningful actions to help build safe, inclusive spaces for trans and gender diverse students and employees.
- Through KPU's partnership with Pride at Work Canada, employees have access to live webinars and resources that support LGBTQ2+ workplace inclusion.
- Health Promotion organized a virtual allyship workshop on October 18, 2021 hosted by Out in Schools, BC's award-winning LGBTQ2+ education program that engages students of all ages on issues of homophobia, transphobia, and bullying.

## ***Anti-Racism***

Established in 2020, KPU's Task Force on Antiracism, a cross-institutional initiative consisting of employee and student members, is focused on creating institutional supports for teaching, learning, research, and scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice. A survey for employees was conducted on behalf of the task force to gain a deeper understanding of race, racism, and antiracism at KPU; to identify where barriers exist for BIPOC (Black, Indigenous, and people of color) communities; and to determine pathways towards a more just

and inclusive university. The Task Force will be producing a report with recommendation on addressing racism based on this information and multiple consultations that have taken place over the past two years.

The Task Force has provided workshops for employees such as: Fundamentals of Anti-Racism, Unlearning Anti-Blackness, Inclusive Language, Fundamentals of Anti-Oppression, and Anti-Oppressive Communication, and workshops for students, such as: Introduction to Antiracism, and Treating Stories with Care: A Workshop on Appropriation, Ethics, and Telling Your Own Stories. A web-page with resources on antiracism has also been created.

KPU's signing of the *Scarborough Charter* represents our commitment to take meaningful and concrete action to address anti-Black racism and promote Black inclusion in Canadian higher education. The principles, actions, and commitments outlined in the *Scarborough Charter* reflect our collective recognition of the realities of anti-Black racism, encapsulate our shared aspirations to address them, and provide a concrete framework for delivering on our promise.

## »» Fighting Climate Change

KPU has successfully institutionalized sustainability into its plans and policies as well as fostered a community culture that prioritizes sustainability on our campuses and in our work. This is illustrated by the following initiatives that cover education, research, and operations.

### ***KPU's Climate+ Challenge***

The Climate+ Challenge is a KPU-wide initiative that engages students and instructors in learning about climate change through an empathetic and solutions-oriented lens. The challenge is based on the principle that every discipline and every student can contribute to a better understanding of the challenges of climate change, and employ critical and creative thinking, testing, and innovation to find solutions.

Instructors who want to add climate change content to their courses can sign up for something as small as having students complete an assignment related to climate change, or as big as running a whole course dedicated to climate change. Students can choose from a list of Climate+ Challenge courses each term.

In fall 2021, ten courses were involved in the challenge. By spring 2022 that had increased to 23 courses and by summer 2022 there were 31 courses involved. Each course has some climate change content and at least one assignment focused on climate change. Resources are available for instructors, including sample assignments.

### ***Programs in Sustainable Agriculture***

KPU offers a Bachelor of Applied Science in Sustainable Agriculture. The curriculum offers both practical experience and academic training in sustainable agriculture. Coursework fosters experiential learning and exploration of personal interests. Through participation in crop and animal production and year-round agro-ecosystem management classes, as well as community/land-based research and internships, undergraduates become confidently knowledgeable of the scientific, practical, and



business elements of sustainable land-based, management-intensive, alternate market farming and food systems.

KPU also offers a Graduate Certificate in Sustainable Food Systems and Security. This is an 18-credit graduate certificate composed of six online courses spanning one academic year. The interdisciplinary curriculum comprises two parts: the first part is a comprehensive interdisciplinary examination of contemporary food systems and food security from environmental, social, and economic perspectives, elucidating the multi-faceted and deep challenges to humanity and the biosphere; the second part seeks to envision and facilitate a better food system future.

### ***Research on Sustainable Agriculture and Horticulture***

KPU has two research institutes with a focus on sustainability.

#### ***Institute for Sustainable Food Systems***

The Institute for Sustainable Food Systems (ISFS) began in 2009 and is now a Canadian higher education leader in sustainable agriculture and food systems. The ISFS focuses on applied research and education that investigates and supports regional food systems as key elements of sustainable communities. The program works to support farmers, communities, businesses, and policy makers while exploring how regional food systems impact agriculture and food, economics, community health and development, policy, and environmental integrity.

The ISFS operates Farms Schools in both Richmond and the Tsawwassen First Nation. Both programs offer unique and innovative approaches to integrated regenerative crop/livestock production research, including concepts of Indigenous food ways and reconciliation. These innovative programs define the standards of excellence in field-based, collaborative agriculture training.

The Richmond Farm School is located on city-owned agricultural land and focuses on semi-urban, regenerative farming - small-scale, intensive, high value, and cost-effective crop production with minimal infrastructure and capital investment. It is both an educational and working farm that runs a weekly farmers market and works with local businesses to give students a well-rounded education and introduction into the industry. The Farm School is an 8-month program every Saturday from March to October that focuses on semi-urban, regenerative farming - small-scale, intensive, high value, and cost-effective crop production with minimal infrastructure and capital investment. It provides students with a strong foundation in the principles, practices, and production methods of regenerative and sustainable agriculture.

The Tsawwassen First Nation Farm School is a partnership between KPU and the Tsawwassen First Nation and is an immersion into integrated vegetable and livestock farming. The 7-month farmer training program runs 3-4 days a week from April to October. The certified organic farm is both an educational and working farm that sells its products through various Vancouver Farmers Markets, restaurants, and KPU's produce box program, all of which is supplied with veggies grown by the students. The program provides students with a strong foundation in the principles and practices of regenerative farming. It focuses on hands-on, experiential learning alongside industry professionals, supported by classroom learning to prepare students for a career in the industry.

The Sik E Dakh Farm School is located on the unceded territory of the Gitksan people on the Sik E Dakh reserve and is a partnership between the Sik E Dakh and the ISFS. This program honours Indigenous worldviews and seeks to embed reciprocity, reconciliation, and community care into the curriculum. The work focuses on providing a foundation of knowledge on regenerative agriculture, permaculture, and Indigenous foodways. The school offers a hybrid program combining online with hands-on learning at the educational and working gardens and greenhouses of Sik E Dakh. The Farm staff and students are dedicated to giving back to their community, and work to build food security for all members. They do so through several initiatives, including providing fresh produce at no cost, operating a community fridge, and delivering food hampers. This work has inspired the community to step into food sovereignty, with more members building their own gardens each season. The Sik E Dakh community continues to build on their legacy, which has historically focused on potato farming.

KPU Farm Schools also offer an incubator program for graduates of the KPU Farm Schools or Sustainable Agriculture degree program. Students can apply for their own plot of land at either farm school site to start their own farm businesses. The incubator programs provide students with continued mentorship, access to land, shared equipment and tools, and community support from a network of regenerative farmers.

Additionally, the ISFS is committed to supporting Indigenous communities in achieving their food systems aspirations and working toward Truth and Reconciliation. See Appendix B for more information.

### *Institute for Sustainable Horticulture*

KPU's Institute for Sustainable Horticulture (ISH) was created in 2004 to be a partnership of academia with BC's horticultural industries and the community to support British Columbia in meeting demands for a higher level of sustainability and environmental responsibility from horticulture, silviculture, forestry, and urban landscapes. The research themes of the ISH support innovation and sustainability in agriculture and landscapes in three main areas: bioproducts and biological control tools, novel growing systems and technologies contributing to sustainability, and clean energy for greenhouses and closed growing environments.

A core research program at the ISH is the development and commercialization of microbial biopesticides. The program was designed to address a gap in availability of microbial biocontrol products in Canada. Its goal is to put more biological products in the hands of end users and contribute to the sustainability of agriculture and landscapes.

The gap between research on new microbial biopesticides and the very low number that achieve commercial product status is also being addressed by this research program. The institute's research facilities include a commercial production incubator, which along with a mandate to take a product from research to commercialization and adoption, makes this program unique in the public sector in Canada. It holds the potential to address many of the impediments to development and availability of microbial biopesticides.

Other bioproducts with potential value to landscapes and agriculture are also studied at the institute. These are being developed from waste stream recovery processes, natural plant extracts, and microbial organisms by industry. The challenge for companies is to develop the best products possible for their

target markets. The challenge for the end users is determining what is the real value of a new product and how can it be incorporated into growing practices. The institute works with both groups of industry partners to help define the benefits of these products and develop aspects which are most valuable to the end users.

ISH facilities include a research lab and production building opened in 2009 and a research greenhouse opened in 2011. The 600 m<sup>2</sup> greenhouse is equipped with solar panels (Photovoltaic system) that supply part of the electricity and hot water demand. The lab is a 600 m<sup>2</sup> LEED Gold building with six different air pressure zones to minimize cross-contamination. The research facilities include a commercial production incubator, with two separate areas, one for production of beneficial fungi, and the other for insect baculoviruses.

### ***Decarbonizing KPU***

In support of the KPU Sustainability Plan which forms part of the KPU 2050 Official Campus Plan, and in light of our commitment to make KPU carbon neutral by no later than the year 2050, KPU has been actively working to identify and assess the options and the necessary capital projects to decarbonize our four KPU-owned campuses of Langley, Tech, Richmond, and Surrey.

In accordance with the Climate Change Accountability Act, KPU is required to achieve total greenhouse gas (GHG) emission reductions from a 2007 baseline of 40% by 2030, 60% by 2040, and 80% by 2050. Noting these targets fall short of our carbon neutral commitment, KPU has prepared an adapted set of GHG emissions reductions targets, including a 50% reduction by 2025, a 60% reduction by 2030, and 100% reduction by 2050.

Over 90% of KPU's emissions originate from our buildings and specifically from the gas-fueled mechanical equipment, such as the boilers, that make up our building heating plants. KPU has a long track record of successfully implementing energy conservation projects – both electricity and natural gas – as well as increasingly improving space utilization efforts, often as KPU's campuses increased in floor space. For example, from the 2007 baseline year to 2021, KPU increased its overall building area by 18%, while at the same time KPU was able to decrease its overall carbon emissions intensity per square meter by 26%. With regards to total GHG emissions, the value that is reported annually to the Province, for 2021 KPU's total GHG emissions were 2,435 tCO<sub>2</sub>e, a reduction of approximately 10% from the 2007 baseline year.

To identify a set of decarbonization options and capital projects, a number of detailed studies were completed between 2020 and 2022. From these studies, two possible approaches have emerged:

- A potential decarbonization option has been identified by one engineering study, commonly referred to as a fuel-switching approach. Through an analysis of our existing and potential future building stock and their inherent mechanical heating plants, a strategy of changing our current gas-fueled equipment to electric-powered was suggested to put KPU on the path towards carbon neutrality. Specifically, the combination of an air source heat pump and an electric boiler in replacement of the existing gas-fueled boilers can achieve the majority of KPU's emission reduction targets. The study did note, however, that an increased usage of electricity over natural gas could increase future operating budgets by as much as 50% given the difference between electricity and natural gas costs. It was also identified that such a strategy may advance the replacement of existing mechanical equipment before the end of its

useful life. Based on an order of magnitude level of capital costing, a fuel-switching approach, if undertaken on each of the four KPU-owned campuses, could cost approximately \$10 million.

- Another approach was raised for consideration by another engineering study. Unlike the previous approach which focused retrofit efforts on the individual heating/cooling plants, the alternative approach targets its attention on retrofitting the system that distributes the heated hot water from the heating plants. Referred to as a holistic retrofit, this approach takes a broader view of each campus and with the intent of reducing the temperature of the heated hot water in the distribution system (to ~50C), and is focused on reducing the heating load required of each heating plant. In doing so, the efficiency of the system as a whole is improved and the related GHG emissions are reduced prior to undertaking any fuel-switching retrofits to the individual heating/cooling plants. In addition, the holistic retrofit approach could introduce greater flexibility to our buildings as future heating technologies are likely to require a low-temperature system, making them future-ready and compatible with other decarbonization options such as district energy and/or geothermal energy. A key downside to this approach is the impact such retrofits would pose to on-campus teaching and learning, as classrooms would be made unavailable in a phased effort to implement the changes to the heating systems. An order of magnitude level of costing in the range of \$40-\$50 million was provided.

It is important to note that neither of the above approaches present a decarbonization solution on their own. As well, it is recognized that as emissions reduction technology continues to evolve, ongoing exploration of new decarbonization options will need to continue. It is likely that a combination of the two approaches outlined above along with new technologies as they emerge will offer KPU a viable roadmap of projects toward achieving carbon neutrality by no later than 2050.

Given the above, KPU is set to undertake a number of detailed feasibility studies to inform the viability, cost, and potential impacts of a series of decarbonization projects and technologies. Specifically, the studies will:

- Assess decarbonization opportunities, which may include fuel-switching equipment such as air source heat pumps, holistic retrofits to reduce the temperature of hydronic loop systems, potential district energy options, heat recovery units, and potentially other emerging emissions reduction approaches and technologies;
- Provide more detailed levels of costing to inform ongoing capital and operating budget discussions; and
- Support KPU's Sustainability Plan that establishes our advanced GHG emissions reduction targets, maintaining the existing 2007 reference baseline.

The feasibility studies are being funded through KPU's operating budget surplus with completion targeted for March 31, 2023.

## »» Contributing to a Strong, Sustainable Economy

### ***Supporting A Future Ready Workforce***

#### *Expansion of Nursing Programs*

KPU will be expanding some of its nursing programs, starting in 2023. In 2021/22 KPU offers 249 seats across four nursing programs. A total of 115 additional seats will be added to three of these programs: Bachelor of Science in Nursing - Advanced Entry, Bachelor of Psychiatric Nursing and Graduate Nurse Internationally Educated Re-Entry. These additional seats will be spread out across the year, allowing students with more opportunities to start these programs. This is part of the government's initiative to expand nursing seats across the province.

#### *Entertainment Arts*

In summer 2022, KPU launched a new suite of programs on digital entertainment arts, including one certificate program and four advanced diplomas. The curriculum is geared toward students with a background in art or technology in a variety of areas, and who desire a career as an artist, designer, or developer in the film, games, or visual effects industries. Students build comprehensive skills in their chosen field, taught by established industry experts, and at the time of graduation are equipped to take on production roles. All graduates of the 2-year programs will have a portfolio allowing them to bypass entry-level roles.

The diploma programs are all advanced full-time programs comprised of two years of instruction in industry-level digital production. Programs in 3D animation and 3D modelling, VFX (virtual production), and game development launched in summer 2022, and a 2D animation program will start in fall 2023. Each one has portfolio entry requirements. For those students who do not have a portfolio or sufficient experience to create one, on offer is a 1-year foundational training program to allow students to develop the diplomas' entry requirements.

These programs all relate to growth industries that produce well-paying jobs. Graduates of these programs can expect to earn above average salaries.

#### *Zero Emissions Vehicle Training*

KPU's Automotive Service Technician program will begin offering Zero Emissions Vehicle training as a Continuing and Professional Studies add-on for those who have completed their Red Seal Certification. The funding for the program was provided by the Ministry of Energy, Mines, and Low Carbon Innovation under CleanBC's Go Electrical Program through the Zero Emission Vehicle initiative. KPU received \$150,000 to use toward instructor training, recruitment activities, training aids, tools, supplies, and equipment. This program is expected to launch at KPU in fall 2022.

#### *Minor in Music*

In February 2022, KPU's Senate approved a minor in Music. This minor focusses on the application of contemporary digital technologies and musical genres outside of the Western European music

tradition, embracing expressive cultural traditions from across the globe. It is expected to engage students from across the university with diverse interests and musical backgrounds.

### Early Childcare Education

KPU is in discussions with another post-secondary institution to jointly deliver an early childcare and education program on a KPU campus. This would include an on-campus child care centre, for use by both KPU students and employees, as well as members of the community.

### Micro-Credentials

Following a lengthy and thorough period of consultation, KPU developed and approved British Columbia's first institutional policy for micro-credentials in September 2021. This was done in concert with the development of a provincial framework for these new, short, flexible, competency-based offerings. KPU has since moved to operationalize this policy, including through the creation of a new Senate Micro-credentials Committee and associated governance processes.

### Understanding the Needs of Our Community

In order to plan effectively for the future, KPU is conducting an environment scan of the communities in the KPU region: Delta, Richmond, Surrey, and Langley, as well as the First Nations in the region. The purpose of the scan is to understand the changing needs of the communities that we serve. It will include the economic trends and plans of each municipality, as well as the future labour market needs. The scan is intended not only to support KPU's strategic planning, but also to strengthen the connections with the communities that the university serves.

### **Work-Integrated Learning**

Work-integrated learning (WIL) at KPU pairs students with external partners in a variety of ways. From faculty-monitored projects to placing students in workplaces with practica, internships, or paid co-op, WIL creates the efficiencies and new ideas participating companies need. Students benefit from the experience through applying classroom knowledge to real work.

WIL continues to mature at KPU, with increased organizational support and strategic approaches. KPU's WIL Policy Writing Group has consulted widely and written a new WIL policy, which will be brought to Senate in fall 2022. The Office of the Provost and Vice President, Academic has approved ongoing funds to support WIL. This also includes ongoing support for the Service Learning Assistants program.

Service Learning Assistants are paid student leaders who help coordinate and support service learning courses at KPU. This program is adapted from the Service Learning Assistants program at Tulane University and helps ensure that service learning projects are transformative, meaningful, and reciprocal. The pilot program started in spring 2021 and has run in the Faculty of Arts, Melville School of Business and Wilson School of Design. Initially supported by KPU's Teaching & Learning Innovation Fund and through Phase 2 funding of the Co-op and Work-Integrated Learning Initiative through the Ministry, the program now has approved budget at KPU.

Sharing WIL inquiries and expertise with other institutions has been an essential component of these organizational developments, as has the continued participation with the Carnegie Canadian Pilot Cohort, fostering exchanges with WIL counterparts at other universities and colleges. This also marks the first year that KPU has applied for the federal Student Work Placement Program funding, which provides post-secondary students across Canada paid work experience. KPU worked with the Information and Communications Technology Council to use this program and the provincial top-up to hire students and support nonprofit organizations in their efforts to do the same. KPU has been pleased to provide feedback and data for the 2022 Co-operative Education and Work-Integrated Learning Canada WIL Directory Collection, the Association for Co-operative Education and Work-Integrated Learning BC/Yukon Talent MATCH, and other ongoing research and organization initiatives.

As previously reported, more than 20 of KPU's undergraduate degrees offer multiple opportunities for WIL and 80% of KPU's terminal undergraduate programs offer WIL opportunities. This year, KPU has focused on identifying, supporting, and learning from its skilled faculty members who are offering WIL courses. There have been multiple meetings and other exchanges with well over 100 KPU faculty members. Focusing on practicum instructors and other heavily interactive courses, KPU's high-activity WIL practitioners are over 50 strong. This is a committed, well-informed group with exceptional and long-reaching community connections who bring WIL opportunities to KPU's engaged students.

KPU's Melville School of Business has been able to expand WIL opportunities for KPU students with the addition of Melville Business Strategy Internships. In partnership with the RBC Foundation, the Melville School of Business launched a new part-time, paid internship program in spring 2022. Business students in their third or fourth year of study, and those in post-baccalaureate and graduate programs, are eligible to apply. They compete on posted internship opportunities via job interviews for a 6-month paid part-time internship. This is especially advantageous for international students seeking Canadian work experience in their area of study. The program will complement KPU's WIL initiatives that provide students with more choice in how they balance study, work, and life. The first internships started in May 2022, with 33 students receiving internships. A \$300,000 donation over the three years from RBC Foundation's Future Launch initiative will support the new Internship Program at KPU, reducing the cost of hiring an intern for industry partners and allowing up to 150 students to participate. The program is further supported by Mitacs funding, increasing the ability of small business and non-profit organizations to hire interns.

### ***Applied Research***

Another way KPU addresses the needs of the community is through applied research. The following describe some of the initiatives in this area:

- In February 2022, KPU signed a memorandum of understanding with Bioenterprise to open new opportunities to KPU faculty, students, and others for innovation partnerships across Canada, including research programs and projects, events, networking, challenge programs, and joint funding applications.
- KPU is hosting multiple visiting scholars from South Korea who have joined the Institute for Sustainable Food Systems (ISFS) and the Department of Criminology to pursue research activities.
- In June 2021, KPU's third Canada Research Chair was confirmed. This Chair is active in applied research, with a focus on nutrition informatics.

- The inaugural Sherman Jen Research Chair in Applied Genomics at KPU was appointed in late 2021 focusing on animal and plant health, sustainability, product development, and competitiveness for agricultural sectors in BC and Canada. The second Sherman Jen Chair in Next Generation Design was appointed in May 2022 with a focus on sustainability in textiles.
- In June 2021, KPU's Applied Genomics Centre was awarded \$2 million from the Natural Sciences and Engineering Research Council of Canada's Innovation Enhancement grant, which will help pay for supplies as well as the salaries of student researchers and technical staff. In addition, the Centre received \$1 million each from the Canada Foundation for Innovation's College Industry Innovation Fund and the BC Knowledge Development Fund. The funds will support the renovation of a laboratory space at KPU's Surrey campus and the purchase of new research equipment for genomics and metabolomics. These funds help the Centre keep its technology current, which ensures that it can provide industry partners with the most up-to-date solutions.
- Represented by a faculty member in the Department of Psychology, in June 2021, KPU joined the Undergraduate Research Canada Steering Committee, a Canada-wide network for undergraduate research practitioners. KPU has also joined Community-based Research Canada which will provide training and resources to researchers and scholars collaborating with community organizations.
- In September 2021, a Research and Innovation Grant pilot program was launched to enable KPU students to gain research and innovation competencies while working under the guidance of a research advisor. The pilot program offered funding under both curricular and extra-curricular streams and was well-received with more than two dozen students benefitting. This pilot has now become an ongoing program. In addition, KPU has also co-invested into multiple business strategy internships with support from Mitacs and the RBC Foundation. Dozens of students from the Melville School of Business have gained innovation experiences in the Canadian context, working in partnership with industry and community partners.

### ***Digital Transformation at KPU***

In addition to the technological tools described in the section on *Evolution of Teaching and Learning*, above, KPU is continuing its digital transformation work in other areas. KPU continues to enhance the experience of our applicants through the expanded options made available through the EducationPlannerBC (EPBC) provincial application service. We are actively reviewing enhancements being offered through EPBC's new 3.0 platform and planning our onboarding strategy. KPU went live with the transcript exchange service in 2020 with EPBC's high school exchange service. Our team stays closely connected with EPBC, actively participating in the BC Transcript Services Reference Group as well as EPBC's Functional Advisory Committee.

KPU's Information Technology office's work on enhancing and strengthening the university's cyber security defense capabilities continue into 2022/23. Through its proactive efforts, the IT office continues to reduce the risk in this area, resulting in a KPU's ability to secure cyber insurance. These efforts include participating and implementing a number of indicatives such as:

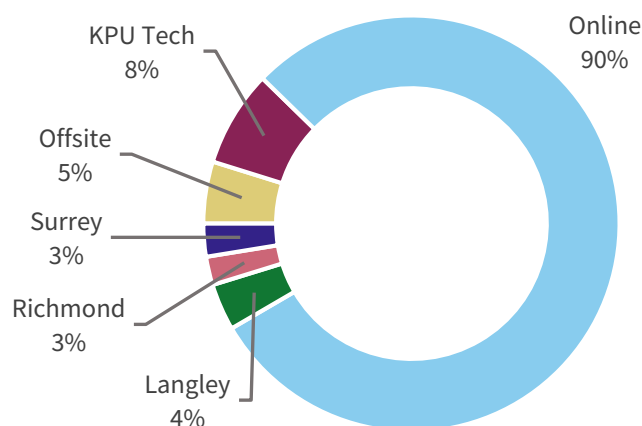
- Multi-Factor Authentication implementation;
- BCNET's Security Incident Event Management software-as-a-service initiative;
- Continuous end-user awareness training; and
- Continuous self-assessment and security/penetration testing.



## 2. KPU Profile

KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the Lower Mainland of BC, KPU has five campuses – Richmond, Surrey, Civic Plaza (also in Surrey), Langley, and KPU Tech in Cloverdale – spread across 42 kilometres south of the Fraser River. Figure 2.1 shows the distribution of students by campus, as well as online and off-site delivery.<sup>3</sup> In March 2020, instruction pivoted to online, and this continued throughout the following 2020/21 academic year. Prior to the pandemic, only 5% of instruction was fully online. In the 2020/21 academic year, 90% of the student body had enrolled in online courses, and only a limited number of classes were held on campus – those that required hands-on training to use technology or other forms of experiential learning. Since then, KPU has been increasing the number of on-campus classes. For summer 2022, about two thirds of classes were delivered online.

**Figure 2.1: Student Headcounts by Campus**  
*Academic Year 2020/21*



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

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

<sup>3</sup> Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

# KPU Programming

## »» Faculty of Academic and Career Preparation

The Faculty of Academic and Career Preparation (ACP) supports students who wish to improve their academic English language skills, and those who wish to learn basic employability skills for entry into the workforce. All students on the Pathway to Undergraduate Studies take classes in ACP to upgrade their English.

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



*ACP students work on an assignment together*

The English Upgrading (EU) department offers courses designed for native English speakers who wish to upgrade their skills to meet KPU's English proficiency admission requirements or meet requirements for the BC Adult

Graduation Diploma. The department also offers a Literacy Communities course in which students with intellectual disabilities develop their skills in reading comprehension, computer literacy, and math, while building their social connections. An additional option for these learners is provided by the Access Programs department. As a result of a thorough program revision over the last year, the department will be offering the Employment and Community Studies program, starting in fall 2022. Designed for students with diverse learning needs that hinder educational success, this program will prepare them for lifelong learning, employment, and community engagement. They will engage in hands-on learning and work experience opportunities in classrooms and community settings. Students will also critically engage with social justice and ableism issues that impact the lives of people with disabilities.

ACP also has several key community partnerships: The Phoenix-Kwantlen Learning Center is a unique program in which the EU department offers upgrading classes at the Phoenix Drug & Alcohol Recovery and Education Centre. ACP also partners with five community-based organizations who deliver Community Adult Literacy programs in Richmond, Surrey, and Langley. These programs range from one-on-one tutoring with volunteer tutors, to group programs where parents and grandparents read with their children, and groups for those looking to improve their English skills in order to gain employment or as a bridge to further academic study. ACP also provides administrative support to Third Age Learning at Kwantlen (TALK). TALK provides adults age 50 and over with creative and stimulating educational courses taught by subject matter experts, including many KPU faculty members.

KPU's Learning Centres are also part of ACP; they offer general, complementary, integrated, and embedded supports to foster student success, program completion, and a desire for lifelong learning.

ACP aims to help learners start from where they are and move to where they want to be – by developing their language skills, picking up a needed high school credit, completing upgrading courses for entrance into undergraduate, trades, or other programs; accelerating their learning through improving their learning strategies; or developing great workplace skills through hands-on work experience.

## »» Faculty of Arts

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

Key principles ground our practice in Arts: social justice, community service, equity, sustainability, and inclusion. These underlie and inform much of the teaching within the Faculty. Arts has accordingly played a leading role in the development of Indigenous education initiatives and projects at KPU, including a Minor in Indigenous Community Justice, as well as the launch of a full Indigenous Studies Department in April 2022.

Also new to the Faculty is the Entertainment Arts program. This brings together a suite of three diplomas (with a fourth coming in 2023) and a certificate, all focusing on digital arts and training graduates for exciting careers in a flourishing and growing sector.

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

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



*Anthropology students conduct field work together*

The Faculty of Arts develops well-rounded, innovative, and critically-minded graduates. All programs in the Faculty empower graduates with skills in critical thinking; problem solving and innovation; effective communication, intercultural awareness, and information and numerical literacy; social justice; and

professionalism, teamwork, and accountability. These are skills that students need to flourish and prosper, and skills that our community and the world urgently demand. In nurturing these skills, the Faculty of Arts engenders a sense of social engagement and responsibility, and fosters a wider awareness of intricately interconnected human issues – empowering graduates to build richer lives, and a better world.

## »» Melville School of Business

After a generous \$8 million donation from philanthropists George and Sylvia Melville, announced in September 2021, KPU’s School of Business has been renamed the Melville School of Business (MSB). MSB is one of the largest business schools in Western Canada, and continues to experience high demand for its diplomas and Bachelor’s degrees in Accounting, Business, Entrepreneurial Leadership, Human Resources Management, Information Technology, Marketing Management, and Public Relations. The School of Business also offers a certificate program in Legal Administrative Studies. The applied nature of all KPU’s Business programs are 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.

MSB offers four post-baccalaureate diplomas in Accounting, Human Resources Management, Technical Services Management, and Operations and Supply Chain Management, as well as two graduate diploma programs in Green Business Management and Global Business Management. Plans for additional post-baccalaureate and other graduate programs are in progress. The School has now launched co-operative education options for most of its post-baccalaureate programs.



*Business student receives assistance from an instructor.*

In January of 2022, MSB students will benefit from a newly launched, paid part-time internship program thanks to the RBC Foundation donation of \$300,000 and supportive collaboration with Mitacs grants. The program reduces employer costs, enabling them to engage with talented soon-to-graduate business students.

Two MSB undergraduate programs underwent significant revisions to maintain program currency. The Entrepreneurial Leadership BBA has been re-imagined with a broader definition of entrepreneurship that enhances graduate capacity as change makers, and the Business Management Diploma has incorporated new, industry-identified anchor skills that are now explicitly taught and assessed.

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 they ensure continued currency of faculty–industry relations.

MSB is accredited by the Accreditation Council for Business Schools and Programs, an internationally recognized accreditation body. MSB is now preparing its submission of a 2023 mid-term accreditation report, which further demonstrates its commitment to continuous improvement of education quality.

MSB has emerged from pandemic-related constraints with a strong blend of face-to-face, blended, and online offerings which will increase the flexibility for domestic and international learners alike.

## »» Chip and Shannon Wilson School of Design

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

In May 2021, KPU announced a major donation from the Dr. Sherman Jen Education Foundation. The donation will create an endowment to hire two Research Chairs. The inaugural chairs will be appointed in two key areas: Next-Generation Design and Applied Genomics. After a rigorous search, WSD is thrilled to announce Stephanie Phillips as the new Sherman Jen Research Chair in Next-Generation Design. This new position will help propel major research developments within WSD and elevate our global standing as design leaders.

KPU's Fashion and Technology degree program provides students with the opportunity to develop design concepts using practice-led research along with creative and technical skills to work within the apparel industry. The Diploma in Fashion Marketing program not only prepares students to work across the apparel industry, students may also choose to ladder into KPU's Bachelor of Business Administration program and find work as entrepreneurs, leaders, and innovators.



*Design students display their project at the Richmond campus*

The Product Design degree program focuses on the growing demand for the design of a broad range of products including technical soft goods, medical devices/equipment, and sustainable and ethical design solutions. Students in the Post-Baccalaureate Diploma in Technical Apparel Design program

pursue advanced studies in strategic design innovation, technical textiles, human factors and user experience testing, production, capstone research, and global business strategies.

The Graphic Design for Marketing degree program offers a balanced education in graphic design, marketing, business, interactive technologies and user experience, reflecting the important social and cultural impact of design on society.

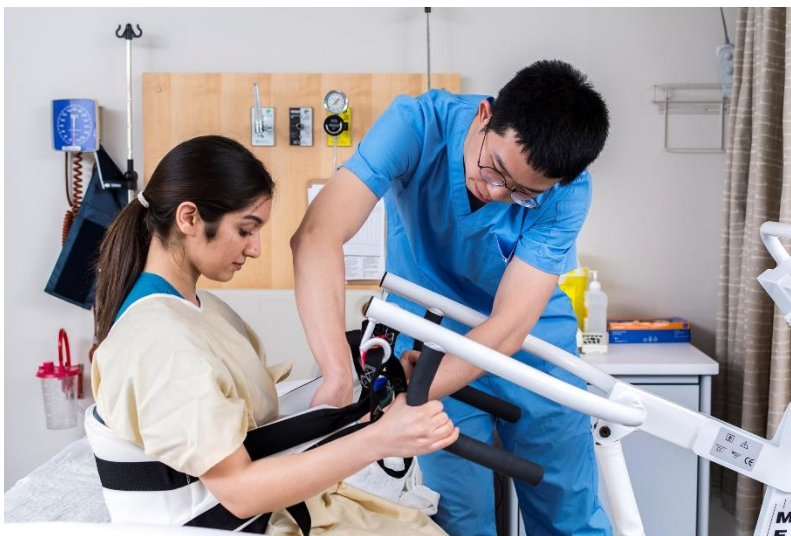
The Interior Design degree program provides a rigorous education in the built environment where students learn the practical design and technical knowledge needed for a professional career as an interior designer. Commencing in fall 2022, an Honours stream and designation will be made available to students in their final year of study. This new choice will provide selected participants with further depth in their studies and in particular, their capstone project. This new addition is the first of its kind in Canada.

Positive outcomes from the pandemic include the successful inclusion of blended online teaching and communications tools which will be adapted into our ongoing communication toolkits.

## »» Faculty of Health

The Faculty of Health makes significant contributions to health- and community-related programming provincially, nationally, and internationally, serving both traditional and non-traditional learners.

The Faculty of Health uses curricula that combine a foundation in theory with innovative, practical, hands-on experience to ensure students' knowledge can be put into action. The Nursing degree programs, Diploma in Traditional Chinese Medicine (TCM) – Acupuncture program, and Certificate in Health Care Assistant program have achieved mandatory provincial recognition to ensure quality curriculum and experiences for students, as well as broad acceptance by employers.



*Health student practices skills with a classmate*

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

the TCM Clinic at the Richmond campus recommenced service. Under the direction of our

TCM faculty, the TCM students provided assessment and acupuncture treatments to the public.

KPU continues to be an active partner with the Ministry of AEST, the Ministry of Health, and the health authorities in addressing the critical shortage of health care assistants and nurses. KPU continued to deliver the Health Care Assistant Partnership Program with the Fraser Health Authority. This partnership model integrates student learning and employment, adding more health care assistants to the health system where they are vitally needed. KPU also received approval for the expansion of its nursing programs to accommodate an additional 115 students, on an ongoing basis. Starting in 2023, the Bachelor of Science in Nursing – Advanced Entry program will provide seats for 40 additional students; the Graduate Nurse Internationally Educated program will provide an additional 35 students; and the Bachelor of Psychiatric Nursing program will increase by 40 students.

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.

There are several degree programs in the Faculty, including a B.Sc. in Biology and a B.Sc. in Health Sciences. The upper level courses are taught in the Surrey campus science labs, with \$22 million worth in renovations finished in 2021 to increase the capacity for innovation, applied research, and experiential learning opportunities. The KPU Applied Genomics Centre at the Surrey campus opened in spring 2021 and has state-of-the-art genomics and metabolomic tools that enable students in many programs to gain hands-on research experience, skills, and community engagement through faculty-led research projects.



*Science & Horticulture students conduct research in the Seed Lab*

The B.Sc. in Applications of Mathematics allows students to choose from streams in biomathematics, education, or computational mathematics, and the B.Sc. in Physics for Modern Technology provides students with an applied program designed with the needs of local industry in mind, including a work placement component. There is also a first-year Engineering Certificate which provides a gateway into the second year of the major BC engineering schools.

The Computer-Aided Design & Drafting Technologies Diploma program allows students to choose specialties such as architectural and structural as they prepare for a career as a CADD/Drafting Technician. The award-winning Diploma in Brewing and Brewery Operations (the first of its kind in BC

and one of only three in Canada) provides training in the science, art, business, and practical aspects of the brewing industry, with hands-on experience in the 4,500 square foot KPU Brewing Instructional Laboratory (the “Brew Lab”).

The School of Horticulture’s field lab, greenhouses, technical training shops, and a three-hole demonstration golf course provide students with opportunities for hands-on learning. There is also the nationally accredited, workplace-focused 2-year Diploma in Environmental Protection Technology program and the highly innovative Bachelor of Applied Science in Sustainable Agriculture degree. Since summer 2018, KPU Sustainable Agriculture has partnered with the City of Richmond to develop a 20-acre organic research and teaching farm located 500 meters from the Richmond campus, and students can also learn and conduct research in the new KPU Seed Lab, assisting seed growers to improve quality and production efficiency.

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

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

## »» Faculty of Trades and Technology

KPU’s Faculty of Trades and Technology programs and courses are primarily offered at the KPU Tech campus in Cloverdale. Programs focus on experiential/hands-on learning, where classroom sessions are coupled with practical applied skills. Many of the programs follow the Industry Training Authority (ITA) curriculum.

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



*A Trades & Technology student works on an appliance servicing project at the KPU Tech campus*

Programs that follow the ITA curriculum modules include:

- Appliance Service Technician;



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

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

The Metal Fabrication Foundation program will be re-launched in spring 2023. The program returns after a hiatus and will be offered both as a standalone and a Youth Train in Trades option.

The Automotive Service Technician program will soon begin offering Zero Emissions Vehicle training as a Continuing and Professional Studies add-on for those who have completed their Red Seal Certification.

The Faculty has resumed partnered offerings with the Squamish First Nation and the Métis Nation. Offerings have included construction craft worker, carpentry, and plumbing, and we have also worked closely with representatives from the Nations to customize training for their students' wants, needs, and job market opportunities. We have also resumed working with the Fraser Regional Correctional Centre. Resumption of our long-standing partnership agreement has allowed us to provide instruction to incarcerated individuals on topics related to welding, such as Introduction to Welding and Introduction to Metal Trades.

## »» Continuing and Professional Studies Division

KPU's Continuing & Professional Studies (CPS) division was established out of a recognition of the importance of providing continuous, innovative, and diverse educational programming. CPS' mandate is to develop and offer ongoing opportunities for learners to engage in flexible, innovative, and high-quality short-term, non-credit programming that is responsive to industry and community needs, and that supports upskilling, reskilling, career advancement, professional growth, and lifelong learning. CPS course offerings include a Professional Program in Open Education as well as courses offered through the Faculties. In partnership with the Faculties, CPS supports significant programming in the areas of Health, Trades and Technology, and Indigenous training partnerships.

For instance, the Wilson School of Design offers courses on design foundations as well as courses on fabrics, knitting, and textiles, and provides access to open labs for corporations and private group bookings.

The Faculty of Health offers a variety of courses for registered nurse and licensed practical nurse refresher training with courses on pharmacology, Canadian nursing theory and practice, psychomotor skills, professional communication, gerontology, and clinical and assessment offerings.

The Faculty of Trades and Technology works with industry associations and regulators to identify training needs to support workers and meet ever-changing industry needs. These courses include Introduction to Public Works, Utility Locator, BC Ground Disturbance, Municipal Map Reading, Cross Connection, and Welding, and the Low Voltage Technician and Water & Wastewater Education programs.

The Faculty of Science and Horticulture offers Chemistry refresher courses for students about to enter the Brewing and Brewery Operations program, as well as contract training in Brewing for student groups from Italy.

The Faculty of Academic and Career Preparation offers custom English courses for international groups as well as courses in Communication for Engineering.

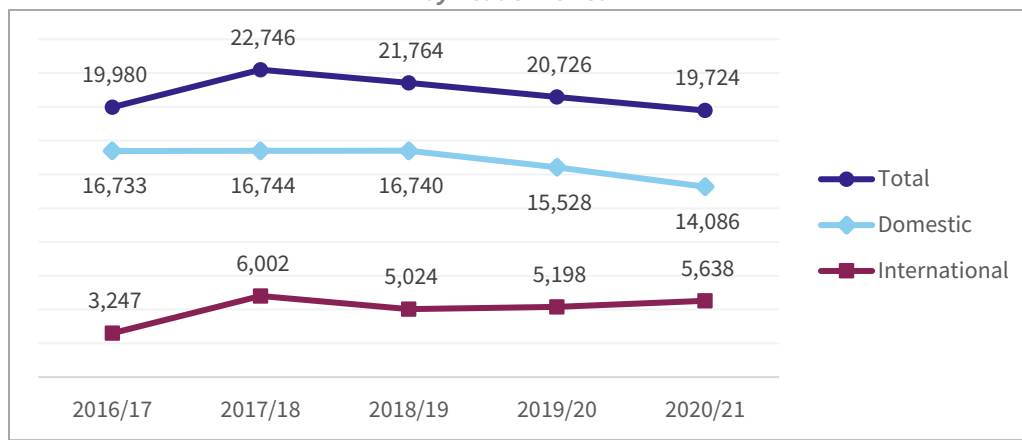
In addition to running courses for public registration, CPS supports custom education contracts for organizations and Indigenous Nations in support of specific initiatives. CPS has supported specific programs and courses for the Squamish First Nation and the Métis Nation British Columbia such as Education Assistant, Foundations in Design, Carpentry, Plumbing, and Construction Craft Worker that were delivered by multiple departments both at KPU campuses and at the Squamish Nation Training and Trades Centre.

# KPU Students

## »» Student Headcounts

In the 2017/18 academic year (AY), a sharp increase in international enrolments pushed total enrolments to nearly 23,000 (Figure 2.2). In the past two years, KPU’s international enrolments have grown while domestic enrolments have decreased, resulting in total enrolments dropping to just below 20,000 in AY 2020/21.

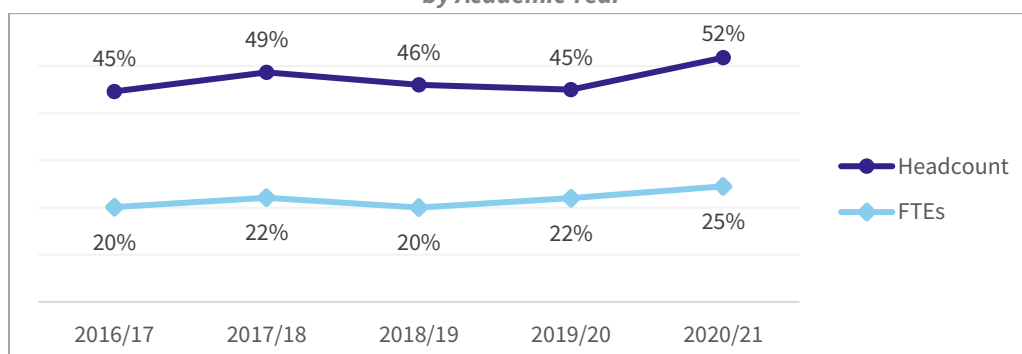
**Figure 2.2: Unduplicated Domestic and International Headcount by Academic Year**



In AY 2020/21, just over two thirds of all KPU students were enrolled in programs in either the School of Business or the Faculty of Arts. In 2020/21, 69% of KPU’s international students were enrolled in the School of Business, 19% were enrolled in the Faculty of Arts, and 15% were enrolled in the Faculty of Science and Horticulture.

KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, around half of the student body studies in the summer term each year (Figure 2.3). The proportion of FTEs delivered in the summer is much lower than headcounts, reflecting the fact that more students study part-time in the summer than in other terms. It has hovered between 20% and 22%, but peaked at 25% in the 2020/21 academic year.

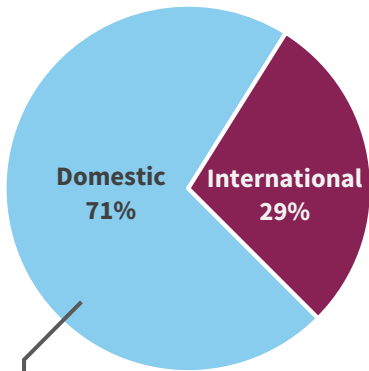
**Figure 2.3: Proportion of Headcounts and FTEs Delivered in the Summer by Academic Year**



# Student Profile 2020/21

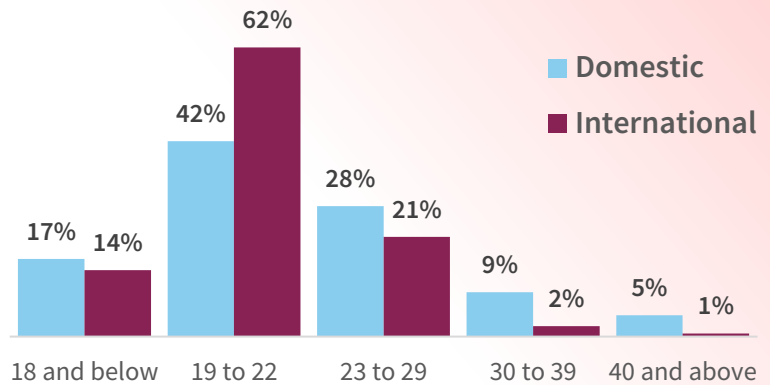
This profile of the KPU student body compares the characteristics of domestic and international students. International students make up a growing part of KPU, rising from 12% of the student body in 2015/16 to 29% in 2020/21. Compared to domestic students, international students were more likely to study full-time, be younger, be new to KPU, and pursue undergraduate or graduate studies.

## DISTRIBUTION

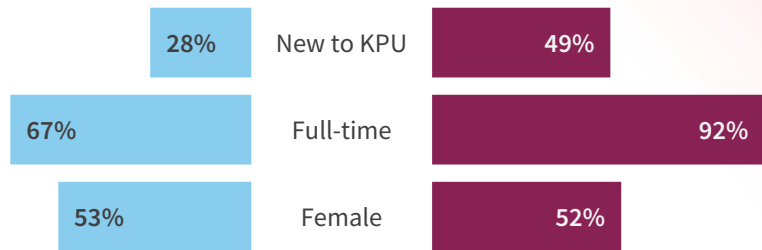


3% of domestic students are Indigenous

## AGE GROUP

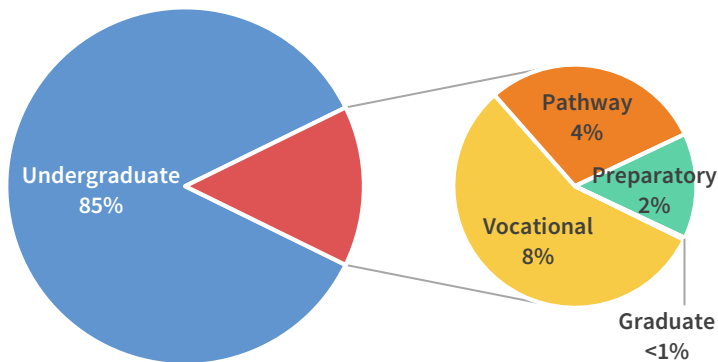


## KEY DEMOGRAPHICS

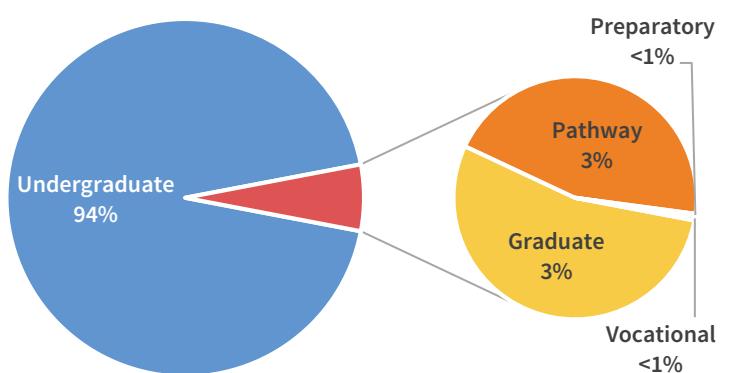


## STUDY LEVEL

### Domestic

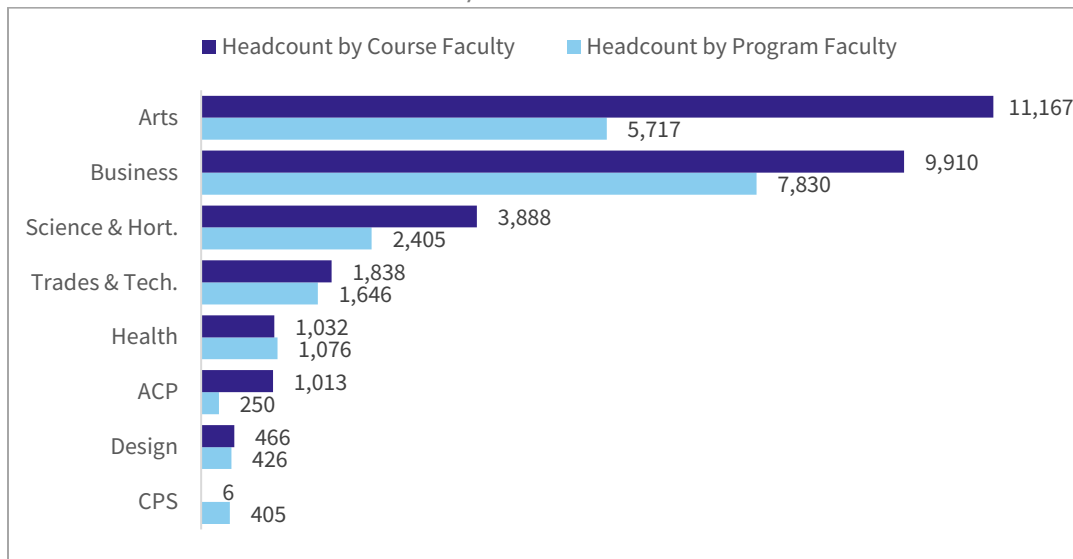


### International



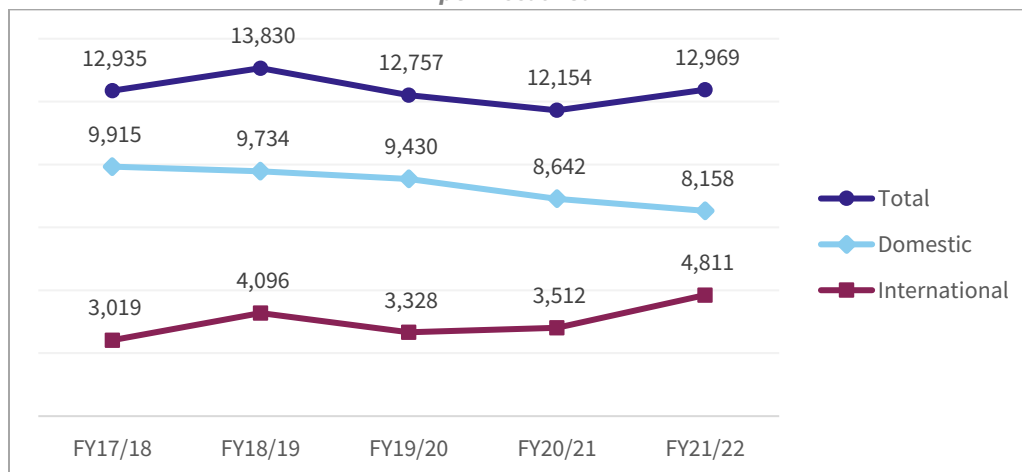
Since students may take courses in Faculties other than the one that offers their program, Figure 2.4 reflects both the proportion of educational activity delivered by each Faculty (Headcount by Course Faculty) and the number of students enrolled in programs in each Faculty (Headcount by Program Faculty). The Faculty of Arts teaches more students through the courses it offers, but there are more students pursuing programs in the School of Business. And although only 1% of all students were registered in ACP programs, ACP delivered courses to 5% of all KPU students in AY 2020/21.

**Figure 2.4: Distribution of Student Headcount by Course and Program Faculty**  
2020/21 Academic Year



Although 70% of KPU students are full-time, the majority take less than a full load (usually defined as 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 2.5. FTEs reached a maximum in FY 2018/19 with a large increase in international FTEs. Thereafter, we controlled international enrolments to avoid sudden increases. Domestic FTEs have declined over the past four years.

**Figure 2.5: FTEs (Domestic and International)**  
per Fiscal Year



Note: Domestic FTEs include FTEs for ITA programming.

# What Students Tell Us

In the fall of 2021, over 5,500 KPU students responded to the annual Student Satisfaction Survey.



## FIRST GENERATION

**38%**

Domestic

**67%**

International

...students were the first person in their family to attend post-secondary education

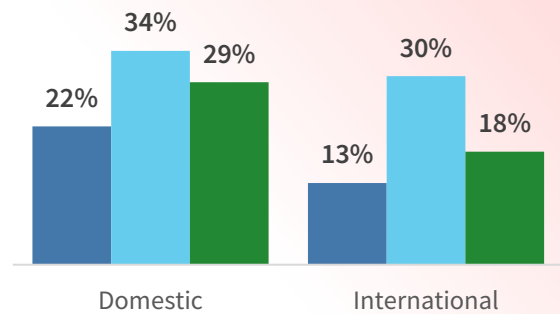


## STUDENT FINANCES

Many students were financially impacted by COVID-19

% of students not working in fall:

■ 2019 ■ 2020 ■ 2021



## SEEKING BACHELORS

**80%**

Domestic

**69%**

International

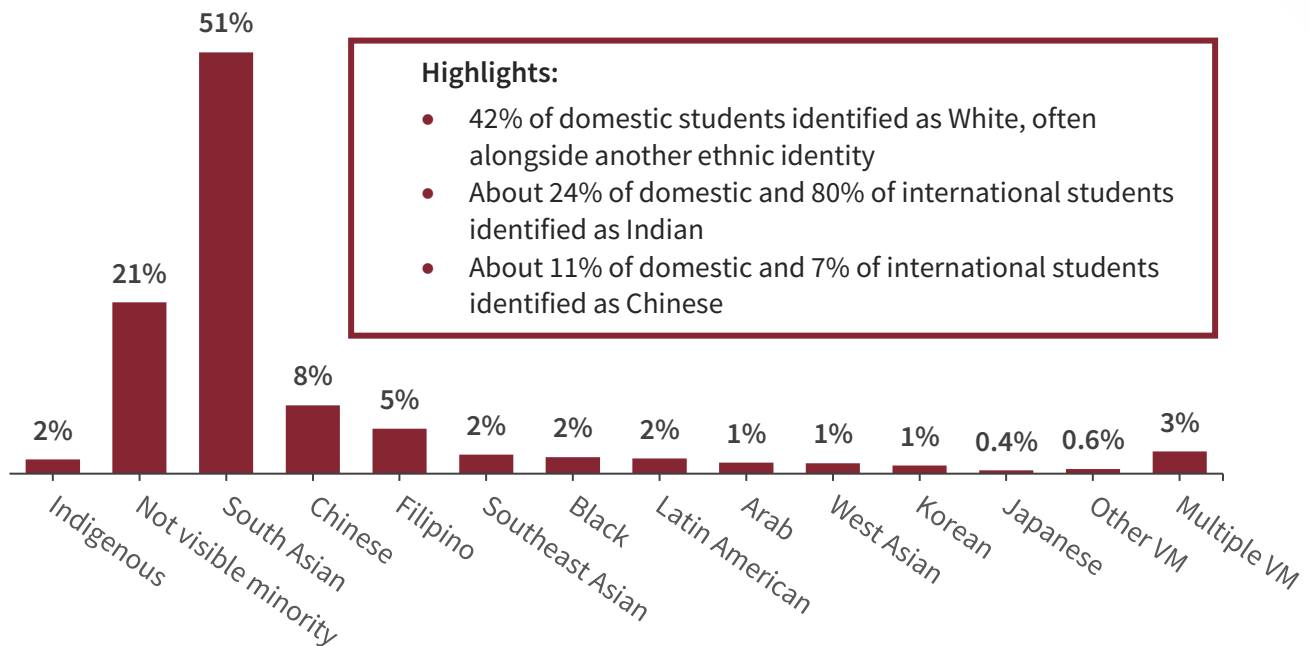
...students plan to complete a Bachelor's degree, whether at KPU or elsewhere



## VISIBLE MINORITY

**78%** of students belong to non-Indigenous visible minority groups:

**25%** of domestic students primarily fund their education through a repayable source, such as student, family, or bank loans



**Highlights:**

- 42% of domestic students identified as White, often alongside another ethnic identity
- About 24% of domestic and 80% of international students identified as Indian
- About 11% of domestic and 7% of international students identified as Chinese

## 3. Profiles of Selected Alumni

### »» Julian Bontorin, School of Design Grad

“I was a lifelong soccer player but after several serious concussions I had to find a new interest. I always loved music and that got me interested in street wear so I began to explore fashion. I started making personalized clothing for my peers and everyone loved it so I created my own brand with original designs and upcycled clothing. I felt the most focus and passion when I was in the sewing lab and knew I needed to pursue it further so I came to KPU. It’s so much better to be hands-on, in a smaller class. It’s more than just a class. The connections you make will last beyond your education. There’s a true sense of community and KPU is very supportive and brings students together. Instructors will help you realize your dreams and push you to continue growing in the right direction. You’re part of the conversation. Take advantage of all the resources at KPU. You can grow so much in such a short time if you really set your mind to it.”



### »» Lilian Cazacu, School of Business Grad



“I had finished law school, received my master’s and completed 3 years of PhD studies before I came to Canada. I couldn’t speak English but I was learning it during the day while working construction and labour jobs in the evenings. I knew if I wanted to practice law in Canada I would have to start from scratch so I decided to continue to sharpen my English skills and better my understanding of the Canadian legal system. That’s how I found the legal administrative certificate at KPU. The program took a very hands-on approach and I developed extremely valuable skills. Now I own my own notary corporation and won the 2017 Best Immigrant Entrepreneur Award from Small Business BC”



### »» Diana Orejuela, Academic and Career Preparation Grad

“I’m from Colombia. I came to Canada a few years ago and I began to learn English right after. As a newcomer, it was important to me to find a university that was close by and part of my community, but also offered me a pathway to my ultimate goal of psychiatric nursing. KPU gave me that. I had the pleasure of being part of the English as a second language studies community at KPU and now I’m a student in the health foundations program. I learned skills beyond just studying the English language. I learned to be a critical thinker and connect with students from around the world. It was an enriching experience and I am grateful for that.”

### »» Marie Songer, Faculty of Science and Horticulture Grad

“I went to art school but some of my favourite classes involved biology and sustainable gardening. When I was working, I started to realize the environmental issues I was facing day-to-day and they were very important to me. I found KPU’s environmental protection technology program online and the description blew my mind. I wanted to get my hands dirty and get a career doing something I deeply cared about. All the subject matter was extremely interesting and all my classes merged together, subject-wise. The program is really smart and I’ve learned so much in such a short time. You get a taste of what it’s like to work in environmental protection and what you can do with these skills. Try different things and see what gets you going. Go to school of something you are really interested in.”





### »» Ruby Tadeo, Faculty of Health Grad

“I’m from the Philippines and completed my nursing education there. I came to Canada in 2013 and worked in several different jobs where I’ve learned a lot. I wanted to be able to practice as a nurse here, and came to KPU in order to complete my requirements for practice through the Graduate Nurse Internationally Educated Re-entry program. Other individuals I met who had gone through the program told me they learned and had no issues being hired after they graduated. Everyone at KPU is supportive, and your voice as a student is heard and respected. I’m proud to be a nurse, and now to be a Canadian nurse. It’s rewarding making a difference in a patient’s life.”



### »» Suveen and Shmyla Thandi, Faculty of Trades & Technology Grads



“We were always athletic and having a physical job seemed like a good fit. We wanted to do something hands-on. Some family members thought we were crazy to go into welding but we laugh about it now since we’ve come so far and excelled at KPU. Our instructors really talked us through a lot of things and encouraged and supported us. They were more like coaches who contribute to your success. There are still several instructors we reach out to for advice. As welders we’ve been able to complete our Red Seal certification and travel across Canada working on really big projects. If you practice what you learn, and don’t give up, you can achieve your goals.”

## »» Calvin Tiu, Faculty of Arts Grad

“I’m always waiting for an opportunity to surprise people. Having cerebral palsy, and growing up with a physical disability, I was told that I would have to work twice as hard in life. I was bullied when I was younger and found solace in writing. That passion evolved into writing poetry and later hip hop and rap. I’m by no means a ‘great writer’ but the support and encouragement I’ve had at KPU have let me use my writing, music, and ultimately, passion, as a way



to make a difference for others. Essays I wrote in my third year, and my accompanying rap album, have been published and I started a KPU-sponsored outreach program. I didn’t plan any of it but so long as you’re passionate and know what you love, things will fall into place with the support you receive here.”

## 4. Strategic Context

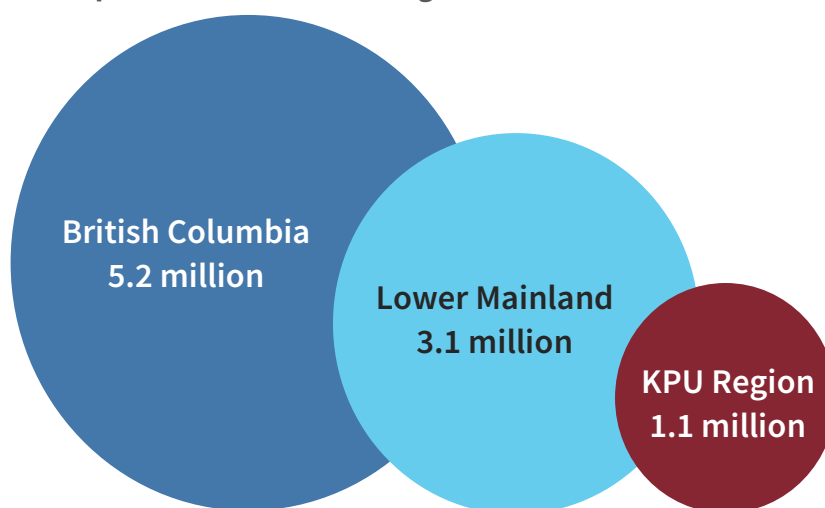
### The KPU Region

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

Between 2016 and 2021, the population in the KPU region is estimated to have grown by 9%, compared to 7% 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 about 12% in the catchment area for the Surrey school district to just under 5% in that of the Delta school district.<sup>4</sup>

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

**Figure 4.1: Population Share of KPU Region Relative to Lower Mainland and BC (2021)<sup>5</sup>**



<sup>4</sup> For all B.C. provincial and sub-provincial population figures, see [BC Stats Population Estimates](#). These are annual estimates (for July 1) produced based on the latest Census data from Statistics Canada, last updated February 2022.

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

### »» Projected Population Changes of Key Age Groups: 2021-2026

Figure 4.2 shows the projected population growth between 2021 to 2026 in key age groups for BC as a whole, and the five post-secondary regions in the Lower Mainland. The number of 20- to 24-year-olds is expected to decrease in four out of the five local post-secondary regions. The greatest decrease is expected to occur in the Vancouver Community College region, but the KPU and Douglas College regions will also see significant declines. Compared to previous projections, substantial growth is now projected for the 15- to 19-year-old group. Greatest growth is expected in the University of the Fraser Valley region. In addition, all regions, including KPU, are generally expected to see increases in people between the ages of 25 and 39. Until recently, both the 15- to 19- and 20- to 24-year-old population had been in slight decline. The projection of growth in the 15- to 19-year-old population suggest that domestic enrolments will begin to increase over the next five years.

**Figure 4.2: Projected Population Growth by Region and Age Group (2021-2026)**

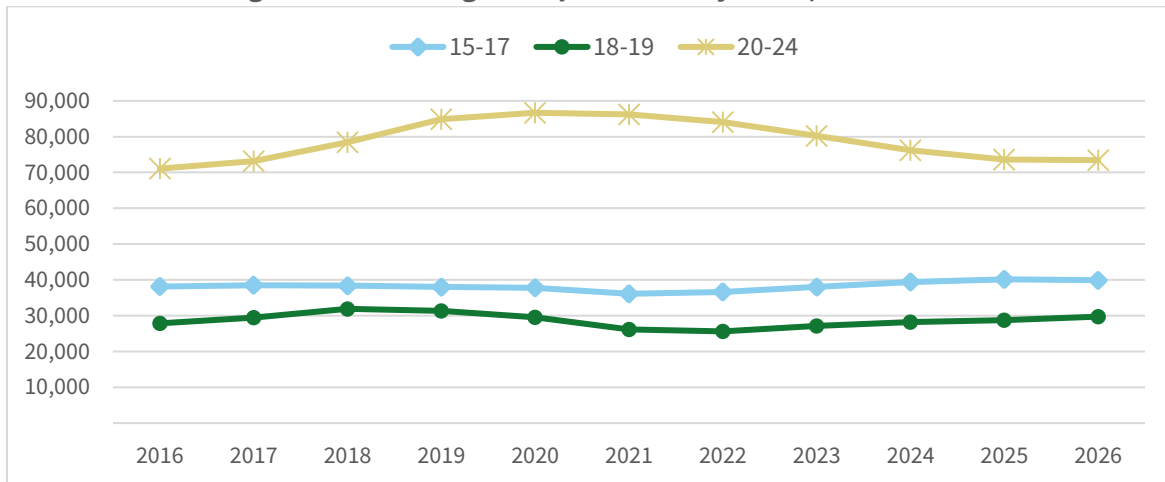


Source: BC Stats, Population Projection Application

### Change in Younger Age Groups Over Time for the KPU Region

Figure 4.3 shows the projected population growth in key age groups for the entire KPU region from 2016 through 2026. Over the last five years, the population aged 15 to 19 years had experienced a slight decline, but is now expected to increase over the next five years. This group is particularly important for KPU enrollment as it represents people who are just beginning to transition from high school to university studies. In comparison, the population aged 20 to 24 years is expected to decline over the next five years as this segment ages and is replaced by a smaller 15- to 19-year-old population.

**Figure 4.3: KPU Region Population Projection, 2016-2026**

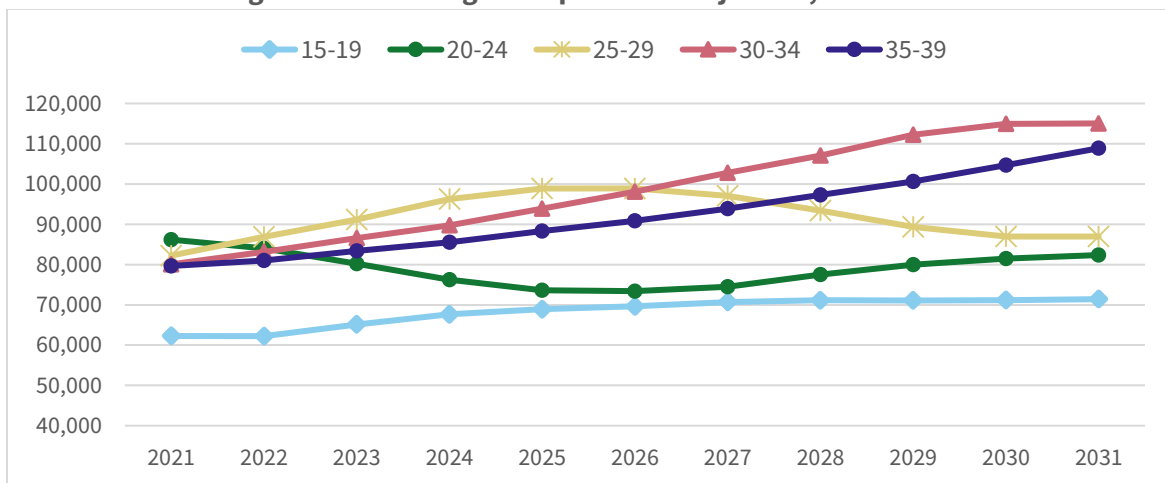


Source: BC Stats, Population Projection Application

### 10-Year Projection for the KPU Region

Figure 4.4 shows the projected population growth in key age groups for the entire KPU region from 2021 through 2031. Over the next ten years, the decline in the population aged 20- to 24-years is expected to stabilize by 2025. The increase in the population aged 25- to 29-years is expected to peak in 2026, after which it is expected to decrease. The population aged 30- to 39-years will increase from 2021 to 2031 as the population in the KPU region ages.

**Figure 4.4: KPU Region Population Projection, 2021-2031**

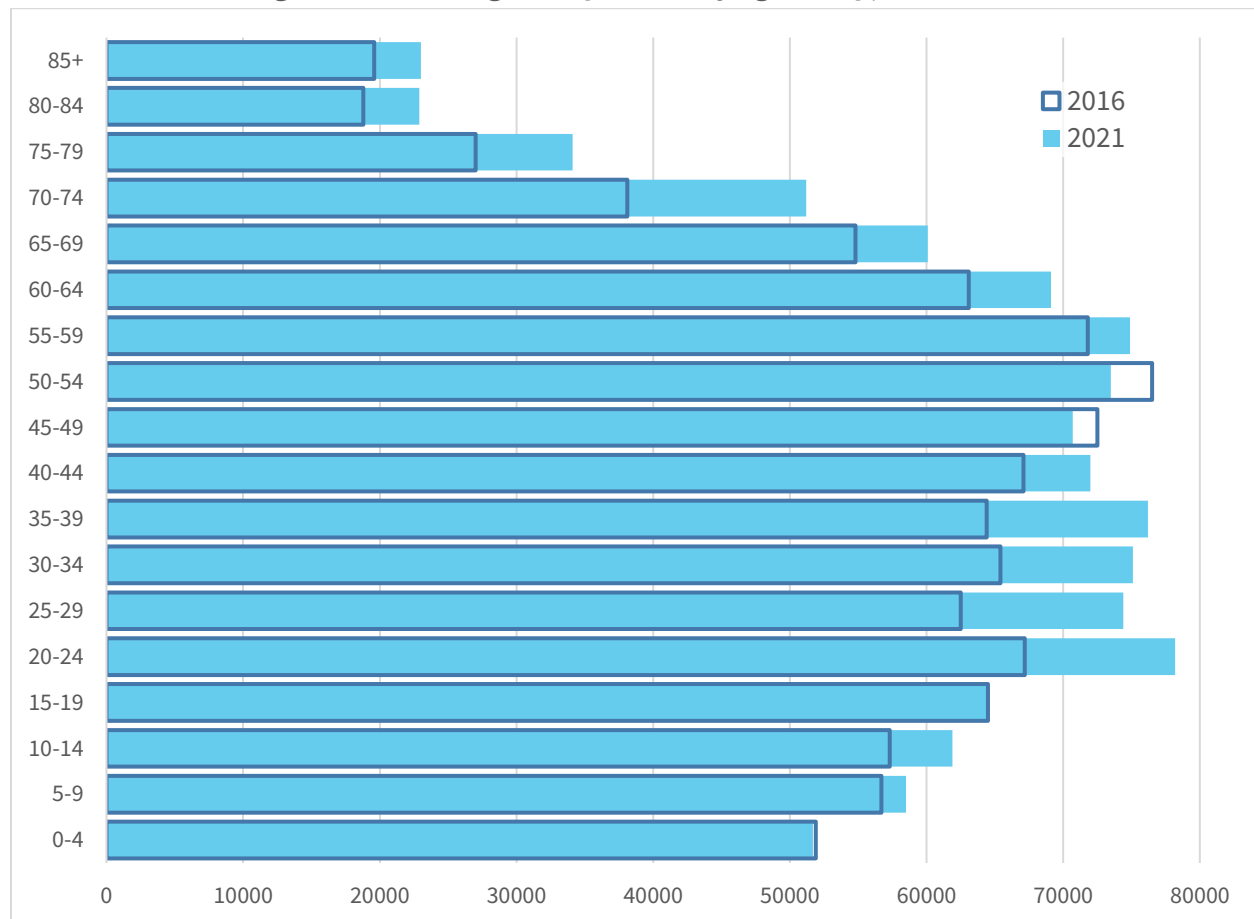


Source: BC Stats, Population Projection Application

## »» Population Changes by Age Group: 2016-2021

The population of the KPU Region continued to see a high rate of growth between 2016 and 2021 (see Figure 4.5). However, much of this growth was constrained to people in retirement age or people who traditionally would have already completed their post-secondary education. There was a moderate amount of growth in some of the youngest age groups. These trends suggest opportunities for increased domestic enrollment over the next 5 to 10 years among people who are first starting post-secondary education, but also among people who are mid-career and want to upgrade their credentials.

**Figure 4.5: KPU Region Population by Age Group, 2016-2021**



Source: Statistics Canada, Census Profile, 2021 Census.

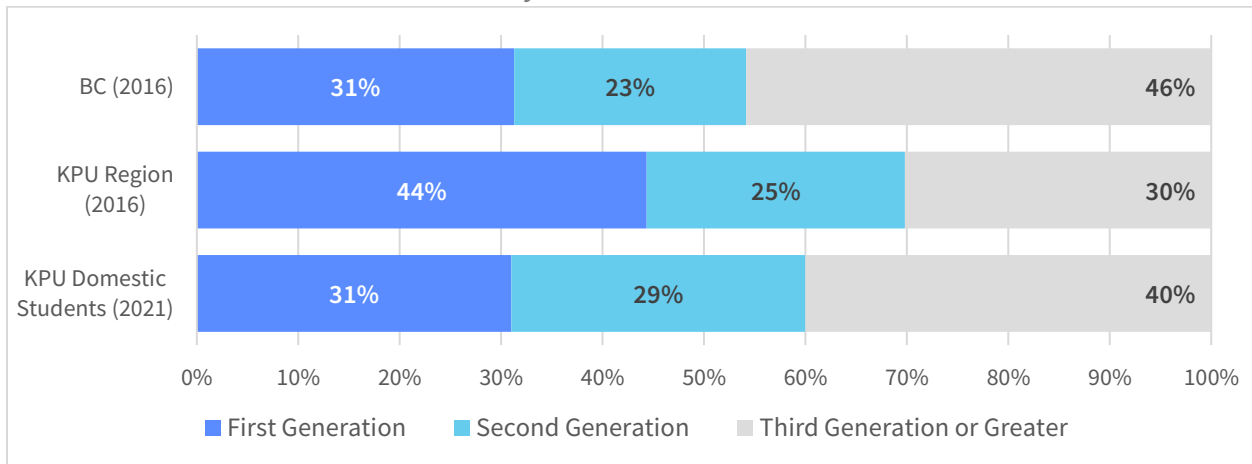
## »» Diversity in the KPU Region

Diversity data from the 2021 Canadian Census will not be available until fall 2022, so the data in this section is based on the 2016 Census. In 2016, 44% of residents in the KPU region were immigrants, compared to 31% in all of BC<sup>6</sup>. In addition, one third (31%) of BC's immigrants lived in the KPU region in 2016. One quarter of residents of the KPU region are second generation, meaning they were born in Canada to an immigrant parent. Less than one third of residents are third generation or greater,

<sup>6</sup> Calculations of immigration statistics do not include Indigenous Peoples living in reserves, settlements, or remote areas.

meaning the majority of residents in the KPU region are immigrants or have parents who are immigrants. Figure 4.6 shows how KPU compares with the 2016 Census data. It shows the percentage of population by generation status for BC, the KPU region, and KPU's domestic student body. In 2021, about 60% of domestic students were first or second generation, which is lower than the percentage in the KPU region.

**Figure 4.6: Residents with an Immigrant Background  
by Generation Status**

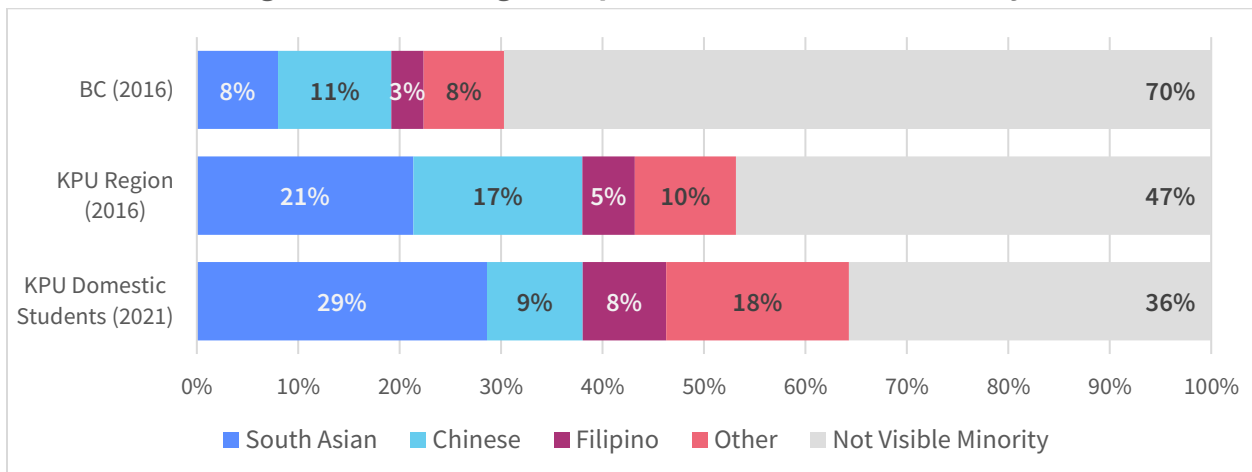


Source: Statistics Canada, Census Profile, 2016 Census; 2021 KPU Student Satisfaction Survey.

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

In 2016, over half of the people living in the KPU region identified as a visible minority, compared to under one third for all of BC (see Figure 4.7). The largest visible minority groups in the KPU region are South Asian (21%), Chinese (17%), and Filipino (5%). Each of these groups makes up a larger share of the KPU region than they do in the BC population as a whole. In 2021, about 64% of domestic students at KPU identified as a visible minority, and many visible minority groups were more highly represented than in the 2016 Census data for the region (the primary exception being Chinese students).

**Figure 4.7: Percentage of Population that is a Visible Minority**



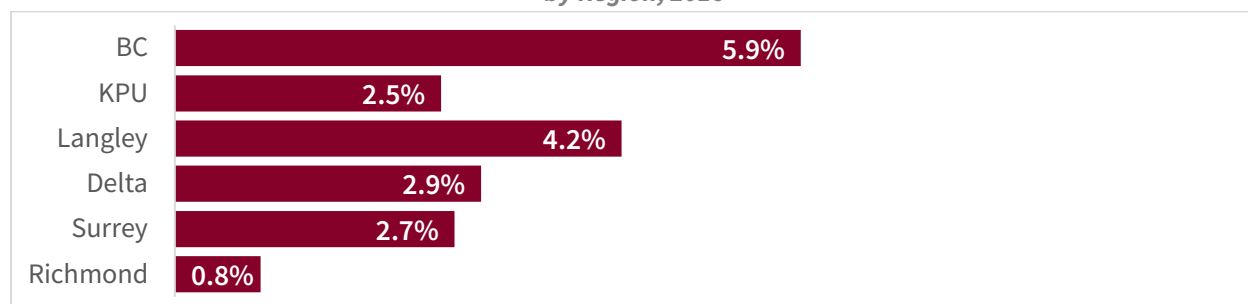
Source: Statistics Canada, Census Profile, 2016 Census; 2021 KPU Student Satisfaction Survey.

Note that people who identify as Indigenous are not included in this figure, according to Statistics Canada's [most recent departmental standard](#).

## »» Indigenous Peoples in the KPU Region

The KPU region overlaps with the unceded traditional and ancestral lands of the Kwantlen, Matsqui, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem Peoples. On the 2016 census, 2.5% of residents of the KPU region reported being Indigenous, and in fall 2021, 3% of domestic KPU students reported being Indigenous. Compared to BC as a whole, Indigenous Peoples are a smaller share of the KPU region’s population; this share ranges from 4.2% of the population in Langley to 0.8% in Richmond (see Figure 4.8). The Indigenous population in the KPU region grew 18% between 2011 and 2016, outpacing the growth rate in the general population in the KPU region and in BC overall.

**Figure 4.8: Percentage of Population that Reports Being Indigenous**  
by Region, 2016



Sources: Statistics Canada, Census Profile, 2016 Census

As depicted in Figure 4.9, at least 23 different Indigenous languages are spoken in the KPU region. KPU is particularly connected to hə́nqəminə́m, the traditional language of the down-river Coast Salish Peoples, including the Kwantlen First Nation, and Skwxwú7mesh, through our partnership with the Squamish First Nation. The KPU region also overlaps with the lands of the Semiahmoo First Nation, where SENĆOŦEN is the traditional language.

**Figure 4.9: Indigenous Languages Spoken in the KPU Region<sup>7</sup>**



<sup>7</sup> Source: Statistics Canada, Census Profiles, 2016 Census



Many of these traditional languages are endangered and have a small number of fluent speakers. In 2018, it was estimated that only 3% of people in BC who identify as Indigenous can fluently speak an Indigenous language.<sup>8</sup> This emphasizes the importance of Indigenous language revitalization efforts at KPU and elsewhere.

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<sup>8</sup> [First Peoples' Cultural Council, Report on the Status of B.C. First Nations Languages, 3rd edition, 2018.](#)

## Financial Context

The Financial Context is intended to provide an explanatory overview of the fiscal 2021/22 Audited Financial Statements and a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements, which are available on KPU's website [here](#).

### »» Accounting Framework

KPU's Audited Financial Statements present the financial results of the university, for the fiscal year (FY) that ended March 31, 2022, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards<sup>9</sup> supplemented by Section 23.1 of BC's Budget Transparency and Accountability Act, and regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of AEST.

Additionally, the sector is subject to the balanced budget legislation. This legislation requires that, in any given fiscal period, there cannot be an operating deficit, as reported under the PSAS accounting framework and the Province's reporting mandate. This contributes to a complex operating environment, especially in times of economic uncertainty. Longer term planning is required to ensure the University is in a balanced financial position each year, regardless of historical surpluses, deficits, or cash flows. Due to the COVID-19 pandemic, the Ministry may provide the University, upon request, the opportunity to present a deficit budget for fiscal years 2023 and 2024. KPU did not request to present a deficit budget as KPU's Board of Governors has approved a balanced budget for FY2023.

Figure 4.10 highlights the key financial data included in KPU's audited financial statements. Included are provincial grants, tuition and student fees, as well as other revenue and total expenses. The figure shows a year-over-year decrease in provincial grants due to the fact that \$12.4M of the operating grant received in FY2021/22 was deferred for specific operating and capital purposes, and this revenue will be recognized in future periods. KPU concluded FY2021/22 with a surplus of \$0.6M compared to \$4.2M for FY2020/21.

**Figure 4.10: Overview of Financial Results for FY 21/22 and 20/21 (in \$'000s)**

<b>Statement of Operations</b>	<b>FY21/22</b>	<b>FY20/21</b>	<b>Change</b>
Provincial Grants*	66,978	79,344	(12,366)
Tuition and Student Fees	137,026	111,666	25,360
Other Revenue	26,803	23,012	3,791
Total Revenue	230,807	214,022	16,785
Total Expenses	230,185	209,852	20,333
Accumulated Operating Surplus	127,328	126,706	622
<b>Statement of Financial Position</b>			
Financial Assets	173,092	122,880	50,212
Liabilities	285,803	242,007	43,796
Net Debt	(112,711)	(119,127)	6,416
Tangible Capital Assets	237,346	243,096	(5,750)

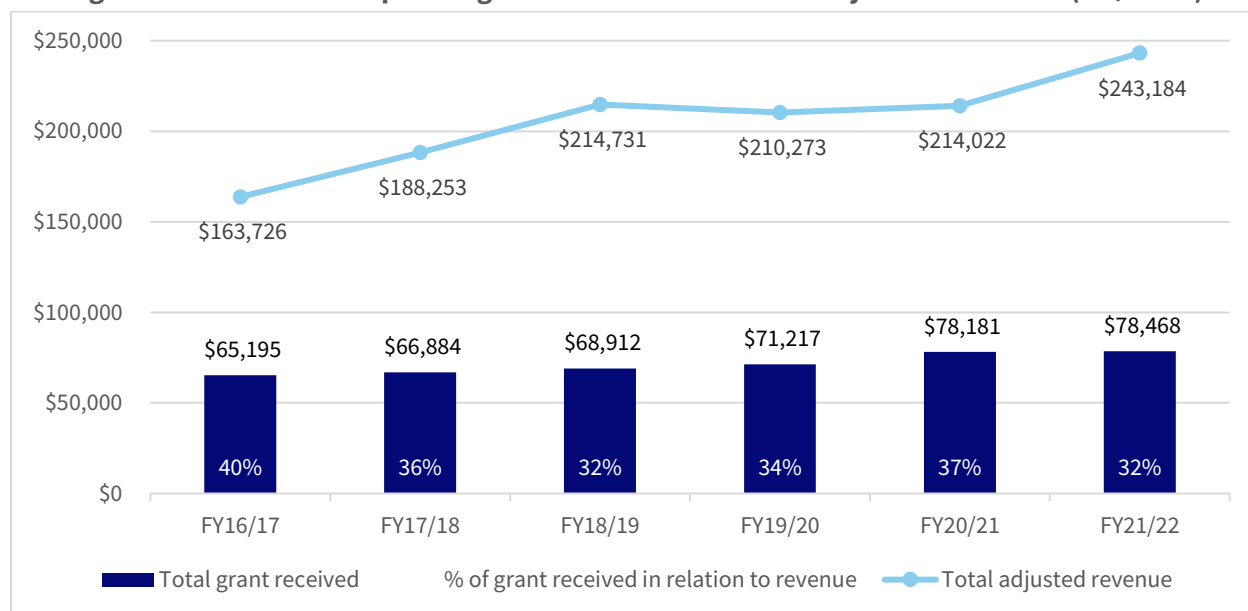
\* Includes operating grant

<sup>9</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.

## » Revenues

Figure 4.11 normalizes the deferral to illustrate the provincial operating grant received as compared to total adjusted revenues had the deferral not happened. Once adjusted, the amount of funding received from the government in relation to total revenues has decreased over time, from 40% in FY 2016/17 to 32% for FY 2020/22. As the proportion of operating grant to overall revenues decreases, the university is increasingly reliant on other sources of revenue to fund ongoing obligations including inflationary pressures and amortization.

**Figure 4.11: Provincial Operating Grant Received vs. Total Adjusted Revenues (in \$'000s)**

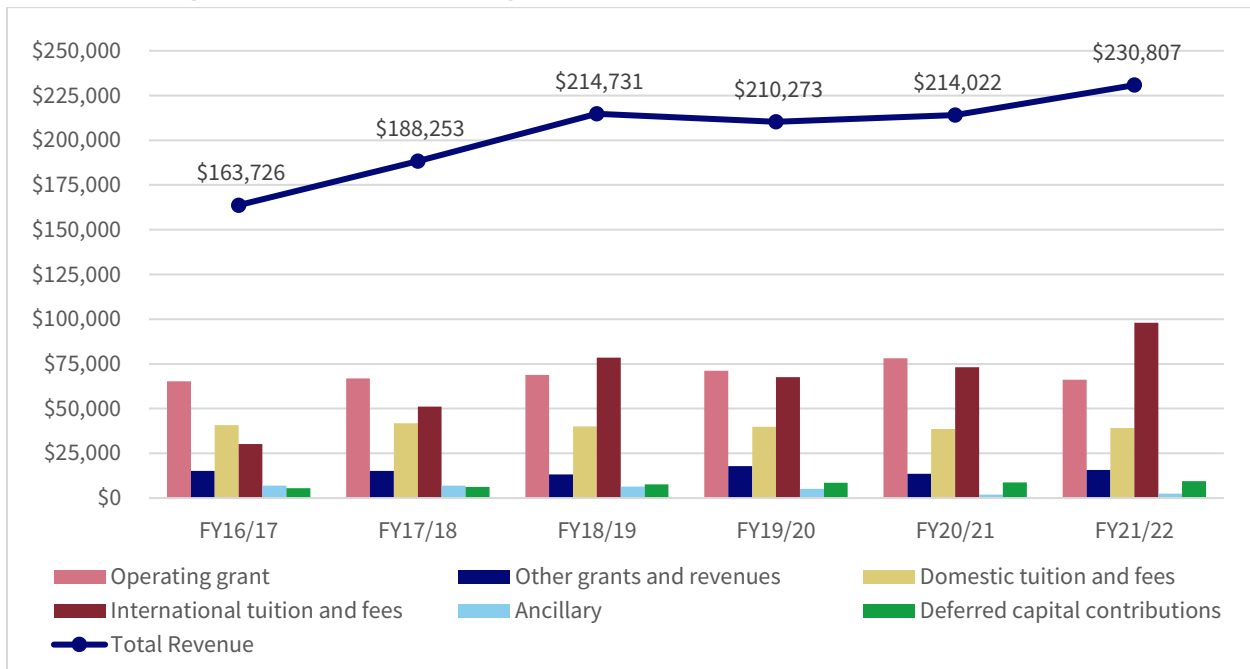


Note: Percentages are the proportion of total revenues from the provincial operating grant for that year.

Figure 4.12 (next page) shows revenue recognized by source, so it excludes the \$12.4M of the operating grant that was deferred. Total revenues increased by \$16.8M over the prior year, primarily due to a continued increase in international student tuition and fees. Figure 4.12 illustrates KPU's increasing reliance on international students for revenue generation. The volatility of this revenue stream can have a significant impact on the university as is evident in the aforementioned year-over-year revenue trend.

Recognizing the risk of the international revenue stream, KPU implemented procedures to control international enrolment through strategic enrolment planning. Through this, international recruitment has focused on diversifying the international student body; reducing concentrations of students from any one country reduces the potential risk associated with a specific country.

**Figure 4.12: Revenue Recognized by Source vs. Total Revenue (in \$'000s)**



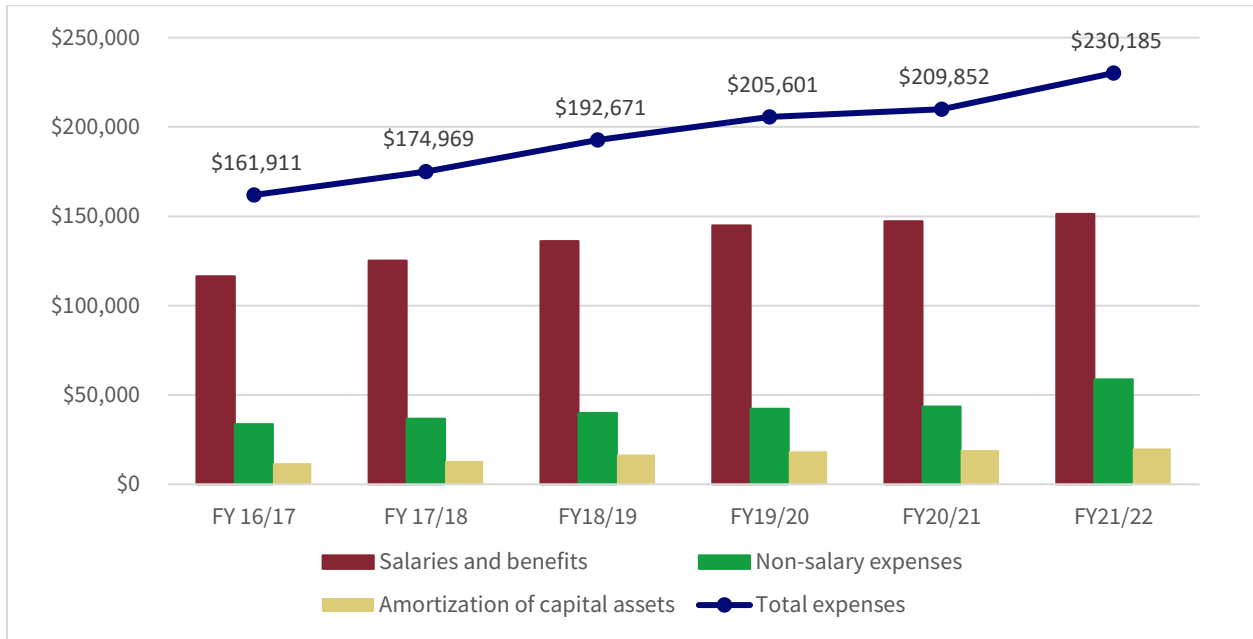
## »» Expenses

Total expenses for FY 2021/22 increased by approximately 10% or \$20.3M over the previous year.

Salaries and benefits are KPU’s single largest expenditure and represent approximately 66% of total expenditures in FY2021/22 (see Figure 4.13, next page). This is typical of post-secondary institutions, as they are driven by faculty and administrative support staff. In FY2021/22, there was an increase in salaries and benefits of approximately 3% or \$4.1M. This growth reflected unionized staff bargained increases, step increases for administrative staff, and increases in staffing levels. There was also a year-over-year increase in the employee benefit rate from 21.7% of salaries in FY2020/21 to 22.4% of salaries in FY2021/22.

Non-salary related expenditures (excluding amortization) also increased in FY2021/22 by approximately 35% or \$15.2M. During the year, KPU recognized \$4.0M to cover deficiencies at one of its campuses, along with upfront costs to prepare for the new Entertainment Arts program that commenced in summer 2022. International agent commission fees also increased by \$4.0M as a result of increased international student enrolment. Additional expenditure increases were the result of more on-campus activity, offset by a \$3.0M year-over-year reduction in transfers to Kwantlen Polytechnic Foundation.

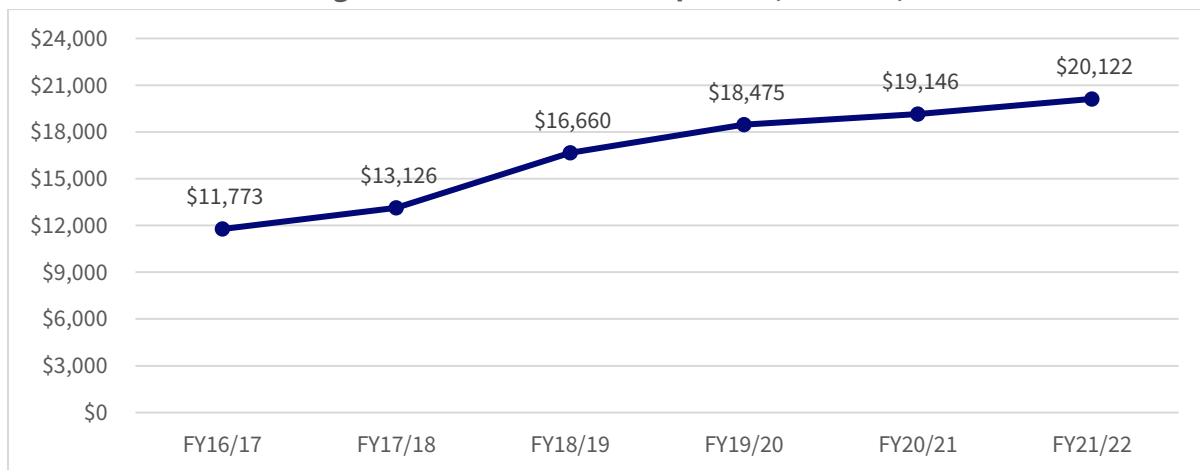
**Figure 4.13: Expenses by Type (in \$'000s)**



Amortization expense increased by 5% or \$1.0M year over year in FY2021/22. Amortization continues to increase as infrastructure such as the Wilson School of Design, Civic Plaza, and Spruce building renovations have become operational in recent years (see Figure 4.14).

In FY2021/22 a significant portion of the amortization increase was due to amortization of externally funded capital assets and therefore this increase is directly offset by a corresponding revenue from deferred capital contributions. Deferred capital contributions 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 moderates the impact that third party funded capital asset purchases have on annual financial results.

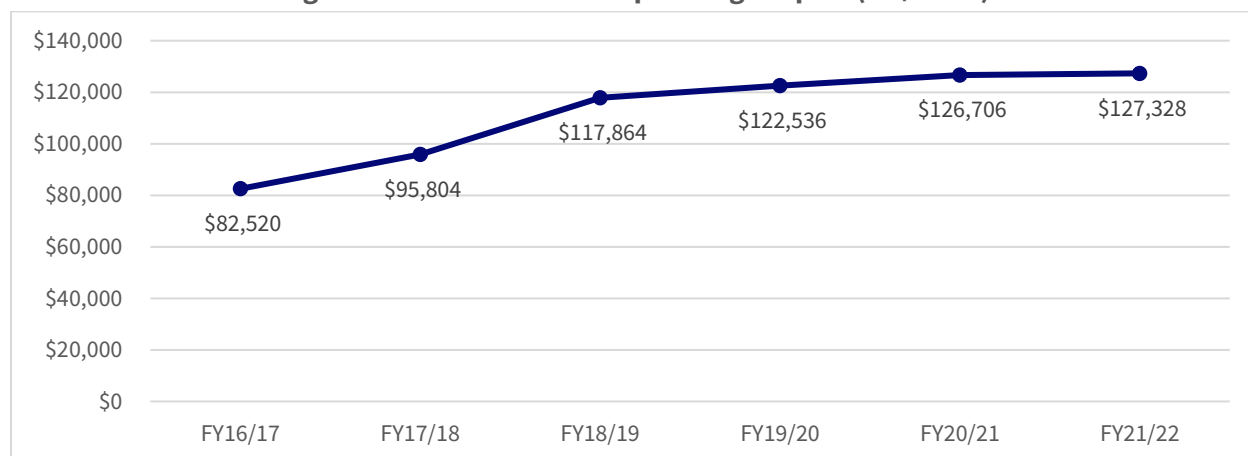
**Figure 4.14: Amortization Expenses (in \$'000s)**



## »» Accumulated Operating Surplus

The accumulated operating surplus, \$127.3M for FY 2021/22, represents the accumulated balance of KPU's annual operating surpluses and deficits (see Figure 4.15). As identified in the Accounting Framework discussion above, post-secondary institutions are not allowed to have an annual deficit unless Ministry approval is obtained. Since running a deficit is generally the only mechanism to access historical operating surplus balances, these funds cannot be used for operating purposes and are represented by the asset positions on the Statement of Financial Position.<sup>10</sup>

Figure 4.15: Accumulated Operating Surplus (in \$'000s)



## »» Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$112.7M in FY 2021/22 which is a decrease of \$6.4M over the prior year. This was largely due to a greater increase in cash, accounts receivable, and investments versus liabilities year over year.

Significant changes in financial assets and liabilities included a year-over-year deferred tuition increase of \$31.6M due to strong international student enrolment. In addition to strong enrolment, international students often prepay for future semesters. These prepayments are deferred and reported as revenue when the corresponding services are provided. A combined year-over-year increase of \$10.2M in deferred contributions and deferred capital contributions was also realized in FY 2022. This is largely attributable to a \$12.4M operating grant deferral that was approved by the Ministry for both operating and capital purposes.

The increases in deferred revenue, deferred contributions and deferred capital contributions which contributed to increased liabilities identified above are the main drivers of a \$46.9M year-over-year increase in the university's cash and cash equivalents position.

<sup>10</sup> Accumulated operating surplus is represented on the Statement of Financial Position as financial and non-financial assets.

## 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 and Skills 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 the Ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors.

### Assessment of Performance Measures

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

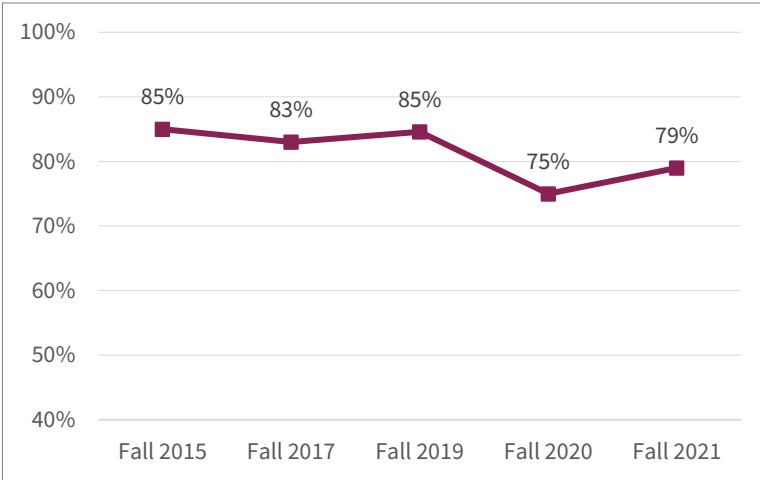
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

The table below provides a summary of the assessment on the 12 government (10 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 measure and reported in the table.

	Gov't	KPU	Total
 Achieved	5	4	9
 Substantially achieved	2	0	2
 Not achieved	2	1	3
 Not achieved	1	1	2
 Not assessed	2	6	8
	12	12	24

## »»» Enhanced Student Experience

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



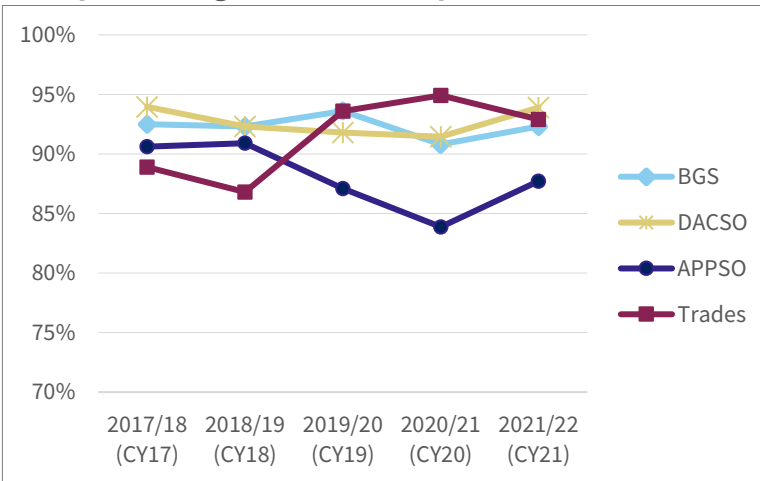
**Assessment:** ████████

Achieved

**Target:** > previous rating

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

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



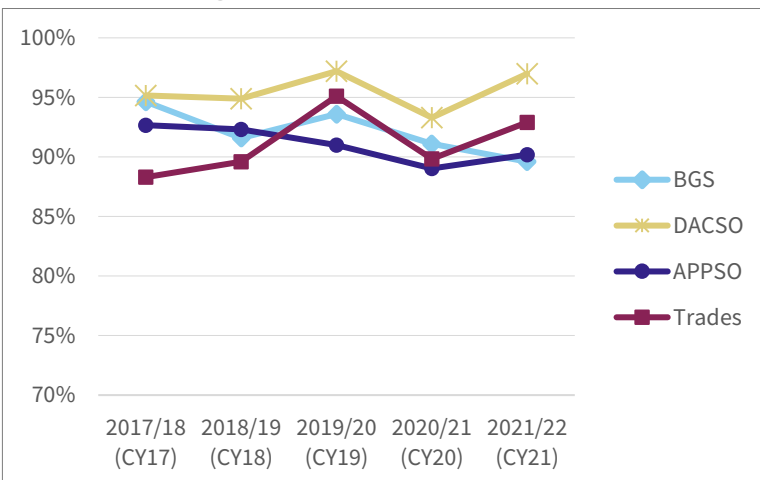
**Assessment:** ████████

Achieved

**Target:** ≥ 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”). APPSO meets the target when taking margin of error into account.

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



**Assessment:** ████████

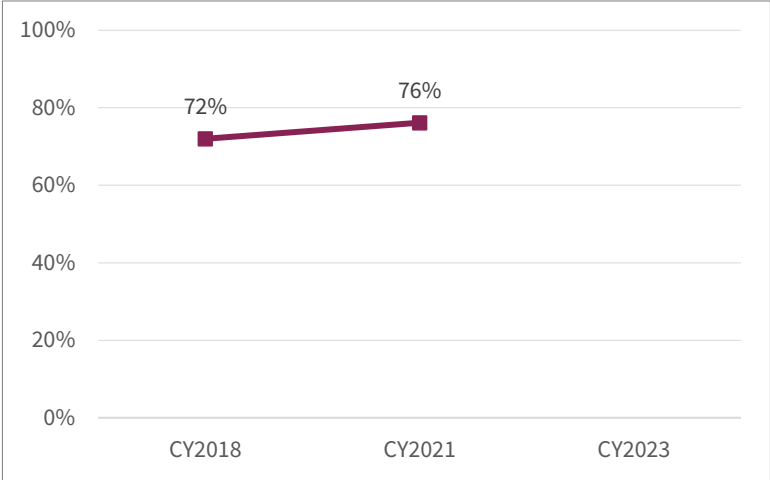
Achieved

**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”). BGS meets the target when taking margin of error into account.

»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



**Assessment:**

Not assessed

**Target:** > previous rating

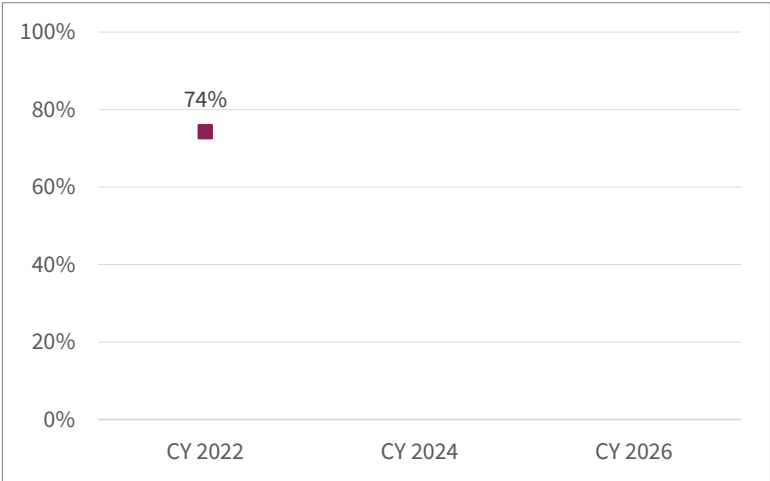
**Notes:** KPU measure (Employee Insights Survey [EIS]).

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

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

»» Delighted KPU Friends

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



**Assessment:**

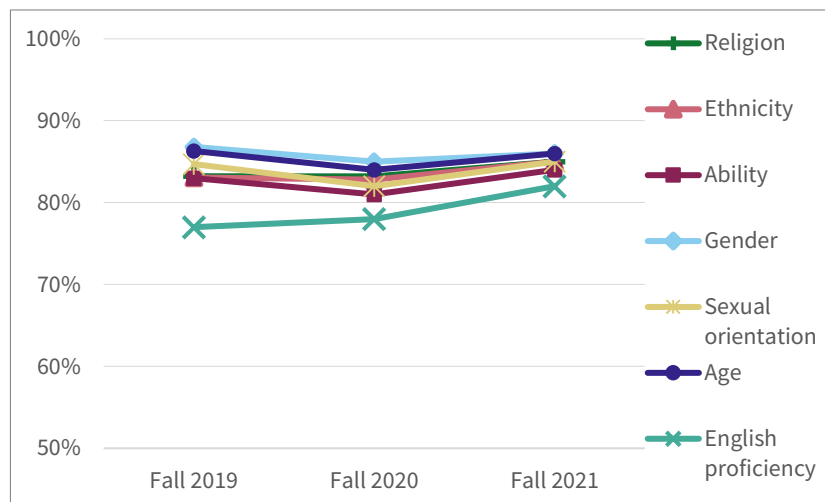
Not assessed

**Target:** To be developed

**Notes:** KPU measure. This is a new measure first implemented in spring 2022 through an annual KPU-based survey of members of Program Advisory Committees. A target will be developed in consultation with the Board in fall 2022.

## »» Multiculturalism and Indigenization

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



**Assessment:** ████████

Achieved

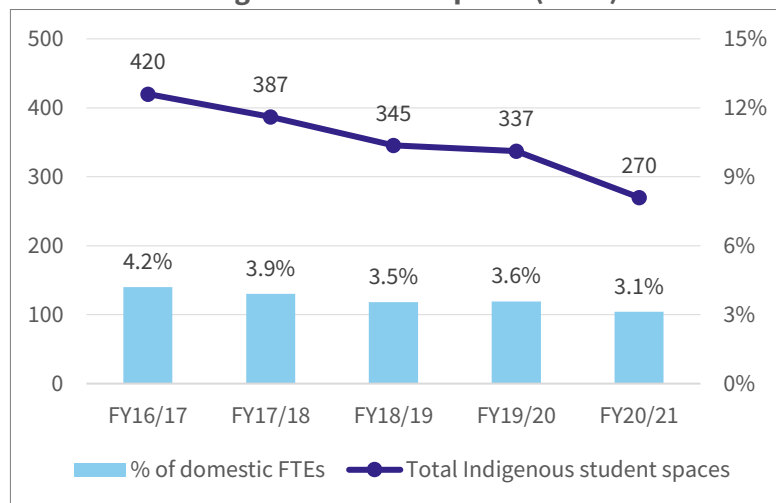
**Target:** > previous rating

**Notes:** KPU measure (SSS).

In several instances, those within the group in question were less likely to indicate positive perceptions than others.

For example: in 2021, when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ( $n = 160$ )<sup>11</sup> had an agreement rate of 72% compared to 88% of cisgender students ( $n = 4,069$ ); for ability, students with a disability ( $n = 1,488$ ) had a 79% agreement rate compared to 89% of those who did not identify this way ( $n = 2,657$ ); for sexual orientation, LGBQ+ students ( $n = 553$ ) had a 80% agreement rate compared to 87% of heterosexual students ( $n = 3,397$ ); and for age, 79% of students 40 or older ( $n = 211$ ) agreed compared to 86% of those under 40 ( $n = 5,315$ ).

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



**Assessment:** ████████

Not achieved

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

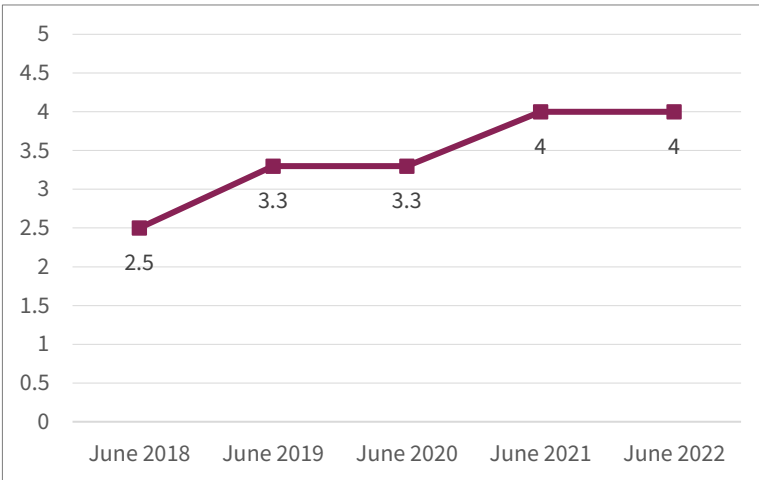
**Notes:** AEST measure (Central Data Warehouse). The years presented in the chart represent the year on which the data is based (e.g., “FY18”). The decline in Indigenous FTEs is associated with contract training.

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

<sup>11</sup>  $n$  denotes the number of respondents in the specified category.

## »» Environmental Sustainability

### 8. STARS ranking of institutionalization of sustainability



**Assessment:** ■

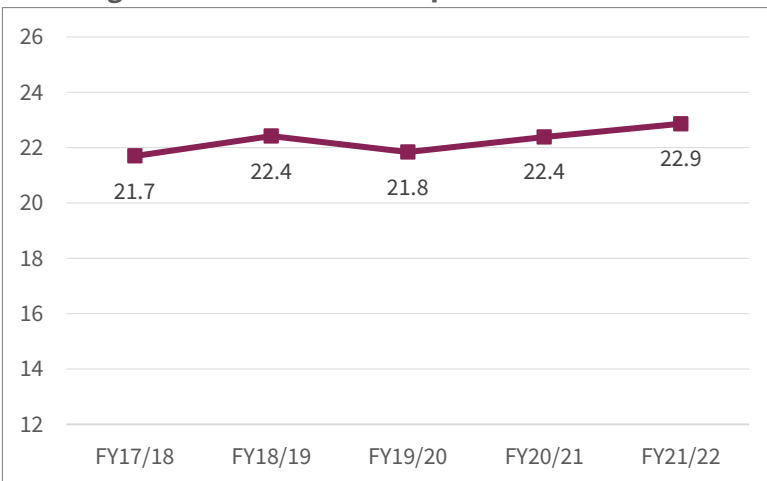
Achieved

**Target:** 4 (maximum score)

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

## »» Integrated Planning

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



**Assessment:** ■

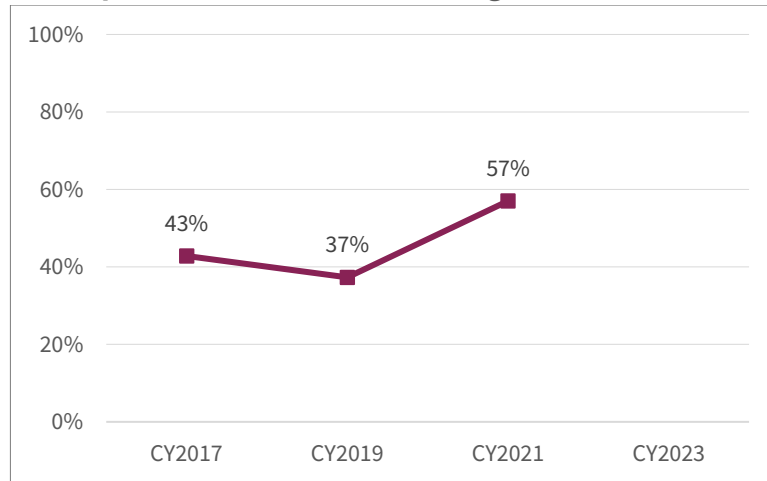
Achieved

**Target:** 23

**Note:** KPU measure.

## »» Teaching, Learning and Curricular Innovation

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



**Assessment:**

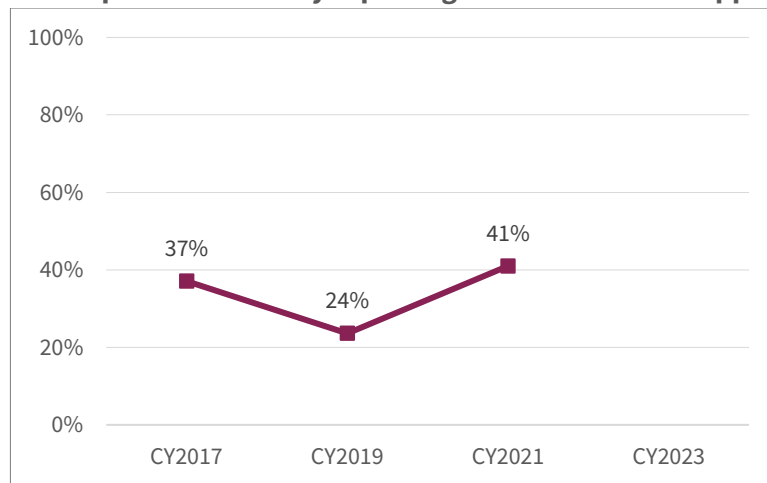
Not assessed

**Target:** > previous rating

**Notes:** KPU measure (Teaching, Research, & Library Supports Survey [TRLSS]). The response rate for the 2021 survey was 37%, up from 26% in 2019 and 27% in 2017.

## »» Research Activity and Intensity

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



**Assessment:**

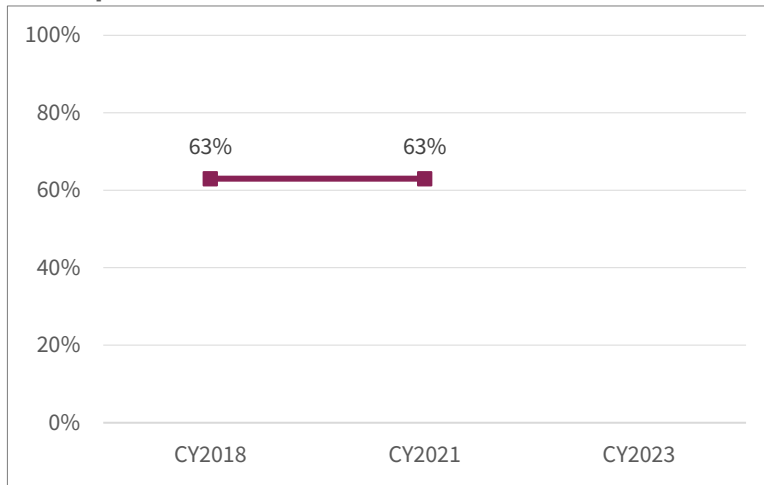
Not assessed

**Target:** > previous rating

**Notes:** KPU measure (TRLSS). This survey also includes the responses of non-faculty staff members in instructional or research roles. The response rate for the 2021 survey was 37%, up from 26% in 2019 and 27% in 2017.

## »» 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

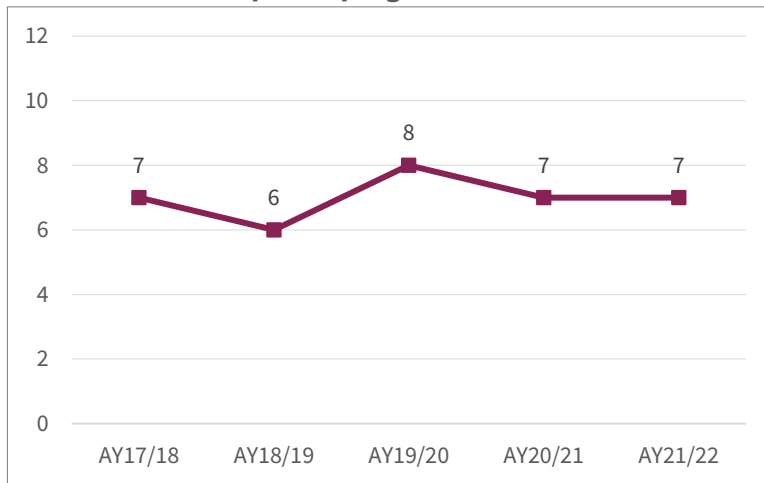
**Target:** > previous rating

**Notes:** KPU measure (EIS). The 2020 survey was delayed due to the circumstances arising from COVID-19. Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree).

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

## »» Program and Service Improvement

### 13. Number of completed program reviews



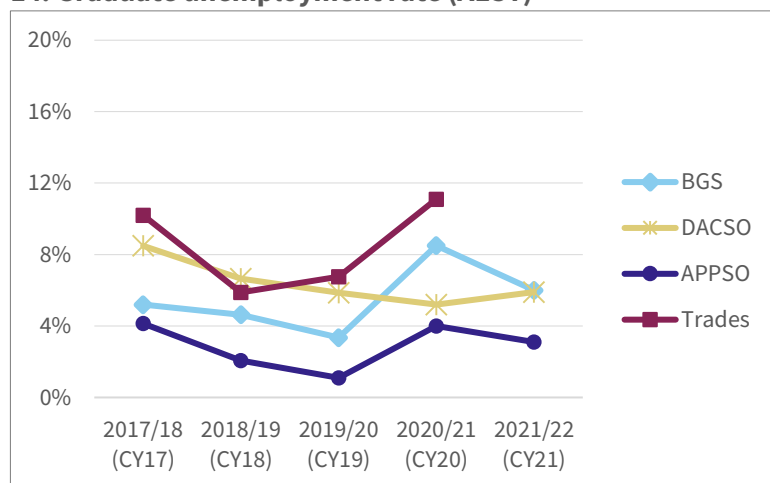
**Assessment:**

Not achieved

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

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

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



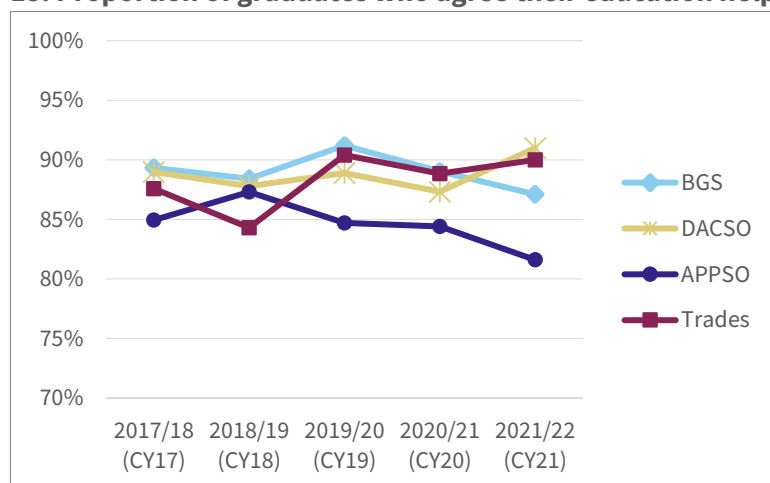
**Assessment:** ████████

Achieved

**Target:** ≤ 12%

**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”). Trades is not included for CY21 as the margin of error was greater than 10%.

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



**Assessment:** ████████

Achieved

**Target:** ≥ 85%

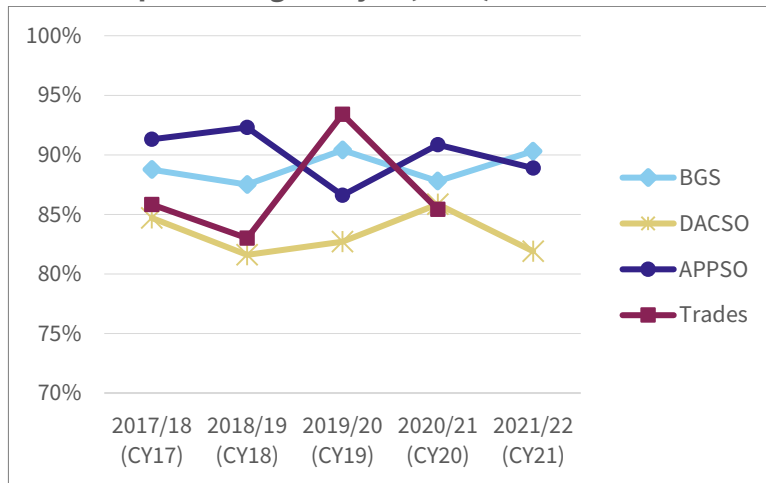
**Notes:** AEST measure (BCSOS). The graph shows the average of the seven specific skills shown below. The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). APPSO meets the target when taking margin of error into account.

In the table below, the values for Trades for written communication, oral communication, and reading and comprehension skills are omitted as per AEST’s guideline: the margin of error for each value was greater than 10%.

Skill	BGS	DACSO	APPSO	Trades
Written communication	87%	90%	73%	-
Oral communication	86%	90%	73%	-
Group collaboration	87%	92%	84%	96%
Critical analysis	91%	91%	85%	93%
Problem resolution	80%	90%	82%	89%
Independent learning	89%	91%	83%	89%
Reading and comprehension	89%	92%	87%	-



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



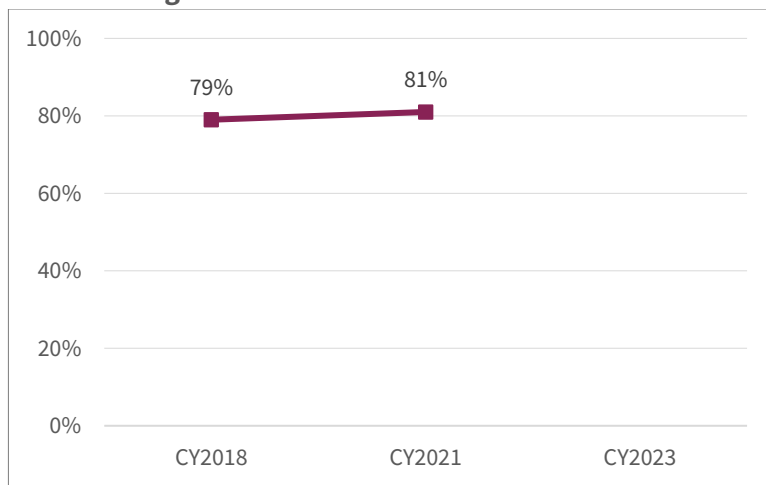
**Assessment:**   
 Achieved for BGS and APPSO  
 Substantially achieved for DACSO

**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”). APPSO meets the target when taking margin of error into account. Trades is not included for CY21 as the margin of error was greater than 10%.

»» Internal Accountability

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



**Assessment:**   
 Not assessed

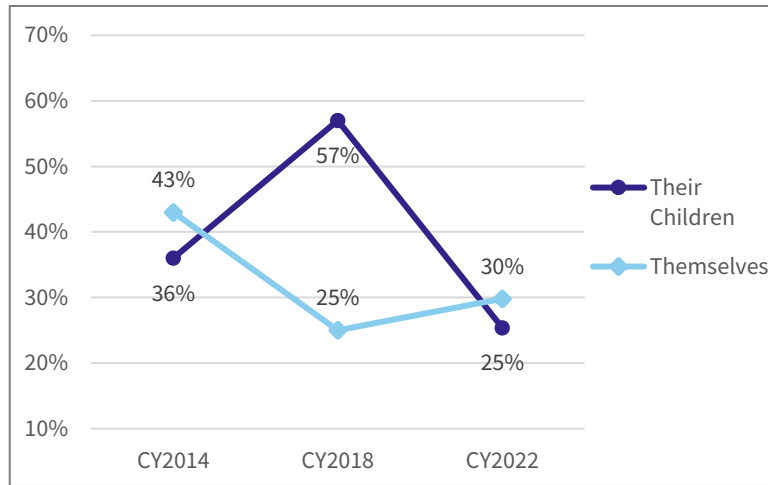
**Target:** > previous rating

**Notes:** KPU measure (EIS).

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

## External Accountability

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



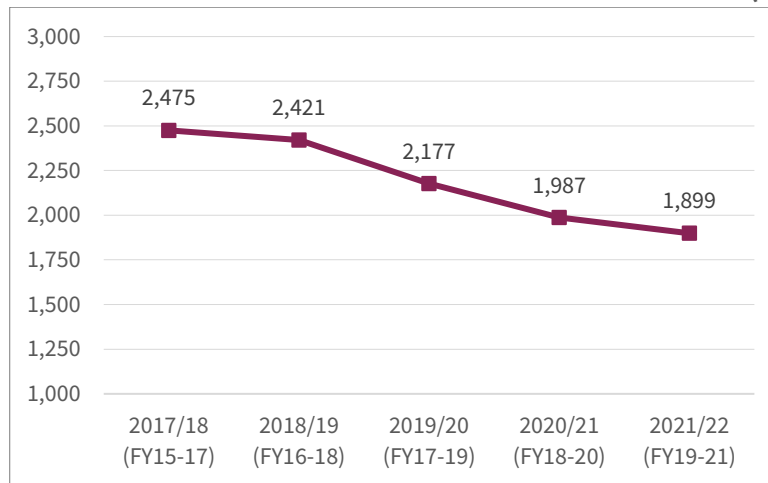
**Assessment:** ■

Achieved for themselves  
Not achieved for their children

**Target:** > previous rating

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

### 19. Number of credentials awarded to domestic students (AEST)



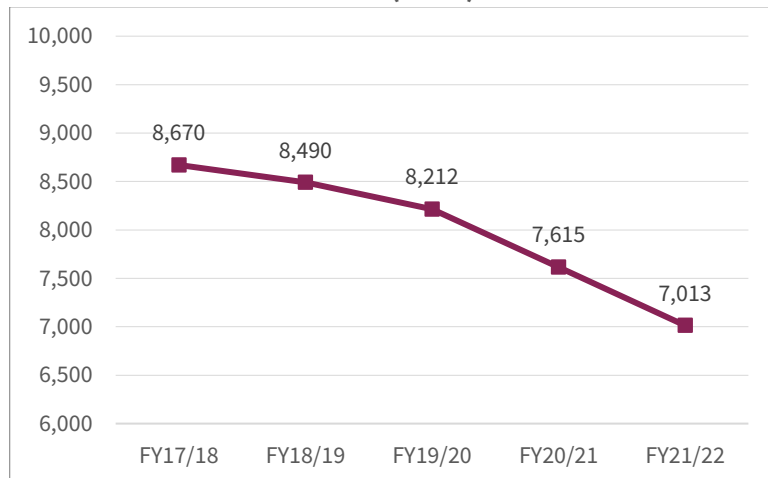
**Assessment:** ■

Substantially achieved

**Target:** 1,903

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

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



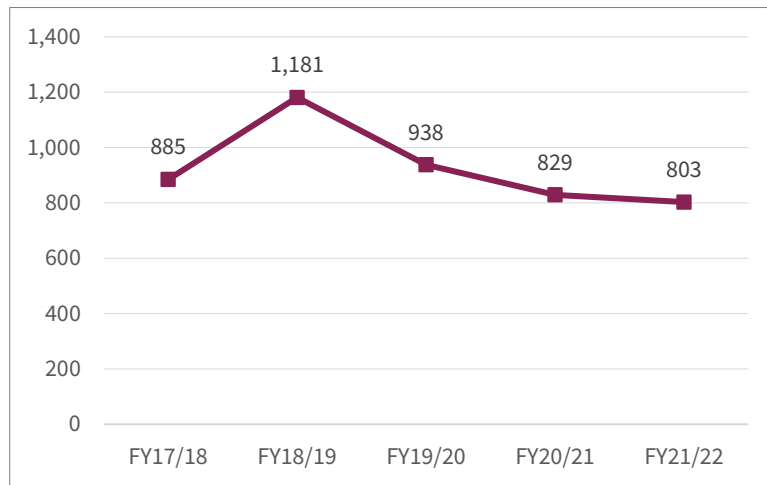
**Assessment:** ■

Not achieved

**Target:** 9,183

**Notes:** AEST measure. The decline is likely due to two factors: declining number of people aged 20 to 24 in the KPU region, plus the impact of the pandemic.

## 21. Number of health FTEs (AEST)



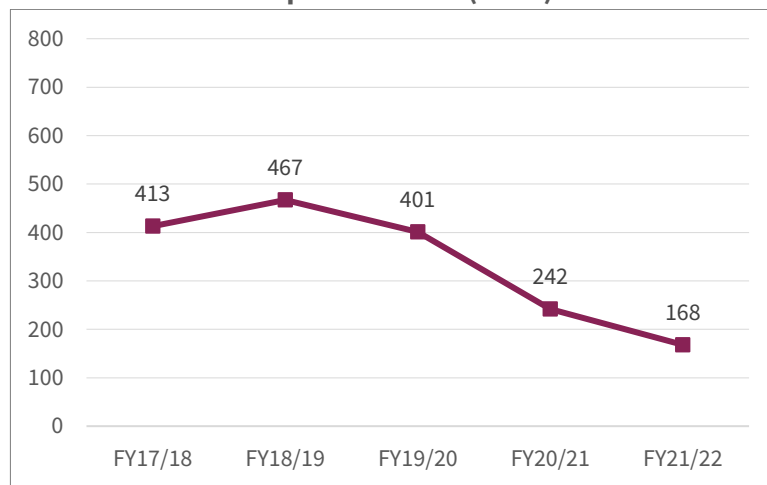
**Assessment:** ■

Achieved

**Target:** 782

**Note:** AEST measure.

## 22. Number of developmental FTEs (AEST)



**Assessment:** ■

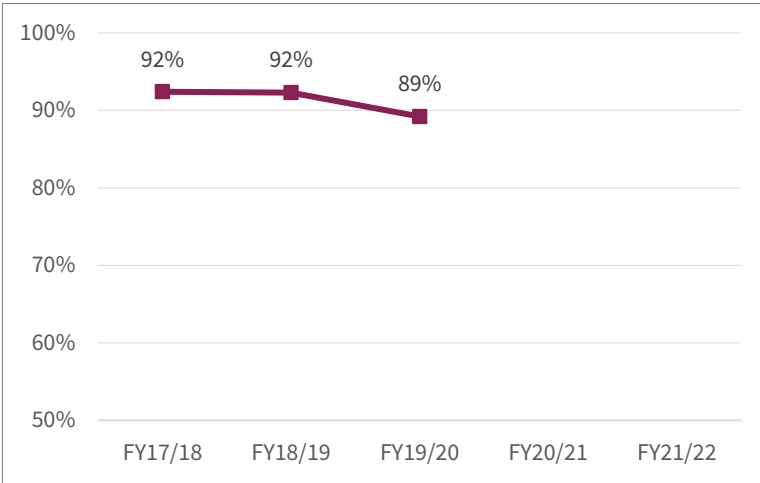
Not achieved

**Target:** 350

**Notes:** AEST measure. As of FY 2019/20, the Ministry adjusted the definition of developmental FTEs to exclude ASE FTEs, that is FTEs associated with programs for students with disabilities. Developmental FTEs for all years have been adjusted to exclude ASE FTEs.

KPU has chosen to focus its limited resources on university-bound students who need to upgrade English to meet KPU admission requirements, or need to complete high school mathematics or sciences to meet course prerequisites. The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU's English proficiency requirements an opportunity to upgrade their English to become undergraduate students. Students are given a Pathway offer when they don't meet the English proficiency requirements. Students don't apply directly to the Pathway, so as domestic applicants decline during the pandemic the number who need English upgrading also decline. Starting in summer 2023, people will be able to apply directly to the Pathway rather than apply to undergraduate studies and receive an offer to the Pathway.

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



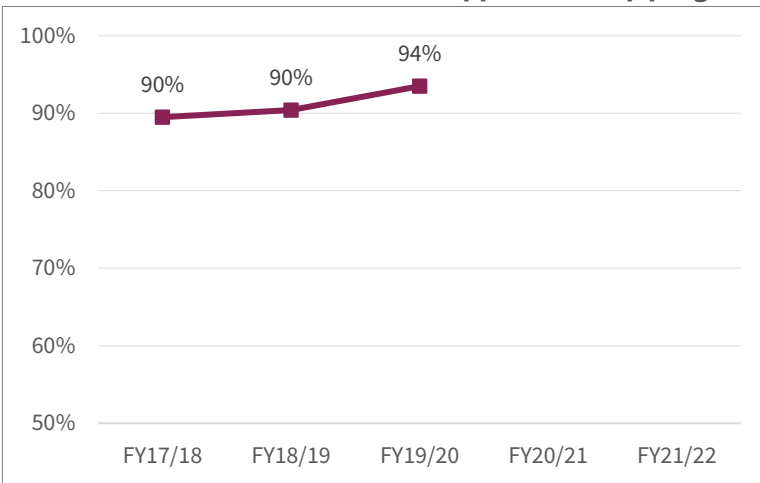
**Assessment:**

Not assessed

**Target:** None

**Notes:** ITA measure. The ITA did not set utilization targets for FY 2020/21 or 2021/22 due to the pandemic.

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



**Assessment:**

Not assessed

**Target:** None

**Notes:** ITA measure. The ITA did not set utilization targets for FY 2020/21 or 2021/22 due to the pandemic.

# Glossary

AEST: BC Ministry of Advanced Education and Skills Training, elsewhere referred to simply as “the Ministry”

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

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

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

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

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

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

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

EIS: Employee Insights Survey of all KPU employees, conducted every two years; in 2018, it was called the Employee Engagement Survey

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

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

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

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

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

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

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

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



# Appendix A: Report on TRC and UNDRIP

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

<b>TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b>	
<b>1: SOCIAL WORK</b>	
We call upon the federal, provincial, territorial, and Indigenous governments to commit to reducing the number of Indigenous children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Indigenous communities and families to provide more appropriate solutions to family healing.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
<b>12: EARLY CHILDHOOD EDUCATION</b>	
We call upon the federal, provincial, territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>	
We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>The hə́nqə́mihəm Language Initiative seeks to embed the language into many features at KPU. Embedding the language will help encourage our communities to learn the traditional language of the territories and respect the visual representation of the land-based Nations. hə́nqə́mihəm is the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional territories our university is built. hə́nqə́mihəm is also known as a Down River dialect of Halkomelem, under the Salishan language category.</p> <p>New signage is being installed at our campuses to include translations of the locations in the hə́nqə́mihəm dialect. QR codes are being included to direct people to the pronunciation of the words along with other</p>

	<p>information.</p> <p>We believe it is our role and responsibility to listen and learn Indigenous languages and follow revitalization work led by Indigenous Language Keepers. We raise our hands in gratitude to Sesmelot Fern Gabriel, hə́ŋqəmiṇə́m Language Instructor and Consultant from Kwantlen First Nation.</p>
In Progress	Discussions with the Musqueam Nation on the development of a hə́ŋqəmiṇə́m course are ongoing.
Ongoing	KPU continues to hire more Indigenous faculty members, both to teach Indigenous languages and Indigenous Studies. See UNDRIP Article 14 for information on the Indigenous Hiring Initiative.
Ongoing	KPU developed its first Indigenous language course in Cree and offered it in fall 2020 for the first time. The course continues to be offered every term.

**23: HEALTH-CARE PROFESSIONALS**

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>Graduate Nurse, Internationally Educated Re-entry Certificate: Students complete an assignment/presentation on First Nations culture as it pertains to cultural practices, rituals, diet, and health-care practices. The students gather their information from a variety of resources. In the past they have visited a museum to explore Indigenous arts and culture and visited the resources centre on the Surrey main campus, however these activities did not take place this year due to the pandemic. Students also complete an assignment that requires them to read and answer questions regarding the Truth and Reconciliation documents, and they spend a full class discussing the document.</p>
Ongoing	<p>Bachelor of Science in Nursing, Advanced Entry (BSN-AE): In Semester 5, students develop and review Indigenous health videos, and explore concepts related to health inequities and social justice in their theory course.</p> <p>Students in semester 6 complete global health projects at a variety of community agencies that serve Indigenous populations in the Lower Mainland, such as the Indigenous Wellness Training Society, the Women’s Health Collective, the Vancouver Health Society, the Downtown Eastside Women’s Centre and the Downtown Eastside Neighbourhood House. The BSN-AE has established ongoing partnerships with several of these agencies and seeks to nurture these partnerships as we move forward.</p> <p>Beginning in fall 2021, BSN-AE students work with Indigenous mentors</p>



	through the 27-month program to explore health from an Indigenous perspective.
Ongoing	Bachelor of Science in Nursing: Throughout the three years, Indigenous health content is presented, discussed and explored. Semester 1 includes a focus on Truth and Reconciliation. Complex care courses and nursing applications courses in semesters 3, 4, and 6 include Indigenous Peoples case studies focusing on strengths, culture and resilience. Semester 4 nursing applications courses also include the First Nations Wellness Model with an assignment where students examine a particular Indigenous community in the Lower Mainland, with focus on the community’s culture and the ways that this supports wellness.
Ongoing	Bachelor of Science in Nursing: Students in their first semester of the BSN are introduced to a Ministry of Children and Family Development family worker, who guides students in sharing thoughts on history and how to use it as a springboard for better understanding and improving future work with and for First Nations communities. In spring of 2021, this guest speaker was not able to attend and the visit was replaced with an asynchronous learning activity focused on enhancing students’ self-awareness: Students created engaging, creative posts to a class forum of their open and honest reflections on their understanding and actions as they related to Indigenous health, truth and reconciliation and what will change in themselves, their sphere of influence and in their nursing career.
New	<p>The Bachelor of Science in Nursing (BSN) program is integrating the new BC College of Nurses and Midwife (BCCNM) practice standard, Indigenous Cultural Safety, Cultural Humility, and Anti-Racism, which came into effect in February 2022, into the curriculum. This begins at recruitment. BSN participates in Open Doors, Open Minds, an event which gives Indigenous high school students an opportunity to learn more about the BSN program and becoming a Registered Nurse in an experiential workshop.</p> <p>BSN students begin their nursing education in Year 1: Semester 1 focused on Community Health Promotion. This semester anchors the standard in the program through various forms of direct engagement with the Indigenous community and a truly unique partnership with the Kwantlen First Nation. Learning is mutual as students practice community health promotion through client education and program design. Instructors guide students by implementing principles 2) building knowledge through education, and 6) strengths-based and trauma-informed practise. Students engage in various learning activities which require 1) self-reflection and self-reflective practice and provide the opportunity to practice multiple elements of principles 4) creating safe health care experiences, 5) person-led care, and 6. In Year 1: Semester 2, students begin to develop a personal leadership philosophy as they move into the acute care setting in maternity. Students recognize they are engaging Indigenous clients at a vulnerable time. Students engage in direct practice</p>

	<p>and learning activities that address principles 3) anti-racist practice, 4 and 6.</p> <p>They refine skills related to planning care in collaboration with the client and recognize the impact of mental wellness on individuals and families. In Year 2 (Semester 3 and 4), students complete medical and surgical rotations. In theory, lab, and practice settings, students thoroughly engage principles 2, 4, 5, 6. Simulations and preparatory activities have students consider the Indigenous client’s personal strengths and recognize the potential for trauma. Students practice incorporating a trauma informed care and strength-based approach and are provided multiple written and discussion opportunities to reflect on their practice and learning needs in this area. First Nations Health Authority Mental Health and Wellness content, case studies, and strategies for client centered and culturally safe care are also integrated into Year 2.</p> <p>In Year 3 (Semesters 5 and 6), students complete one semester of consolidation with a focus on pediatric populations and a final preceptorship. Semester 5 students hear first-hand experiences from survivors of the Canadian Residential School System, learn about different types of traumas, and consolidate learning on how to provide trauma-informed care. Students consider Indigenous ways of experiencing pain and engage in reflective learning activities on types of resilience in the Indigenous pediatric population. Students consolidate principles 1-6. In final preceptorship orientation, a BSN faculty member and cultural safety consultant guides students through a review of BCCNM standards and materials on culturally safe practice. During the preceptorship, they host reflective discussions and encourage planning around culturally safe practice at site visits with the student and preceptor.</p>
Ongoing	<p>Bachelor of Psychiatric Nursing: Cultural safety and health of Indigenous Peoples are threaded throughout the program. Students are required to take a First Nations Health course in semester 4 of the program. Upon program completion, they invite an Elder to their Graduation Tea who guides them through a smudging ceremony, and discusses with them their role as new graduates in supporting health and wellbeing of Indigenous Peoples, while respecting and valuing their culture and practices.</p>
In Progress	<p>Bachelor of Psychiatric Nursing (BPN): With a commitment to supporting reconciliation, last year, the BPN program planned to host our third annual Mental Health Forum. The theme of the forum was to be Indigenous Health and Cultural Safety. We had confirmed numerous speakers and had oversight from local Elders and Dr. Becky Palmer who is the Chief Nursing Officer of the First Nations Health Authority. Unfortunately, due to pandemic, the event was postponed. It is the intention to run the forum as soon as practicable.</p> <p>Further to this, the BPN program continues a commitment to integrating</p>

	<p>not only Indigenous content into curriculum, but to have it as the fabric of our courses. We have added a commitment to formally review United Nations Declaration on the Rights of Indigenous Peoples and Truth and Reconciliation Calls to Action into our Semester 8 preceptorship course. In the current version of the program and in the proposed revised version of the program, the BPN has integrated cultural safety and trauma-informed care into our core mental health nursing programs. This includes a full spectrum of trauma responses, including awareness of communication strategies, understanding trans/intergenerational trauma (specific to Indigenous communities, however covering all forms of trauma). Trauma-informed care, background theory and a deep exploration of history will be the core content integrated into a suite of 3 communications classes established for our revised program. Until the new version of the program, this content will continue to be integrated into our present program.</p>
<p>New &amp; Ongoing</p>	<p>Health Care Assistant program (HCAP): Students learn about and research the impact of social determinants on health, and cultural safety and humility. Students take part in cultural presentations, including on First Nations cultures. Students visit with an Elder, visit a museum to explore First Nations art and cultures, and visit the KPU Gathering Place.</p> <p>The program has a commitment to ensure students know the importance of culturally safe care for our Indigenous populations in long term, complex care and home health care settings. Students are required to complete the KPU Indigenous Awareness Modules, and then complete a reflective assignment on the knowledge they have learned and how they will integrate culturally competent care for Indigenous Peoples into their care plans in the care setting.</p> <p>The program has also liaised with the KPU’s Teaching and Learning educational consultant Jennifer Anaquod, who provided a presentation to HCAP faculty members on culturally safe resources and the alternative ways of healing in the Indigenous communities. These resources are now embedded into our curriculum.</p>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p>	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p><i>PROGRESS</i></p>	<p><i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i></p>
<p>See above</p>	<p>See above (TRC Call to Action #23)</p>

## 28: LAW SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	N/A

## 57: PUBLIC SERVANTS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New, in progress	<p><i>KPU Indigenous Dialogue Series:</i> The Series is intended to bring together all members of the KPU community—students, employees, affiliates, and the general public-settler and Indigenous Peoples—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation BC, Indigenous Education representatives with school districts, the Surrey Urban Indigenous Leaders Committee and others.</p> <p>KPU hosted the first event of the series in November 2020 with renowned Indigenous scholar, Dr. Jo-ann Archibald, Q'um Q'um Xiiem; KPU Chancellor, Kwuntiltunaat (Kim Baird); KPU governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. In 2021/2022, there were four events in the series, which included speakers Len Pierre Pul-ee-qwe-luck, Dr. Marie Battiste, OC., Chief Dr. Robert Joseph, OC, OBC, and Dr. Pam Palmater. More information is provided in Chapter 1, in the section on <i>Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples</i>.</p>
Ongoing	<p><i>Indigenous Peoples Month:</i> Across June 2021, Indigenous Services for Students hosted several events on topics such as Indigenous language revitalization, Indigenous story-telling, and wellness to celebrate National Indigenous Peoples Month.</p> <p>For June 2022, in addition to hosting the Indigenous Dialogue speaker on June 21, KPU hosted two workshops:</p> <ul style="list-style-type: none"> <li>• Ribbon Skirt Workshop June 16 (open to Indigenous students only). This workshop will be held at the Wilson School of Design at the KPU Richmond campus. There is no cost to students and fabric and ribbon will be provided.</li> </ul>

	<ul style="list-style-type: none"> <li>• Medicine Pouch Workshop June 29 (open to all KPU student, faculty and staff). This workshop will be held on the KPU Surrey campus and a limited number of medicine pouch kits will be available to Indigenous students.</li> </ul> <p>KPU promoted other events, both in person and online, that recognize and celebrate Indigenous cultures, languages, resilience and diversity.</p>
Implemented	In 2019/20, KPU hosted several film screenings of Invasion, a film about the Unist’ot’en Camp, Gidimt’en checkpoint and the larger Wet’suwet’en Nation’s continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.
Ongoing	Employee training: All KPU employees are expected to take online Indigenous Awareness training, consisting of three modules. The Indigenous Peoples 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 Peoples are regaining their rightful place in Canada and are thriving.

**62: TEACHER EDUCATION**

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

*PROGRESS*

*NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS*

Planning

Teacher Education: Discussions have been initiated with the Ministry to determine the feasibility of offering unique and niche area teacher education programs servicing critical areas of need in the province. It is recognized that there is a need for Indigenous K-12 teachers and a need to focus teacher education from an Indigenous perspective. Next steps are to conduct further labour market research and gain a greater understanding of this need and potential for delivery by KPU. Discussions with the Ministry and with other key parties about Teacher Education have been put on hold due to the pandemic, to be resumed in the future.

**86: JOURNALISM AND MEDIA SCHOOLS**

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

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

**92: BUSINESS SCHOOLS**

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New	Employment resources for Business Indigenous students: Continuing deployment of a webpage with resources to help Indigenous students find employment, which can be found <a href="#">here</a> . It includes links to job banks and employment programs specifically for Indigenous Peoples. The success of this method for connecting Indigenous students with employers is currently under evaluation [June 2022].
New	<p>The Melville School of Business welcomed Mary Jane (MJ) Brownscombe as a keynote speaker at the February 2021 Faculty-wide Reading Break event. Mary Jane is Founder and Chief Executive Officer of SHE analytics, an enterprise that generates thought leadership to advance inclusion and success for women and Indigenous Peoples. Ms. Brownscombe provided an inspirational perspective on how business education and business schools are important influencers for positive change in the business world.</p> <p>In September 2021, MSB partnered with Chartered Professional Accountants of British Columbia to present a Fundamentals of Anti-Oppression workshop.</p>
New	<p>In May 2022, the Melville School of Business hosted an event for faculty and staff entitled Recognizing Indigenous Voices in Business Classrooms: Mentorship, Research and More, presented by Dr. Keith G. Brown and Mary Beth Doucette, the authors of the <i>Indigenous Business in Canada: Principles and Practices</i> textbook from Cape Breton University.</p> <p>Mary Beth Doucette is the Purdy Crawford Chair in Indigenous Business Studies in the Shannon School of Business at Cape Breton University. Dr.</p>

	<p>Keith G. Brown is a former Purdy Crawford Chair. The Purdy Crawford Chair in Indigenous Business Studies focuses on the research of Indigenous business models, best practices in Indigenous economic development, case studies profiling Indigenous businesses, as well as national and international comparative analysis. The purpose of the Chair is to promote interest in studying business at the post-secondary level among Canada’s Indigenous Peoples, as well as to encourage applied research specific to their communities.</p>
Ongoing	<p>Advanced Business Match is about connecting Indigenous and non-Indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business and investment interests. People attend Advanced Business Match to develop new opportunities and partnerships. In 2019, Kwantlen First Nation and the Township of Langley, in partnership with Raven Events, hosted the third annual Advanced Business Match – Lower Mainland. Members of the KPU School of Business attended, and plan to attend future events to network with Indigenous business owners, but have not been able to attend since due to the pandemic.</p>
Ongoing	<p>Champion to increase awareness: Since September 2018, the School of Business has supported two 0.25 one-year releases for a Faculty Champion to lead initiatives to increase Indigenous awareness, and decolonization of the classrooms and curriculum. In the most recent time release, a January 2022 workshop entitled Principled Engagement with Indigenous People was provided to 20 Melville School faculty. The session was designed to support instructors’ ongoing awareness and commitment to decolonizing antiracism work. The School of Business is committed to creating a safe, inclusive, and inviting learning environment for Indigenous students.</p>
Implemented	<p>Open Education Resource (OER) for Business Communications (Indigenous focus): A KPU Applied Communications instructor received a grant to work on an OER for Business Communications. With this grant, the instructor created a textbook for Business Communications that includes Indigenous voices, experiences, and business protocols by engaging with members of different Nations in the Coast Salish region.</p>
Implemented	<p>Open Education Resource for Consumer Behaviour: A School of Business Marketing instructor developed an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor hired Indigenous KPU students to help with this project and obtained Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project was accepted into the UNESCO Open Learning for a Better World program as an OER project serving the Sustainable Development Goals articulated by the United Nations. The instructor, a Faculty Champion of decolonization and Indigenization in the School of Business, presented to over 80</p>

	Business faculty on approaching reconciliation, Indigenization, and decolonization in 2019. This text remains in use in the School.
Implemented	Event planning – Indigenous Awareness Month: A KPU faculty member taught two sections of an Entrepreneurial Leadership (ENTR) course in spring 2019 that involved students in the organization and management of an event. This year students collaborated with KPU Indigenous Services for Students on the Open Door, Open Minds STEM Forum for Indigenous high school students (described below), in recognition of Indigenous Awareness Month. The instructor has developed a collaboration with KPU corporate partner, RICOH, who will be providing technology for various events.
Ongoing	<p>Bursary for Indigenous students enrolled in Business: In 2019, faculty members from the School of Business set up an ongoing bursary for Indigenous students enrolled in Business programs. One instructor allocated the award money she received for Teaching Excellence from the Accreditation Council for Business Schools and Programs (ACBSP), and another member donated the payment received for peer-reviewing a textbook. Several faculty members continue to contribute to the bursary through their KPU pay, all of which is matched by the institution.</p> <p>Scholarship for Indigenous students enrolled in Business: Two KPU Applied Communications business instructors have developed a scholarship for Indigenous students studying in the School of Business. The first award was given in 2018.</p>
Ongoing	Faculty Learning Community (FLC): In summer 2019, the School of Business launched a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications in the post-secondary environment. While the FLC started in the School of Business, participants also come from other faculties across KPU. Meetings were suspended during the pandemic.
Ongoing	Curated site for sharing Indigenous resources: Essays, book suggestions, guides, podcasts, videos, etc. are curated to provide the School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. This online 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.



## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

### Article 14

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Implemented	Indigenous Studies Department: In spring 2022 the University Senate and the Board of Governors approved the establishment of a new department called Indigenous Studies (INDG) in the Faculty of Arts, effective April 1, 2022. Although KPU has been offering Indigenous Studies courses for over 5 years and has a well subscribed Minor in Indigenous Community Justice, the creation of an INDG department will strengthen our ability to support lasting and meaningful reconciliation. The Indigenous Studies Department will provide a key locus for Indigenization and decolonization within the Faculty of Arts and KPU, and empower the department faculty to determine the department's protocols in keeping with local Indigenous practices, and to envision its educational and programming goals through consultations with members of the KPU community and local Indigenous communities.
New	Indigenous hiring initiative: In late February 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty and administrative employees who are underrepresented at KPU. KPU will submit a similar application to attract and retain Indigenous support staff.
Ongoing	Indigenous faculty hires in the Faculty of Arts: After the untimely passing of Instructor Lee Maracle, the Indigenous Studies department is in the process of seeking a new faculty member. Allison Hotti (Indigenous Studies), Vicki Haynes (Interdisciplinary Expressive Arts), Denali Youngwolfe (Interdisciplinary Expressive Arts), and Nathan Adler (Creative Writing) are recent Indigenous faculty hires in Arts.
Ongoing	The Indigenous Advisory Committee (IAC) includes invited representation from the local First Nation communities. Additionally, the Métis Nation of BC and Surrey Urban Indigenous Leadership Committee take part in the meetings. The district leads for Indigenous educational services from each local school district also participate. Various KPU staff and faculty join the meetings and students from the Indigenous Student Council take part. The IAC meets about every 2-3 months with regular attendance of about 25-30 people, including the University Chancellor (and former Tsawwassen First Nation Chief) Kwuntiltunaat (Kim Baird) and Board

	<p>governor Rhiannon Bennett. The meetings are co-chaired by Cheryl Gabriel (Kwantlen Nation) and Len Pierre (Katzie Nation/KPU’s Special Advisor, Indigenous Leadership, Innovation and Partnerships). The meetings are open, and guests are welcome to bring forward agenda items and topics of interest.</p> <p>The IAC plays an advisory role and can provide input on initiatives under consideration at KPU. The IAC was reignited in 2017 after it had not met for several years. Topics for discussion include the initial stages in the development of an Indigenous strategic plan, campus master planning, the expansion of the Elders’ program, Indigenous Peoples’ Month events, updates from community and KPU members, development of a resource repository through the university library, and input on other key initiatives. The Vice President, Students, coordinates the IAC.</p>
New	The Office of Indigenous Services for Students has a new Indigenous Student Transition and Engagement Coordinator position, which is responsible for delivering specialized, culturally-relevant programming that supports the transition and engagement of a diverse Indigenous student population.
New, ongoing	KPU has enhanced its Indigenous Peer Mentor program, whereby senior Indigenous students provide support to students. Peer mentors complete the Certified Peer Educators (CPE) training program, through NASPA, the association of Student Affairs Administrator in Higher Education. This CPE designation provides a more robust foundation for peer mentor training and development. The goal is to continue to increase opportunities for connecting with Indigenous students through social media platforms, scheduling regular virtual lounge chats and drop-in sessions during the pandemic, and resuming in person engagement activities in the Gathering Place when it is safe to do so.
Ongoing	Naut'sa Mawt: One Heart, One Mind is a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Arts faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder guidance and mentorship, and interdisciplinary, interactive, on-the-land learning opportunities for underserved learners strongly in need of inspiration and opportunity. It also builds the capacity of staff, faculty, and administrators to provide an accessible and inclusive environment for students, and engage in community outreach beyond KPU.
<b>Article 15</b>	
Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	The newly-developed <i>Bachelor of Arts Framework</i> includes a category

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

	<p>Informed by the insights from Indigenous scholars within the institution, and inspired by the findings and recommendations of the TRC, the textbook is being developed as an Open Educational Resource that will involve Elders in consultations around pedagogies of practice and be available for adoption and modification to address local Indigenous realities.</p>
Ongoing	<p>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.</p> <p>Indigenous Activism (INDG 4245 – 3 Credits): Students examine historical and contemporary Indigenous activism in the Americas. They critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous Peoples collective resistance and attempts to protect inherent rights and lands. Students study Indigenous mobilization, political organization, self-determination, resurgence, and regeneration of communities and cultures. They examine collective strategies and tactics, specific examples of struggle, community social relations, and visions of social alternatives (e.g., anti-capitalist, anti-statist, anti-colonial).</p>
New	<p>KPU’s Teaching and Learning Commons added an Education Consultant for Indigenization to the Teaching and Learning team through a 50% faculty time release, starting September 2021. This person supports the further development of KPU educators in acquiring competencies related to designing learning experiences and environments that support Indigenization and decolonization of the curriculum. More specifically, this consultant provides advice to colleagues, facilitates workshops and/or communities of practice, reviews research for evidence-based practices, and develop resources and training (e.g., infographics, webinars, handouts) for educators.</p>
Implemented	<p>KPU’s new Foundations in Teaching Excellence program, described in the <i>Strategic Priorities</i> section of the report, includes a focus on Indigenization within the context of inclusive teaching. These modules were developed during summer 2021 and launched in fall 2021.</p>
New	<p>Indigenous Resources for Virtual Classrooms: A series of asynchronous video resources have been developed by KPU Library's Indigenous Engagement and Subject Liaison for integration into course materials. These resources cover respectful use of Indigenous information with the Indigenous Information Literacy video playlist, special topic support</p>



	<p>including the pronunciation of ᑭᓄᓐᑭᓄᓐᑭᓄᓐ.</p> <p>KPU Library's Indigenous Engagement and Subject Liaison provides tours of the space, sharing the purpose of the collection, how it has been selected, and how it is arranged to acknowledge the respectful use of Indigenous information. The tour includes ample time for discussion to help generate ideas for optimal classroom use of the collection.</p> <p>Circular shelves emphasize the importance of circle learning and sharing. On those shelves are books by Indigenous authors classified in a localized version of the Brian Deer classification system. Deer was a Kahnawake Mohawk librarian who developed an Indigenous library classification system in the 1970s that focuses on Indigenous ways of knowing and relating to the world, one which centres on relationship and land. The KPU Library is using a version updated by Métis librarian Ashley Edwards for Simon Fraser University's Indigenous Curriculum Resource Centre.</p> <p>Jennifer Lamont, of Métis Nation, designed the upholstery used on the seating in the space in her final year as a student in the Wilson School of Design. The space also features four display boxes that regularly house ᑭᓄᓐᑭᓄᓐ (cedar) weavings, and may also include special Indigenous displays on occasions, as well as an art piece of a stylized salmon by Susan Sparrow Point of Musqueam First Nation. Also on display is a piece titled <i>Kwantlen</i>, featuring stylized salmon, gifted by Jim Cohoon, family of long-time employee Doug Cohoon who worked in Facilities prior to retiring.</p>
Ongoing	<p>Indigenous Repository: KPU is compiling an <a href="#">Indigenous Repository</a>, a living digital resource highlighting information relevant to Indigenous Studies. This includes a Special Topics section offering introductory information on pertinent topics, such as the Truth and Reconciliation Commission, Indigenizing education, UNDRIP, Indigenous languages, and more. Each special topic includes links for further research including web resources, DVDs and streaming material, and books. This section is to aid interdisciplinary course work.</p> <p>Another section of the repository is on respectful research and highlights some cross-cultural complexities, including varying Indigenous notions of intellectual property, expanding notions of citation and references to encompass Elder knowledge, and a section on Indigenous research methods, where Indigenizing research methodology and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) are emphasized. An eight-part series of instructional videos were added in early 2021. These videos feature an introduction, tips for evaluating Indigenous resources, tips for using the KPU Library catalog to locate Indigenous voices in our collection, resources for TCPS2 and respectful research, tips for respectfully engaging with Elders and Knowledge Keepers, and finally, three videos for Elder and Knowledge Keeper citation in APA, MLA, and Chicago styles.</p>

Ongoing	<p>The KPU Library is conducting a project to decolonize bibliographic descriptions related to Indigenous Peoples. Building on work from other libraries across Canada, including Library and Archives Canada, the Manitoba Archival Information Network, UBC’s <i>X̱wi7̱wa</i> Library, and the Greater Victoria Public Library, KPU is currently working on decolonizing name and subject terms for Indigenous groups and topics. The first phase of the project involved changing headings for the names of First Nations in BC in our catalogue to reflect the preferred terms by Indigenous nations themselves (for example, the heading ‘Kwakiutl Indians’ changed to ‘Kwakwaka’wakw’). The second phase of the project involved modifying subject headings used for Indigenous Peoples in Canada from outdated terms (such as ‘Native peoples’ and ‘Indians of North America – Canada’ to ‘Indigenous Peoples’ and ‘First Nations – Canada’). This process involved modifying over 4,600 bibliographic records related to Indigenous studies in Canada and represents many hours of detailed hard work and diligence. KPU Library also started using a local subject term ‘Indigenous authors’ to serve as an access point for works written by Indigenous authors. This is an ongoing project, and will enhance access to materials about Indigenous Peoples. There is more work to be done, but this is a significant step towards Indigenousizing our library practices.</p>
Ongoing	<p>The Amazon Interdisciplinary Field School: This is a partnership between KPU and the Calanoa Project, a nongovernmental organization in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve located at the heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa, an initiative by Colombian-Canadians, Marlene and Diego Samper, is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods. The field school has been suspended until after the pandemic.</p>
Ongoing	<p>The Tsawwassen First Nation Farm School is a collaboration between the Tsawwassen First Nation (TFN) and KPU’s Institute for Sustainable Food Systems. The school fuses sustainable agriculture and traditional Indigenous food systems as tools to build community and create dialogue around land stewardship for the future. The program takes place at our 20-acre certified organic working farm on traditional TFN lands. The farm boasts a traditional medicine garden, a mixed fruit orchard, a market garden, livestock including chickens, pigs and ducks, and incubator plots on which program graduates can launch their farm businesses. The farm</p>

	<p>is a gathering place to learn about human scaled alternative food production systems. The school program is open to all interested in how to feed a growing population while restoring the land.</p> <p>Student intakes for the 2020 season were cancelled due to the pandemic, but the institute continued to fully operate the farm and produce as much food as possible. Over the 2020 season, the farm was a vendor at four farmers’ markets, had a 150-person community supported agriculture vegetable box program, sold to various wholesale food suppliers in Metro Vancouver, produced 40-50 dozen eggs weekly, sold about 40-50 bouquets of fresh cut flowers weekly and sold all 25 pigs to the general community.</p> <p>To support the Tsawwassen First Nation’s food security initiatives, the farm supplied 32 vegetable boxes for 20 weeks from June to October (value of \$15,000), extra bulk vegetables when available, gift cards for Superstore worth \$2,500, and various pork products worth \$1,200 toward TFN’s food security initiatives.</p> <p>In addition to providing fresh produce to the TFN community, we also collaborated with two other organizations:</p> <ul style="list-style-type: none"> <li>• Kekinow Native Housing Society: Supplied 8 vegetable boxes for 20 weeks from June to October</li> <li>• Pacific Immigrant Resources Society: Supplied five vegetable boxes for 20 weeks from June to October</li> </ul> <p>The farm school started the 2021 season on April 14, 2021 and will go until the end of October, with a cohort of 14 students. The farm is in full production, growing mixed vegetables and cut flowers on 3-4 acres, raising 99 laying hens and 15 pigs. As a working farm, the students will be participating in harvesting and selling the vegetables.</p> <p>The farm school team will also be involved in helping the TFN develop a smaller community garden plot for their members to use. Due to the pandemic, the farm will not be hosting any community events in the 2021 season.</p> <p>For the 2021 season, the farm will also be donating a total of 20 weekly vegetable boxes to TFN’s Food Stability program for pandemic relief. The food will go to low income households, Elders and other families in need. The sales revenues this year include, but are not limited to, 150 veggie boxes to the general public, participating in three farmers’ markets in Metro Vancouver, and some sales to wholesale distributors and grocery stores.</p>
Ongoing	<p>The Institute for Sustainable Food Systems (ISFS) at KPU is increasingly recognized as a Canadian academic leader in applied food system research (new knowledge generation) and extension (i.e. knowledge mobilization and adoption) programming to advance regenerative farming and local-regional food system as integral elements of a</p>



sustainable society. As part of its work, the ISFS has prioritized serving and supporting Indigenous Nations and communities to achieve their food sovereignty aspirations. Similarly, the ISFS strives to integrate reconciliation into all its work and has formed partnerships with a number of First Nations with this goal in mind. In addition to the Tsawwassen First Nation Farm School, described above, other partnerships with First Nations follow. Others are in development.

*The Farm to Healthy Communities Project:* Key objectives of this project are to: develop, test and implement a produce delivery model from local farms to at-risk families; inform and train a new generation of community-focused farmers; and create meaningful linkages between local food producers and consumers, restoring community connections to land, food and health. These objectives were achieved through a partnership-based approach in collaboration with Stó:lō Nation (Chilliwack), Tsleil-Waututh First Nation (North Vancouver) and Kekinow Native Housing (Surrey). Project outcomes provide a framework to understand how food system conditions interplay with community health and development, and establish pathways to utilize these as social innovation avenues to reduce health disparities. We propose an innovative approach to bridge systemic and individual-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.

*Sik E Dakh Band:* ISFS was invited to partner on running a virtual farming program for members of Sik E Dakh. The program runs from November 2020 to June 2021. ISFS teaches three days a week, in a virtual format, on market crop production, fruit tree production, soil health, cannabis production, farm tools and machinery, livestock management and farm business management. Approximately 12 students participate. In order to maximize learning potential, ISFS works with the community garden coordinator to incorporate practical learning.

*Musqueam Indian Band:* ISFS is working with Musqueam Indian Band on creating an agriculture development plan for their land in Delta. It is a 150-acre parcel that they want to develop into an agriculture social enterprise with a community farm that can supply free food to all their Nation members as well as agri-tourism activities to generate revenue.

*Naut'sa mawt Tribal Council:* ISFS has been in partnership with Naut'sa mawt Tribal Council since 2015 and continue to collaborate on meaningful projects that benefit its 11-member Nations and beyond. ISFS has worked with the Tribal Council on large grant applications, most significantly a \$300,000 grant with Real Estate Foundation of BC to establish the TFN Farm School farm and programming, and a \$270,000 grant with Agriculture and Agrifood Canada in the integrated hog and vegetable crop project. This is in addition to smaller projects such as hosting webinars for their 11-member Nations on community farm development topics.

	<p><i>Skowkale First Nation (Stó:lō Service Agency):</i> As a result of the vision of a TFN Farm School alum, the ISFS was invited to work with member Nations of the Stó:lō Service Agency to develop a research project to link new entrant farmers to vulnerable families in their communities and evaluate the impacts on health and dietary changes.</p>
<p><b>Article 21</b></p>	
<p>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.</p>	
<p><i>PROGRESS</i></p>	<p><i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i></p>
<p>Ongoing</p>	<p>An Indigenous Student Orientation has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support on campus whereby students feel a sense of belonging and connection. Both an online orientation and live orientation, for students, friends, family, and Elders, is run by Indigenous Services for Students. The online orientation started with the fall 2020 intake.</p>
<p>Ongoing</p>	<p>Indigenous Services for Students is expanding opportunities for Indigenous students to connect with those not able to visit the Gathering Place on a regular basis. Peer support and mentorship, from an Indigenous perspective, is provided with a focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures.</p>
<p>Ongoing</p>	<p>Arts 3200, ‘The Inside-Out Prison Exchange’ course, brings together incarcerated Kwikwèxwelhp students with an equal number of outside students from KPU in a peer-to-peer learning exchange within the context of an Indigenous healing village that is steeped in Indigenous approaches to knowing, and characterized by participation in their healing rituals and traditions, including smudging ceremony, and drumming and song circles. The program is the recipient of the TELUS Community Innovation Award and is currently supported by funding from the Irving K. Barber Foundation.</p>
<p>Ongoing</p>	<p>kʷamkʷəm kʷθə ʃxʷqʷeləwən ct ʔə tə ɲa xet: Open Doors - Open Minds</p> <p>Following a hiatus during the pandemic, KPU’s annual Open Doors - Open Minds Event returned for spring 2022. The event introduces Indigenous high school students to KPU through exciting hands-on workshops offered by faculty within our diverse polytechnic environment. The day’s activities included an opening protocol ceremony, workshops, a keynote presentation, and performance. Lunch was catered by Salishan Catering.</p> <p>This year, the event included keynote speaker, Angela Sterritt. Sterritt is an award-winning journalist, author, and artist from the Gitanmaax community of the Gitksan Nation on her dad’s side and from Bell Island, Newfoundland on her maternal side. Sterritt has worked as a journalist for</p>

	<p>close to 20 years and has worked with the CBC since 2004. She is currently the host of the CBC original podcast Land Back, to be released in June 2022. Sterritt has worked as a multi-platform reporter with CBC Vancouver since 2016. The event also featured the Pil'alt Warrior Canoe Family – Skway First Nation youth dancers and drummers.</p>
Ongoing	<p>In 2020, KPU entered into a partnership with the Native Education College in Vancouver, which will allow students in the college's Indigenous Land Stewardship Certificate program to transfer their credits into KPU's Horticulture Urban Ecosystems Bachelor's degree program, thus facilitating access to the degree program.</p>
Implemented	<p>In 2019/20 and 2020/21, KPU offered an intake of the highly popular Computer-Aided Design and Drafting Access program for Indigenous Peoples with the Native Education Centre and Fraser Region Indigenous Friendship Centre.</p>
Implemented	<p>The Faculty of Trades and Technology received a Community Workforce Response Grant (CWRG) from the Provincial Government for 2020/21. The Province of British Columbia introduced the CWRG program to assist communities, sectors and industries to respond to emerging, urgent labour market needs by providing skills and supports to unemployed and precariously employed British Columbians and connecting them to good-paying jobs in their communities. The Faculty of Trades and Technology offered an Electrical Foundation program, with priority access being offered to Indigenous students and to women.</p>
Ongoing	<p>KPU continues to offer courses at the Squamish Trades and Training Centre in North Vancouver, and for the Métis Nation at KPU Tech, through assistance from the Ministry of AEST, the Ministry of Indigenous Relations and Reconciliation, and the Industry Training Authority. New offerings will start in September 2022.</p>
New	<p>The Faculty of Trades and Technology has begun the Senate approval process for reserving seats for Indigenous students in all Foundation classes. Of the 16 available seats, 2 seats will be reserved for self-identified Indigenous students to ensure a pathway is available. Expected implementation is fall 2022.</p>



# Appendix B: Performance Measure Results

**Table 1. Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year				
	2020/21 Actual	2021/22 Target	2021/22 Actual	2021/22 Assessment	
<b>Student spaces<sup>2</sup></b>					
Total student spaces	7,615	9,183	7,013	Not achieved	
Nursing and other allied health programs	829	782	803	Achieved	
Developmental programs	242	350	168	Not achieved	
<b>Credentials awarded<sup>3</sup></b>					
Number	1,987	≥ 1,903	1,899	Substantially achieved	
<b>Indigenous student spaces<sup>4</sup></b>					
Total Indigenous student spaces	337 (3.6% of domestic FTEs)	Indigenous FTEs as % of total domestic FTEs > previous year	270 (3.1% of domestic FTEs)	Not achieved	
Ministry (AEST)	260		200		
Industry Training Authority	77		70		
<b>Student satisfaction with education<sup>5</sup></b>					
	%	+/-	%	+/-	
DACSO	91.4%	1.6%	93.9%	1.0%	Achieved
Trades	94.9%	4.5%	92.9%	7.1%	Achieved
APPSO	83.9%	4.2%	87.7%	3.6%	Achieved
BGS	90.8%	1.8%	92.3%	1.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>					
	%	+/-	%	+/-	
DACSO	93.3%	1.4%	97.0%	0.7%	Achieved
Trades	89.8%	6.1%	92.9%	7.1%	Achieved
APPSO	89.0%	3.6%	90.2%	3.2%	Achieved
BGS	91.1%	1.8%	89.6%	2.1%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>					
	%	+/-	%	+/-	
DACSO	85.9%	2.3%	81.9%	1.9%	Substantially achieved
Trades	85.4%	8.4%	N/A	N/A	Not assessed
APPSO	90.8%	3.6%	88.9%	3.6%	Achieved
BGS	87.8%	2.4%	90.3%	2.3%	Achieved
<b>Unemployment rate<sup>5</sup></b>					
	%	+/-	%	+/-	
DACSO	5.2%	1.4%	5.9%	1.1%	Achieved
Trades	11.1%	6.8%	N/A	N/A	Not assessed
APPSO	4.0%	2.4%	3.1%	1.9%	Achieved
BGS	8.5%	1.9%	6.0%	1.7%	Achieved

<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
DACSO	87.3%	1.7%	≥ 85%	91.0%	1.1%	Achieved
Trades	88.8%	4.5%		90.0%	9.8%	Achieved
APPSO	84.4%	4.3%		81.6%	4.4%	Achieved
BGS	89.0%	1.8%		87.1%	2.0%	Achieved

**Table 2. Skill Development Results**

<b>Detailed assessment of skill development</b>	<b>Reporting year</b>					
	<b>2020/21 Actual</b>		<b>2021/22 Target</b>	<b>2021/22 Actual</b>		<b>2021/22 Assessment</b>
<b>DACSO</b>	<b>%</b>	<b>+/-</b>		<b>%</b>	<b>+/-</b>	
Skills development (avg. %)	87.3%	1.7%	≥ 85%	91.0%	1.1%	Achieved
Written communication	85.7%	2.1%		90.2%	1.3%	
Oral communication	85.0%	2.1%		90.2%	1.3%	
Group collaboration	87.9%	1.9%		92.1%	1.2%	
Critical analysis	88.3%	1.8%		91.1%	1.2%	
Problem resolution	87.0%	1.9%		89.9%	1.3%	
Learn on your own	90.3%	1.7%		91.4%	1.2%	
Reading and comprehension	88.0%	1.9%		92.4%	1.2%	
<b>Trades</b>	<b>%</b>	<b>+/-</b>		<b>%</b>	<b>+/-</b>	
Skills development (avg. %)	88.8%	4.5%	≥ 85%	90.0%	9.8%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	82.8%	7.8%		96.3%	5.4%	
Critical analysis	93.3%	5.0%		92.9%	7.1%	
Problem resolution	91.5%	5.7%		89.3%	8.5%	
Learn on your own	96.6%	3.7%		88.9%	8.9%	
Reading and comprehension	93.0%	5.3%		N/A	N/A	
<b>APPSO</b>	<b>%</b>	<b>+/-</b>		<b>%</b>	<b>+/-</b>	
Skills development (avg. %)	84.4%	4.3%	≥ 85%	81.6%	4.4%	Achieved
Written communication	73.3%	7.0%		73.1%	6.8%	
Oral communication	77.9%	6.2%		73.1%	6.3%	
Group collaboration	84.6%	4.5%		84.2%	4.2%	
Critical analysis	85.0%	4.3%		85.1%	3.9%	
Problem resolution	88.3%	3.9%		81.6%	4.3%	
Learn on your own	85.8%	4.2%		82.6%	4.3%	
Reading and comprehension	89.3%	3.7%		87.2%	3.8%	
<b>BGS</b>	<b>%</b>	<b>+/-</b>		<b>%</b>	<b>+/-</b>	
Skills development (avg. %)	89.0%	1.8%	≥ 85%	87.1%	2.0%	Achieved
Written communication	90.4%	1.9%		86.8%	2.4%	
Oral communication	87.5%	2.1%		85.5%	2.5%	
Group collaboration	89.7%	1.9%		87.2%	2.3%	
Critical analysis	91.8%	1.7%		91.4%	2.0%	
Problem resolution	86.6%	2.2%		80.1%	2.9%	
Learn on your own	91.3%	1.8%		89.2%	2.2%	
Reading and comprehension	86.4%	2.2%		89.3%	2.2%	

**Notes:**

<sup>1</sup> Please consult the 2021/22 [Standards Manual](#) for a current description of each measure.

<sup>2</sup> Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting period are based on data from the 2020/21 fiscal year. Only Ministry-funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling 3-year average of the most recent fiscal years, e.g., the results for the 2021/22 reporting year are a 3-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

<sup>4</sup> Results from the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces

<sup>5</sup> Results from the 2021/22 reporting year are based on 2021 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is fewer than 20 or the margin of error is greater than 10%.

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