



KPU Board of Governors – Regular Meeting

Date: June 25, 2025

Time: 4:00 pm – 5:30 pm

Location: MS Teams

BOARD OF GOVERNORS – REGULAR MEETING AGENDA

June 25, 2025

4:00– 5:30 pm

Via [MS Teams](#)

Attending: Kwuntiltunaat (Kim) Baird, Erin Barnes, Rhiannon Bennett (Vice Chair), Amrit Chahal, Ivy Chen (Chair) Alan Davis, Mehtoj Ghuman, Gabby Gill, Muhammad Afzal Malik, Kim McGill, Lyndsay Passmore, Stephanie Smith, Amanda Smith-Weston, Joe Vosburgh
FY

Regrets:

*M = Motion to Approve
D = Discussion
I = Information
E = Education*

Presenters & Administrative Resources: Sonia Banwait, Laurie Clancy, Lily Chong, Meredith Haaf, Randall Heidt, Jennifer Jordan, Carole Laplante, Lori McElroy, Zena Mitchell, Diane Purvey, Asma Sayed, Peter Smailes

Regular Board Meeting Closed Board Meeting to follow In Camera Debriefing Session to follow

AGENDA ITEM	RESOURCE	ACTION	TIME	PAGE
1. Call to Order & Introductory Remarks	Ivy Chen		4:00	
We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of the Kwantlen First Nation, which gifted its name to this university.				
2. Approval of Agenda	Ivy Chen	M	4:01	2
MOTION: THAT the Board of Governors approve the regular meeting agenda for June 25, 2025.				
3. Conflict of Interest	Ivy Chen		4:02	
4. Consent Agenda	Ivy Chen	M	4:03	6
4.1. Minutes of the May 28, 2025 Regular Board of Governors Meeting				7

MOTION: THAT the Board of Governors approve the following items on the Consent Agenda:
4.1. Minutes of the May 28, 2025 Regular Board of Governors Meeting.

5.	Annual Report to the Board on SR14 Sexual Violence and Misconduct Policy	Jennifer Jordan	I	4:05	14
6.	Governance Committee Report	Rhiannon Bennett			
6.1.	Committee Chair Report	Rhiannon Bennett	I	4:15	
6.2.	Accountability Plan & Report 2024/25 – Draft	Lori McElroy / Meredith Haaf	I	4:10	34
6.3.	Accountability Plan & Report 2024/25 – Targets	Lori McElroy	M	4:20	178

MOTION: THAT the Board of Governors approve the proposed targets for the specified performance measures in the Accountability Plan & Report, as recommended by the Board Governance Committee.

6.4.	Board Appointments: Appointed and Elected Members	Lily Chong	I	4:25	186
7.	Human Resources Committee Report				
7.1.	Committee Chair Report	Rhiannon Bennett	I	4:30	
8.	Audit Committee Report				
8.1.	Committee Chair Report	Ivy Chen	I	4:30	
8.2.	Re-Appointment of External Auditor	Peter Smailes	M	4:30	188

MOTION: THAT the Board of Governors approve the reappointment of KPMG LLP as External Auditor for the 2025/26 reporting year, as recommended by the Board Audit Committee.

8.3.	Management Discussion & Analysis and Analytics Supporting the Approved Financial Statements for the Year Ended March 31, 2025	Peter Smailes	M	4:35	191
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MOTION: THAT the Board of Governors approve the draft Management Discussion and Analysis for the year ended March 31, 2025, as recommended by the Board Audit Committee.

9.	Finance Committee Report				
9.1.	Committee Chair Report	Ivy Chen	I	4:40	

9.2. FY2026 Budget Update	Peter Smailes / Carole Laplante	I	4:40	252
9.3. FY2026/27 University Draft Budget Principles and Priorities	Peter Smailes / Carole Laplante	M	4:45	256

MOTION: THAT the Board of Governors approve the University Draft Budget Principles and Priorities for FY2026/27, as recommended by the Board Finance Committee.

10. President's Report 10.1. Report to the Board	Alan Davis	I	4:50	270
11. Provost's Report 11.1. Report to the Board	Diane Purvey	I	4:55	272
12. Public Interest Disclosure Act Report	Alan Davis	I	5:05	290
13. Senate Report – Meeting held on May 26, 2025 13.1. Senate Highlights 2024/25	Alan Davis	I	5:10	294
14. 2025 Mandate Letter from the Ministry of Post-Secondary Education and Future Skills	Ivy Chen	D	5:13	296
15. Next Meeting Agenda Contribution	Ivy Chen	D	5:15	
16. For the Good of the Order	All	D		
17. Feedback on the Meeting	All	D		
18. Closing Remarks	Ivy Chen			
19. Election of Board Chair and Vice-Chair	Lily Chong	Election	5:15	
20. Recognition of Departing Board Members	Ivy Chen		5:25	

21. Appendix:	N/A	
21.1. Report to the Board of Governors		300
21.2 President's Annual Policy Report – Policy Update		389
21.3. Phase One Posting: Policy & Procedure ER12 Trans Inclusion		400
22. Next Meeting: Regular Board Meeting Wednesday, October 1, 2025 Location: In-Person Cedar 2110 – Surrey 4:00 – 7:00 pm	Ivy Chen	
23. Adjournment	Ivy Chen	5:30

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 4

Meeting Date: *June 25, 2025*

Presenter(s): *Ivy Chen*

AGENDA TITLE: CONSENT AGENDA

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT the Board of Governors approve the following items on the Consent Agenda:

4.1. Minutes of the May 28, 2025 Regular Board of Governors Meeting.

Attachments

1. Minutes of the May 28, 2025 Regular Board of Governors Meeting.

Submitted by

Sonia Banwait, Executive Assistant to the Board of Governors

Date submitted

June 2, 2025

BOARD OF GOVERNORS - REGULAR MEETING

Minutes of Regular Meeting

Wednesday, May 28, 2025

4:02 p.m. – 5:05 p.m.

MS Teams

Present: Board

Ivy Chen, Chair
Alan Davis, President & Vice-Chancellor
Mehtoj Ghuman
Gabby Gill
Muhammad Afzal Malik
Kim McGill
Lyndsay Passmore
Stephanie Smith
Amanda Smith-Weston
Joe Vosburgh

University G8 members

Laurie Clancy, Vice-President, Human Resources
Randall Heidt, Vice-President, External Relations
Zena Mitchell, Vice-President, Students
Diane Purvey, Provost & Vice-President, Academic
Asma Sayed, Vice-President, Equity & Inclusive Communities
Peter Smailes, Vice-President, Administration

Presenters and Administrative Resources

Sonia Banwait, Executive Assistant, Board of Governors
Dominic Bernard, Instructor, Brewery
Lily Chong, University Secretary & Executive Assistant to the President & Vice Chancellor
Amy Jeon, Pro Tem, Faculty of Science
Carole Laplante, Interim Director, Financial Services
Lori McElroy, Associate Vice-President, Planning and Accountability
Michael Poon, Instructor, Physics

Regrets: Kim (Kwuntiltunaat) Baird, Chancellor

Erin Barnes
Rhiannon Bennett, Vice-Chair
Amrit Chahal
Chervahun Emilien

**1. Call to Order and
Introductory Remarks**

The Chair called the meeting to order at 4:02pm.

The President acknowledged KPU's commitment to reconciliation and recognition that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of

the Kwantlen First Nation, which gifted its name to this university.

2. Approval of Agenda

MOTION #26-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the regular meeting agenda for May 28, 2025.

3. Conflict of Interest

No other conflict of Interest was declared.

4. Approval of Consent Agenda

MOTION #27-24/25

MOVED, SECONDED AND CARRIED the motion THAT Board of Governors approve the following item on the Consent Agenda as circulated:

4.1. Minutes of the March 26, 2025 Regular Board of Governors Meeting.

5. Governance Committee Report

5.1. Committee Chair Report

Amanda Smith-Weston, Committee Chair, informed the committee met on May 14, 2025 and noted the items are on the agenda.

5.2. New Program Proposal: Diploma in Engineering Physics

Michael Poon, Instructor, Physics, presented the proposal for the new Diploma in Engineering Physics sharing that the two-year, transferrable program aims to offer flexible and accessible pathways for students interested in pursuing engineering and physics. Poon noted the program is designed to attract international students and provide them with the foundation in engineering and physics that can be used as a “ladder” to transition into the degree program. This program aims to increase enrollment in existing courses as it can be taken by students who may not otherwise be able to get into limited intake programs.

MOTION #28-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the proposed Diploma in Engineering Physics program, effective September 1, 2025, and as recommended by the Board Governance Committee.

5.3. New Program Proposal: Certificate in Brewing

Dominic Bernard, Instructor, Brewing, presented the proposal for the new Certificate program in Brewing sharing that the current two-year diploma programs can pose a larger time commitment for students looking to enter the industry or enhance their current understanding. This program aims to encourage students to apply to test the program or increase their knowledge while providing an option to ladder into the diploma program should they choose to continue in the program.

MOTION #29-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the proposed Certificate in Brewing program, effective September 1, 2025, and as recommended by the Board Governance Committee.

5.4. Appointment of Chancellor Search Advisory Committee

President Alan Davis shared that current Chancellor, Kim (Kwuntiltunaat) Baird's position is expiring in October 2026. A search committee is being struck to begin the search process and the two Board members appointed to serve on the Chancellor Search Advisory Committee in the Fall are Amanda Smith-Weston and Kim McGill.

MOTION #30-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the appointments of Amanda Smith-Weston and Kim McGill as representatives on the Chancellor Search Advisory Committee, as recommended by the Board Governance Committee.

Alan Davis left the meeting.

6. Human Resources Committee Report

6.1. Committee Chair Report

Amanda Smith-Weston, Committee Vice-Chair, informed the committee met on May 15, 2025 and items are on the agenda.

6.2. Board Governance Manual Proposed Revisions: Section 10 – President & Vice-Chancellor Position Description

Laurie Clancy, Vice-President, Human Resources, shared that minor changes have been made to Section 10: President & Vice-Chancellor Position Description to align with the

candidate profile that the presidential search committee used during the recent search process.

MOTION #31-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the revised President & Vice-Chancellor Position Description, as recommended by the Board Human Resources Committee.

Alan Davis re-joined the meeting.

7. Audit Committee Report

7.1. Committee Chair Report

Ivy Chen, Committee Chair, informed that the committee met on May 13, 2025 and items are on the agenda.

7.2. Financial Statements for the Year Ended March 31, 2025

Carole Laplante, Interim Director, Financial Services, gave a presentation on the financial statements for the year ended March 31, 2025.

Laplante shared the annual surplus, noting that revenues were below the budget that was approved by the Board. Rationale for the lower revenues were noted, included decrease in international student tuition, additional grants from the government to support labour adjustments, investment income and increases in Continuing and Professional Studies health program revenues.

Additionally, Laplante shared that expenses were lower than the Board-approved budget due to unused budget contingency, longer term staff vacancies, decreased spending on international agent commissions and budget savings in software subscriptions.

The Board noted the FY2023/24 and FY2024/25 year-end comparisons noting changes in financial position and possibility of KPU using revenue from interest income to balance budget.

MOTION #32-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the draft Consolidated Financial Statements for the Year Ended March 31, 2025, as recommended by the Board Audit Committee.

8. Finance Committee Report

8.1. Committee Chair Report

Ivy Chen, Committee Chair, informed that the committee met on May 13, 2025 and items are on the agenda.

8.2. FY2026 Budget Submission to the Ministry

Carole Laplante shared that following the approval of the FY2025/26 budget in March 2025, the Ministry of Post-Secondary Education and Future Skills requested that all post-secondary institutions submit their consolidated Statement of Operations, a statement of operations by fund, a Statement of Financial Position by Fund and a Consolidated Statement of Financial Position. This request is to provide the Ministry with greater insight into the challenges and opportunities for each institution. Laplante shared that KPU has submitted the FY2026 budget to the Ministry.

8.3. FY2026 Budget Update

Peter Smailes, Vice-President, Administration, provided an update on the FY2026 budget, noting that since the budget was approved at the March 2025 meeting, the Finance team has begun allocating the non-salary discretionary spending, and position and overtime reduction targets across divisions. Certain departments, such as IT and Facilities, will be impacted, however the team is proceeding tactfully to ensure impact is minimal. Smailes also noted that a tracking spreadsheet has been developed and all initiatives presented in the *FY2026 and Beyond* document have been assigned to a Vice-President's portfolio. All divisions and portfolio leads have identified specific budget lines and initiatives to meet the reduction targets. Progress will be reported at the next June 2025 meeting.

8.4. Update to Bylaw No. 4 Tuition Fees

Carole Laplante noted in March 2025, the Board approved the revisions to Bylaw No. 4 Fees, however, due to an oversight, the tuition waiver for eligible Indigenous students and the new Traditional Chinese Medicine degree was missed from inclusion, which has now been added.

MOTION #33-24/25

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the revisions to the Bylaw No. 4 Fees, as presented, and as recommended by the Board Finance

Committee.

9. President's Report

9.1. Report to the Board

The President's report was circulated in the agenda package and summarized in the meeting.

10. Provost's Report

10.1. Report to the Board

The Provost, Diane Purvey, provided a brief report highlighting academic events taking place around KPU campuses.

11. 50-30 Challenge Survey

Asma Sayed, Vice-President, Equity, Inclusivity and Communities, shared that KPU is a participant in the 50-30 Challenge, which is an initiative between the Governance of Canada, Canadian businesses and diversity organizations aimed at increasing diversity in senior leadership roles and on boards. KPU engages in the survey every few years to continue participation in the challenge and as such, a survey will soon be issued to the Board to gather feedback.

**12. University Secretary's Report
– Board of Governors Chair
and Vice-Chair Elections**

Lily Chong, University Secretary, provided official notice that the Board Office will be holding an election for the Board Chair and Vice-Chair positions at the next June 25th meeting.

Chong highlighted that these positions are open to appointed members only and those interested in putting their name forward should contact the Board Chair and Vice-Chair, as well as the Board Office.

**13. Ministry of Post-Secondary
and Future Skills Letter of
Request to Public Institutions
on Racism, Hate &
Discrimination**

Asma Sayed informed the Ministry of Post-Secondary and Future Skills has requested all public institutions to report on the policies in place to address racism, hate and discrimination.

Sayed provided an update on the current and upcoming policies in place to address KPU's response to racism, hate and discrimination as well as the initiatives the university is involved in on an on-going basis. The Board noted a number of training sessions on racism have taken place with more to come.

14. Senate Reports

Senate report from March 31, 2025 and April 28, 2025 were included in the meeting package.

- | | |
|---|--|
| 15. Next Meeting Agenda Contribution | Board members were asked to send contributions for the next meeting agenda to the Board Office at least two weeks in advance of the meeting. |
| 16. For the Good of the Order | There were no additional items identified. |
| 17. Feedback on the Meeting | There was no other feedback on the meeting. |
| 18. Closing Remarks | The Chair thanked everyone for attending and contributing to the discussions. The Chair also thanked the guests who attended the meeting. |
| 19. Appendix | 19.1. Spring Board and Senate Election Results |
| 20. Next Meeting | The next meeting has been scheduled for Wednesday, June 25, 2025 via MS Teams. |
| 21. Adjournment | The meeting adjourned at 5:05pm. |

Board Chair

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 5

Meeting Date: June 25, 2025

Presenter(s): Jennifer Jordan

AGENDA TITLE: ANNUAL REPORT TO THE BOARD ON POLICY SR14 – SEXUAL VIOLENCE AND MISCONDUCT POLICY

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background (Heading 3)

[On May 19, 2016, the Government of British Columbia passed the Sexual Violence and Misconduct Policy Act in an effort to make campuses safer and more responsive to the needs of victims/survivors of sexualized violence and sexual misconduct. The Act requires every BC post-secondary university, college and institute to develop, implement and make publicly available on the institution's website, a sexual misconduct policy. SR14, KPU's Sexual Violence and Misconduct Policy, was approved by the Board of Governors on April 22, 2017. Section 6(2) of the Sexual Violence and Misconduct Policy Act instructs:

Each year, the president of a post-secondary institution must report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy.

The following report has been drafted by the Director Student Rights and Responsibilities, in consultation with KPU's SVM Advisory Group, to inform the President and Board of Governors of policy-related activities that have taken place over the past year.]

Key Messages

1. This is a report of the major activities undertaken in support of this policy from June 1, 2024 to May 31, 2025 under the four categories of: 1) prevention; 2) response; 3) policy review; and, 4) data and reporting.

Resource Requirements

BC's Sexual Violence and Misconduct Policy Act instructs that each year the president of a post-secondary institution must report to the governing body on the implementation of the post-secondary institution's sexual violence misconduct policy.

Implications/Risks

The filing of this report is in compliance with the Sexual Violence and Misconduct Policy Act.

Consultations

1. KPU's SVM Advisory Group
2. SRRO
3. OPA
4. PUE

Attachments

1. Annual Report to the Board of Governors on KPU's Sexual Violence and Misconduct Policy (SR14)
-

Submitted by

Jennifer Jordan

Date submitted

May 26, 2025



Annual Report to the Board of Governors

**On KPU's Sexual Violence and Misconduct Policy
(SR14)**

June 2025



EXECUTIVE SUMMARY

The Director of Student Rights and Responsibilities, in consultation with KPU's Sexual Violence and Misconduct (SVM) Advisory Group, presents this report to inform the President and Board of Governors of SR14-related activities from June 2024 to May 2025.

This year marked significant progress, with multiple initiatives reaching full implementation:

A. Anonymous Reporting Enhancements

With \$20,538 in Ministry funding from FYE '23, KPU improved its SV reporting systems by:

1. Launching an anonymous reporting form and updating KPU's Safe App for anonymous submissions.
2. Creating a [webpage](#) outlining anonymous reporting options.
3. Producing four captioned videos (English, Punjabi, Simplified Chinese) covering:
 - Anonymous reporting
 - SRRO support for disclosures
 - The [Safer Campuses for Everyone](#) Moodle course
 - Campus safetyVideos available at: <https://www.kpu.ca/sexual-misconduct>
4. Promoting the videos through:
 - A [Runner feature](#) (Sept. 2024)
 - An internal newsletter article (Nov. 2024, see Appendix A)
 - A campaign using Today@, emails, Instagram, Eagle Eye (Oct 2024–Feb 2025), and the ONE.KPU portal (see Appendix B)
 - Launch events at all five campuses with food, QR code linking to the videos, and student engagement (see Appendix C)
 - A poster campaign in Feb. 2025 promoting the videos, consent, and SRRO services (Appendix D)

B. Relationship Violence Webpage

Launched in Feb. 2025 in collaboration with Human Resources, this [subpage](#) on the SVM site responds to increased requests for support on this issue.

C. Sector Collaboration

Jennifer Jordan contributed to the Ministry-led Working Group on Sexualized Violence Data and Reporting, which produced the [Creating a Culture of Accountability toolkit](#) released in Sept. 2024.

D. Moodle Misuse Response

To address rising reports of Moodle misuse, the SRRO and Teaching and Learning implemented:

1. A link to the [Student Conduct subpage](#) added to Moodle's support section
2. An updated [Netiquette Guide](#) and new platform messaging
3. Revised SRRO semester email content on appropriate Moodle use

E. SR14 Policy Revisions

The policy is well into the GV2 consultation and drafting stage, with Phase 2 posting planned for Sept. 2025.

F. Key Statistics

- 23 students supported regarding SV (increase from prior years)
- 3 anonymous reports received (2 SV-related)
- 94 completions of the Safer Campuses Moodle course
- 5 campus events held

BACKGROUND and INTRODUCTION

On May 19, 2016, the Government of British Columbia passed the [Sexual Violence and Misconduct Policy Act](#); and KPU's Sexual Violence and Misconduct Policy (SR14) was approved by the Board of Governors on April 22, 2017. KPU's Policy [SR14](#) and its related [Procedures](#) address how members of the University community will respond to a Disclosure and/or Complaint and/or Report, and provides guidance on where to report an incident of Sexual Violence and Misconduct. Each year, according to the Act, an annual report to the University Community outlining the implementation of the University's sexual violence and misconduct policy is to be presented to the Board. This annual report encompasses the time period between June 1, 2024 – May 31, 2025.

KPU has an established SVM Advisory Group that meets approximately once or twice per semester and whose membership *typically* consists of:

- Director, Student Rights and Responsibilities (Chair)
- AVP, People Relations
- Director, Risk and Security
- AVP, Student Affairs
- Vice President, Students

The purpose of this group is to review any information, incidents or practices that may impact the ongoing implementation of KPU's SR14 Policy and Procedures. In so doing, the Advisory Group considers sexual violence and misconduct in the context of federal, provincial and local government legislation (existing and pending), alongside prudent and promising practices in the sector related to sexual violence and misconduct.

The scope of KPU's policy is the whole University Community; employees and students. As such, both Human Resources and the Student Rights and Responsibilities Office (SRRO) have a role in administering

SR14's policy and procedures. The SRRO provides [support and education](#) to the KPU community about Policy SR14 by undertaking proactive prevention measures, reducing barriers to reporting, and providing supports to those impacted by SVM. The SRRO works with Human Resource Services regarding any reports or incidents involving both employees and students. Reports involving only employees are managed by the AVP, People Relations and Labour Relations Specialists.

It is important to note the SRRO is not a sexual assault centre. Nor is it exclusively a Sexualized Violence Prevention / Response Office. Larger institutions have Centres and / or Offices dedicated solely to SVM. At KPU the SRRO is a department of four (4); staffed by a Director and three (3) Student Rights and Responsibilities Case Managers. All are in permanent full-time roles and provide service to all five KPU campuses. The SRRO is housed under the Division of Student Affairs with the Director reporting to the AVP, Student Affairs. The SRRO has a broader mandate which includes administering policy ST7 (Student Non-Academic Misconduct); and, handling reports of students displaying behaviours of concern which sometimes involves risk and threat assessment. The Director of the SRRO Chairs KPU's SVM Advisory Group, the Behaviour Intervention Team (BIT), and Co-chairs the Threat Assessment Team (TAT). The SRRO continues to see an increase in referrals, for all sorts of issues, year over year. In 2024, the annual stats demonstrated there were 349 referrals to the SRRO.

The work of the SRRO is informed by: Specialized training; involvement in Ministry-led groups and Communities of Practice; learnings from national initiatives; e.g., the Courage to Act project; viewing webinars; attending conferences / workshops; and, undertaking readings of current literature.

In doing their work, the SRRO employs a victim-centered/trauma-informed approach as per the guiding principles of the Policy. Their resource titled "[The Student Rights and Responsibilities Office: How We Can Support Those Impacted Sexual Violence and/or Misconduct](#)" articulates the range of supports offered.

June 1, 2024 – May 31, 2025 ACTIVITIES

The major activities undertaken in support of Policy SR14 from June 1, 2024 to May 31, 2025 fall into the following four categories:

1. Sexual misconduct prevention (promote awareness, deliver education and training workshops);
2. Sexual misconduct response (provide support, conduct investigations, facilitate course considerations (accommodations), apply restorative practices for informal or alternative resolution);
3. Policy review; and,
4. Data and reporting.

1. SEXUAL MISCONDUCT PREVENTION

It is the mission of the SRRO to promote a community of care and respect; as such, the office is made visible by forming relationships with other departments and participating at various events and initiatives as appropriate throughout the year to promote the SRRO's services. The SRRO presented at new student orientation events (Orientation Expos and Resource Fairs); New Employee Orientation (NEO) and was invited into some cohort classes. The SRRO tabled* at events such as KPU Community Day and during Thrive month resource fairs. *Tabling is when the SRRO sets up a table at KPU events and engages with students to promote the services of the office.

Events where the focus was specifically on SVM:

1. August 28, 2024 the SRRO held a Sex and Good Citizenship/Safer Campuses for Everyone workshop where 20 students achieved the digital badge of the Safer Campuses Online course.
2. November 19, 2024 – An event organized by Dr. Balbir Gurm and hosted by KPU on “Abuse of South Asian female’s”. The event encompassed a book/toolkit launch; film screening and panel discussion. Jennifer Jordan participated on the panel for this event, informing the audience of the services KPU has established regarding SVM. Anonymous reporting and the launch of the 4 videos were highlighted as new services / resources available to the KPU Community.
3. February 2025 – Events were held at all five (5) campuses where the SRRO interacted with hundreds of students to promote SV services.

The SRRO manages a webpage specific to Sexual Violence and Misconduct (which is available at www.kpu.ca/sexual-misconduct); and provides [education and awareness](#); for example, the short video on “how to receive a disclosure” is available in English, Mandarin and Punjabi. The SRRO can deliver on-demand workshops on topics that include: 1) How to receive a disclosure; 2) Bystander awareness; and, 3) Consent and healthy relationships or a condensed version touching on all three topics. Links to the SRRO webpage, which then links to the Sexual Violence and Misconduct webpage, are available on KPU’s Safe App, the Telus Health Student Support App and International’s iCent App.

KPU also has a Health Promotion department and they have developed a [Sexual Health and Wellness webpage](#), collaborating with the SRRO to provide content about consent; and, awareness of the role of the SRRO in response to incidents of SV.

The SRRO’s Director, and KPU instructor Alana Abramson, continue to schedule and host the Restorative Justice Post-Secondary Collective (RJ-PSEC); which is a community of practice of colleagues in BC PSIs interested in and/or utilizing Restorative Justice in their practice. This group continues to explore Restorative Justice and 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 RJ; with a sub-section specifically on RJ as a response to sexualized violence. They also continue to uphold and promote RJ within KPU; convening meetings of the RJ-KPU group a couple of times per year and holding up to two campus events a year, one during National RJ week in November.

The [Safer Campuses for Everyone](#) asynchronous, online Moodle course is digitally badged. To date, **94 individuals** have earned a digital badge for the course!

As noted in the Executive Summary, we’ve enhanced KPU’s existing anonymous or confidential reporting system for Sexualized Violence as follows:

- Created an [anonymous reporting webpage](#) and this webpage contains an anonymous reporting form where students and employees can submit information anonymously and an email is sent directly to the SRRO. The SRRO can then respond, offering supports and resources and an invitation to connect (while still remaining anonymous).
- Enhanced the [KPU Safe App](#) to include information about how to report SV anonymously in more than one area of the App. For example, should a student or employee select “Report a Concern”, the option to file a Sexual Misconduct Report is available and in selecting that option, students are taken to the anonymous reporting form and if they submit that form, the SRRO receives an email and can respond as already described. Individuals also have an option to report if they first start by exploring support resources available to them on various topics

including Sexual Misconduct. Directions on using the Safe App to report anonymously, with accompanying screenshots, is described on the anonymous reporting webpage.

- Developed 4 videos to inform the KPU Community on how to anonymously report; how the SRRO supports those who disclose/report SV; promote the Safer Campuses for Everyone online Moodle course and discuss safety on campus.
- Conducted a fulsome promotional campaign to promote the 4 videos and the services of the SRRO; which also served to maintain the SRRO's Social Media Presence.
- Held 5 'launch events', one at each campus, where we interacted with approximately 50 – 100 students at each campus; promoting the 4 videos and the SRRO's services – including how to anonymously report instances of SV.

In response to increased reports of relationship violence and inappropriate use of Moodle, the SRRO partnered with other departments including Human Resources and Teaching and Learning to proactively respond – launching a webpage with accompanying infographics about relationship violence to support students and employees; and, incorporating messaging on the student Moodle platform.

2. SEXUAL MISCONDUCT RESPONSE

The SRRO serves as a conduit to [internal supports and external resources](#) with expertise in sexual and domestic violence, health, and community support. During the reporting period (June 1, 2024 to May 31, 2025), the SRRO responded to **23 students** seeking support on issues that had an element of sexual violence and misconduct.

Issues included things such as:

- Sexual assault
- Indecent exposure
- Indecent act
- Relationship violence
- Inappropriate and unwanted attention and persistence
- Inappropriate comments
- Instances of historical and off-campus sexual abuse/assault (no connection to KPU) where students were seeking support

This is an increase over previous years; for example, in last year's annual report the SRRO shared that 13 students had sought support. As such, 23 students connecting with the SRRO demonstrates a 77% increase. It is speculated this increase is not due to an increase in incidents – as SVM is known to be under-reported; rather, the increase is more likely attributable to the increased promotion this past year around the videos, the posters, and more knowledge generally around SVM supports available. That KPU continues to make strides in fostering a culture of reporting and accountability may have resulted in an increase in those seeking support. Ultimately, the SRRO views it as a positive that more people have engaged with their office as what is of utmost importance is those seeking support have the opportunity to get them.

3. POLICY REVIEW

KPU's Sexual Violence and Misconduct (SR14) Policy:

KPU's policy SR14 came into effect April 22, 2017 and the first review occurred in 2019. As such, the normal review period as per the Act would have commenced April 22, 2023. As reported last year, Policy SR14 only underwent a cursory review in spring 2023 to ensure accuracy of information (which only resulted in some minor updates) and the effective date of the policy was updated to May 3, 2023. A more fulsome policy review was postponed due to the Ministry's review of all BC PSIs SVM policies that was well underway at that time. On October 26, 2023 the Presidents of all PSIs were sent a letter from the Ministry confirming that Institutions who are approaching their three-year policy review deadline should be proceeding with their policy review process.

KPU launched the GV2 process in December 2023. The [Phase One Rationale](#) document for the revision to [Policy](#) and [Procedure](#) SR14 Sexualized Violence and Misconduct was posted on [the KPU Policy Blog](#) from December 6, 2023, to January 4, 2024.

Following the Phase One Posting, Policy Developer Jennifer Jordan identified potential revisions to the current Policy and Procedure before launching the fulsome consultation process. To identify the revisions, Jennifer reviewed years of literature and reports; feedback the Student Rights and Responsibilities Office (SRRO) had received/compiled since 2017; and looked to other post-secondary institutions' current Sexualized Violence (SV) policies and procedures to make the initial suggested revisions.

Initial drafts of revised SR14 were then shared with the SRRO Case Managers and KPU's Sexualized Violence and Misconduct (SVM) Advisory Group. Feedback collected informed updated drafts (February 2025 version) that were shared with members of the University community during the consultations and drafts phase of the GV2 process. As part of the consultation efforts, six public consultation sessions, open to the entire University community, were scheduled from March to May 2025.

Consultation and draft-writing will continue over the summer, with SR14 tentatively scheduled to start its Phase Two Posting in fall 2025.

4. DATA AND REPORTING

Post Secondary Education and Future Skills (PSFS) SV Advisory Group:

The Director of the SRRO is an inaugural (since 2018) and continuing member of the [Sexualized Violence \(SV\) Advisory Group](#) that is coordinated by the Ministry of Post Secondary Education and Future Skills (PSFS). The Group's purpose is:

- To be the main connection point between the Ministry of Post-Secondary Education and Future Skills (the Ministry), post-secondary institutions (PSIs), students/student associations, subject matter experts, and associations representing community organizations specific to sexualized violence.
- To provide ongoing and annual recommendations and feedback to the Ministry on its strategic direction, programs, and initiatives, relating to efforts at preventing and responding to sexualized violence in the post-secondary education system.
- To provide guidance to affiliated SV Working Groups when active.

- To consult with various partners and interested parties, including students, post-secondary institutions, and community organizations on matters related to sexualized violence in post-secondary education.

Post Secondary Education and Future Skills (PSFS) Working Group on Data and Reporting:

The Director of the SRRO was a member of a Ministry coordinated [Working Group on Data and Reporting](#) that developed a toolkit for PSIs called “[Creating a Culture of Accountability: A Toolkit for Data & Reporting on Sexualized Violence Response and Support at Public Post-Secondary Institutions in British Columbia](#)”.

The purpose of this toolkit is to assist staff and administrators in preparing and disseminating their institution’s annual report, as required by the [Sexual Violence and Misconduct Policy Act](#). It provides Guiding Principles and identifies promising practices in the process of collecting and reporting sexualized violence data in ways that acknowledge the unique context, policies, and practices of each institution. This toolkit also supports actioning sexualized violence prevention education and response efforts at BC public post-secondary institutions. It is not meant to be directive or prescriptive, as public post-secondary institutions have unique policies and practices that have been developed to support and respond to the needs of their own communities.

The toolkit was officially launched on September 18, 2024: [Minister’s, parliamentary secretary’s joint statement on Consent Awareness Week 2024 | BC Gov News](#)

KPU’s Guidelines in Reporting Investigations:

Under KPU Policy SR14 (Sexual Violence and Misconduct) individuals can disclose, report and/or complain:

Disclosure:

A report of Sexual Violence and Misconduct by a Victim/Survivor, that does not constitute a Complaint.

Report:

A report of Sexual Violence and Misconduct by someone other than the Victim/Survivor, that does not constitute a Complaint.

Complaint:

A complaint that a person has committed an act of Sexual Violence and Misconduct contrary to the Policy.

As the policy allows individuals to disclose and seek support for incidents that have no connection to KPU other than the individual has chosen to disclose to someone at KPU; and, anyone at any time can receive a disclosure or report of sexualized violence that may not be shared with the SRRO or Human Resources, KPU has established guidelines on what will be publicly reported on. Disclosures and reports will not be reported on. **Only the number of investigations commenced arising from a formal complaint, that involves an element of policy SR14 and has a KPU connection, will be publicly reported. Additionally, as Victims/Survivors and Respondents have privacy rights under the Freedom of Information and Protection of Privacy Act (BC) to which KPU is subject, KPU will only report on investigations when the number of investigations reaches a minimum of five (5) for the reporting period.** This is in order to prevent divulging information that could reveal the identities of

Victims/Survivors and Respondents. Where the number of investigations is fewer than five (5), the entry for that year will read “Below threshold for reporting”. For the period of this report, the minimum threshold of 5 investigations was not reached.

Number of <u>Investigations</u> Commenced by Student Rights and Responsibilities and/or Human Resources that involves an element of policy SR14 and has a KPU connection.	
Year	Number of Investigations
2018	Below threshold for reporting
2019	Below threshold for reporting
2020	5
2021	Below threshold for reporting
2022	Below threshold for reporting
2023	Below threshold for reporting
2024	Below threshold for reporting

SRRO’s GOALS FOR JUNE 2025 – MAY 2026

- Director maintains role on provincial SV Advisory Group.
- Complete the consultation process on the proposed revisions to SR14 policy and procedures and proceed to Phase 2 posting on the blog with the goal of having the updated policy and procedures approved before the end of 2025.
- After the policy and procedures are revised, create a summary document in plain language and have it translated into other languages as a resource for students.
- Continue to send out semester emails promoting the supports SRRO offers.
- Develop a public-facing document that articulates the SRRO’s approach to SVM education and training.
- Update the SVM webpages and as part of that update upload all the annual reports under a reports tab so they are more readily available to the KPU Community.

Appendix A

Behind the Scenes at KPU



We're pulling back the curtain to give you a behind-the-scenes look at the amazing work going on at KPU. Each story focuses on a particular project or initiative, shining a spotlight on these projects while sharing more about the department or office and the roles of individual team members.

Student Rights and Responsibilities Office goes on camera to help students

The mission of the Student Rights and Responsibilities Office (SRRO) at KPU is to promote a community of care and respect. They achieve this through education, empowerment, relationships and restorative practices.

But the challenge of maintaining a caring and respectful community is an ever-changing one. That's why SRRO was excited to use one-time funding provided by the Ministry of Post-Secondary Education and Future Skills to, according to the ministry: support the enhancement of an existing anonymous or confidential sexual violence reporting system, that is trauma-informed, survivor-centric, easily accessible to students, and will integrate with or enhance existing student institution supports and services.

While anonymous reporting options already existed at KPU, the SRRO team saw further opportunity to expand anonymous reporting options for students and employees.



3 - From left: Kimberly Huynh, Jennifer Jordan, Patrick Bourke, Laura Arneson.

"We created an anonymous reporting webpage² that provides guidance on five different ways to anonymously report sexual violence with an anonymous reporting form available on that page," says Jennifer Jordan, Director of Students Rights and Responsibilities Office. "We also added the anonymous reporting form to the KPU Safe App³."

Once these enhancements were made to KPU's anonymous reporting systems, SRRO was determined to promote these enhanced services through an informational video.

²<https://www.kpu.ca/sexual-misconduct/anonymous-reporting>

³<https://www.kpu.ca/safe>

“In embarking on this video project, we also took the opportunity to create more videos on topics where we wanted to raise student awareness,” says Jennifer. “We learned through the 2022 student satisfaction survey that safety on campus was a concern for students and here was an opportunity to address the need for more information on that and other topics.”

In the end, four videos were created: one highlighting KPU’s enhanced anonymous reporting options, one focused on how the SRRO supports students who disclose or report sexual violence, one promoting the Safer Campuses for Everyone online Moodle course, and one discussing safety on campus. The longest video runs just over five minutes with viewers able to watch all four videos in about 15 minutes.

“These videos were an opportunity to showcase how students can access various services and supports, whether anonymously or not, and cover aspects of safety on- and off-campus with respect to issues of sexual violence,” explains Jennifer.



4 - Student Rights and Responsibilities team checking their new videos.

The whole team was directly involved in the creation of the videos with each member — Jennifer, along with SRRO case managers Laura Arneson, Kimberly Huynh and Patrick Bourke — featured as a narrator.

“This gives students an opportunity to see us and become more familiar with us,” says Jennifer. “Which may increase their comfort level in accessing support from SRRO.”

For the SRRO team, time was the biggest challenge in completing the project.

"As a response department, SRRO's days are spent addressing student referrals their office receives, which have seen a marked increase year-over-year.

"We are also very active at campus events and engage in frequent trainings, workshops and upskilling for students and staff," says Jennifer. "As such, even a project of this magnitude is off the side of our desks, so to speak."

As part of the project SRRO had the videos translated into Punjabi and Simplified Chinese and close captioned in English, Punjabi and Simplified Chinese.

"We also asked KPU employees Manpreet Kaur and Kevin Li to review the translated scripts in Punjabi and Simplified Chinese," says Jennifer. "We wanted to have another set of eyes on the initial translations before having the videos close captioned."



5 - Patrick Bourke and Kimberly Huynh review video content on mobile.

By translating and captioning the videos, SRRO could make them more accessible to students where English may not be their first language or for students with hearing impairments. These videos also allow students with visual challenges to listen to this information without a screen reader.

The SRRO team has received positive feedback from employees on the videos, as they appreciate having resources they can refer to and also direct students to.

"SRRO humbly acknowledges that we don't have all the answers," says Jennifer. "But we are striving to provide relevant information that demonstrates KPU cares."

During this same period, SRRO also completed another major initiative, the revision to KPU's Individuals in Crisis Protocols. Also known as the Green Sheet, the revised protocol is now available online⁴ on the Campus Risk and Security webpage⁵ and on the KPU Safe app⁶. Contact Student Rights and Responsibilities⁷ for more information.

Meet the team

As a Case Manager, **Laura Arneson** is dedicated to fostering a supportive community through her expertise in managing conflict and guiding tough conversations. Outside of work, she enjoys nature walks, laughing and sharing great meals with friends, hunting for treasures in garden centres, or power shopping to rack up reward points.

Kimberly Huynh has worked at KPU since 2021, supporting students in several different roles. On the weekends, you can find Kimberly exploring our local mountains, hanging out with her dog, or trying out a new recipe.

Patrick Bourke is a Case Manager at KPU who takes pride in offering a relationship-centred approach in each interaction. Currently completing his master's degree in Counselling, Patrick is excited to integrate his academic learnings into his professional role. Outside of work, he enjoys deepening his understanding of human connections and exploring practical ways to support others effectively.

Jennifer Jordan has been with KPU for over 28 years, working in both the academic and student services areas and has been the Director of the SRRO for over 6 years. Jennifer loves to travel and take tons of photos. She has an extensive horror movie collection and particularly enjoys going to haunted houses and attractions.

VISION 2026

At KPU, our work is grounded in KPU's Vision 2026. We work together to transform lives for the benefit of society. In so doing, we tirelessly endeavour to align our actions with our values: Care, Collaboration, Humility and Equity.

"The mission of the SRRO is to promote a community of care and respect through education and empowerment," says Jennifer. "This video project exemplifies our office's commitment to the values of VISION 2026, including being mindful, equitable, grounded and collaborative."

The SRRO team wants to recognize the many other departments at KPU that worked tirelessly to help them get the project over the finish line, including Student Affairs, Sexual Violence and

⁴[https://www.kpu.ca/sites/default/files/Persons in Crisis Protocols-TheGreenSheet.pdf](https://www.kpu.ca/sites/default/files/Persons%20in%20Crisis%20Protocols-TheGreenSheet.pdf)

⁵<https://www.kpu.ca/campus-risk-security>

⁶<https://www.kpu.ca/safe>

⁷<https://www.kpu.ca/student-rights-responsibilities>

Misconduct Advisory Group, Equity and Inclusive Communities, Marketing, Communications, Risk and Security, Campus Safety Operations and Emergency Planning.

Appendix B

SRRO Videos - Communication Roll-Out Strategy	
Communication Channel	Date Sent
Direct email to KPU G8 Executive & Deans/Assistants	9-Sep
Direct email to KPU Divisional Business Managers	9-Sep
Direct email to KPU Faculty Comms/Events Reps	11-Sep
Direct email to Student Affairs Management Team and Managers in International and Office of the Registrar	11-Sep
Informed KPU Marketing/Social Media	9-Sep
Eagle Eye - messaging ran from October 2024 through February 2024	October 2024
Posting on Campus (posters promoting the SRRO, the videos and consent)	February 2025
Today @ messages	Sept 17 & November 1
Student Affairs Social Channels (Instagram)	October and November
KPU Student Email Blasts	Sep/Oct/Nov/Dec/Jan/Feb
ONE.KPU Banner Messaging (student portal)	mid-September to end of October
Direct email to the KSA	16-Sep
Runner (newspaper feature)	September
Employee newsletter feature	November

Appendix C

Instagram Post:



Caption:

Join the Student Rights and Responsibilities Office (SRRO) for a slice of pizza as they celebrate the official launch of their videos about:

- How to report sexual violence
- How the SRRO supports those impacted by sexual violence
- The Safer Campuses for Everyone Moodle Course
- Your safety on and off campus

The SRRO will be on each campus to promote these videos and chat with you. Join them...

Thursday, Feb 6th:

9:30am to 11am @ KPU Tech (Cloverdale): in front of the Cloverdale Corral

12:30pm to 2pm @ Langley: the Gathering space across Student Services in the West Building

Wednesday, Feb 12th:

12 to 1:30pm @ Surrey: the Airport lounge in the Cedar Building

12 to 1:30pm @ Richmond: the atrium in the Main building

4:30pm to 6pm @ Civic: the Collaboration Space on the 6th floor

Appendix D

Images of the SRRO's posters





BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 6.2.1

Meeting Date: June 25, 2025

Presenter(s): Lori McElroy/Meredith Haaf

AGENDA TITLE: ACCOUNTABILITY PLAN & REPORT 2024/25 – DRAFT

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The Accountability Plan & Report is an annual report that fulfills the requirements of the Ministry of Post-Secondary Education and Future Skills (PSFS) Accountability Framework. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards, students and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all BC residents by ensuring the system's ongoing contribution to social and economic development.

Key Messages

1. Previously, the Board had to approve the report before it was submitted to the ministry. Given the timing of Board meetings and the availability of the information required, the report was incomplete when it was reviewed by the Board in June. The report would be finalized after this and submitted to the ministry, which would review it and often require changes. Now, rather than requiring Board approval before it is finalized, the ministry is asking Boards to review the final report in early fall after it has been revised based on ministry feedback. Once finalized, the report is posted on both the ministry's and KPU's websites. This is expected in late fall.

2. The draft 2024/25 Accountability Plan & Report is attached. The report is complete except for the following (which have been highlighted in yellow in the report):
 - 2.1. The data for the following metrics won't be available until later in June: 11, 15, 16, 17, 28, 35.
 - 2.2. The Financial Context section will be provided by Finance in June.
 - 2.3. Appendices B and C: A table containing all ministry metrics including the margins of error used in their calculations and a table containing more detailed breakdowns of metrics 36, 37, and 40, respectively, will be added.
3. The Strategic Priorities section details how we addressed both the ministry priorities assigned to KPU, as well as KPU's own priorities to address our strategic goals.
4. The report will undergo thorough copy editing and formatting before submission to the ministry. The report must be submitted to the ministry by July 11, 2025.

Resource Requirements

N/A

Implications/Risks

Failing to submit a complete Accountability Plan & Report to the ministry by July 11, 2025 could have a negative impact on our reputation with the ministry.

Consultations

The content of this report is the result of collaborative effort across KPU:

- Deans provided content for the Faculty profiles;
- The Office of Communications provided content for the student and alumni profiles;
- Student Affairs provided the cover photos;
- Senior leaders helped identify content and sources to address the strategic priorities; and
- A number of people, including faculty, administrators and staff, provided information on the strategic priorities and the work KPU has been doing on reconciliation.

The Office of Planning & Accountability wrote, edited, analyzed data, created graphs and other content and laid out the report.

Attachments

1. Draft 2024/25 Accountability Plan & Report.

Submitted by

Dr. Lori McElroy

Date submitted

June 13, 2025



KWANTLEN
POLYTECHNIC
UNIVERSITY

2024/25

Accountability Plan & Report



Territorial Acknowledgement

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

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

Cover Photos

Clockwise, from the top left.

Peer Wellness Leaders participate in the Thrive Month Resource Fair at KPU Surrey on October 10, 2024. The Peer Wellness Team consists of KPU students who foster social connections, host events and drop-in sessions, and promote health and wellness resources to their peers.

Trades and Technology students stop by a table at the Nutrition Month Free Lunch event at KPU Tech on March 3, 2025. Other Nutrition Month events include food skills workshops, Q&A sessions on nutrition, health, and on- and off-campus resources, and demonstration sessions on growing herbs and vegetables at home.

A City of Coquitlam employee speaks with a KPU student at the 2025 KPU Career Day, hosted on March 12 at KPU Surrey. Career Day is an opportunity for KPU students and alumni to connect with a wide range of employers and learn more about employment, internship, co-op, and volunteer opportunities.

KPU Pride Peer Leaders host a table at New Student Orientation for the Fall 2024 semester at KPU Richmond. On-campus orientation is one of many orientation activities available for new students to connect with their peers, prepare for their first classes, and learn about KPU supports, resources, and clubs.

Accountability Statement

The Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills
Government of British Columbia

September 25, 2025

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2024/25.

The report describes how KPU addressed the ministry's 2024/25 priorities. This includes how KPU is aligning education and skills training to meet the needs of British Columbia, continues to provide culturally sensitive and safe learning environments for Indigenous learners, and is addressing the needs of learners facing complex barriers. In addition, the report covers the 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 2026*, and our 2027 Academic Plan.

KPU has achieved or substantially achieved all targets set by the Ministry of Post-Secondary Education and Future Skills for 2024/25 with the exception of FTE targets and credentials awarded.

KPU continues to meet its financial targets, with a surplus of \$5.4 million for FY2024/25. We continue to comply with the Tuition Limit Policy, limiting tuition increases to a maximum of two percent per year. The report includes a summary of the financial context for KPU.

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

Sincerely,

Ivy Chen
Board Chair

Alan Davis
President and Vice Chancellor

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1. Strategic Direction and Context

KPU's Strategic Direction: *VISION 2026*

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

Goals – We Will...

A. Experience

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

B. Sustainability

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

C. Creativity

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

D. Justice

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

E. Quality

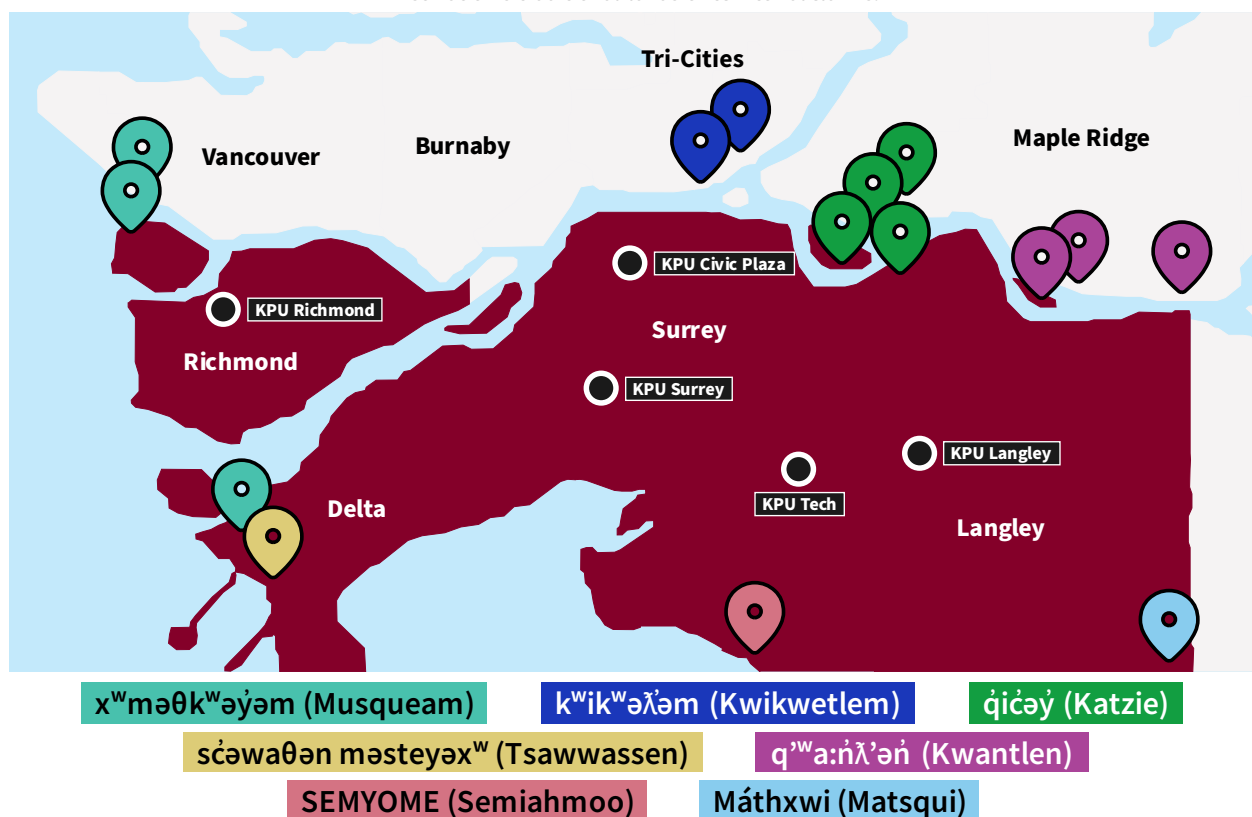
- E1. Ensure continuous improvement of all KPU programs and services
- E2. Hold each other responsible for our promises and our expectations
- E3. Be accountable and transparent to our friends, communities, partners, and governments

Regional Context

KPU serves the region south of the Fraser River that overlaps with the unceded traditional and ancestral lands of the q'w'a:n̓'ə́n̓ (Kwantlen), Máthxwi (Matsqui), xʷməθkʷəy̓əm (Musqueam), q̓íçəy̓ (Katzie), SEMYOME (Semiahmoo), sc̓əwaθən məsteyəxʷ (Tsawwassen), q̓íq̓éy̓t (Qayqayt), and kʷíkʷəłəm (Kwikwetlem) Peoples (see Figure 1.1). This region includes the cities of Richmond, Delta, Surrey, and White Rock, and the City and Township of Langley. It also covers the school districts of Richmond (#38), Delta (#37), Surrey (#36), and Langley (#35).

Figure 1.1 – Indigenous Communities and Reserve Lands Within or Nearby the KPU Region

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



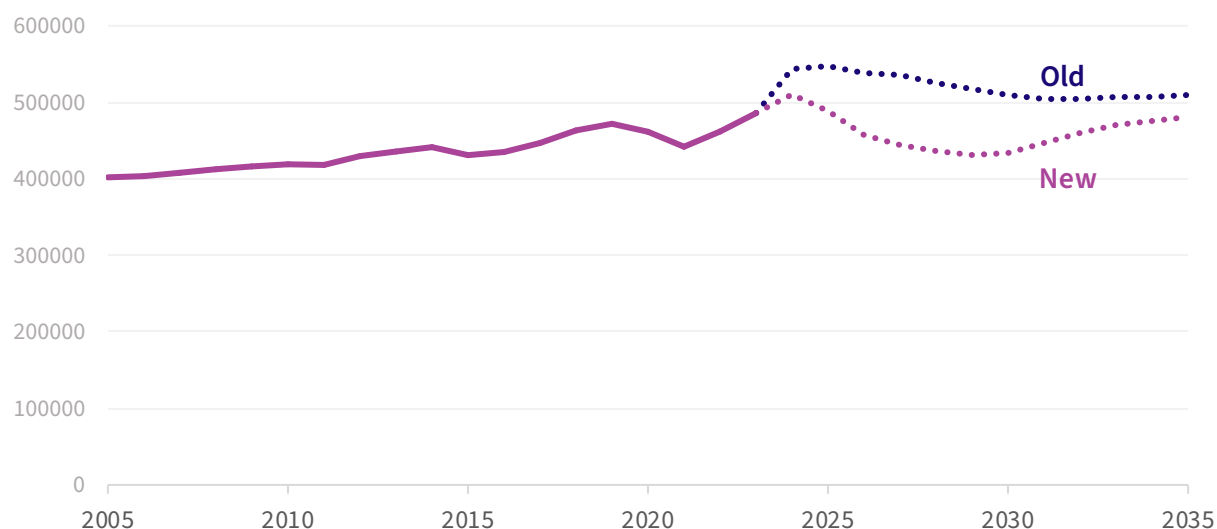
Population Projections for BC

Changes made by Immigration, Refugees and Citizenship Canada (IRCC) to reduce the number of immigrants and international students are projected to have a big impact on the population in BC. Figure 1.2 shows the impact of the changes on the number of 18-to-24-year-olds, the largest segment of the KPU student body, by comparing projections made before these policy changes with projections made since then. Population projections were made by BC Stats and

cover all residents, including temporary immigrants and international students. They are as of July 1 of each year and include estimates of past years and projections for future years.¹

Figure 1.2 – Population Projections of 18-to-24-Year-Olds for BC

*Population estimates are solid lines. Population projections are dotted lines.
Two projection scenarios are visualized: Old is before the policy changes and New is after.*



Sources: [BC Stats Population Projections](#)

Solid lines represent actual population estimates, while dotted lines are the projections. Starting with 2024, the new projections are lower than the old ones and show a sizable decline of just under 80,000 18-to-24-year-olds by 2029, returning close to 2015 levels. This is a 16% decline in just five years. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, almost approaching 2026 levels by 2035.

Population Projections for the KPU Region

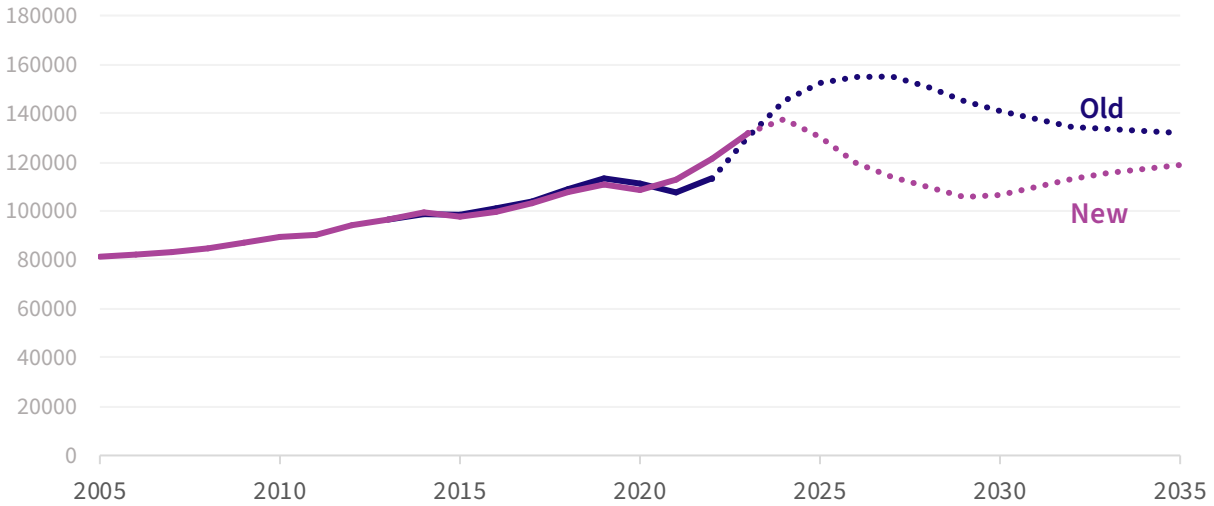
Figure 1.3 shows that the impact of these changes is more dramatic for the KPU region. The estimates done before the policy changes actually underestimated the size of this age group between 2021 and 2023. Starting with 2024, the new projections are lower than the old ones and show a dramatic decline of 23% in just five years. This represents a decline of over 31,000 18-to-24-year-olds by 2029, returning close to 2018 levels. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, almost approaching 2026 levels by 2035.

Separate projections for Surrey, Richmond, Langley and Delta follow.

¹ Population estimates are based on the Census and adjusted with other information, such as clients of BC's Medical Service Plan. Estimates are updated when new projections are run, using the most up-to-date information available.

Figure 1.3 – Population Projections of 18-to-24-Year-Olds for the KPU Region

*Population estimates are solid lines. Population projections are dotted lines.
Two projection scenarios are visualized: Old is before the policy changes and New is after.*



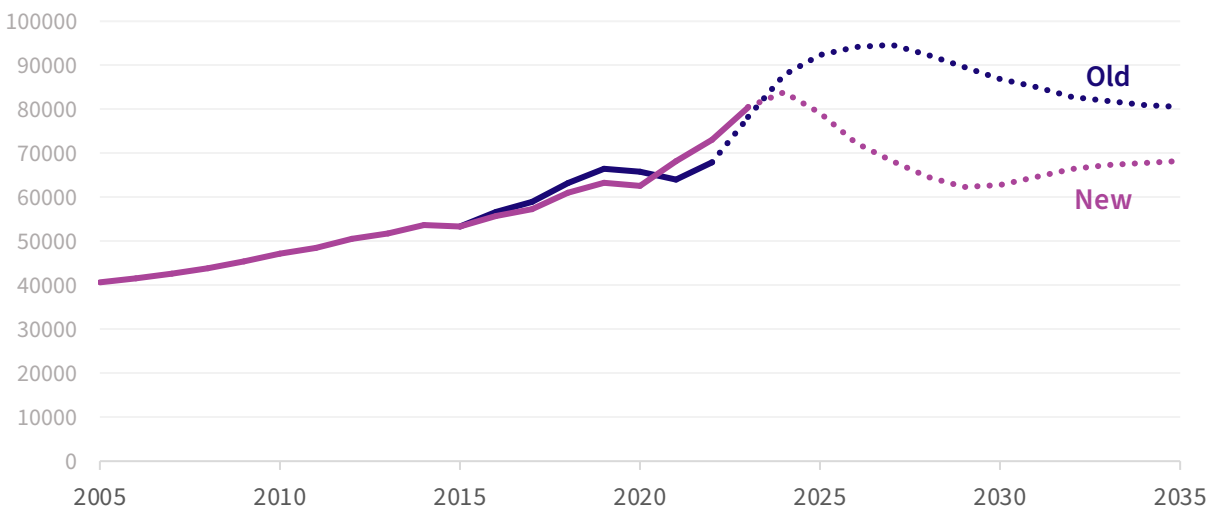
Sources: [BC Stats Population Projections](#)

Surrey

Surrey is the largest city in the KPU region so what happens to its population has a big impact. Figure 1.4 provides the projections for Surrey, which shows a pattern similar to that in Figure 1.3. The estimates done before the policy changes actually underestimated the size of this age group between 2021 and 2023. Starting with 2024, the new projections are lower than the old ones and show a dramatic decline of 26% in just five years, or over 21,000 18-to-24-year-olds by 2029, returning close to 2020 levels. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, returning to 2027 levels by 2035.

Figure 1.4 – Population Projections of 18-to-24-Year-Olds for Surrey

*Population estimates are solid lines. Population projections are dotted lines.
Two projection scenarios are visualized: Old is before the policy changes and New is after.*



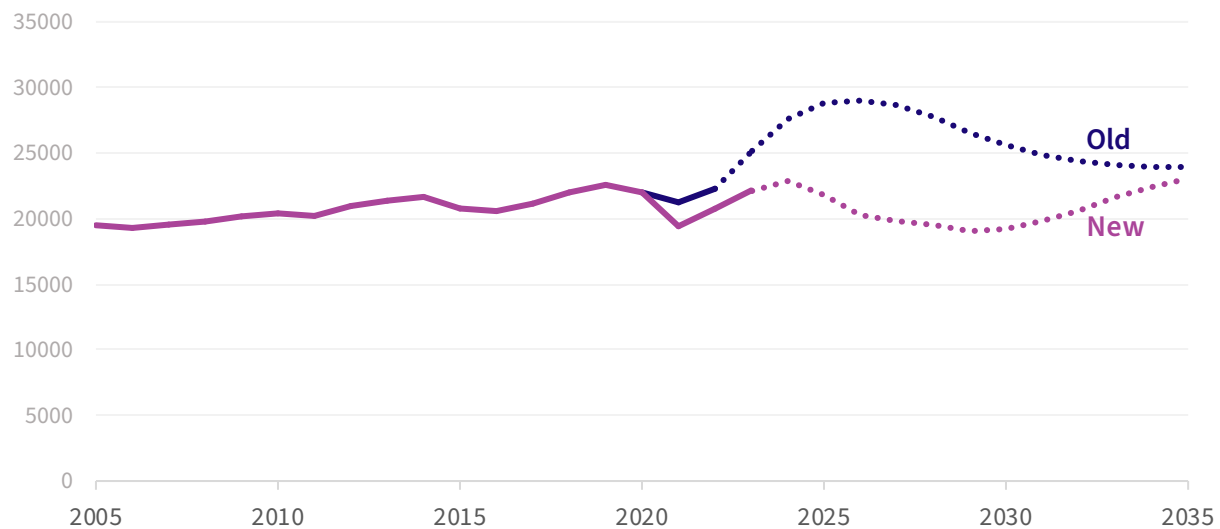
Sources: [BC Stats Population Projections](#)

Richmond

Richmond is the second largest city in the KPU region but is much smaller than Surrey. Figure 1.5 provides the projections for Richmond. The pattern is notably different than for Surrey, with much lower growth in the population of 18-to-24-year-olds. The estimates done before the policy changes actually overestimated the size of this age group between 2021 and 2023. The old projections showed rapid growth between 2022 and 2026, while the new projections show a decline starting in 2024 and leveling off by 2030. Starting with 2024, the new projections are lower than the old ones and show a dramatic decline of over 3,700 18-to-24-year-olds by 2030, returning close to 2021 levels; this is a decline of 16% in six years. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, slightly exceeding 2024 levels by 2035.

Figure 1.5 – Population Projections of 18-to-24-Year-Olds for Richmond

*Population estimates are solid lines. Population projections are dotted lines.
Two projection scenarios are visualized: Old is before the policy changes and New is after.*



Sources: [BC Stats Population Projections](#)

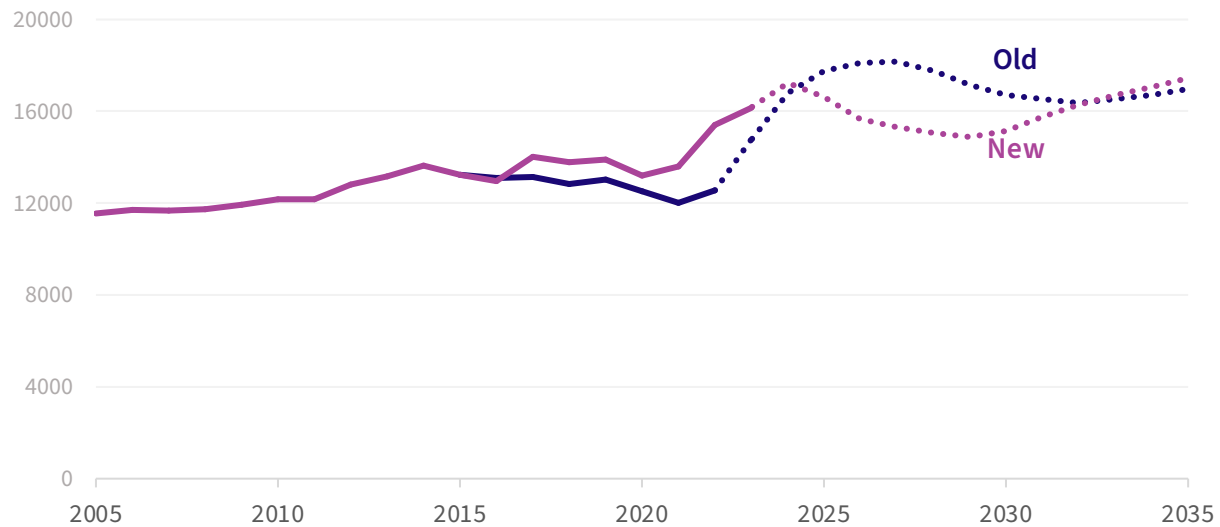
Langley

Langley District and City comprise the second smallest area in the KPU region. Figure 1.6 provides the projections for Langley. Langley experienced modest growth in the population of 18-to-24-year-olds starting in 2011, but the old estimates projected a decline from 2016 to 2021 while the new estimates showed growth over this time period. However, the new projections show a decline from 2024 to 2030 of just over 2,000 18-to-24-year-olds, or 12%. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, back to 2024 levels by 2035.

Figure 1.6 – Population Projections of 18-to-24-Year-Olds for Langley

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

Two projection scenarios are visualized: Old is before the policy changes and New is after.



Sources: [BC Stats Population Projections](#)

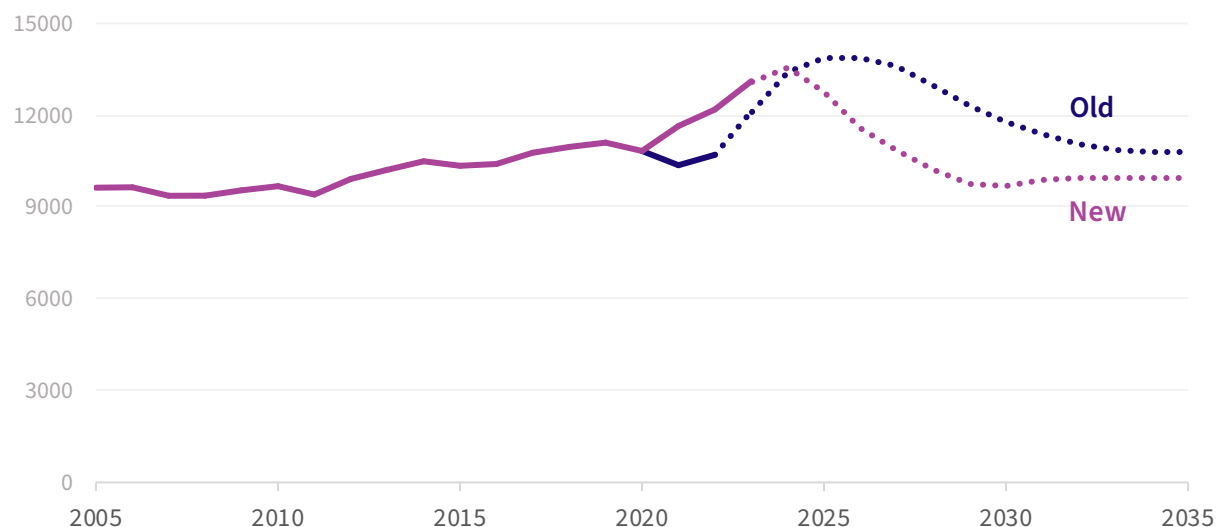
Delta

Figure 1.7 shows the population projections for Delta, the smallest city in the KPU region. Delta experienced modest growth in the population of 18-to-24-year-olds starting in 2007, but the estimates done before the policy changes showed a decline from 2020 to 2023, where the new estimates showed growth. However, the new projections show a decline from 2024 to 2030 of over 3,800 18-to-24-year-olds, or 29%. Thereafter, the population of 18-to-24-year-olds is projected to increase slowly, back to 2012 levels by 2033, and then starts to decline again.

Figure 1.7– Population Projections of 18-to-24-Year-Olds for Delta

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

Two projection scenarios are visualized: Old is before the policy changes and New is after.



Sources: [BC Stats Population Projections](#)

Financial Context

Section to be added.

2. KPU's Strategic Priorities

This section describes the work carried out in the past year on KPU's priorities, including actions to advance KPU's strategic plan, VISION 2026, and its 2027 Academic Plan. Also reported in this section are activities that relate to government priorities as outlined in the Minister of Post-Secondary Education and Future Skills' 2025 mandate letter.

Ensuring Relevance and Efficiency

Advancing Understanding of Generative AI

For-credit Generative AI Courses

In 2024, the Provost's office formed a curricular drafting team of six faculty members to develop courses on generative AI. The courses were developed with content and learning activities relevant to their programs. The following five courses have been approved by the University Senate and are available for student registration starting in summer 2025: ARTS 2100 Minds and Machines: Navigating the Ethics, Applications, and Impacts of generative AI; MATH 1170 Introduction to Data Science: An AI Approach; PHYS 1500 Science with AI: Methods and Applications; DESN 3500 AI for Productivity in Design; and BIOL 3200 Applications of Generative Artificial Intelligence in Science.

Generative AI Training for KPU Employees

In 2024, KPU's Continuing & Professional Studies offered a generative AI course to all employees. Designed by Dr. David Burns and delivered by Ulrich Paschen from the Melville School of Business, "AI in the Workplace - Uses and Limits" explored the basic terms, current trends, risks, and cautionary tales of generative AI, along with practical hands-on practice using Microsoft Co-Pilot. Delivered in person over a two-day period, the course supported participants to expand their understanding of generative AI's impact, gain practical skills, and engage in discussions that shape the future of AI at KPU. A managers-only session was also offered to people leaders, which covered content on supporting direct reports in the use of AI.

Generative AI for Small and Medium Businesses

In November 2024, KPU's Continuing & Professional Studies delivered an external-facing course, "Leveraging AI for Small and Medium Business Growth." The one-day workshop was designed to demystify AI and equip business owners and managers with practical knowledge and strategies to effectively integrate AI into their operations. The course content was designed to reach participants that are new to AI and those looking to refine their existing AI initiatives.

Building Global Perspectives

KPU continues to offer international educational opportunities to KPU students and incoming exchange students to enhance global engagement and develop globally minded students. Some examples of recent and planned opportunities include the following:

- **Short-term Study Abroad Experiences:** In summer 2024, 61 students from Japan Women's University attended KPU for a short-term exchange focused on cultural and language immersion and women in leadership. In fall 2024, 59 students from Mexico attended KPU for short-term programming targeting language learning and intercultural dialogue.
- **The Global Exchange, Local Impact: Tunisia-Canada Scholar Program:** This initiative, launching in fall 2025, allows 25 Université Ibn Khaldoun students to attend KPU's Melville School of Business and Wilson School of Design for one semester. Funded by Global Affairs Canada, the program's curriculum will cover a variety of subjects within KPU's programs, including the Diploma in Front-End Development for Interactive Applications. By equipping students with vital skills in information and communications technology, digital transformation and climate action, the program aims to bridge the skills gap in critical sectors essential for Tunisia's economic growth.
- **Field Schools:** KPU is launching new field schools in AY2025/26. The Brazil Field School (Sociology) aims to provide students with the opportunity to do community service internationally by serving the Terra Vista Settlement. Students will have the opportunity to engage in agroecological practices, learn about the organizations that comprise the Web of the Peoples in Bahia, Brazil, and visit historical sites in São Paulo and Porto Seguro. Additionally, the Global Health field school (Nursing) is being delivered in Tanzania in fall 2025. This opportunity will provide KPU nursing students the ability to engage in global health work that fosters cultural competence, leadership and social responsibility.

Strategic Reviews of KPU Programs, Services, and Operations

Annual Program Reports

In January 2025, KPU launched an initiative to provide annual reporting on the health of each program, identifying program strengths and weaknesses. The reports cover six areas: program and course demand, delivery efficiency, student success, retention, credentials awarded, and graduate outcomes. Trends over time are provided for most metrics. This information will support informed decisions about how to improve programs and identify which may no longer be viable, strengthening KPU's sustainability in light of declining revenues.

Administrative Efficiency Indexing

Beginning in fall 2025, KPU will be undertaking an administrative efficiency index process to improve institutional effectiveness. Focusing on four key areas of the institution (Human Resources, Finance, Information Technology, and Facilities), the objectives are as follows:

comprehensively and objectively evaluate 19 critical business capabilities; quickly surface near-term process improvement opportunities impacting institutional performance; create a prioritized roadmap to close operational process gaps; and build consensus with leadership to strategically focus time and resources.

Advocacy on Federal Government Changes to International Education

KPU has advocated federally in relation to the federal government's changes related to international students through our associations, specifically Universities Canada, College and Institutes Canada, Polytechnics Canada, and the Pacific Association of Canadian Institutes and Universities (formerly the British Columbia Association of Institutes and Universities). In addition, KPU made a submission to the House of Commons Standing Committee on Citizenship and Immigration on the impacts of the changes to the International Student Program. These impacts included: that the actual reduction in international students far exceeded the planned reduction due to how the changes were rolled out by Immigration, Refugee and Citizenship Canada (IRCC), how the resulting decreased revenue will lead to less choice and reduced flexibility for domestic students due to the need to reduce offerings, and concerns over the long-term impact on the labour market through the loss of international students, which, when they graduate, are one source of skilled labour. Our submission also offered recommendations to reduce the negative impacts of the changes.

Training and Upskilling

Expanded LPN to BSN Pathway Pilot

KPU is expanding its Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) Pathway pilot, a partnership with Fraser Health Authority (FHA) in which LPNs that meet admission requirements to the BSN program complete four semesters of the BSN program and continue working as LPNs as they complete their BSN degree. Graduates will be employed as nurses by the Fraser Health Authority once they are licenced. The pilot launched in 2024 with two cohorts and two additional cohorts have since been funded by the Ministry of Health.

Training Internationally-Educated Nurses

New funding from the BC government will support a KPU course that assists internationally-educated nurses in accessing health care jobs in Canada. In spring 2025, KPU received \$180,421 from the Ministry of Post-Secondary Education and Future Skills, allowing the university to offer three sections of the course Introduction to Professional Communication for Internationally Educated Nurses (PCIEN). PCIEN is designed to assist internationally-educated nurses improve communication for entry into professional practice, expand health and idiomatic vocabulary, and increase understanding of culturally expected behaviours of the Canadian health care system. This funding is part of a nearly [\\$4-million investment](#) by the BC government to support tuition-free Adult Basic Education and English Language Learning pathway programs at 11 public post-secondary institutions and Native Education College.

Expansion of Health Continuing and Professional Studies

In AY2024/25, Faculty of Health Professional Studies delivered 19 different Registered Nurse (RN)/LPN refresher education and professional development courses, offering 109 sections with 1,580 seats sold. A customized workplace training program for Correctional Service Canada launched in October 2024, with 16 sessions running over the year. The ministry-funded Provincial Violence Prevention training supported 258 KPU students and faculty through 24 eight-hour classroom sessions and 12 one-hour refresher sessions. Key growth initiatives include the following:

- Launch of a \$150,000, two-year agreement with Correctional Service Canada to lead 30 training sessions for 176 frontline nurses employed by Correctional Service Canada through high-fidelity simulation between October 2024 – October 2026.
- New Nursing Pathways: Self-Assessment and Growth course launched April 2025, targeting internationally educated nurses (IEN) and return-to-practice nurses preparing for competency assessments.
- Shift to a continual enrollment model for Consolidated Clinical course for RNs (PNUR 9130) in fall 2024, increasing student support from 50 in fall 2023 to 78 in fall 2024.
- Nurse Ready course (PNUR 9030) seat capacity expanded from 60 to 120-150 per term.
- Fifteen health continuing education courses funded by the Future Skills Grant program in fall 2024 and spring 2025.

Developing more Traditional Chinese Medicine Practitioners

In September 2025, KPU is launching a Bachelor of Traditional Chinese Medicine degree, the first of its kind in Canada. Through the program, students can train to become registered Traditional Chinese Medicine practitioners. It is an extension of an existing Diploma in Traditional Chinese Medicine – Acupuncture, which KPU launched in 2016, and will further prepare students to diagnose, treat, and manage patients with complex care needs. It is equivalent to similar programs at four universities in China, Australia, and New Zealand, allowing graduates of KPU's degree to pursue master's programs at these internationally recognized post-secondary institutions.

Rapid Prior Learning Assessment and Recognition

Through KPU's rapid Prior Learning Assessment and Recognition (PLAR) program, students can earn academic credits through a faster, more targeted evaluation of the knowledge and skills they bring from the workforce back to the university. This option is designed for mid-career professionals who have broad experience but who lack a credential, or the next level of credential, they need to advance their careers and skills. With Rapid PLAR options now available for several Business programs, Nursing, Brewing and Brewery Operations, Computer Aided Design and Drafting, and others, KPU seeks to build an increasingly open door to more diverse groups of mid-career learners.

Offering More Microcredentials

Recognizing the demand for flexible and targeted learning options that cater to the needs of working professionals, individuals seeking to change careers, and lifelong learners, KPU continues to increase its offerings of short-term credentials. A total of nine microcredentials have been approved since spring 2024, starting with one microcredential in medication management for KPU health care assistant students in 2024, and more recently four brewing microcredentials (e.g., business of brewing and brewing science) and four psychology microcredentials (e.g., applied behaviour analysis in K-12 schools and quantitative and qualitative psychology research).

Developing Career-Ready Graduates

Work-Integrated Learning

Work-Integrated Learning Opportunities

KPU's approach to work-integrated learning (WIL) involves course-based initiatives supported by small class sizes and the close involvement of faculty members. Faculty members often have long-standing partnerships so their role in setting up and overseeing course-based WIL experiences provides a depth of experience. In FY2024/25, KPU offered 522 sections of various WIL opportunities, an increase from 483 in the prior year. The total number of filled WIL seats was 5,952 (slightly less than 5,983 in FY2023/24) which were distributed as follows:

- Experiential learning courses: 1,851
- Mandatory practicum/clinical placements: 1,295
- Applied research courses: 976
- Apprenticeships: 869
- Practicum courses: 689
- Field schools: 48; and
- Paid co-op work placements: 224

In addition to the WIL opportunities above, KPU continued to deliver the Melville Business Strategy Internship program, which provides paid internship opportunities for soon-to-graduate Business students in their area of study. A total of 63 students participated in FY2024/25.

WIL Student Success

The close student-faculty connection for WIL allows for deepened collaborations with essential partners and lasting results for students. The following success stories showcase the ways in which these experiences have positively impacted KPU students:

- History student Natasha McConnell took part in the Arts practicum at the Chinatown Storytelling Centre where she was subsequently offered a job. She was later accepted into both the UBC History and UBC Archival Studies Master's programs. She's now teaching her own undergraduate students as a History MA student and was awarded highly competitive Social Sciences and Humanities Research Council (SSHRC) funding to support her studies and career trajectory.
- In a unique paid position, KPU Physics for Modern Technology student George Tso spent seven months at the National Research Council's Herzberg Astronomy and Astrophysics (HAA) Research Centre in Victoria. Initially a four-month position, it was extended due to his excellent work. George worked on developing electronics and instrumentation for the Gemini Infrared Multi-Object Spectrograph, which will be installed at the Gemini Observatory at the summit of Mauna Kea in Hawai'i. He also worked on assembling a cryostat camera for one of the HAA's own telescopes.

Service Learning Assistants

Through the [Service Learning Assistant](#) program, faculty members that want to add a new WIL component to their course nominate service learning assistants (paid student leaders) to assist in setting up the initiative. Operated through the Office of the Provost with little paperwork required of faculty members, these students provide a direct value-add to courses that they've already completed, bringing new work-integrated learning initiatives to KPU. The program is based on a similar initiative at [Tulane University](#) and is in its fourth year. The nearly 50 service learning assistants this past year served an important paid role while building on their own learning experiences.

Career Services and Supports for Students and Alumni

KPU's [Career Development Centre](#) (CDC) supports all KPU students and alumni in transitioning from the learning experience to the working experience, offering a range of services and supports including but not limited to resume, cover letter, and interview workshops; individual work search assistance and career coaching; information sessions (e.g., co-op information sessions); and connecting students and employers through in-person hiring fairs, virtual presentations, social media, and a comprehensive job posting system. Alumni have ongoing access to CDC services, including the job board and career coaching. The following are examples of key services and supports delivered by the CDC:

Career Connection Platform

KPU students and alumni can explore full-time, part-time, and volunteer opportunities on Career Connection, KPU's free, centralized online career hub. The platform is updated daily and, in addition to job and volunteer opportunities, includes access to job-readiness webinars and resources and upcoming career fairs and employer events. In FY2024/25, 2,100 new students and alumni registered and 2,320 jobs were listed. There has been considerable growth in student applications to posted co-op positions, from 742 applications in summer 2023 to 1,492 in summer 2024.

Communications

A key communications initiative of the CDC is its bi-weekly newsletter, which is sent to over 40,000 KPU students and alumni. It includes a variety of job search tips and resources and highlights job postings from Career Connection. New as of spring 2025 is the inclusion of career-related information targeted to Indigenous learners and students with disabilities.

Career Planning Resources

The CDC offers a range of career planning resources for students and alumni, including the following:

- **Roadmaps:** Roadmaps are self-guided, strategic tools designed to support students and alumni in their personal growth, as well as their academic and professional development, to help them achieve their career goals. They offer guidance with actionable steps on topics such as self-exploration, volunteering, networking and job search strategies, mentorship, and preparation for graduate school. Roadmaps are currently available to year 1 students, final year students, and post-graduate students. The Co-op Roadmap is also available to co-op students and focuses on understanding the co-op journey and the requirements to successfully complete the program. Next steps for this initiative include offering more targeted resources for specific student groups, for example students with disabilities and international students. Digital badging is also being explored which will provide visual recognition for completing Roadmaps that can be posted on online platforms, such as LinkedIn.
- **Career Resources for Indigenous Students:** As part of its commitment to ensuring all students have access to information that will help them make informed career and employment decisions, the CDC maintains a [dedicated career resources page for Indigenous students](#). The site includes resources specific to Indigenous learners, including career resources, KPU services and supports, and bursary, awards, and scholarship opportunities.

Career Fairs and Employer Events

The CDC delivered the following career and employer-focused events during AY2024/25:

- **Get Ready! Get Hired!:** Held in fall 2024, this hiring fair connected students and alumni with employers looking to fill active employment posts. This year's event focused on part-time paid job opportunities available during the academic year and also provided valuable networking opportunities for students. In total, 54 employers and 600 students and alumni participated. To enhance inclusivity and support for participants with special needs, next year the CDC will be offering early admittance for a designated quiet time at the start of each fair for reduced crowding and noise.
- **Trades & Technology Career Fair:** KPU's 10th annual Trades & Technology Career Fair, sponsored by BC Infrastructure Benefits, was held in February 2025 at KPU's Tech campus in Cloverdale. This event connects employers with skilled trades students and recent graduates. New for this year was an industry roundtable on attracting and

retaining trades talent in BC, which had 20 employer and faculty participants. In total, 26 employers and 270 students and alumni attended.

- **Career Day:** Career Day engages students and alumni to connect with organizations from different industries and potentially find employment that best matches their career goals. This year's event was held at KPU's Richmond and Surrey campuses in March 2025 with 60 employer and 450 student and alumni participants.

Networking and Events

The CDC regularly hosts and collaborates with KPU departments and Faculties to deliver networking and related events that strengthen connections among students, alumni, and employers. The following opportunities were offered in AY2024/25:

- **Co-op Connect:** Held in October 2024, this new in-person event – co-hosted by KPU Alumni Affairs and the KPU Alumni Association – connected 33 co-op students with 26 alumni to support career development through networking and industry insights.
- **Working in Canada:** New this year, an October 2024 presentation – delivered in partnership with KPU International – offered co-op and employment insights tailored to international students, supporting their unique employment needs.
- **Career Insights: Exploring Careers Beyond the Courtroom:** Hosted in March 2025, this event featured five industry partners and attracted 89 students and alumni, showcasing career paths in law enforcement, financial crimes, prosecution, conservation, and academia.

Supporting Students with Barriers

Including All Citizens Pathway and the Trades

Dr. Fiona Whittington-Walsh, KPU's Lead Advisor on Disability, Accessibility and Inclusion, received a grant from Community Living BC to undertake work that will establish fully inclusive, credential-based Trades programming that will include students with intellectual and/or developmental disabilities at KPU. Using the successful Including All Citizens Pathway (IACP) as a model, Dr. Whittington-Walsh is working in partnership with SkilledTradesBC, UNITI, and the Social Research and Demonstration Corporation on this initiative.² Phase one of this work, initiated in spring 2025, encompasses an 18-month planning stage; key areas of focus will include working collaboratively with the Faculty of Trades and Technology to explore existing programming, investigating and identifying best practices for implementation of the IACP model within existing programming, and designing the pilot program.

² UNITI is an organization that delivers services to people with developmental disabilities and their support networks.

Supporting Current and Former Youth in Care

Participation

In FY2024/25, the institution saw 94 Current and Former Youth in Care (CFYIC) benefit from the BC Government's Provincial Tuition Waiver Program (PTWP), with a total of \$375,710.73 distributed in waivers. This represents a 25% increase in program recipients and a 41% increase in funding over the previous fiscal year.

Supports

KPU is committed to providing wraparound support services that accompany CFYIC students throughout their academic journey:

- **Identification and Outreach:** Students continue to self-identify as CFYIC during the application process via EducationPlannerBC, enabling early and targeted support.
- **Personalized Advising:** Each CFYIC student is connected with a dedicated Financial Aid Advisor who assists them in navigating available financial supports, including both government funding and KPU-specific resources. In addition, a dedicated Academic Advisor offers tailored academic guidance to help students meet their educational goals.
- **Community Building and Resource Awareness:** The Student Awards and Financial Assistance (SAFA) department hosts term-based events and gatherings, in collaboration with faculty, to foster a sense of community and raise awareness about available supports.
- **Expanding Awareness and Access:** KPU actively promotes the Provincial Tuition Waiver Program through targeted marketing and campus-wide communications. To further this effort, a CFYIC Student Assistant was hired in October 2024 to help develop and distribute promotional materials for current and prospective students – bringing a valuable lived-experience perspective to the role and enhancing outreach efforts.
- **Sector Collaboration:** KPU remains an active participant in the Campus Navigator Community of Practice, collaborating with peer institutions to share best practices and expand knowledge of external resources, ensuring holistic support for CFYIC students.

Expanding Off-Campus Housing Options

KPU is expanding student housing options through a new partnership with SpacesShared, a home-sharing platform that matches students looking for safe and affordable accommodations with older adults who have spare rooms to rent. This partnership will create new housing options for KPU students close to all five campuses. For hosts, this is an opportunity to earn an extra income with the additional option of students providing assistance around the house in exchange for rental discounts. Home-sharing can also be a source of companionship and community connection. To ensure the safety of both parties, students and hosts are vetted by

the platform through identity verification and criminal background checks. Complementing this initiative is the launch of a [student housing resources webpage](#).

Lowering Student Costs

Zero and Low Textbook Cost Courses

KPU is expanding our Zero Textbook Cost (ZTC) initiative to include a new designation: Low Textbook Cost (LTC). This addition aims to further support our commitment to making education more affordable and accessible. The LTC designation applies to courses where the total cost of instructional materials is \$40 or less, based on the pre-tax retail price of new materials available from the bookstore. Students are not required to purchase their materials from the bookstore; this benchmark is used for consistency. Starting fall 2025, classes can be labeled as LTC even if they do not meet the ZTC threshold. Students will be able to search for courses with either designation in the published timetable, allowing them to choose options that best meet their financial needs. Any course section and instruction format may be eligible for the LTC designation.

Leveraging Donor Support for Student Financial Assistance

KPU continues to engage a range of donors to provide financial support to students across faculties and programs, including students in need. The following are some of the donor supports obtained since summer 2024:

- **Oberg Donation:** The KPU Foundation received a \$650,000 donation from the estate of Evelyn Oberg, which will support students in horticulture and sustainable agriculture programs in the Faculty of Science. The Evelyn Oberg donation will be invested in an endowment fund, providing 15 awards of \$2,000 annually to students in financial need.
- **Pieter de Reuver and Coast Capital Savings:** Pieter de Reuver has made a significant donation to the KPU Foundation that will help Trades, Technology, and Health students. The \$120,000 gift from the Pieter de Reuver Foundation was matched by Coast Capital Savings and will provide \$240,000 in scholarships and bursaries over the next three years. The funds will annually support twenty-four \$2,500 Pieter de Reuver Foundation bursaries and eight \$2,500 Pieter de Reuver Foundation scholarships with preference given to students who: are from Vancouver Island and School District 69; self-identify as having Indigenous ancestry; have been in foster care; are designated as a Person with Disabilities (PWD); and/or is a student with a previously demonstrated academic achievement of B+ or higher.
- **Y.P. Heung Foundation:** The KPU Foundation received a donation from Raymond Heung, a dedicated entrepreneur and philanthropist, who continues to make a transformative impact on KPU students. Heung's latest contribution, a \$300,000 gift from the Y.P. Heung Foundation, will provide annual awards to 80 students across multiple faculties and support sustainable agriculture efforts at KPU.
- **Tony Allen Fundraising Campaign:** More than \$50,000 has been raised so far for the Tony Allen fundraising campaign to support Trades students. Penta Builders Group

created an endowment at KPU to support the next generation of trades people in the name of the late carpenter Tony Allen.

- **Wellspring Foundation:** The Wellspring Charitable Foundation held a fundraising event to support KPU's new TCM degree at the Richmond campus. They donated \$50,000 during the event to support students in the program.

Student Access and Success

Dual Credit Programming

KPU continues to offer a range of dual credit initiatives for grade 11 and 12 students to take post-secondary courses and receive credit towards both high school graduation and post-secondary credentials. In AY2024/25, 404 dual credit students from 12 school districts were enrolled at KPU, a 13% increase in dual credit students compared to AY2023/24. More than half (60%) undertook trades training across seven foundation and two apprenticeship programs. The rest were enrolled in academic courses, covering a total of 21 unique courses.

Technology-Enhanced Academic Advising

KPU has made significant strides in leveraging technology to strengthen academic advising. Among the key developments is the launch of an enhanced appointment booking interface, which enables 24/7 self-scheduling. Implemented in April 2025, this unified platform allows students to easily connect with academic advisors, accessibility advisors, financial advisors, and career coaches. In parallel, advisors have adopted using Ellucian Advise, a comprehensive Customer Relationship Management platform. This new system integrates critical student information into a single, intuitive dashboard; it empowers advisors to more effectively communicate, monitor, and support their student caseloads, promoting a more tailored and timely approach to student guidance. These advancements mark a substantial evolution in KPU's advising infrastructure, reinforcing the university's commitment to student-centered support. Looking ahead, KPU is continuing to build on this momentum by transitioning the existing Early Alert program as a rebranded "Student Support Referral" program further enhancing the institution's ability to proactively identify and support student success.

International Education

KPU's Global Strategy 2025-2027

KPU's 2020-2025 International Education Strategic Plan provided the direction needed to continue to advance international activities at KPU. We have since broadened our scope to consider how we would advance internationalization across KPU. We brought together a Global Education Advisory Committee which completed its work in 2025, resulting in a renewed [Global Strategy for KPU](#) with the following goals: enhance global engagement and develop globally minded students; create capacity for equitable, diverse, inclusive, and anti-racist internationalization; advance global education; and connect community, campus, and

alumni with internationalized initiatives. This strategy provides a framework for achieving KPU's internationalization goals and supporting operational plans at divisional and Faculty levels. Progress will be regularly reviewed to ensure alignment with institutional objectives and responsiveness to emerging global challenges. This evolving strategy will guide KPU in creating transformative opportunities for students, faculty members, staff, and the broader community, solidifying its position as a leader in global education.

We've also developed a specific international recruitment plan in support of our goal of fostering a balanced, sustainable student population. Additionally, we are working to diversify our international recruitment efforts while ensuring alignment with government regulations and institutional capacity. Lastly, KPU has committed to the province's 2025 International Education Code of Practice, and as part of this commitment we have developed our own standards of practice to demonstrate how we are meeting the ministry's requirements.

Supports for International Students

KPU prioritizes the success and well-being of our students. Our International Student Program is an essential part of our global engagement strategy, aiming to attract diverse talent and provide comprehensive support throughout a student's academic journey. Here's how we fulfill our commitment:

Ensuring Prospective Students are Well-Prepared

KPU is committed to welcoming students who are prepared to succeed in their academic endeavors. By partnering with reputable agents in diverse markets, students receive comprehensive preparation for their studies. Through tailored agreements and agent performance report cards, we ensure quality. This is achieved through global outreach efforts, fostering a vibrant and inclusive learning environment. A network of local representatives has been established in key markets such as Brazil, China, India, Philippines, Vietnam, and Colombia; they offer personalized support, assisting students through the application process and facilitating a smooth transition to life at KPU.

Prior to Arrival in Canada

- **Ongoing Communication:** KPU's Transitions team ensures a seamless journey for admitted students through ongoing communication, offering guidance on housing, registration, and orientation and providing ongoing support including assistance with academic requirements and access to services.
- **Caseload Advising:** Every new international student is assigned a dedicated International Student Advisor, offering personalized support throughout their academic journey, starting from before their first term and continuing throughout their studies.
- **Registration Webinars:** Registration webinars assist new international students in registering into courses. Prior to the registration period, students receive personalized course recommendations tailored to their program of study.

- **Online Orientation:** Virtual orientations prepare students for their journey at KPU, offering essential information and resources to ensure a smooth transition.
- **Pre-Departure Workshops:** Admitted international students and their families are invited to attend virtual pre-departure workshops. These workshops provide valuable insights into academic expectations and life in Canada. In-person pre-departure workshops have been held in India, Philippines, and Nepal.
- **Preparing for Success:** "Preparing for the Canadian Classroom" is an essential resource that equips students with essential skills for academic success, even before they arrive in Canada.
- **Community Platform by Unibuddy:** The Community Platform fosters connections among admitted students. Students connect based on their country of origin, program of study, and other shared interests. Through this platform, students engage in meaningful conversations and shared experiences, and build supportive networks even before arriving at KPU. It's a space where incoming students can connect with peers who understand their journey, creating a sense of belonging and community.
- **Housing Support:** KPU is working to expand student housing supports both on and off campus. Online resources are available to assist students in finding off-campus housing through various homestay, private renters and other student accommodation options.
- **iCent App:** This free app assists students in acclimatizing to life studying overseas, helps them navigate their new environments, and guides students through the process of coming to Canada and beginning their studies at KPU.

During their KPU Studies

- **On-Campus Orientation:** The on-campus orientation at KPU welcomes both domestic and international students, fostering a sense of belonging and community from day one and equips students with the tools and connections they need to thrive academically and socially at KPU.
- **Peer Mentors:** New international students are paired with peer mentors, who offer guidance on academics, campus resources, and university life during their first semester at KPU. In addition, the peer wellness team helps students access health and wellness resources, while peer tutors provide academic support. We also have a peer-led mentorship program for 2SLGBTQIA+ students, promoting equity, diversity, inclusion, and social justice at KPU.
- **Health and Wellness:** KPU ensures students' well-being with comprehensive health coverage. Students receive temporary emergency health insurance until they bridge to provincial MSP. Students have free, unlimited 24-hour access to trained counsellors available in several languages in addition to other wellness resources. In addition, students can access Here2Talk, a free 24/7 mental health support service made available through the Province of BC. KPU's student mental health strategy will soon be finalized and will continue to guide this important work.

- **Scholarships and Grants:** Various financial supports, including food and accommodation relief grants, are available to support international students, recognizing academic achievement and financial need.
- **Online Resources:** A series of online resources has been launched to support students in their academic journey, covering registration, academic success, and immigration support. Additionally, the brand new KPU Student Handbook has been released, providing valuable information for new students.
- **KPU 100:** This free Introduction to University course helps students transition smoothly into university life, connecting them with essential support services.
- **Academic and Immigration Advising:** In-person and virtual advising sessions offer essential support for students tackling academic and immigration queries. Whether it's choosing courses or understanding immigration regulations, advisors provide personalized guidance so students can confidently navigate their journey.
- **Student Rights and Responsibilities:** The Student Rights and Responsibilities Office supports students who wish to discuss matters of respect, safety, civility, diversity, inclusiveness, harassment, and discrimination. Our newest online videos also provide details and education around reporting sexual violence and receiving support.
- **International Student Life Events:** Diverse events and workshops are hosted to aid international students in acclimating to life in Canada and forming connections with peers. These events encompass cultural immersion and academic success sessions, providing valuable resources and support for students to navigate their new environment with confidence and establish meaningful connections.
- **Virtual Global Learning Opportunities:** Students can participate in virtual global learning experiences, enhancing their education without impacting their study permit requirements.
- **Career Development Centre (CDC):** KPU's CDC supports students, graduates, and alumni in transitioning from the learning experience to the working experience providing resume and interview support, career advising, access to an online job board, and registration access to career-related events.

Fostering Teaching Excellence

Supporting New Faculty

In fall 2024, KPU's Teaching & Learning Commons began offering a new two-day workshop to faculty called "Establishing Your KPU Teaching Practice." Designed for faculty that are either new to teaching or new to teaching at KPU, this optional workshop promotes collaboration, innovation, and teaching excellence to ensure quality education delivery. The workshop helps to lay a foundation for long-term career development and foster community around teaching; it includes guest speakers on academic integrity, open education, and more. Throughout the workshop, faculty are supported to build their syllabus so that they can integrate their learning throughout the session.

Advancing Inclusive Pedagogy

Anti-Racist Pedagogy Toolkit

KPU launched its [Anti-Racism Pedagogy Toolkit](#) in March 2025. Adapted from a toolkit prepared by NorQuest College, it provides information, resources, and actionable steps that instructors can take to facilitate an inclusive and inviting classroom environment and incorporate anti-racist practices into the design of their course, assessments, and teaching and learning activities. The toolkit was developed collaboratively by the Teaching & Learning Commons and the Office of Equity and Inclusive Communities (OEIC) and directly addresses recommendations from KPU's Task Force Final Report on Anti-Racism. Available on KPU's Pressbooks platform, it includes 11 practical and individually downloadable tools grouped by backgrounders, how-to guides, and self-reflection. Some of the tools include "How Authentic Assessments Support Anti-Racist Pedagogy," "Racial Microaggressions," and "Creating a Safe and Supportive Classroom Environment." By utilizing this resource, educators can gain valuable insights and actionable steps to promote diversity, equity, and inclusion in their teaching practices.

Anti-Ableist Teaching Practice

KPU continues to develop resources for faculty to implement strategies that provide students with more equitable learning experiences. To this end, the following faculty-focused workshops launched in spring 2025:

- **Breaking Down Barriers in the Classroom - Academic Ableism:** In this two-hour workshop, faculty gain an understanding of academic ableism, including its definitions, the ways it shows up in the classroom, and how it impacts students with disabilities negatively. The goal of the workshop is to equip faculty to identify and challenge ableist practices and create a more inclusive and equitable learning environment. This workshop was created and hosted in collaboration with KPU's Teaching & Learning Commons, the Lead Advisor for Disability, Accessibility, and Inclusion, and the Office of Equity and Inclusive Communities.
- **Accessibility and Accommodation Planning:** This three part, in-person workshop series was designed to support faculty in creating inclusive and accessible learning environments for all students by exploring critical concepts of accessibility and accommodation planning. Participants audit their current practices, reflect on gaps, and learn about Universal Design for Learning (UDL), accessible pedagogy, and best practices for using technology to support accommodations. The outcome of the series is an action plan tailored to each participant's teaching context, aimed at enhancing accessibility and accommodation in their courses. This workshop series empowers faculty to take meaningful steps toward creating more inclusive and supportive learning experiences for all students. It was co-designed by the Teaching & Learning Commons and Accessibility Services.

Social Justice

Reconciliation and Decolonization

KPU continues to work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values. Additionally, we continue to deliver numerous initiatives to address the Calls to Action of the Truth and Reconciliation (TRC), the UN Declaration of the Rights of Indigenous Peoples (UNDRIP), and the In Plain Sight Report recommendations reporting for post-secondary institutions. Appendix A provides a compendium of work that KPU has carried out in this area. A selection of new initiatives follows:

Advancing the xé?el̓t Pathway Framework

In FY2024/25, KPU supported a diverse range of one-time initiatives that advanced the goals of [the xé?el̓t Pathway to Systemic Transformation Framework](#), KPU's institutional commitment to the Truth and Reconciliation Commission of Canada's Calls to Action, the Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQIA+ People, and UNDRIP. A total of 37 activities and programs were implemented across multiple departments and Pathway focus areas. These initiatives included co-developing a first-year science curriculum in partnership with the Nicola Valley Institute of Technology; hosting Indigenous food sovereignty workshops for students; Indigenizing curricula across various KPU programs; and delivering Indigenous education and training for KPU employees. As part of our ongoing commitment to collaborative and respectful engagement, KPU also worked closely with local Nations' Elders and cultural workers to ensure that these initiatives were grounded in community knowledge, values, and leadership.

Indigenous Entrepreneurship and Tsawwassen First Nation

The Indigenous Entrepreneurship Course (IEC), being offered in-community in partnership with Tsawwassen First Nation, was designed to equip Indigenous entrepreneurs with the fundamental business knowledge needed to succeed in today's competitive environment. The course is taught by an instructor from KPU's Melville School of Business. The IEC is open to Indigenous Peoples of all ages and levels of experience – from those who have been running a home business for years, to those with no business knowledge. Upon completion of the course, students will have prepared a business plan and pitch, and are expected to be prepared for the next steps in their entrepreneurial journey. The foundational curriculum was devised by the Martin Family Initiative (MFI) who offer it free of charge; it is modular and customizable, and those offering the IEC also have the option to adjust as needed. A total of 11 learners enrolled in the inaugural offering and completed the course at the end of May 2025.

Decolonizing Educational Practices Website

In spring 2025, KPU launched the [Decolonizing Educational Practices website](#). The website was created by Dr. Lee Beavington, in collaboration with local Indigenous post-secondary

educators and knowledge keepers, and with support from the Academic Career and Preparation decolonization team and the Teaching and Learning Commons, to respond to the Calls to Action outlined by the Truth and Reconciliation Commission and the xéʔel̓ KPU Pathway to Systemic Transformation. A comprehensive web resource, it provides inspiration and resources for decolonizing educational practices relevant to teaching, learning, and being in good relation with Indigenous Peoples and the land; it aims to create a welcoming and respectful learning environment for Indigenous students. The site is organized into three key components:

- **Headwaters:** Getting started on decolonization work, including territorial acknowledgements, cultural safety, Braiding Sweetgrass, Elder Lekeyten, and other key resources.
- **River:** Stretching learning, reflecting on biases, engaging with the xéʔel̓ Pathway to Systemic Transformation, learning on the land, and being a good ally.
- **Ocean:** Deepening work in decolonization with ideas and key resources such as relational teaching, anti-racism, books, and professional development.

A Pathway to Reconciliation: Celebrating Indigenous Food Systems

In March 2025, KPU's Institute for Sustainable Food Systems (ISFS) hosted "A Pathway to Reconciliation: Celebrating Indigenous Food Systems," an event designed to raise awareness of ISFS's Indigenous foodways research and extension programming among Indigenous communities across BC. The goals were two-fold: (1) to share resources and learning opportunities for those involved in food system projects with Indigenous communities, and (2) to foster meaningful connections among attendees, allowing them to share about their projects and initiatives. A total of 22 representatives from 19 Indigenous communities and organizations attended.

The event was held at KPU's Richmond Campus and Sustainable Agriculture Learning Farm. With financial supports from KPU's Indigenous Student Services and Coast Capital Savings, ISFS delivered a successful gathering and facilitated connections among key actors working to support Indigenous food sovereignty in their communities. Activities included opportunities for participants to discuss and share their work and areas of expertise, a presentation on current ISFS initiatives and partnerships, and question and answer discussions with ISFS Indigenous partners to share their success stories. Additionally, the Farm Coordinator led a tour of the Farm, highlighting the 8-acre cultivation area, three moveable high tunnels, and propagation dome. Informal workshops were facilitated on soil health, management practices, and seed starting techniques. Event feedback from participants was positive, indicating that the initiative offered meaningful opportunities for networking and acquiring practical agricultural knowledge, as well as opportunities to learn from other communities.

Delivering Anti-Racism Initiatives

Indigenous Anti-Racism Framework

KPU initiated research for the development of its inaugural Indigenous Anti-Racism framework in AY2024/25, which will provide the evidence base needed to drive meaningful, systemic change. Through research, KPU can identify and address the root causes of systemic racism, evaluate the effectiveness of current policies and practices, and ensure alignment with the Truth and Reconciliation Commission's Calls to Action. It also supports the creation of culturally safe learning environments, enhances Indigenous student success, and fosters a deeper understanding of Indigenous histories and perspectives among the broader campus community. Furthermore, the research will enable us to set measurable goals, track progress, and remain accountable to Indigenous communities, ensuring that anti-racism efforts are both impactful and sustainable.

As of summer 2025, we are in the process of gathering qualitative and quantitative data from Indigenous students, employees, and community members. This input is a vital foundation for shaping a responsive and effective Indigenous Anti-Racism Framework. By centring the voices and lived experiences of Indigenous Peoples, we ensure the framework is grounded in real-life lived experiences, reflects community priorities, and drives meaningful, systemic change across KPU.

Enhancing Equity, Diversity, Inclusion and Accessibility

New and Revised Policies

Two student-facing policies came into effect at KPU in fall 2024:

- **Academic Accommodations for Students with Disabilities:** The existing policy and procedure related to academic accommodations for students with disabilities was revised to enhance inclusivity and access to support. The revised policy outlines scope, principles, and responsibilities for creating and implementing academic accommodations for students experiencing disabilities who seek support from Accessibility Services for course, program, and other academic-related activities. Key changes include updating language to reflect provincial and federal legislation related to accessibility, specifically the Accessible Canada Act (Bill C81 in 2019) and the Accessible BC Act (Bill 6 in 2021). Additionally, the revised policy and procedure is now aligned to a social model, as opposed to a medical model, of disability.
- **Equity in Student Awards:** A new policy and procedure was developed to ensure fair and equitable application of student awards principles and practices across the university. The policy provides guidance on overarching principles, governance, and procedures related to the administration of student awards, and reflects KPU's commitments to social justice, equity, and inclusion. It applies to all student awards coordinated by KPU's Student Awards and Financial Assistance office, including

scholarships, bursaries, awards, tuition discounts, and prizes; it covers both university- and donor-funded student awards.

Office of Equity and Inclusive Communities

The OEIC has continued to grow and evolve over the past year. Between fall 2024 and June 2025, the office established and filled three new roles. Key focus areas for these roles are accessibility, gender and sexual equity, and EDI knowledge mobilization. In March 2025, OEIC hosted KPU's third annual Anti-Racism Symposium; the keynote speaker was Nanaimo-Lantzville MLA George Anderson, BC's first Black MLA in over 30 years. In June 2025, OEIC formally launched KPU's Equity, Diversity, and Inclusion (EDI) Action Plan, which seeks to increase employee diversity, equity, and inclusion at KPU, strengthen employee awareness and understanding of EDI, and address systemic barriers to full participation in the university community; it will complement and support the recommendations from the xé?ell KPU Pathway to Systemic Transformation, KPU's Task-Force on Anti-Racism: Final Report and Recommendations, and KPU's Accessibility Plan.



Braille Printer

As of early 2025, self-serve braille printing is available at KPU's Surrey library. The braille embosser is one of the first in Western Canada to be open to the public for fully self-serve use. It prints braille characters onto paper for tactile reading by readers with a visual disability. Use of the embosser is complimentary for KPU instructors printing documents to support their students. A 25-cents-per-page fee applies to other users. The braille printer may be used to print materials that are within the Canadian Copyright Act's [Fair Dealing guidelines](#).

Expansion of Multi-Faith Centre

KPU's Multi-Faith Centre (MFC) continues to expand with the inclusion of an additional chaplain at KPU Richmond. In the spring 2025 term, the MFC welcomed Masih Sabet as a new Chaplain representing the Bahá'í Faith. Sabet is a member of The Spiritual Assembly of the Bahai's of Richmond. He is also an active member of the No. 5 Road, Richmond, "Highway to Heaven Interfaith Association" and Board of Directors Multifaith Action Society. Sabet has worked all over the world and brings a lot of international experience.

Accessible Sports

KPU Sport and Recreation partnered with the Employment and Community Studies program to host three separate accessible sport workshops facilitated by student leaders and one by BlindSport BC. They took place in March 2024 and had over 25 students in attendance.

Student and Employee Health and Well-being

Healthy University Initiative

KPU articulated a commitment to health and wellness in Vision 2026. In support of this commitment, the institution provided a faculty time release for the spring 2025 term to provide analysis and report on the evolution of KPU's university wide health and wellness framework – the Healthy University Initiative – for students, staff, and faculty. A report was completed in April 2025 that identifies next steps and recommendations for the institution to lead and sustain the initiative in alignment with the principles of the Okanagan Charter (an international charter aimed at promoting health in universities and colleges). The framework includes 46 recommendations across the following dimensions: enhancing the Healthy University Initiative framework; wellness resources and supports at KPU; teaching, learning and classroom dynamics; and institutional connection and engagement. The report was presented to KPU executive leadership in June 2025 for discussion and next steps.

Addressing the Toxic Drug Crisis

KPU is committed to addressing the toxic drug crisis. Using a coordinated, multi-departmental approach, several initiatives have launched since the start of AY2024/25 that highlight our ongoing commitment to prevention, education, and harm reduction. A cross-functional working group was established in August 2024 to develop and implement a comprehensive strategy addressing toxic drug use and overdose prevention on campus. Additionally, Human Resources, in collaboration with Fraser Health Authority (FHA), delivered in-person training and workshops focused on overdose prevention and emergency preparedness for drug poisoning, including naloxone administration. Our Risk & Security team has ensured that each KPU campus now maintains at least two naloxone kit stations with one adjacent to an Automated External Defibrillator (AED) and all facilities and security officers have been trained in naloxone administration. The university has also registered as a naloxone distribution site.

In fall 2024, KPU launched an updated [substance use webpage](#) and has developed and distributed bookmarks at various campus events featuring key information and a QR code linking directly to the webpage. Additionally, in collaboration with [Toward the Heart](#), awareness posters were developed and distributed across campuses linking to both the Toward the Heart website and KPU's dedicated substance use awareness webpage. Lastly, in collaboration with FHA and Vancouver Coastal Health, KPU's Student Health Promotion team coordinated multiple initiatives to promote overdose prevention awareness, harm reduction strategies, and naloxone training for students. The team also successfully completed Take Home Naloxone Distribution: A Virtual Train the Trainer course, which equips organizations to distribute naloxone kits effectively.

Student-Focused Health and Well-being Initiatives

Sexualized Violence and Misconduct Prevention

KPU's Student Rights and Responsibilities Office (SRRO) provides support and education to the KPU community on sexual violence and misconduct (SVM). The SRRO is *not* a sexual assault centre, nor is it exclusively focussed on sexualized violence. It has a broader mandate that includes addressing student non-academic misconduct and handling reports of students that display behaviours of concern, at times involving risk and threat assessment. The following is a summary of key activities of the office from AY2024-25 specific to SVM.

Awareness and Prevention Activities

- Developed an [anonymous reporting webpage](#) to provide clear information to the KPU community on anonymous reporting options.
- Enhanced the [KPU Safe App](#) to include information about how to report sexualized violence anonymously in more than one area of the App
- Created [four videos](#) with closed captioning in English, Punjabi, and Simplified Chinese. The topics covered in each video are anonymous reporting; how the SRRO supports those who disclose/report sexualized violence; promoting the [Safer Campuses for Everyone](#) online Moodle course; and safety on campus. The SRRO engaged in various promotional opportunities to promote the launch of the videos.
- SRRO Director Jennifer Jordan and KPU instructor Alana Abramson continue to deliver the [Restorative Justice Post-Secondary Collective \(RJ-PSEC\)](#), a community of practice of colleagues interested in and/or utilizing restorative justice in their practice. This group continues to explore restorative justice and restorative practices as a response to sexualized violence.
- In partnership with Human Resources, launched a webpage on [relationship violence](#) in February 2025. The site provides information to the KPU community in response to an increase in individuals (employees and students) seeking support for this issue.
- The SRRO Director was part of the ministry-led Sexualized Violence Data and Reporting Working Group. This group produced [Creating a Culture of Accountability: A Toolkit for Data & Reporting on Sexualized Violence Response and Support at Public Post-Secondary Institutions in British Columbia](#) which the BC Government launched in September 2024.
- KPU's Sexualized Violence and Misconduct Advisory Group and the SRRO addressed increasing reports of inappropriate Moodle use by implementing proactive measures including the following: embedding a link to the [Student Conduct subpage](#) added to Moodle's support section; updating the SRRO's [Netiquette Guide](#) with information about appropriate Moodle use; and including messaging around the appropriate Moodle use in semester emails to students from the SRRO.

Education and Training Sessions

- Delivered a workshop in August 2024 on Sex and Good Citizenship/Safer Campuses for Everyone. A total of 20 students/student assistants attended and they all received a digital badge for completing the Safer Campuses for Everyone online Moodle course. Participation was incentivized by targeting student peer leaders/student assistants and promoting the outcome of a digital badge.
- The SRRO has demonstrated success in connecting directly with students at tabling events, where there is an opportunity to speak with students about SRRO services and initiatives. At events over the past year, the SRRO encouraged students to watch their videos to learn about anonymous reporting and SRRO services. Those who watched the videos and contacted SRRO thereafter were asked some questions about the videos to receive an entry for a KPU bookstore gift card. They received a bonus entry for doing the Safer Campuses for Everyone online Moodle course. This strategy resulted in 10 students engaging further and watching the SRRO videos, with some going on to receive a digital badge.

Progress on the Three-Year Sexualized Violence Policy Review

KPU's sexual violence and misconduct policy (SR14) came into effect April 22, 2017, and a formal review of the policy launched on December 6, 2023. KPU's review process requires a two-phase approach. The first phase, which included posting the rationale for the review and inviting requests to be included in the consultation, was completed in January 2024. Following completion of phase 1, potential revisions to the current policy were identified prior to launching the consultation process; the assessment included a literature review, a review of feedback received by the SRRO, and an environmental scan of other post-secondary institutions' sexualized violence policies. The results of these activities informed subsequent iterations of the draft policy, which was shared with members of the KPU community during six public consultation sessions held from March to May 2025. Consultation and draft-writing will continue over summer 2025, with SR14 tentatively scheduled to start its phase two consultations in fall 2025.

Student Perceptions of Sexualized Violence Survey

The purpose of the survey conducted by the ministry on student perceptions of sexualized violence is to collect information that informs policy updates and awareness, prevention and education activities. Unfortunately, the response rate (9%) is extremely low, challenging the validity of the results due to non-response bias. Survey non-response bias is a considerable concern with surveys of this kind; when response rates are that low, we can't assume that respondents represent the population of students that we are trying to understand. For instance, it may be that students who have experienced sexualized violence are triggered by the survey topic and so don't respond. If that happens, those who responded would underrepresent those who have experienced sexual violence and provide biased results.

Because the issue of sexualized violence is important to KPU, we included questions on sexualized violence and misconduct in our 2024 Student Satisfaction Survey. This was done in

collaboration with KPU's SRRO. We included a warning before the questions, giving students an opportunity to opt out of the section. Last year, we had a response rate of 15% on that part of the survey, in a survey with an overall response rate of 34%. This is still lower than desired but better than 9%. The SRRO has used the comments provided by students in the Student Satisfaction Survey to assess potential areas to act proactively. An example is the development of the video about safety on campus which became a topic to focus on in response to students expressing general safety concerns and lack of awareness around existing measures available to support them.

Student Mental Health Strategy

KPU has drafted its first student mental health strategy with the help of a working group and external consultants. Currently, the Director, Counselling and Accessibility Services and the Director, Student Wellness are consulting with groups and areas across the institution. An update to the draft will be completed over summer 2025 with final presentations to the Deans Council and the university executive set for fall 2025. The institution aims to adopt the strategy and begin roll-out by convening an advisory group in spring 2026.

Expansion of Pride Peers Initiative

Pride Peers is a peer-led program that offers social support to 2SLGBTQIA+ students, provides resource navigation and referrals, and advocates for enhanced equity, diversity, inclusion and social justice at KPU. In AY2024/25, KPU expanded Pride Peers to the Richmond campus, offering focused social events and tabling opportunities. In November 2024, Pride Peers hosted the first ever Pride Peer Drag show at KPU Surrey.

Peer Resource Centre at KPU Surrey

The Peer Resource Centre at KPU Surrey was renovated in February 2025 to become a wellness hub for students. Beginning in summer 2025, this space will offer health, wellness, development and supportive programming such as peer-led activities, workshops, advising and counselling groups, and offer designated student drop-in times. Students can also visit the space to access health and wellness resources such as brochures, sexual health products, and naloxone kits, from KPU and external organizations.

Peer Mentorship

KPU continues to strengthen its peer mentorship efforts. Recognizing the positive impact of peer-to-peer support on student development, the KPU Collective Peer Mentorship program provided targeted support to first-year students during their transition to university in the fall 2024 and spring 2025 semesters. The program is designed to foster a sense of connection and belonging, connect students to campus resources that promote student success, and offer meaningful leadership development opportunities for mentors. Four trained student mentors engaged with 67 new students, facilitated 20 activities, and conducted approximately 70 weekly check-ins over AY2024/25. Looking ahead, KPU is working in collaboration with Faculties to develop learning communities that further support student success. The Peer

Programs Community of Practice has also been revitalized to encourage the exchange of best practices and to continue enhancing peer programming.

Counselling and Accessibility Services Faculty Leads

KPU established two faculty lead positions in AY2023/24 and AY2024/25 as follows:

- **Clinical Lead:** This faculty time release (0.3) position in Counselling Services provides peer-to-peer case consultation and supports, as well as outreach to the KPU community. The work of the Clinical Lead includes developing and leading, attending classrooms to support faculty and students, and connecting with community partners, health authorities, and social services for external supports for students. The lead also offers training and support to Student Affairs, acting as a point of contact for the department with key parties, and maintaining and updating department resources.
- **Practice Lead:** This faculty time release (0.4) position in Accessibility Services provides scholarly and practice leadership in the department by participating in provincial and national bodies, engaging in research and practice evolution. The Practice Lead shares knowledge with other department members to ensure their practice is up to date in terms of evolving technologies as well as pedagogical and practical supports for learners. This role also assists the Director, Accessibility Services in coordinating projects undertaken by KPU Learning Specialists to enhance and evolve resources and structural functioning. The Practice Lead is a point of contact for teaching faculty and other KPU staff regarding academic accommodations and disability justice initiatives.

Supporting Food Security

In response to the growing issue of food insecurity among post-secondary students, KPU launched a new Food Relief program in FY2024/25. Developed through a partnership established by KPU External Affairs with Save-On-Foods, the program provides food vouchers to students who demonstrate financial need. This targeted support offers meaningful relief to students experiencing food insecurity, with particular consideration given to those with dependents who often face heightened financial challenges. A portion of the food vouchers is reserved for on-demand emergency assistance, available to both domestic and international students experiencing urgent and unforeseen financial hardship. During the fall 2024 pilot, a total of 108 \$250 food vouchers were distributed. Encouraged by the strong uptake and positive impact of the pilot, KPU is committed to offering the Food Relief program on an ongoing basis.

Nutrition Month

Student Health Promotion led the second Nutrition Month campaign at KPU throughout March 2025. Using a multifaceted approach, the campaign included education and awareness events focusing on alleviating challenges and barriers students face while being food insecure. With funding provided by KPU, a total of 3,400 students received a free grab-and-go lunch comprised of sandwiches or wraps and fruit. The department also hosted food skill workshops at KPU Surrey and Richmond and scheduled Save-On-Food tours with registered dietitians at KPU Surrey, Langley, and Richmond.

Employee Engagement and Development

Enriching employee experience is a KPU priority and we offer a variety of initiatives that foster connection, development, and engagement. A recent success is the launch of Campus Engagement Events in summer 2024. Rotating across KPU campuses on a monthly basis, these gatherings provide opportunities for enriching cross-functional relationships and community building in a fun and relaxed environment. Beyond social engagement, we are committed to employee professional growth and development. Our Support Staff Ride Along Program allows employees to shadow peers in different departments, opening up opportunities for knowledge exchange, skill enhancement, and stronger internal relationships.

We also offer a variety of training and development workshops, including a new cohort-based Leadership Foundations program, leadership development sessions, physical and mental health workshops, coaching sessions, and performance management webinars. Moreover, we provide customized team and faculty-specific engagement, strategic planning, and team charter workshops to support leaders in enhancing culture and engagement. We are also piloting an Employee Mentorship Program to further support career development and peer learning. To support engagement initiatives and further enhance employee engagement, in early 2025 an Employee Engagement Committee was established that will help drive continued improvement in key areas.

Environmental Sustainability

Sustainability Tracking Assessment and Rating System

KPU's Office of Sustainability submitted KPU's first report to the Association for the Advancement of Sustainability in Higher Education's [Sustainability Tracking Assessment and Rating System \(STARS\)](#) program, a transparent, self-reporting framework used by universities across Canada and the world to measure sustainability performance. In June 2024, KPU received a silver rating for its sustainability performance, with full points awarded for the credits associated with campus as a living laboratory, sustainability literacy assessment, community partnerships, inter-campus collaboration, office paper purchasing, sustainability planning, and wellness program. Engaging in this process has allowed KPU to establish a baseline of sustainability performance and track progress as strategic initiatives are implemented over time. Moving forward, the Office of Sustainability will apply the lessons learned from the STARS reporting process to help inform KPU's long-term sustainability planning processes, towards advancing our STARS score in future submissions.

Climate Strategy

Under the leadership of Dr. Brett Favaro, Climate Strategy Lead, KPU is in the process of developing a comprehensive climate strategy. The purposes of the strategy are to establish an explicit KPU position on climate; clarify how we will leverage our position as a polytechnic to enact positive change; create institutional alignment; and set strategic priorities that enable KPU community members to actively participate.

To support this work, Dr. Favaro established a Climate Strategy Core Team in January 2025, which shaped the strategy's vision, values, and strategic priorities. This component of the draft strategy was completed in early 2025, and Dr. Favaro led a series of consultation and engagement sessions (in-person and online) in May and June 2025 to solicit feedback and input from the KPU community. The strategic priorities include meeting or exceeding KPU's existing, ratified greenhouse gas emissions targets and achieving STARS 3.0 Gold rating within three years and Platinum within seven years. An implementation plan is under development, which will focus on mobilizing the full campus community to achieve these objectives.

Carbon Reduction Plan

Published in September 2024, KPU's carbon reduction plan is a comprehensive plan to reduce greenhouse gas emissions and align with BC's climate targets. The initiative focuses on transitioning from natural gas to more sustainable energy sources, improving energy efficiency across campuses, and addressing asset lifecycle management. KPU's carbon emissions primarily stem from the use of natural gas for heating, hot water, and other energy needs. The institution's infrastructure, while essential for educational purposes, contributes significantly to its carbon footprint, necessitating urgent action to meet regulatory and environmental standards.

The plan relies on four main drivers to lower carbon emissions: using Renewable Natural Gas (RNG) for its campuses; upgrading the electrical infrastructure; electrification of heating systems; and implementing energy conservation measures alongside equipment upgrade. The anticipated carbon reductions from these initiatives are substantial, projecting a decrease of approximately 2,200 tonnes of CO₂ per year by 2032. This aligns KPU with provincial emissions reduction targets and demonstrates the university's commitment to sustainability.

Research and Scholarship at KPU

Student Research and Innovation

Student Research and Innovation Grants (SRIG) support KPU students to gain research and innovation experiences as part of their polytechnic university experience while helping advance UN Sustainable Development Goals. They foster experiential learning, engaging students in practical solutions to physical, social, and discovery challenges, while also providing opportunities for research management training, including managing timelines, budgets, and deliverables. The program is funded through SSHRC, Natural Science and Engineering Research Council (NSERC), and KPU internal funding. In FY2024/25, a total of 96 SRIGs were awarded including the following:

- Comparing the diversity and sampling efforts for human common cold coronaviruses across the world (Faculty of Science);
- Improving health care data security: assessing host-based intrusion detection systems (HIDS) for health care information systems compliance and security (Melville School of Business);

- Unraveling academic procrastination: predictors and intervention effectiveness in university students (Faculty of Arts);
- Evaluating the impact of pollinator grass blends on insect diversity and pest management in an agricultural landscape (Institute for Sustainable Food Systems); and
- Exploring table design to enhance independence and accessibility for individuals with trauma paraplegia (Wilson School of Design).

Community-based Research with the Surrey Union of Drug Users

KPU and the [Surrey Union of Drug Users](#) (SUDU) - a social movement group of individuals in Surrey who have used or are currently using drugs - were awarded a College and Community Social Innovation Fund grant (2024-2027) from the Canadian Institutes of Health Research for a community-based research project. Dr. Tara Lyons, KPU Criminology faculty, is the Principal Investigator of the study which will address the following objectives: create a community-based research partnership led by people with lived/living experience (PWLLE) of the toxic drug supply crisis and substance use; enhance the capacity and empowerment of PWLLE to participate in the research process and to advocate for their rights and needs; generate evidence and insights that can inform and improve the policies and practices that aim to prevent and reduce the harms of drug use, and to support the well-being of PWLLE; and advance the knowledge and innovation in the field of community-based research and research with PWLLE of substance use.

SUDU is guiding the research process and will be involved in each step of the community-based research project alongside Dr. Lyons and two KPU student research assistants who are supporting the work. Research findings and recommendations will inform policy and practice at the local, regional, and national levels. The project will use various strategies to communicate and share the results with different audiences, such as academic publications, reports, presentations, media, social media, and webinars. It will also collaborate with local organizations and service providers in Surrey and ensure that the research materials and activities are accessible and inclusive. Various strategies will be used to promote intercultural dialogue and understanding among the diverse partners involved in the research.

Addressing Mental Health in Uganda

In summer 2024, KPU psychology instructor Dr. Kyle Matsuba completed the Wang Oo Relit Project (WORP), a prevention program based in Northern Uganda designed by youth for youth. Funded by Grand Challenges Canada and in partnership with Children Care Uganda, WORP supports at-risk youth in building mental health resilience and improving their overall well-being by re-invigorating the traditional cultural practice of Wang Oo communal gatherings.



A total of 105 youth participated in the program. There were significant decreases in depression, anxiety, and perceived stress, compared to a control group. Overall, the WORP program had a significant positive impact on participating youth, enhancing their mental health resilience and overall well-being.

South Asian Literary and Cultural Studies

As Canada Research Chair (CRC) in South Asian Literary and Cultural Studies, Dr. Asma Sayed is raising awareness about how South Asian Canadian artists helped foster fairness and empathy in Canadian society. Using an intersectional social justice framework, Sayed and her research team analyze literary and visual texts to establish theories about how we can interpret creative expressions as sites of socio-political change and activism. They organize events to engage with the community and expect to produce a monograph, a multilingual literature anthology, and an open-access digital portal. Key deliverables in this role have included publications and presentations; community engagement and partnerships; and mentorship and training of students, alumni, fellows, and faculty. Dr. Sayed's CRC grant also funds KPU's annual South Asian Arts Festival, which was co-founded by Sayed and KPU Language and Cultures instructor Gurp Sian. The third annual festival, held over two days in April 2025, featured drumming, dancing, literary readings, and singing performances by KPU students, alumni, and employees. Some of Sayed's forthcoming publications and initiatives in 2025 include the following:

- Canadian Review of Comparative Literature Special Issue - Reimagining the Indian Ocean (co-edited with Pushpa Raj Acharya)
- Wanderings: An Anthology of Anglophone Nepali Diaspora Poetry, (co-edited with Pushpa Raj Acharya)
- International Symposium on Nepali Literature as World Literature at KPU in August 2025

KPU Greenhouse Berry Production Research

KPU has advanced its research on sustainably growing berries out of season in Canada. This project – led by Dr. Deborah Henderson of KPU's Institute for Sustainable Horticulture with the support and contributions of nine industry partners - demonstrated pesticide-free strawberry and blackberry greenhouse production, and proof concept of a sorption-based flow battery to store clean energy (solar energy) for cooling or heating between seasons. Using this technology, the research team was able to manage pests and diseases of one blackberry and all three strawberry crops using only biological solutions. They tested 15 technologies related to plant health and climate management. Over an 18-month period, more than 1200 kg of sweet, red-in-the-middle,



pesticide-free strawberries with an impressive shelf-life were harvested. Most of these berries were sold at the KPU School of Horticulture vegetable and flower sale to support the Horticulture teaching program. Extremely positive feedback from the supporters of the KPU market was received.

Key Infrastructure Developments

On-Campus Housing

Consistent with the KPU 5-Year Capital Plan, KPU received notional approval from the Ministry of Post-Secondary Education and Future Skills in late 2023 for a proposal to develop student housing on the KPU Surrey campus. Since then, and through ongoing discussions with the Ministry of Infrastructure, KPU has prepared a business case for the student housing project for the ministry's consideration. The business case, if approved, requests funding for an eight-story building, providing 358 beds and onsite residential dining in a new adjacent ground-level dining hall. In terms of unit count, there are proposed to be 148 double-bed dormitory units (296 beds); 50 single-bed dormitory units; and three quad apartments situated at the ground level of the building. The single-bed and double-bed units all utilize dormitory-style, non-gender-specific, private-use washroom facilities. The project is also proposed to achieve Leadership in Energy and Environmental Design (LEED) Gold, Rick Hansen Foundation Accessibility Certification Gold, and perform as a net-zero building in terms of its greenhouse gas emissions.

KPU Surrey Child Care and Early Childhood Care and Education

The KPU Surrey Child Care and Early Childhood Care and Education project is intended to develop a high-quality 61-space childcare facility to provide young children with consistent, quality, and inclusive childcare that supports the needs of families working or studying at KPU or residing within the wider community. Additionally, the building is intended to achieve a design that is consistent with LEED Gold, Rick Hansen Foundation Accessibility Certification Gold, and perform as a net-zero building in terms of its greenhouse gas emissions.

The design process for the facility has now been completed and the project team has also recently prepared and submitted a building permit application to the City of Surrey. Subject to building permit approval, construction is anticipated to start by late-2025. In the meantime, KPU and our capital partner, Métis Nation of BC, will work to ensure that the program is culturally relevant and involves the inclusion of local Elders, Culture Keepers, and community members. There will be an ongoing focus ensuring programs are celebrating First Nations, Métis, and Inuit cultures.

KPU Communities Trust

In May 2022, KPU Communities Corporation (KPUCC) was incorporated as a wholly owned subsidiary of KPU. In June 2022, KPUCC was appointed as the sole trustee of KPU Communities Trust ("Trust") which was created with the goal of transforming KPU's campuses into vibrant,

sustainable, and inclusive spaces consistent with the KPU2050 Official Campus Plan. In 2024, extensive university-wide community engagement was completed jointly by Campus and Community Planning and the Trust, with the intent of raising awareness of the Trust and providing an overview of how it can support the delivery of the KPU2050 Official Campus Plan. Additionally, the process sought feedback on the proposed leasing of non-academic portions of KPU's campuses to the Trust and the preferred potential benefits that KPU should consider prioritizing. The Trust has also undertaken ongoing Indigenous outreach and partnerships and broadened its good governance practices. In early 2025, as a culmination of these early efforts, KPU and the Trust are poised to submit a business case to the Ministry of Infrastructure to authorize KPU to lease portions of its campuses to the Trust.

Enhancing Cybersecurity

Since early 2024, KPU's Information Technology (IT) department has continued to strengthen the university's Information Security program. Key initiatives included the expanded rollout of Multi-Factor Authentication (MFA) to protect critical systems and the enhancement of email security measures to reduce the risk of phishing and malware threats. Our strategic shift toward cloud-based services has also improved business continuity and disaster recovery capabilities, ensuring greater reliability and responsiveness. Additionally, new monitoring tools have been implemented to provide real-time visibility into network activity, helping us detect and respond to threats more proactively. Recognizing that cybersecurity is a shared responsibility, we also prioritized end-user awareness by delivering ongoing training programs that empower our community to identify and avoid common cyber risks. As threats continue to evolve, the IT department remains committed to enhancing our cybersecurity framework. Looking ahead, we will continue to explore and adopt new technologies, including AI-driven security tools, to strengthen the university's defenses and support a secure, modern digital environment for our community.

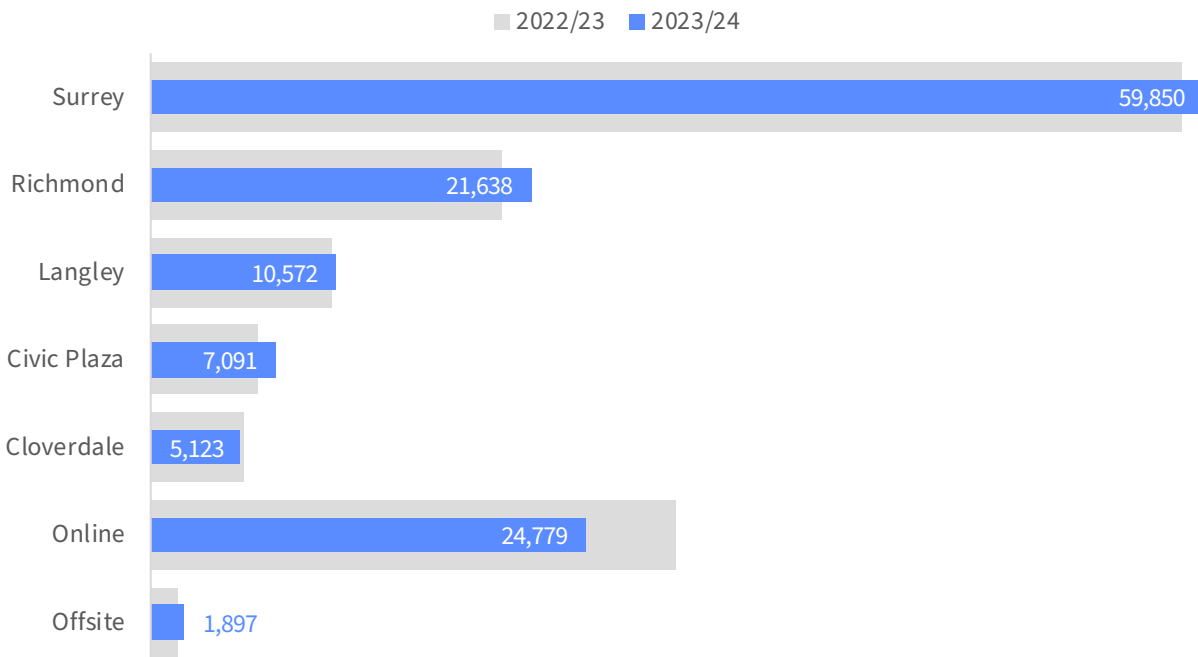
3. KPU Profile

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

Figure 3.1 below shows the distribution of filled seats by campus, as well as online and off-site delivery.³ In March 2020, instruction pivoted to online delivery which continued throughout the following 2020/21 academic year. In the 2020/21 academic year, 93% of the student body had enrolled in online courses and only a limited number of classes were held on campus – those that required hands-on training to use technology or other forms of experiential learning. Since then, KPU has increased the number of on-campus classes significantly. While demand for online courses remains high post-pandemic, interest in in-person learning continues to increase. The number of seats filled by online courses continued to drop in both absolute and relative terms in AY2023/24 – 24,779 seats were filled by online courses, which converted to 19% of all seats filled. This is compared to 29,846 seats and 23% of seats filled by online courses in AY2022/23, and 48,882 seats and 39% in AY2021/22. In AY2023/24, four of the five KPU campuses saw growth in seats filled.

Figure 3.1 – Number of Filled Seats at Each Campus

Academic Years 2022/23 and 2023/24 compared

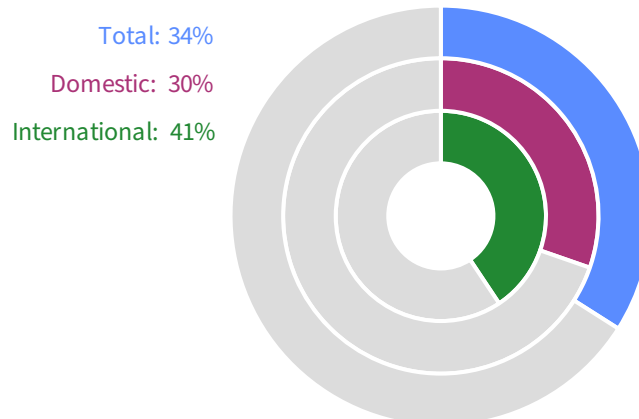


³ Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

Note, students can attend more than one campus and take a mixture of in-person and online courses. In AY2023/24, 34% of the student body attended multiple campuses for classes (see Figure 3.2). The percentage was higher for international students compared to domestic students.

Figure 3.2 – Proportion of Students Attending Multiple Campuses

2023/24 Academic Year



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

Some of KPU's unique programs include the Faculty of Arts' Diploma in Advanced 3D Animation and 3D Modelling, the Faculty of Trades and Technology's Certificate in Farrier Science, the School of Design's Technical Apparel Design program, the Faculty of Science's Brewing and Brewery Operations program, and the Faculty of Health's Acupuncture Diploma.

KPU Programming

Faculty of Academic and Career Preparation

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

KPU's Learning Centres, located at the Surrey, Richmond, Langley, and KPU Tech campuses, are also part of ACP, offering individualized learning assistance, help with study skills, English language support, and free one-to-one or small group tutoring in a range of subjects. Students also have access to peer tutors who are active KPU students, recruited through faculty referral. The KPU Learning Centre Peer Tutor Training Program is a comprehensive three-phase learning opportunity that has won national accolades.

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

The English Upgrading department offers courses designed for native English speakers who wish to meet KPU's English proficiency admission requirements or obtain a BC Adult Graduation Diploma. The department also offers upgrading classes at the Phoenix Drug & Alcohol Recovery and Education Centre and at the Tsawwassen First Nation for the Nation's members. In addition, the department offers a Literacy Communities course in which students with intellectual disabilities develop their skills in reading comprehension, computer literacy, and math, while building their social connections.

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

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

Faculty of Arts

Almost all KPU undergraduate students will have contact with the Faculty of Arts over the course of their studies. With over 20 disciplines, the Faculty engages with a diverse range of social, cultural, and creative realities, equipping students with the analytical skills, applied learning experiences, and communicative capacity to translate thought into meaningful action. Our polytechnic identity means that we inspire our students to acquire skills and critical knowledge that tangibly benefit the public good, creating a better future for our society.

Key principles of the Faculty are social justice, community, equity, sustainability, and inclusion. These underlie and inform much of the Faculty's teaching. The Faculty of Arts has played a leading role in the development of Indigenous education initiatives and projects at KPU, including a Minor in Indigenous Community Justice, a Cree language course, the Indigenous Artist, Writer, Knowledge Keeper, or Journalist in Residence, positions as well as the launch of the Indigenous Studies Department in 2023.

Launched in summer 2022, the Entertainment Arts Department offers four credentials: Advanced Game Development Diploma, Advanced 3D Animation and 3D Modelling Diploma, Advanced VFX Diploma, and Foundation in Entertainment Arts Certificate, all focusing on digital arts and training students for careers in a flourishing global industry, particularly in Greater Vancouver.

Experiential education is a foundational part of the pedagogy within the Faculty of Arts as part of our polytechnic university's mandate and priorities. The Faculty has a diverse range of service learning courses, practica, international field schools, Collaborative Online International Learning courses, the Inside-Out Prison Exchange program, and other community-engaged projects. In addition, students showcase their research at symposiums, and some are hired as research assistants through external grants, allowing them to gain significant training and experience for their future careers.

Home to a Canada Research Chair in South Asian Literary and Cultural Studies, as well as three Chancellor's chairs, the Faculty of Arts consistently receives municipal, provincial, and national research grants. The Faculty believes a robust program of faculty and undergraduate student research is vital to educational excellence and applied learning at a polytechnic university. The development of research and scholarship capacity is a priority within the larger institutional context, and the Faculty of Arts is deepening the connection between research and teaching by expanding student opportunities through curriculum; the "ArtsNet" online research hub; the annual Arts Speaker Series; and community initiatives, such as the South Asian Arts Festival, SideQuest: A Student-Led Game Creation team, the Wake Up Social Justice Music Festival, and Connecting Minds, a biennial psychology conference running since 2008 that focuses on undergraduate research and attracts hundreds of participants from across North America.

The Faculty of Arts develops well-rounded, innovative, and critically-minded graduates with skills that students need to flourish and that local communities and the world urgently

demand. In nurturing these skills, the Faculty of Arts engenders a sense of social engagement and responsibility, and fosters a wider awareness of intricately interconnected human issues, empowering graduates to build meaningful and socially engaged lives, and a better world.

Melville School of Business

The Melville School of Business stands as one of Western Canada's premier undergraduate business institutions and currently offers over 20 programs, including diplomas and certificates, baccalaureate degrees, post-baccalaureate diplomas, and graduate diplomas. Consistent with its vision of immersive, practical education, the School is committed to equipping students with in-demand technical skills through real-world industry experiences, strategic partnerships, and meaningful networking opportunities that support both professional and personal development.

To that end, the School has broadened work-integrated learning opportunities, including the expansion of the Melville Business Internship Program to now include diploma students. By forming new partnerships with industry leaders, increasing the availability of internships, and actively collaborating to secure additional co-op placements, the School is creating more avenues for students to apply their classroom learning in professional settings. In the 2024/25 academic year, the Melville Business Strategy Internship program, together with ORS and Mitacs, provided \$265,000, and paid internships were provided to 53 business students for 26 different internship positions from 19 different industry partners.

In line with its strong focus on student success and innovation, the Melville School of Business proudly hosted its inaugural Student Pitch Competition in May 2025, a milestone event that brought together students, faculty, staff, and university leadership in a shared celebration of entrepreneurial thinking. As the first event of its kind at KPU, it served as a dynamic platform for students to showcase their creativity, develop viable business ideas, and propose practical solutions to real-world challenges. This initiative reflects Melville's ongoing dedication to empowering students through experiential learning, while fostering an entrepreneurial mindset that prepares them to lead, adapt, and thrive in today's ever-evolving business landscape.

The School also continues to champion participation in case competitions as a way to develop critical problem-solving, communication, and teamwork skills. These experiential learning opportunities help students bridge the gap between academic theory and real-world application while supporting a smooth transition into meaningful careers. This year, Melville School of Business students proudly represented the School at three major case competitions: *ACHIEVE* (Toronto Metropolitan University), the *Winter City Case Competition* (Northern Alberta Institute of Technology), and HR Case Competition, reinforcing its strong presence and reputation in the business education community.

The School's Continuing and Professional Studies (CPS) programming has also experienced significant growth, reflecting the strategic commitment to providing flexible, practical learning opportunities for working professionals. The rise in CPS enrollment demonstrates a strong

demand for lifelong learning and reinforces the School's role in advancing career development and upskilling.

To attract top talent and diverse perspectives, the Melville School of Business continues to enhance its student recruitment strategies. This includes a new strategic partnership with School Districts 34 and 37, which allowed faculty members to provide guest lectures to over 600 high school students in Abbotsford and Delta. This collaboration, through which KPU's polytechnic mandate and small class sizes can be promoted, emphasizes our commitment to fostering strong educational pathways and expanding access to high-quality business education.

These accomplishments underscore the Melville School of Business's position as a leader in applied business education, where academic excellence meets real-world relevance. Through a combination of forward-thinking programs, strategic partnerships, and immersive learning experiences, the School's goal is to continue to deliver education that makes a lasting impact on students, industries, and society.

Wilson School of Design

The Wilson School of Design (WSD) offers programs that reflect the polytechnic nature of KPU. WSD offers certificate, diploma, degree, and post-baccalaureate programs in design foundations, fashion marketing, front-end development for interactive applications, fashion and technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry through practicums and work experience placements, collaborative industry projects, and research and development. In the 2024/25 World Brand Design Society's rankings, WSD placed second in the Best Design Education Ranking and sixth in the Global Design Education Ranking, highlighting its place as one of the top institutions worldwide in design education.

The newest Design program launched in fall 2024 with the first cohort of students completing the first year in the 2-year Diploma in Front-End Development for Interactive Applications. This exciting new program enables students to launch their careers in one of the fastest growing sectors in BC: user interface/user experience and application development.

KPU's Fashion and Technology degree program gives students the opportunity to develop design concepts using practice-led research and creative and technical skills to work in the apparel industry. The Diploma in Fashion Marketing program prepares students to work across the apparel industry as entrepreneurs, leaders, and innovators, and they may also choose to ladder into KPU's Bachelor of Business Administration program or other degree programs. They now also have a direct pathway to the Bachelor of Arts in International Fashion Business (Honours) program via a partnership with the UK's Nottingham Trent University.

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

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

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

The Interior Design degree program provides a rigorous education in the built environment where students learn the practical design and technical knowledge needed for a professional career as an interior designer. The program offers an honours option and is the first of its kind in Canada, providing selected participants with further depth in their capstone studies.

WSD continues to advance plans to formally establish a Research and Design Centre that will address the evolving needs of industry partners. Funding received through a [2023 NSERC Mobilize grant](#) is supporting experiential learning for students and expanding faculty-led research initiatives. In the 2024/25 academic year, a record 22 WSD students were awarded KPU [Student Research and Innovation Grants](#) to support their research-based capstone projects. Stephanie Phillips, the [Sherman Jen Research Chair in Next-Generation Design](#), is advancing her work on biodegradable functional materials, focusing on natural recyclable materials for use in the apparel industry. Dr. Victor Martinez, faculty member in product design, was awarded a [Chancellor's Chair](#) in August 2024. He is currently leading a three-year, systems-thinking-based research project aimed at strengthening the resilience and sustainability of Vancouver Island's food systems through engagement with local communities.

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 programs use curricula that combine a foundation in theory with innovative, practical, and hands-on experience to ensure students' knowledge can be put into action. Programs integrate experiential learning through lab and practice placements. Practice placements provide real-world experiences for students to demonstrate existing skills and to develop advanced skills and critical thinking. Practice placements include hospitals, long-term care facilities, public health programs, global outreach, and other field work.

In the fall of 2024 KPU announced that the Faculty of Health will be offering a new undergraduate degree. The Bachelor of Traditional Chinese Medicine (BTCM) will commence in September 2025. Graduates of the BTCM program will be prepared to diagnose, treat and manage patients with complex care needs. The curriculum has been approved by the College of Complementary Health Professionals of BC and BTCM graduates will be eligible to apply for practicing registration and licensure as a Traditional Chinese Medicine Practitioner (R. TCM.P).

KPU is an active partner with the Ministry of Post-Secondary Education and Future Skills, the Ministry of Health, and the health authorities in addressing the critical shortage of health care assistants and nurses. To bolster and support the number of new nurses in BC, the Province invested in KPU to launch a pilot pathway with Fraser Health for Licensed Practical Nurses (LPN) to enter the Bachelor of Science in Nursing (BSN) program with advanced standing. The LPN into BSN pilot program consists of 2 cohorts, with the first cohort starting their studies at KPU in summer 2024.

KPU continues to deliver the Health Care Assistant Partnership program in partnership with the Fraser Health Authority, adding more health care assistants to the health system where they are vitally needed.

The Faculty of Health has significantly expanded the use of simulation labs to enhance experiential learning and clinical preparedness. This includes a broader range of simulation opportunities for students across disciplines, fostering hands-on, immersive experiences in realistic healthcare scenarios. Faculty development has been prioritized through targeted workshops, equipping educators with the skills to effectively integrate simulation into their teaching. To support these efforts, the Faculty has invested in the creation of high-quality educational resources and the development of standardized cases to ensure consistency and best practices across programs. Ongoing investments in state-of-the-art equipment ensure that our simulation environments remain current, relevant, and aligned with evolving healthcare standards.

As part of KPU's commitment to Indigenization and decolonization, and in response to the Truth and Reconciliation Commission's Calls to Action, several key initiatives have been implemented. The Dean's Office hosts a monthly Indigenization Community of Practice, providing a collaborative space for faculty and staff to share resources, reflect on experiences, and engage with materials that support their learning and growth in this area. With the support of one-time funding, the Dean's Office has also organized a range of Indigenous-focused events, including guest speakers and workshops, aimed at deepening understanding of Indigenization in both educational and healthcare contexts.

Faculty of Science

The Faculty of Science consists of nine departments: Biology, Chemistry, Physics, Mathematics, Computer-Aided Design and Drafting (CADD), Environmental Protection, Brewing and Brewery Operations, Sustainable Agriculture, and Horticulture. Collectively, the Faculty offers 29 academic credentials, including citations, certificates, diplomas, and degrees. Beginning next academic year, a new Certificate in Brewing, a Diploma in Engineering Physics, and four micro-credentials in Brewing will be introduced. The School of Horticulture also offers apprenticeship programs in landscape horticulture and arboriculture. Programs are delivered across KPU's Cloverdale, Langley, Richmond, and Surrey campuses.

KPU's science offerings are broadly grouped into three areas: agriculture and horticulture; job-ready diplomas and certificates; and applied science training at the bachelor's level. All

programs emphasize empiricism and require students to participate in hands-on learning throughout their studies.

Degree programs in the Faculty include the Bachelor of Science in Biology and the Bachelor of Science in Health Science. Upper-level courses are held in state-of-the-art science labs on the Surrey campus, with both minor and honours research options available. The KPU Applied Genomics Centre provides students with hands-on research opportunities using advanced genomics and metabolomics tools, fostering community-engaged, faculty-led projects.

The Bachelor of Science in Physics for Modern Technology is an applied program developed in consultation with local industry and includes a work placement component. It also features the Cloud Lab – an online platform that enables students to conduct remote physics experiments via the internet.

The first-year Engineering Certificate serves as a pathway to second-year studies at major engineering schools across British Columbia. The Bachelor of Science in Applications of Mathematics allows students to specialize in biomathematics, education, or computational mathematics.

The innovative Bachelor of Applied Science in Sustainable Agriculture is delivered in partnership with the City of Richmond. Students have access to a 20-acre organic research and teaching farm located just 500 metres from the Richmond campus and can conduct research in the KPU Seed Lab, which supports seed growers in improving quality and production efficiency.

The School of Horticulture provides extensive experiential learning opportunities through its field lab, greenhouses, technical training shops, and a three-hole demonstration golf course. Apprenticeship programs in landscape horticulture and arboriculture complement these offerings.

The CADD Technologies Diploma program allows students to specialize in areas such as architectural or structural drafting as they prepare for careers as drafting technicians.

The Diploma in Brewing and Brewery Operations trains students in the science, art, business, and practical aspects of brewing. Hands-on experience is provided in KPU's 4,500-square-foot Brewing Instructional Laboratory.

To support student success, the Faculty of Science also offers upgrading courses in biology, chemistry, mathematics, and physics—helping learners address knowledge gaps and prepare for post-secondary study.

Faculty of Trades and Technology

KPU's Faculty of Trades and Technology programs and courses, including apprentice training, are primarily offered at the KPU Tech campus in Cloverdale. Programs focus on

experiential/hands-on learning, where classroom sessions are coupled with practical applied skills. Many of the programs follow the SkilledTradesBC curriculum.

Programs that follow the SkilledTradesBC curriculum modules include:

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

The non-SkilledTradesBC program that is Senate-approved is the Certificate in Farrier Science.

The Faculty has extensive and valued relationships with employers and industries through work-integrated learning opportunities. As described in the Strategic Priorities chapter, the Faculty also maintains close relationships with many school districts throughout Greater Vancouver and British Columbia, offering Youth Train in Trades options to high school students in the majority of our programs. This is an opportunity for high school students to earn credits toward their high school diploma while also earning Level 1 of their technical trades training through SkilledTradesBC.

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

The Faculty has expanded the number of Continuing Professional Studies offerings this past year. Existing offerings, such as Welder Testing and Cross Connection/Cross Connection Recertification saw an increase in the number of participants, and new initiatives such as the Trades Summer Camps and Shop Safety are being launched. These initiatives are in response to community and industry requests and highlight the creativity of our faculty members.

Continuing and Professional Studies

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

CPS courses are offered through the Faculties, and include the following:

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

The Faculty of Trades and Technology works with industry associations and regulators to identify training needs to support workers and meet ever-changing industry needs. Through the integration of theoretical and technical hands-on training, the Faculty offers courses such as Cross Connection Certification and Recertification, Welding Upgrading, Building Access: Intro to Carpentry, and Shop Machinery Safety.

The Faculty of Science offers unique short-term courses targeted to lifelong learners as well as industry professionals. These include a selection of courses from Brewing Chemistry Basics for students entering the Diploma in Brewing and Brewery Operations program, Recipe Design for Beer Enthusiasts for those interested in home brewing and developing their skills, and Professional Pest Management for those looking to deepen their knowledge and practical skills in the pest control industry.

For entrepreneurs starting their own business, HR professionals, accounting novices, industry experts, and community partners, the Melville School of Business offers courses such as Decoding Company Financial Statements for Non-Accountants, Startup Finances, Business Negotiation Skills, Leveraging AI for Small and Medium Business Growth, Entrepreneurial Creativity, Product Validation & Market Fit, and Indigenous Entrepreneurship.

The Wilson School of Design has an array of courses for learners interested in broadening their knowledge of the fashion industry or enthusiasts wanting to unleash their creativity and learn basic techniques and processes. These courses include Hand Embroidery, Sewing Woven Shirts, Sewing Dresses, Using Industrial Sewing Machines, Working with Knits, Making Commercial Patterns Fit, and more.

The Faculty of Arts launched new CPS courses in Summer 2025 for learners interested in music and film or learning basic skills of 3D animation and game development. These new courses include Composition for Film & TV, Film & Game Music Appreciation, The ABCs of 3D Animation, and The ABCs of Game Development.

Additionally, CPS launched new Youth Summer Camp courses in Summer 2025 for youth between the ages of 10-17 years, including Singing Camp, World Rhythm Summer Camp, and Trades Sampler Summer Camp. These have been added alongside previously offered camps such as Summer Design Foundation Academy and Hand Embroidery.

Between September 2024 to March 2025, KPU was a part of the StrongerBC Future Skills Grant program, where 25 CPS courses were eligible for funding including those from Health Professional Studies, Trades and Technology, Brewing, and Business. There were a total of 164 unique learners that utilized the grant to support their learning.

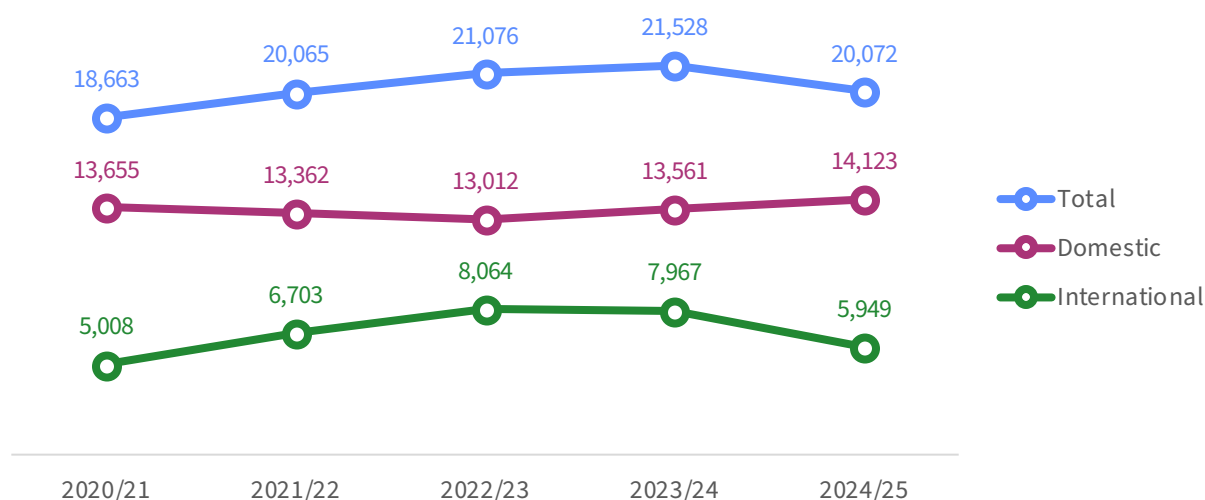
KPU Students

Student Headcounts

Figure 3.3 shows the trend of total student headcounts, and the breakdown by domestic and international status by fiscal year. Prior to FY2023/24, KPU's international enrolments had grown to around 8,000, while domestic enrolments had maintained at the 13,000 level, resulting in a gradual increase in total headcount up to FY2023/24. International recruitment in FY2024/25 was disrupted by changes in federal government policies on international students and tightened student permit approval processes, causing a significant drop in international headcount. Despite the growth in domestic enrolments in the past two fiscal years, a notable decline in overall headcount has been observed in FY2024/25.

Figure 3.3 – Domestic and International Headcounts

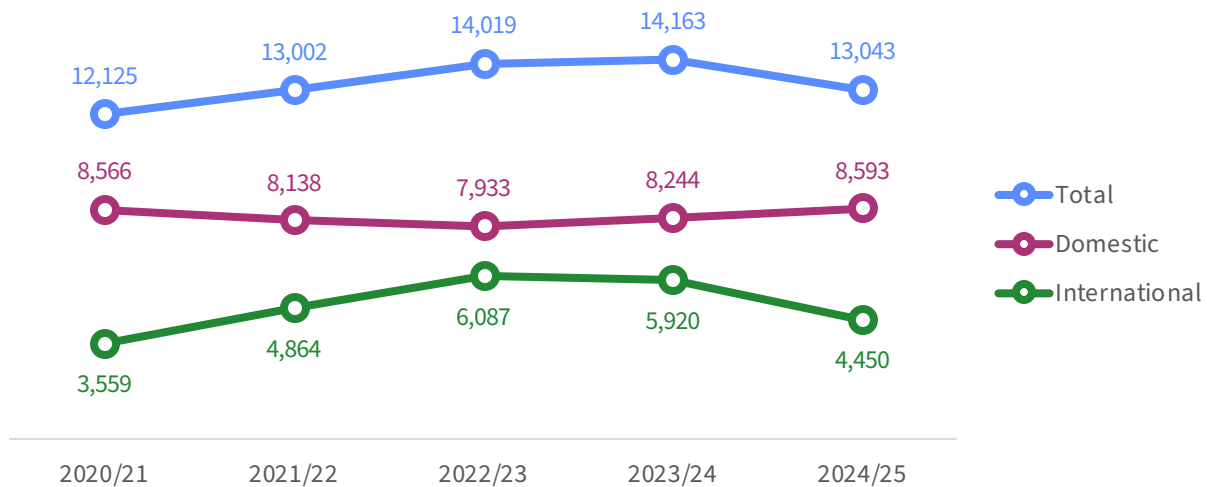
By Fiscal Year, 2020/21 to 2024/25



Although 76% of KPU students studied full-time in FY2024/25, as usual, the majority took less than a full load (usually defined as 15 credits per term). FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full course load, are depicted in Figure 3.4. From FY2020/21, total FTEs have increased, peaking at 14,163 in FY2023/24. The number then dropped in FY2024/25. Up to FY2022/23, domestic FTEs were declining but increased after FY2023/24. Conversely, international FTEs declined in FY2023/24. Since FY2019/20, KPU has had controls in place to limit the number of new international students admitted each year to ensure capacity remains for domestic students.

Figure 3.4 – Domestic and International FTEs

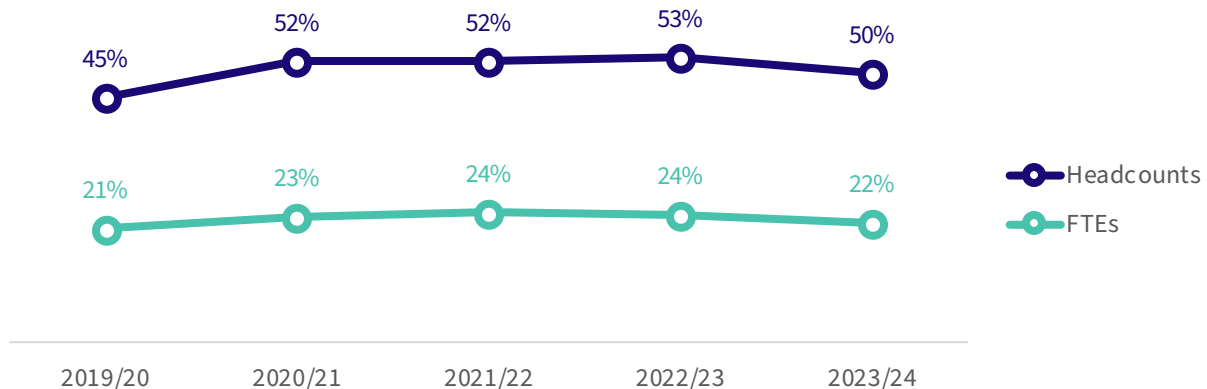
By Fiscal Year, 2020/21 to 2024/25



KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, in recent years, about half the student body studies in the summer term each year (Figure 3.5), an increase from about 45% during the pandemic. The proportion of FTEs delivered in the summer is much lower than headcounts, reflecting the fact that more students study part-time in the summer than in other terms.

Figure 3.5 – Proportion of Headcounts and FTEs Delivered in the Summer

By Academic Year, 2019/20 to 2023/24

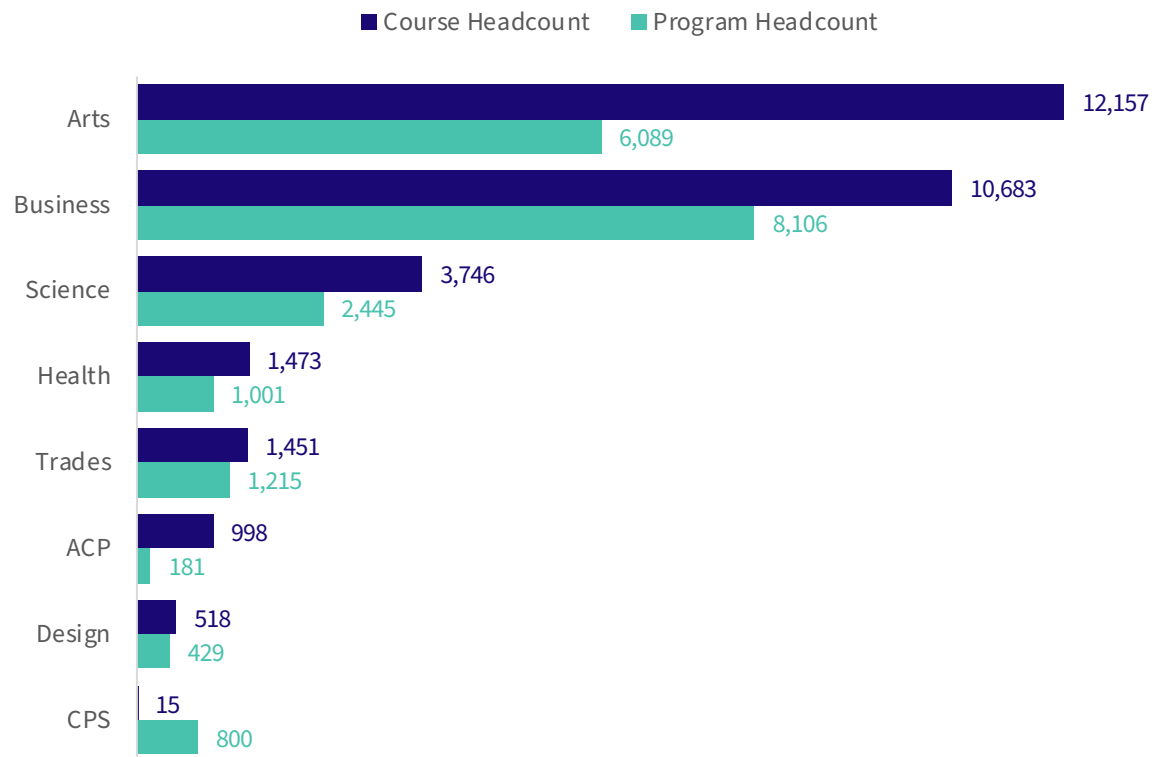


In AY2023/24, over two thirds of all KPU students were enrolled in programs in either the Faculty of Arts or the School of Busines. For international students, 66% were enrolled in the School of Business, 25% were enrolled in the Faculty of Arts, and 13% were enrolled in the Faculty of Science.

Students often take courses outside their home faculty. Figure 3.6 displays the number of students enrolled in programs in the faculty (program headcount), and the number taking courses offered by the faculty (course headcount). The Faculty of Arts teaches more students through the courses it offers, but there are more students pursuing programs in the School of Business. Although only 1% of all students were registered in ACP programs, ACP delivered courses to 5% of all students in AY2023/24.

Figure 3.6 – Distribution of Student Headcount by Course and Program Faculty

2023/24 Academic Year



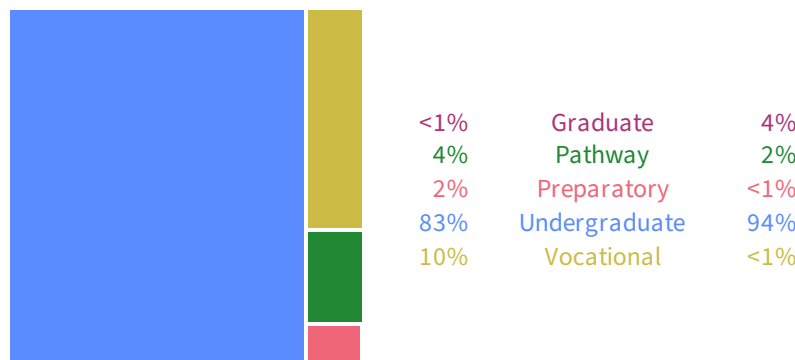
Student Profile 2023/24

Student headcount

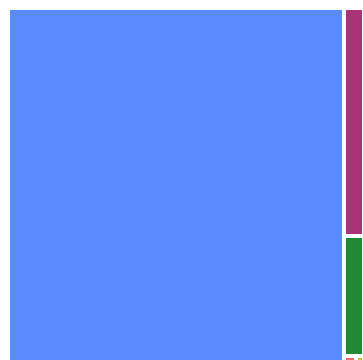


Student level

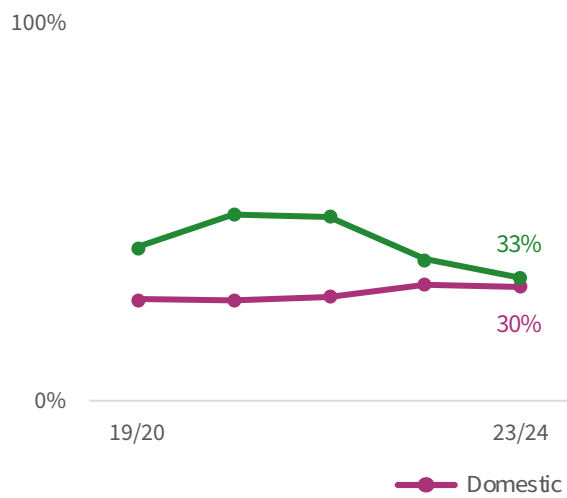
Domestic



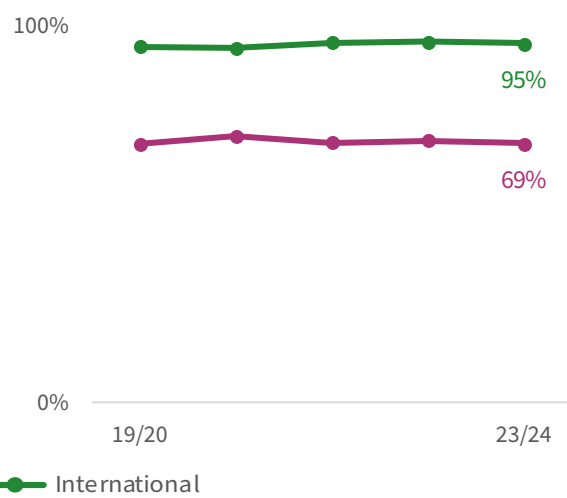
International



New to KPU



Full-time students

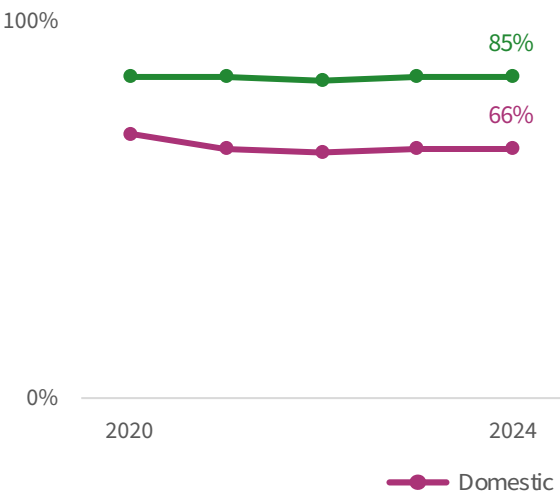


What Students Tell Us

In fall 2024, over 4,600 KPU students responded to the annual Student Satisfaction Survey.

KPU was first choice

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



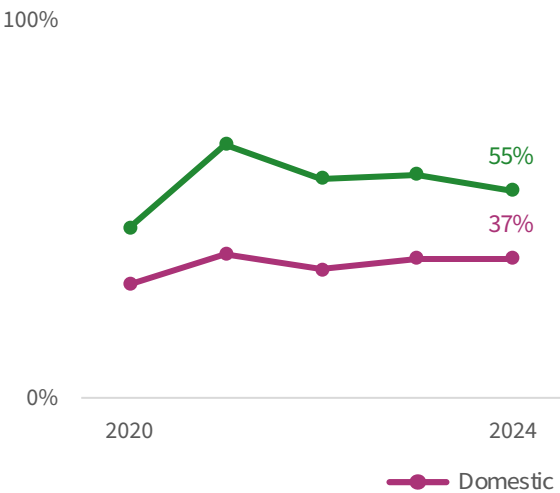
Intend to complete credential at KPU

Asked of Bachelor pursuers in 2020 and 2021.



First-generation

Students' parents did not attend post-secondary education.



Working a paid job

Students worked in paid employment while attending KPU.



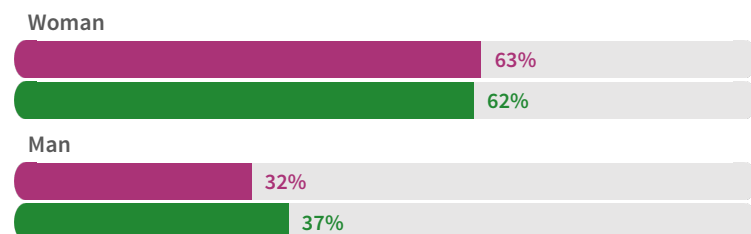
Diversity at KPU

Student Diversity – Results of the 2024 Student Satisfaction Survey



Gender

Difference in **gender ratio** of **domestic** and **international** students



For the same question, 4% of students chose another gender identity

5%

of students have **trans experience** or identify as **non-binary**⁵

Dom: 7% **Int: 2%**



Sexuality

16%

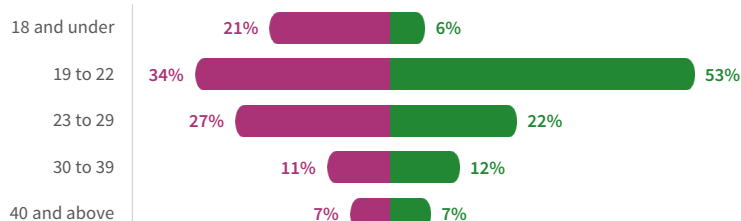
of students belong to the **LGBQ+** community⁶

Dom: 19% **Int: 6%**



Age

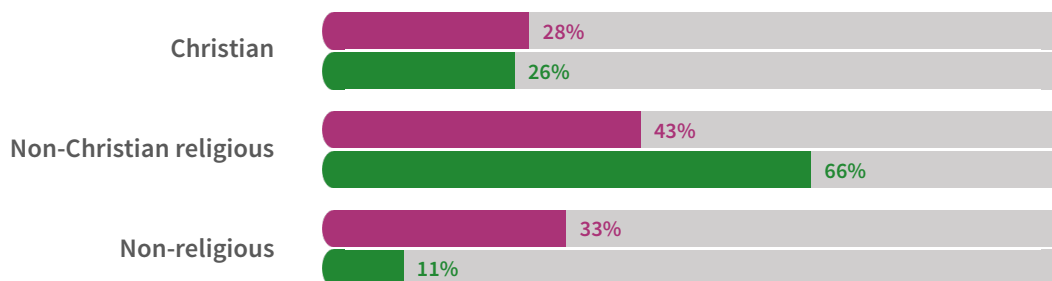
Notable difference in ratio of students **aged 18 and under** by **domestic** and **international** status



Religion



Similar percentage of Christian among **domestic** and **international** students; significant difference for the other two **religious groups**:



⁵ Also includes Two-Spirit, genderqueer, genderfluid, or gender non-conforming.

⁶ Including lesbian, gay, bisexual, pansexual, Two-Spirit, Indigiqueer, queer, asexual, any self-described sexual orientation, and those questioning their sexual orientation.



Racial background



79%
of students are
racialized⁷

Dom: 71%

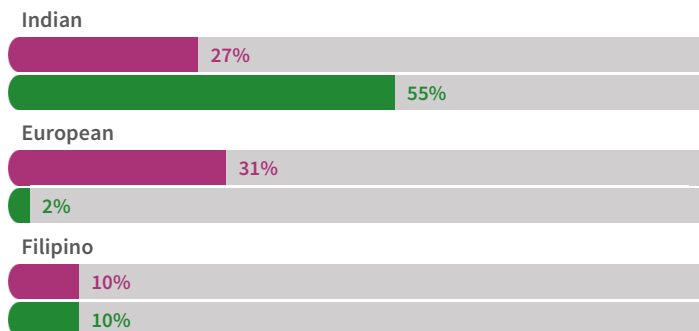


Int: 98%



Largest racial groups

Percentage among **domestic** and **international** students



Language



69%
of students are
multilingual

Dom: 59%

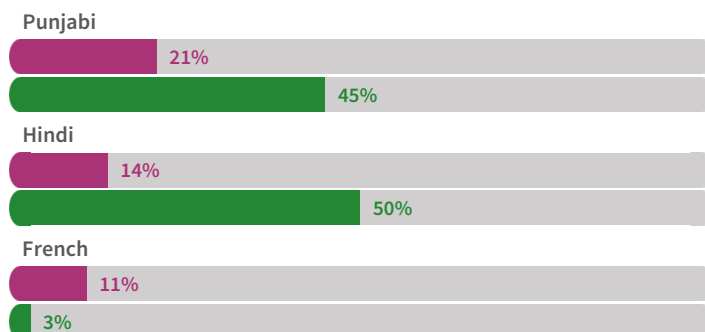


Int: 89%



Top 3 most spoken languages other than English

Percentage of students who speak the following languages



Disability



39%

of students have a **disability or medical condition**

Dom: 48%

Int: 17%



Most common conditions are mental health conditions (31% among **domestic** and 13% among **international**) and ADHD (21% among **domestic** and 5% among **international**)

⁷ Derived from Canada's Employment Equity Act; includes respondents "non-Caucasian in race", "non-white in colour" (modelled on [Statistics Canada's "visible minority" definition](#)), or Indigenous.

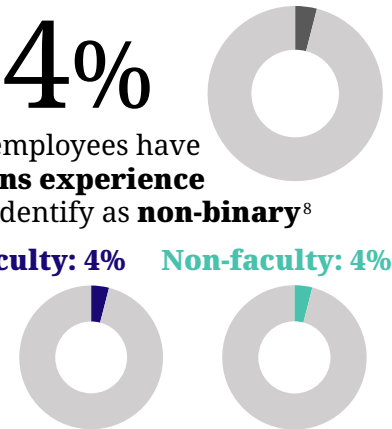
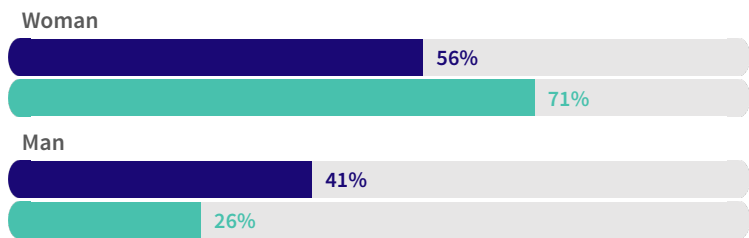
Employee Diversity

Results of the 2024 Employee Engagement Survey



Gender

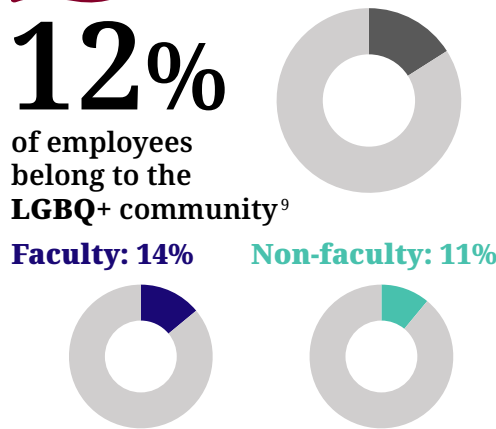
Difference in **gender ratio** of **faculty** and **non-faculty employees**



For the same question, 3% of employees chose another gender identity

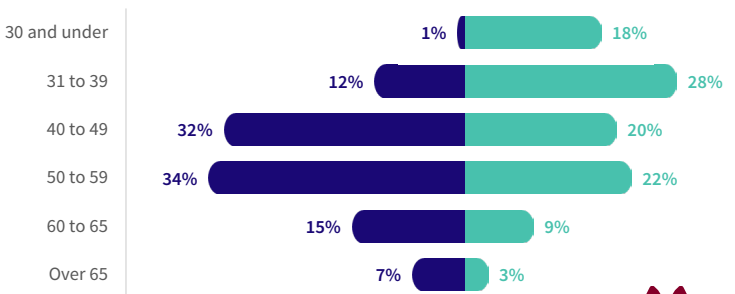


Sexuality



Age

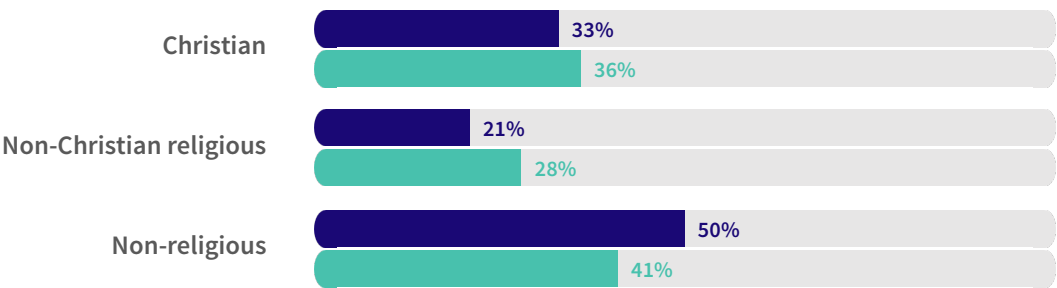
Difference in **age distribution** of **faculty** and **non-faculty employees**



Religion



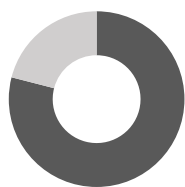
Percentage of **religious groups** among **faculty** and **non-faculty employees**



⁸ Also includes Two-Spirit, genderqueer, genderfluid, or gender non-conforming.
⁹ Including lesbian, gay, bisexual, pansexual, Two-Spirit, Indigiqueer, queer, asexual, any self-described sexual orientation, and those questioning their sexual orientation.



Racial background



45%
of employees are
racialized¹⁰

Faculty: 31%



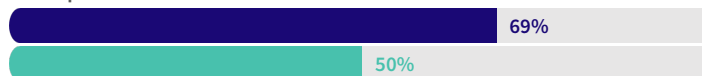
Non-faculty: 52%



Largest racial groups

Percentage among **faculty** and **non-faculty employees**

European



Indian



Chinese



Language



45%
of employees are
multilingual

Faculty: 43%



Non-faculty: 45%



Top 3 most spoken languages other than English

Percentage of employees who speak the following languages

French



Punjabi



Mandarin



Disability



44%
of employees have a **disability or
medical condition**

Faculty: 45% **Non-faculty: 44%**



Most common conditions are mental health conditions (18% among **faculty** and 28% among **non-faculty**) and chronic health conditions (13% among **faculty** and 15% among **non-faculty**)

¹⁰ Derived from Canada's Employment Equity Act; includes respondents "non-Caucasian in race", "non-white in colour" (modelled on [Statistics Canada's "visible minority" definition](#)), or Indigenous.

4. Student and Alumni Spotlight

This chapter profiles outstanding KPU students and alumni.

KPU alum Manvir Deol named one of BC Business '30 Under 30'

Manvir Deol, a KPU marketing alum who graduated in 2018 and runs two growing businesses, was recently named one of BCBusiness magazine's "30 Under 30."

For Deol, entrepreneurship is about identifying and solving a problem. It was a problem that inspired the idea of his future business, Plan Your Space. While building a home for his family, Deol realized that the house plan on paper wasn't the house he wanted it to be. Once he faced the framing stage, he started to make numerous changes to the original plan, spending tens of thousands of dollars. After bouncing ideas with a friend, they found a solution to the problem many people experience when building a house.

"We're going to create an experience where homeowners can literally walk through their plan in life-size." Plan Your Space allows clients to walk through a floorplan of their future house in actual size, get a sense of what it will feel like and make adjustments before construction starts. Deol believes he is relationship-oriented and shared that the small classes at KPU helped him build strong, close relationships with classmates and instructors, who are still his friends, colleagues, and mentors.

Deol's advice to students is to never take no for an answer. "If someone tells you it's impossible, it's because they can't envision how to make it happen."



Photo: Manvir Deol at the Plan Your Space office.

Mental health innovator received Distinguished Alumni Reward



Photo: Kev Kokoska in his office.

being able to afford a therapist. During the pandemic, he co-founded a platform that matches counsellors and clients using a pay-what-feels-fair system. “What’s frustrating to me is that some people just need information. They haven’t yet learned how mental health care works and what some basic skills are,” he says. “It’s unfair to charge people money to come to therapy when they may not need it. First, we need to give people all the information and tools they need to take care of themselves.”

A counsellor and social entrepreneur dedicated to making mental health care accessible was recognized with a Distinguished Alumni Award from KPU.

In his work, Kev Kokoska, a 2010 graduate with a Bachelor of Arts in Psychology, focuses on mental health care for incarcerated men and others who typically cannot afford counselling services.

“There’s a history of incarceration and mental health issues in my family,” said Kokoska. “Prison is a hyper-masculine environment, and if you can find out what mental health practices work in the hardest environments, probably there’s some value in them in other environments.”

Kokoska says the counselling market is imbalanced, with only wealthy people

“Keep up the good fight”: design student recognized for pride advocacy

A student who successfully advocated to add gender-affirming care coverage to the Kwantlen Student Association’s health and dental plan was recognized for their efforts. Destiny Lang, third-year Bachelor of Design in Fashion and Technology student, received the Pride Advocacy Student Award, which is presented to students who self-identify as part of the 2SLGBTQIA+ community and have shown commitment to 2SLGBTQIA+ activism.

“My supportive peers, teachers, and role models helped amplify my voice to promote an inclusive and equitable learning environment for staff and students alike,” said Lang.

Now, Lang is working with a nationwide group of transgender activists advocating for increased gender-affirming care coverage for post-secondary students. “I hope that by sharing my story and journey into advocacy, more students can feel inspired and more comfortable taking on a leadership role,” said Lang. “We need to keep up the good fight.”



Photo: Destiny Lang (left) is presented with the award by Pride Advocacy Group Co-Chair Romy Kozak (right).

Nursing student recognized for contributions to community

A passion for learning and helping others inspired Taylor Sayer to pursue a career in nursing. Sayer, a Bachelor of Science in Nursing student, was recognized with a Student Leadership Award for her outstanding contributions to the community.

Outside of class, Sayer spends her time volunteering with the Salvation Army and working with the Learning Centres to provide tutoring support for students. She has also helped organize Science Rendezvous, an interactive science festival held annually at KPU Langley. “I really love the work because I feel like I’m able to make a positive difference in my community and in other people’s lives, even if it’s something small,” said Sayer.



Photo: Taylor Sayer.

World Health Organization (WHO) aging expert honoured with Distinguished Alumni Award



Photo: Yongjie Yon.

A healthy aging expert committed to raising awareness and changing the narrative about age and aging was recognized with a Distinguished Alumni Award from KPU.

Yongjie Yon, a 2007 graduate with a Bachelor of Arts in Psychology, is a Technical Officer of the Ageing and Health program at the WHO Regional Office for Europe. Yon's work supports member states in promoting healthy aging through national policy development, capacity building, and advocacy, including spearheading campaigns against ageism and elder abuse.

“Our population is aging very rapidly, including Canada and globally. This year, we see a historic shift where more older than younger people live in the WHO European Region,” said Yon. “Now, it’s an opportunity for us to change how we think about population aging, our policies, how we live, how we work, redefine what retirement is and how we organize our society.”

Yon's interest in aging was ignited during his time at KPU, and after graduating he earned a master's and PhD. He worked with the Canadian government in policy analysis to address aging and develop policies to support older workers. “Now, I'm leading the work on aging and on ageism globally,” said Yon.

Fashion design alum and instructor join forces on revolutionary underwear business

A final thesis project evolved into a thriving business for Sara Jonsdottir, who was a fourth-year Bachelor of Design in Fashion and Technology student when she began Revol Cares, an apparel brand specializing in leak-proof period underwear.

“What really inspired me was to design a product that I specifically needed, but at the time, I didn’t realize how many people also had the same need,” she said. “It’s a very taboo subject and it’s not something everybody talks about very openly. But once I did, I had a lot of people reaching out that were interested, and so it grew very organically.”



Photo: Sara Jonsdottir (left) and Shirley Thompson (right) at the Revol Cares warehouse.

Jonsdottir and her team, which includes a staff of seven, design and ship products worldwide directly out of a warehouse in Vancouver. Shirley Thompson, the instructor of the class Jonsdottir designed Revol Cares in, joined in 2022 as Vice-President of Business Development. “Sara was a diligent and pragmatic student, ready to take theory and apply it to something tangible that could impact people’s lives in a positive way,” said Thompson. “This is what is still at the heart of the brand and what inspired me to make the leap back into the apparel industry.”

Jonsdottir said her time at KPU played a pivotal role in moulding who she is today. “KPU really creates an environment where they encourage students to think differently than they did when they entered university,” she said. “The industry connections at KPU also allowed me to get a lot of internships and work experience while I was still in school. I feel like that had a really big impact on my learning, getting a taste of the actual workforce before graduating.”

Anthropology student researches human-bear conflicts in Northern BC



Photo: Mackenzie Kurta prepares food for rescue bears at the Northern Lights Wildlife Society.

KPU Bachelor of Arts in Anthropology student Mackenzie Kurta was recently drawn to Northern BC to study human-bear relationships. Kurta was searching for opportunities to gain hands-on research experience when KPU instructor Dr. Sarah Fessenden invited her to participate in the project in Smithers.

Kurta's role involved understanding how a wildlife rescue organization (Northern Lights Wildlife Society) feeds the bears and how the community supports rehabilitation efforts. Drawing on the participant observation method, Kurta completely immersed herself in the research by volunteering with the rescue, sorting food donations, cleaning pens, observing bear feedings, and engaging with the community.

"The rescue has 124 bears and requires a lot of food to support them," says Kurta. "My role was figuring out what community support looked like,

what kinds of relationships they were building, and how food waste was being used by the organization." The research is exploring issues related to human-bear conflicts, community perceptions of bears, and bear conservation. The goal is to lay a foundation for the development of region-specific policies and management tools for bear conservation.

Kurta credits her instructors and program for the opportunity to participate in hands-on research as an undergraduate student. "Something that KPU gave me, which I don't think other universities can, is that relationship with my instructors. Because without those relationships, I don't think this opportunity would have been possible."

Brew Lab students win award for Mayan-inspired beer

Competing against professional brewers from across Canada, the KPU student signature series beer “Xocolatl” won bronze in the Flavoured Stout/Porter category at the 2024 Canadian Brewing Awards. Created by Alejandro Paz and Tim Tung as part of the Brewing and Brewing Operations Diploma program, Xocolatl is a milk stout with a bittersweet flavour and notes of chocolate, vanilla, and cinnamon spice, with subtle heat from red chilies to evoke the unique taste of spiced Mexican hot chocolate.

“Our recipe was inspired by a mix of tastes and memories from my hometown in Guatemala, which has a significant Mexican influence,” said Paz. “My brewing partner, Tim, is drawn to beers that tell a story and stand out, so he was ready for the challenge of creating a chocolate milk stout with cinnamon, vanilla, and red chilies.” In Mayan culture, “Xocolatl” or “bitter water” was believed to be the drink of the gods. This rich beverage, prepared with roasted cacao seeds, chilies, water, and cornmeal, would become thick and foamy when poured between pots.

“The instructors and peers I’ve met at KPU have been hugely influential. The experience of making beer and learning how to improve it has been the most valuable thing to me,” said Tung.



Photo: Tim Tung (left) and Alejandro Paz (right) in KPU's Brew Lab.

KPU international student making artistic mark in Canada



Photo: Claudia Shen showcasing her ceramic sculptures at Lipont Gallery in Richmond, BC.

For Claudia Shen, an international student in her fourth year of the Bachelor of Fine Arts, Visual Arts program, art is an important way to communicate. “When I first came to Vancouver during high school, my English was not great,” she said. “I had trouble communicating with my friends and teachers, so I found art was a great way to express my emotions.” Born in Guiyang, China, Shen arrived in Canada as a 16-year-old. She began painting and drawing to fulfill her desire for self-expression. Her work reflected her inner struggle to connect – a sentiment she understood to be universal.

Shen discovered her love for ceramics at KPU. “We had a very good ceramics instructor named Ying-Yueh Chuang. When I started taking her class, I was focused on other mediums, but she encouraged me to really ask myself, ‘What do I want? What do I like?’ From then on, I found myself spending most of my time in ceramics.”

Shen is already making her mark on the art world. Her paintings, drawings, and ceramics were featured in *The Journey* exhibition at Lipont Gallery in Richmond in fall 2024.

Entertainment Arts alum gives KPU Richmond an artistic makeover

What started as a dream for Mayuresh Ambekar is now an enormous artistic addition to KPU's Richmond campus. Ambekar, who graduated from the Entertainment Arts' Diploma in Advanced VFX program as an international student, spent a month creating a mural the size of a bus outside the department's third-floor space.

"I've been planning and dreaming about this mural since the day I enrolled in the university. I've always wanted to paint a mural in the campus where I'm studying," said Ambekar.



Photo: Mayuresh Ambekar working on the mural at KPU Richmond.

The mural project, measuring 6.1 metres long and 2.4 metres high, was Ambekar's first time being a lead artist on a large-scale project, responsible for everything from designing to painting. Ambekar was a mural artist for over 10 years in India before moving to Vancouver. Since then, he's been painting murals around the city as well as working with the Vancouver Mural Festival.

"As an immigrant in a new country, landing major projects as a lead artist can be challenging, especially when most roles are limited to production painting. But this project is truly unique and meaningful," said Ambekar. "My hope is that it motivates students to explore their potential and embrace the challenges and rewards of their artistic journeys."

5. Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2026*. The 12 measures include the performance measures required by the ministry, as well as those for SkilledTradesBC (STBC). The glossary provides definitions of terms and sources used for the performance measures.

Each measure has a performance target against which actual performance is assessed. For the BC Ministry of Post-Secondary Education and Future Skills (PSFS) measures, the targets were set by the ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors. Alignment between VISION 2026's themes and the ministry's system objectives is shown below:

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

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

The table below contains a summary of the assessment on the 12 government (10 PSFS, 2 STBC) and 39 KPU performance measures, as well as the scale used to assess them. The scale incorporates both government and KPU assessment methods, which includes additional gradations marking progress toward achieving a target. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the measure and reported in the table.


Assessment (criteria)	Gov't	KPU	Total
Achieved (100% or more of target)	6	10	16
Substantially achieved (90% to 99% of target)	3	3	6
Not achieved (between 60% and 89% of target)	2	3	5
Not achieved (less than 60% of target)	1	3	4
Not assessed (no data, no target, too few respondents, or margin of error too high)	0	14	14
TBD – awaiting data, but will include in this year's report	0	6	6

An appendix will be added that contains the margins of error used in the assessments of five PSFS measures, as well as the results for all PSFS performance measures.


A. Experience

A1. Enhanced Student Experience


1. Proportion of students reporting satisfaction with their educational experience

	CY20	CY21	CY22	CY23	CY24	Target	
	75%	79%	81%	80%	80%	≥	
Achieved. PSFS objective: Quality. Data source: Student Satisfaction Survey (SSS).							


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

	CY20	CY21	CY22	CY23	CY24	Target	
	56%	58%	63%	61%	59%	≥	
Substantially achieved. PSFS objective: Quality. Data source: SSS.							



3. Proportion of students reporting satisfaction with campus life

	CY24	CY25	CY26	Target	
	50%	-	-	≥	
Not assessed. PSFS objective: Quality. Data source: SSS.					

4. Percentage of sections with zero textbook costs

	FY21	FY22	FY23	FY24	FY24	Target	
	18%	17%	16%	23%	22%	↑	
Substantially achieved. PSFS objective: Access. Data source: KPU Student Information System.							

5. Work-integrated learning (WIL) opportunities

	FY23	FY24	FY24	Target	
WIL opportunities	9.8%	9.3%	10.9%	≥	
WIL students	4.6%	4.6%	5.1%	≥	
Achieved. PSFS objective: Relevance. Data source: KPU Student Information System. “WIL opportunities” is calculated as the percentage out of all sections offered that are WIL sections. “WIL students” is calculated as the percentage out of all seats filled that are WIL seats. Both sets of figures exclude CPS.					

A2. Enriched Employee Experience

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

	CY24	CY25	CY26	Target	
	80%	-	-	≥	
Not assessed. Data source: Employee Engagement Survey (EES).					

A3. Support for Health and Wellness

7. Proportion of students reporting very good or excellent health

	CY24	CY25	CY26	Target	— target • data
Physical health	41%	-	-	50%	
Mental health	31%	-	-	49%	
Not achieved (within 60% of target). PSFS objective: Quality. Data source: SSS. Targets are benchmark data from Statistics Canada's Canadian Community Health Survey, for BC residents aged 18 or older.					


8. Proportion of employees reporting very good or excellent health

	CY24	CY25	CY26	Target	— target • data
Physical health	46%	-	-	50%	
Mental health	42%	-	-	49%	
Not achieved (within 60% of target); substantially achieved for physical health. Data source: EES. Targets are benchmark data from Statistics Canada's Canadian Community Health Survey, for BC residents aged 18 or older.					


B. Sustainability

B1. Cultural, Social, and Environmental Sustainability



9. Proportion of courses in the Climate+ Challenge

	AY24	AY25	AY26	Target	
	84	45	-	↑	
Not achieved. PSFS objective: Quality. Data source: KPU Climate+ Challenge website . Record-keeping practices changed starting in Spring 2025, therefore the number for AY2024/25 may be an underestimate.					


10. Number of research projects that address sustainability

	FY24	FY25	FY26	Target	
	105	155	-	↑	
Achieved. PSFS objective: Quality. Data source: KPU ROMEO Research System. Includes all projects that address one or more UN Sustainable Development Goals.					

11. Greenhouse gas emissions from KPU buildings

	CY20	CY21	CY22	CY23	CY24	Target	
tCO2e	2,367	2,385	2,655	2,383	-	N/A	
% reduction	9.0%	10.2%	0.6%	9.3%	-	14%	
TBD – data available in late June 2025. Data source: KPU Energy Records. Actual emissions are reported in tCO2e (metric tonnes of carbon dioxide equivalents). The metric is based on the percentage of reduction from 2007, when the long-term greenhouse gas emission reduction goal was set: 60% reduction by 2030. The target is the percentage reduction expected in the year based on KPU's Carbon Reduction Plan.							

12. Campus waste diversion rate

	FY23	FY24	FY25	Target	
	50.5%	55.4%	55.9%	↑	
Achieved. Data source: KPU Facilities Tracking System. The rate reflects all major sources of waste and waste diversion. Some less voluminous forms are not captured, such as electronics recycling, and lab chemical neutralizing.					

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

	Spring 2024	Spring 2026	Target	
Students	69%	-	↑	×
Employees	33%	-	↑	•
Not assessed. Data source: Sustainability Survey.				

• Employees | × Students

B2. Integrated Planning

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


	CY20	CY21	CY22	CY23	CY24	Target	
	65%	62%	66%	68%	69%	↑	
Achieved. PSFS objective: Efficiency. Data source: SSS.							

B3. Financial Sustainability


15. Net operating revenues ratio

	FY23	FY24	FY25	Target	
	3%	12%	-	>7%	
<p>TBD. PSFS objective: Efficiency. Data source: KPU Financial System.</p> <p>This provides an indication of the extent to which an institution is generating positive cash flow to be financially sustainable long-term. It is calculated as cash flow from operating activities divided by total revenues. Cash flow from operating activities is actual cash and represents the amount of cash an organization generates or consumes from carrying out its operating activities over a period of time.</p> <p>To be updated. The financial statement total revenue figures used for this metric for FY24 include a gain of \$116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU's fiscal 2024 operating grant of \$83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, 'Net operating revenues ratio' for FY24 was 10%.</p>					

16. Net income or loss ratio

FY23	FY24	FY25	Target	
3%	3%	-	>1.5%	
TBD. PSFS objective: Efficiency. Data source: KPU Financial System. This measures the percentage of an institution's revenues that contribute to its net assets. It provides insight into how well an institution is able to manage its overall expenses and its objective is to track trends in an institutions' net earnings. The ratio is calculated as total revenues minus total expenses divided by total revenues. To be updated. The financial statement total revenue figures used for this metric for FY24 include a gain of \$116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU's fiscal 2024 operating grant of \$83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, 'Net income or loss ratio' was 19%.				


17. Tuition revenue over all academic expenses

FY23	FY24	FY25	Target	
118%	111%	-	≥75%	
TBD. PSFS objective: Efficiency. Data source: KPU Financial System. A decline in this ratio would demonstrate a decrease in revenues to cover expenditures especially if related expenses remain the same. It is calculated as total tuition revenue divided by academic support and instruction (all activities related to the support and delivery of education, including cost of instructors, academic management, support staff, and related support costs).				


C. Creativity

C1. Teaching Excellence and Innovation

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


CY25	CY26	Target	
65%	-	↑	
Not assessed. PSFS objective: Quality. Data source: Faculty & Researcher Feedback Survey (FRFS).			

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


CY25	CY26	Target	
51%	-	↑	
Not assessed. PSFS objective: Quality. Data source: FRFS.			

C2. Research Activity and Intensity


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

	FY24	FY25	FY26	Target	
	0.35%	0.46%	-	≥	
Achieved. PSFS objective: Quality. Data source: KPU ROMEO Research System. Results are calculated as the percentage of the entire student body who receives the grant.					


21. Proportion of students engaged in research

	CY24	CY25	CY26	Target	
	16%	-	-	≥	
Not assessed. PSFS objective: Quality. Data source: SSS.					


22. Student satisfaction with opportunities to be engaged in research

	CY24	CY25	CY26	Target	
	60%	-	-	≥	
Not assessed. PSFS objective: Quality. Data source: SSS. The metric includes only the students who somewhat or strongly agreed that opportunities to participate in research were important to them. This represents 63% of all students who answered the question on the importance of research opportunities.					

23. Proportion of faculty and researchers engaged in research

	CY25	CY26	Target	
	38%	-	≥	
Not assessed. Data source: FRFS.				

24. Proportion of faculty and researchers who engage students in their research

	CY25	CY26	Target	
	27%	-	≥	
Not assessed. PSFS objective: Quality. Data source: FRFS.				

25. Proportion of workload assigned to conduct research or scholarship

AY24	AY25	AY26	Target
0.7%	1.2%	-	≥
Achieved. PSFS objective: Quality. Data source: KPU ROMEO Research System. Course release includes educational leave for research, as well as internally funded course release, externally funded course release, and the 0.6 Professional Development course release used for research. Data is the proportion of total faculty workload that is assigned as course releases for research.			

26. Number of research partners

CY24	CY25	CY26	Target
47	44	-	≥
Substantially achieved. Data source: KPU ROMEO Research System. Research partners include partners in the government, for-profit, and non-profit sectors that awarded research grants to, or signed research contracts and agreements with KPU researchers.			

C3. Creative Problem-Solving

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

CY24	CY25	CY26	Target
55%	-	-	↑
Not assessed. Data source: EES.			



D. Justice

D1. Decolonization and Reconciliation



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

CY25	CY26	Target
-	-	↑
TBD. PSFS objective: Access. Data source: KPU. New metric. Data to be collected starting summer 2025.		



29. Indigenous FTEs (PSFS)

	FY20	FY21	FY22	FY23	FY24	Target	
# of Indigenous student FTEs	337	270	272	243	280	N/A	
% of domestic FTEs	3.6%	3.1%	3.3%	3.0%	3.4%	≥	
<p>Achieved. PSFS objective: Access. Data source: PSFS.</p> <p>The metric is the percentage of domestic FTEs that are attributable to Indigenous students. The target is that this percentage is equal to, or greater than, the percentage in the previous year. Includes all students who have ever self-declared as Indigenous in the BC K-12 school system, or at KPU.</p>							

30. Indigenous graduates


	AY22	AY23	AY24	Target	
# of Indigenous graduates	69	36	43	N/A	
% of domestic graduates	4.0%	2.3%	2.7%	↑	
<p>Achieved. PSFS objective: Access. Data source: KPU Student Information System.</p> <p>The metric is the percentage of domestic graduates that are attributable to Indigenous graduates. Includes all graduates who have self-declared as Indigenous at KPU.</p>					

31. Proportion of employees who are Indigenous

	CY24	CY25	CY26	Target	
% of faculty	1.4%	-	-	↑	
% of staff	2.8%	-	-	↑	
<p>Not assessed. PSFS objective: Access. Data source: EES.</p> <p>“Staff” includes all non-faculty employees.</p>					


D2. Anti-Racism

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


	CY24	CY25	CY26	Target	
	78	107.5	-	↑	
Achieved. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities. Each of the Task Force's recommendations was rated from zero (no progress) to three (substantial progress/complete), with the target representing a score of three on all.					

D3. Equity, Diversity, Inclusion, and Accessibility






33. Progress on developing the EDI Action Plan

	CY24	CY25	CY26	Target	
	50%	100%	-	↑	
Achieved. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.					

34. Progress on implementing the Accessibility Plan

	CY25	CY26	Target	
	108	-	↑	
Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities. Each of the Accessibility Plan's recommendations was rated from zero (no progress) to three (substantial progress/complete), with the target representing a score of three on all.				

35. 50-30 Challenge results

	AY23	AY24	AY25	Target	
Senior administrators	64%	65%	-	50%	
	30%	34%	-	30%	
					
Board members	50%	-	-	50%	
	90%	-	-	30%	
					• Gender × Other
TBD – data in by late June. PSFS objective: Access. Data source: 50-30 Challenge Survey. Target is that both groups be made up of 50% gender minorities (i.e., women and trans people), and 30% other minoritized groups (i.e., 2SLGBTQIA+, disabled, or BIPOC).					

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

	CY24	CY25	CY26	Target	— target • data
Gender:					
Trans/gender diverse, cisgender	52% 82%	-	-	= peer group	— ●
Sexual orientation:					
LGBQ+, non-LGBQ+	74% 83%	-	-	= peer group	— ●
Ability:					
disabled, non-disabled	72% 83%	-	-	= peer group	— ●
Age:					
60 or older, 30 or under, 31-59	76% 74% 83%	-	-	= peer group	— ● ×
					— 31-59 ● 60+ × ≤30
Ethnicity:					
racialized, non-racialized	80% 78%	-	-	= peer group	— ●
Religion:					
non-Christian religious, non-religious, Christian	79% 78% 83%	-	-	= peer group	— ● ×
					— Christian ● Non-Christian religious × Non-religious
<p>Not achieved: ≥10% gap between groups (not achieved [≥7% gap] for sexual orientation and age, substantially achieved for religion, achieved for ethnicity). PSFS objective: Access. Data source: EES.</p> <p>Categories are collapsed into binary breakdowns, with minoritized groups listed first in the table (e.g., trans/gender diverse, LGBQ+, disabled, 60 or older, racialized, non-Christian religious). Specific subgroups within each category score differently, and should not be treated as homogenous. Selected breakdowns will be provided in an appendix.</p>					




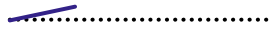
37. Proportion of students that perceive they are treated fairly at KPU regardless of...

	CY21	CY22	CY23	CY24	Target target — data
Gender:						
trans+,	73%	65%	69%	65%	= peer	
cisgender	88%	89%	86%	86%	group	
Sexual orientation:						
LGBQ+,	83%	76%	76%	75%	= peer	
non-LGBQ+	87%	88%	86%	85%	group	
Ability:						
disabled,	79%	80%	78%	77%	= peer	
non-disabled	89%	90%	88%	90%	group	
Age:						
30 or older,	82%	86%	81%	83%	= peer	
under 30	87%	89%	87%	88%	group	
Ethnicity:						
racialized,	88%	89%	86%	86%	= peer	
non-racialized	81%	79%	75%	74%	group	
English skills:						
multilingual,	83%	89%	87%	89%	= peer	
monolingual	77%	83%	82%	78%	group	
Religion:						
non-Christian religious,	89%	91%	89%	88%	= peer group	
non-religious,	80%	75%	72%	69%		
Christian	82%	83%	79%	80%		
<p>Not achieved: $\geq 10\%$ gap between groups (achieved for ethnicity and English skills, substantially achieved for age). PSFS objective: Access. Data source: SSS.</p> <p>Categories are collapsed into binary breakdowns, with minoritized groups listed first in the table (e.g., trans/gender diverse, LGBQ+, disabled, 30 or older, racialized, multilingual, non-Christian religious). Specific subgroups within each category score differently, and should not be treated as homogenous. Selected breakdowns will be provided in an appendix.</p>						




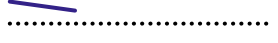
E. Quality

E1. Program and Service Improvement

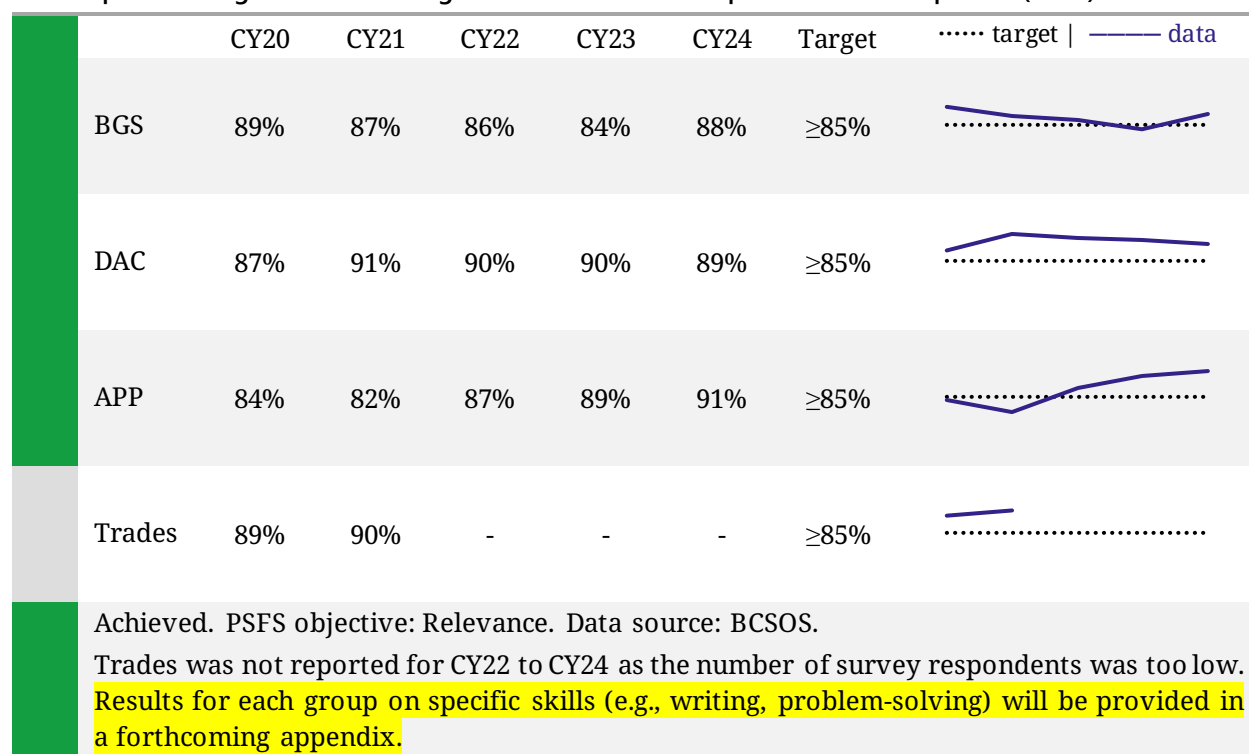
38. Proportion of graduates that assess their quality of instruction positively (PSFS)

	CY20	CY21	CY22	CY23	CY24	Target target — data
BGS	91%	90%	91%	87%	89%	≥90%	
DAC	93%	97%	97%	95%	96%	≥90%	
APP	89%	90%	95%	95%	96%	≥90%	
Trades	90%	93%	-	-	-	≥90%	
<p>Achieved. PSFS objective: Quality. Data source: BC Student Outcomes Surveys (BCSOS). BGS meets the target when taking margin of error into account. Trades was not reported for CY22 to CY24 as the number of survey respondents was too low.</p>							

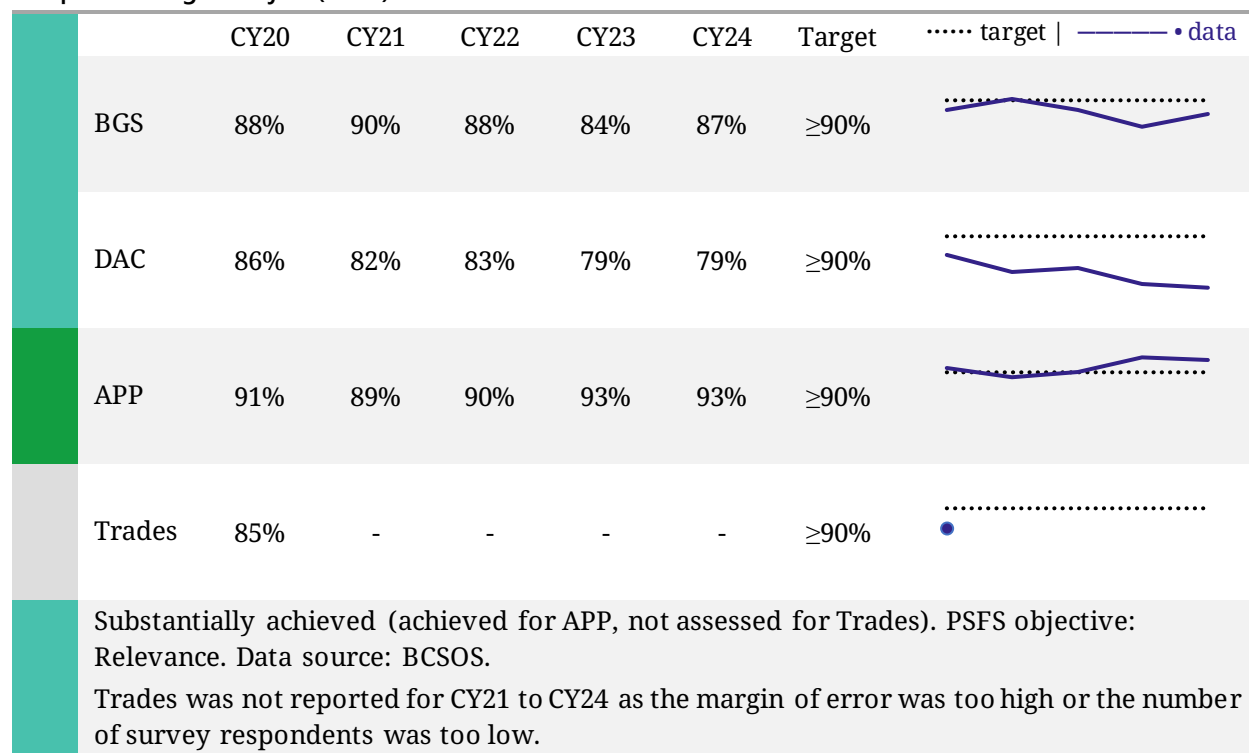
39. Proportion of graduates that report satisfaction with their education (PSFS)

	CY20	CY21	CY22	CY23	CY24	Target target — data
BGS	91%	92%	89%	88%	90%	≥90%	
DAC	91%	94%	92%	89%	90%	≥90%	
APP	84%	88%	91%	94%	93%	≥90%	
Trades	95%	93%	-	-	-	≥90%	
<p>Achieved. PSFS objective: Quality. Data source: BCSOS. Trades was not reported for CY22 to CY24 as the number of survey respondents was too low.</p>							

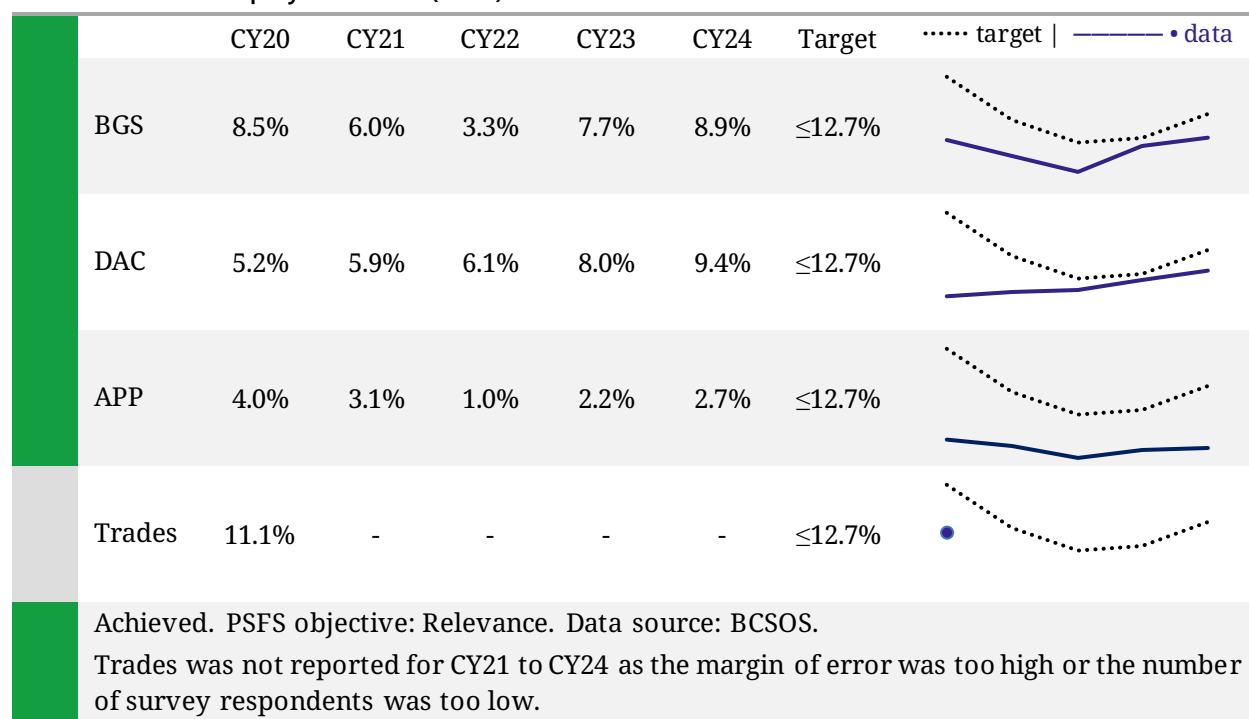
40. Proportion of graduates who agree their education helped them develop skills (PSFS)



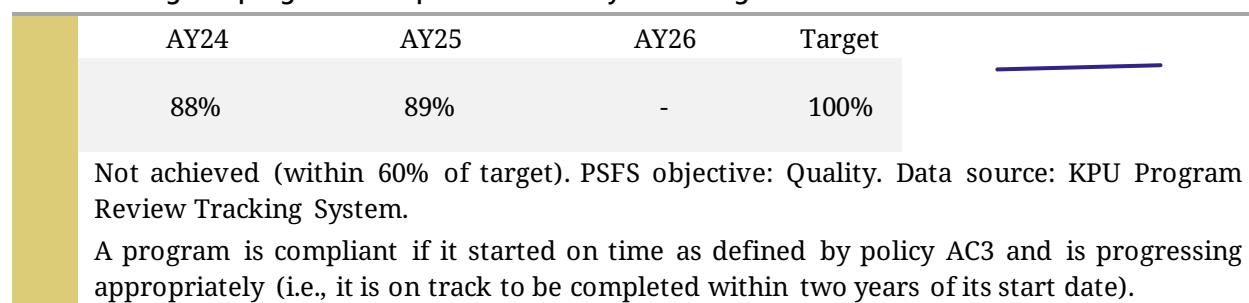
41. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)



42. Graduate unemployment rate (PSFS)

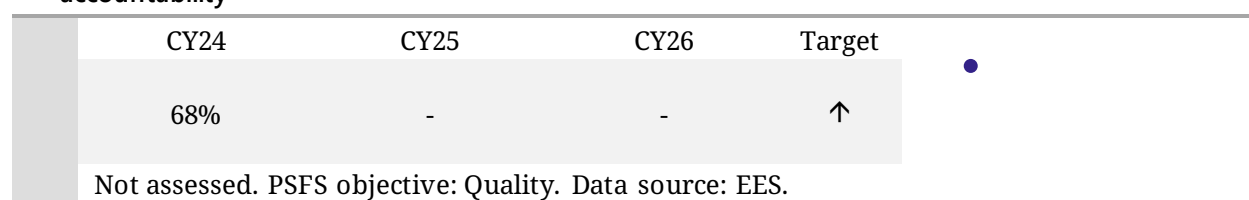


43. Percentage of programs compliant with Policy AC3: Program Review



E2. Internal Accountability

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



E3. External Accountability


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

	CY25	CY26	Target
	-	-	↑
Not assessed. PSFS objective: Quality. Data source: Partners Survey. New metric. Friends include PAC members, WIL, co-op, clinical placement, and research partners.			


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

	FY20	FY21	FY22	FY23	FY24	Target	— ···· target ——— • data
Bachelor	975	1,034	963	921	900	≥973	
Certificate	473	418	404	434	400	≥424	
Diploma	348	367	327	324	282	≥344	
Develop-mental	46	51	28	-	47	-	
Graduate & post-bacc	34	28	27	22	16	≥26	
Short certificate	29	13	17	10	-	-	
<p>Not achieved (within 60% of target) is the lowest category for this metric, so that is the overall assessment. However, the targets for the bachelor and certificate categories were substantially achieved. The developmental and short certificate were not assessed due to a lack of targets. PSFS objective: Capacity. Data source: PSFS.</p> <p>Credentials awarded to international students are excluded, as are trades foundations and apprenticeships. The target is the average number of credentials awarded in the three most recent fiscal years. For FY22 and prior, the metric was previously reported as a total rather than by type, therefore targets for these years are not graphed.</p>							


47. Number of domestic FTEs (PSFS)

FY21	FY22	FY23	FY24	FY25	Target	
7,615	7,013	6,793	7,010	7,242	≥9,431	
Not achieved (within 60% of target). PSFS objective: Capacity. Data source: PSFS. After a period of decline, domestic FTEs have been slowly increasing, reflecting the work we are doing to increase domestic recruitment.						


48. Number of health FTEs (PSFS)

FY21	FY22	FY23	FY24	FY25	Target	
829	803	734	769	931	≥1,012	
Substantially achieved. PSFS objective: Capacity. Data source: PSFS.						


49. Number of developmental FTEs (PSFS)

FY21	FY22	FY23	FY24	FY25	Target	
242	168	166	183	178	≥318	
Not achieved (<60% of target). PSFS objective: Capacity. Data source: PSFS. Most of our developmental FTEs are generated by students in the KPU Pathway to Undergraduate Studies, an access pathway where students upgrade their English in order to meet the undergraduate admission English proficiency requirements. Prior to FY24, students didn't apply to the Pathway but were given an offer to the Pathway if they didn't meet the English proficiency requirements for undergraduate studies. Effective FY24, students can directly apply to the Pathway when they realize they won't meet these requirements, resulting in a 10% increase in developmental FTEs for FY24. There was a small decline in FY25. We are working on providing greater supports for students seeking upgrading to make the application process more accessible to them.						

50. Seat utilization rate for STBC-funded foundation programs (STBC)

FY23	FY24	FY25	Target target — data
88%	92%	96%	94.5%	
Achieved. PSFS objective: Capacity. Data source: STBC.				

51. Seat utilization rate for STBC-funded apprenticeship programs (STBC)

FY23	FY24	FY25	Target target — data
91%	88%	91%	94.5%	
Substantially achieved. PSFS objective: Capacity. Data source: STBC.				

Glossary of Terms

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

AY: Academic year (i.e., September 1 to August 31); e.g., AY23 is September 1, 2022 to August 31, 2023

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

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

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

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

EES: Employee Engagement Survey of all KPU employees, conducted approximately every two years; in previous years, it has been called the Employee Feedback Survey or Employee Insights Survey

FRFS: Faculty and Researcher Feedback Survey of all KPU faculty members and contract researchers, conducted approximately every two years

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

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY 2024 is fiscal year April 1, 2023 to March 31, 2024

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

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

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

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

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

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

Appendix A: Report on Reconciliation

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

TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Indigenous governments to commit to reducing the number of Indigenous children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Indigenous communities and families to provide more appropriate solutions to family healing.

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

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Completed	<p>In fall 2023, students were able to take Capilano University's Early Childhood Care and Education Diploma (ECCE) program on the Surrey KPU campus. This new partnership between Capilano University, KPU, and Métis Nation British Columbia (MNBC) offers online and in-person learning. The ECCE Diploma gives students the competencies and knowledge required to work with children under the age of five in licensed preschools and childcare centres.</p> <p>Education courses in the diploma meet the requirements of the Early Childhood Educator Registry for the Early Childhood Education (ECE) Certificate to Practice; Infant/Toddler Certificate to Practice and/or the Special Needs Certificate to Practice. Students who successfully complete an ECCE Diploma are eligible to apply to the degree program.</p> <p>Discussions are underway with Capilano University about continuing the program.</p>
In Progress	<p>Through a partnership between KPU, Métis Nation British Columbia (MNBC), and the Ministry of Infrastructure a child care facility will be built on the Surrey campus. The ministry is providing \$6.1M in funding for this project, while Métis Nation is providing \$2M. The facility will provide 61 childcare spaces and an abutting ground-level outdoor play area. Co-located space for an Early Childhood Care and Education (ECCE) Diploma program and will provide integrated learning practicums.</p> <p>The purpose of the project is to provide young children with consistent, quality, and inclusive child care in order to support the needs of families that work or study at KPU, members of Métis Nation of BC, and</p>

	<p>the wider community. At the same time, with its proximity to the child care spaces, students in the ECCE program will gain the knowledge and skills required to work with young children and their families in licensed childcare settings.</p> <p>KPU and MNBC will work to ensure that the program is culturally relevant. The building design will meet Leadership in Energy and Environmental Design (LEED) Gold standards, perform as a net-zero building in terms of its greenhouse gas emissions, and be certified as a Rick Hansen Foundation Gold level accessible building. The facility is expected to open by spring 2027.</p>
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>The hə́ŋdəmiṇə́m 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. hə́ŋdəmiṇə́m is the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional territories our university is built. hə́ŋdəmiṇə́m is also known as a Down River dialect of Halkomelem, under the Salishan language category.</p> <p>Signage has been installed at our campuses to include translations of the locations in the hə́ŋdəmiṇə́m dialect. QR codes were included to direct people to the pronunciation of the words along with other information.</p> <p>We believe it is our role and responsibility to listen and learn Indigenous languages and follow revitalization work led by Indigenous Language Keepers. We raise our hands in gratitude to Sesmelot Fern Gabriel, hə́ŋdəmiṇə́m Language Instructor and Consultant from Kwantlen First Nation.</p>
Ongoing	<p>hə́ŋdəmiṇə́m is spoken by the Down River Peoples of the Fraser Valley, including the Musqueam, Tsleil-Waututh, Kwikwetlem, Tsawwassen, Katzie, and Kwantlen Nations. In early 2023, KPU academic leaders were given the opportunity to take an introductory course hə́ŋdəmiṇə́m, taught by hə́ŋdəmiṇə́m Language Teacher, Fern Gabriel — Sesmelot. Fern learned her language from the Musqueam Nation. Since 2023, this course for academic leaders has been offered three times.</p>
In Progress	<p>Discussions with the Musqueam Nation on the development of a hə́ŋdəmiṇə́m course are ongoing.</p>

Ongoing	KPU developed its first Indigenous language course in Cree and offered it in fall 2020 for the first time. The course continues to be offered every fall and spring semester.
Ongoing	KPU continues to hire more Indigenous faculty members, both to teach Indigenous languages and Indigenous studies. See UNDRIP Article 14 for information on the Indigenous Hiring Initiative.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Indigenous professionals working in the health-care field, ensure the retention of Indigenous health-care providers in Indigenous communities, and provide cultural competency training for all health-care professionals.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>Graduate Nurse, Internationally Educated Re-entry (GNIE) Certificate Program: Students continuously learn about the Indigenous Peoples and health-related concerns. Students complete learning activities that require them to learn about Truth and Reconciliation. They discuss the document in great length in small groups and answer specific questions regarding the document. Students complete an 8-hour module on trauma informed care. They receive a certificate of completion and write a term paper based on Truth and Reconciliation and trauma informed care. They watch a documentary on residential schools which is followed by a class discussion. Students complete case studies which include Indigenous patients and design care plans to best meet the needs of the patient. Exam questions are designed to test students' understanding of the TRC Calls to Action. Students learn about cultural sensitivity throughout the program and they care for patients who are Indigenous and provide culturally safe care.</p> <p>Specifically, in the course GNIE 1328, each week students demonstrate respect for Indigenous lands and share information about the thriving Indigenous communities in their area. In this course students focus on cultural humility and safety and use the following resources to share Indigenous-based knowledge:</p>

	<p>Mental health and the stigma around Indigenous mental health and substance use. Students watch the Northern Health Stigma and Addiction Video and then reflect on how to apply these concepts in real life.</p> <p>Cultural practices surrounding birth within Indigenous communities. These resources are used to inform and facilitate students' understanding regarding Indigenous practices around prenatal care and birth:</p> <p>Pediatric pain and Indigenous-based resources to understand how to assess pain in the Indigenous pediatric population.</p>
Ongoing	<p>Bachelor of Science in Nursing, Advanced Entry (BSN-AE): In 2023, the BSN-AE received Senate approval to offer a new course <i>NRSG 3555: Professional Role: Decolonizing Indigenous Health</i> in semester two to support better preparation in meeting the new BCCNM Professional Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism (2022) and respond to suggestions for an additional course from accrediting body, Canadian Association of Schools of Nursing (CASN) during their 2022 site visit and program review. The course outline, syllabus and learning activities were developed by an Indigenous BSN-AE faculty member and reviewed by Gayle Bedard, KPU's Associate Vice President, Indigenous Leadership. The course was first offered to semester 2 students in January 2024.</p> <p>In this course, students strengthen their knowledge, awareness, and skills for working with and providing services to Indigenous people and their communities. They explore the importance of developing respectful, relationally engaged, culturally safe relationships with Indigenous clients. Students acknowledge the historical and current impacts of colonialism on Indigenous peoples and the importance of decolonizing these impacts. They learn how Indigenous-specific racism, discrimination, stereotyping, and their impacts negatively affects Indigenous clients' access to health care and health outcomes, and how they can actively apply anti-racism principles in their practice. Students explore how strength-based, trauma-informed, culturally safe and humble care can improve health care experiences for Indigenous clients and their families, and strengthen Indigenous cultural safety in relationships, practices, and services. They recognize the importance of respecting a client's use of traditional medicines, healers, ceremonies, and practices in their own self-care and healing practices.</p>
Ongoing	<p>Bachelor of Science in Nursing, Advanced Entry (BSN-AE): Students integrate content related to Indigenous health, traditional knowledge and healing practices, cultural competence, safety and humility, ways</p>

	<p>of knowing, Elder roles, and working with Indigenous individuals, groups, families, and communities are included in all theory courses.</p> <p>Students also work directly with Indigenous clients in a variety of placement settings across the seven semesters of the program. This includes within long term care or rehabilitation settings in semester one, mental health units in semester two, medical or surgical units in semester three, maternity, pediatrics and elementary/secondary schools in semester four, community settings in semester 5, global health settings in semester six, and a variety of settings for their final preceptorship in semester seven. The BSN-AE Indigenous related-content is rich and well-integrated across the program.</p>
Ongoing	<p>Bachelor of Science in Nursing (BSN): Throughout the three years, Indigenous health content is presented, discussed, and examined. Semester one includes a focus on Truth and Reconciliation. Complex care courses and nursing applications courses in semesters three, four, and six 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; students focus on the community's culture and the ways that this supports wellness.</p> <p>The BSN program continues to integrate into the curriculum the BCCNM practice standard, Indigenous Cultural Safety, Cultural Humility, and Anti-Racism, which came into effect in February 2022. This begins at recruitment where BSN participates in Open Doors, Open Minds, an event which gives Indigenous high school students an opportunity to learn more about the BSN program and becoming a Registered Nurse in an experiential workshop.</p> <p>Students in their first semester of the BSN program are introduced to a Ministry of Children and Family Development family worker, who guides students in sharing thoughts on history and how to use it as a springboard for better understanding and improving future work with and for First Nations communities. Semester one clinical placements focus on community health promotion. This semester anchors the standard in the program through various forms of direct engagement with Indigenous communities and a truly unique partnership with the Kwantlen First Nation. Learning is mutual as students practice community health promotion through client education and program design. Instructors guide students by implementing principles, building knowledge through education, and strengths-based and trauma-informed practice. Students engage in learning activities which require self-reflective practice regarding the principles of creating safe health care experiences and person-led care. Semester 2 students move into the acute care setting in maternity where they recognize they are</p>

	<p>engaging Indigenous clients at a vulnerable time. Students engage in direct practice and learning activities that address principles of anti-racist practice.</p> <p>Students refine skills related to planning care in collaboration with the client and recognize the impact of mental wellness on individuals and families. In semesters three and four, students complete medical and surgical rotations. In theory, lab, practice settings, simulations, and preparatory activities, students must consider the Indigenous client's personal strengths and recognize the potential for trauma. Students practice incorporating a trauma-informed care and strength-based approach and are provided multiple written and discussion opportunities to reflect on their practice and learning needs in this area. First Nations Health Authority Mental Health and Wellness content, case studies, and strategies for client centred and culturally safe care are also integrated into these semesters.</p> <p>In the final year (semesters 5 and 6), students complete one semester of consolidation with a focus on pediatric populations and a final preceptorship. Semester five students hear first-hand experiences from survivors of the Canadian residential school system, learn about different types of traumas, and consolidate learning on how to provide trauma-informed care. Students consider Indigenous ways of experiencing pain and engage in reflective learning activities on types of resilience in the Indigenous pediatric population. Students consolidate principles in a final preceptorship orientation where a BSN faculty member and a cultural safety consultant guide students through a review of BCCNM standards and materials on culturally safe practice. During the preceptorship, they host reflective discussions and encourage planning around culturally safe practice at site visits with the student and preceptor.</p>
Completed	<p>In 2024 the BSN program received KPU's Teaching & Learning Innovation Fund (TLIF) Awards – Indigenous Foci. The purpose of this fund was to engage students across the various faculties such as Trades, Arts, Science and Horticulture. The TLIF funds were used to “expand Nation and Elder led programming with a focus on traditional healing gardens.” The project focused on re-cultivating the gardens and refurbishing the beds at North Otter School with traditional fruits and medicinal plants used by First Nations in the region, originated from an idea shared by the aboriginal support worker, Alicia Hiebert. Hiebert has a vision that she would like to use the gardens as a teaching venue for all students to learn about the history and traditional ways of First Nations regarding health and healing practices.</p> <p>With the support and leadership of Dr. Joan Boyce, Faculty of Health, BSN nursing students, horticulture and trades students embarked on an “Indigenous project” focused on “Design Thinking” in an interdisciplinary, intersectoral, innovative, service learning hands on</p>

	<p>experience. The garden was completed and a celebration lead by Elder Karen Gabriel was held on April 10th, 2024.</p>
Completed	<p>BSN faculty conducted two projects using time release made possible from KPU's Teaching & Learning Innovation Fund (TLIF) Awards – Indigenous Foci:</p> <p><i>2021-2023: Aligning the Fraser Health 48-6 Model of Care with Isolated Indigenous Elders and the BSN Curriculum</i></p> <p>BSN community health nursing students visited isolated Elders each week and brought Elders a meal. Together, they built a relationship, engaging in conversations around components in the Fraser Health 48-6 Model of Care aimed to support Elders in a smooth transition (continuity of care) from hospital to home (when applicable) and to encourage self-management using relevant, individualized information and resources.</p> <p>The intent of this experience was to improve health outcomes for Indigenous Elders, reduce hospital readmissions and provide a consistent approach to addressing six key areas of care that are known to have interrelated impacts on health for many Elders including: pain management, medications, nutrition-hydration, elimination, mobility, and cognition (thinking, mood & memory).</p> <p><i>2023-2024: KPU BSN Strengthening our Relations with Kwantlen First Nation (KFN) and Katzie First Nation (KaFN)</i></p> <p>The BSN program has used TLIF grant funds to build the relational bridge with the Kwantlen First Nations and expand this to include the Katzie First Nation, both with KPU students and faculty to meet, share, learn, and grow together in class and in First Nation communities to engage in a lived experience of (true) truth and (real) reconciliation that includes:</p> <ul style="list-style-type: none"> One on one student-Elder health promotion and meal sharing Pow Wow – Sto: lo Nation (hosted by KFN at the Langley Events Centre) annually, in September KFN Elder-led, in-class: Indigenous Plants, Therapies & Traditions KFN Elder & community-led: Growing medicinal plants/herbs in garden boxes/horticulture Community welcomes & feasts, bi-annual Chief & Council and Cultural Committee sharing circles Inter-sectoral collaboration creation of a “KFN Elders Lodge” Work to establish a KPU “Indigenous Health Care Assistant” cohort for the KFN community

	<p>Building an Indigenous community garden together. KFN community alongside BSN nursing students and senior secondary wood-working “shop” students build planter-boxes to specifications with and for KFN Elders and their community to establish (and learn about) Indigenous plants & medicines</p> <p>Participate in Elder-led Indigenous story-telling, meals and activities in class, on site, and outdoors</p> <p>Support and engage health promotion initiatives with a) children/teacher in the Head Start Program and b) Elders and interested community members in the Long House and Health Centre.</p>
Ongoing	<p>Bachelor of Psychiatric Nursing: Cultural safety and health of Indigenous Peoples are threaded throughout the program. Students are required to take a First Nations Health course in semester 4 of the program. Upon program completion, they invite an Elder to their Graduation Tea who guides them through a smudging ceremony, and discusses with them their role as new graduates in supporting health and well-being of Indigenous Peoples, while respecting and valuing their culture and practices.</p> <p>The BPN program continues a commitment to integrating not only Indigenous content into curriculum, but to have it as the fabric of the program’s courses. The BPN program curriculum committee and faculty are developing new curriculum which integrates Indigenous content into each semester and courses as per the BCCNM practice standard, Indigenous Cultural Safety, Cultural Humility, and Anti-Racism. In the current version of the program of the program, the BPN has integrated cultural safety and trauma-informed care into our core mental health nursing programs. This includes a full spectrum of trauma responses, including awareness of communication strategies, understanding trans/intergenerational trauma (specific to Indigenous communities, however covering all forms of trauma). Trauma-informed care, background theory and a deep exploration of history will be the core content integrated into a suite of 2 communications classes established for our revised program. The new curriculum started in fall 2023 and content is revised term by term.</p>
Ongoing	<p>Health Care Assistant program (HCAP): Students learn about and research the impact of social determinants on health, and cultural safety and humility. Students take part in cultural presentations, including on First Nations cultures. Students visit with an Elder, visit a museum to learn about First Nations art and cultures, and visit the KPU Gathering Place.</p> <p>The program has a commitment to ensure students know the importance of culturally safe care for Indigenous populations in long term, complex care and home health care settings. Students are</p>

	<p>required to complete the KPU Indigenous Awareness Modules, and then complete a reflective assignment on the knowledge they have learned and how they will integrate culturally competent care for Indigenous Peoples into their care plans in the care setting.</p> <p>Specifically, the Concepts for Practice course emphasizes Indigenous cultural safety through land-based learning, Elder engagement, and visits to culturally significant sites, such as KPU's Gathering Place. Students engage in experiential activities that build awareness of Indigenous perspectives in health and wellness. The learning outcomes include:</p> <p>Discuss diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.</p> <p>Define cultural safety and cultural humility.</p> <p>Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocol.</p>
Completed	<p>The HCAP program was directed by the BC Care Aide Registry to begin incorporating concepts of Indigenization into the curriculum. Faculty within HCAP were given release time to incorporate language and learning outcomes related to Indigenous content. This ensures Health Care Assistants are able to provide appropriate and respectful person-centred care to Indigenous clients and their families.</p>
Completed	<p>Traditional Chinese Medicine Diploma (TCM): The TCM program incorporated the College of Traditional Chinese Medicine Practitioners & Acupuncturists of BC practice standard on Indigenous Cultural Safety, Humility, and Anti-Racism with six core concepts that have been added into the existing Acupuncture Communication & Ethics course.</p> <p>In fall 2024, KPU's Traditional Chinese Medicine (TCM) program initiated a significant curricular enhancement by integrating Indigenous-focused education into ACUP 2150 – Acupuncture Communication and Ethics. This initiative is grounded in recently developed Practice Standard: Indigenous Cultural Safety, Humility, and Anti-Racism by the College of Complementary Health Professionals of BC (CCHPBC). The standard outlines key principles to guide practitioners in offering culturally safe and respectful care for Indigenous clients, and the course's revised content directly aligns with these values. The course incorporated six foundational principles from the practice standard: self-reflective practise, building knowledge through education, anti-racist practice, creating safe health care experiences, person-led and relational care, and strength-based and trauma-informed practice. These principles were embedded into</p>

	course discussions, readings, and learning assessments to ensure students not only understood the historical and contemporary realities facing Indigenous Peoples but also reflected on their own roles as future health care practitioners. A key emphasis is placed on the importance of truth and reconciliation in the context of health care practice.
28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Indigenous Peoples and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New	In spring 2025, KPU launched the Decolonizing Educational Practices resource available to all faculty and staff at the university. This guide provides inspiration and resources for decolonizing educational practices relevant to teaching, learning, and being in good relation with Indigenous Peoples and the land, and aims to create a welcoming and respectful learning environment for Indigenous students. The guide was developed in collaboration with local Indigenous post-secondary educators and knowledge keepers, and includes guidelines on territorial acknowledgements, cultural safety, reflection on biases, allyship, relational teaching, anti-racism, and professional development.
New	“Walking with the Squamish,” offered by the David Suzuki Foundation, in partnership with the Squamish Nation and Camp Fircom, is a nature-based program on Gambier Island (Chá7elkwnech) in BC’s Howe Sound. In April, 2025, five WSD faculty members attended a professional development retreat at the camp, an immersive learning experience designed for post-secondary educators. The retreat featured interactive seminars on Squamish Nation history, language, ethnobotany, culture, and storytelling, all set in a supportive outdoor education environment. This opportunity fosters deeper cultural understanding and engagement with Indigenous knowledge and

	<p>stewardship practices. It offers a chance for adults and educators alike to deepen their understanding of Squamish culture, history, and environmental stewardship.</p>
Ongoing	<p><i>KPU Indigenous Dialogue Series:</i> The series is intended to bring together all members of the KPU community—students, employees, affiliates, and the general public-settler and Indigenous Peoples—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation BC, Indigenous education representatives with school districts, the Surrey Urban Indigenous Leaders Committee, and others.</p> <p>KPU hosted the first event of the series in November 2020 with renowned Indigenous scholar, Dr. Jo-ann Archibald, Q'um Q'um Xiiem; KPU Chancellor, Kwuntiltunaat (Kim Baird); KPU governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. In 2021/22, there were four events in the series, which included speakers Len Pierre Pul-ee-qwe-luck, Dr. Marie Battiste, OC., Chief Dr. Robert Joseph, OC, OBC, and Dr. Pam Palmater. More information is provided in Chapter 1, in the section on <i>Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples</i>.</p> <p>The first event in 2023 was held in May and featured Dr. Lorna Wánosts'a7 Williams, whose talk was titled Nqwalútenlhkalha, Our Languages: Language Revitalization in the UN International Decade of Indigenous Languages. Dr. Lorna Wánosts'a7 Williams is a Professor Emerita of Indigenous Education, Curriculum and Instruction at the University of Victoria and Canada Research Chair in Education and Linguistics. She built her career on the principle that quality education for Indigenous children must be characterized by strong cultural teachings alongside a Euro-Western education.</p> <p>In November 2023, Dr. Verna St. Denis spoke on Nqwalútenlhkalha, Our Languages. Verna St. Denis is a professor of education and special advisor to the president on anti-racism/anti-oppression at the University of Saskatchewan, where she has taught undergraduate and graduate courses in integrated anti-racist education for many years. She is both Cree and Metis and a member of the Beardsy's and Okemasis First Nation. Her research and scholarship are in anti-racist and Indigenous education, and she has published extensively on these topics.</p> <p>In March, 2024, Kahérakwas Donna Goodleaf, Ed.D. gave a workshop entitled, What does it mean to Decolonize and Indigenize Curriculum and Pedagogy in Academia? Practical Strategies for Faculty and Senior Leadership to Consider. The aim of this workshop was to unpack and examine what decolonizing and Indigenizing curriculum and pedagogy means within the context of university programs. Concrete examples of decolonized and Indigenized course syllabi were explored.</p>

	As well, participants heard from a Concordia University Associate Dean in Fine Arts and a faculty member in the Communications department in relation to their experiences, successes, challenges, and opportunities in moving forward Concordia University's commitment to decolonizing and Indigenizing curriculum and pedagogy university-wide.
Completed	Senior leaders at KPU attended a seven session education series based on <i>Pulling Together: A Guide to Indigenization of Post-Secondary Institutions</i> , led by some of the developers of the guide. These sessions focused on the Guide for Leaders and Administrators. In addition, staff in the Teaching and Learning Commons participated in training sessions focused on the Guide for Curriculum Developers. The guides are intended to support systemic change occurring across BC post-secondary institutions through Indigenization, decolonization, and reconciliation.
Ongoing	<p>The following are examples of health-related cultural activities offered in the 2023/24 year:</p> <p>Taste the Forest Tea where KPU staff and students visited the Gathering Place in spring 2024 to connect and learn about various Indigenous teas and their healing properties.</p> <p>Two-spirited LGBTQIA+ KPU community group for students, a therapeutic group open to KPU students who identify with 2SLGBTQIA+ This ran in fall of 2023.</p> <p>Nature Based Healing: Students participate in nature walks and address wellness through Indigenous principles of nature-based healing. This is ongoing and occurred in spring and summer 2024.</p>
Ongoing	KPU offers KPU Wild Spaces monthly events, focused on outdoor, place-based education at and near the KPU campuses. The team of faculty, staff and students supporting the events explore nature-based pedagogy, decolonization, and accessibility in outdoor settings. The series, open to all members of the KPU community, have hosted events with KPU Indigenous artist/writer/knowledge keepers in residence. This included Elder Lekeyten, Robert Jago (Indigenous Journalist in Residence), Sonya Ballantyne (Indigenous Filmmaker/Writer in Residence), and Senaqwila seńákw Wyss (Indigenous Entrepreneur in Residence). The team also hosted a Decolonization, Storytelling, and Nature Connection event with Elder Richard Pierre (Indigenous Knowledge Keeper in Residence), Selina Boan (Indigenous Writer in Residence), and Napatsi Folger (Indigenous Writer/Artist in Residence). The events start with transformative territorial acknowledgements and focus on the principal of reciprocity. A regular practice for the events is to give back to the land. This may include cleaning up garbage in Cougar Creek, singing a song to honour a location, advocating for trees

	or green spaces to be kept wild, or promoting story-sharing of these places such as the $\chi^w\alpha\chi^w\acute{e}y_əm$ – Digital ‘Oral Stories’ project.
Completed	<p><i>Indigenous Peoples Month:</i> Across June 2021, Indigenous Services for Students hosted several events on topics such as Indigenous language revitalization, Indigenous story-telling, and wellness to celebrate National Indigenous Peoples Month.</p> <p>June 2022, KPU launched the $xé?el\mathfrak{s}$ Pathway to Systemic Transformation. This framework will guide KPU on important work towards reconciliation. To celebrate this day there were Indigenous performances by actors, singers, and a pow wow dance group.</p> <p>In June 2022, in addition to hosting the Indigenous Dialogue Series speaker on June 21, KPU hosted two workshops:</p> <p>Ribbon Skirt Workshop (open to Indigenous students only). This workshop was held at the Wilson School of Design at the KPU Richmond campus. There was no cost to students and fabric and ribbon were provided.</p> <p>Medicine Pouch Workshop (open to all KPU student, faculty, and staff). This workshop was held on the KPU Surrey campus and a limited number of medicine pouch kits were available to Indigenous students.</p> <p>KPU promoted other events, both in person and online, that recognize and celebrate Indigenous cultures, languages, resilience, and diversity.</p>
Completed	In fall 2023, KPU held an Indigenous Remembrance Day workshop honoring the First Nations, Inuit & Métis men and women who volunteered in the major wars.
Completed	In 2019/20, KPU hosted several film screenings of <i>Invasion</i> , a film about the Unist’ot’en Camp, Gidimt’en checkpoint, and the larger Wet’suwet’en Nation’s continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.
Ongoing	<p>Employee training: All KPU employees are expected to take online Indigenous Awareness training. This training was updated in 2022 and now consists of the following four modules:</p> <p>Module 1: Pre and Early Contact introduces the learner to the Indigenous way of life before contact with European settlers and identify differences between Indigenous and European worldviews.</p> <p>Module 2: Colonization expands the learner’s knowledge of colonization and its legacy in Canada. It also highlights important events that continue to define the relationship between Indigenous and non-Indigenous people.</p>

	<p>Module 3: Resistance, Resilience, and Reconciliation identifies major events in Indigenous resistance and discuss the ongoing journey towards reconciliation. Additionally, this module describes some of the ways by which Indigenous Peoples are regaining their rightful place and are thriving.</p> <p>Module 4: Situating Oneself identifies local First Nation and Indigenous Organizations. Additionally, this module provides specific methods for supporting decolonization.</p>
62: TEACHER EDUCATION	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with survivors, Indigenous Peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Introduction to Indigenous Studies: The KPU Bachelor of Journalism program requires students to take Introduction to Indigenous Studies (INDG 1100 - 3 credits). Students learn about the histories, cultures, and contemporary situations of Indigenous Peoples in North America, with special attention to Indigenous Peoples in Canada. They examine pre-contact histories and cultures, and critically examine and challenge assumptions acquired from colonial culture. Students develop informed views on Indigenous cultures and histories. Students are exposed to elements of Indigenous teachings and traditional knowledge from various Indigenous perspectives, including those of Elders and local communities.
New	Following its program review, the Journalism Department requested that the Faculty of Arts host an Indigenous Journalist in Residence in order to deepen its commitment to Indigenization and decolonization, especially for Journalism students. During the Spring 2025 to Summer 2025 semesters, Robert Jago of the Kwantlen First Nation and Nooksack Indian Tribe held the position of Indigenous Journalist/Writer in Residence and engaged with journalism students, including those working at the student-led newspaper <i>The Runner</i> .

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Employment resources for Business Indigenous students: Continuing deployment of a webpage with resources to help Indigenous students find employment, which can be found here . It includes links to job banks and employment programs specifically for Indigenous Peoples. The success of this method for connecting Indigenous students with employers is under evaluation while resources continue to be added.
Completed	Young Indigenous Leaders program: Three faculty members from the Melville School of Business supported four 6th-grade elementary school teams from the district of Maple Ridge in a mini case competition with the goal to support their fellow Indigenous students. The winning team drafted the idea of an update to the school's bagged lunch program. Prior to the pandemic, at-risk kids would get lunch bags privately, but during the pandemic, students stayed in their classrooms while deliveries occurred. The under-privileged students were obvious as the bagged lunches were handed out to only a certain number of students in the classroom. The new idea was that everyone got one and those that could pay would pay separately so that no student was singled out.
New	Advancing Indigenization, decolonization and reconciliation: In 2024/25, two faculty members in the Melville School of Business (MSB) were awarded time releases to advance Indigenization, decolonization, and reconciliation through curricular development, community engagement, and institutional advocacy. Highlights include the initiation of case development that weaves Indigenous perspectives into national accounting education material for Pearson and Wiley educational content providers. They expanded academic and community reach by coordinating a presentation from Brenda Knights, an Indigenous entrepreneur, at a KPU event for all faculty, and through ongoing efforts to bring the Aboriginal Financial Officers Association of BC's Indigenous Financial Management Certificate to KPU. Additionally, they deepened faculty engagement through a presentation at the UN Principles for Responsible Management Education Ideation Series on Indigenous financial literacy, and outreach to Indigenous students, alumni, and staff to support an Open Education Resource on inclusion and belonging at KPU. Throughout this work, they fostered new partnerships and identified champions

	<p>across MSB and beyond, including curriculum consultations on data analytics, auditing, and advanced financial accounting courses.</p> <p>In 2025/26, a faculty member will continue this work with research in the fall and spring semesters. Their work will include the following:</p> <ul style="list-style-type: none"> Initiate Year Two of the Implementation Plan through priority initiatives that build upon the previous years' team outcomes. Continue to work towards having an all-Indigenous business advisory committee to inform the development of indigenous-inspired programming. Create opportunities for dialogue amongst faculty, students, and staff on how to imagine and envision Indigenous presence within our MSB departments and classrooms to further engage and understand the importance of decolonization and reconciliation. Continue to support capacity within departments and key committees to formally integrate decolonization and reconciliation into curriculum. Support department champions to continue the implementation of plan within their own departments and across the MSB. Maintain, link, and build from other relevant institutional wide initiatives and raise awareness of KPU wide initiatives for the MSB.
Completed	<p>Decolonization, Indigenization & Reconciliation Champions: Three faculty members in the Melville School of Business received time releases (25% each) from September 2023 to August 2024 for Decolonization, Indigenization & Reconciliation Champions.</p> <p>The work of this role built on past release efforts and continues the journey toward meeting Indigenous determinants of educational success, Indigenous pedagogy in the post-secondary context, and increasing Indigenous student engagement in the School.</p> <p>Their work has included the following:</p> <ul style="list-style-type: none"> Identified current perceptions, gaps and barriers to decolonization within Melville School of Business Meetings with VP Indigenous to educate ourselves on Pathway to Systemic Transformation and other strategic KPU-wide initiatives Supported new program development to weave Indigenous content and practices into the curriculum. Listening to and starting to build relationship with Indigenous Elder (member of Elder Council at NVIT) and Indigenous students (NVIT) Leadership team and faculty members. Mentor individual MSB faculty to embed Indigenous content and practices into the classroom.

	<p>Started building and creating a resource repository for Indigenous content accessible to educators and leaders.</p> <p>Launched a dialogue series for Indigenous community members, faculty and administration.</p> <p>Two faculty members will continue this work with research in the fall and spring semesters in 2024/25.</p>
Completed	<p>Champion to increase awareness: Since September 2018, the Melville School of Business has supported two 0.25 one-year releases for a Faculty Champion to lead initiatives to increase Indigenous awareness and decolonization of the classrooms and curriculum. In the most recent time release, a January 2022 workshop entitled Principled Engagement with Indigenous People was provided to 20 Melville School faculty. The session was designed to support instructors' ongoing awareness and commitment to decolonizing antiracism work. The School of Business is committed to creating a safe, inclusive, and inviting learning environment for Indigenous students.</p>
Ongoing	<p>The Melville School of Business hosts workshops and sessions on various topics relevant to making changes in the School to better address the TRC calls to action. These events include:</p> <p>MSB Faculty Team attending and presented as panelists at the 7th Principles of Responsible Management Education (PRME) Chapter North America biennial meeting in Victoria, in spring 2024, regarding how to incorporate Indigenous ways of learning and being in the classroom, curriculum, and community-based business initiatives.</p> <p>In May 2023, the School partnered with the Greater Vancouver Board of Trade and had Michelle Bryant-Gravelle present "Bold Leadership through an Indigenous Lens" to 20 KPU students. Michelle is the Senior Director, Indigenous Relations for the City of Vancouver, and conducted an enriching discussion with students.</p> <p>In 2022/23, the School held ideation sessions every Wednesday for staff and faculty to focus on the School's strategic plan. Goal 3 of the plan is "Reciprocal Partnerships and Relations" and has an initiative to "Engage, listen to, and collaborate with Indigenous communities, with the intent of delivering Indigenous informed business education." Focus groups comprised of faculty and staff meet during (and sometimes outside of) this time block to further discuss learning, reflecting, understanding these issues.</p> <p>Also, in 2022/23, the School held a workshop titled "Principled Engagement with Indigenous Peoples". The workshop was facilitated by Rain Daniels and Chelsea Branch, who provide workshops on Indigenous antiracism. The workshop examined past and present realities, applied framework connecting the relationship between beliefs and actions impacting Indigenous Peoples, identified links</p>

	<p>between individual and systemic responsibilities, and taught tools for engagement, safe service, and equity</p> <p>In February 2021, the School welcomed Mary Jane (MJ) Brownscombe as a keynote speaker at the Faculty-wide Reading Break event. Brownscombe is Founder and Chief Executive Officer of SHEanalytics, an enterprise that generates thought leadership to advance inclusion and success for women and Indigenous Peoples. Brownscombe provided an inspirational perspective on how business education and business schools are important influencers for positive change in the business world.</p> <p>In September 2021, MSB partnered with Chartered Professional Accountants of British Columbia to present a Fundamentals of Anti-Oppression workshop.</p>
Completed	<p>In May 2022, the Melville School of Business hosted an event for faculty and staff entitled Recognizing Indigenous Voices in Business Classrooms: Mentorship, Research and More, presented by Dr. Keith G. Brown and Mary Beth Doucette, the authors of the <i>Indigenous Business in Canada: Principles and Practices</i> textbook from Cape Breton University.</p> <p>Mary Beth Doucette is the Purdy Crawford Chair in Indigenous Business Studies in the Shannon School of Business at Cape Breton University. Dr. Keith G. Brown is a former Purdy Crawford Chair. The Purdy Crawford Chair in Indigenous Business Studies focuses on the research of Indigenous business models, best practices in Indigenous economic development, case studies profiling Indigenous businesses, as well as national and international comparative analysis. The purpose of the Chair is to promote interest in studying business at the post-secondary level among Canada's Indigenous Peoples, as well as to encourage applied research specific to their communities.</p>
Ongoing	<p>Advanced Business Match is about connecting Indigenous and non-Indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business and investment interests. People attend Advanced Business Match to develop new opportunities and partnerships. In 2019, Kwantlen First Nation and the Township of Langley, in partnership with Raven Events, hosted the third annual Advanced Business Match – Lower Mainland. Members of the Melville School of Business attended, and plan to attend future events to network with Indigenous business owners, but have not been able to attend since due to the pandemic.</p>
Completed	<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</p>

	business protocols by engaging with members of different Nations in the Coast Salish region.
Completed	Open Education Resource for Consumer Behaviour: A Melville School of Business Marketing instructor developed an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor hired Indigenous KPU students to help with this project and obtained Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project was accepted into the United Nations Educational, Scientific and Cultural Organizations (UNESCO) Open Learning for a Better World program as an OER project serving the Sustainable Development Goals articulated by the United Nations. The instructor, a Faculty Champion of decolonization and Indigenization in the School of Business, presented to over 80 Business faculty on approaching reconciliation, Indigenization, and decolonization in 2019. This text remains in use in the School.
Completed	Event planning – Indigenous Awareness Month: A KPU faculty member taught two sections of an Entrepreneurial Leadership (ENTR) course in spring 2019 that involved students in the organization and management of an event. 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 developed a collaboration with KPU corporate partner, RICOH, who provided technology for various events.
Ongoing	<p>Bursary for Indigenous students enrolled in Business: In 2019, faculty members from the Melville School of Business set up an ongoing bursary for Indigenous students enrolled in Business programs. One instructor allocated the award money she received for Teaching Excellence from the Accreditation Council for Business Schools and Programs (ACBSP), and another member donated the payment received for peer-reviewing a textbook. Several faculty members continue to contribute to the bursary through their KPU pay, all of which is matched by the institution.</p> <p>Scholarship for Indigenous students enrolled in Business: Two KPU Applied Communications Business instructors have developed a scholarship for Indigenous students studying in the Melville School of Business. The first scholarship award was given in 2018.</p>
Ongoing	Faculty Learning Community (FLC): In summer 2019, the Melville School of Business launched a Faculty Learning Community for decolonization, reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications in the post-secondary environment. While the FLC started in the School of Business,

	participants also come from other faculties across KPU. Meetings were suspended during the pandemic.
Ongoing	Curated site for sharing Indigenous resources: Essays, book suggestions, guides, podcasts, videos, etc. are curated to provide the Melville School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. This online site contains resources for Melville School of Business faculty, administrators, staff, and others to access in order to enrich their learning and application of Indigenization and decolonization practices. The site was launched in spring 2019.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

ARTICLE 14: INDIGENOUS RIGHT TO EDUCATION

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Starting in the fall of 2023, at the request of the Tsawwassen First Nation (TFN), an instructor in English Upgrading began teaching a multi-level English course on TFN lands. The offering has resulted in several students from the Nation continuing their education by taking on-campus KPU courses. The offerings expanded in the fall of 2024 when a KPU accounting instructor provided a series of financial literacy workshops to TFN members.
Ongoing	<p>Indigenous Studies department: In spring 2022 the University Senate and the Board of Governors approved the establishment of a new department called Indigenous Studies (INDG) in the Faculty of Arts, effective April 1, 2022. In fall 2023 KPU celebrated the formal launch of the department with a celebration that included Indigenous artists, performers, and speakers.</p> <p>While KPU has been offering courses in the growing field of Indigenous studies, along with a well-subscribed minor in Indigenous Community Justice, since 2017, this new department further strengthens the university's ability to support Indigenous Peoples. Introduction to Indigenous Studies is among the department's course offerings. Students learn about the histories, cultures, and contemporary situations of Indigenous Peoples in North America, with special attention to Indigenous Peoples in Canada. The department offers four</p>

	<p>other courses, covering topics of sexuality and gender, families and healing, perspectives on settler colonial societies, and activism.</p> <p>In the fall semester of 2023, the Faculty of Arts hosted a celebration to formally launch the Indigenous Studies department, an event which included invited guests, performers, and members of the local First Nations.</p> <p>The INDG department continues to develop new curriculum. The department worked closely with the Faculty of Science to create a new, cross-listed course: INDG/BIOL 1492: Indigenous Perspectives in Biology, which was approved in 2024 and was offered in AY2024/25 for the first time.</p>
Ongoing	<p>In 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty, administrative employees, and support staff. The aim is to hire 10 faculty, 5 admin, and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027. A guide and process has been created for this special hiring program and the hiring initiative was launched in April 2024.</p> <p>As of June 2025, two faculty positions have been posted under this initiative with one hired, and two support positions posted and hired. To help understand how to more effectively recruit and retain Indigenous employees, KPU contracted with an Indigenous consulting firm that focusses on creating inclusive, culturally safe, and empowering environments where all employees can thrive.</p>
Ongoing	<p>Indigenous faculty hires in the Faculty of Arts: During the 2024/25 academic year, two Non-Regular Type 2 faculty members were hired into the Indigenous Studies Department: one has been extended for a second year, and the other will be leaving KPU to move out of province. In Fine Arts, one Non-Regular Type 2 faculty member was hired to teach the Indigenous Art History course. In Creative Writing, one Non-Regular Type 2 faculty member was renewed for a second year.</p> <p>In the previous year, two Non-Regular Type 2 faculty members were hired in Creative Writing in summer 2023. Another Indigenous person was hired onto Music's Qualified Faculty List that year. The Indigenous Studies department hired a Regular faculty member in the summer 2023 semester, in addition to two Non-Regular Type 2 faculty members previously hired in the department. The department hired a new full-time Regular faculty member and two part-time Non-Regular Type 2 faculty members in the summer 2024 semester.</p>
Ongoing	<p>The Indigenous Advisory Committee (IAC) includes invited representation from the local First Nation communities and members from the urban Indigenous community. Additionally, representatives from Métis Nation of BC, Surrey Urban Indigenous Leadership</p>

	<p>Committee, and school district lead from Indigenous departments also participated along with Indigenous students.</p> <p>The IAC meets about every 2-3 months with regular attendance of about 15-20 people. The meetings are co-chaired by Cheryl Gabriel (Kwantlen Nation) and Harley Chappell, Chief of Semiahmoo First Nation. The meetings are open, and KPU staff and faculty 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 progress updates on the xéʔel̓ Pathway to Systemic Transformation Framework, 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 Associate Vice President of Indigenous Leadership oversees the IAC.</p>
Ongoing	<p>In 2022, KPU hired its first Associate Vice President in Indigenous Leadership, Innovation, and Partnerships. This role provides leadership and supports KPU's efforts towards truth and reconciliation, and provides senior advice and guidance on how KPU can work towards decolonizing and Indigenizing the university's structure. To support this role, hiring is underway to fill two new positions, Manager of Indigenous Leadership, Innovation, and Partnerships, and another position that is under development.</p> <p>The xéʔel̓ Pathway Framework will guide KPU as it continues its important work with systems change.</p> <p>The restructured Indigenous Advisory Committee continues to guide and support initiatives brought to the advisory table. Currently, not all of the local seven First Nations actively participate with the IAC. The goal is to increase their participation.</p>
Ongoing	<p>Our Indigenous Peer Mentor program has been informal with students interacting and supporting each other during events, drop ins and in combination with our student assistant and onsite Tutors.</p> <p>The Coordinator, Indigenous Student Transitions and Engagement continues to further enhance the efforts of the student mentor to build community and a sense of belonging for Indigenous students. The goal is to continue to increase opportunities for connecting with Indigenous students through social media platforms, virtual lounge chats, and in-person engagement activities in the Gathering Place.</p>
Ongoing	<p>Naut'sa Mawt: One Heart, One Mind is a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Arts faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder</p>

	guidance and mentorship, and interdisciplinary, interactive, on-the-land learning opportunities for underserved learners strongly in need of inspiration and opportunity. It also builds the capacity of staff, faculty, and administrators to provide an accessible and inclusive environment for students, and engage in community outreach beyond KPU.
ARTICLE 15: INDIGENOUS CULTURE REFLECTED IN EDUCATION	
Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New	<p>In March 2024, Pamela Baker, a renowned Indigenous designer and fashion expert with 35 years of experience, became the first Indigenous Designer in Residence at the Wilson School of Design (WSD). A highly accomplished Indigenous artist, designer, and successful entrepreneur, Baker has an impressive history of art and design accolades ranging from large-scale art installations, Olympic regalia designs, to fashion show production. Throughout the 2024 spring term, Baker provided student consultations, guest lectures, workshops, and designer discussions.</p> <p>Baker hosted other designers and artists such as Debra Sparrow, Dana Moody-Thomas, and Klatle-Bhi as well as a reunion for the Squamish First Nations Foundations in Design 2019 cohort. In 2024, Pamela was a recipient of the Sam Carter Award in Applied Art + Design from the BC Achievement Foundation. The awards celebrate excellence in applied art and design, recognizing creators who enrich everyday life and strengthen BC's creative economy. With support from KPU's Office of Indigenous Leadership, faculty and administrators from WSD attended to support Pamela.</p> <p>Although no longer in residence at KPU, the Wilson School of Design remains in contact with Pamela and in 2025 commissioned her to showcase her artwork on gifts that will be shared with industry, community and other institutional partners.</p>
New	<p>On January 24, WSD faculty and students attended the Touch of Legends Fashion Show and Fundraiser for the Northshore Wolves basketball team's participation at the all Native competition hosted by T.O.C. Legends House of Design, a Pacific Northwest-based fashion house specializing in Indigenous fashion. Led by Pam Baker, the design house is dedicated to crafting unique, culturally inspired designs while promoting sustainable and ethical fashion practices. Their custom and ready-to-wear pieces celebrate Indigenous heritage, weaving family histories into each garment.</p>

Ongoing	Graphic Design for Marketing faculty member, Michael Cober, leads a 3 rd year Graphic Design for Marketing project that engages students in the research, design, and public presentation of an infographic addressing Canada's residential school history. With guidance from Indigenous designer and educator Mark Rutledge, students develop culturally sensitive visual narratives that honor survivor perspectives and incorporate Indigenous symbolism respectfully. The final artifacts are designed to support public education and reconciliation efforts by making complex historical content accessible and impactful. This initiative aligns with educational goals around truth and reconciliation, fostering informed, empathetic citizenship through responsible design practices.
New	With support from KPU's Office of Indigenous Leadership, faculty and students from WSD attended Vancouver Indigenous Fashion Week (VIFW), held from November 20-23, 2024, where over 30 Indigenous designers from across Turtle Island showcased their latest seasonal inspirations. The event featured fashion shows, cultural showcases, interactive art, and educational workshops, celebrating Indigenous creativity and traditions.
New	<p>In November 2024, Senaqwila Wyss, of the Skwxwú7mesh, Tsmsyen Nations joined the Melville School of Business team as the first Emerging Indigenous Entrepreneur in Residence. She brings to this role a wealth of experience in cultural programming, community engagement, and Indigenous language revitalization. As an ethnobotanist with Skwxwú7mesh, Tsmsyen, Hawaiian, and Swiss heritage, she co-owns Raven and Hummingbird Tea Co. with her mother, T'uy't'tanat Cease Wyss, promoting ethnobotanical knowledge and environmental sustainability.</p> <p>Senaqwila Wyss, connected with students through classroom visits. In addition, KPU provided Senaqwila the opportunity to connect with faculty for assistance with developing a pitch for Dragon's Den. In addition, she organized an Indigenous Artisan's Market, which highlighted eight local artisans at the Surrey Campus. This has led to further connections of artisans with the KPU Bookstore. The bookstore has been carrying Raven and Hummingbird Tea Co products since the beginning of the Residence period.</p>
New	<p>The Melville School of Business Economics and Business Quantitative Studies departments are working to increase the indigenization of curriculum for first-year courses. Their work will include the following:</p> <p>A report that provides a summary of how comparable institutions are Indigenizing ECON curriculum.</p>

	<p>A repository of resources including but not limited to: readings, assignments, teaching tools, assessments that can be used by department members to Indigenize curriculum in ECON 1150 and 1250 and other courses as able. This includes both the resources for the repository and developing the space to store and share resources (for example a communal Moodle site).</p> <p>Organizing a workshop for the department to share results of the project, that may be in conjunction with Teaching and Learning or others.</p>
Completed	<p>The Melville School of Business was a Community Builder sponsor for Sqéwqel Development Corporation's Youth Entrepreneurship Initiative (YEI) Fruits of Success Workshop, in October 2024. The workshop guides Indigenous youth and aspiring entrepreneurs in launching and growing their businesses by providing young entrepreneurs with tools, knowledge, and confidence to shape their futures and strengthen their communities.</p>
Ongoing	<p>The Melville School of Business Human Resources Management (HRMT) department integrated an Indigenous knowledge learning objective in Human Resources Management I. In addition, HRMT integrated indigenous informed learning in the course Human Relations in Organizations (two-eyed seeing and the medicine wheel/EI connection) and in the course Leadership and HR Consulting (land acknowledgement assignment).</p>
Ongoing	<p>The Melville School of Business offered a new Indigenous entrepreneurship course in 2024, developed by the Martin Family Initiative, which works in collaboration with Indigenous communities to advance family, educational, and economic well-being outcomes of First Nations, Inuit, and Métis children and youth. This course is for Indigenous youth interested in starting their own business. The first section will be offered Fall 2024 and taught by an Indigenous business faculty member.</p>
New & Ongoing	<p>In the 2022/23 academic year, the Faculty of Arts initiated its Indigenous Artist and Writer-in-Residence initiative.</p> <p>During the fall 2022 semester, the Faculty welcomed Molly Cross Blanchard, Indigenous Writer-in-Residence, and Á'a:liya Warbus, Indigenous Artist-in-Residence. They were both extended for the spring 2023 semester. During the 2023/24 academic year, Molly Cross Blanchard was subsequently hired as faculty to teach in the Creative Writing and Indigenous Studies departments. As of summer 2024, She is in a one-year contract to teach in the Indigenous Studies department and Á'a:liya Warbus is now on the qualified faculty list and eligible to teach in the Music department.</p>

	<p>Molly Cross Blanchard is a White and Métis writer, editor, and educator born on Treaty 3 (Fort Frances, ON), raised on Treaty 6 (Prince Albert, SK), and lives on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Peoples, colonially known as Vancouver. Molly's poetry chapbook is <i>I Don't Want to Tell You</i> (Rahila's Ghost Press, 2018) and her debut full-length book of poetry is <i>Exhibitionist</i> (Coach House Books, 2021), which was shortlisted for the ReLit Award for Poetry. Her poem "<u>First Contact: Métis</u>" was shortlisted for a 2022 National Magazine.</p> <p>Á'a:liya Warbus is Stó:lō with roots in the x̣ẉməθkẉəỵəm, Sema:th, Sq'éwlets and Sts'ailes First Nations. She is focused on writing, directing, and being a mom to her three young children. Á'a:liya's narrative short fiction and short documentaries examine themes of Indigenous culture, Indigenous matriarchs, and the effects of colonization on her family and community. Her stories are a mix of both modern and traditional themes driven by her experience growing up in both worlds simultaneously.</p> <p>Joining KPU in spring 2023 were Brandi Bird, Indigenous Writer-in-Residence, and Brandon Gabriel, Indigenous Artist-in-Residence. Their residency work included consultations; in-class visits; events; and student, faculty, and staff engagement. Brandon Gabriel also created a large-scale mural which is permanently on display in the KPU library on the Surrey campus.</p> <p>Brandon Gabriel has since been placed on the qualified faculty list and eligible to teach in the Indigenous Studies department. He taught one course during the fall 2023 semester.</p> <p>Brandi Bird is an Indigiqueer Sauteaux, Cree and Métis writer from Treaty 1 territory. They live and learn on the land of the Squamish, Tsleil-Waututh & Musqueam Peoples. Their work has been published in <i>The Puritan</i>, <i>Poetry is Dead</i>, <i>Room Magazine</i>, <i>Brick Magazine</i>, <i>Prism International</i>, and others. Their first book, <i>"The All + Flesh,"</i> was released with House of Anansi Press in fall 2023.</p> <p>Brandon Gabriel is Kwantlen First Nation and was educated in cultural anthropology, visual art, and marketing at KPU and then received his Bachelor's Degree in Visual Art from Emily Carr University of Fine Art and Design. Brandon is a multi-talented contemporary mixed media artist who specializes in painting, drawing, graphic design, architectural design concepts, and public art installations. He was one of the three artists who created the new social justice mural in the Surrey campus library, described above.</p> <p>During the second year of this Faculty of Arts' initiative, Napatsi Folger joined KPU as an Indigenous Artist- and Writer-in-Residence in fall 2023. The Inuk literary artist is known for her creative writing in genres of comic art, fiction, and nonfiction, with themes of Indigeneity</p>
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	<p>and family relationships prominent in her writing. Born in Iqaluit, Nunavut, Folger moved to North Vancouver as a child and grew up hungry for stories from her family and community. Inuit, she says, are excellent storytellers. And as an oral storytelling culture, Inuit have a different way of structuring those stories.</p> <p>Folger holds a Master of Fine Arts Degree in Creative Writing from the University of British Columbia. Among her published works is a 2011 children's book about growing up in Nunavut called <i>Joy of Apex</i>. Working with students in the Faculty of Arts, Folger kept regular office hours, offered drop-in virtual writing sessions, and hosted in-person events on campus. Classroom visits were also on her calendar for the term. In the spring 2024 semester, Napatsi Folger was hired to work in the Indigenous Student Services unit at KPU.</p> <p>Joining KPU for the spring and summer 2024 semesters are Selina Boan, Indigenous Writer-in-Residence, and Richard Pierre, Knowledge Keeper in Residence.</p> <p>Selina Boan is a white settler-nehiyaw (Cree) writer and educator living on the traditional, unceded territories of thex^wməθk^wəyəm (Musqueam), səliłwətaʔ (Tsleil-waututh), and sk̓wxwú7mesh (Squamish) Peoples. Her debut poetry collection, <i>Undoing Hours</i>, won the 2022 Pat Lowther Memorial Award and the Indigenous Voices Award for Published Poetry in English. Her work has been published widely, including <i>The Best Canadian Poetry</i> 2018 and 2020. She is a poetry editor for <i>CV2 Magazine</i> and a beadwork artist. Selina is a passionate educator and believes learning requires the exploration of identity in relationship to how we are connected to one another, to the community, and to the land. Her teaching philosophy centres on fostering a learning space that celebrates who students are, where they come from, and the unique perspectives, stories, and ideas they bring to a learning space.</p> <p>Richard Pierre, Sdemokeltel, is from Katzie First Nation on his father's side, and Tsawout First Nation on his mother's side. Richard is an Elder and Cultural Advisor at Len Pierre Consulting. He enjoys sharing traditional Coast Salish family values, culture, beliefs, history, language, and contemporary issues. Richard has over 20 years of experience working in the education sector, including public K-12, university, and professional training programs. He is passionate about making reconciliation a reality in this country and looks forward to helping the next generation transition into "walking together" like we should have been doing all along.</p> <p>During the 2024-2025 academic year, the Faculty of Arts hosted two residencies:</p> <p>Robert Jago – a nationally recognized journalist and member of the Kwantlen First Nation and Nooksack Indian Tribe – joined as the</p>
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	<p>Indigenous Journalist and Writer in Residence. Robert has published in the <i>Globe and Mail</i>, the <i>National Post</i>, <i>The Walrus</i>, and <i>Maclean's</i>. During his residency, Robert presented on a range of topics, such as Indigenous governance, Indigenization at the university, and the use of territorial acknowledgements. He met frequently with journalism students, worked on a number of forthcoming publications, and created a Coast Salish cultural resource guide for the university.</p> <p>Sonya Ballantyne – originally from the Misipawistik Cree Nation in Northern Manitoba -- joined the as the Indigenous Artist in Residence. A Swampy Cree writer and filmmaker, Sonya engaged with students, faculty, and staff; shared her works-in-progress through public readings; and hosted a viewing of her documentary film <i>The Death Tour</i> (2024), which examines the wrestling dreams within remote Indigenous communities. She also hosted a panel featuring Indigenous Animators with students and faculty in Entertainment Arts.</p>
Ongoing	Peer tutors at the Learning Centres receive training on Truth and Reconciliation, including attending a two-hour session with Elder Richard Pierre, Indigenous Knowledge Keeper in Residence.
Ongoing	Sept 22, 2023, the Kwikwitlem First Nation held a Cultural Heritage Workshop at KPU Civic Plaza. The faculty host was Dr. Layne Myhre. This event was associated with a research project being done in the Kwikwetlem River watershed by the Biology department and some Environmental Protection Technology students. Since 2024, the research has continued in collaboration with the kwikwəłəm First Nation and has identified site-specific spikes in metal contamination and toxicity. With its initial success, the project is scheduled to continue through the summer and early fall of 2025.
Ongoing	<p>The <i>Global Indigenous Learning Experience</i> (GILE) is a collaborative online virtual study program co-developed by Kwantlen Polytechnic University (Canada) and Edith Cowen University (ECU) (Australia), marking a first of its kind collaboration between Indigenous Student Services (KPU), Kurongkurl Katitjin (ECU) and respective International departments.</p> <p>This five-week hybrid global learning experience consists of online sessions from Elders, scholars, and community members covering topics such as culture, history, language revitalization, place and identity, resurgence, futurisms and Indigenous sovereignty. Students then spend one week hosting peers from Edith Cowan University here at KPU, followed by one week in Australia embarking on cultural tours and workshops aimed at deepening understanding and appreciation of each other's cultures.</p> <p>The program's development began in 2019 and transitioned to an online format in 2022 due to the impact of the pandemic. July 2024 was the very first physical exchange of Indigenous students with Edith</p>

	Cowen University. Indigenous students from KPU flew to Perth Australia in early July, and Perth students visited KPU in mid-July. The second in-person exchange occurred in the summer of 2025.
Under development	The English Upgrading, English Language Studies and Employment and Communities Studies departments at KPU started an in-depth review of their curricula, assessment methods and learning outcomes. The departments identified and made recommendations on decolonizing their course and program offerings, which are in the process of being implemented.
Ongoing	<p>The updated <i>Bachelor of Arts Framework</i> includes a category called Arts Aspirations, that is, a set of objectives that will be integrated into programs. A key Arts ambition is Indigenous perspectives, according to which all departments will work towards learning about the diversity of Indigenous Peoples, cultures, and histories, and engaging respectfully with Indigenous ways of knowing; identifying and articulating the impacts of historical and ongoing colonization in Canada; and reflecting on the social, political, economic, and cultural factors that have and continue to inform Indigenous-settler relations. As programs undergo program review, they are putting in place quality assurance plans, which include Indigenization and decolonization of the curriculum.</p> <p>Department chairs have been sharing their approaches, and some have formed Indigenization and decolonization committees for dedicated time and efforts in their respective departments. The Dean's office also has regular, dedicated meetings on this topic to ensure Indigenization and decolonization are ongoing priorities in the Faculty, including through initiatives like cultural safety training for faculty and staff. The Academic Planning and Priorities subcommittee of the Arts Faculty Council continues to gather resources and developing recommendations for the purpose of helping departments realize this ambition.</p>
Ongoing	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.
Completed	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

	<p>Nations reserves across Canada, and specific examples of Indigenous perspectives on resource extraction, are presented. In many courses (ENVI 1121 Environmental Issues, ENVI 2310 Solid Waste Management, ENVI 2410 Water Resources Protection, and ENVI 2405 Environmental Legislation), faculty encourage and support students who wish to pursue Indigenous issues for their term papers. Recently, students have looked at access to clean water on reserve land; others looked at environmental racism (including racism towards Indigenous Peoples) as manifested in siting of old garbage dumps.</p> <p>Indigenous law and its relationship to Canadian law is examined in depth in ENVI 2405 Environmental Legislation, and lawyers from a law firm specializing in Indigenous and environmental law recently gave a guest lecture on the implications of BC's Declaration on the Rights of Indigenous Peoples Act, and its implications for environmental law more generally in British Columbia in 2020/21. The ongoing development of an open textbook for ENVI 1121 Environmental Issues includes chapters on environmental racism and environmental impacts on Indigenous Peoples.</p>
In Progress	<p>The Criminology department completed its Open Educational Resource (OER), an introductory Criminology textbook edited by Shereen Hassan and Dan Lett. Leah Ballantyne, LLB LLM, a Cree lawyer from the Mathias Colomb Cree Nation in Pukatawagan, Manitoba, provided expert Indigenous consultation/editing for this textbook.</p> <p>This OER was jointly funded and supported by BCcampus and the Justice Institute of BC. In addition to its adoption in criminology courses at KPU, this OER has been adopted by a number of post-secondary institutions and is mandatory in courses at the Justice Institute of BC.</p>
Ongoing	<p>Indigenous Perspectives on Settler Colonial Societies (INDG 3155 – 3 Credits): Students learn about Indigenous perspectives on settler colonial societies and the consequences of ongoing colonial occupation for Indigenous nations. Students draw upon critical Indigenous Studies scholarship, Indigenous traditional knowledge, narrative accounts, and oral histories. Students reflect on the misattribution and denial of 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</p>

	examples of struggle, community social relations, and visions of social alternatives (e.g., anti-capitalist, anti-statist, anti-colonial).
Ongoing	The Biology Department co-developed BIOL 1492: Indigenous Perspectives in Biology, a course cross-listed in both Biology and Indigenous Studies. This exciting new course was co-taught by instructors from both disciplines and welcomed its first cohort of students in the spring 2025 semester.
Ongoing	The Sustainable Agriculture Department co-developed AGRI 1130: Indigenous Perspectives in Food Systems, a course cross-listed in both Sustainable Agriculture and Indigenous Studies. This course welcomed its first cohort of students in the spring 2025 semester.
Completed	KPU's Teaching and Learning Commons added an Education Consultant for Indigenization to the Teaching and Learning team through a 50% faculty time release for the 2021/22 academic year. This person supported the further development of KPU educators in acquiring competencies related to designing learning experiences and environments that support Indigenization and decolonization of the curriculum. More specifically, this consultant provided advice to colleagues, facilitated workshops and/or communities of practice, reviewed research for evidence-based practices, and developed resources and training (e.g., infographics, webinars, handouts) for educators.
Completed	The Brewing and Brewery Operations department held a meeting on March 1, 2024 with KPU's Associate Vice President in Indigenous Leadership to consult on how to Indigenize the curriculum of this department's offerings. There was no specific action item recommended at this time, and the program will continue to explore ways to Indigenize the curriculum.
Ongoing	KPU's new Foundations in Teaching Excellence program, a comprehensive yet flexible framework for faculty development, includes a focus on Indigenization within the context of inclusive teaching. These modules were developed during summer 2021 and launched in fall 2021.
Implemented	Indigenous Resources for Virtual Classrooms: A series of asynchronous video resources have been developed by KPU Library's Indigenous Engagement and Subject Liaison for integration into course materials. These resources cover respectful use of Indigenous information with the Indigenous Information Literacy video playlist, special topic support through the Indigenous Studies guide for areas such as Truth and Reconciliation, Indigenous literature, and more. When initially developed, workshops facilitated by KPU Library's Indigenous Engagement and Subject Liaison were held on how to integrate these

	resources and discussion to help generate ideas for optimal classroom use.
Implemented	<p>Indigenous Services for Students, in partnership with KPU Library, launched the first Indigenous Book Club, which is open to students, faculty, and staff. Fall 2020 featured the book, <i>Potlatch as Pedagogy</i>, by Dr. Sara Davidson and Robert Davidson, her father and internationally renowned Haida artist and carver. In spring 2021, participants read Dr. Kim Anderson's book, <i>Native Women and Life Stories</i>. In the 2021/22 academic year the following books were featured: Sara Davidson's <i>Potlatch as Pedagogy: Learning Through Ceremony, Life Stages and Native Women</i>, by Kim Anderson, and <i>Memory Serves</i> by Lee Maracle.</p>
Ongoing	<p>In January 2020 the Faculty of Academic & Career Preparation began a series of Indigenous Reading Circles. All ACP faculty and staff are invited to participate in the reading of Indigenous materials and to discuss the learnings and the impact of the readings.</p> <p>To generate hearty discussion, readers consider questions during their reading about what they learned about the Indigenous community, and about the intersection of Indigenous community and Canadian culture and institutions. Readers are also asked to reflect on how the readings affected them and whether it shifted their thinking and how they view the world.</p>
Implemented	<p>χ^wəχ^wéyəm means oral storytelling in the hənǰəmiñəm language spoken by the Kwantlen First Nation. χ^wəχ^wéyəm Indigenous Collection centres Indigenous knowledge, culture, and heritage by being a designated collection of Indigenous authors, writers, and knowledge. The χ^wəχ^wéyəm Indigenous Collection was curated by Rachel Chong, Indigenous Engagement and Subject Liaison Librarian.</p> <p>As of 2024, all four campus libraries now have designated space for the χ^wəχ^wéyəm Indigenous Collection. The first was opened on the Surrey campus in 2022 (see below). The collections are part of efforts towards Indigenization at the university. While physical books by Indigenous authors are most of the collection, there are plans for oral storytelling recordings by KPU Elder in Residence Leyketen and others to be accessible through a QR code in the future.</p> <p>Métis artist Jennifer Lamont, a graduate of the Wilson School of Design and now Coordinator of Indigenous Student Transitions and Engagement at the university, created a fabric design on chairs that will be a part of the Indigenous Collection spaces at all KPU libraries. The design features a powwow dancer print on the arm rests.</p> <p>On temporary display in 2022 was an eye-catching dress designed by Lamont. The dress brings awareness of murdered and missing Indigenous women as symbolized by the use of hand patterns and its red colour.</p>

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

	<p>Studies. This includes a Special Topics section offering introductory information on pertinent topics, such as the Truth and Reconciliation Commission, Indigenizing education, UNDRIP, Indigenous languages, and more. Each special topic includes links for further research including web resources, DVDs and streaming material, and books. This section is to aid interdisciplinary course work.</p> <p>Another section of the repository is on respectful research and highlights some cross-cultural complexities, including varying Indigenous notions of intellectual property, expanding notions of citation and references to encompass Elder knowledge, and a section on Indigenous research methods, where Indigenizing research methodology and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) are emphasized. An eight-part series of instructional videos were added in early 2021. These videos feature an introduction, tips for evaluating Indigenous resources, tips for using the KPU Library catalog to locate Indigenous voices in our collection, resources for TCPS2 and respectful research, tips for respectfully engaging with Elders and Knowledge Keepers, and finally, three videos for Elder and Knowledge Keeper citation in APA, MLA, and Chicago styles.</p> <p>More resources are added to the site on a regular basis.</p>
Ongoing	<p>Cataloguing & Metadata: KPU Library has completed the first step in decolonizing metadata related to Indigenous Peoples by replacing outdated/harmful subject headings used for Indigenous Peoples in Canada. Building on work from other libraries across Canada, including Library and Archives Canada, the Manitoba Archival Information Network, UBC's X̱wi7x̱wa Library, and the Greater Victoria Public Library, KPU Library is working on decolonizing name and subject terms for Indigenous groups and topics. The first and second phases are now complete, and ongoing maintenance is underway.</p> <p>The first phase of the project involved changing headings for the names of First Nations in BC in our catalogue to reflect the preferred terms by Indigenous nations themselves (for example, the heading 'Kwakiutl Indians' changed to 'Kwakwaka'wakw'). The second phase of the project involved modifying subject headings used for Indigenous Peoples in Canada from outdated terms (such as 'Native peoples' and 'Indians of North America – Canada' to 'Indigenous Peoples' and 'First Nations – Canada'). This change is reflected in over 4,600 bibliographic records related to Indigenous studies in Canada and represents many hours of detailed hard work and diligence.</p> <p>The next step is to integrate National Indigenous Knowledge and Language Alliance (NIKLA's) First Nations, Métis, and Inuit – Indigenous Ontology to our bibliographic records and cataloguing practices. NIKLA is currently developing a Respectful Terminology Platform that will enable a dynamic, multilingual set of terminologies</p>

	<p>applied to Indigenous Peoples, places, heritage, tradition, knowledge and cultures. The results from the project will be adapted by KPU Library as it fits in the collection.</p> <p>Another project that KPU Library is currently working on is adding local subject headings for 'Indigenous authors.' To accomplish this, library staff collaborated to manually review and identify Indigenous voices to over 5,000 titles in our print and digital collection. This project will enhance access to materials by Indigenous voices in our catalogue. In addition, the library is starting to add Homosaurus subject headings specifically for Indigenous identities such as: Two-Spirit.</p> <p>Finally, KPU Library is also using a modified Brian Deer Indigenous Classification (BDC) to organize materials in the $\chi^w\alpha\chi^w\acute{e}y\grave{o}m$ Indigenous Collection. The library adapted and modified Simon Fraser University's ICRC modified BDC to fit our collection. KPU's modified BDC Version 1 is now published on the library's website, and being reviewed annually by the Metadata & Discovery Librarian, Indigenous Engagement Librarian, and Cataloguing & Metadata Technician.</p> <p>There is more work to be done, but this is a significant step towards Indigenizing/decolonizing our library practices, allowing students to navigate Indigenous world views.</p>
Ongoing	<p>The Amazon Interdisciplinary Field School: This is a partnership between KPU and the Calanoa Project, a nongovernmental organization in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve located at the heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa, an initiative by Colombian-Canadians, Marlene and Diego Samper, is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods. The field school was suspended during the pandemic, but resumed in 2023.</p>
New & Ongoing	<p>The Institute for Sustainable Food Systems (ISFS) at KPU is recognized as a Canadian academic leader in applied food system research (new knowledge generation) and extension (i.e. knowledge mobilization and adoption) programming to advance regenerative farming and local-regional food system as integral elements of a sustainable society. As part of its work, the ISFS has prioritized serving and supporting Indigenous Nations and communities to achieve their food sovereignty aspirations. The following is a description of some of that activity:</p>

	<p><i>Richmond Farm School:</i> During the 2025 farmer training season at the Richmond Farm School, the ISFS and the Office of Research Services sponsored two Indigenous participants to attend the Richmond Farm School. The participants are from the Squamish First Nation and Sqwà First Nation. The hands-on training focus on small-scale organic farming methods. Both participants are active in their communities and plan to lead their community future food security projects.</p> <p><i>Sqwà First Nation:</i> Sqwà First Nation is building their internal capacity and is working with the ISFS to start a community farm. As a first step, the ISFS have sent staff to visit the community and the potential farm site to collect soil samples.</p> <p><i>Indigenous Foodways Community Outreach Facilitator:</i> In 2020, a new position was included to the ISFS team to lead the work on Indigenous food sovereignty and outreach initiatives. This position was initially filled by a member of the Squamish Nation. In 2025, there are two FTEs dedicated to this work. The two staff are of Metis and Inuk heritage</p> <p><i>Sik-E-Dakh Band:</i> This is the fourth year that the ISFS is partnered with the Sik-E-Dakh band to deliver a virtual training and hands on farming program to band members. The program starts with online learning in Nov each year. The practicum training starts the following April through Oct. The program has more than 30 members participating in the training over the four-year period. Several band members are now employed with KPU to care for the community farm, producing and delivering food to community members.</p> <p><i>Xwisten Band:</i> Xwisten (Bridge River) Band commits to strengthening food security and create a community-focused food system enterprise(s) that connects people with the lands, way of life and each other. ISFS is support the band to develop a sustainable food security business allowing the band to produce, package and sell locally grown agricultural products in the area while creating employment and providing healthy food to the community. The business model will consider land selection, water sourcing, equipment acquisition, crop selection and employee training. The community farm site was established in spring 2025. The ISFS continues to provide ongoing supports on agricultural production and training of community farm staff.</p>
Completed	<p>The following describes some of the projects completed by the Institute for Sustainable Food Systems (ISFS).</p> <p><i>Indigenous Housing Society Partnership:</i> The BC Indigenous Housing Society (BCIHS) is partnering with KPU's ISFS in the creation of a farm school for its member residents. The program will bring together 15 Indigenous residents of BCIHS with ISFS staff to begin a seven-month training program that will be an immersion into regenerative vegetable production, starting in spring 2024. The program emphasizes</p>

	<p>culturally appropriate and safe experiential learning, providing Indigenous residents of BCIHS an opportunity to be student farmers, learning the principles and practices of regenerative farming, that includes an Indigenous food ways perspective. It focuses on hands on, experiential learning alongside sector professionals, supported by classroom learning and the establishment of a small farm by BCIHS residents, for BCIHS residents.</p> <p><i>Indigenous Advisory Circle:</i> ISFS recognizes Indigenous voices through food sovereignty work. The Indigenous Advisory Circle (the Circle) is established to guide the ISFS and ensure that ISFS' partnerships with Indigenous communities, projects and research reflect our commitment to reconciliation and decolonization. Members of the Circle represent the diversity of First Nations, Metis and Inuit people across the province, with representation from on-reserve and urban populations.</p> <p><i>Sea Bird Island Band:</i> Seabird Island Band (SIB) envisions aligning farming practices on leased lands with the Band's firmly held sustainability and ecological stewardship values. By managing the administration of their land, resources and development of related programs and policies, as their ancestors once did, SIB hopes to restore a self-reliant and culture-rich Seabird Island food system that sustains the health of our territories and people. They have sought support from ISFS for this project and other related initiatives for our experience, technical capacity, alignment of values and our deep respect for Indigenous ways of knowing and being.</p>
Completed	<p>The Tsawwassen First Nation Farm School has been a collaboration between the Tsawwassen First Nation (TFN) and KPU's Institute for Sustainable Food Systems for a number of years, and is temporarily on hold. The School fused sustainable agriculture and traditional Indigenous food systems as tools to build community and create dialogue around land stewardship for the future. The program took place at our 20-acre certified organic working farm on traditional TFN lands. The farm boasts a traditional medicine garden, a mixed fruit orchard, a market garden, livestock including chickens, pigs and ducks, and incubator plots on which program graduates can launch their farm businesses. The farm was a gathering place to learn about human scaled alternative food production systems. The School program was open to all interested in how to feed a growing population while restoring the land.</p> <p>Student intakes for the 2020 season were cancelled due to the pandemic, but the institute continued to fully operate the farm and produce as much food as possible. Over the 2020 season, the farm was a vendor at four farmers' markets, had a 150-person community supported agriculture vegetable box program, sold to various wholesale food suppliers in Metro Vancouver, produced 40-50 dozen</p>

	<p>eggs weekly, sold about 40-50 bouquets of fresh cut flowers weekly and sold all 25 pigs to the general community.</p> <p>To support the Tsawwassen First Nation's food security initiatives, the farm supplied 32 vegetable boxes for 20 weeks from June to October (value of \$15,000), extra bulk vegetables when available, gift cards for Superstore worth \$2,500, and various pork products worth \$1,200 toward TFN's food security initiatives.</p> <p>In addition to providing fresh produce to the TFN community, the School also collaborated with two other organizations:</p> <p>Kekinow Native Housing Society: Supplied 8 vegetable boxes for 20 weeks from June to October</p> <p>Pacific Immigrant Resources Society: Supplied five vegetable boxes for 20 weeks from June to October</p> <p>The Farm School started the 2021 season on April 14, 2021 and went until the end of October, with a cohort of 14 students. The farm was in full production, growing mixed vegetables and cut flowers on 3-4 acres, raising 99 laying hens and 15 pigs. As a working farm, the students participated in harvesting and selling the vegetables.</p> <p>The Farm School team was also involved in helping the TFN develop a smaller community garden plot for their members to use. Due to the pandemic, the farm did not host any community events in the 2021 season.</p> <p>For the 2021 season, the farm donated a total of 20 weekly vegetable boxes to TFN's Food Stability program for pandemic relief. The food went to low income households, Elders and other families in need. The sales revenues that year included, but are not limited to, 150 veggie boxes to the general public, participating in three farmers' markets in Metro Vancouver, and some sales to wholesale distributors and grocery stores.</p>
Completed	<p>The following are examples of past projects done in partnerships between the Institute for Sustainable Food Systems (ISFS) and First Nations.</p> <p>The Farm to Healthy Communities Project: Key objectives of this project are to: develop, test and implement a produce delivery model from local farms to at-risk families; inform and train a new generation of community-focused farmers; and create meaningful linkages between local food producers and consumers, restoring community connections to land, food and health. These objectives were achieved through a partnership-based approach in collaboration with Stó:lō Nation (Chilliwack), Tsleil-Waututh First Nation (North Vancouver) and Kekinow Native Housing (Surrey). Project outcomes provide a framework to understand how food system conditions interplay with community health and development, and establish pathways to utilize</p>

	<p>these as social innovation avenues to reduce health disparities. We propose an innovative approach to bridge systemic and individual-level challenges of our failing food system (food supply, accessibility, nutritional quality, and affordability) and to demonstrate the impact of improved access to nutritious foods.</p> <p>Musqueam Indian Band: ISFS is working with Musqueam Indian Band on creating an agriculture development plan for their land in Delta. It is a 150-acre parcel that they want to develop into an agriculture social enterprise with a community farm that can supply free food to all their Nation members as well as agri-tourism activities to generate revenue.</p> <p>Naut'sa mawt Tribal Council: ISFS has been in partnership with Naut'sa mawt Tribal Council since 2015 and continue to collaborate on meaningful projects that benefit its 11-member Nations and beyond. ISFS has worked with the Tribal Council on large grant applications, most significantly a \$300,000 grant with Real Estate Foundation of BC to establish the TFN Farm School farm and programming, and a \$270,000 grant with Agriculture and Agrifood Canada in the integrated hog and vegetable crop project. This is in addition to smaller projects such as hosting webinars for their 11-member Nations on community farm development topics.</p> <p>Skowkale First Nation (Stó:lō Service Agency): As a result of the vision of a TFN Farm School alum, the ISFS was invited to work with member Nations of the Stó:lō Service Agency to develop a research project to link new entrant farmers to vulnerable families in their communities and evaluate the impacts on health and dietary changes.</p>
ARTICLE 21: INDIGENOUS RIGHT TO ECONOMIC AND SOCIAL IMPROVEMENT	
Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Under development	Indigenous Emerging New Designers workshop: WSD is developing a workshop for emerging Indigenous designers from the territories on which KPU is situated. This workshop will provide an opportunity for WSD to engage with Indigenous designers, gain insights into Indigenous design perspectives, and foster meaningful connections. Participants will also be introduced to the state-of-the-art technologies available at WSD, including seam sealers, laser cutters, 3D printers, plotters, and industrial sewing equipment, supporting innovation and creativity in Indigenous fashion and design.
Ongoing	An Indigenous Student Orientation has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support on campus whereby students feel a sense of belonging and connection. Both an online orientation and live

	orientation, for students, friends, family, and Elders, is run by Indigenous Services for Students. The online orientation started with the fall 2020 intake and is still available for students, in addition to in-person orientation activities.
Ongoing	In fall 2023, KPU's first Indigenous counsellor joined the university. Natashia Pellatt, a member of Stswecem'c Xgat'tem (Canoe creek/Dog Creek) First Nation, works alongside the counselling faculty and Indigenous services to provide mental health services for KPU students including 1:1 counselling, group counselling, interactive workshops and talking circles, and communal connecting at the Gathering Place.
Ongoing	Indigenous Services for Students expanded 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.
Completed	In 2017, Arts 3200, 'The Inside-Out Prison Exchange' course, brought 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 was the recipient of the TELUS Community Innovation Award and was also supported by funding from the Irving K. Barber Foundation.
Ongoing	<p>ḵʷamḵʷəḵ kʷθə ʃxʷqʷeləwən ct ʔə tə ḵa xel: Open Doors, Open Minds is an annual event to introduce and encourage potential KPU Indigenous high school students to education and career opportunities at KPU.</p> <p>The event includes an opening protocol ceremony, Indigenous keynote speakers, mock classes, information about KPU's Indigenous Services for students, an opportunity to meet current students and faculty members, and lunch.</p>
Ongoing	In 2020, KPU entered into a partnership with the Native Education College in Vancouver, which will allow students in the college's Indigenous Land Stewardship Certificate program to transfer their credits into KPU's Horticulture Urban Ecosystems Bachelor's degree program, thus facilitating access to the degree program.
Completed	In 2019/20 and 2020/21, KPU offered an intake of the highly popular Computer-Aided Design and Drafting Access program for Indigenous Peoples with the Native Education Centre and Fraser Region Indigenous Friendship Centre.

Ongoing	<p>Indigenous Trades Sampler: Once again the Faculty of Trades and Technology offered this sampler to Indigenous high school students from Abbotsford, Langley, Delta, Surrey, and Coquitlam school districts. Students were introduced to the carpentry, horticulture, electrical, and plumbing/piping trades. There were two offerings this year, in October 2024 and in February 2025.</p> <p>Indigenous high school students from Abbotsford, Langley, Delta and Coquitlam were introduced to the automotive, millwright, plumbing and piping trades when a special event returned to KPU in 2022 after a three-year hiatus due to the pandemic. In October 2023, this sampler included Carpentry, Horticulture, Electrical, and Metal Fabrication, and in February 2024 Mechatronics, Farrier, and Electrical were offered.</p> <p>The event was sponsored by the Aboriginal Community Career Employment Services Society (ACCESS). ACCESS is a non-profit organization that provides education and training services to Indigenous people living in Greater Vancouver.</p>
Completed	<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. Intakes this year have expanded to include an Introduction to Carpentry, Carpentry Level 1, Carpentry Level 2, and Plumbing Level 1.</p>
Ongoing	<p>Starting in the 2024/25 academic year, Indigenous applicants who meet the entrance requirements will be given priority access to seats in all Trades Foundation and Trades Apprenticeship classes.</p>

IN PLAIN SIGHT REPORT RECOMMENDATION IMPLEMENTATION

8: HEALTH PROGRAMS' CULTURAL SAFETY ACCREDITATION STANDARDS

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

<i>PROGRAM NAME</i>	<i>ACCREDITATION STANDARD DETAILS</i>
TCM	Practice standard on Indigenous cultural safety, humility and anti-racism, as described above.
BSN/BPN/BSN-AE	Practice standard on Indigenous cultural safety and humility, as described above.
GNIE	Practice standard on Indigenous cultural safety and humility, as described above.
HCAP	HCA is not a regulated profession. However, the BC Care Aid Registry provides program learning outcomes required by HCA Program Provincial Curriculum, as described above.

14: RECRUITMENT OF INDIGENOUS EMPLOYEES

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

<i>PROGRAM</i>	<i>PROGRESS</i>	<i>ACTIONS</i>
Indigenous hiring initiative (reported above)	Ongoing	In 2022, KPU received approval from the BC Office of Human Rights in response to a special program application to attract and retain Indigenous faculty, administrative employees, and support staff. The aim is to hire 10 faculty, 5 admin, and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027. A guide and process has been created for this special hiring program and the hiring initiative was launched in April 2024.
Removing barriers to hiring Indigenous people	Ongoing	In January 2024, KPU's four administrative search policies and procedures were updated. As part of this process, HR partnered with the Diversity Institute at Toronto Metropolitan University to ensure equity, diversity, and inclusion principles were embedded within the documents. As part of each search process, search advisory committee members are asked and encouraged to complete the training course, Uncovering Unconscious Bias in Recruiting and Interviewing, which explores an important factor that can affect the success of hiring practices—bias. This course is made available to all KPU employees.
Improving working conditions for	Ongoing	Letters of Understanding were included in the last round of bargaining for both our faculty and support staff to establish joint subcommittees in support of

Indigenous employees		<p>Indigenous employees. The purpose of these subcommittees is to further efforts to decolonize and Indigenize employees' working environment. These committees have been meeting to review recommendations for the upcoming round of bargaining. KPU contracted with an Indigenous consulting firm that focusses on creating inclusive, culturally safe, and empowering environments where all employees can thrive to make recommendations for the committees.</p> <p>In addition, during the most recent round of bargaining, changes were made to the collective agreements to recognize the traditions and cultural protocols of Indigenous employees. This includes updates to bereavement leave language to include Indigenous Elders or any individual an Indigenous employee considers family, consistent with their cultural practices. As well, for faculty, Indigenous employees are now eligible for up to five days of paid leave per calendar year to organize and/or attend Indigenous cultural events.</p>
Equity training	Ongoing	The Office of Equity and Inclusive Communities regularly schedules training sessions for all KPU employees to deepen learning around equity, diversity, and inclusion practices. Recent examples include Unpacking White Supremacy, Intersectional and Justice-Oriented Leadership, and Power is Everywhere. These types of workshops help create safer and more welcoming spaces.
Training about Indigenous People of Canada	Ongoing	To enhance our capacity to work and support Indigenous students, fellow colleagues, and the local Indigenous communities whose territories KPU's campuses are located on, all new employees are required to take training to understand the context of Indigenous Peoples in Canada. The course includes four modules that cover Indigenous ways of life before contact, colonization and its legacy, major events in Indigenous resistance and the ongoing journey towards reconciliation, and methods for supporting decolonization.

18: RECRUITMENT AND GRADUATION OF INDIGENOUS STUDENTS

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

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Open Doors, Open Minds (reported above)	Indigenous high school students from across the KPU region; held once a year.	Learn about post-secondary possibilities after high school; develop goals for the future and gain comfort in asking for help.
Indigenous Counsellor, described (reported above)	KPU Indigenous students	Provide culturally appropriate mental health support to Indigenous students
Tuition waiver, launched in the 2023/24 academic year, for Indigenous students who are members of the First Nations in our region.	Members of the Kwantlen, Katzie, Semiahmoo, Musqueam, Tsawwassen, Qayqayt, and Kwikwetlem First Nations.	Removing financial barriers to post-secondary education.
In January 2024, KPU hosted its inaugural New Moon Gala to address financial barriers to education by raising funds to support Indigenous students with scholarships and bursaries. Honourable Steven Point, member of the Skowkale First Nation, Former BC Lieutenant-Governor and Officer of the Order of Canada was a special guest speaker at the first event. The second New Moon Gala was held in May 2025. Honorable Melanie Mark, member of the Nisga'a First Nation, and current member of the BC Legislative Assembly and former Ministry of Advanced Education and Skills Training, was the special guest speaker in 2025.	Indigenous students	Raise Funds for Indigenous scholarships to address financial barriers to education.

Trades Training for Indigenous students (reported above)	Indigenous Peoples in the Squamish First Nation	Develop skills in carpentry
Indigenous Trades Sampler for high school students (reported above)	Indigenous students interested in trades	Learn about various trades training programs at KPU
Indigenous Designer and Artists in Residence, (reported above)	Students in Design and in Arts (Fine Arts and Writing)	Provide Indigenous role models for Indigenous students, and exposure to Indigenous ways of knowing for all students

21: HEALTH PROGRAMS' CULTURAL SAFETY TRAINING IMPLEMENTATION STATUS

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

PROGRAM	PROGRESS	ACTIONS
Bachelor of Science in Nursing	Ongoing	As reported above, cultural safety and humility, Indigenous health and wellness, and trauma informed practice are woven throughout the curriculum in theory, labs and clinical placements.
Bachelor of Science in Nursing, Advanced Entry	Ongoing	Professional Role: NRSG 3555 Decolonizing Indigenous Health embedded in the program
Certificate in Graduate Nurse, Internationally Educated Re-entry	Ongoing	Ongoing as reported above
Health Care Assistant	Ongoing	As reported above, the program has a commitment to ensure students know the importance of culturally safe care for Indigenous populations in long term, complex care and home health care settings.
Traditional Chinese Medicine	Completed	As reported above, the TCM program incorporated the College of Traditional Chinese Medicine Practitioners & Acupuncturists of BC practice standard on Indigenous Cultural Safety, Humility, and Anti-Racism with six core concepts that have been added into the existing Acupuncture Communication & Ethics course.

Bachelor of Psychiatric Nursing	Ongoing	As reported above, 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.
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BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 6.3

Meeting Date: June 25, 2025

Presenter(s): Lori McElroy

AGENDA TITLE: ACCOUNTABILITY PLAN & REPORT 2024/25 - TARGETS

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION

THAT the Board of Governors approve the proposed targets for the specified performance measures in the Accountability Plan & Report, as recommended by the Board Governance Committee.

COMMITTEE REPORT

On June 18, 2025, the Board Governance Committee received, reviewed and recommended that the Board of Governors approve the proposed targets for the specified performance measures in the Accountability Plan & Report.

Context and Background

The Accountability Plan & Report is an annual report that fulfills the requirements of the Ministry of Post-Secondary Education and Future Skills (PSFS) Accountability Framework. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards, students and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all BC residents by ensuring the system's ongoing contribution to social and economic development.

Key Messages

1. To assess progress towards VISION 2026 goals targets are needed for new measures added when VISION 2026 was developed. Targets for existing metrics remain in place, which include targets of ministry required metrics, which are provided by the ministry.
2. Proposed targets for the new metrics are provided in the attached.

Resource Requirements

N/A

Implications/Risks

Progress toward VISION 2026 cannot be fully assessed without targets for all measures.

Consultations

Targets were developed by OPA, in consultation with PUE and in some cases, specific members of the KPU administration.

Attachments

1. Proposed Targets for APR Performance Measures – June 6 2025
-

Submitted by

Dr. Lori McElroy

Date submitted

June 6, 2025







Proposed Targets for Performance Measures in the Accountability Plan & Report

Background:

Each measure needs a performance target against which actual performance that year can be assessed. For the BC Ministry of Post-Secondary Education and Future Skills (PSFS) measures, the targets were set by the ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures that were previously reported were developed in consultation with the KPU Board of Governors.

There are a number of new measures developed for VISION 2026 that don't have approved targets. The following pages show the results for those measures, with the goal each address and the proposed target. A proposed target and its rationale follow the table for the measure. Measures that already have approved targets have been omitted. See the Accountability Plan & Report for the full list.

The table below shows how assessments against targets are made. The scale incorporates both government and KPU assessment methods, which includes additional gradations marking progress toward achieving a target. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the measure and reported in the table.

Assessment (criteria)	
	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 data, no target, too few respondents, or margin of error too high)
	TBD – awaiting data, but will include in this year's report

Information on the proposed targets follow.

A. Experience

A1. Enhanced Student Experience

5. Work-integrated learning (WIL) opportunities				
	FY23	FY24	FY24	Target
WIL opportunities				≥
WIL students	29%	30%	32%	≥
TBD. PSFS objective: Relevance. Data source: KPU Student Information System. “WIL opportunities” is calculated as the percentage of all sections that are WIL sections. “WIL students” is calculated as the percentage of all seats that are WIL seats.				





Target Rationale: WIL opportunities are tied to our capacity. As our capacity shrinks opportunities may also shrink, so reporting them as a proportion of activity gives a way understanding whether proportionally, opportunities are at least maintaining prior levels.

A2. Enriched Employee Experience

6. Proportion of employees who are satisfied with working at KPU				
	CY24	CY25	CY26	Target
	80%	-	-	≥
Not assessed. Data source: Employee Engagement Survey (EES).				

Target Rationale: Eighty percent is high so it may not be realistic to increase it, but we would want to at least maintain this level

A3. Support for Health and Wellness

7. Proportion of students reporting very good or excellent health					
	CY24	CY25	CY26	Target	— target • data
Physical health	41%	-	-	50%	
Mental health	31%	-	-	49%	
Not achieved (within 60% of target). PSFS objective: Quality. Data source: SSS. Targets are benchmark data from Statistics Canada's Canadian Community Health Survey, for BC residents aged 18 or older.					
8. Proportion of employees reporting very good or excellent health					
	CY24	CY25	CY26	Target	— target • data
Physical health	46%	-	-	50%	
Mental health	42%	-	-	49%	
Not achieved (within 60% of target); substantially achieved for physical health. Data source: EES. Targets are benchmark data from Statistics Canada's Canadian Community Health Survey, for BC residents aged 18 or older.					

Target Rationale for both 7 and 8: The targets are based on benchmark data from Statistics Canada for BC residents aged 18 or older. The benchmarks are based on the same survey questions that we used at KPU. The targets are the same for students and employees as separate benchmarks do not exist.

B. Sustainability

B1. Cultural, Social, and Environmental Sustainability

11. Greenhouse gas emissions from KPU buildings						
	CY20	CY21	CY22	CY23	CY24	Target
tCO2e	2,367	2,385	2,655	2,383	-	N/A
% reduction	9.0%	10.2%	0.6%	9.3%	-	14%
<p>TBD – data available in late June 2025. Data source: KPU Energy Records.</p> <p>Actual emissions are reported in tCO2e (metric tonnes of carbon dioxide equivalents). The metric is based on the percentage of reduction from 2007, when the long-term greenhouse gas emission reduction goal was set: 60% reduction by 2030. The target is the percentage reduction expected in the year based on KPU's Carbon Reduction Plan.</p>						

Target Rationale: As per KPU's Sustainability Framework, KPU has committed to a 60% reduction in emissions by 2030 relative 2007 levels. The target is the percentage reduction expected in the year based on KPU's Carbon Reduction Plan.

C. Creativity

C2. Research Activity and Intensity

20. Proportion of students that receive a Student Research and Innovation Grant			
FY24	FY25	FY26	Target
0.35%	0.46%	-	≥
<p>Achieved. PSFS objective: Quality. Data source: KPU ROMEO Research System.</p> <p>Results are calculated as the percentage of the entire student body who receives the grant.</p>			

Target Rationale: Given our financial situation, increases in the grant funds may not be possible, but we should be able to at least maintaining the proportion of students who receive a grant.

20. Proportion of students engaged in research			
CY24	CY25	CY26	Target
16%	-	-	≥
Not assessed. PSFS objective: Quality. Data source: SSS.			

Target Rationale: Given our financial situation, increases may not be possible, but we should aim to at least maintain this.

21. Student satisfaction with opportunities to be engaged in research

	CY24	CY25	CY26	Target	
	60%	-	-	≥	●
Not assessed. PSFS objective: Quality. Data source: SSS. The metric includes only the students who somewhat or strongly agreed that opportunities to participate in research were important to them. This represents 63% of all students who answered the question on the importance of research opportunities.					

Target Rationale: Given our financial situation, increases may not be possible, but we should aim to at least maintain the opportunities for research.

23. Proportion of faculty and researchers engaged in research

	CY25	CY26	Target	
	38%	-	≥	●
Not assessed. Data source: FRFS.				

Target Rationale: Given our financial situation, increases may not be possible, but we should aim to at least maintain the proportion of faculty and researchers engaged in research.

24. Proportion of faculty and researchers who engage students in their research

	CY25	CY26	Target	
	27%	-	≥	●
Not assessed. PSFS objective: Quality. Data source: FRFS.				


Target Rationale: Given our financial situation, increases may not be possible, but we should aim to at least maintain the proportion of faculty and researchers who engage students in research.

25. Proportion of Workload Assigned to conduct research or scholarship

	AY24	AY25	AY26	Target	
	0.7%	1.2%	-	≥	—
Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System. Course release includes educational leave for research, as well as internally funded course release, externally funded course release, and the 0.6 Professional Development course release used for research. Data is the proportion of total faculty workload that is assigned as course releases for research.					

Target Rationale: Given KPU's financial situation, increases in course releases may not be possible, but we should aim to at least maintain the proportion of faculty workload capacity that goes toward course releases for research and scholarship.

26. Number of research partners

	CY24	CY25	CY26	Target	
	47	44	-	≥	
Substantially achieved. Data source: KPU ROMEO Research System. Research partners include partners in the government, for-profit, and non-profit sectors that awarded research grants to, or signed research contracts and agreements with KPU researchers.					

Target Rationale: Although the number of faculty may decline, the number receiving external funding for research may not decline. We should at least maintain the number of research partners, and increase, if possible, through external fundings sources.

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 6.4

Meeting Date: June 25, 2025

Presenter(s): Lily Chong

AGENDA TITLE: BOARD APPOINTMENTS: APPOINTED AND ELECTED MEMBERS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The purpose of this item is to notify the Governance Committee of incoming and outgoing members of the Board of Governors for the upcoming 2025/26 term. This information will also be brought forward to the Board at the June 2025 Board Meeting.

Ministry Board Appointments

The Ministry has yet to advise KPU of Re-Appointments and New Appointments.

Elected Board Members

The following candidates are elected as representative to the Board of Governors. Their terms will start on September 1, 2025 until August 31, 2026.

- Karanbir Boparai (Student Representative)
- Anirudh Agnihotri (Student Representative)

Departing Board Members

The following Board Members will be completing their terms the Board of Governors. These members will be acknowledged at the upcoming June 2025 Board of Governors Meeting for their service.

- Rhiannon Bennett, Appointed Board Member (appointed 6-years, July 31, 2025)
 - Ivy Chen, Appointed Board Member (appointed 5-years, July 31, 2025)
 - Muhammad Afzal Malik, Appointed Board Member (appointed 5-years, July 31, 2025)
 - Amrit Chahal, Elected Board Member, Student Representative (elected 1-year, August 31, 2024)
 - Mehtoj Ghuman, Elected Board Member, Student Representative (elected 2-years, August 31, 2024)
-

Submitted by

Lily Chong, University Secretary and Executive Assistant to the President and Vice-Chancellor

Date submitted

May 28, 2025

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 8.2

Meeting Date: June 25, 2025

Presenter(s): Peter Smailes/Carole Laplante

AGENDA TITLE: RE-APPOINTMENT OF THE EXTERNAL AUDITOR

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT the Board of Governors approve the reappointment of KPMG LLP as External Auditor for the 2025/26 reporting year, as recommended by the Board Audit Committee.

COMMITTEE REPORT

On June 17, 2025, the Board Audit Committee received, reviewed and recommended that the Board of Governors approve the reappointment of KPMG LLP as External Auditor for the 2025/26 reporting year.

Context and Background

Section 33 of the *University Act* states that, “Unless the Auditor General is appointed in accordance with the Auditor General Act, as the Auditor of the Board, the Board must appoint an Auditor to audit the accounts of the Board at least once each year.”

In accordance with section 13 of KPU’s Board Governance Manual, the Audit Committee Terms of Reference, states that the Audit Committee recommends to the Board the appointment of the External Auditor.

KPMG LLP was selected through request for proposal (RFP) to act as KPU’s External Auditor for three years, commencing with the 2021/22 reporting year. KPU retains the option to extend the Service Agreement for up to two additional years (2024/25, 2025/26), in one-year increments, provided both parties agree to each renewal.

1. The original term of the contract is expired and the Office of the CFO has successfully exercised the first of the two extensions after performing an evaluation of the external auditor, which resulted in a satisfactory outcome. KPU wishes to exercise the final extension to appoint KPMG for FY 2025-26, extending for one final year, through February 14, 2027. An RFP will be initiated in advance of 2026-27 year.
2. In accordance with the Board’s Audit Committee Guidelines and Workplan the auditors were evaluated for performance and their independence. The main criteria used were:

2.1. Evaluation

- 2.1.1 That the external auditor understood the business needs in the design of the engagement
- 2.1.2 That all deliverables were completed on time and budget using the process described in the contract
- 2.1.3 That the outcome described in the contract was achieved.

2.2. Independence

- 2.2.1 That no member of the auditor's team had direct or indirect material financial interest in KPU.
- 2.2.2 That no member of the auditor's team had close personal or familial relationship with KPU's management
- 2.2.3 That the auditor's team did not feel pressured to compromise objectivity to retain KPU as a client.

Key Messages

1. As per the *University Act*, regardless of the procurement process, an auditor needs to be appointed annually. If approved, the appointment will apply to the current fiscal year.
2. The Board of Governors approved the selection of KPMG LLP as External Auditor through RFP for three years commencing with the 2021/2022 reporting year and for the additional year of 2024/25, as recommended by the Board Audit Committee. The Office of the CFO recommends appointing KPMG for 2025/26.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

N/A

Attachments

N/A

Submitted by

Peter Smailes, Vice-President Administration and Acting Chief Financial Officer

Date submitted

June 6, 2025

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 8.3

Meeting Date: June 25, 2025

Presenter(s): Peter Smailes/Carole Laplante

AGENDA TITLE: MANAGEMENT DISCUSSION AND ANALYSIS AND ANALYTICS SUPPORTING THE APPROVED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2025

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT the Board of Governors approve the draft Management Discussion and Analysis for the year ended March 31, 2025, as recommended by the Board Audit Committee.

COMMITTEE REPORT

On June 17, 2025, the Board Audit Committee received, reviewed and recommended that the Board of Governors approve the draft Management Discussion and Analysis for the year ended March 31, 2025.

Context and Background

As per Section 13 of the Board Governance Manual, the Audit Committee reviews and recommends to the Board of Governors approval of the management discussion and analysis (“MD&A”) that accompanies the audited financial statements.

KPU’s audited consolidated financial statements for the year ended March 31, 2025 were approved by the Board of Governors on May 28, 2025. The reporting package did not contain the management, discussion and analysis (“MD&A”) component.

The MD&A is a core element of the financial statements reporting package. It is an effective communication tool for management to describe how the financial statements were prepared, as well as how the University has created value and how it can continue to do so in the future. It also allows management to explain about the financial position and strategy of the University.

Key Messages

1. The MD&A offers a management perspective on KPU’s financial health, providing a narrative explanation of its condition.

2. The MD&A has been reviewed by the external auditors, KPMG, as an accurate representation of the annual financial results.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

1. University Executives
2. KPMG LLP

Attachments

1. Management Discussion and Analysis and Analytics Supporting the Approved Financial Statements for the Year Ended March 31, 2025
-

Submitted by

Peter Smailes, Vice-President Administration and Acting Chief Financial Officer

Date submitted

June 6, 2025



Kwantlen Polytechnic University

Annual Financial Report

March 31, 2025

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Territorial Acknowledgement

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

MESSAGE FROM THE ACTING CHIEF FINANCIAL OFFICER

I am pleased to present Kwantlen Polytechnic University's ("KPU's" or the "University's") annual financial report for the year ended March 31, 2025. KPU's annual financial report includes the audited consolidated financial statements for the year and the management's discussion and analysis which provides a comprehensive review of the University's overall financial condition and areas of opportunity, risk, and improvement.

The global economy and political landscape remain full of uncertainty. Tariffs are affecting day-to-day living expenses, supply chains, market conditions, and housing. Additional challenges include rising inflation, changes to federal immigration policy, geopolitical conflicts, climate change, and increasing cybersecurity risks.

Recent changes to federal government immigration policies have significantly limited KPU's international student enrollments. Over the course of the past two years, the federal government announced major changes which caused a decrease in the number of international students in Canada. KPU is actively managing the financial impact of lower numbers of international enrolments incorporating long-term strategic planning and budgeting approaches. As more changes are expected with the federal and provincial governments looking closely at immigration and international education policies, assessing the impact on future enrolment is challenging.

KPU's budget strategy for fiscal year FY2024-25 maintained prior year divisional allocations, allowing increases only on a one-time basis. The budget prioritized diversifying revenue streams, enhancing financial supports for students, supporting student and employee recruitment and retention efforts improving technology and infrastructure to support hybrid learning and working environments, strengthening cybersecurity, and advancing KPU's climate action plan.

KPU remains committed to academic excellence, research, innovation, and institutional accountability, ensuring that students, employees, and the broader KPU learning community, are supported through diverse, inclusive, and relevant educational pathways. As a polytechnic university, KPU offers both traditional and career-focused programs with multiple entry points leading to a university degree. KPU's mission is to equip students with the knowledge and skills necessary to be engaged, responsible citizens, and to pursue meaningful careers by emphasizing the integration of theory, critical thinking, and applied learning. Through collective efforts across the University, KPU continues to navigate challenges, embrace opportunities, and achieve significant milestones in education, professional development, and innovation, advancing the success of both the University and the communities it serves.



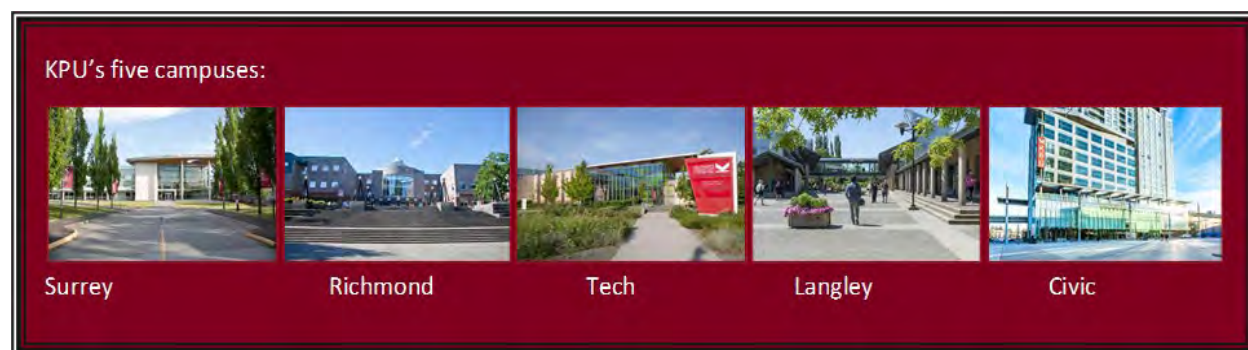
Management Discussion and Analysis

EXECUTIVE SUMMARY

The Management's Discussion and Analysis ("MD&A") provides an overview of KPU's operating environment, financial condition, performance, and key areas of financial risk and opportunity for the year ended March 31, 2025. This MD&A, together with the accompanying audited consolidated financial statements, serves as a key indicator of the University's financial health and it should be reviewed in tandem. For further details, please refer to the corresponding section headings throughout this MD&A report.

About KPU

As Canada's only polytechnic university, KPU uniquely blends the hands-on, industry-responsive approach of a polytechnic with the academic breadth and research integration of a university. It offers over 140 programs across a range of credentials, serving more than 20,000 students annually across five campuses in the region south of the British Columbia's Fraser River.



Operating Environment and Governance

KPU operates under British Columbia's *University Act* and is accountable to the Ministry of Post-Secondary Education and Future Skills ("Ministry"), aligning its strategic priorities with provincial objectives. KPU follows a bicameral governance model: the Board of Governors oversees the management, administration, and control of property, revenue, and overall operations, while the Senate is responsible for academic policy and program oversight. The President and the executive team manage day-to-day operations and ensure effective implementation of institutional priorities and policies.

KPU receives base operating funding from the Government of BC (B.C. Government) and is required to operate under balanced budget legislation. As a public sector entity, KPU's financial statements are prepared in accordance with B.C.'s *Budget Transparency and Accountability Act* and are consolidated with the province's financial statements.

Financial Results and Indicators

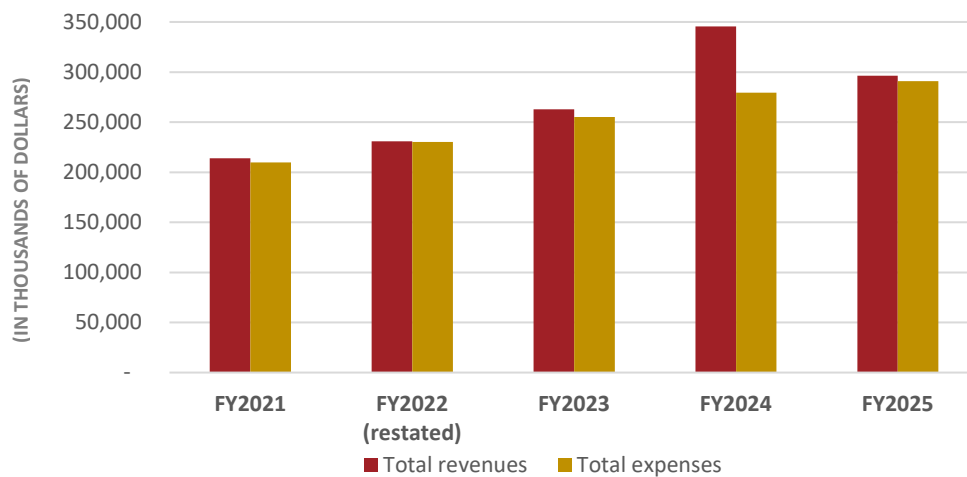
KPU's financial health is shaped by its revenue sources, expenditure patterns, and investment strategies, which together reflect KPU's financial stability, sustainability, vulnerability, and capacity to fulfill its mission effectively.

In FY2024-25, KPU experienced a reduction in total revenue, primarily due to a decline in international student enrolments as a direct result of changes in federal government immigration policies. This resulted in a \$28M decrease in international tuition and fee revenue compared to the prior year. Additionally, the significant decline from FY2023-24 in total revenue, operating surplus, financial position, and cash flow were impacted by the one-time land sale proceeds recognized in FY2023-24, which did not recur in the current fiscal year.

A detailed discussion of FY2024-25 cash flows and operating results begins on page nine of this report.

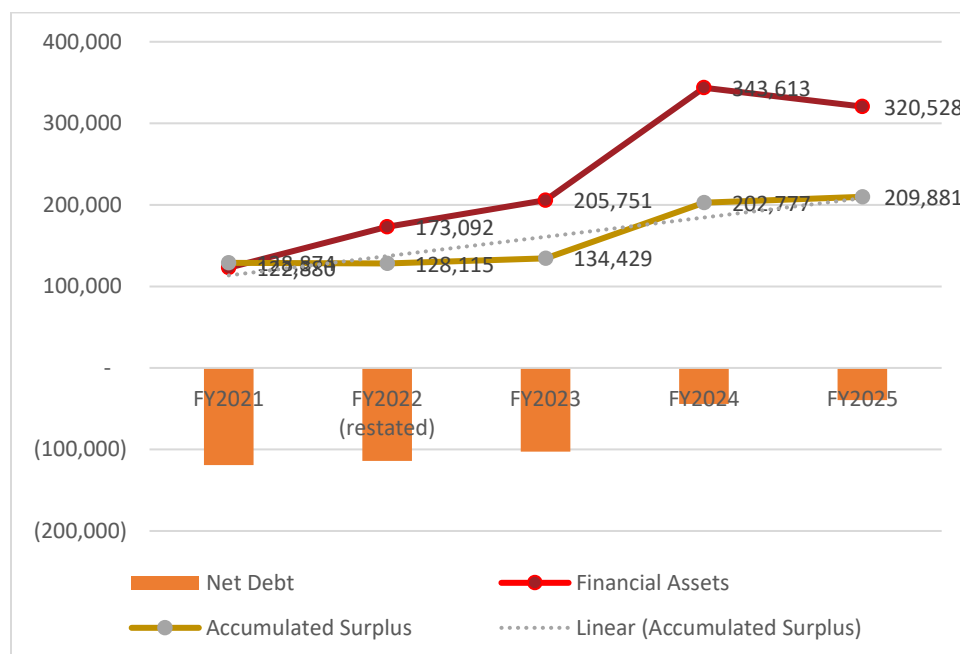
Revenue growth and operating surpluses

KPU experienced a 14% decline in revenue in FY2024–25 compared to FY2023–24, primarily due to a \$28M decline in international student revenue and the absence of one-time land sale proceeds of \$116M recognized in the prior year. Expenditures increased by 4% over the same period. Despite these pressures, KPU has consistently maintained operating surpluses—where revenues exceed expenses—as illustrated in the graph below.



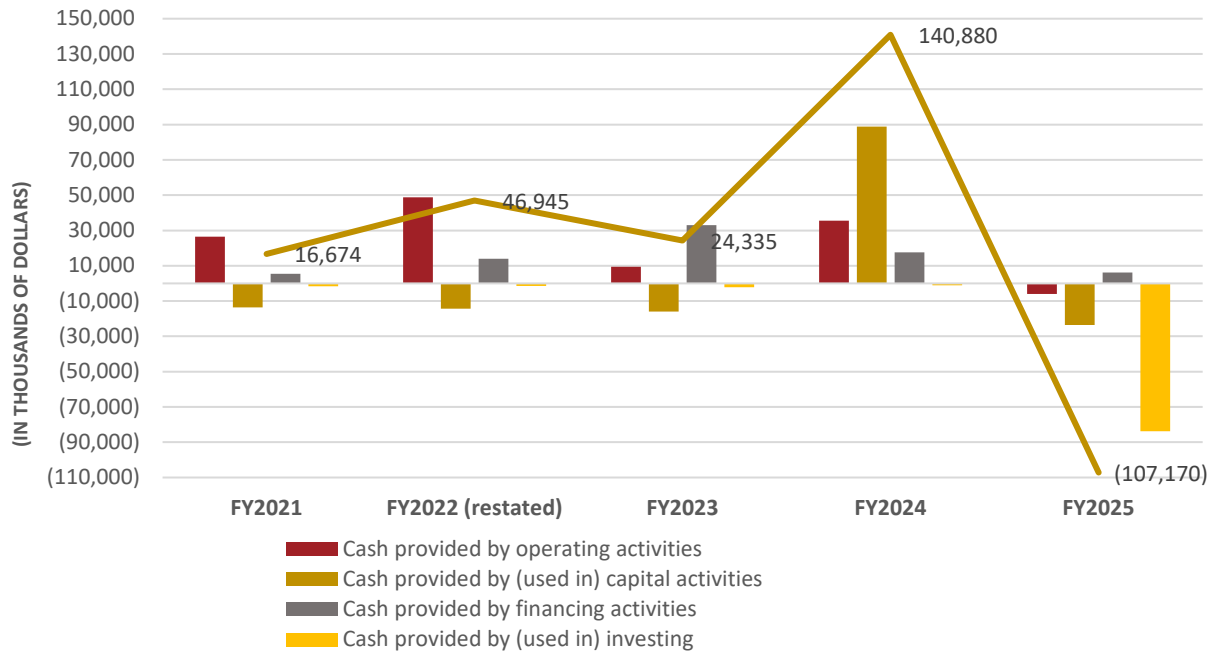
Financial position

KPU remains in a strong financial position, evidenced by a steady reduction in its net debt relative to financial assets over the past five years. Net debt represents the University's liabilities less its financial assets—those assets that can be readily converted to cash to meet obligations. As at March 31, 2025, KPU reported total financial assets of \$321M (2024: \$344M) and net debt of \$40M (2024: \$44M), resulting in a net debt-to-asset ratio of 12.4% (2024: 12.8%). This ratio means that KPU would need less than 13% of its long-term assets to cover its outstanding debt, reinforcing its stable financial position.



Cash flows

Historically, KPU has maintained positive cash flows from its operating activities, demonstrating its ability to cover operating expenses and fund capital investments and meet debt obligations through operating revenues. However, starting in FY2024-25, a net decline in operating cash marked the point where annual expenditures surpassed revenues. If this trend persists, KPU will need to depend on its investments to sustain operations. This shift necessitates a reassessment of budget planning for FY2025-26 and beyond.



OPERATING ENVIRONMENT AND GOVERNANCE

University Overview

As Canada's sole polytechnic university, KPU distinguishes itself from conventional universities and polytechnic institutes across the country. Polytechnics focus on advanced technical education with a hands-on, industry-aligned approach. KPU's programs emphasize applied learning, equipping students with the practical skills and competencies that offer a competitive advantage in today's job market.

As a university, KPU is authorized to grant bachelor's, master's, and doctoral degrees, as well as citations, certificates, and diplomas in both traditional and emerging fields. Further, KPU has an enhanced ability to integrate academic and professional education, applied research, community engagement, and critical thinking into a comprehensive educational experience.

KPU serves more than 20,000 students annually across five campuses: Surrey, Richmond, Langley, Cloverdale, and Civic Plaza. These campuses serve communities south of the Fraser River, located on the unceded traditional and ancestral territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem First Nations, as well as the lands of the Kwantlen First Nation, which generously gifted the use of its name to the University.

Government Oversight

The B.C. Government comprises ministries and various public sector organizations that deliver services and programs on its behalf, including post-secondary education. For reporting purposes, these entities are collectively referred to as a Government Reporting Entity ("GRE"). As a component of the GRE, KPU is accountable to the public through the Ministry responsible for post-secondary education, which oversees post-secondary education and skills training across the province.

The Ministry requires KPU to align with broad public sector principles as well as specific directives on government priorities and expectations. Periodically, the Ministry issues mandate letters to B.C.'s public post-secondary institutions ("PSIs"), outlining strategic priorities for the sector. From KPU's most recent [mandate letter](#) and the Minister's letter of direction reflect these priorities relevant to the University. In response, KPU aligns its strategic goals and performance measures with both provincial objectives and the Ministry's expectations for the post-secondary education sector.

KPU operates under the authority of the *University Act* of B.C. as a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the provincial government. In accordance with the *University Act*, KPU follows a bicameral governance model: the Board of Governors is responsible for the management, administration, and control of the University's property, revenue, and business affairs, while the Senate is responsible for academic governance. KPU is led by the President, who, supported by an executive team, is responsible for managing the day-to-day operations and oversee implementation of institutional policies.

As a publicly funded PSI, KPU must comply with financial and policy guidelines established by the B.C. post-secondary sector. The sector operates within a regulated fiscal environment, shaped by the provincial government mandates. Notably, domestic tuition increases are capped at 2% annually, limiting opportunities to increase tuition revenue from domestic students to match cost pressures. While international tuition rates are not currently regulated, institutions are expected to exercise discretion in setting these rates to remain competitive in the global market and to ensure affordability and predictability for international students.

Balanced budget legislation

The B.C. post-secondary education sector is governed by balanced budget legislation, which prohibits operating deficits in any given fiscal year without prior provincial approval. This requirement contributes to a complex operating environment, particularly during periods of economic uncertainty. As a result, institutions must engage in long-term financial planning to ensure balanced budgets annually, regardless of historical surpluses or deficits.

While the Ministry allows institutions to seek approval for a deficit budget under certain conditions, KPU did not submit such a request. Based on its projected financial position, KPU's Board approved a balanced budget for FY2024–25.

Strategic Priorities and Planning

KPU's strategic plan is being refined in *Fiscal 2026 and Beyond*, which outlines the mission, vision, and goals that guide the University's strategic direction and decision-making over the coming years. This strategic plan builds on the foundation of Vision 2026 which was developed through extensive consultations with key stakeholders and was approved by KPU's Board of Governors in May 2023.

Fiscal 2026 and Beyond serves as a bridge for KPU's strategic planning during a presidential transition, providing a solid foundation for future decision-making. As an updated implementation plan for *Vision 2026*, it reflects KPU's commitment to navigating challenges, making tough but necessary decisions, and identifying opportunities to emerge from this transition in a strong and stable position. The strategic document outlines the mission, vision, values and goals that embody KPU's identity as a polytechnic university, highlighting its unique potential to adapt and respond to future opportunities and challenges. By prioritizing strategic key areas, the plan supports long-term success while informing planning, budgeting and management processes. This alignment ensures the effective allocation of limited financial resources and the optimization of institutional outcomes.

Operating Grants and Other Revenues

Each year, eligible public PSIs receive base operating funding from the provincial government. For many institutions, including KPU, this operating grant is calculated independently of government-established student full-time equivalent ("FTE") targets. Consequently, actual fluctuations in student delivery FTEs do not necessarily impact the level of financial support received. The Ministry issues an annual budget letter detailing KPU's operating grant, student FTE targets, associated accountabilities, and expectations for the upcoming year typically reflecting a rollover of the prior year's funding with minimal inflationary adjustments. The base operating funding received by KPU in FY2024-25 was \$106M (\$101M recognized + \$5M deferred) representing approximately 36% of KPU's total operating revenues received and 34% revenues recognized for the year. The amount of base operating funding recorded in any given year is adjusted by Ministry-approved deferrals, if the full base funding is not required.

In addition to provincial funding, public PSIs generate revenue from various sources including tuition (48% of total revenue recognized), federal grants and endowments revenue from deferred contributions (10%) investments (5%), ancillary services and other (3%). Nonetheless, the majority of institutional funding is derived from a combination of tuition revenue and the provincial operating grant.

Collective Agreements

The Kwantlen Faculty Association ("KFA"), represents the faculty members at KPU. While, the British Columbia Government and Service Employees' Union ("BCGEU") represents staff at various public institutions across the province, it does not only represent employees at KPU. Both the KFA and BCGEU have active collective agreements in place for their respective membership groups in FY2024-25, with the KFA's agreement covering the period from April 1, 2022 to March 31, 2025 and the BCGEU's agreement covering from July 1, 2022 to June 30, 2025. Both groups are beginning negotiations on their agreements.

FINANCIAL RESULTS

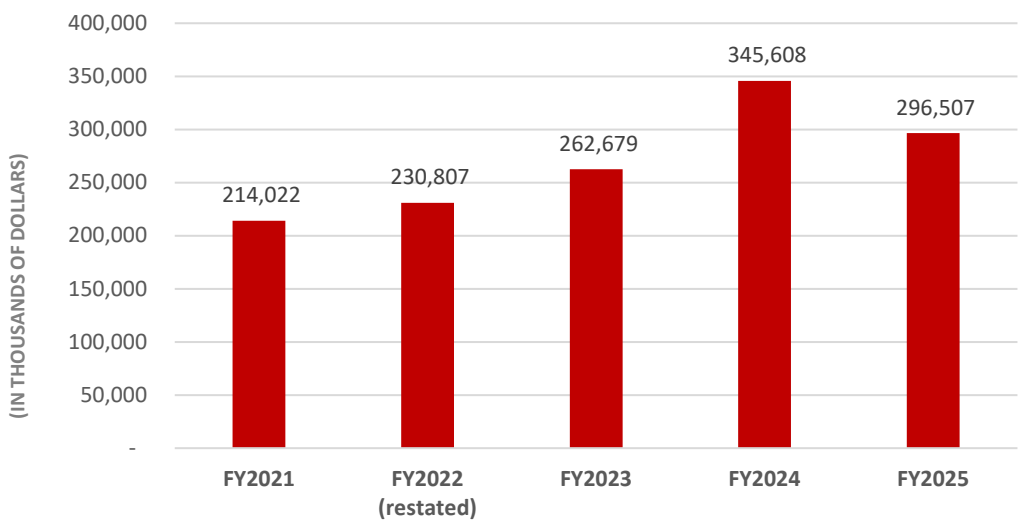
KPU prepares its consolidated financial statements in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia (the “Province”). The *Budget Transparency and Accountability Act* mandates that KPU follow Public Sector Accounting Standards (“PSAS”) along with Treasury Board Regulations 257/2010 and 198/2011. These regulations include notable differences related to deferred contributions. The basis for accounting and significant accounting policies applied in preparation of KPU’s audited consolidated financial statements for the year ended March 31, 2025, are detailed in Note 2 of the financial statements, with Note 2(a) providing an in-depth description of the applicable regulations and differences from PSAS.

Overview

This section provides a comprehensive overview of KPU’s financial results, including revenues, expenses, financial position and cash flows from multiple perspectives. In FY2024-25, KPU experienced a significant reduction in international student enrolments resulting in a \$28M (22%) decline in international tuition and student fees contributing to an overall 14% decline in KPU’s total revenues, which were down approximately \$49M, compared to the prior year.

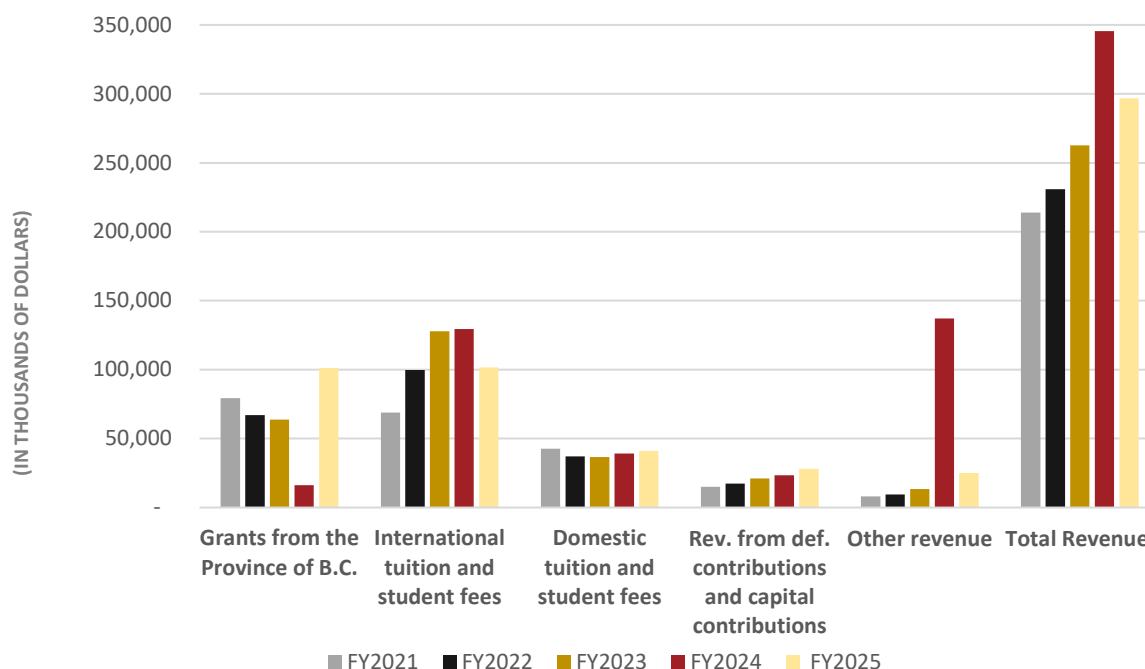
Revenues

Overall, revenues at the University have grown over the past five years, reflecting KPU’s continued expansion. As illustrated in the graph below, total revenues increased by 39% from \$214M in FY2020-21 to \$296.5M in FY2024-25. However, revenue decreased by 14% from FY2023-24 (\$345.6M) to FY2024-25 (\$296.7M). This decrease was primarily due to two main factors: In FY2023-24, KPU realized a \$116M gain on sale of land, leading to a deferral of \$83M of its base operating grant and a surplus of \$66M. If FY2023-24 total revenues were normalized - excluding these two factors, the total revenues would have been \$312.2M rather than \$345.6M representing a \$16M decrease or 5% overall. This \$16M decrease was caused by the decreased international student tuition and fees of \$28M (described above) offset by increased recognition of deferred operating and capital contributions of \$4.6M, base operating grant of \$2.0M investment income increase of \$2.1M and other revenues increase of \$3.3M.



Revenues by source

The following graph illustrates the five-year trend in revenues by source, highlighting changes in the composition and growth of the University's funding streams:



The sections below provide an overview of each revenue source and explain the changes observed between FY2023-24 to FY2024-25.

Grants from the province of B.C.

Grants from the Province primarily consist of the provincial operating grant, which serves as KPU's core funding. This category also includes targeted provincial funding for specific initiatives and projects. Overall, reported grants from the Province increased by 523% in FY2024-25 as compared to the prior year, primarily due to the deferral of an \$83M operating grant from FY2023-24, offset by a \$5M deferral of the FY2024-25 operating grant. When adjusting for operating grant deferrals, the effective funding for FY2024-25 was \$106M compared to \$99M in FY2023-24 resulting in a net increase of \$7M or 7% overall.

Operating grant deferrals

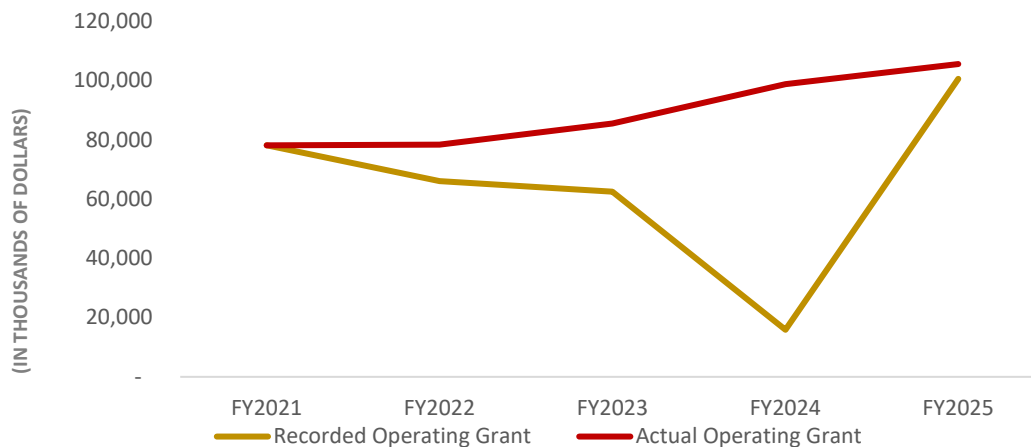
KPU has recorded operating grant deferrals totaling \$106.2M, which includes the deferral of \$5.0M from the FY2024-25 operating grant. The remaining \$101.2M was received and recognized in revenue. The increase from the prior year primarily reflects additional funding received under the Province's Shared Recovery Mandate ("SRM") to support salary increases for FY2022-23 and FY2023-24. The SRM provides funding for increases to salaries and benefits for unionized public sector employees, including BCGEU and KFA members, as part of the Province's commitment to fair compensation and inflation protection while maintaining fiscal sustainability.

Beginning in FY2021-22, the Ministry allowed PSIs to request a deferral of their operating grants as long as it did not put the University into deficit. The following summarizes KPU's deferrals by fiscal year:

- FY2021-22 Deferral \$12.4M, Operating grant recorded \$67M
- FY2022-23 Deferral \$22.9M, Operating grant recorded \$63.9M
- FY2023-24 Deferral \$83.0M, Operating grant recorded \$16.2M

- FY2024-25 Deferral \$5.0M, Operating grant recorded \$101.2M

KPU was approved to defer these operating grants for operating and capital purposes. By the end of FY2024-25, KPU has \$11.5M in deferred capital funding and \$83M in deferred operating funding available, with plans to utilize \$9.5M in capital and \$25.8M in operating in FY202526. The operating deferral focuses on long-term planning goals, support for equity, diversity and inclusion, student supports, indigeneity, and technology projects and services. Due to these deferrals, the operating grants recorded in KPU's audited consolidated financial statements differ from actual grants received. The graph below shows that operating grants have been increasing over the past five years.

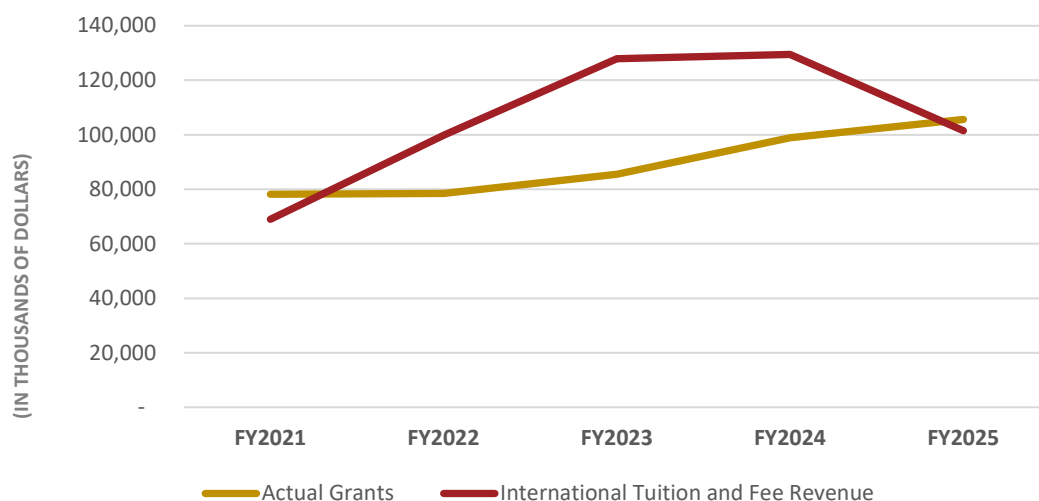


International and domestic tuition and student fees

Tuition and student fees represent all fees incurred by students to attend KPU for credential programs. International tuition and student fees are the University's largest revenue source, decreasing by \$28M (22%) to \$101.5M in FY2024-25 from \$129.5M in FY2023-24. Domestic tuition and student fees rose by \$1.8M to \$41M (5%) (FY2023-24: \$39.2M), a 5% increase from FY2023-24. This increase aligns with the 4% rise in domestic student FTEs of 362.

The decrease is due to the drop in international student enrolments as a result of limitations implemented in the federal government's international student policies as discussed previously. The of 25% year-over-year decrease in international student FTEs is minimally offset by a 2% rise in fees. As tuition for international students is approximately four times that of domestic students, these decreases in international FTE have a greater financial impact than declining domestic students. International tuition rates are set to recover the full costs of the programming where as domestic rates are subsidized by the base operating grant.

Historically, recognized grants from the Province have been comparable to revenue from international student tuition and fees. However, beginning in FY2021-22, a notable shift occurred with international student tuition and fee revenue surpassing the grants recognized from the Province, becoming KPU's primary revenue source. The trend continues until FY2024-25, when revenues from these two sources realign, reflecting a return to a more balanced distribution of funding.



Revenue from deferred contributions

Revenue from deferred contributions, which represent the spending of externally restricted grants as specified by the contributor, has increased by 29% to \$14.8M in FY2024-25 (FY2023-24: \$11.5M). A significant factor in this change was the increase in revenue recognized from sources other than provincial and federal contributions. These contributions are predominately for research grant activities, which continues to recover after being suppressed throughout the pandemic.

Revenue from deferred capital contributions

Contributions restricted for acquiring capital are recorded by KPU as deferred capital contributions on the Consolidated Statement of Financial Position. This treatment ensures accurate matching of revenue and expenses in financial reporting. As capital projects are completed and assets are put into use, these contributions are recognized as revenue from deferred capital contributions in proportion to the amortization of the related tangible capital assets. In FY2024-25, there was a 10% increase to \$13.3M (FY2023-24: \$12.1M), primarily driven by capital assets placed into service during FY2024-25.

Other revenue

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

Ancillary services revenue, which includes revenue from the bookstore, parking and food services increased by \$0.2M to \$3.5M in FY2024-25 (FY2023-24 - \$3.3M). The University's ancillary revenue, despite increased student and employee activity on campus post-pandemic, has not returned to pre-pandemic levels due to a continued overall reduction in on-campus activities as compared to FY2017-18 where ancillary revenues were as high as \$7M.

Investment income includes interest revenue, dividends, and realized gains and losses on the sale of investments. Investment income has increased by \$2.1M (18%) to \$15.3M in FY2024-25 (FY2023-24 - \$13.2M). This increase is largely attributed to higher interest earnings on increased cash balances due to land sale in FY2023-24 and elevated average interest rates, with the prime rate holding steady at 6.7% for most of the year.

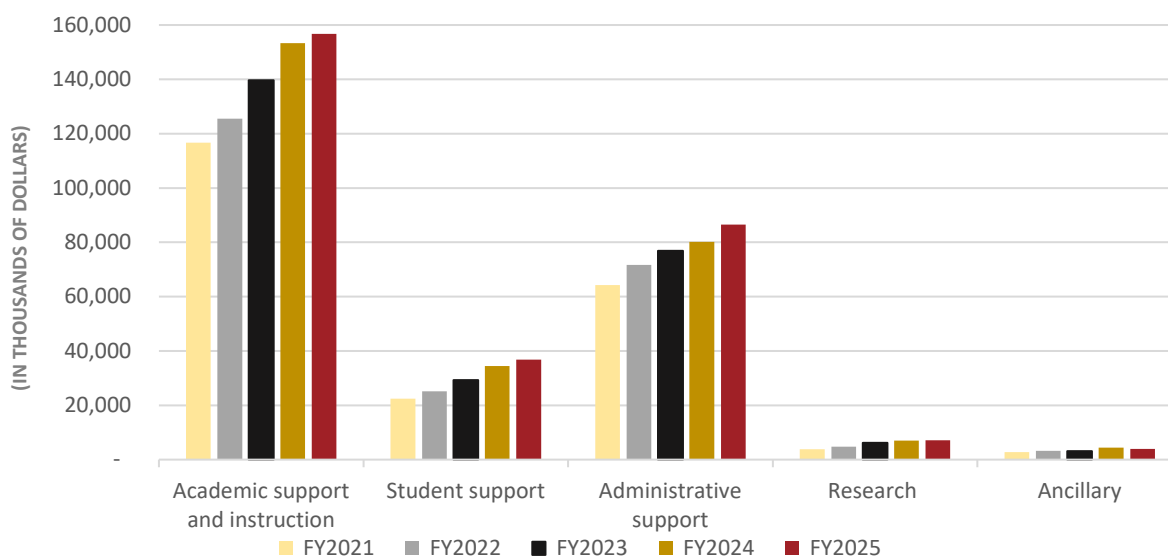
The remainder of other revenue consists of miscellaneous income, including space rentals, donations, trades shop income, product sales, and contract revenue. This increased by 39% to \$6.0M in FY2024-25 (FY2023-24: \$4.3M).

Expenses

Overall, expenses have grown by 39%—from \$210M to \$291M—matching the 39% growth in revenues over the same period.

Expenses by functional area

Functional areas represent broad categories of services provided by the University. KPU allocates the majority of its budget to ensuring the delivery of quality education. This includes significant investments in academic support, instruction, and administrative support for core academic activities. The remaining budget is dedicated to supporting students' wellbeing and success through non-academic areas, research initiatives, and providing ancillary services. The graph below illustrates expenses by function over the past five fiscal years.



Academic support and instruction

This functional area encompasses all academic programs, courses, and activities related to teaching and learning including undergraduate and graduate programs, curriculum development, academic advising, student support services, faculty development, and instructional technology. These components are essential to delivering high-quality education and academic excellence.

Over the past couple of years, KPU has expanded its focus from maintaining core academic activities to increasingly furthering academic innovation and teaching excellence. Academic support and instruction increased by 2.2% to \$156.8M in FY2024-25 (FY2023-24: \$153.3M). The majority of this increase is attributed to faculty salaries and benefits increases for existing programs, increases to the Entertainment Arts program, and targeted investments in academic strategic initiatives and institutional and faculty development.

Student support

This functional area includes the Office of the Registrar, Student Affairs and KPU International:

- The Office of the Registrar supports students with admission, registration, academic records, graduation or transcripts.
- Student Affairs provides services and programs related to accessibility, academic advising, assessment and testing, campus recreation, career services, counseling, student-focused equity, diversity and inclusion initiatives, orientation and transition, student awards, and financial assistance, student health and wellness, and

student rights and responsibilities. The aim is to enhance the overall student experience and support student success and well-being.

- KPU International offers services to international students, including admissions support services, and study abroad opportunities.

Student support increased by 7% to \$36.8M in FY2024-25 (FY2023-24: \$34.4M). Previously initiated enhancements such as increasing funding for student awards, and the introduction of a new KPU food security grant, have shown a strong impact on students' educational experience.

Administrative support

This functional area encompasses the operational and administrative facets that support KPU's day-to-day functioning:

- | | |
|------------------------------------|-------------------------------|
| • Campus and Community Planning | • Governance |
| • Campus Safety and Security | • Human Resources |
| • Communications | • Indigenous Leadership |
| • Equity and Inclusive Communities | • Innovation and Partnerships |
| • External Affairs | • Information Technology |
| • Facilities | • Marketing |
| • Finance | • Office of the President |
| • General Counsel | • Planning & Accountability |

Administrative support expenses increased by 8% to \$86.5M in FY2024-25 (FY2023-24: \$80.1M). The increase is primarily driven by higher costs within the Campus and Community Planning ("CCP") department related to planning with KPU Communities Trust ("KPUCT"), multiple new studies of existing sites and advancing student housing and childcare projects. Labour adjustments—including severance costs and other miscellaneous items—also contributed to the increase. These increases were partially offset by a \$4.7M year-over-year decrease in international education agent commissions, as payments decreased due to the sharp decrease in new international student enrolment.

Research

This functional area focuses on advancing knowledge and innovation through research activities conducted by faculty, students, and staff. Research funding, laboratories and facilities, collaboration with industry partners, publication and dissemination of research findings, and support for research ethics and compliance are components of the Research function. The aim is to promote a vibrant research environment and facilitate interdisciplinary collaboration and discovery.

Research expenses increased by 1.6% to \$7.1M in FY2024-25 (FY2023-24: \$7.0M) driven by heightened activity on short-term research grants which was funded by the increase in revenue from deferred contributions of \$14.8M from \$11.5M in FY2023-24. Since FY2020-21, research spending has increased by 82% from \$3.9M. This significant growth is driven by internal and external grant activities, which reflect the University's commitment to enriching experiential learning opportunities through robust research support.

Ancillary services

This functional area includes non-academic services that enhance the student experience, such as bookstores, food services, and parking. Ancillary expenses decreased by 11.5% to \$3.9M in FY2024-25 (FY2023-24: \$4.4M) primarily as a result of food services contract obligations and termination payments of \$0.5M related to the transition to a new service provider; additional repairs and maintenance of the Langley, Richmond, Surrey and Cloverdale campus

parking lots of \$0.2M. Revenues from ancillary services have increased resulting an improvement of net contribution of \$0.6M.

Expenses by object

Expenses are categorized by object, referring to the nature of the expenditure. The table below shows the expenses by object for FY2023-24 and FY2024-25. Overall, expenses increased 4.2% from the prior year.

Expenses by object (in \$'000s)	FY2024-25	FY2023-24	Change
Salaries and benefits	207,935	194,744	13,191
Fees and services	22,546	27,255	(4,709)
Amortization of tangible capital assets	21,518	20,789	729
Facilities	16,402	15,834	568
Student awards, bursaries, and donations	10,310	8,685	1,625
Supplies	5,181	4,971	210
Travel and professional development	4,809	4,159	650
Cost of sales	1,803	2,184	(381)
Leases, property taxes, and insurance	524	616	(92)
Accretion	48	54	(6)
Total expenses by object	291,076	279,291	11,785

Salaries and benefits

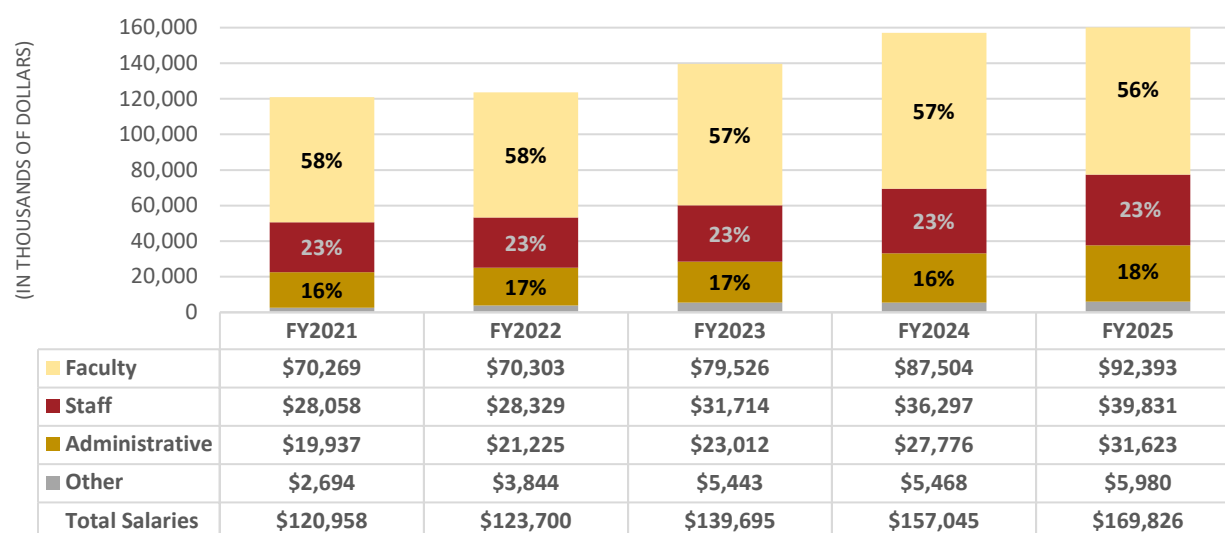
There are three main employee groups at KPU:

1. Faculty - members of the KFA
2. Staff - staff are members of the BCGEU,
3. Administration - Administration staff are non-union.

Salaries and benefits are KPU's largest expenditures, representing 71.4% of total expenses in FY2024-25 (FY2023-24 – 69.7%). There was an overall increase in salaries and benefits of \$12.8M (8.1%) year-over-year. The graph below provides additional details of salaries by employee group.

The relative proportion of salary expense by employee group has remained stable over time. However, the recent growth in the Administrative functional area targeted new positions to increase student recruitment and retention. The largest increases are seen in the Academic and Student Services areas, primarily due to targeted academic and student support initiatives. New units, including, the Office of Equity and Inclusive Communities, Indigenous Leadership, and the Office of Communications under the President's functional area, and the Human Resources functional area also experience continued growth.

Both the BCGEU and the KFA collective agreements are scheduled for negotiation in FY2025-26. The increase in faculty and staff salaries reflect the cumulative impact of wage increases and retrospective payments from the previous ratification's wage increases. Staff salaries also increased due to filling previously approved vacancies over the past couple of fiscal years. Faculty salaries were further impacted by the ongoing rollout of the Entertainment Arts programs and expansions to the Health program.



Non-salary expenses

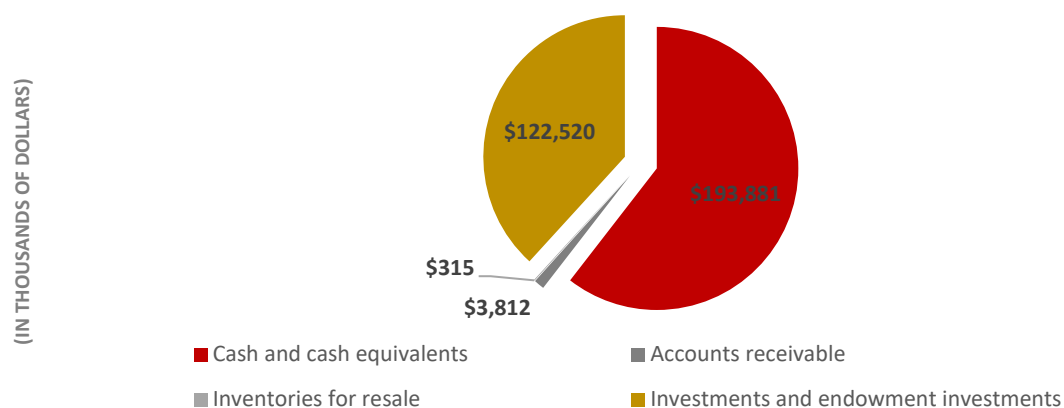
Non-salary expenses, including amortization, increased by \$5.8M (6.9%) to \$90.4M in FY2024-25 (FY2023-24 – \$84.5M). This increase is mainly attributed to inflationary pressures and an increased amortization from new capital asset additions. Significant capital additions are discussed in the Non-Financial Assets section later in the report. These increases were partially offset by a \$4.7M year-over-year decrease in international education agent commissions, as payments decreased due to the sharp decrease in new international student enrolment.

Financial Position

The University is in a strong financial position marked by significant increases in financial assets and reductions in net debt. This robust position provides greater flexibility for long-term strategic decision-making, enabling the University to invest in future growth and innovation.

Financial assets

Financial assets represent resources that can be converted to cash to meet obligations or fund future operations. During FY2024-25, financial assets decreased by \$23.1M (6.7%) to \$320.5M (FY2023-24: \$343.6M). The graph below provides a breakdown of financial assets as of the year ended March 31, 2025:



Cash and cash equivalents are the most significant component of financial assets amounting to \$193.9M or 60.5% of all financial assets (FY2023-24: \$301.1M). This represents a \$107.2M year-over-year decline (FY2023-24 – \$140.9M increase), primarily due to transfer of excess cash from the prior year—generated from the sale of land—into investment funds.

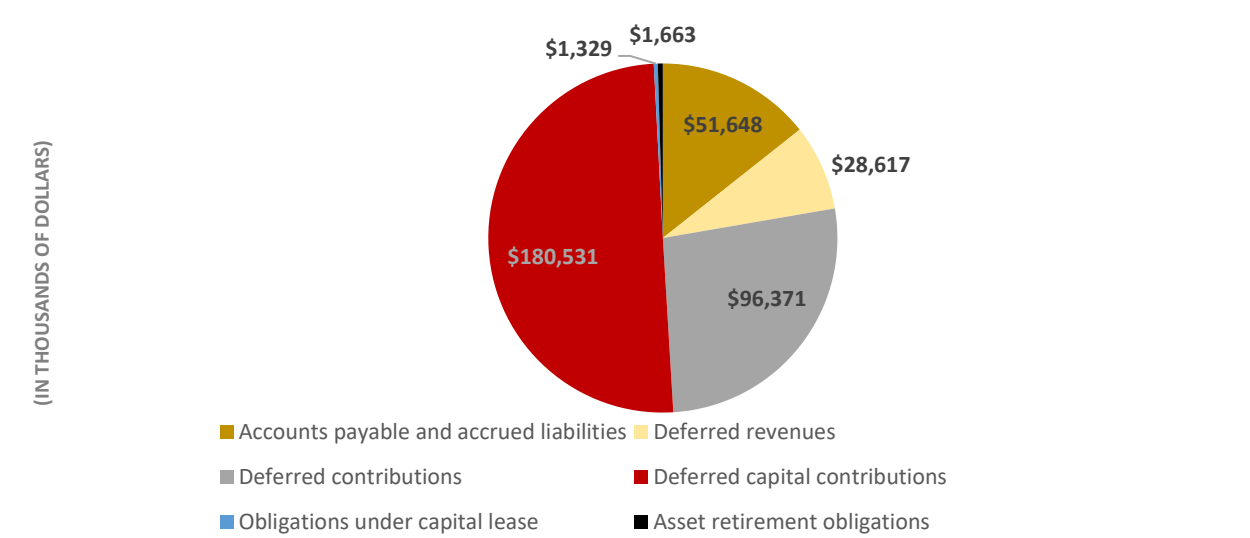
Investments and endowments are the next largest component of financial assets totaling \$122.5M (38.2%) of financial assets (FY2023-24 – \$37.0M). The year-over-year change was again, mainly due to the investment of excess cash generated from the land sale.

Accounts receivable represents \$3.8M (1.2%) of the financial asset balance (FY2023-24: \$5.1M), reflecting a year-over-year decrease of \$1.3M (25.8%). This decrease was primarily due to the receipt of Ministry payments, largely related to capital projects of \$0.6M, as well as a \$1.1M reduction in interest receivable resulting from the decline in interest rates over the year. The prime rate decreased from 7.2 percent at the end of fiscal 2024 to 4.95 percent at the end of fiscal 2025.

Inventories for resale, which include various products held for resale in KPU’s bookstores, remained relatively stable from FY2023-24 to FY2024-25.

Liabilities

Liabilities represent the University’s obligations to external parties resulting from past transactions or events. Liabilities reduced by \$27.7M (7.2%) to \$360.2M in FY2024-25 (FY2023-24: \$387.9M). The graph below provides a breakdown of liabilities at the year ended March 31, 2025:



Accounts payable and accrued liabilities represent amounts owed to vendors and other parties for goods and services received by year-end, including estimates where invoices have not yet been received. These balances accounted for 14.3% of total liabilities. The total decreased by \$11.2M (17.7%) to \$51.6M in FY2024-25 (FY2023-24: \$62.8M). This decrease is primarily attributed to lower salary accruals due to payroll cut-off and timing of payroll remittances of \$7.9M, and amounts related owing to students’ association for medical plan, tuitions, club fees etc. which decreased by \$2.8M, a general decrease in amounts due to vendors for goods and services of \$3.5M offset by the outstanding transfer due to the KPU Foundation of \$3.0M committed at year end.

Deferred revenues represent tuition payments received in advance for future courses and are recognized as revenue when the courses are delivered. Deferred revenues, representing 7.9% of total liabilities, decreased by \$19.1M (40%) to \$28.6M in FY2024-25 (FY2023-24: \$47.7M). This decline is primarily driven by reduced advance payments from international students for both the summer term and future terms, reflecting a decline in international enrolment.

Deferred contributions represent unspent externally restricted grants and contributions that must be used in accordance with the stipulations of the contributor in future periods. Deferred contributions, representing 26.8% of total liabilities, increased by \$8.9M to a total \$96.4M in FY2024-25 from \$87.4M in FY2023-24, the majority of this increase relates to two components: a \$5M deferral of the FY2024–25 provincial operating grant for general operating purposes, and a separate \$4.7M deferral related to provincial Nursing grants, not previously received.

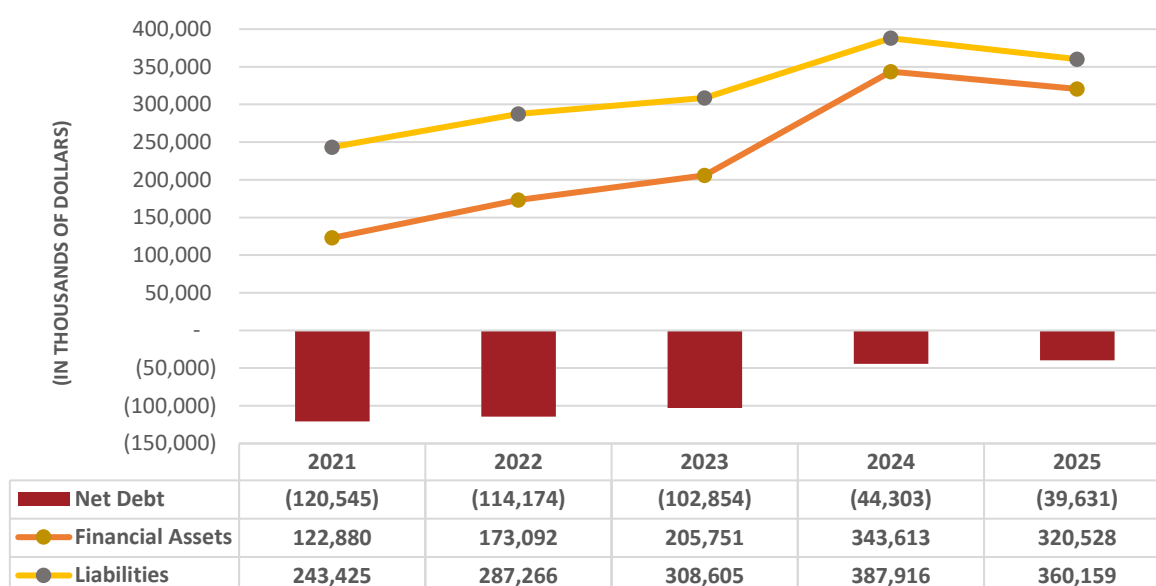
Deferred capital contributions, which are externally restricted contributions for acquiring capital assets, are the largest component of liabilities at 50.1% of total liabilities. This category decreased by \$5.7M (3.0%) to \$180.5M in FY2024-25 (FY2023-24: \$186.2M), mainly due to routine capital investments in general infrastructure (\$1.4M) and IT (\$1M) as well as completion of capital projects such as the electrical vault (\$1.2M) and exterior lighting upgrades (\$1.1M).

As discussed in the deferred contributions and deferred capital contributions sections, the University requested deferrals to fund future initiatives that could not be addressed within the current fiscal year. These capital initiatives will focus on deferred maintenance of aging infrastructure, modernization of information technology and furniture, and delivery of planned capital projects. This approach aligns with KPU's long-term financial planning strategy. The FY2024-25 operating deferral requests were guided by the University's broader strategic priorities, including long-term planning, equity, diversity, and inclusion, enhanced student supports, advancement of Indigeneity, and investment in critical technology projects and services.

Obligations under capital lease of \$1.3M (FY2023-24 \$2.2M) represent a lease agreement entered into by the University on September 1, 2023, to finance IT infrastructure for the Entertainment Arts program. The lease carries an estimated borrowing cost of 7.36% per annum (FY2022-23 – 7.36%). Included in liabilities is an asset retirement obligation related to the future removal of hazardous materials from certain University buildings. The balance of asset retirement obligations at March 31, 2025 was \$1.7M (FY2023-24: \$1.6M).

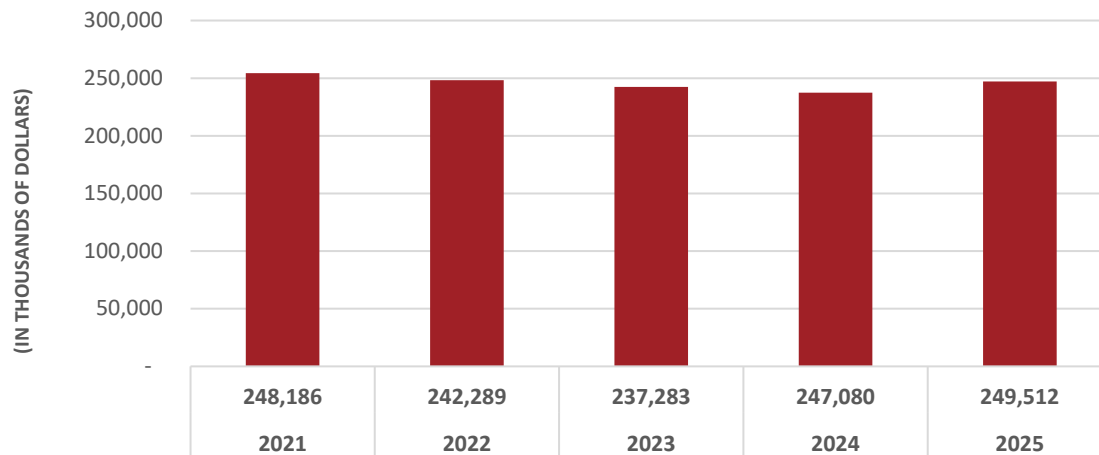
Net debt

Net debt, the excess of liabilities over financial assets, was \$39.6M FY2024-25, a decrease of \$4.7M from the prior year. This reduction was primarily driven by an annual surplus of \$5.4M and \$1.7M in net remeasurement gains on investments partially offset by a \$2.1M change in net assets where the cost of acquisition of capital assets exceeded amortization and an increase in prepaid expenses and deposits of \$0.3M. As shown in the following graph, net debt has been steadily decreasing over the past five years, reflecting ongoing improvements in the University's liquidity and overall financial position.



Non-financial assets

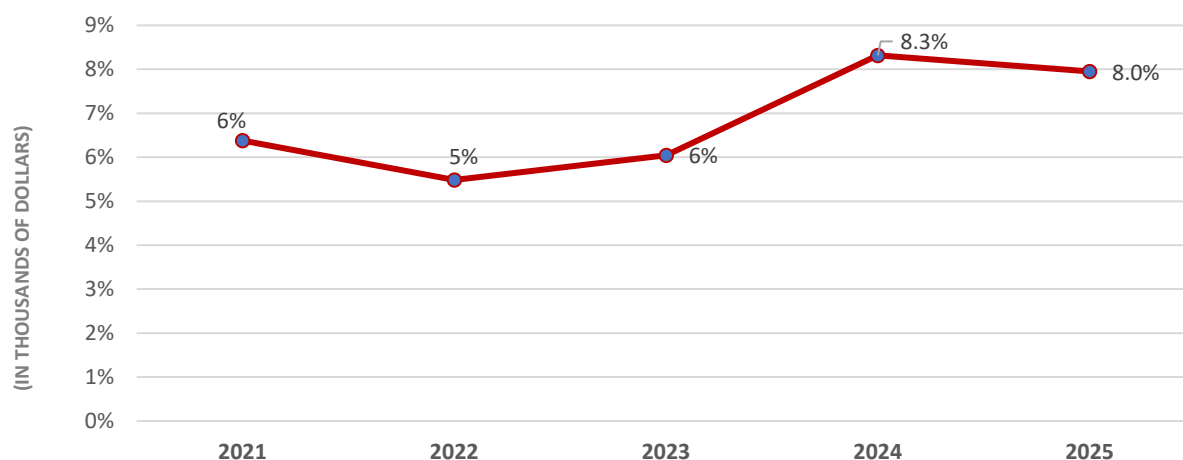
Non-financial assets are not available to settle existing liabilities and are held for the ongoing delivery of services. These assets have useful lives extending beyond the current fiscal year and are not intended for sale in the ordinary course of operations. The following chart presents the total non-financial assets by fiscal year.



The following table provides a breakdown of non-financial assets held by KPU for the last two fiscal years. Total non-financial assets increased by 1% in FY2024-25.

Non-financial assets (in \$000's)	FY2023-24	FY2024-25	Change
Tangible capital assets	240,411	242,503	2,092
Investments and endowment investments	2,817	2,817	--
Prepaid expenses and deposits	3,852	4,192	340
Total non-financial assets	247,080	249,512	2,432

Tangible capital assets include those purchased or constructed by the University, as well as assets contributed fully or partially by the provincial government. These assets comprise land, buildings, major site improvements, major equipment, library holdings, technology infrastructure, furniture and equipment, computing equipment, and leased capital assets. The graph below illustrates tangible capital asset additions as a percentage of total revenue—a metric that reflects the University's level of investment in long-term infrastructure. This ratio provides insight into resource allocation, strategic capital investment decisions, and the overall financial and operational health of the institution.



Between FY2020-21 and FY2022-23, tangible capital acquisitions averaged approximately 6% of total revenues, primarily consisting of routine purchases of furniture and equipment and computing equipment. In FY2023-24 and FY2024-25, this ratio increased to 8% due to significant additions related to renovations at the Richmond campus to support programs targeting technology relevant skills, continued information technology and furniture and equipment refreshes and a new capital lease to support information technology infrastructure for the Entertainment Arts program.

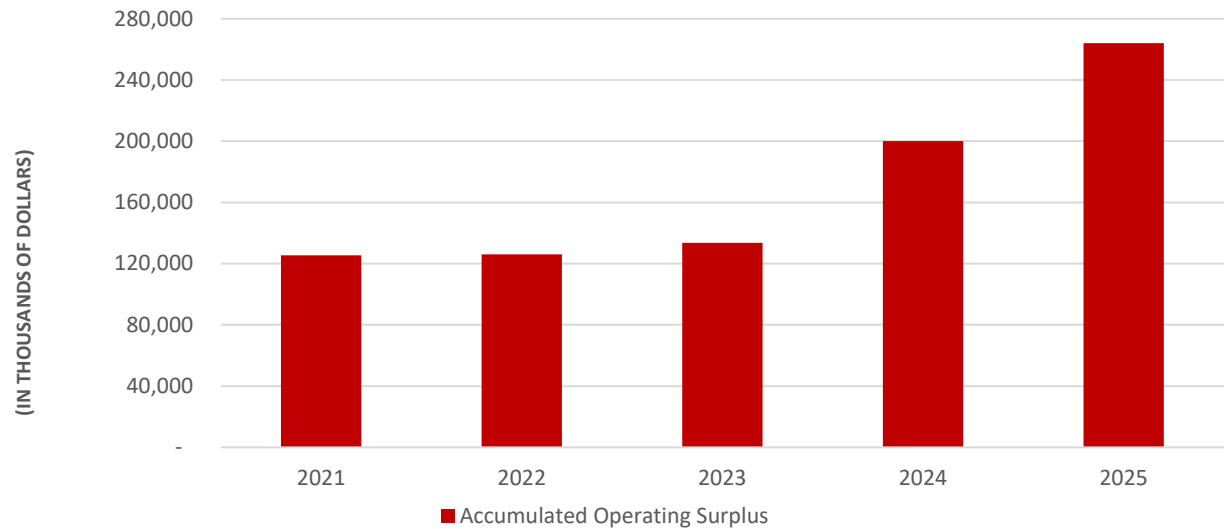
Investments and endowment investments reflect funds designated to generate income for specific purposes, such as student bursaries and scholarships. The establishment and management of the endowment fund, including the distribution of endowment earnings, are governed by policies set by KPU’s Board. The balance of investments and endowment investments remained stable from FY2023-24 to FY2024-25 at \$2.8M.

Prepaid expenses and deposits represent payments made for goods or services that will be received or consumed in subsequent fiscal years. These expenses, representing \$4.2M or 1.7% of total non-financial assets (FY2023-24–\$3.9M or 1.6%), increased by \$0.3M (8.8% from FY2023-24); primarily due to new prepaid balances related to the transition to the cloud for the Enterprise Resource Planning (“ERP”) system.

Accumulated surplus

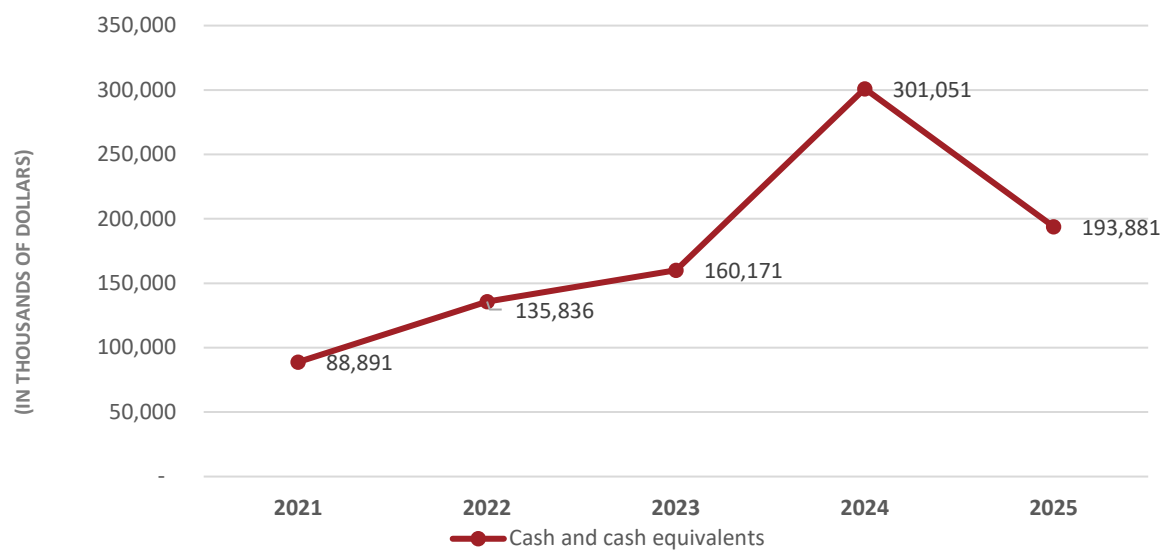
The University is in an accumulated surplus position, reflecting net positive resources of \$209.9M that, subject to direction of the Province and Board of Governors, may be used to support future services. A significant portion of the accumulated surplus is either invested in capital assets \$85.3M or is reserved for specific purposes, as determined by the Board of Governors or restricted by external funding requirements of \$70.9M. The University’s FY2024-25 accumulated surplus includes \$49.3M in unrestricted reserves (FY2023-24: \$44.6M) available to fund capital assets or other strategic initiatives. The balance of the accumulated surplus \$4.4M which is an amount recorded to recognize unrealized profits that come from changes in the value of KPU’s investments. These gains happen when the market value of the investments increase but they have not yet been sold.

The following graph illustrated the year-over-year trend in the accumulated operating surplus, which constitutes the majority of the total accumulated surplus balance. The significant increase in accumulated operating surplus in FY2024-25 is primarily due to the gain from a land sale.



Cash Flows

The Consolidated Statement of Cash Flows outlines the University’s sources and uses of cash during the fiscal year, categorized by operating, capital, investing and financing activities. The University’s overall cash position decreased by \$107.2M from \$301.2M in FY2023-24 to \$193.9M in FY2024-25.



KPU’s primary sources of cash are operating activities, specifically cash received from student tuition and fees, as well as grants from the Province. In addition, contributions received for tangible capital assets represented a significant source of cash during the year. These funds are used to support operational expenses, reduce liabilities and invest in infrastructure. The main reason for the cash balance being decreased in FY2024-25 was the transfer of excess cash from the land sale into investments of \$83.8M and the continued investment in maintaining KPU’s assets of \$23.9M. More details are available in the Consolidated Statement of Cash Flows within the audited consolidated financial statements.

FINANCIAL INDICATORS

Overall, the financial indicators below illustrate that KPU has maintained a strong financial position and consistently met its financial obligations over the past three years. Due to the significant impact of the land sale in FY2023-24 and the resulting impact on deferred operating grants, the following ratios have been also provided using normalized revenues which exclude these factors.

Key Financial Ratios	FY2024-25 Target	FY2024-25 Actual	FY2023-24 Actual	FY2022-23 Actual
Net debt to total revenue ratio	33%	13%	13%	39%
Net debt to total revenue ratio (normalized for operating grant deferrals)	33%	12%	35%	28%
Province of B.C. operating grant revenue to total revenue ratio	33%	34%	5%	24%
Province of B.C. operating grant revenue to total revenue ratio (Normalized for operating grant deferrals)	33%	35%	34%	30%
Own source revenue per student FTE (in \$'000s)	\$13.2	\$12.8	\$21.6	\$8.9
Own source revenue per student FTE (in \$'000s) (normalized for the land sale in FY2023-24)	\$13.2	\$12.8	\$13.4	\$12.4
Net debt per student FTE (in \$'000s)	\$7.3	\$3.0	\$3.1	\$7.1
Net debt per student FTE (in \$'000s) (normalized for operating grant deferrals)	\$7.3	\$2.8	\$7.2	\$5.5

Net Debt to Total Revenue Ratio

Net debt represents KPU's liabilities less its financial assets and reflects the University's capacity to meet its obligations at a given point in time. The net debt-to-total revenue ratio indicates the proportion of revenue required to cover KPU's net debt. Year-over-year declines in this ratio are a positive indicator, as they reflect stronger revenue relative to debt levels. When adjusting for the impact of the operating grant deferral, the normalized net debt-to-revenue ratio improves to 12%.

Province of B.C. Operating Grant Revenue to Total Revenue Ratio

Province of B.C. grant revenue to total revenue ratio increased significantly in FY2024-25 due to smaller operating grant deferral of \$5M in FY2024-25 versus \$83.0M in FY2023-24. The normalized ratio shows an increase in the operating grant as a proportion of total revenues reflecting the decreasing tuition and fee revenues from international students.

Own Source Revenue per Student Full-Time-Equivalent

Own source revenue per student FTE represents the revenue earned by the University from non-governmental sources, excluding provincial grants and other external contributions. The year-over-year decreases indicate reduced

per-student revenue generated from the University's own sources. The primary driver of this decline is the significant drop in international student enrolments in comparison to the previous years.

Net Debt per Student FTE

Net debt per student represents the University's debt attributable to each student. The year-over-year decreases indicate improved financial capacity and growth in institutional resources for the University. After normalizing net debt, the ratio remains favorably below KPU's target of \$7.3 per student FTE.

RISKS, UNCERTAINTIES, AND OPPORTUNITIES

KPU faces a range of challenges in its operational environment, including:

- **Financial risks** such as declining revenues, inflationary pressures, rising construction costs, and market volatility influenced by global trade tensions.
- **Regulatory risks** stemming from recent federal immigration policy changes that imposed caps on international study permits, leading to a significant drop in international student enrolment and associated revenues.
- **Geopolitical risks** stemming from external tensions and instances of foreign interference in research activities.
- **Cybersecurity threats** with growing concerns over data protection and system integrity.

In response to external challenges, such as global trade tensions and declining international student enrolment, KPU has developed a sophisticated enrolment and financial modeling tool to support informed decision-making. While the model is continuously refined with new data, early indications suggest that the University is well-positioned in the short-term to manage these external pressures. This initiative will also support a broader review of KPU's optimal size and scope. Moving forward, KPU will continue to:

- Mitigate financial and regulatory risks through advocacy with provincial and federal governments in relation to immigration, enrolment and tuition limits.
- Set an international student target at a sustainable level to 30% of total students, drawn from all corners of the world, with no heavy dependence on one market.
- Actively promote programming that is Post-Graduation Work Permit eligible to gain international students.
- Focus on both international and domestic recruitment and retention by enhancing student support services.
- Seek out partnerships with other post secondaries, industry and community partners.
- Employ flexible budgeting practices.
- Diversify revenue streams, including developing revenue-generating opportunities through the KPU Communities Trust.
- Complete program assessments to make informed decisions regarding the health of KPU programs
- Determine the right size and scope of the University's offering to ensure stability and sustainability.
- Align faculty levels with enrolment trends and student demand.
- Improve efficiency in operational and administrative areas of the University
- Carefully consider hiring decisions and spending discretionary spending in areas such as travel, hospitality, professional development and non-critical supplies. Invest in KPU's long-term success by strategically utilizing one-time deferred revenues to fund initiatives that will enhance future operations. These investments aim to strengthen the University's financial position, improve efficiency, and support innovative projects that align with its mission and vision for sustainable growth.
- Strengthen cybersecurity measures.

These measures aim to ensure KPU's resilience and ensure it remains well-positioned to fulfill its mission.

KPU operates in an increasingly complex environment facing challenges from competitive, financial, regulatory, research, scholarship, and innovation perspectives.

Revenue Stability and Diversity

KPU has three primary revenue sources:

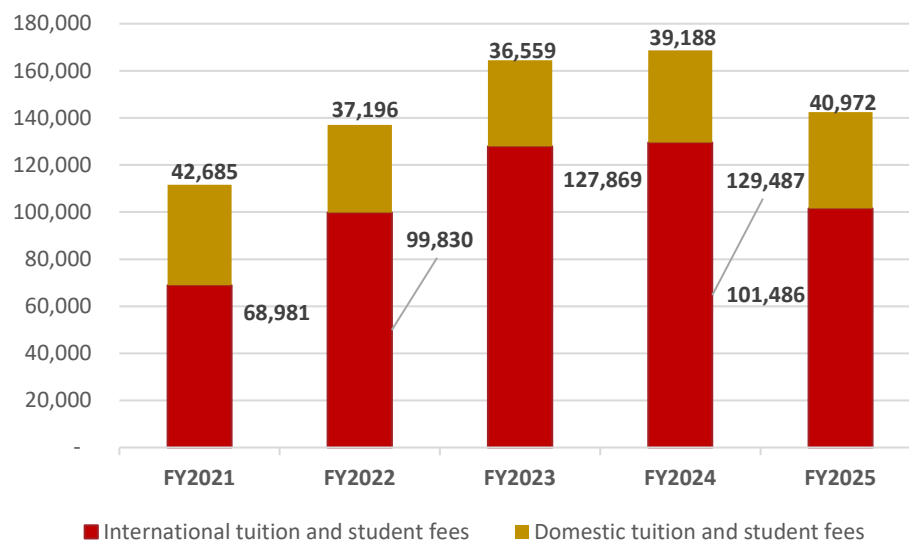
- Government grants
- Domestic tuition and fees
- International tuition and fees

Beginning in FY2021-22, international tuition and fees began surpassing government operating grants becoming KPU's largest single revenue source. The revenue from international tuition and fees peaked in FY2022-23 at 49% of KPU's total revenues whereas operating grants from the government were 29% in that year. The reliance on this revenue stream expose KPU and its revenue as the government, geo-political and immigration policies change. This was evident in early 2024 and 2025 following the federal government's announcement regarding immigration policies and tariff introductions for trades between Canada and the U.S which placed limits on the number of international students in Canada.

These immigration policy changes exacerbated the decline in international student enrollment observed throughout FY2024-25 and are expected into the future. KPU has established initiatives in response to the University's new allocation of study permits and has incorporated them into its long-term strategic planning and budgeting processes.

Domestic tuition and student fees have been traditionally a more stable revenue source for KPU. However, they are now facing increasing competition from other post-secondary institutions seeking to compensate for declines in international enrolments by attracting more domestic students. The provincial government caps the annual domestic tuition increases to two percent. The only viable way to increase this revenue stream further is to expand the domestic student base. However, since domestic tuition covers only a portion of the cost of program delivery, KPU would require an increase in operating grants from the provincial government to support additional students. As a result, KPU remains focused on maximizing existing course capacity rather than expanding beyond its current funding allocations.

The graph below highlights KPU's recent significant decline in international student tuition and fee revenues of \$28M (22%) from FY2023-24 to FY2024-25. While Domestic student tuition and fees, increased by \$1.8M (4.6%) from FY2023-24 to FY2024-25, reflecting a reversal of the previous trend. The University is optimistic that domestic enrolments will return to pre-pandemic levels in the coming years.



To remediate the decline in international student enrollments, KPU has implemented strategic enrolment management practices focused on stabilizing and diversifying its international student body. This approach aims to mitigate the risks associated with overreliance on any single country, where policy or geopolitical changes could impact student intake. In addition, KPU, has adjusted faculty staffing levels to better align with current enrolment trends.

Inflation

During FY2024-25, domestic and global inflation increased significantly, impacting the University economically and socially. Students and employees have faced rising costs for food, housing, and transportation, while the University has experienced significant pressures on construction and operating costs due to its multi-campus, asset-rich environment. To mitigate these risks, the University maintains a prudent financial approach, structuring its budget with ongoing and one-time components aligned with the nature of its revenues, and maintaining a financial reserve to respond to any unforeseen challenges.

Employee Recruitment and Retention

KPU depends on its faculty, administrators, support, and operational staff to maintain its high standard of education. A skilled and diverse faculty is essential for delivering effective instruction, while dedicated staff members are critical in managing the broad spectrum of administrative and operational functions. Together, they form the backbone of a successful student experience. Recently, the University has downsized its faculty workforce in response to declining student enrolment. A lower student population also reduces demand across supporting divisions, leading KPU to implement a hiring review as the primary method for those adjustments. This comprehensive review aims to identify opportunities for cost savings while ensuring operational efficiency. Early retirement and voluntary separation initiatives are also underway to reduce salary and benefit costs. KPU takes a data-driven, strategic approach to these changes, balancing financial sustainability with its commitment to academic excellence. Despite workforce reductions, the University continues to face the ongoing challenge of recruiting and retaining experienced personnel, an issue that is critical to sustaining KPU's mission. To address this risk, KPU fosters a respectful and inclusive environment that values fairness and equity for all members of its diverse community. The University also invests in its people by offering opportunities for personal and professional development, offers flexible hybrid work arrangements, and a competitive benefits package.

Cybersecurity

Cybersecurity risks, including data breaches, ransomware attacks, and phishing scams, continue to pose a serious risk to the confidentiality, integrity, and availability of sensitive information. Such incidents can lead to data loss or exposure, disrupt academic and administrative operations, and compromise the integrity of research. Recent high-profile cyberattacks in the post-secondary sector underscore the urgent need for robust, proactive security strategies. To address these challenges, KPU is committed to protecting its digital infrastructure through regular security audits, comprehensive employee training, and the implementation of advanced threat detection technologies. Equally important is fostering a culture of cybersecurity awareness among faculty, staff, and students—an essential component in mitigating the impact of evolving cyber threats.

KPU LOOKING FORWARD

As KPU focuses on its long-term viability, strategic enrolment management and revenue diversification remain essential for maintaining financial sustainability and operational effectiveness. Guided by *Fiscal 2026 and Beyond* and distinguished as Canada's only polytechnic university, KPU remains committed to prioritizing student learning by integrating theory, critical thinking, and hands-on practice. The University strives to uphold its financial strength while empowering students with the knowledge and skills necessary to become engaged, informed, and responsible citizens, prepared to pursue meaningful and fulfilling careers.

As KPU continues to evolve, strategic enrolment management will remain essential to navigating revenue and cost pressures and maintaining operational effectiveness. While global economic uncertainty and inflationary trends pose financial risks, KPU remains committed to educational innovation, student success, and institutional excellence for its students, employees, and broader learning community.

The federal government's two-year cap on international student study permits has restructured KPU's share of the provincial allocation to approximately 3,500 international study permit applicants for FY2024-25. However, actual application volumes remain below this cap, largely due to confusion surrounding the federal announcement—leading some prospective students to mistakenly believe Canada is no longer accepting international students. In addition, the federal government is approving a far smaller number of eligible students than the 3,500 student allocation. In response, KPU is actively correcting these misconceptions and strengthening its international recruitment efforts. Additionally, to manage the revenue impacts of declining international enrolment, KPU has realigned faculty staffing levels with updated enrolment forecasts and continues to refine its resource planning.

Domestic enrolment, by contrast, has shown positive momentum. FTE counts for domestic students increased by 4.6% between FY2023–24 and FY2024–25, and the University remains cautiously optimistic that this trend will continue.

The COVID-19 pandemic fundamentally altered the mode of instructional delivery, accelerating the shift toward online and hybrid learning as the new reality. KPU has embraced this evolution by sustaining a blended delivery model across many programs. These efforts have been supported by strong faculty engagement and continued investment in teaching technologies, digital infrastructure, and pedagogical development.

KPU's financial reporting, budgeting, and planning processes remain aligned with its *Fiscal 2026 and Beyond* mandate, which articulates the University's mission, values, and long-term objectives. This framework supports sustainable growth, institutional accountability, and responsiveness to change. The current presidential search presents a timely opportunity to engage in reflection and consultation as KPU prepares for future leadership and strategic direction.

KPUCT was established to generate revenue that supports academic priorities and enhances the student experience. Work is underway to define the Trust's governance framework, operational policies, and funding priorities to support its long-term success.

Looking ahead to FY2025-26, KPU remains focused on integrated planning, prudent financial management, and innovative approaches to ensure long-term sustainability and continued success in an evolving post-secondary environment.

A photograph of a modern building at night. The building features a prominent corrugated metal roof structure supported by dark beams. Several vertical columns are decorated with intricate, glowing yellow and white patterns. The ground is dark, and the overall lighting is warm and ambient.

Consolidated Financial Statements

Management's Statement of Responsibility

To the Board of Governors of Kwantlen Polytechnic University

Management is responsible for the preparation and presentation of the accompanying consolidated financial statements for the year ended March 31, 2025, including responsibility for significant accounting judgments and estimates in compliance with the accounting requirements of Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

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

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

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

On behalf of Kwantlen Polytechnic University



Dr. Alan Davis
President and Vice-Chancellor



Peter Smailes
Acting Chief Financial Officer

**KPMG LLP**

777 Dunsmuir Street, 11th floor
Vancouver, BC V7Y 1K3
Canada
Tel 604-691-3000
Fax 604-691-3031

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Kwantlen Polytechnic University, and to the Ministry of Post-Secondary Education and Future Skills, Province of British Columbia

Opinion

We have audited the consolidated financial statements of Kwantlen Polytechnic University (the Entity), which comprise:

- the consolidated statement of financial position as at March 31, 2025
- the consolidated statement of operations and accumulated operating surplus for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the “financial statements”).

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2025 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the “**Auditor’s Responsibilities for the Audit of the Financial Statements**” section of our auditor’s report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.



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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.



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We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the group as a basis for forming an opinion on the group financial statements. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants

Vancouver, Canada

May 28, 2025

KWANTLEN POLYTECHNIC UNIVERSITY

Consolidated Statement of Financial Position

As at March 31, 2025

(In thousands of dollars)

		2025 \$	2024 \$
Financial assets			
Cash and cash equivalents	(Note 3)	193,881	301,051
Accounts receivable	(Note 4, 20)	3,812	5,137
Inventories for resale		315	396
Investments and endowment investments	(Note 5)	122,520	37,029
		320,528	343,613
Liabilities			
Accounts payable and accrued liabilities	(Note 7)	51,648	62,759
Deferred revenue		28,617	47,715
Deferred contributions	(Note 9)	96,371	87,438
Deferred capital contributions	(Note 10)	180,531	186,202
Obligations under capital lease	(Note 11)	1,329	2,187
Asset retirement obligations	(Note 12)	1,663	1,615
		360,159	387,916
Net debt		(39,631)	(44,303)
Non-financial assets			
Tangible capital assets	(Note 14)	242,503	240,411
Investments and endowment investments	(Note 5)	2,817	2,817
Prepaid expenses and deposits		4,192	3,852
		249,512	247,080
Accumulated surplus		209,881	202,777
Accumulated surplus is comprised of:			
Accumulated operating surplus		205,446	200,015
Accumulated remeasurement gains		4,435	2,762
	(Note 15)	209,881	202,777

Contractual obligations (Note 17)

Contingent liabilities (Note 18)

Contractual rights (Note 19)



Ivy Chen
Chair, Board of Governors



Peter Smailes
Acting Chief Financial Officer

See accompanying notes to consolidated financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Consolidated Statement of Operations and Accumulated Operating Surplus

Year ended March 31, 2025

(In thousands of dollars)

		Budget \$ (Note 2(n))	2025 \$	2024 \$
Revenue:				
Grants from the Province of British Columbia	(Note 20)	103,393	101,219	16,238
Revenue from deferred contributions	(Notes 9, 20)	7,777	14,807	11,455
International tuition and student fees		128,699	101,486	129,487
Domestic tuition and student fees		40,714	40,972	39,188
Ancillary services		3,273	3,461	3,343
Investment income		11,030	15,286	13,155
Gain on sale of land	(Note 6)	-	-	116,394
Other revenue		3,415	5,965	4,296
Revenue from deferred capital contributions	(Notes 10, 20)	14,711	13,311	12,052
		313,012	296,507	345,608
Expenses:	(Notes 20, 21, 22)			
Academic support and instruction		172,209	156,750	153,319
Student support		34,157	36,846	34,443
Administrative support		97,446	86,493	80,149
Research		5,963	7,071	6,957
Ancillary services		3,237	3,916	4,423
		313,012	291,076	279,291
Annual surplus		-	5,431	66,317
Accumulated operating surplus, beginning of year		200,015	200,015	133,698
Accumulated operating surplus, end of year		200,015	205,446	200,015

See accompanying notes to consolidated financial statements

KWANTLEN POLYTECHNIC UNIVERSITY

Consolidated Statement of Changes in Net Debt

Year ended March 31, 2025

(In thousands of dollars)

	Budget \$ (Note 2(n))	2025 \$	2024 \$
Annual surplus	-	5,431	66,317
Acquisition of tangible capital assets, net of write-offs	(31,495)	(23,610)	(28,750)
Amortization of tangible capital assets	22,992	21,518	20,789
	(8,503)	(2,092)	(7,961)
Acquisition of prepaid expenses and deposits	-	(340)	(1,836)
Net remeasurement gains	-	1,673	2,031
Change in net debt	(8,503)	4,672	58,551
Net debt, beginning of year	(44,303)	(44,303)	(102,854)
Net debt, end of year	(52,806)	(39,631)	(44,303)

See accompanying notes to consolidated financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Consolidated Statement of Cash Flows

Year ended March 31, 2025

(In thousands of dollars)

	2025 \$	2024 \$
Operating activities:		
Cash received from:		
Student tuition and fees	125,260	150,593
Grants and contributions	126,194	110,555
Sale of goods and rendering of services	4,868	4,720
Interest and investment income	16,248	12,494
User fees, fines, penalties and other fees	3,084	1,900
	275,654	280,262
Less cash for:		
Employee payments	(177,941)	(152,616)
Supplier payments	(95,142)	(84,413)
Interest paid	(126)	(102)
Student awards	(7,163)	(5,596)
Transfers to the KPU Foundation	(1,218)	(2,029)
	(281,590)	(244,756)
Cash (used in) provided by operating activities	(5,936)	35,506
Capital activities:		
Cash used to acquire tangible capital assets	(23,610)	(28,750)
Proceeds on sale of land	-	117,600
Cash (used in) provided by capital activities	(23,610)	88,850
Financing activities:		
Contributions received for tangible capital assets	7,052	18,139
Principal payments on capital lease obligations	(858)	(473)
Cash provided by financing activities	6,194	17,666
Investing activities:		
Increase in investments	(83,818)	(1,142)
Cash used in investing	(83,818)	(1,142)
Net change in cash and cash equivalents	(107,170)	140,880
Cash and cash equivalents, beginning of year	301,051	160,171
Cash and cash equivalents, end of year	193,881	301,051

See accompanying notes to consolidated financial statements

KWANTLEN POLYTECHNIC UNIVERSITY

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2025

(In thousands of dollars)

	2025 \$	2024 \$
Accumulated remeasurement gains, beginning of year	2,762	731
Unrealized gains generated during the year from:		
Fixed income pooled investments	2,081	677
Pooled equity and real estate investments	107	1,406
Foreign currency translation	38	1
Remeasurement (gains) losses realized and reclassified to the Statement of Operations and Accumulated Surplus from:		
Pooled investments	(556)	(50)
Foreign currency translation	3	(3)
Net remeasurement gains for the year	1,673	2,031
Accumulated remeasurement gains, end of year	4,435	2,762

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

1. Authority and purpose

Kwantlen Polytechnic University (the "University") operates under the authority of the *University Act* of British Columbia. The University is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the Province of British Columbia. The University is a registered charity and is exempt from income taxes under section 149 of the *Income Tax Act*.

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

2. Summary of significant accounting policies

(a) Basis of accounting

These consolidated financial statements are prepared in accordance with the *Budget Transparency and Accountability Act* ("BTAA"), which requires application of generally accepted accounting principles for senior governments in Canada, supplemented by the following Province of British Columbia Treasury Board regulations ("Regulations"):

- Regulation 257/2010 requires that all taxpayer supported organizations adhere to the Public Sector Accounting Standards ("PSAS") without any PSAS 4200 elections.
- Regulation 198/2011 requires that:
 - restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.
 - contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the period when the stipulation or restriction on the contributions have been met.

The Regulations result in revenue being recognized in the Consolidated Statement of Operations and Accumulated Operating Surplus and certain related deferred capital contributions being recorded in the Consolidated Statement of Financial Position differently than with application of the PSAS alone:

- PSAS requires unrestricted government transfers to be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PS 3410. The BTAA / Regulations allow government transfers to be recognized as revenue when received or receivable.
- In contrast to Regulation 198/2011, PSAS requires externally restricted contributions to be recognized in revenue in the period when the resources are used for the purpose specified in accordance with PS 3100.

2. Summary of significant accounting policies (continued)

(a) Basis of accounting (continued)

- PSAS requires government transfers with stipulations that give rise to an obligation to be recognized as revenue as the liability is settled. The BTAA / Regulations allow for restricted contributions received for depreciable tangible capital assets to be recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

(b) Basis of consolidation

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by the University. On May 22, 2022, KPU Communities Corporation (the "Corporation"), a wholly-owned subsidiary of the University, was incorporated under the *Business Corporations Act* of British Columbia and on June 1, 2022, a trust deed was executed and appointed the Corporation as sole trustee of KPU Communities Trust (the "Trust"). The purpose of the Trust is to create revenue generating opportunities to support academic endeavors and enhance student experience and well-being for the University. The Corporation and the Trust are fully consolidated into these statements and all inter-entity balances and transactions are eliminated on consolidation.

(c) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase. They are subject to insignificant risk of change in value.

(d) Financial instruments

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

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

2. Summary of significant accounting policies (continued)

(d) Financial instruments (continued)

- (ii) Cost category: For accounts receivable, accounts payable and accrued liabilities, the carrying amount generally approximates fair value because of the short maturity of these instruments. Valuation allowances are made when collection is in doubt.

(e) Inventories for resale

Inventories for resale, including new and used textbooks, course manuals, stationery, art supplies, clothing, and crested and non-crested giftware, are recorded at the lower of cost or net realizable value.

Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated proceeds on sale less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable.

When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

(f) Contaminated sites

A liability for contaminated sites is recognized when the following criteria are met:

- (i) an environmental standard exists;
- (ii) contamination exceeds the environmental standard;
- (iii) the University is directly responsible or accepts responsibility;
- (iv) it is expected that future economic benefits will be given up; and,
- (v) a reasonable estimate of the amount can be made.

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

(g) Non-financial assets

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

(i) Tangible capital assets

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

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(g) Non-financial assets (continued)

(i) Tangible capital assets (continued)

	Term
Buildings	40 years
Major site improvements	10 years
Major equipment	10 - 20 years
Library holdings	10 years
Technology infrastructure	8 years
Furniture and equipment	5 years
Computing equipment	4 years
Leased capital assets	lesser of 5 years or lease term

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

(ii) Leased tangible capital assets

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

(h) Employee future benefits

The University and its employees make contributions to the College Pension Plan and Municipal Pension Plan, which are multi-year employer joint trustee pension plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years.

As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the University to the plans are expensed as incurred.

The University's sick leave benefits do not vest or accumulate and related costs are expensed as incurred. The University accrues vacation for employees as earned. The University accrues a supplemental employment benefit for maternity and parental leave upon commencement of the related leave. Retirement allowances, where applicable, are accrued upon approval.

2. Summary of significant accounting policies (continued)

(i) Asset retirement obligations

The University recognizes an asset retirement obligation, as at the financial reporting date, when there is a legal obligation to incur retirement costs in relation to a tangible capital asset, the past transaction or event giving rise to the liability has occurred, it is expected that future economic benefits will be given up, and a reasonable estimate of the amount can be made.

The estimate of the asset retirement obligation includes costs directly attributable to the asset retirement activities and is recorded as a liability and increase to the related tangible capital asset. The amount capitalized in tangible capital assets is amortized using the amortization accounting policy outlined in note 2(g)(i).

The carrying value of the liability is re-evaluated at each financial reporting date with changes to the timing or amount of the original estimate of cash flows recorded as an adjustment to the asset retirement obligation liability and tangible capital assets.

(j) Revenue recognition

Tuition and student fees, ancillary revenues, and sales of other goods and services are reported as revenue when (or as) KPU satisfies a performance obligation by providing the promised goods or services to a payor. A performance obligation is an enforceable promise made by a public sector entity.

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

2. Summary of significant accounting policies (continued)

(j) Revenue recognition (continued)

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

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

Investment income includes interest recorded on an accrual basis, dividends recorded as declared, and realized gains and losses on the sale of investments.

2. Summary of significant accounting policies (continued)

(k) Functional classification of expenses

The University has identified the following functions and associated groups of activities based upon the functional areas of service provided by various departments:

(i) Academic support and instruction

Academic support and instruction includes the activities related to the support and delivery of education including cost of instructors, academic management, support staff and related support costs.

(ii) Student support

Student support includes direct supports for students including Student Affairs, Alumni Relations, International Education, The Learning Centre, Library Resources and the Office of the Registrar.

(iii) Administrative support

Administrative support includes expenses that relate to the activities that support the University, consisting of Campus and Community Planning, Campus Safety and Security, Office of Equity and Inclusive Communities, External Affairs, Facilities, Financial Services, General Counsel, Human Resources, Indigenous Leadership, Innovation and Partnerships, Information Technology, Marketing and Communications, Office of the President, Governance, and Planning & Accountability.

(iv) Research

Research consists of the Office of Research Services which assists researchers with proposal preparation, administration of sponsored projects and active research activities.

(v) Ancillary services

Ancillary services represent the business activities that support the University's campus life. It consists of the bookstore, food services and parking and transit services.

2. Summary of significant accounting policies (continued)

(l) Use of estimates

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

(m) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which are designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Consolidated Statement of Financial Position date.

Any gains or losses resulting from a change in rates between the transaction date and the settlement date or Consolidated Statement of Financial Position date is recognized in the Consolidated Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Consolidated Statement of Remeasurement Gains and Losses and the exchange gains or losses in relation to the exchange rate at the date of the item's initial recognition is recognized in the Consolidated Statement of Operations and Accumulated Operating Surplus.

(n) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2024-2025 University Budget approved by the Board of Governors on January 31, 2024. The budget is reflected in the Consolidated Statement of Operations and Accumulated Operating Surplus and the Consolidated Statement of Changes in Net Debt.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

3. Cash and cash equivalents

	2025	2024
	\$	\$
Cash	119,828	297,978
Cash equivalents	74,053	3,073
	193,881	301,051

4. Accounts receivable

	2025	2024
	\$	\$
Student	3,453	2,987
Trade and other	1,994	3,719
Allowance for doubtful accounts	(1,635)	(1,569)
	3,812	5,137

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

5. Investments and endowment investments

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

	2025 \$	2024 \$
Designated to the fair value category (Level 2)		
Fixed income pooled investments	23,755	21,674
Canadian equities pooled investments	8,098	7,788
International equities pooled investments	8,678	7,796
Guaranteed investment certificate	83,181	1,049
Total Level 2 category investments	123,712	38,307
Designated to the fair value category (Level 3)		
Infrastructure pooled investments	-	26
Real estate pooled investments	1,625	1,513
Total Level 3 category investments	1,625	1,539
Total investments	125,337	39,846
Less endowment investments	(2,817)	(2,817)
Investments	122,520	37,029

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

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities (the University has no Level 1 investments)
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: Inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The following table reconciles the changes in the fair value of investments classified as Level 3 during the year.

	2025 \$	2024 \$
Balance, beginning of year	1,539	1,215
Purchases	45	246
Unrealized gain	41	78
Balance, end of year	1,625	1,539

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

6. Gain on sale of land

The Board of Governors previously approved the sale of a portion of land at the Cloverdale (Tech) campus to Fraser Health Authority. The sale was completed during fiscal 2024 for proceeds of \$117,600 and resulted in a gain on sale of land in the amount of \$116,394.

7. Accounts payable and accrued liabilities

	2025 \$	2024 \$
Accounts payable and accrued liabilities	22,839	27,830
Salaries, benefits and wages payable	14,035	20,298
Accrued vacation payable	14,774	14,631
	51,648	62,759

8. Employee future benefits

(a) Pension benefits

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trusted pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2024, the College Pension Plan has about 18,000 active members, and approximately 11,200 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 7,000 from colleges.

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

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202,000 surplus for basic pension benefits on a going concern basis.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

8. Employee future benefits (continued)

(a) Pension benefits (continued)

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761,000 funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

The University paid \$11,218 for employer contributions to the plans in fiscal year 2025 (2024 – \$13,217).

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

(b) Maternity or parental leave

The University provides supplemental employee benefits for faculty, staff and administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$1,144 in the current year (2024 – \$1,215). As at March 31, 2025, the University has an obligation of \$820 (2024 – \$977) which has been included in salaries, benefits and wages payable.

9. Deferred contributions

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

	2024	Amounts received	Recognized as revenue	2025
	\$	\$	\$	\$
Provincial	82,833	18,280	(8,857)	92,256
Federal	1,907	1,527	(1,810)	1,624
Other sources	2,698	3,933	(4,140)	2,491
	87,438	23,740	(14,807)	96,371

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

10. Deferred capital contributions

Contributions that are restricted for the purpose of acquiring capital are recorded as deferred capital contributions. Amounts are recognized into revenue at the same rate that amortization of the tangible capital asset is recorded.

Changes in deferred capital contributions balance are as follows:

	2024	Amounts received	Recognized as revenue	2025
	\$	\$	\$	\$
Provincial	164,520	7,580	(12,127)	159,973
Federal	7,682	10	(710)	6,982
Other sources	14,000	50	(474)	13,576
	186,202	7,640	(13,311)	180,531

11. Obligations under capital lease

The University entered into a capital lease on September 1, 2023 to finance technology infrastructure at an estimated cost of borrowing of 7.36% per annum (2024 - 7.36%). The principal and interest payments are as follows:

	2025	2024
	\$	\$
2025	-	984
2026	984	984
2027	411	411
Total minimum capital lease payments	1,395	2,379
Less amounts representing interest	(66)	(192)
Present value of net minimum capital lease payments	1,329	2,187

Total interest payment on capital leases for the year was \$126 (2024 - \$102).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

12. Asset retirement obligations

The University has recorded asset retirement obligations for the removal of hazardous material from some of the University's buildings.

The following is a reconciliation of the changes in the asset retirement obligations during the year:

	2025 \$	2024 \$
Balance, beginning of year	1,615	1,561
Accretion expense	48	54
Balance, end of year	1,663	1,615

The undiscounted estimated cash flows required to settle the obligations are approximately \$2,169 (2024 - \$2,169) to be paid during the fiscal years 2032 to 2034. The estimated cash flows were discounted using the credit-adjusted risk-free rate of 3.0% (2024 - 3.5%) per annum.

13. Line of credit

The University has the ability to draw on a line of credit with a commercial bank for \$7,500 (2024 - \$7,500). As at March 31, 2025, the University has not utilized the available line of credit.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

14. Tangible capital assets

	Land	Buildings	Major site improve- ments	Major equipment	Library holdings	Technology infrastruc- ture	Furniture & equipment	Computing equipment	Leased capital assets	Work in progress (WIP)	2025	2024
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Cost												
Opening balance	20,428	267,414	62,728	19,554	10,164	5,141	94,093	18,275	2,660	11,399	511,856	483,106
Additions	-	-	936	1,768	241	(787)	4,073	1,456	-	15,923	23,610	28,750
Transfer to/(from) WIP	-	-	546	-	-	912	-	-	-	(1,458)	-	-
Closing balance	20,428	267,414	64,210	21,322	10,405	5,266	98,166	19,731	2,660	25,864	535,466	511,856
Accumulated amortization												
Opening balance	-	(122,956)	(34,563)	(5,671)	(8,687)	(3,621)	(81,099)	(14,331)	(517)	-	(271,445)	(250,656)
Amortization	-	(6,685)	(4,738)	(1,473)	(322)	(400)	(5,121)	(1,892)	(887)	-	(21,518)	(20,789)
Closing balance	-	(129,641)	(39,301)	(7,144)	(9,009)	(4,021)	(86,220)	(16,223)	(1,404)	-	(292,963)	(271,445)
Net book value	20,428	137,773	24,909	14,178	1,396	1,245	11,946	3,508	1,256	25,864	242,503	240,411

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

15. Accumulated surplus

The accumulated surplus is comprised of the following:

	2025	2024
	\$	\$
Investment in tangible capital assets	85,291	84,479
Endowments (Note 5)	2,817	2,817
Internally restricted reserves	68,071	68,071
Unrestricted reserves	49,267	44,648
Accumulated remeasurement gains	4,435	2,762
	209,881	202,777

During the year ended March 31, 2025, the Board of Governors approved nil (2024 - \$61,901) in internal restrictions of the University's total accumulated surplus, for the Indigenous Fund of nil (2024 - \$16,901), Student Award Fund of nil (2024 - \$20,000) and Capital Reserve Fund of nil (2024 - \$25,000).

16. Financial risk management

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

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

(a) Credit risk

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

Credit risk associated with cash and cash equivalents is minimized by ensuring that these assets are held at financial institutions with a high credit quality. The University holds the majority of its cash and cash equivalents in a Canadian Chartered bank.

Management believes the credit risk associated with accounts receivable is limited as the balance largely consists of receivables from the Province of British Columbia and student accounts receivable that are closely monitored and managed to limit further enrollment until payment is made.

16. Financial risk management (continued)

(b) Market risk and interest rate risk

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

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

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

(c) Liquidity risk

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

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

(d) Foreign exchange risk

Foreign exchange risk is the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate due to changes in foreign exchange rates. The University is exposed to foreign exchange risk on investments that are dominated in foreign currencies.

The functional currency of the University is the Canadian dollar. The University is also exposed to risk at it conducts some transactions in foreign currencies, particularly the U.S. dollar. The University maintains a U.S. dollar denominated bank account to minimize foreign exchange risk on these transactions.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

17. Contractual obligations

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

	2026	2027	2028	2029	2030	There- after
	\$	\$	\$	\$	\$	\$
Capital commitments	10,773	-	-	-	-	-
Operational commitments	24,198	11,397	5,840	4,852	4,137	6,094
	34,971	11,397	5,840	4,852	4,137	6,094

18. Contingent liabilities

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

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

19. Contractual rights

The University may, from time to time, enter into contracts or agreements in its normal course of operations that will result in the realization of assets and revenues in future fiscal years.

The University enters into multi-year research funding agreements with various federal, provincial and municipal funding agencies whereby it has the opportunity to earn revenue in future years by incurring qualified expenditures. These research funding agreements do not abnormally impact the University's financial position.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

20. Related party transactions

The University has entered into certain transactions and agreements in the normal course of business with certain of its related parties. These transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties. Significant related party transactions not disclosed elsewhere in the consolidated financial statements, are as follows:

Revenue and expenses:

Included in revenue	2025 \$	2024 \$
Ministry of Post-Secondary Education and Future Skills grants	101,219	16,238
Other provincial government entities – grants and revenue recognized from deferred contributions (Note 9)	8,857	6,308
Other provincial government entities – grants and revenue recognized from deferred capital contributions (Note 10)	12,127	10,781
	122,203	33,327
Included in expenses	2025 \$	2024 \$
Ministry of Post-Secondary Education and Future Skills	353	347
Other provincial government entities	2,098	1,718
Other provincial universities	458	485
	2,909	2,550

Receivables and payables:

Included in accounts receivable	2025 \$	2024 \$
Ministry of Post-Secondary Education and Future Skills	151	798

Related party transactions with key management personnel:

During the year, key management personnel, comprised of the Board and the University's Executives, have nil (2024 – nil) related party transactions with the University.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

(All figures in thousands of dollars)

21. Expense by object

The following is a summary of expenses by object:

	2025 \$	2024 \$
Salaries and benefits	207,935	194,744
Travel and professional development	4,809	4,159
Supplies	5,181	4,971
Student awards, bursaries and donations	10,310	8,685
Fees and services	22,546	27,255
Facilities	16,402	15,834
Cost of sales	1,803	2,184
Leases, property taxes, insurance	524	616
Accretion	48	54
Amortization of tangible capital assets	21,518	20,789
	291,076	279,291

22. Kwantlen Polytechnic University Foundation

The Kwantlen Polytechnic University Foundation (the "Foundation") was established on July 14, 2000 and is registered under the Societies Act (British Columbia). The Foundation is a registered charity under the Income Tax Act of Canada. The purpose of the Foundation, is the solicitation and management of donations and endowments for the purpose of providing awards and grants to students of the University and to advance the University's engagement with and within communities it serves. The Foundation is governed by an independent board of directors, the voting members of which can include employees and officers of the University. The University does not exercise control over the Foundation.

During the year, as part of its ordinary course of business, the University committed certain funds to the Foundation.

	2025 \$	2024 \$
KPU Research Endowment	-	2,000
KPU Financial Aid Endowment	2,000	1,000
KPU Financial Barrier Reduction Fund	1,000	60
KPU Other Transfers	135	29
	3,135	3,089

The University also provides administrative, management and staff resources to the Foundation at no charge. As at March 31, 2025 the University has a payable of \$3,000 (2024 – \$1,060) to the Foundation.



KPU CIVIC PLAZA
13485 Central Ave
Surrey, BC

KPU LANGLEY
20901 Langley Bypass
Langley, BC

KPU RICHMOND
8771 Lansdowne Rd
Richmond, BC

KPU SURREY
12666 72 Ave
Surrey, BC

KPU TECH
5500 180 St
Surrey, BC

kpu.ca

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 9.2

Meeting Date: June 25, 2025

Presenter(s): Peter Smailes

AGENDA TITLE: FY2026 BUDGET UPDATE

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

Following the FY2025-26 Budget update presented to the Finance Committee in May 2025, this update outlines the actions taken since then. Work continues to implement the budget reductions approved by the Board of Governors as part of Kwantlen Polytechnic University's (KPU or the University) FY2025-26 budget submission. The budget was based on anticipated declines in international student enrollment, reduced tuition revenue, and the use of deferred funds from FY2024. As of the summer term, early estimates indicate that the tuition shortfall is growing and as of May 22, 2025 tuition is \$1.9M less than the budget projection.

To address the financial shortfall, KPU has undertaken several measures, including:

- Establishing budget targets for staffing and discretionary spending
- Reducing contingency funds
- Conducting hiring reviews
- Minimizing general expenditures
- Utilizing deferred revenues for one-time initiatives (OTOs) and future planning investments

Immediate reductions were identified and implemented, primarily through unused budget allocations from prior years and vacant positions deemed non-essential. While these measures provide temporary relief, deferred revenues will not be replenished, requiring future budgets to reflect a leaner and more focused financial approach while maintaining the University's commitment to teaching, learning, and scholarly activities.

The discretionary non-staffing reductions to May 2, 2025, were:

In \$ thousands	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
Target	3,000	2,000	2,000
Reductions	<u>(2,776)</u>	<u>(450)</u>	<u>(150)</u>
Remaining	224	1,550	1,850

The discretionary non-staffing reductions to June 6, 2025, are:

In \$ thousands	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
Target	3,000	2,000	2,000
Reductions	<u>(3,300)</u>	<u>(450)</u>	<u>(150)</u>
Remaining	(300)	1,550	1,850

The more savings that can be found this year will require less to be found in future years. The \$300,000 in savings over target will be added to next year's reductions and the remainder will be found through the FY2027 budget process and through the process described below.

The Challenge: Finding Sustainable Solutions

The challenge going forward is to generate ideas that align with KPU's strategic priorities while adapting to financial constraints. The goal is not simply to "do less with less," but to identify actionable initiatives that allow KPU to continue fulfilling its commitments to students, employees, alumni, and the community.

At a session held with President's Circle on June 3, 2025, leaders gathered to brainstorm ideas and initiatives that could be investigated to create long-term financial sustainability for the University. The leaders were encouraged to have open dialogue and use innovative thinking to brainstorm opportunities that considered:

- Challenging assumptions about efficiency and inefficiency.
- Drawing insights from practices at other institutions.
- Demonstrating return on investment if funding is required.
- What should KPU stop doing? What impacts will that have?
- Who should be involved in planning? How can we ensure inclusive decision-making?
- Which investments will provide the best long-term value?

All ideas are on the table for discussion. Some may be immediately actionable, others may require further investigation, and some may be shelved for future consideration. The priority is to thoughtfully navigate this transition while preserving KPU's mission and long-term vision.

The ideas were plentiful and priorities were in major themes of:

1. **Review of staffing compliments** – centralization/decentralization of services, administrative roles, advising, collective agreement amendments, etc.
2. **Academic planning/preparation** - improving student efficiencies with regard to course scheduling, class size, targeted offerings of classes, etc.
3. **Better use of technology** – in classrooms and support services, implementing a scheduling system, taking inventory of current systems.
4. **Review Administrative practices**- including policies, procedures and application of lean principles.
5. **Reassessing Capital infrastructure** – use, lease, sell buildings and/or spaces.

Ongoing meetings will refine these initiatives, with lead Vice Presidents assigned to oversee development and implementation. The goal is not merely cost-cutting, but reimagining how KPU operates—ensuring long-term sustainability while upholding its commitment to students, employees, alumni, and the broader community.

Position and Overtime Reductions

Work continues to identify BCGEU and Administration salary savings. This is a complex task that requires departments, in most cases, to rethink their organizational charts. The Executive have developed plans to reduce staffing levels. An initial meeting was held to review the plans as a group and to understand the impacts across the University. Staff will continue to be reduced through the hiring review process and the current staff reduction plans will inform that process.

BCGEU and Administration salary savings to May 2, 2025 were:

In \$ thousands	<u>2025/26</u>
Target	5,000
Salary Savings	<u>1,917</u>
Remaining	(3,083)

BCGEU and Administration salary savings to June 6, 2025 are:

In \$ thousands	<u>2025/26</u>
Target	5,000
Salary Savings	<u>2,590</u>
Remaining	(2,410)

Key Messages

1. Monitoring of enrolment and tuition projections continues to be top priority for KPU. Enrolment updates are shared regularly with KPU leadership to ensure alignment with budgeted projections. As of the summer term, early estimates indicate that the tuition shortfall is growing and as of May 22, 2025 tuition is \$1.9M less than the budget projection.

2. The budget reduction targets for FY2025-26 have been assigned, and \$3M in non-salary discretionary spending will be removed from specific budget lines. To date, \$3.3M has been identified and will be removed.
3. The vacancy/overtime reduction target is still in progress. To date, \$2.6M in BCGEU and Administration budgeted positions have been identified for elimination, with the remaining \$2.4M to be identified.
4. Leadership remains focused on a three-year strategic outlook to achieve fiscal balance by FY2027-28 through further reductions and revenue-generating initiatives. Updates on progress will be shared with the Finance Committee and the Board of Governors.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

1. Polytechnic University Executive
2. President's Circle

Submitted by

Peter Smailes, Vice-President Administration and Acting Chief Financial Officer

Date submitted

June 9, 2025

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 9.3

Meeting Date: June 25, 2025

Presenter(s): Peter Smailes/Carole Laplante

AGENDA TITLE: FY 2026-27 UNIVERSITY DRAFT BUDGET PRINCIPLES AND PRIORITIES

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT the Board of Governors approve the University Draft Budget Principles and Priorities for FY 2026/27, as recommended by the Board Finance Committee.

COMMITTEE REPORT

On June 17, 2025, the Board Finance Committee received, reviewed and recommended that the Board of Governors approve the University Draft Budget Principles and Priorities for FY2026/27.

Context and Background

Section 14 of the Kwantlen Polytechnic University (“KPU” or the “University”) Board Governance Manual includes certain responsibilities of the Finance Committee for financial planning in respect of the following, subject to the powers and duties of the Board of Governors (the “Board”):

- financial plans and budgets;
- the appropriateness and validity of any material assumptions and estimates used in the preparation of such plans or budgets;
- the consistency of the plans and budgets with strategic plans, policies, objectives and initiatives approved by the Board;
- the consistency of the financial plans and budgets with any other financial data;
- any significant assumptions, forecasts, targets or performance goals used by Senior Leadership in the preparation of the financial plans and/or budgets; and,
- the Board of Governors annual budget.

Key Messages

1. The attached budget principles and priorities form the basis for all budget decisions and are used to guide and support decision making throughout the budget process. The strategic priorities from *Vision 2026 and Beyond* are incorporated into the budget and priorities to help ensure that the

University is working towards the same goals. All budget principles and priorities will need to be achieved within the balanced budget framework.

2. The revised draft budget principles and priorities for FY 2026-27 have evolved from those previously approved by the Board of Governors for FY 2025-26, which had remained relatively unchanged for several years.
3. The FY 2026-27 budget principles and priorities have been previously presented to the Finance committee for initial consultation in May 2025 and modified based on that consultation. For ease, of review a redlined version including the Finance Committee feedback and other consultations has been included for reference.
4. The strategic priorities from *Vision 2026 and Beyond* are being incorporated into the budget and priorities to help ensure that the University is working towards the same goals.
5. The British Columbia post-secondary education sector is subject to balanced budget legislation and as such, a balanced budget will be recommended for FY 2026-27. This legislation requires that in any given fiscal period there cannot be an operating deficit. All budget principles and priorities will need to be achieved within the balanced budget framework.
6. The initial draft budget for FY 2026-27 is planned to be presented to the Board in January 2026 with a placeholder for amended budget if required following stable enrolment date in scheduled for January 21, 2026. If enrolment projections differ from the initial draft budget by +/- \$5M an amended budget will be prepared and presented to the Board in April 2026.
7. The draft governance timeline is attached for information purposes.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

1. University Executive
2. President's University Executive
3. Joint Senate Standing Committee on Academic Planning and Priorities and on University Budget

Attachments

1. FY 2026-27 Draft University Budget Principles and Priorities FINAL with feedback (redlined)
2. FY 2026-27 Draft University Budget Principles and Priorities FINAL with feedback
3. FY 2026-27 University Budget Governance Timeline and Development Process

Submitted by

Peter Smailes, Vice-President Administration and Acting Chief Financial Officer

Date submitted

June 6, 2025

Budget Principles & Priorities Fiscal Year 2026-27

As a result of the federal government's international student restrictions, the university faces a materially different financial situation than it did when its current strategic plan was established.

KPU's Board approved strategic priorities have not changed: serving and supporting students, focusing on social justice, environmental impacts, decolonization and full inclusion of Indigenous peoples. The challenge is how to advance KPU's strategic priorities while reducing budgets and the number of employees at the university. While it is easy to say "do less with less" it is challenging to translate that into actions for a university that wishes to continue to achieve all that is asked of it by its students, provincial government, employees, alumni and communities. The goal of these budget principles is to guide the university through a challenging time in a thoughtful manner that focuses on adapting to the new realities while continuing to pursue the university's long-term strategic goals.

With the arrival of a new President in 2025, the proposed FY 2027 budget principles and priorities bridge Vision 2026 to the goals and priorities of a fresh long-term plan.

	Proposed Budget Principle	Proposed Budget Priority
1	<p>Budget Model That Aligns Expenses With Revenues:</p> <p>While the prior year's allocations will be the initial starting point, expenses will be reduced to match projected steady state revenues while still aligning with KPU's strategic goals and provincial mandates. <u>Efforts will be made to minimize the impact on both employees and students, ensuring financial sustainability without compromising the university's core mission-</u></p>	<p>Advance KPU's strategic goals while recognizing revenues have declined. Budget reductions will be implemented in a thoughtful manner to maintain the long-term foundation of the university. By integrating strategic priorities into the budget framework, KPU can maintain progress on its strategic goals while adapting to lower revenues.</p>
2	<p>Realistic Enrolment Assumptions:</p> <p>International student enrolment has declined and is not expected to return to historical levels. The budget will be based on conservative but realistic enrolment assumptions for domestic and international students and will address student enrolment needs and demands.</p>	<p>Collaboration between the Office of Planning and Accountability and Financial Services will establish robust enrolment assumptions for tuition revenue as a foundation for budget development</p>

	Proposed Budget Principle	Proposed Budget Priority
3	<p>Support for <u>Core Activities and Strategic Priorities</u> and Core Activities:</p> <p>Advancing KPU's strategic priorities and focusing on KPU's core activities—teaching, learning, research, and related services, with a primary focus on students. The budget will use a data-informed and courageous approach to making KPU a leaner and smaller institution, while at the same time ensuring predictability and stability which will reflect a strong foundation for the institution. By maintaining this focus, the university not only upholds academic excellence but also fosters confidence among students, faculty, and stakeholders. Stability in budgeting is crucial for planning long-term initiatives and adapting to evolving educational demands.</p>	<p>The budget will reflect a smaller and leaner university and will continue to advance KPU's strategic priorities, while supporting and prioritizing teaching, learning, and scholarly activities. Maintaining robust support systems is essential for ensuring both academic excellence and an enriched student experience. By focusing on these areas, the university reinforces its commitment to providing a quality education that prepares students for success while fostering an environment of innovation and collaboration. This balanced approach ensures that limited resources are allocated effectively, keeping the needs of students at the forefront. <u>Resources will be allocated using a data-driven approach, informed by benchmarks where available and appropriate, to ensure effective decision-making that keeps student needs at the forefront.</u></p>
4	<p>Lifecycle Funding:</p> <p>New projects, activities and organizational changes will be funded over the lifecycle of the activity and will span fiscal years as required.</p>	<p>KPU's emphasis on funding activities and projects throughout their lifecycle ensures financial sustainability and operational stability. By approving budgets that span multiple fiscal years and considering long-term needs, the university can strategically align resources with its goals while mitigating risks. This prudent approach—prioritizing cost recovery and strategic program development—demonstrates a commitment to thoughtful planning and adaptability. It enables KPU to innovate responsibly, balancing progress with financial health.</p>
5	<p>Supporting Student Recruitment and Adapting to New Realities:</p> <p>Funding will be strategically allocated to support KPU as it adapts to the new post-secondary environment and emerging challenges, as well as</p>	<p>KPU is adapting to the latest challenges facing the post-secondary sector. Strategic use of funds to meet these challenges will be particularly important to support student recruitment and position KPU to meet the changing needs of industry, society and its communities. <u>Budget priorities will also focus on revenue generation,</u></p>

	Proposed Budget Principle	Proposed Budget Priority
	maintaining core activities and Strategic Plan objectives.	<u>emphasizing recruitment and retention initiatives as well as the development of new programs designed to create net-positive financial impact for the university. This approach positions KPU for sustainable growth while enhancing its ability to meet emerging educational needs.</u>
6	Contingency Plans: The budget will include an appropriate contingency. Distributed contingencies will be centralized to better manage the overall budget.	Maintaining a contingency budget is a prudent strategy to ensure financial resilience amidst unexpected challenges such as revenue fluctuations or inflationary pressures. It offers a safety net that allows the university to navigate uncertainties while safeguarding its core functions and priorities. By requiring the President (or delegate) to approve reallocations and involving the Board of Governors in broader spending changes, KPU reinforces accountability and transparency in its financial decisions. Contingency funds held at the department level will be centralized to better manage the prudent use of contingencies and reduce unspent funds at year end.
7	Balanced Budget: The university budget will be balanced and will ensure financial stability and sustainability.	The budget will consider unexpected changes and carefully evaluate future year impacts of budget decisions and therefore the long-term continuity of the university.
8	Capital Expenditure Controls: Capital expenditures will not increase self-funded annual amortization to more than 5% of operating expenses.	Priority for capital asset investments will be directed towards maintaining the university's assets through refresh allocations, strategic capital priorities and supporting key areas such as teaching and learning, student support, IT, research and innovation support.
9	Ancillary Services:	Budgets for Ancillary Services will be based on balancing the student experience with financial stability. By carefully adjusting pricing and

	Proposed Budget Principle	Proposed Budget Priority
	Ancillary Services will be budgeted to balance student experience with financial stability.	implementing cost-saving measures, KPU can move closer to cost recovery without compromising the quality of services offered to students. This strategy not only ensures the sustainability of ancillary operations but also reflects a commitment to student satisfaction and support.

Budget Principles & Priorities Fiscal Year 2026-27

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Fiscal 2026-27 University Budget Development Timeline

Date	Activity	Party
Budget Development Timeline, University Budget Principles and Priorities		
May 23, 2025	Submission deadline SSCAPP/SSCUB	SSCAPP/SSCUB
May 27, 2025	Present draft Budget Principles and Priorities, Process and Development Timeline to G8	G8
May 30, 2025	Present draft Budget Principles and Priorities, Process and Development Timeline to SSCAPP/SSCUB	SSCAPP/SSCUB
June 4, 2025	Present draft Budget Principles and Priorities, Process and Development Timeline to Polytechnic University Executive (PUE)	PUE
June 6, 2025	Submission deadline Finance Committee	FC
June 12, 2025	Submission deadline Senate	Senate
June 13, 2025	Submission deadline Board of Governors	BOG
June 17, 2025	Present draft Budget Principles and Priorities and Governance Timeline to Finance Committee	FC
June 23, 2025	Present draft Budget Principles and Priorities, Process and Development Timeline to Senate	Senate
June 25, 2025	Present draft Budget Principles and Priorities and Governance Timeline to Board of Governors	BOG
Budget Development Process Summary		
June 9 – 13, 2025	Communicate budget timelines and process to Deans, divisional leaders and DBMs	Leaders
June 13 – 20, 2025	Budget team to circulate capital budget request templates and savings targets and provide training / information sessions as needed	Finance
June 13, 2025 (TBC)	Finance to attend DBM meeting to review—the fiscal 2026-27 budget process, and documents and expectations	Finance/DBMs
June 16 – July 11, 2025 (4 weeks)	Divisions prepare capital budget requests and savings targets and have preliminary conversations with respective VPs.	Leaders
July 11, 2025	Capital budget requests due to Facilities and IT respectively, for capacity review, costing and feasibility assessment	Facilities/IT

Date	Activity	Party
July 11- 25, 2025 (2 weeks)	Facilities and IT return capital request templates to divisions with feedback. Divisions will then submit the capital request templates (including Facilities and IT feedback and costing) to Procurement for review	Facilities/IT
August 6, 2025	G8 meet (in-person) to review mid-year results, operating budget review and targets and provide feedback considering budget constraints and budget and strategic priorities	G8
July 28-August 8, 2025 (2 weeks)	Procurement returns capital templates to divisions for inclusion in division's consolidated budget request	Procurement

August 8-22, 2025 (2 weeks)	Divisions consolidate detailed capital budget requests in the summary budget request workbook and submit to Budget and Planning	Leaders
August 25 - September 2, 2025 (2 weeks)	Budget and Planning collate, analyze and send capital requests to Capital Committee for review	Finance
September 5 – 19, 2025 (2 weeks)	Capital Committee and Technology Governance Committee will review requests and identify supported projects for VP prioritization, returns list to Budget and Planning for quality control. Assessing scheduling and capacity to support the projects prioritized.	Capital Committee/ Technology Governance Committee
September 19 – 24, 2025 (3 days)	Budget and Planning sends reviewed Capital list to VPs for information	Finance
September 25 – October 3, 2025 (1.5 weeks)	DBMs & Divisional Leaders will meet with their respective VPs to review capital budget requests	Leaders
October 3 – 17, 2025 (2 weeks)	VP's finalize capital budget requests	VP's
October 17-22, 2025 (3 days)	Finance to consolidate all capital budget requests and operating budget requests to be carried forward to provide a consolidated summary to CFO	Finance
October 23, 2025 (TBC)	G8 meet to review capital budget requests and provide feedback considering budget constraints and budget and strategic priorities	G8
October 24	Budget team provides final draft budget to CFO	Finance
	President and CFO meet with VPs to review supported budget requests, as needed	G8
October 27, 2025	President and CFO meet to review final draft budget	President
October 28, 2025	Present draft budget to G's	G8
Special President's Circle meeting in November 3, 2025 (TBC)	Present draft budget to President's Circle and DBM's	Presidents Circle/DBM's
November 10, 2025	Submission deadline to Senate	Senate
November 13, 2025	Submission deadline to PUE	PUE
November 7, 2025	Submission deadline to SSCAPP/SSCUB	SSCAPP/SSCUB
November 20, 2025	Present draft budget to PUE	PUE
November 24, 2025	Present draft budget to Senate	Senate
Special Meeting November 14 (TBC)	Present draft budget to SSCAPP/SSCUB	SSCAPP/SSCUB
Dec 2025 (TBC)	Present draft budget to Academic Council (Is this required?)	Academic Council
Dec 2025 (TBC)	Budget consultation meeting with BCGEU representatives (if requested)	BCGEU
Dec 2025 (TBC)	Budget consultation meeting with KFA representatives	KFA
Dec 2025 (TBC)	Review draft budget with G8 for any final amendments	G8
January 2, 2026	Submission deadline to Finance Committee	FC
January 13, 2026	Present draft budget to Finance Committee	FC
January 16, 2026	Submission to Board of Governors	BOG

January 20, 2026 – TBC	Stable Enrolment Date	Finance/OPA
January 20-27, 2026 (1 week)	Finance assesses impact of stable enrolment date and tuition estimates. If significant i.e. more than \$5M a second round of budget consultation starts	Finance
January 28, 2026	Present draft budget for approval by Board of Governors – provide verbal update on enrolment projections	BOG
February 16, 2026	Submission deadline to Senate	Senate
January 23, 2026	Submission deadline to PUE	PUE
January 23, 2026	Submission deadline to SSCAPP/SSCUB	SSCAPP/SSCUB
March 12, 2026	Present draft budget to PUE	PUE
March 2, 2026	Present draft budget to Senate	Senate
February 6, 2026	Present draft budget to SSCAPP/SSCUB	SSCAPP/SSCUB
TBD	Present draft budget to Academic Council (Is this required?)	Academic Council
To be scheduled	Budget consultation meeting with BCGEU representatives (if requested)	BCGEU
To be scheduled	Budget consultation meeting with KFA representatives	KFA
March 6, 2026	Submission deadline to Finance Committee	FC
March 17, 2026	Present draft budget to Finance Committee	FC
March 20, 2026	Submission to Board of Governors	BOG
April 1, 2026	Present draft budget for approval by Board of Governors	BOG
May 15, 2026 TBC	Submission of approved Budget to Ministry	Finance

Report to the Board of Governors
Alan Davis, President and Vice Chancellor
June 25, 2025

In addition to my regular administrative and governance engagements, the following activities are of note since the last meeting.

On May 30th I was very pleased and honored to meet with incoming president Dr. Bruce Choy at the Waterfront campus of George Brown College to start the transition process.



On May 31 I was pleased to chair a session at the preconference workshop spotlighting Canada's Colleges at the Canadian Society for the Study of Higher Education at the Federation of Humanities and Social Sciences Congress and on June 2 I co-presented a session on the impact of remote work: "Reshaping Higher Education Leadership in the Era of the Flexible Workplace".

On June 3 I was pleased to attend the unveiling of a newly commissioned Indigenous art piece by renowned artist Pam Baker in the Arbutus building at KPU Surrey.

On June 4, I was pleased to attend the West Coast Excellence Award celebration of Dr. Lee Beavington: the first KPU instructor to be so honored.

On June 9 to 11 I chaired a virtual quality process audit for Georgian College in Ontario, and from June 10 to 13 we hosted our wonderful summer convocation ceremonies.

I attended the regular virtual meeting of the Ontario College Quality Assurance Management Board on June 17 and on June 18 I joined the virtual meeting of the Council of Presidents of the Association of Governing Boards.

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 11

Meeting Date: *June 25, 2025*

Presenter(s): *Diane Purvey*

AGENDA TITLE: PROVOST REPORT

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The Provost will refer to the attached document titled “Academic Plan 2027 Implementation Highlights” as part of the Provost Report to the Board.

Background on the Academic Plan 2027

The Academic Plan 2027 outlines KPU’s Academic strategic vision to 2027 including short and long-term goals.

Key Messages

1. Inform the Board of implementation highlights on the Academic Plan 2027

Resource Requirements

n/a

Implications/Risks

n/a

Consultations

1. Consultations occurred with input from 32 members of KPU administration, faculty and staff.

Attachments

2. Academic Plan 2027 Implementation Highlights
 3. Academic Plan 2027
-

Submitted by

Diane Purvey, Provost & VP, Academic

Date submitted

June 18, 2025

Academic Plan 2027 – The Story to Date, March 2025

Academic Plan 2027 (AP2027) received Senate approval at the end of September 2024. It thus launched in a particularly challenging fiscal environment for KPU. The relatively sudden and unpredictable nature of cuts to international student enrolments continues to create budgetary challenges which, in turn, impact the ability of faculty, staff, and administrators to engage meaningfully with the new academic plan. With that said, several projects are well underway that are advancing the primary goals of AP2027.

The following report, developed through consultations with 32 members of KPU administration, faculty, and staff, identifies key actions that are in progress and/or nearing completion. Since AP2027 was created as a living document, it is important to note that even elements which are substantially “complete” will be subject to updating as circumstances continue to change, and as new research emerges on best practices in key areas such as accessibility, anti-racism, gender equity, Indigenization, and sustainability. A more comprehensive overview of AP2027 initiatives, along with suggested future actions, is included in a supplemental tracking sheet.

A4. Expanding mentorship, applied research opportunities, and internships/practica for all KPU students, including opportunities focused on climate, sustainability, and other key initiatives.

- **Student Research and Innovation Grants (SRIG):** administered by the Office of Research Services (ORS), awards through SRIG have increased steadily since their introduction in 2021 and remain one of the most important means by which students can engage in applied research and gain valuable mentoring from KPU faculty and staff. In 2024, 74 applications were funded through SRIG, facilitated by the Office of Research Services; of these, 5 were awarded to students in the Melville School of Business, 26 in the Faculty of Science, 26 in the Faculty of Arts, 16 in the Wilson School of Design, and 1 to the Research Division (Sust. Food Systems). The SRIG program also enhances KPU’s commitment to the United Nations Sustainable Development Goals (UNSDGs), with each applicant indicating one or more of the SDGs in their SRIG application.
- **SRIG Podcasts:** awareness of the opportunities offered through the SRIG program has been enhanced through such initiatives as the SRIG podcasts featuring student researchers in conversation with their supervisors and other staff and administrators from KPU. The current featured podcast is a conversation between Dr Diane Purvey and ENTA student researchers Kioko Pang and Ravenna San Hom, who are working on

visual representations of climate change: <https://www.kpu.ca/research/funding-opportunities/student-funding/srig-podcasts>

A5. Facilitating access and developing pathways for mid-career and mature learners.

- **KPU Flex:** the expansion of KPU Flex initiatives, specifically Rapid Prior Learning Assessment and Recognition (Rapid PLAR) and Flex in the Community, is a key component in facilitating access and developing new pathways for mid-career and mature learners. Dedicated staff support will allow Flex to expand its portfolio assessment process in our communities, with a particular focus (as of this writing) on the Post-Baccalaureate Diploma in Accounting, the Post-Baccalaureate Diploma in Human Resources Management, and two marketing programs – the Marketing Diploma and BBA Marketing Management. In addition, Brewing, CADD, and NGO studies remain an important focus for KPU Flex: <https://www.kpu.ca/flex>
- **International PLAR:** initiatives underway in the office of the Vice President Students to expand our international PLAR will directly increase access for mid-career and mature learners from overseas, further supporting this AP action.

B3. Expanding access to professional development in key areas including, but not limited to, anti-racism, cultural safety, decolonization and Indigenization, accessibility, and gender and sexual equity.

- **Resource: Anti-Racism Toolkit:** the Anti-Racism Toolkit is a joint project developed by the Office of Equity and Inclusive Communities (OEIC) and the Teaching & Learning Commons (TLC) that will launch officially at the March 2025 Anti-Racism Symposium. Guided by the final recommendations of the Task Force on Anti-Racism, the toolkit has been designed through Pressbooks to provide directly relevant supports and resources that can be used in the preparation of syllabi and course assignments, and that are downloadable for use in the classroom. The resource has been customized for the KPU environment and meets or exceeds current accessibility standards. The Toolkit will be available via the OEIC web page and the TLC WordPress, increasing its availability to all members of the KPU community. Centralizing this information in a single, open resource aligns directly with the AP goal of boosting the visibility of core professional development resources and enhancing KPU's reputation as a leading provider of open educational resources: <https://kpu.pressbooks.pub/antiracismtoolkit/>

- **Resource: Technology Accessibility to Support Learning:** developed by the Teaching and Learning Commons, in consultation with KPU's Lead Advisor for Disability, Accessibility, and Inclusion, this resource provides guidance to faculty and staff on creating accessible learning technology (Moodle, PebblePad, and Kaltura) and accessible course presentations, including Word and PPT documents:
<https://www.kpu.ca/teaching-and-learning/teaching-resources/resources/technology-accessibility>. This WordPress resource is currently being featured through the Today@ platform, with a weekly spotlight on each module.
- **Equipment: Braille Embosser:** the library's purchase of a self-serve Braille embosser further supports the accessibility goals of the Academic Plan and works in conjunction with the TLC resources above: <https://www.kpu.ca/library/braille-printing>
- **Resource: Relearning Gender Online Module:** developed by the OEIC, this online, self-paced module introduces participants to gender identity, expression, and sexuality, and supports the creation of safer spaces for 2SLGBTQIA+ communities:
<https://community.moodle.kpu.ca/course/view.php?id=502>. This professional development resource meets two major goals of AP2027; it increases access to self-paced professional development in a key area and, it is an essential prerequisite to Key Action D4 – ensuring that gender and sexual equity are key considerations in all program and course development and revision.

C1. Expanding opportunities, including global learning opportunities, for learning outside the classroom, in nature, and in simulated practical settings.

- **Global Indigenous Learning Experience (GILE) Summer 2025:** this is a collaborative initiative developed by KPU Indigenous Services, KPU International, Kurungkurl Katitjin (Edith Cowan University Centre for Indigenous Australian Education and Research), and ECU International, with funding from the KPU. Indigenous Pathway Fund. Indigenous students at KPU will enrol in a 5-week hybrid global learning experience that includes online classes, hosting students from ECU, and travelling to Australia to complete workshops and cultural tours. The GILE supports four elements of the xé?ell KPU Pathway to Systemic Transformation: Indigenous Voices Matter; Holistic Learning and Wellbeing; Weaving Indigenous Worldviews; and, Thought Meets Action:
<https://www.kpu.ca/studyabroad/virtual-exchange/global-indigenous-learning>
- **Partnership Development/Learning Outside the Classroom: Water Protection & Sustainable Development Project (UN Water):** launched under the umbrella of the UNSDG Champions, this pilot project saw KPU Biology faculty member Dr Layne Myhre partner with the k'wəḷəm First Nation to measure water toxicity, salmon

health, and the impacts of mitigation efforts in an urban watershed. Alongside students from the KPU Environmental Protection Technology program, Myhre sampled water from multiple sites throughout the Coquitlam watershed. Equipment grants allowed for more sophisticated sampling methods that, in turn, qualified the kʷikʷəłəm First Nation for a Fish & Wildlife compensation grant from BC Hydro; this grant will support the kʷikʷəłəm Sockeye Hatchery Project. In partnership with SFU and the KPU Applied Genomics Centre, a larger grant will allow this project to be extended to the scəwaθən (Tsawwassen) First Nation for 2025-2026. [Water Protection and Sustainable Development \(UN Water\)](#)

- **Partnership Development/Learning Outside the Classroom: DEPD 3610 Design for Professional Use:** students in DEPD 3610 work with professionals to define and assess needs, gain research confidence, and work with the constraints that accompany product development for specific industries. Partnered in Spring 2025 with District of North Vancouver Fire and Rescue (DNVFRS), students are gaining onsite experience in the FRS Lynn Valley training facility and the Maplewood Fire and Rescue Centre, while working alongside product teams at Mustard Survival, CODA Equipment, and Emergco.

C2. Increasing the number and relevance of community and industry partnerships

- **Partnership Development:** guided by the VP External Affairs, several new fundraising initiatives are increasing the number and relevance of community and industry partnerships. The opening of the Netflix Vancouver Studio presents a series of potential benefits to the KPU community. In addition to scholarships and bursaries funded by Netflix, the studio can provide potential work-integrated learning opportunities, as well as direct employment on graduation for Entertainment Arts (ENTA) students. In addition, in partnership with Penta Builders, the KPU Foundation recently launched the Tony Allen Legacy Award to support the next generation of tradespeople. Penta is the lead fundraiser for this away, thereby extending KPU's network of supporters further into the Richmond Trades and business community.
<https://give.kpu.ca/s/1893/match19/interior-foundation.aspx?sid=1893&gid=2&pgid=951>
- **Resource: Work-Integrated Learning (WIL) Guidebooks:** three newly completed guides have been designed to assist students, faculty, and community partners wishing to integrate WIL into their programs, classrooms, and workplaces. the faculty guide includes learning outcomes and sample assessments, while the community partner guide includes a comprehensive overview of the benefits and expectations of WIL partnerships with KPU (including links to Indigenous WIL resources):
<https://www.kpu.ca/wil#guide>

C4. Promoting for-credit sampler courses in the Faculty of Trades and Technology

- **Undergraduate Trades Sampler Course/Trades Diploma:** both initiatives, spearheaded by the Dean and Associate Dean of Trades & Technology, build upon KPU's polytechnic mandate. Since most of the current Trades programs are governed by the requirements of SkilledTradesBC, students in other faculties have been unable to access valuable practical training, while receiving academic course credit. An undergraduate (UG) Trades sampler course can bridge this divide – providing an important new elective for UG students. The proposed Trades Diploma will build existing Arts and Business courses into one of the Trades Foundation programs. This will also facilitate movement between the Trades and other programs at KPU, potentially including new graduate offerings such as the Master of Operations and Supply Chain Management (MOSCM).
- **Access Indigenous Trades Sampler/Tuition Waiver:** in February 2025, Indigenous students from local school districts were once again given an opportunity to sample three to four trades at KPU Tech (Open Doors, Open Minds, with funding from Indigenous Student Services). For 2025 Indigenous students who meet the entrance requirements will receive priority access to Trades Foundation courses. In conjunction with tuition waiver for students from the q̓'a:n̓l̓ən' (Kwantlen), x̓'məθkwəy̓əm (Musqueam), q̓ic̓əy' (Katzie), SEMYOME (Semiahmoo), sc̓əwaθən (Tsawwassen), qiq̓éyt (Qayqayt), and k̓'ik̓wə́l̓əm (Kwikwetlem) First Nations, this will substantially improve access and supports for Indigenous students wishing to enter Trades at KPU.

D2. Integrating the priorities identified in the xé?ell KPU Pathway to Systemic Transformation into every new and existing program.

- **Resource: Decolonizing Educational Practices Guide:** inspired by the Truth & Reconciliation Commission Calls to Action and the xé?ell KPU Pathway to Systemic Transformation, this recently completed guide provides a comprehensive set of resources to assist members of the KPU community in decolonizing their teaching and learning practice. The guide was developed through the collaborative work of local Indigenous educators and knowledge keepers, alongside KPU faculty, staff, The Learning Centre – ACP, and the Associate Vice President Indigenous Leadership, Innovation, and Partnerships. Program and curriculum developers can access a broad range of discussion prompts, links to KPU resources, and asynchronous professional development opportunities through this openly accessible WordPress site:

<https://wordpress.kpu.ca/decolonization/>. The guide also links to a number of other actions in AP2027 including the expansion of place-based learning, community-based (experiential) learning, and anti-racism work.

D6. Developing a comprehensive climate strategy to guide KPU’s policies, programs, and curriculum while ensuring that sustainability – environmental, social, and economic – is a guiding principle in the development and revision of all KPU programs.

- **Strategic Plan:** working alongside the ~20-member Climate Core Team, KPU’s Climate Strategy Lead is in the final stages of drafting a strategy to integrate Climate literacy into the three pillars of the organization: operations, teaching, and research. The current strategy will aim to achieve platinum status on the Sustainability Tracking, Assessment & Rating System (STARS). STARS is a self-reporting framework that allows post-secondary institutions to measure their sustainability performance against set metrics. It focuses on the long-term and creates incentives for continual improvement: [The Sustainability Tracking, Assessment, and Rating System](#)
- **Program Review:** the application of a sustainability lens – environmental, social, and economic – to all KPU programs is a core goal of AP2027. The current program review process can readily integrate sustainability into the self-study questions and the questions provided to internal and external examiners. The author is grateful for input from the Chair and co-Chair of the Program Review Committee, as well as members of the Climate+ Challenge for guidance on the crafting of these questions.

KPU Academic Plan 2024 – 2027

Context

Academic Plan 2023 was developed in 2018 and launched in the winter of 2019. The plan included an ambitious set of goals built around innovation, inclusion, flexibility, and digital transformation. Open Education, multiple delivery models, and innovative pedagogy would all contribute to excellence in teaching and learning, and from there to student success. In launching the plan, Dr Salvador Ferreras, Former Provost and Vice President Academic, noted the potential for increased access and inclusion inherent in an increasingly interconnected and interdependent world.

One year later, in the late spring of 2020, the ambitious goals of Plan 2023 met the realities of a public health pandemic in that globally connected world. Teaching modes shifted, not out of preference or planning, but out of necessity. Everyone at KPU – whether student, staff, administrator, or faculty – was required to adapt, innovate, and demonstrate inordinate flexibility. By the time the campus reopened fully, the world of higher education looked very different. Covid had created space for innovation but had revealed serious challenges in the areas of inclusion, access, and more broadly, mental health and work-life balance.

This new plan aims to build on the potential revealed by the pandemic, while addressing several of the structural challenges that continue to impact our institution in its wake.

Approach and Development Process

The new academic plan parallels Vision 2026 but will extend to the end of 2027. Thereafter, it is hoped that the Vision and Academic Plan will run parallel so that the academic plan supports, reinforces, and achieves the Vision.¹

In Fall 2023 Dr. Tracey Kinney was appointed as the plan coordinator. Dr. Kinney has been a member of the History Department since 1994. Over thirty years they have chaired the History

¹ What follows here is a ‘realignment plan’ built around the central theme of coherence. The most common theme to emerge from the NAP27 consultations concerned the lack of coherence among our programs, courses, academic Faculties, and campuses. Interviewees consistently called for a more holistic approach to all elements of our academic programming. *The goal of NAP27 is not simply to reach a series of markers by 2027, but rather to show continuous improvement in key areas over the life of the plan.* Specific goals may need to be adjusted depending on environmental changes in higher education generally, and at KPU more specifically. By building the plan around flexibility and ongoing improvement, we will have hopefully “planned for the unplanned”.

Department three times, served as Asian Studies coordinator, and chaired various Faculty- and University-wide committees, including Arts Curriculum and Arts Planning & Priorities. In assembling this new academic plan, we issued an open call to participate to the KPU community. Contributors were invited to meet with the plan coordinator for 30 minutes or more as needed, and to identify key priorities, specific areas in need of improvement, and systemic challenges. In total 69 members of KPU faculty, staff, and administration participated in this process. The plan coordinator also sought input from academic council and met regularly with the Provost & Vice President Academic, Dr Diane Purvey, throughout the development process. In Spring 2024, 1945 administrators, faculty, and staff were surveyed on the proposed goals and key actions. 392 responses were received for a survey response rate of 20%. Finally, input from KPU's student body was collected via a series of facilitated meetings on each of KPU's five campuses. Students were provided with QR codes which allowed them to comment on each of the key actions under Goal 1 and to provide more general feedback on issues impacting student success and engagement. Almost 300 student responses were received. Further edits to the key actions were made on the basis of all of these survey responses.

Vision 2026 and the Academic Plan

Vision 2026, the goals of which are excerpted below, was the foundation upon which this new academic plan was built. By the end of 2027 it is hoped that the public value² of KPU will be more clearly defined for our communities. Rather than diving further into neoliberal HE paradigms, the new academic plan builds upon the ideas of Henry Giroux, aiming "to create curricula and programs throughout the university that provide students with the *humanistic knowledge, technical knowledge, scientific skill, and mode[s] of literacy* that enables them to engage and transform, when necessary, the promise of a global democracy."³

- **Experience:** We will enhance the experience of our students; Enrich the experience of our employees; Support the health and wellness of our students and employees
- **Sustainability:** We will foster environmental sustainability through our offerings, research, and operations; Integrate planning to sustain institutional health by aligning KPU operations with our resources; Ensure financial sustainability for KPU through long-term financial and enrolment planning

² On public value governance see John M. Bryson, Barbara C. Crosby, and Laura Bloomberg. "Public Value Governance: Moving Beyond Traditional Public Administration and the New Public Management," *Public Administration Review* 74, no. 4 (2014): 445-456.

³ Henry A. Giroux, "Bare Pedagogy and the Scourge of Neoliberalism: Rethinking Higher Education as a Democratic Public Sphere," *The Educational Forum* 74, no. 3 (2010): 191. Emphasis and pluralization added.

- **Creativity:** We will foster teaching excellence and expand innovation in teaching, learning and curriculum; Expand activity, funding, intensity and impact of research, scholarship, and innovation in partnerships; Embolden creative problem solving across KPU's operations
- **Justice:** We will foster decolonization and reconciliation; Advance Antiracism across KPU; Advance equity, diversity, inclusion, and accessibility across KPU
- **Quality:** We will ensure continuous improvement of all KPU programs and services; Hold each other responsible for our promises and our expectations; Be accountable and transparent to our friends, communities, partners, and governments⁴

New Academic Plan 2027 (NAP27)

The aspirational statements that follow each main objective in the draft plan were developed from the consultative meetings in Fall 2023. They are intended to guide, rather than direct our actions.

Goal A: Improve Student Success and Engagement

By 2027 KPU will have made demonstrable progress towards the provision of proactive supports for students, including a comprehensive mental health strategy. Access and support will be foregrounded in our admissions processes and will aim to assist and support a diverse range of learners in coming to KPU. UDL and Supported Learning course will have been designated and made identifiable and transparent to students. We will continue to innovate with delivery modalities such as enquiry-based learning, that facilitate decolonization and Indigenization. Flexible program pathways and pacing will be introduced where possible. Supports for BIPOC students, 2SLGBTQIA+ students, and students from equity-denied communities will be provided and students will have opportunities to engage in anti-racism and decolonization work through a variety of university-wide initiatives, built upon the Accessibility Plan, the Anti-Racism Task Force Report, and the xé?ell Pathways Framework. Our culture of academic integrity will be built around the twin pillars of reciprocity and respect.

⁴ <https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20-%20April%2027%202023.pdf>, accessed September 12, 2023.

Students at KPU will have been provided with meaningful global educational opportunities, as well as increased opportunities for research and mentorship, including in key areas such as climate change and sustainability. Students will be provided opportunities to undertake internships, practica, and other forms of work integrated learning. Internationalization at KPU will be a holistic process that recruits, retains, and supports a diverse international student base. As a part of our commitment to lifelong learning, KPU will build programming and facilitate access for mid-career and mature learners, while engaging actively with the university's own retired community of staff, faculty, and administrators.

Key Actions:

- A1. Providing *proactive* supports, including accessibility supports, for all KPU students in our admissions processes and our program pathways, including a comprehensive mental health strategy
- A2. Providing opportunities for students to engage in decolonization and anti-racism work
- A3. Providing global educational opportunities and internships/practica to all KPU students
- A4. Expanding mentorship, applied research opportunities, and internships/practica for all KPU students, including opportunities focused on climate, sustainability, and other key initiatives
- A5. Facilitating access and developing pathways for mid-career and mature learners
- A6. Expanding innovative program delivery methods that facilitate decolonization and Indigenization

Strategies⁵

- create multiple, flexible access pathways AND the supports necessary to ensure student success (examples include PLAR, ePortfolios, supported admissions, KPU Flex, and so on)
 - ensure UDL and Supported Learning courses are designated, identifiable and made transparent to students
- revise outward-facing KPU documents and websites to reflect best practices in equity and inclusion (including UDL principles)
- create a core set of courses that are guaranteed to be offered in online mode and ensure that students can complete a credential successfully if they select an online learning environment

⁵ The strategies listed are intended to highlight ways in which we can make progress towards the goals listed. This is not an exhaustive list.

- develop open resources for the KPU community that support the implementation of the recommendations of the xé?ell Pathways Framework, the Anti-Racism Task Force Report, and the Accessibility Plan
- increase broad-ranging student supports that recognize and ameliorate housing precarity, mental health issues, and food insecurity; improve the physical learning environment, mindful that learning happens both on campus and off
- expand and make meaningful the connections between the Faculty of Trades and Technology⁶ and KPU's other Faculties, including the implementation of academic credit for students in programs governed by SkilledTradesBC
- increase undergraduate research and mentorship opportunities, including in anti-racism and decolonization work, in climate action, and in sustainability initiatives
- build a culture of academic integrity around the principles of reciprocity and respect⁷
- provide equitable access to career guidance and other supports as students transition out of KPU

Goal B: Improve Faculty, Staff, and Administrative Success and Engagement

By 2027 KPU will have made demonstrable progress towards supporting faculty professional development and celebrating faculty achievements. We will have developed innovative approaches to support and encourage faculty service. Hiring, onboarding, and ongoing training will be provided equitably and consistently across the institution. KPU will have expanded its support for research-informed teaching, encouraged the scholarship of teaching and learning, advanced new, applied graduate credentials, and expanded access to professional development in key areas such as anti-racism, cultural safety, decolonization, Indigenization, accessibility, and gender and sexual equity.

KPU will have expanded and made clear its polytechnic advantage by further developing initiatives such as experiential learning and applied research, and by continuing to enhance its role as a leader in open education. We will have reconfigured our campuses spaces – both physical and online – to foreground community, engagement, sustainability, and multidisciplinary, as well as recognizing the requirements of our faculty and programs. We will have increased

⁶ In interviews with leaders and students in the Faculty of Trades and Technology the disconnect between Trades & Technology and KPU's other Faculties was clear. Specific reference has been made in this plan to initiatives that would build on preliminary work to more fully connect Trades & Technology to KPU's academic programs, while still recognizing the unique needs of the programs governed by SkilledTradesBC.

⁷ Some of the points on academic integrity have been drawn from Keeta Gladue's presentation to the KPU community: "Indigenous Paradigms, Pedagogies, and Academic Integrity" October 16, 2023.

opportunities to participate in internationalization initiatives and KPU will be a place where we allow our Deans and Associate Deans to become creative, proactive leaders.

Key Actions:

- B1. Championing equitable and consistent hiring, onboarding, and training opportunities to all members of the KPU community
- B2. Expanding support for research-informed teaching and the scholarship of teaching and learning
- B3. Expanding access to professional development in key areas including, but not limited to, anti-racism, cultural safety, decolonization and Indigenization, accessibility, and gender and sexual equity
- B4. Expanding KPU's role as a leader in open education
- B5. Increasing opportunities to participate in internationalization initiatives

Strategies:

- promote and support research-informed teaching
- acknowledge and build upon existing expertise, including engaging meaningfully with the university's retired community through initiatives such as KPURA and TALK
- expand access to applied graduate studies opportunities, including attracting students with varied backgrounds and from a variety of age groups
 - create supported pathways that would allow students from the Faculty of Trades and Technology to access and succeed in applied graduate programs
- ensure that all graduate credentials under development foreground accessibility, anti-racism, cultural safety, decolonization and Indigenization, and gender and sexual equity and that these elements are reinforced through the program review process
- expand, promote, and support professional development opportunities, including those related to anti-racism, cultural safety, decolonization, gender and sexual equity, accessibility, and Indigenization
- implement a proactive recruitment process within the institution that provides advance training to faculty interested in moving into administration
- create innovative departmental clusters as a way to promote interdisciplinarity, break down silos, reduce the service load, and begin to decolonize the academy
 - support and expand cross-Faculty collaborations such as Arts & Design, Design & Business, and inter-Faculty collaborations such as ENTA, POLI, and MUSI
 - create a staff office to support and facilitate interdisciplinarity and to manage the challenges associated with these initiatives (Moodle, ETFs, RFCs, and so on)

Goal C: Expand and Promote Experiential Learning and Scholarship

By 2027 we will consider learning outside the classroom and in simulated practical settings to be equally as valuable as in-class learning. KPU will have increased the number and quality of community and industry partnerships, recognizing that our students benefit greatly from learning in our communities. Every KPU student will have been given the opportunity to undertake some form of work integrated or applied learning or internship. Sampler courses in the Faculty of Trades and Technology will allow students across the KPU community to gain hands-on experience in for-credit courses.

We will provide consistent support for faculty-student research initiatives and will build connections across Faculties and with the Office of Research Services. KPU will have developed two applied graduate degrees which embed the core principles of anti-racism, experiential learning, decolonization, Indigenization, and sustainability from the outset. Program review will ensure that applied and work integrated learning and scholarship is effectively integrated into our existing programs.

Key Actions:

- C1. Expanding opportunities for learning outside the classroom, in nature, and in simulated practical settings
- C2. Increasing the number and quality of community and industry partnerships
- C3. Providing work-integrated learning opportunities to all KPU students
- C4. Promoting for-credit sampler courses in the Faculty of Trades and Technology
- C5. Providing consistent support for faculty-student research initiatives
- C6. Developing new community initiatives that support decolonization and Indigenization

Strategies:

- recognize and reward learning outside the classroom, including simulated practical settings, place-based learning, and learning in the community
- weave Indigenous ways of knowing, doing, being and becoming in education, personally and professionally within the KPU community (xé?elł Pathway 4) and support the inclusion of oral and visual storytelling in all of our courses
- increase the number of community and industry partnerships

- support the university-wide implementation of program advisory committees, tracked via a single, readily-accessible database
- foreground global Indigenous partnerships, exchanges, and remote learning opportunities in all Faculties and programs
- create an office to support the integration of WIL initiatives, simulated learning, cooperative education, and to ensure the sustainability of these initiatives over time
- support the Faculty of Trades & Technology in the development and promotion of ‘sampler’ courses in the trades
- support the scholarship of applied and experiential learning through the ORRS and the Teaching and Learning Commons

Goal D: Update and Futureproof⁸ the Curriculum

By 2027 KPU will have made demonstrable progress towards revising its programs and curriculum in such a way as to foreground anti-racism, decolonization, equity, inclusion, accessibility, Indigenization, and sustainability. The university will continue to identify the systems that perpetuate colonialism and will have begun the transformation of those systems. The priorities identified in the xé?ell Pathways Framework will be integrated within every new program. KPU’s Department of Indigenous Studies will be fully supported and resourced, and the university will have developed new global and community initiatives that support decolonization and Indigenization. An anti-racism and decolonizing lens will be applied to every new and revised credential and program, including new initiatives in graduate studies.

Sustainability⁹ – environmental, academic, and social – will be a guiding principle in the development and revision of programs and courses at KPU. A focus on the climate crisis will be integrated into courses and programs across KPU. The KPU community will be actively engaged in responding to the potential inherent in generative AI, as well as its challenges.

⁸ “Futureproof” in this context is intended to mean that programs and courses will be developed and revised proactively, anticipating new and emerging trends and technologies.

⁹ Drawn from the UN Decade of Education for Sustainable Development 2005-2014 guidance on reorienting educational programs which calls for “[r]ethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives, and values related to sustainability.” UNESCO, “UN Decade of Education for Sustainable Development, 2005-2014: the DESD at a glance,” <https://unesdoc.unesco.org/ark:/48223/pf0000141629>, accessed October 10, 2023; on the importance of all three dimensions see: Eleni Sinakou, Jelle Boeve-de Pauw, Maarten Goossens, and Peter Van Petegem. “Academics in the Field of Education for Sustainable Development: Their Conceptions of Sustainable Development.” *Journal of Cleaner Production* 184, (2018): 321-332.

Key Actions:

- D1. Ensuring that the program and curricular development and revision process foregrounds the recommendations of the KPU Accessibility Plan, including anti-ableist pedagogy
- D2. Integrating the priorities identified in the xé?ell Pathways Framework into every new and existing program
- D3. Applying an anti-racism lens to every new and revised credential and program, guided by the report of the Task Force on Anti-Racism
- D4. Ensuring that gender and sexual equity are key considerations in all program and course development and revision
- D5. Facilitating and prioritizing course and program development, including experiential learning, in the Department of Indigenous Studies
- D6. Developing a comprehensive climate strategy to guide KPU's policies, programs, and curriculum while ensuring that sustainability¹⁰ – environmental, social, and economic – is a guiding principle in the development and revision of all KPU programs
- D7. Involving the entire KPU community in the creation of a broad-ranging institutional response to the potential and challenges of generative AI

Strategies:

- facilitate and prioritize course and program development, including experiential learning, in the Department of Indigenous Studies
- create a resource bank for anti-racism, decolonization, and Indigenization curricular initiatives with a single point of access
- encourage and model curricular and pedagogical shifts that reflect best practices in anti-racism, decolonization, inclusivity, anti-ableism, and anti-oppression, and that embody the principles of the Scarborough Charter¹¹
- include program review questions that foreground a variety of decolonization initiatives

¹⁰ Here, the academic plan has incorporated the definition of sustainability developed through the KPU Sustainability Hub and approved by the Provost & Vice President Academic: "Sustainability means conducting all activities in such a way that fosters environmental health, social justice, and economic responsibility. KPU recognizes that human society and its economy are wholly encompassed by and inherently dependent on a healthy environment and the ways we care for the Earth. For all life forms to flourish, now and in perpetuity, it is paramount that Indigenous worldviews are integrated into sustainability practice. Indigenous peoples – the original stewards of the land – offer invaluable insights and perspectives rooted in generations of co-existence and reciprocity with nature. KPU is committed to a holistic, forward-looking, and ethical approach to navigating the complexity, interrelatedness, and intersectionality of sustainability challenges. We acknowledge that sustainability is an ongoing, collective responsibility that requires collaborative action and accountability for the impact of all our activities. Together, we will listen, learn, and act as stewards of the land and our communities."

¹¹ KPU signed the Scarborough Charter in November 2021. See <https://wordpress.kpu.ca/antiracism/files/2021/11/Scarborough-Charter-ENG-final.pdf>

- ensure that departmental action plans include concrete steps towards decolonization, guided by the xé?ell Pathways to Systematic Transformation, and anti-racism, guided by the recommendations of the Task Force on Anti-Racism
- lobby for changes in legislation and government policy/funding to support anti-racism, decolonization, anti-ableism, gender and sexual equity, and Indigenization
- foreground sustainability learning outcomes oriented around environmental health, social justice, and economic responsibility through the program review process
- foreground actionable responses to the climate crisis through program and curricular revision, as well as other initiatives across KPU
- engage the entire KPU community in discussions of and policy development surrounding generative AI
- create a more nimble program revision timeline to ensure sustainability and futureproofing

BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 12

Meeting Date: June 25, 2025

Presenter(s): Alan Davis

AGENDA TITLE: 2024-2025 ANNUAL REPORT UNDER THE PUBLIC INTEREST DISCLOSURE ACT

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The Public Interest Disclosure Act (“PIDA”) is legislation that provides a framework for employees to report wrongdoing.

Key Messages

1. KPU became subject to the PIDA on June 1, 2024. Under section 38 of PIDA, KPU is responsible for issuing an annual report on the disclosures that it received under PIDA within the year.
2. There were no disclosures received, no disclosures acted on and no investigations commenced under the PIDA from June 1, 2024 to May 30, 2025.

Attachments

1. 2024-2025 Annual Report under the Public Interest Disclosure Act

Submitted by

Neetu Singh, Senior Business Advisor, on behalf of Alan Davis, President and Vice-Chancellor

Date submitted

June 25, 2025

2024-2025 Annual Report

Kwantlen Polytechnic University

Under the *Public Interest Disclosure Act*

The *Public Interest Disclosure Act* (“PIDA”) is legislation that supports ethical and accountable practices by encouraging the employees of public bodies to report serious misconduct for investigation and further action.

PIDA provides a framework for employees to report wrongdoing, and provides them with protection against reprisals. The types of wrongdoing that can be reported under PIDA include:

- A serious act or omission that constitutes an offence under an enactment in BC or Canada;
- An act or omission giving rise to a substantial and specific danger to the life, health or safety of persons, or to the environment;
- A serious misuse of public funds or public assets; and
- Gross or systemic mismanagement; and
- Directing or counselling a person to commit any of the above.

Kwantlen Polytechnic University became subject to the PIDA on June 1, 2024. Under section 38 of PIDA, Kwantlen Polytechnic University is responsible for issuing this annual report on the disclosures that it received under PIDA within the year.

Disclosures

1. Number of Disclosures Received: 0

No. of Disclosures Acted on: 0

No. of Disclosures Not Acted on: 0

Basis for not acting on a Disclosure: 0

2. Number of Investigations Commenced as a Result of a Disclosure: 0

3. Number of Disclosures giving rise to a finding of Wrongdoing under PIDA: 0

4. Description of Any Findings of Wrongdoing and Related Recommendations:

Nature of Finding of Wrongdoing	Recommendations	Corrective Action Taken or Reasons why Corrective Action Not Taken
N/A	N/A	N/A

Vice Chair's Report to Board of Governors

Notes from the Senate Meeting of May 26, 2025, to the Board of Governors

Senate held its May meeting in a hybrid format, with half present in the boardroom and half virtually. Thanks to the Senate Office for organizing and to IT for supporting the format. It worked well.

Approved Curriculum Items (effective Sept. 1, 2025):

- Recommended Scores from the Canadian Academic English Language and Pearson Test of English are accepted for admission to Pathway Level 1 and as prerequisites for Pathway Level 1 English Language Studies (ELST) courses.
- Scores from two English Placement Tests to be piloted: the Canadian Language Benchmark for admission to Pathway to Undergraduate Studies and ELST placement; and the LanguageCert Academic Placement Test scores for undergraduate English proficiency and placement into both the Pathway to Undergraduate Studies and ELST courses.
- Revisions to the Diploma in English Language Proficiency and course pre-req changes.

Approved Governance & Nominations items:

- Four Student Senators appointed to Senate Committees.
- One-year option for three Committees to fill student senator vacancies with student reps when a student senator is not available.

Approved Joint Senate Standing Committee (Academic Planning & Budget) items:

- Suspension of the Diploma of Technology in Environmental Protection (effective Sept. 1, 2026). The decision was not made lightly; there was thoughtful discussion, a variety of perspectives, and an acknowledgement of the difficulty and impact on faculty.
- Revised 2025–26 Academic Schedule with minor holiday date changes.

Approved Policy items:

- Omnibus approach to policy revisions to support graduate studies.

Information from the Office of the Registrar:

- Notice of Fall 2025 byelection for **ACP, Trades and Technology, and Support Staff** seats. Approval of the graduate list as of May 26, 2025.

Respectfully submitted,

Catherine Schwichtenberg

KPU Senate 2024-25 Highlights



99 Meetings

held for Senate
and all committees



129 Members

serve on Senate, Standing Committees,
and Subcommittees



16 Committees

including 12 Standing
and 4 Subcommittees

Academic Approvals



4,219 Grads

3 New Programs

to expand KPU's
academic portfolio



Academic Plan 2024 - 2027

36 New Courses

to ensure
competitive and
current offerings

24 Revised Programs

in response to
evolving educational
demands

221 Revised Courses

to improve
curriculum and
relevance

11 Micro- Credentials

to expand flexible
learning opportunities

50 Discontinued Courses

following program
reviews and updates



24 Members Appointed to SACs

(Search Advisory Committees)
for senior academic
administrator positions



13 Tributes Awarded

recognizing outstanding
contributions to KPU and
the community



2 New External Institutions Recognized

establishing new
partnerships that support
KPU's strategic goals



June 10, 2025
Our Ref. 146178

Ivy Chen
Board Chair
Kwantlen Polytechnic University
12666 72nd Avenue
Surrey, BC V3W 2M8

Email Address: ichen.kpu@gmail.com

Dear Ivy Chen:

On behalf of Premier Eby and Executive Council, I would like to extend my thanks to you and your board members for your organization's leadership, dedication, and expertise in which you serve the people of British Columbia.

Public sector organizations—including Crown corporations, Health Authorities and Post-Secondary Institutions—support British Columbians by delivering vital public services and are accountable to the public through their Minister responsible. Your continued leadership in advancing and preserving the public interest strengthens trust in public institutions.

This mandate letter, which I am sending in my capacity as Minister responsible for post-secondary education, communicates our government's priorities for the entire public sector and provides specific direction and expectations of your organization for the duration of Government's term.

Government's priority is to make a tangible difference in people's lives through growing the economy, creating good paying jobs, strengthening health care and making our communities and neighbourhoods safer for British Columbians. British Columbians expect public sector organizations to deliver responsible, quality services equitably in all regions across the province. This includes strategic stewardship in planning, operations, financial, risk, and human resource management including information security and privacy protection. Providing equitable service requires due consideration of the diverse needs of local communities with specific attention to the unique needs of rural, remote and First Nation communities.

.../2

In the current economic and fiscal context including the threat of U.S. tariffs and other global economic challenges affecting British Columbian families, your organization is to work with ministry staff to review all existing programs and initiatives to ensure programs remain relevant, efficient, sustainable, grow the economy, and help keep costs low for British Columbians. Public sector organizations are expected to adhere to the principles of: cost consciousness, accountability, appropriate compensation, service, and integrity. This includes following the spirit and intent of core government fiscal management practices to make all efforts to achieve administrative and operating efficiencies while delivering core programs and services.

Strategic stewardship requires public sector organizations keep up-to-date systems and implement effective cybersecurity practices, including maintaining information management and cybersecurity policies, guidelines, and standards; assessing enterprise risk for high-value information and services, including confidential and sensitive data; and continuously evaluating and updating security practices to align with industry standards. The [Office of the Chief Information Officer](#) within the Ministry of Citizens Services is available to support and offer guidance to your organization in any of these areas including communication protocols with core government.

As required by the *Climate Change Accountability Act*, you must ensure your organization implements plans and strategies for minimizing greenhouse gas emissions and managing climate risk. Your organization is expected to work with my ministry to report out on these plans and activities as required by legislation. Public sector organizations will continue to take action on climate change, a commitment that remains foundational and key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples and our commitment to advancing reconciliation. I expect your organization to comply with the *Declaration on the Rights of Indigenous Peoples Act*, including implementing existing commitments made under it. I expect your organization to work in partnership with First Nations rights-holders.

Public sector organizations must also adhere to government direction provided through the [Public Sector Employers' Council Secretariat](#) (PSEC) with respect to public sector compensation and bargaining mandates. Your organization's compensation decisions must be consistent with policy direction provided through PSEC. Please coordinate closely with PSEC before finalizing compensation decisions for existing CEOs or Presidents and Vice Presidents and in the recruitment of new CEOs or Presidents. PSEC consultation is also encouraged prior to hiring for Vice President positions.

The Crown Agencies Secretariat (CAS) in the Ministry of Finance supports public sector organizations to operate effectively, in the public interest, and aligned with government's strategic direction and priorities. Within CAS, the [Crown Agencies and Board Resourcing Office](#) will continue to support your board on recruitment, appointments and professional development by ensuring board composition and governance reflects the diversity of our province.

I expect you to ensure the important priorities and areas of focus listed in this letter are incorporated into the practices of your organization and as you develop plans to address the following priorities:

- Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.
- The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.
- I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for all students, staff, and faculty.
- Underlying our work is a continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

As Board Chair you are required, upon resolution of your board, to sign this letter to acknowledge this direction from government to your institution. The signed letter is to be posted publicly on your institution's website by June 23, 2025.

I look forward to continuing to work with you and your board colleagues to ensure the sustainable delivery of the services the public relies on.

Sincerely,



Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills

Distribution list to follow

pc: Honourable David Eby, KC
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Premier@gov.bc.ca

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Ivy Chen
Chair, Kwantlen Polytechnic University
Date:



Report to the **Board of Governors**

June 2025



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OFFICE OF THE PRESIDENT AND VICE CHANCELLOR

Events

In addition to my regular administrative and governance engagements, the following activities are of note since the last meeting.

On May 30th I was very pleased and honored to meet with incoming president Dr. Bruce Choy at the Waterfront campus of George Brown College to start the transition process.



On May 31 I was pleased to chair a session at the preconference workshop spotlighting Canada's Colleges at the Canadian Society for the Study of Higher Education at the Federation of Humanities and Social Sciences Congress and on June 2 I co-presented a session on the impact of remote work: "Reshaping Higher Education Leadership in the Era of the Flexible Workplace".

On June 3 I was pleased to attend the unveiling of a newly commissioned Indigenous art piece by renowned artist Pam Baker in the Arbutus building at KPU Surrey.

On June 4, I was pleased to attend the West Coast Excellence Award celebration of Dr. Lee Beavington: the first KPU instructor to be so honored.

On June 9 to 11 I chaired a virtual quality process audit for Georgian College in Ontario, and from June 10 to 13 we hosted our wonderful summer convocation ceremonies.

I attended the regular virtual meeting of the Ontario College Quality Assurance Management Board on June 17 and on June 18 I joined the virtual meeting of the Council of Presidents of the Association of Governing Boards.

Open Doors, Open Minds 2025

On April 30th, KPU welcomed nearly 90 Indigenous high school students from across the Lower Mainland for our annual **Open Doors, Open Minds** event. This inspiring day empowers Indigenous youth to envision their post-secondary journey through interactive mock classes, powerful words from Elders and keynote speaker, and enriching cultural performances.

KPU Elder in Residence, Lekeyten and Kwantlen First Nation Elder, Sqwayeten, shared thoughtful words and sang their beautiful *Heart Beat* song. Our keynote speaker was Justin Rain, a proud Plains Cree actor and member of the Zagimē Anishinabēk Nation in South Saskatchewan. With over 70 television appearances, Justin shared his inspiring journey through the creative arts, which he views as a form of survival, transformation, and reclamation of identity. His message encouraged students to embrace self-expression as a powerful tool to find their voice and purpose. In addition, students witnessed a Jingle Dress healing dance performed by Nyla Bedard, who emcee'd the event and her daughter, Bonnie followed by students joining in a vibrant friendship dance.

Several Hershel backpacks were gifted to students, and every student received a \$50 gift certificate for participating in the event. This event was made possible through a collaboration between Indigenous Student Services and the Future Students Office.



Justin Rain, Keynote Speaker

New Moon Gala

The second annual **New Moon Gala**, held on May 22, 2025, was a vibrant celebration hosted by Kwantlen Polytechnic University (KPU) in collaboration with Indigenous Student Services. This special evening brought together KPU staff, Indigenous leaders, and members of the Surrey community for a night of cultural connection and celebration.

Guests were treated to an engaging lineup of entertainment, including soulful country and folk music by **Shawn Bullshields**, a powerful keynote address by **Melanie Mark**, and a captivating cultural performance by **Laura Grizzlypaws** of the **Lil'wat First Nation**.



Laura Grizzlypaws, Lil'wat Nation

A highlight of the evening was a heartfelt tribute by **AVP Gayle Bedard**, who presented **President Alan Davis** with a **cedar feather and ceremonial box** in recognition of his dedicated service as KPU President and his ongoing commitment to the Truth and Reconciliation Calls to Action.



New Moon Gala con't

Indigenous Student Services received generations donations from renowned Indigenous artists, including **Haida artist and Master Carver Robert Davidson, Tahltan artist Grant Pauls, Haida Artist Bill Bedard, and Greg Falys (Agate Inspirations)**. The attendees participated in a friendly bidding war while enjoying a delicious buffet dinner catered by **5 Star Catering**.

Proceeds from the silent auction will go toward supporting Indigenous students at KPU. The final fundraising total is currently being calculated and will be announced soon.



Growing Wellness & Culture: The Indigenous Healing Garden Takes Root

Indigenous Services is excited to share the completion of the Indigenous Medicine Garden - a space dedicated to cultural education, mental health, and community connection.

This garden isn't just about plants, it is about planting the seeds of healing, understanding, and reconciliation. Inspired by Indigenous knowledge and wellness practices, the space is designed to offer a peaceful retreat where students, staff, and faculty can connect with nature, reflect, and take part in healing and educational activities.

A collaborative partnership between Facilities ensured the garden reflects authentic cultural traditions of Indigenous peoples, as well as the power of intuitional shared ideals and initiatives. There's been thoughtful discussion around educational

signage, plant choices, and ways to involve students in the design process as the garden evolves.

The layout has been carefully planned to make the most of natural sunlight while creating areas for quiet reflection and community gathering. Specific Indigenous medicines and plants were chosen to promote wellness and teachings and to provide Indigenous students with outdoor space that reflects cultural and land-based teachings.

This garden is also part of a broader vision to decolonize mental health services on campus. We're working on new resources and approaches that integrate Indigenous healing practices into existing counseling support, creating a more inclusive and culturally safe space for all.

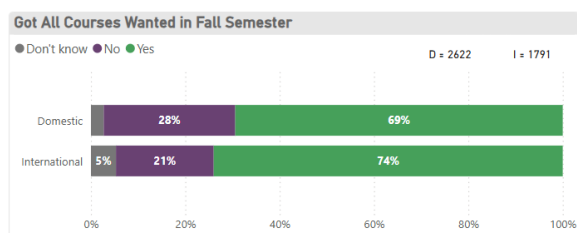
As the garden takes shape, we look forward to it becoming a living symbol of growth — not just of plants, but of shared respect, knowledge, and well-being.

OFFICE OF PLANNING AND ACCOUNTABILITY

Experience

Student Experience

2024 Student Satisfaction Survey: This survey collects a broad range of information from students on their KPU experience to identify areas for improvement. Reporting in this period included results on the following topics, which are published in the 2024 Student Satisfaction Survey dashboard: educational experience, learning and campus life, KPU services, choices and admissions, student plans, course registration, delivery preferences, and results from all open-ended questions.



LPN to BSN Pathway: Completed a preliminary assessment of the academic performance of LPN to BSN Pathway students to understand early results of the pilot's effectiveness. The report was provided to the Dean, Faculty of Health.

HCAP Graduates Survey: This is an ongoing survey of recent graduates from the Health Care Assistant Program, designed to provide feedback on the program and report on their health-related work experience and readiness for practice. The survey included two cohorts and was open in December 2024 and March 2025. A report was delivered to the HCAP program on May 6.

BSN Program Completion Survey: This is a recurring survey for students about to graduate from the Bachelor of Science in Nursing program. Students provide feedback about the program including their development of professional competencies and overall satisfaction. The survey of Spring 2025

graduates ran from March 17 to April 6, and results were reported to the program on May 6.

GNIE Graduate Survey: This survey provides feedback from recent graduates of the Graduate Nurse Internationally Educated Re-Entry program regarding the program's strengths and weaknesses as well as the extent to which their education prepared them for nursing practice in Canada. The survey included graduates from three cohorts, and a combined report of the results was delivered to the GNIE program on March 27.

Employee Experience

2024 Employee Engagement Survey: This survey covered three main areas: employee engagement, health and well-being, and diversity and equity. It was sent out to all employees on November 6 and closed on December 4. During this reporting period, the overall report of the closed-ended results was posted on OPA's SharePoint site, accessible to all employees, and divisional reports of closed-ended were completed and provided to Human Resources for distribution to division leads.

Faculty and Researcher Feedback Survey: This survey collected feedback from faculty members and researchers on relevant areas of their work, including teaching and learning, scholarship and research, the library, Senate, and their KPU communication preferences. It was open February 5 to March 9, and a report of the teaching and learning-related results was delivered to the AVP, Teaching & Learning on April 29.

Microsoft Copilot Pilot Project: Administered a survey to all KPU employees that participated in the Microsoft Copilot Pilot Project to understand participants' use of Copilot, its effectiveness, and employee experiences in the pilot project more generally. A report of the findings was delivered to IT project administrators on April 1.

Sustainability

Integrated Planning

Annual Program Reports: A new initiative, started in Spring 2025, was the launch of annual program reports to support informed decisions about the health of our programs. The reports provide key information on enrolments by program, discipline and year of study within the discipline, student success and retention rates, graduation rates and number of graduates, and outcomes of program graduates. There is one report for each limited-intake program, one for each open-intake discipline, and reports for each subject area that is not part of a program. The reports have been provided to Deans, Associate Deans, Chairs and coordinators and all faculty.

Support on using Annual Program Reports: Presentations have been made to the Faculties of Arts and Science, that the School of Business on factors to consider when reading the reports. Additional support is provided to faculty in addressing issues in the programs, and follow-up information is provided on request.

Leaver Analysis: One of the results in the program reports (see above) is that leaver rates—that is students who leave KPU without graduating—for domestic students in open intake programs is high. To try to learn more about leavers and their reasons for leaving preliminary analysis was conducted coming domestic leavers with domestic non-leavers in how they answered questions on the 2022 Student Satisfaction survey while they were still students. More research will be conducted to expand this analysis.

New Dashboards: Published the BC Enrolments by Discipline and BC Graduates by Discipline dashboards. These dashboards provide headcount enrolments and graduation headcounts, respectively, for every public institution in BC from 2013/14 to 2022/23, the most recent year available in the source data.

Student Profiles: Completed segmentation analysis of domestic students using the 2024 Student Satisfaction Survey data. This led to the development of several student 'personas', based on shared

characteristics, which can help KPU in its recruitment efforts by more easily understanding the motivations and goals of different segments of the student body.

Supported the Future Students' Office (FSO) by publishing in Power BI the High School Applicant dashboard for the exclusive use of FSO in their recruitment efforts. This dashboard provides headcounts and applicant information by name of high school. It is used by FSO for applicant follow-up.

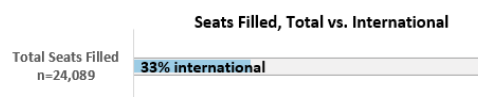
Completed research and provided a report to the Faculty of Science about the home cities of students taking Science courses in Richmond in general, and in particular those taking the Engineering Certificate program.

Ongoing enhancements and updates of OPA Power BI dashboards: Academic Standing, Grade Distribution, Credential, Applicant Funnel, Enrolment Tracking, Current Enrolment, Enrolment by Year, Over-Enrolment, Seats, Employee, Retention Overview, Limited-Intake Retention, and others.

Enrolment Planning

Provided weekly updates on enrolments for Summer 2025, from the end of the first week of the registration period to the stable enrolment date. These updates include an assessment of enrolments compared to projects for Summer 2025 and are distributed to program chairs and academic and administrative leaders.

Developed and distributed an infographic fact sheet that provides an overview of enrolment (e.g., headcounts, FTEs, and international student seat utilization) for the most recent semester and academic year for KPU decision-makers. In this reporting period, a fact sheet was produced for Summer 2025. Fact sheets are produced each term following the stable enrolment date and are published on OPA's SharePoint site.



Applicant Funnel dashboards: Applicant funnels for summer 2025, fall 2025, and spring 2026 are currently

running and dashboards are updated weekly. The dashboards provide information on the number of applicants and their conversion through each step in the application process to qualified, offered, admitted, and ultimately enrolled. The dashboards also include information on country of origin of international applicants.

Applicant Tracking Reports: Provides weekly updates during the final six months of the applicant cycle on expected conversions of applicants to admitted, and admitted to enrolled. Once registration begins, the report also includes the number of admitted who actually registered in courses. The weekly updates for summer 2025, fall 2025, and spring 2026 are ongoing.

Creativity

Research, Scholarship and Innovation Partnerships

A demographic survey was conducted in order to meet research grant EDI requirements. This survey was sent to student researchers in the Wilson School of Design, launching on March 10 and closing on March 30. A report of the results was sent to the Dean's Office on April 9, for submission to the Natural Sciences and Engineering Research Council of Canada.

Quality

Continuous Improvement

Program Review: OPA's Quality Assurance (QA) team supports the Program Review process, from planning to data collection to coordination with the Senate Standing Committee on Program Review (SSCPR). The work the QA team supported this reporting period includes:

Organized and hosted the External Review site visit for NGO and Nonprofit Studies on March 12 & 13, 2025.

Administrative Data reports were prepared and delivered to three programs; student, alumni, faculty, and discipline/sector surveys were conducted, and reports of results were provided to three programs; and student, alumni, faculty, and discipline/sector surveys were developed for four programs.

The SSCPR approved 4 reports since March 2025 as follows:

- Environmental Protection Technology Self-Study Report
- Marketing External Review Report
- Economics External Review Report
- Product Design Third Annual Follow-Up Report

Course feedback: Course Feedback surveys for spring 2025 were conducted for 1,787 sections. The Quality Assurance Team prepared and delivered 836 reports to instructors. In addition, 101 aggregated reports were delivered to post-probationary instructors. Deans received the reports for probationary instructors and aggregate reports for post-probationary instructors. We continued to use social media and incentives (chance to win a \$200 gift card) to promote the course feedback surveys and increase response rates. The response rate for spring 2025 was 28%, which is slightly lower than the 32% response rate for spring 2024.

Nursing Simulations Pilot Surveys: These surveys were administered to two cohorts of Bachelor of Science in Nursing students, who were provided with additional simulation experiences prior to their clinical practice placements. Feedback focused on the helpfulness of the simulations, confidence in using skills learned, and gaps that should be filled in future simulations. The surveys were run in April, and the final reports of the results were delivered to the Faculty of Health Simulation Lead on May 1 to help determine potential continuation of the pilot.

Holding each other Responsible for Promises and Expectations

Provided HR with the list of instructors and classes with over-enrolment due to Last Class to Graduate (LCG) in spring 2025 and summer 2025 for providing to KFA in compliance with article 11.02.a of the KPU-KFA Collective Agreement.

Provided HR (and Payroll) with the spring 2025 Final Over-enrolment Report due to LOU #11 (Over-enrollment Process) and Article 11.02 (LCG).

Accountability and Transparency to Friends,
Communities, Partners and Governments

OPA has undertaken the following activities during this period to support accountability to government and partners:

Submitted KPU student data to the Ministry of Post-Secondary and Future Skills' (PSFS) Central Data Warehouse (CDW).

Submitted the Final FY2024-25 Student FTE Report to the Ministry of PSFS.

Completed the IRCC Compliance Report by providing the status of 5,258 International students as of spring 2025.

Assisted the Ministry of PSFS in administering their Student Perceptions of Sexualized Violence Survey. The survey is conducted in accordance with the Sexual Violence and Misconduct Policy Act and is designed to assess student perceptions on key issues related to the implementation of sexualized violence policies at public post-secondary institutions in BC. The overall response rate was 10% and the KPU response rate was 9%.

Submitted the KPU response to the 2025 Tuition and Living Allowance Survey conducted by Statistics Canada.

Submitted to the annual IR Data Collection of Polytechnics Canada. This includes Enrolment and Credential count summaries.

Provided data to support the Communications and Media Relations Office's submission to the 2026 Maclean's Colleges Questionnaire.

Supported the library by providing data on KPU headcounts and FTEs for the Association of College and Research Libraries (ACRL).

In coordination with Finance, provided data at the request of the audit team working on the financial statement audit of the Polytechnic Ink Publishing Society (PIPS), a non-profit society that governs KSA's publication (The Runner).

ACADEMIC PORTFOLIO

Policy and Academic Affairs

Progress on annual report (Academic Year 2024-2025)

Per Procedure GV2 Policy Protocol, the President will report annually to the Board and Senate on University policies developed and reviewed during an academic year (and the action taken or recommended after the review), including all Policies and Procedures that went through the clerical change process. Status updates of all existing policies and ongoing policy work have been consolidated; with the President's approval, they will be presented to the Senate Standing Committee on Policy, Senate, Board Governance Committee, and Board of Governors in May and June 2025 for information.

The Policy and Academic Affairs (PAA) unit continues to provide regular policy status reports and policy review requests to all Policy Sponsors in June, September, and January to ensure that Policy Sponsors are apprised of the progress on policies under their portfolios, and that policies are reviewed and acted upon in a timely manner.

The PAA unit has created a real-time PowerBI dashboard and [policy status report](#) for the internal KPU community. Please visit the [Policy and Academic Affairs SharePoint site](#) and find the status report under the "Reports" section.

The PAA unit would like to thank the Senate Standing Committee on Policy for their ongoing support and guidance on policy development at KPU, as well as governance bodies and the University community for their engagement and participation in policy consultation over the course of this academic year.

AC15 Micro-credentials

Draft Policy and Procedure AC15 Digital Credentials (Non-Credit) have completed the Phase Two Posting on the KPU Policy Blog as of March 27, 2025. During the Phase Two Posting period, **Josephine Chan** and the PAA unit, along with **Dr. Nishan Perera**, consulted with the Senate Standing Committees on Teaching

and Learning, Micro-credentials, Policy, Curriculum, and the Digital Badge Committee, and Deans Council for further feedback. Josephine and PAA have completed the revision on the drafts to reflect the additional suggestions and feedback received during the Phase Two Posting. The final draft Policy and Procedure will be sent to the Digital Badge Committee for endorsement, and to the Senate Standing Committees on Policy, Micro-credentials, Curriculum, and Teaching and Learning for motion and recommendation to Senate (June 2025) and Board of Governors (October 2025) for final approval.

In the coming months, the Curriculum Support unit, Teaching and Learning Commons, Office of the Registrar, Continuing and Professional Studies and Vice Chair of Senate will be meeting to discuss key issues and operational considerations in preparation for a January 1, 2026 implementation.

Graduate Studies

The Graduate Studies Council continues to conduct business items in support of future graduate studies at KPU, including the review of the council's by-laws, draft policy and regulations framework, and discussion on future master's programming at KPU. The PAA unit continues to conduct sector scans and internal consultations on other relevant topics of general regulations including minimum admission requirements, academic progress, and leave of absence. PAA will continue to support the council on proposing and recommending general regulations that support graduate studies at KPU.

On May 13, 2025, the Senate Standing Committee on Policy passed a motion to recommend that Senate approve an omnibus approach to Policy/Procedure revision to support graduate studies at KPU. If approved by Senate on May 26, 2025, PAA will begin this work in accordance with GV2 Policy Protocol.

The council recently concluded its work on KPU's first set of graduate studies general regulation on master's capstone project or thesis dialogue. At its recent meeting on May 1, 2025, the council moved to recommend the draft regulation to Senate for approval. The draft regulation has also been

submitted to the June 4th Senate Standing Committee on Curriculum meeting for recommendation to Senate for approval as well. This will be the first graduate studies general regulation at KPU, and it provides a set of guidelines that outline the principles of the Dialogue, and aspects of a capstone project or thesis in a master's program at KPU.

Updates on the work of the Graduate Studies Council and its by-laws, as well as the meeting schedule and correspondences, are located on the [website](#) and [SharePoint](#) of the Faculty of Graduate Studies.

Updates to Enhance Accessibility on Policy Development at KPU

The PAA unit is working to make policies and policymaking process more accessible at KPU. Currently, the unit is working with Marketing to revamp the KPU Policy Development website and, importantly, to offer HTML versions of existing KPU policies. This means that KPU policies will be displayed in simple text format and be compatible with screen readers and other accessibility tools. In the meantime, we are redesigning the formats of Policy and Procedure documents to improve accessibility. The HTML versions of existing KPU policies will reflect the updated, more accessible formats.

In parallel to the website update, PAA is working on a Policy Developer Guidelines document. This document will provide an overview of the policy development, revision, and elimination processes, address frequently asked questions, provide tips on consultation best practices, and offer guidance on plain language policy writing. We hope this document will help the University community understand how policy development works at KPU and encourage Policy Developers to write policies in more accessible ways. The PAA team will provide a draft of the Policy Developer Guidelines to the Senate Standing Committee on Policy at its June 3, 2025 meeting for their feedback.

[KPU Policy Blog, Policies under Consultation](#)

Please visit the following link for a current list of Phase One and Phase Two postings on the KPU Policy Blog: [Policy Blog – Phase One and Two Postings](#)

Please visit the following link for a list of Policies and Procedures currently in consultation and amendment stage (between Phase One and Phase Two):

[Policies Currently Under Consultation \(sharepoint.com\)](#)

Policy and Academic Affairs SharePoint site

PAA continues to work on updating its SharePoint site that will allow for more accessible sharing of relevant information and resources, including real-time policy status dashboard for Policy Sponsors, Policy Developers, and the KPU community.

[Policy and Academic Affairs SharePoint](#)

Communication and ongoing feedback

Questions and feedback can be directed to policy@kpu.ca (policy and academic initiatives) or graduatestudies@kpu.ca (graduate studies).

Flexible Learning Office

The Flexible Learning Office is actively working to strengthen flexible learning at KPU through several initiatives:

- (1) Improving internal systems and operations related to Prior Learning Assessment and Recognition (PLAR), in collaboration with the Office of the Registrar, to ensure more streamlined and effective processes.
- (2) Raising awareness and interest in flexible learning through targeted outreach to alumni, current students, industry partners, and the broader community.
- (3) Engaging with leading PLAR experts to support the continued development and alignment of PLAR policy and practices.
- (4) Collecting and analyzing PLAR-related data, with support from the Office of Planning and Accountability, to better understand the students KPU has supported through PLAR over the years and to inform evidence-based policy revision.
- (5) Reviewing Policy AC6 on Recognition of Prior Learning to streamline procedures and ensure alignment with KPU's institutional goals and its

commitment to flexible, accessible, and student-centered education.

Curricular Support

CourseLeaf

An upgrade to the new operating system for this software is planned for late Summer 2025. Testing will be performed by teams within IT, the Office of the Registrar and the Office of the Provost. No action will be required by end users and plans are in place to back up all data before the transition. The Office of the Provost will develop updated training materials that will be available when the software transitions to the new version.

Generative AI

A webpage that centralizes and consolidates Generative AI resources at the university is currently under development and will be published early in the summer. Five new courses have been approved by Senate for implementation in September 2025 that will give students an introduction to Generative AI related to their discipline of study.

Micro-credentials

Nine Micro-credentials embedded in academic courses have been approved by Senate. These short, competency-based offerings will be represented by Digital Open Badges that display a design created by the Marketing team and are verifiable, shareable, and portable digital tokens. Students who earn a KPU Digital Badge by successfully completing the criteria defined for the Micro-credential may add it to their e-portfolio, share it on their social media accounts, or embed it in their resume.

Academic Integrity

The Academic Integrity Unit has been involved in many events to promote and share academic integrity resources, including the Long Night Against Procrastination on April 10, 2025, International Live Virtual Orientation on April 24, 2025, and multiple orientation events on various campuses during the first few weeks of May 2025.

The unit presented to Chairs Circle on May 1, 2025. Presentations for faculty on Draft Coach were delivered in collaboration with the Teaching & Learning Commons on May 14 and 15, 2025.

The unit also invited **Dr. Sarah Elaine Eaton** from the University of Calgary who presented virtually for KPU on March 24, 2025 to over 80 attendees on Academic Integrity, Student Success, and Human Rights in a Post-Plagiarism Era.

Restorative Justice

Dr. Alana Abramson facilitated a full day in-person workshop on Restorative Justice and Academic Integrity on April 10, 2025. Revisions are also being made to the Restorative Approaches to Academic Integrity Breaches Moodle course based on the feedback and questions received.

Continuing Professional Studies

The Continuing and Professional Studies team is now offering summer courses and are excited about the launch of three new Youth summer camps later this summer – Trades Sampler Summer Camp, World Rhythm Summer Camp, and Singing Camp. These are in addition to two already existing youth camps - Hand Embroidery and Summer Design Foundation Academy. This is an exciting opportunity as CPS is expanding offerings for youth to get an introduction of the KPU student experience.

Work Integrated Learning

Lead Advisor on Work Integrated Learning

Dr. Larissa Petrillo

The close student-faculty connection for Work-Integrated Learning allows for deepened collaborations with essential partners and lasting results for students from across the university. The following success stories showcase the ways in which these experiences can have lasting effects for our students:

- KPU History student, **Natasha McConnell**, took part in the Arts practicum at the Chinatown Storytelling Centre. The organization then went on

to offer her a job. Later, she was accepted into both the UBC History and UBC Archival Studies Master's programs. She's now teaching her own undergraduate students in tutorials as a History MA student, and was awarded highly competitive SSHRC funding to support her studies and career trajectory.

- In a unique paid position, KPU Physics for Modern Technology student, **George Tso**, spent seven months at the National Research Council's Herzberg Astronomy and Astrophysics (HAA) Research Centre in Victoria, BC. Initially a four-month position, it was extended due to his excellent work. Under the supervision of **Tim Hardy**, George worked on developing electronics and instrumentation for the Gemini Infrared Multi-Object Spectrograph, which will be installed at the Gemini Observatory at the summit of Mauna Kea in Hawai'i. He also worked on assembling a cryostat camera for one of the HAA's own telescopes.

With nearly 50 Service Learning Assistants this past year, we have ensured that this group of students serves an important paid role, while building on their own learning experiences with Work-Integrated Learning at KPU. The following provides a snapshot of the role of one Service Learning Assistant, **Lina Osores**, in the Music program:

- **Lina Osores**, the Service Learning Assistant in Music, assisted the students in MUSI 3500, who learn how to run a music festival. She has learned how to use a lighting system that was donated to KPU Music by the estate of **Brian Najiwan**. Lina taught herself how to use the lights and program lighting software, and then created learning materials to teach the students how to program the lights for the entire festival. Together, Lina and the students of MUSI 3500 ran the successful music festival - KPU's [Wake Up Social Justice Music Festival](#), which celebrates and promotes social and climate justice through BIPOC (Black, Indigenous, and People of Colour) and Queer musicians.

Including All Citizens

Lead Advisor on Disability, Accessibility and Inclusion

Dr. Fiona Whittington-Walsh

Various workstreams are currently underway to support the work of Including All Citizens Pathway (IACP).

- We concluded our interviews with IACP applicants for fall 2025 intake. We are welcoming 8 new students to join KPU in the pathway.
- We interviewed two new instructors to be mentored starting in fall 2025 to teach two new Arts courses in Spring 2026.
- This month the Lead Advisor will have an IACP table at the Teen Transition Fair hosted by Services to Adults with Developmental Disabilities (STADD) from the Ministry of Children and Family Development, sharing information about the pathway.
- The Lead Advisor continues to collaborate in monthly meetings with Skills Trade BC, Social Research and Demonstration Company (SRDC), and UNITI, to bring IACP into Trades and Technology for a pilot in Fall 2026. The project is funded by a grant from Community Living BC (CLBC).

The Lead Advisor is participating in numerous KPU events to celebrate National AccessAbility Week (May 25-31, 2025) including (1) presenting a second virtual workshop on Academic Ableism with **Trina Prince**, Office of Equity & Inclusion Communities (OEIC) and **Lisa Gedak**; (2) a full in-person presentation on her research on Transforming Services for Post-Secondary Students with Disabilities.

In addition to co-chairing KPU's Accessibility Committee and being a member of the Accessibility Consultation Committee and the University's Diversity and Equity Committee, **Dr. Whittington-Walsh** continues to participate in provincial and national committees including being the vice-chair of New Society Institute (formerly IRIS) Board of Directors.

Dr. Whittington-Walsh was awarded a Justice Equity Diversity and Inclusion (JEDI) award for her disability justice work at KPU, particularly the transformative work of IACP.

KPU Climate Strategy Development Update

The draft KPU Climate Strategy: Vision, Values, and Strategic Priorities, is now posted online at <https://wordpress.kpu.ca/climatestrategy/>

This document articulates a KPU position on climate change, that climate change is a serious issue that intersects with all matters of social justice, and that KPU is determined to embrace a leadership role on the subject. It articulates two Strategic Priorities that include a pledge to meet existing emissions reduction targets, while embracing an all-of-institution approach to achieving a maximal ranking under the Sustainability Tracking, Assessment, and Rating system (STARS). All KPU community members are encouraged to review and provide feedback on the draft.

Dr. Brett Favaro (Climate Strategy Lead) has hosted consultation workshops on every campus and online (10 workshops total) in May 2025, and will present at every faculty council or equivalent meeting. Additional 1:1 or small group sessions can be requested by reaching out to brett.favaro@kpu.ca.

Additionally, anyone who wishes to follow along with the development of the Strategy can request updates through the “subscribe” button on <https://wordpress.kpu.ca/climatestrategy/>

PEOPLE

Faculty of Academic and Career Preparation

- Associate Dean, **Mitra Gorjipour**, Faculty of Academic & Career Preparation, temporarily acted as Dean to cover Dean **Aimee Begalka's** vacation, from March 12 to April 8, 2025.

Office of the Provost

- **Nadine Siriban**, formerly interim Divisional Business Manager, Continuing Professional

Studies, has been appointed as Manager, in the newly created Flexible Learning Office, effective March 4, 2025.

NOTABLE MEETINGS AND EVENTS ATTENDED BY THE PROVOST:

- “Faculty Connect”, an event held at the Richmond campus, aiming to broaden faculties’ community at KPU and build connections, February 20, 2025
- KPU’s Convocation ceremonies, held the week of February 24-28, 2025
- Post-Secondary Learning Working Group, Ministry of Post-Secondary Education and Future Skills (PSFS), February 24, 2025
- Hosted a tour of KPU Civic Plaza with representatives of NVIT (Nicola Valley Institute of Technology), March 4, 2025
- KPU Virtual Townhall meeting (Finance & Enrollment), March 4, 2025
- WestVAC/WestPVR Conference, Victoria, BC, March 5-7, 2025
- The 2025 KPU Leadership Conference and dinner with guest presenter **Lisa Taylor**, March 10, 2025
- The Provost gave an interview with CBC producer **Renee Lukacs** regarding KPU’s layoffs, on March 12, 2025 and another interview with City News on March 14, 2025
- Coffee with the Provost, an in-person session, held at Grassroots Café, March 13, 2025
- KPU’s Wake Up Social Justice Music Festival, March 13, 2025
- Muster station organized by Human Resources, KPU, offering support to faculty and colleagues, Surrey campus, March 14, 2025
- Arts Speaker Series: “Why Poetry Now?” **Dr. Aislinn Hunter**, March 20, 2025
- Attended the Arts Faculty Council meeting, held on March 21, 2025
- KPU’s Third Annual Anti-Racism Symposium, March 21, 2025
- Academic Integrity presentation, **Dr. Sarah Eaton**, March 24, 2025
- President’s Dialogue with **Gwynne Dyer**, Historian and Journalist, March 27, 2025

- “Ask the Dean” session at the Richmond campus on March 31, 2025
- The Third Annual South Asian Arts Festival which was held at the Surrey campus on April 9 & 11, 2025
- BC Campus Steering Committee meeting, April 10, 2025
- Creative Writing Year End Celebration, April 10, 2025
- The Provost hosted a “Provost Presents” zoom webinar, with **Dr. Michael Byers**, titled “Elon Musk, President of Mars?”, April 11, 2025
- The Fine Arts Exhibition Opening and Awards Ceremony at KPU Surrey on April 11, 2025
- British Columbia Association of Institutes and Universities (BCAIU) Meeting in Victoria, BC on April 15 & 16, 2025
- Meeting with **Amos Kambere**, President of Umoja and KPU’s honorary degree recipient, April 17, 2025
- Biology & Health Science (BIOL/HSCI) Senior Research Student Final Presentations, KPU Surrey, April 23, 2025
- KPU Wilson School of Design Grad Show at KPU Wilson School of Design in Richmond, BC, April 24, 2025
- President’s Dialogue Series on April 29, 2025, featuring **Dr. Gervan Fearon**, President of George Brown College, at KPU Surrey
- Participated in the Spring Chairs Circle event, which celebrates the work of our Program Chairs, at KPU Surrey on May 1, 2025
- MSoB Student Pitch Competition, KPU Surrey, May 1, 2025
- KPU Day Celebration, KPU Richmond, May 2, 2025
- President’s Dialogue Series, with **Dr. Alan Mandell**, President, SUNY Empire State University, held on May 6, 2025
- Hosted a “Provost Presents” event titled, “Indigenous PLAR at TRU” with guest speaker **Susan Forseille**, Director, Prior Learning and Assessment, Recognition, Thompson Rivers University (TRU), May 7, 2025
- The Faculty of Academic and Career Preparation, ACP Faculty Council meeting May 9, 2025
- The Alliance of Acupuncture & Chinese Medicine of Canada International Academic Conference 2025, Richmond Campus, May 10, 2025
- Enjoyed Science Rendezvous, Langley Campus, May 10, 2025
- Vice President, Academics meeting, held in Red River College, Winnipeg, MB, May 13, 2025
- Polytechnics Canada Annual Conference: Propelling Canada’s Productivity, Winnipeg, MB, May 13-15, 2025
- BC Campus Steering Committee, May 22, 2025

EVENTS

Faculty of Arts

“The Death Tour Watch Party”, Richmond campus, ENTA lobby, **(March 11, 2025)**. Presented by Sonya Ballantyne, KPU's Indigenous Writer and Filmmaker in Residence. The event, organized by Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs)

Reporting on Indigenous Communities by Robert Jago, KPU Indigenous Journalist in Residence, online **(March 11, 2025)**. Organized by Mary Quinn (Faculty of Arts CEC).

Autobiography Writing Workshop by Sonya Ballantyne, KPU's Indigenous Writer and Filmmaker in Residence, Surrey campus **(March 19, 2025)**. Organized by Mary Quinn (Faculty of Arts CEC)

Faculty of Arts Authors Event, Surrey campus **(March, 2025)**. Organized by Mary Quinn (Faculty of Arts CEC)

Dodgeball Tournament, Surrey campus Gymnasium **(March, 2025)**: Organized by Mary Quinn and KPU Sport & Recreation

Easter Social, Surrey campus, A2400 **(April 8, 2025)**: Organized by Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs)

Third Annual South Asian Arts Festival, Surrey campus, Cedar Conference Centre and Gymnasium **(April 9 - 11, 2025)**. Collaborative event led by Asma Sayed, The Canada Research Chair in South Asian Literary and Cultural Studies. The event was organized by Lidia Bardina-Arnaud (Faculty of Arts CEC)

The Truth Behind Land Acknowledgements by Robert Jago, KPU Indigenous Journalist in Residence, Surrey campus, A1780 **(May 12, 2025)**. Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC)

Creating for Social Change by Sonya Ballantyne, KPU's Indigenous Writer and Filmmaker in Residence, Surrey campus, The Gathering Place **(May 20, 2025)**. Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

What Does Indigenization Mean? by Robert Jago, KPU Indigenous Journalist in Residence, Surrey campus, The Gathering Place **(May 22, 2025)**. Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

Work in Progress - A Reading by Sonya Ballantyne KPU's Indigenous Writer and Filmmaker in Residence, Surrey campus, The Gathering Place **(May 27, 2025)**. Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

Indigenous & Entertainment Arts Panel, Richmond campus, WSOD 4900 **(May 29, 2025)**. Organized by Diego Hernandez De la Rocha (ENTA Foundation Program Coordinator) and Lidia Bardina-Arnaud (Faculty of Arts CEC).

Arts Speaker Series:

Talks: This series was initiated by **Aaron Goodman (JRNL)**, **Fabricio Telo (SOCL)**, and **Holly Longair (PHIL)**, organized **Lidia Bardina-Arnaud (Faculty of Arts CEC)**, and conducted online or in a hybrid format.

March 5, 2025: *“Just Electric Vehicles (EVs) for solving the Climate Crisis? How Private EVs Won't Address Urban & Regional Mobility and Climate Injustices”*: Dr. David Sadoway, Geography and the Environment, Policy Studies, Advising Faculty to the KPU Climate+ Challenge, Kwantlen Polytechnic University.

March 12, 2025: *“From Canvas to Screen: My Artistic Evolution”* by Alvaro Rodriguez, Entertainment Arts, Kwantlen Polytechnic University.

March 20, 2025: *“Why Poetry Now? (Because All the Important Conversations are Happening in Poems)”* by Dr. Aislinn Hunter, Creative Writing, Kwantlen Polytechnic University.

April 9, 2025: *“The effects of (mis)fit on people at work and beyond.”* By Dr. Lucy (Liudmila) Jdanova, Psychology, Kwantlen Polytechnic University.

April 16, 2025: *“Everyday Nonviolence: Transforming Classrooms in a Chaotic World”* by Dr. Ying Ma, Educational Studies, Kwantlen Polytechnic University.

May 14, 2025: *“Pausing to Process Unprecedented: Climate Change and Social Justice through Theatre Enactments”* by Renée Sarojini Saklikar, Creative Writing, Douglas College; Dr. Dale Tracy, English, KPU.

May 28, 2025: *“Fictionalizing Lived Experience”* by Dr. Aaron Goodman, Journalism and Communication Studies, KPU

ENTA

Game Development Workshop & Gaming Event, Richmond campus, WSOD 4900 and ENTA labs **(March 22, 2025)**. Organized by Dasha Khon (Faculty of Arts CEC). It was a Future Student Recruitment Event.

Enter the Volume: The World of Entertainment Arts at KPU, KPU Richmond, Melville Centre for Dialogue **(March 29, 2025)**. Organized by Dasha Khon (Faculty of Arts CEC).

Grad Show, KPU Richmond, WSOD 4900 (**April 15, 2025**): Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

Field Trip to Burnaby Village Museum (May, 2025): A Creative Field Trip Led by Instructor Yilin Wang.

ENGL

First Program Advisory Committee meeting,

(April 30, 2025): PAC chair Deb Blenkhorn and Department chair Heather Cyr and Dean Shelley Boyd welcomed members from: Immigrant Services Society of BC, Lord Tweedsmuir Secondary, Langara English Department, Youth Roots), Coastal First Nations' Great Bear Initiative), Langley Fine Arts.

Professional development session on AIBs and Restorative Justice by Dr. Alana Abramson Criminology (May 5, 2025).

FINA

BFA Graduate Exhibition (April 11-24, 2025): Held at Spruce Gallery, Spruce Atrium & Arbutus Gallery.

Drawing Mock Class (Feb.21, 2025): Fine Arts Faculty member Sean Alward taught a mock class in Drawing for high school students participating in Discovery Days.

EDST

SSHRC Insight Grant Adjudication Committee (March-June 2025): Invited by SSHRC to serve on the Insight Grant Adjudication Committee.

LANC

LANC Sings! (March 13, 2025): Department hosted its second multilingual singing event at the Grassroots Café, Surrey campus.

AGM of the Canadian Teaching Chinese as a Second Language Association (May 3, 2025): Organized the 2025 AGM of the Canadian Teaching Chinese as a Second Language Association & the 24th TCSL Conference.

Annual Mandarin Speech (April 19, 2025): Adjudicated the 2025 Annual Mandarin Speech/Singing Contest for BC University Students as one of the adjudicators (online and Chinese Consulate General).

HIST

Spring PAC meeting (Spring 2025): members in attendance: Kyle Jackson, Bob Fuhr, Kari North.

Land-based learning initiative (Spring 2025): Participated in a land-based learning initiative organized by KPU CRIM that will take place at Tsawwassen First Nation.

PHIL

Philosophy Colloquium Talk: "God and the Multiverse" (Spring 2025): Dr. Klass Kray (Toronto Metropolitan University). March 21, 2025, Surrey Fir 142.

POST

Know Your Rights Workshop (March 13, 2025): Hosted Know Your Rights workshop led by the Workers Solidarity Network (WSN) in November 2024, the Policy Studies Department, with Lidia Bardina-Arnaud (Faculty of Arts CEC) organized a university-wide event on March 13, 2025.

PSYC

Connecting Minds Undergraduate Research Conference (May 30, 2025). Student-led event.. KPU student presentations can be viewed here: <https://www.kpu.ca/ConnectingMinds/program>

Articulation meeting, Richmond Campus (**May 1-2, 2025**).

PRESENTATIONS/COMMUNITY ACTIVITIES:

FINA:

Wright, Jason: Juror - Port Kells Public Art Jury and Juror Surrey Art Gallery, ARTS 2025 Exhibition.

Majano, Paulo (March 27 -April 27, 2025): Participating Artist in the Glacier National Park Residency Exhibition Revelstoke Art Gallery.

Majano, Paulo (Spring 2025): Exhibiting Artist. CulturHub Virtual Art House (VAH) organized by Art House Turku, Finland. Virtual Art Residency Feb – May 2025. VR and Live exhibition June 1 to Dec 1, 2025.

Chuang, Ying-Yueh (April 5 - June 8, 2025): Exhibition – "A Tangled Thicket" at Surrey Art Gallery by the Z.inc Artist Collective.

Dorothy Barendscott (May 22-23, 2025): Conference Presentation: "Savage Capitalism: Hypermodern Kitsch, Contemporary Art and the Billionaire Class" at Neoliberalism and the Capitalists Conference, University of Lausanne, Switzerland.

ENGL:

Student Mixer (May 29, 2025): to celebrate ENGL graduating students and to introduce current students to: the BA Major program changes and the new BA Honors in English program launching this Fall.

IDEA:

Peters, Byron (Spring 2025): a KPU Teaching and Learning Commons "Generative AI Champion,"

developing new tools for practical instruction to protect our inspiring artists and image-makers at KPU.

Ibrahim, Zainab (Spring 2025): “Gathering Wisdom & Weaving Knowledge Together,” bringing Indigenous Guest Speakers and integrating powerful community knowledge-sharing events into IDEA courses, with financial support from Indigenous Student Services.

Peters, Byron (Spring 2025): Offered a workshop “**Deep Listening: A Creative Journey Through Sound**” for Indigenous Highschool Students at Open Doors, Open Minds 2025, organized by Indigenous Student Services.

Peters, Byron (Spring 2025): Created an educational mathematics game, “Proof!”, in collaboration with Sajdeep Soomal (University of Toronto) and China Stepter (Stanford University).

NGO and Non-Profit Studies:

Think Global Link Local (March 7, 2025): Networking event co-hosted by KPU’s NGO and Non-Profit Studies and the United Nations Association, Vancouver.

HIST:

Hayes, Jack (March 2025): Introduction & Discussion, presentation by Dr. Jeremy Wallace, “Competitive Decarbonization: A Political Economy Analysis of US, Chinese & European Industrial Policy”, Institute of Asian Research and Centre for Chinese Research, UBC

Hayes, Jack (April 2025): “China’s History and Policy World post-1949”, Fundamentals of China Course, Canadian School of Public Service and Canadian National Security Program (Ottawa/online).

Knickerbocker, Maddie (Spring 2025): BC Studies Conference, University of British Columbia, presentation on McKenna-McBride photographs.

Martin, Eryk (March 20, 2025): Invited presentation to SFU History department colloquium.

Martin, Eryk (Spring 2025): Chaired two panels at the BC Studies Conference, University of British Columbia.

LANC:

Qu, Yanfeng (May 9, 2025): Presented the Annual Institution Report on behalf of KPU to SCOLA.

Qu, Yanfeng (Spring 2025): Re-elected as a Board Members of the Canadian Teaching Chinese as a Second Language Association.

PHIL:

Longair, Holly (Spring 2025): Arts Book Launch: Holly Longair on Gaslighting Philosophical Approaches.

POST:

Pond, Ellen, Surrey campus (April 30, 2025): Policy Studies faculty member and co-chair of the department of Horticulture. Presentation on advancing climate action in post-secondary institutions at the meeting of the Sustainability Hub.

PSYC:

Dr. MacLean’s Carla conference presentations (KPU students in bold):

Bidawid, N. & MacLean, C. L. (May 31, 2025). Cognitive bias and blindness: A survey of professional workplace investigators Poster presentation at the Connecting Minds Conference, Richmond.

Boparai, S. & MacLean, C. L. (May 31, 2025). Scoping the Evidence: The Effect of Expectation Congruency in Workplace Investigations. Paper presented at the Connecting Minds Conference, Richmond.

MacLean, C. L. (May 13, 2025). Like goes with like: Congruency as a source of bias in investigation. Paper presented at the KPU Research Day Showcase Conference, Richmond.

Boparai, S. & MacLean, C. L. (May 9 -10, 2025). Scoping the Evidence: “The Effect of Expectation Congruency in Workplace Investigations”. Paper presented at the NorthWest Cognition and Memory (NOWCAM) 2025 Conference, Victoria.

MacLean, C. L. (April 2025). “The Science of Cognitive Bias and Judicial Decision Making”. Invited presenter at the Canadian Institute for the Administration of Justice (CIAJ) and National Judicial Institute (NJI) Spring conference

Champion, A. R. (May 2025). Invited presentation, “Grade distribution as a function of course delivery: Face to face vs. fully online.” The BC Psychology Articulation Meeting. KPU, Richmond campus.

MAJOR EVENTS:

Open Doors, Open Minds –Two ENTA Mock Classes & POST Mock Class “More Than Sustainability: The Four Pillars of a Just Future”, Surrey campus (April 30, 2025). Organized by Diego Hernandez De la Rocha (ENTA Foundation Program Coordinator), Dr. Shiva Olyaei (POST Chair) and Lidia Bardina-Arnaud (Faculty of Arts CEC).

Science RendezVous – ENTA Booth, Langley campus (May 10, 2025). Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

KPU Research Showcase –ENTA Booth & EDST Panel Participation, Surrey, Cedar Conference Centre (May 13,

2025). Organized by Diego Hernandez De la Rocha (ENTA Foundation Program Coordinator) and Lidia Bardina-Arnaud (Faculty of Arts CEC).

Promotional Booth at the Wilson School of Design Grad Show, Richmond, Atrium (**April 25, 2025**). Organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

KPU Community Day, Surrey, Atrium and ENTA spaces (**May 24, 2025**). Faculty of Arts department's booths organized by Lidia Bardina-Arnaud (Faculty of Arts CEC).

KPU Kickoff event (May 26, 2025): Faculty of Arts department booths organized by Lidia Bardina-Arnaud (Faculty of Arts CEC) and Naomi Ben-Yehuda (Faculty of Arts Advisor).

Declaration Day, Surrey campus, Arbutus building (**May 28, 2025**): Naomi Ben-Yehuda and Aysha Haq (Faculty of Arts Advisors) were at the Arts booth.

ANTH:

Fessenden, Sarah (March 27, 2025): Panelist, "Wildlife Management as Sociocultural Practice: Exploring the Anthropological Dimensions of Human-Wildlife Interactions." Annual Meeting for the Society for Applied Anthropology.

FINA:

Bowering, Scott (May 8, 2024): Co-authored a scholarly article -. Postdigital Process Philosophy,

ENGL:

Dr. Tso, Ann: Dr.: a book contract with Routledge for her new volume, *Crises in Literature and Film: Literary Urban Studies in Hong Kong and Related Cities*.

Dr. Doyle, Kelly: Dr.: invited to Bilkent University in Ankara, Turkey as a visiting faculty member to conduct research on Turkish horror.

Dr. Weber, Steve: Educational Leave for Summer 2025 for translation work on novels by Algerian writer Kateb Yacine.

Dr. Tso, Ann and Dr. Tracy, Dale: received 0.6 awards for their research.

Dr. Seatter, Lindsey: Dr.: 0.6-sponsored research - monograph on Jane Austen. Research trip to Chawton House in the UK.

Dr. Seatter, Lindsey and Dr. Pasquini, Robert: Presented a paper "Toward a Canon of Skills: Proposing & Designing a Public Digital Humanities Course" at the College English Association Conference in Philadelphia on March 28, 2025.

HIST:

Martin, Eryk (April 2025): in collaboration, edited an article submission to BC Studies.

EDST:

Marzouk, Z., & Winne, P. H. (2025): "Recall or transfer? "How assessment types drive text-marking behavior.

PHIL:

Longair, Holly (March 1, 2025): Gaslighting: Philosophical Approaches edited by Kelly Oliver, Hanna Gunn and Holly Longair.

Smolkin, Dora, Findler, Patrick and Bourgeois, Warren (April 22, 2025): Debating Health Care Ethics.

PSYC:

Dr. Pedersen, Cory L. publication (KPU students in bold):

- **Jensen-Fogt, T., & Pedersen, C. L. (2025).** Exploring attention-deficit/hyperactivity disorder (ADHD) symptomatology in relation to women's orgasmic consistency.
- Oswald, F., Champion, A., **Pearson, S., & Pedersen, C. L. (2025).** Intersectional perspectives on technology-facilitated sexualized violence.

Champion, Amanda R. publication (KPU students in bold):

Oswald, F., Champion, A. R., **Pearson, S., & Pedersen, C. L. (2025).** Intersectional perspectives on technology-facilitated sexualized violence.

Dr. Bernstein, Daniel service and other scholarly activities:

- Senate Standing Committee on APP; Member.
- Research Data Management Committee, Member.

THESIS COMMITTEES AND STUDENT SUPERVISION:

Knickerbocker, Maddie (HIS): thesis approval and committee membership:

- Carmen Watson's MA thesis at UBC (3rd reader).
- Nadja Lepojevic's honor's thesis in CRIM at KPU.

Dr. Lymburner, Jocelyn (PSYC) student supervision:

- Alisha Arora (B.A., Honours Psychology) KPU, 2024-2025; supervisor.
- Hailey Russell (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Dr. Trujillo-Pisanty, Ivan & Dr. Dastur, Farhad (PSYC) student supervision:

- Tanisha Bali (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Dr. MacLean, Carla (PSYC) student supervision:

- Surveer Boparai (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Dr. Pedersen, Cory (PSYC): student supervision:

- Camille Bedard (B.A., Honours Psychology) KPU, 2024-2025; co-supervisor with Amanda R. Champion.
- Amy Rabidoux (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Champion, Amanda (PSYC) student supervision:

- Camille Bedard (B.A., Honours Psychology) KPU, 2024-2025; co-supervisor with Dr. Cory L. Pedersen.

Dr. Minosky, Shayna (PSYC) student supervision:

- Rose Kajal (B.A., Honours Psychology) KPU, 2024-2025; supervisor.
- Kajal Virk (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Dr. Bernstein, Daniel (PSYC) student supervision:

- Aidan Sammel (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

Dr. Dukewich, Kristie (PSYC) student supervision:

- Katie Schmidt (B.A., Honours Psychology) KPU, 2024-2025; supervisor.

AD HOC REVIEWS:

Champion, Amanda (PSYC) ad hoc reviews:

- Manuscript: Journal of Interpersonal Violence, 2025 May.
- Manuscript: Journal of Sex Research, 2025 May (completed with KPU students/KPU alumni).

Dr. Pedersen, Cory L. (PSYC) ad hoc reviews

(completed with KPU students/KPU alumni):

- Manuscript: Journal of Sex Research, 2025 May

PROGRAM/POLICIES/INITIATIVES/ACTIVITIES:

HIST:

Knickerbocker, Maddie and Jackson Kyle: As part of our decolonizing work, Maddie and Kyle attended Robert Jago's presentation "The Truth Behind Land Acknowledgements."

STUDENT SUCCESS:

ANTH:

Kurta, Mackenzie (March 27, 2025): Panelist, "Wildlife Management as Sociocultural Practice: Exploring the Anthropological Dimensions of Human-Wildlife Interactions." Meeting for the Society for Applied Anthropology.

FINA:

Fraser Valley Potters Guild 50th Anniversary 2025

Juried Exhibition (May 3- June 8, 2025): Participants - *Student/ Guild Members:* **Claudia Shen, Eloisa Uy, Duncan Ryans, Eva Ediger, Jennifer Russell, Louisana Herry, Alexandra Claasen, Diva Liang, Ira Espita, Michelle Yang.** *Instructor / Guild Member:* Ying-Yueh Chuang.

Fraser Valley Potters Guild 50th Anniversary 2025

Juried Exhibition Awards: Student Guild Member Category - *Award of Merit:* **Claudia Shen.** *Honourable Mention:* **Eloisa Uy.** *Honourable Mention:* **Duncan Ryans.**

Arts Council of Surrey Presents Arts 2025 (May 3 - July

26, 2025): Juried Exhibition of Visual Art at Surrey Art Gallery. Participant Student: **Claudia Shen.** Award Received: 3rd Place in Sculptures and Fibre Art Category.

Youth Exhibition: A Group Exhibition Presented by the Langley Arts Council at Main Hall Gallery, Aldergrove, BC (April 19 - May 31, 2025): Participant Student: **Claudia Shen.**

Eloisa Uy (March 26-29, 2025): received a Student Educational Enhancement Fund SEEF to attend the National Council on Education for the Ceramic Arts (NCECA's 59th Annual Conference, Formation), in Salt Lake City, Utah, USA.

Duncan Ryans (May 2 - 30, 2025): Duncan is currently attending the One-Month Student Award Medalta International Ceramic Artist Residency, Medicine Hat, Alberta. May 2 to 30, 2025.

Duncan Ryans (April 2025): Student received the Helmy Louwe Younker Memorial Endowment Post-Secondary Scholarship from North-West Ceramics Foundation.

Anna Polkovnichenko: 2nd Place Digital and New Media Arts Category Arts 2025. Surrey Art Gallery.

ENGL:

Montana Finn, graduating English Major, will attend UBC Education in the Fall.

Annie Mitchell, graduating English Major, will attend UBC Education in the Fall.

Alyssa Laboucan, graduating Major, will attend the University of Alberta MA in English Program in the Fall.

Jordan Redekop-Jones, recent English Major graduate, will attend SFU's MA in English Program in the Fall.

Jordan Andrews, recent English Major graduate, will attend UBC's MFA in Creative Writing Program in the Fall.

IDEA:

IDEA Students participated in the Lionsgate Production Inclusion Coalition (LG PIC) to work on major feature films, with 1-on-1 supports crafted to suit each participant's passions, goals, and needs within the world of film production.

HIST:

Natasha McConnell (grad 2024) accepted to History Master's Degree Program with full SHRCC (UBC).

Lucas Akai (grad 2024) accepted to Archival Studies Master's Degree Program (UBC).

PSYC:

Alisha Arora, Tanisha Bali, Surveer Boparai, Camille Bedard, Rose Kajal, Amy Rabidoux, Hailey Russell, Aidan Sammel, Katie Schmidt, and Kajal Virk, successfully defended their honors thesis, annual honors thesis defenses April 28th, 2025, in the Surrey Conference Center. For more details, see: <https://www.kpu.ca/arts/psychology/thesis-defenses>

KPU students presented their research and coursework at the 10th biennial Connecting Minds Undergraduate research conference in May 202. presentations can be found:

<https://www.kpu.ca/ConnectingMinds/program>

Hayley McLeary (KPU alumni) accepted into the Master of Library and Information Studies program, University of Alberta.

Liam Ruel (KPU alumni and honors class of 2023-2024) accepted an offer to SFU's M.A. in Sociology.

Pearl Meredith and Hanna Erceg (KPU alumni), accepted into SFU's Clinical Psychology program and awarded CGS-M funding to support their graduate research. Pearl Meredith delivered an address to graduands during the Spring convocation.

Malacha Croy (KPU alumni) has accepted an offer to the University of Toronto's Master of Education program.

Dr. Evan Lopes and Dr. Deborah Mater's Clinical Lab student, Mehreen Mundi, accepted to the Master's degree in Counselling Psychology program, at University of Victoria.

ALUMNI STORIES:

FINA:

Mishel Arrieta, KPU BFA alumnus is currently doing the Artist in Residence Studio program (AIRS), 2024/2025. <https://airsprogram.org/current-artists>.

SPOTLIGHTS/GRANTS/AWARDS:

FINA:

Wright, Jason (June 2025): Greywood Arts Artist Residency in Killeagh, Ireland.

Chuang, Yueh - Ceramics Instructor (Spring 2025): Fraser Valley Potters Guild 50th Anniversary 2025 Juried Exhibition Awards: **Guild Member Category - Honorable Mention.**

Barenscoot, Dorothy - Funding Awarded (March 2025): Dorothy was awarded a 0.6% Faculty Professional Development award to make two international conference presentations on her research -contemporary art and neoliberalism.

Barenscoot, Dorothy – MIF (March 2025): Dorothy was awarded a **Mobility for Internationalization Fund (MIF)** grant to attend a strategic planning meeting with the EAHN Urban Representations Interest Group in Palermo, Italy this September 11-16, 2025.

IDEA

Ibrahim, Zainab (Spring 2025): one-time funding from the Indigenous Student Services office for "Gathering Wisdom & Weaving Knowledge Together" series.

HIST:

Jackson, Kyle (March 13, 2025): Honorable Mention, 2025 Bernard S. Cohn Book Prize (Association for Asian Studies) for The Mizo Discovery of the British Raj

Knickerbocker, Maddie (March 2025): Received a 0.6 award used for one course release.

PSYC:

Dr. Dastur, Farhad (Spring 2025): The 2025 recipient of the Dean of Arts Teaching Award.

Dr. Bernstein, Daniel (2024-2028): KPU Research Chair.

Dr. Balakrishnan, Anjana, Dr. Coburn, Patricia, Hesse, Dr. Dukewich, Kristie, Dr. Azad, Tanjeem and Dr. Bernstein, Daniel (April 2025): the Psychology Department participated in a Teaching Excellence workshop organized by the Psychology Department's Indigenization Committee.

Dr. Dukewich, Kristie (Spring 2025): Led the development of psychology-focused micro credentials.

MEDIA ENGAGEMENTS:

FINA:

Barenscoot, Dorothy (March 2025): was interviewed by B.C. filmmaker Daniel Conrad about his BC Arts Council-funded film, Turning the Canvas.

Initiatives/Activities

The Learning Centre (TLC)

- Spring 2025 Academic Skills Workshops exceeded last semester with a 13% growth in participation. Most popular workshops included: Writing in Biology, Time Management Strategies, Conversations and Connections, Reading Text and Taking Notes, Exam Preparation Strategies, PebblePad Basics, and many others. For a full list of Summer offerings, please see: <https://www.kpu.ca/learningcentres/workshops/complete-list>.
- As part of our Academic Orientation to KPU, the Learning Centre offered 7 cohorts of KPU100 to welcome students, including specialized offerings for Pathway Students and the Melville Post-Bac Program.
- Two sessions of the Returning International Undergraduate Students (RSSD Program) were offered in collaboration with International Advising. This program assists international students who have been required to withdraw by providing them with learning strategies, such as time management and study skills, and the chance to reflect on past practices and future changes to support their reinstatement at KPU. Two sessions were offered this semester to accommodate changes affecting international students and to better align with the current timelines set by Immigration, Refugees and Citizenship Canada (IRCC).
 - January 2025 for Summer 2025: 26 enrolled, 16 completed
 - April 2025 for Fall 2025: 24 enrolled, 17 completed
- KPU101 Thriving in Action: This special program ran for 6 weeks in Spring 2025. It provides students with strategies to support their learning through the relationship between positive psychology and effective learning strategies. It has been demonstrated to enhance student well-being, confidence, and competence

in managing university studies successfully. It also cultivates motivation, agency, and resilience to improve the lives of students.

- Peer Tutoring in the Gathering Place: Three peer tutors are now available in the KPU Gathering Place to support students with science and writing courses. We are grateful to KPU's Indigenous Student Services for providing the Learning Centres with funding to offer this initiative and for their time planning this delivery.
- TLC hosted a Writing Lab mixer in collaboration with the English Department.
- On May 5th the TLC Team met for their semesterly PD & Strategic Planning day, reflecting on their mandate and program planning for the coming year.

Employment & Community Studies Program (EACS)

- On April 9th, the Employment & Community Studies (EACS) Entrepreneurship students shared their final small business projects with the KPU community. Displays of their entrepreneurial work were available along with a student panel, sharing what they had learned and what their plans are for the future.



ACP Dean's Office

- The ACP Dean's office staff have been working hard to build a social media presence for each of our departments. With advice from KPU's Marketing Services experts, the ACP

Communications team has focused its efforts on Facebook and Instagram. Both the English Upgrading department and the Access Programs department for Employment & Community Studies (EACS) program have accounts connecting them to the community. The English Language Studies department already has a faculty member supporting its media presence.

- See [the attached short video link](#) showing our presence at the Richmond Community Day on May 24th.

Publications/Scholarly Activity

- May 20th-21st, Simon Driver and Kari MacDougall of EACS presented on Accessibility and Entrepreneurship at the 2025 Accessible Education and Training (AET) Articulation meeting at Camosun College (Victoria BC).
- Vytasek, J., Spalding, E., Macpherson, A., Ginter, E., Gorjipour, M., Kaur, M., & Rayat, M. (2025, May). *Equipping Peer Tutors for the AI Era: A Collaborative Training Framework*. Learning Specialists Association of Canada National Conference, Centennial College, Toronto, Canada.
- Vytasek, J. & Page, C. (2025, June). *Conversations with Students on Self-Regulated Learning with GAI*. Association for Learning Development in Higher Education Conference, University of Greenwich, Greenwich, UK.
- Beavington, L. (2025). Becoming a wild researcher through Goethean science, Indigenous philosophy, and creative response. *Australian Journal of Environmental Education*. <https://doi.org/10.1017/aee.2025.9>

Presentations/Community Activities

- KPU Wild Spaces co-hosted an Indigenous Speaker Series:
Feb. 25 – Senaqwila señaḱw Wyss
Mar. 4 – Elder Lekeyten
Mar. 5. – Jared Qwustenuxun Williams (online)
Mar. 26 – Robert Jago

- KPU Wild Spaces is hosting a summer speaker series:

May 8 – Sonya Ballantyne (The Three Times Bono Saved my Life)

May 29 – Shannon Leddy (Indigenous Pedagogies)

June 4 – Kristen Penhall (Pollinator Walk)

- Beavington, L. (2025). Teaching and place-based learning. Sustainability Hub meeting. April 30, KPU.
- Beavington, L. (2025). Transformative territorial acknowledgements. Criminology Department meeting. March 28, KPU.
- Beavington, L. (2025). Water is a storyteller (guest lecture for ARTS 3000, Amazon Field School). March 8, KPU.
- On May 1st Joseph Logan, student of the Employment & Community Studies (EACS) Program, competed in the inaugural KPU Pitch Competition, facilitated by the Melville School of Business. Joseph competed against students from the Wilson School of Design, the Melville School of Business and the Faculty of Fine Arts. Joseph's pitch was a plant adoption program. Joseph received excellent feedback and secured in-kind support in growing his web presence. Way to go, Joseph!
- Melissa Swanink attended the Languages Canada in Ottawa, Feb 19-22. Languages Canada is an association that promotes and advocates for quality language education in Canada. The conference included presentations by IRCC, Global Affairs, LanguageCert, and representatives from member universities and colleges.
- Four ELS instructors attended the IATEFL Conference in Edinburgh, April 8-12. IATEFL is one of the largest conferences for English language teachers and other professionals.



Student Success

- The English Upgrading (EU) Department faculty are consistent supporters of student awards. In addition to the previously created Academic and Career Preparation Endowed Award and the Bev Krieger Memorial Award, EU faculty are currently contributing to another endowed award. To date, \$8453 has been contributed to the new English Upgrading Endowed Award at a rate of \$2860 annually. When the award fund reaches \$20,000, the department will be able to recognize a deserving student each year with a \$1000 award.



- May 6th, EACS Entrepreneurship Alumni, Jess Thibeault, Joe Logan and Ayden Gagnon now have their product for sale in the KPU bookstore. Jess has developed a line of custom buttons, Joe has grown dwarf plants from seed, and Ayden has created a variety of 3D prints. Please pop into the KPU Surrey Bookstore to check out their handywork. This was made possible through the hard work of Kathy Wood (Operations Manager, KPU Bookstore), Shelley Strimbold (Division Business Manager of ACP) and Leland Dieno (Director of Marketing and Digital Strategy).
- Over April through May 2025, EACS students Veeral Goradia and Waqas Ahmed took part in a four-week collaboration with students from the Melville School of Business to co-create a workshop that will support the development of work placements for students in the EACS program. The workshop will be delivered in the Fall and was funded by UDEC.

- Student Assistant, Kai Barcellos-Roy, received a JEDI award at KPU Day.



- In April, EACS Entrepreneurship Alumni Jessica Cooper was nominated for a Fraser Valley Cultural Diversity Award. The ceremony took place in April. We will miss you, Jessica Cooper! The EACS program wishes our alumni and all around KPU champion all the best as she moves on to the next stage of her professional journey. Jessica graduated from the EACS program in 2023 and returned to complete the ENT pilot in the same year. Jessica was hired by the Future Students Office in 2023 and extended her contract into 2025. Jessica's kind heart, entrepreneurial spirit and dedication to inclusion and accessibility will be missed here on campus. We know great things are in store! Please stay connected, Jessica.



- In May, EACS Entrepreneurship student, Joseph Loga, completed his restoration of the Polytechnic Memorial Garden at our Surrey campus. This 2-month long process was supported by KPU Facilities, Offices of EDI, and the Canadian Western Bank.



experience teaching communication and language skills to nursing and medical doctors. She holds an EdD from the University of Calgary and an MA in English Language and Linguistics from the University of Arizona.

Staffing



Dr. Lee Beavington received the British Columbia Teaching and Learning Council (BCTLC) 2025 West Coast Teaching Excellence Award for his excellence in post-

secondary teaching. This is the first time a KPU instructor has received the award. Dr. Beavington is the founder of [KPU Wild Spaces](#), an interdisciplinary teaching and learning hub that focuses on ecological place-based education in post-secondary, recently spearheaded the launch of the [Decolonizing Educational Practices website](#), and co-taught, with Anthony Fernandes, a new KPU course, **INDG/BIOL 1492: Indigenous Perspectives in Biology**.

- The English Language Studies Department is pleased to welcome Angela Unger Waigand, who will be teaching Introduction to Professional Communication for Internationally Educated Nurses. Angela brings a wealth of

Pinning Ceremonies

We had another successful term of Pinning Ceremonies within the Faculty of Health to congratulate our students as they reach such an incredible milestone. Completing their program in the Faculty of Health is a testament to their dedication, hard work, resilience and passion for making a difference in the world. We had the honour of gifting each student a customized pin to symbolize their journey at KPU in the following programs:

BSN Pinning Ceremony—The Bachelor of Science in Nursing students celebrated their pinning celebration on March 21, 2025. Associate Dean, Sarah Beasleigh and instructor Cheryl Burnstein spoke with students to congratulate them on completing their program.

HCAP Pinning Ceremony – During the Health Care Assistant Program pinning celebration on April 4, 2025, we had speeches from our Associate Dean, Carlo Tala, Alumni Affairs as well as the Chair of the program– Sonayna Rana. We also heard from stand-out student, Lissette Quijano-Flores. This intimate ceremony marked their successful transition into the healthcare workforce.

GNIE Pinning Ceremony – The GNIE pinning celebration was held on April 15, 2025. Our Associate Dean, Carlo Tala, Alumni Affairs as well as program Chair, Herraj Sandhu spoke with students to celebrate their achievement.



Guided Indigenous Nature Walk

Members of the Faculty of Health joined Karen Gabriel on a guided Traditional Plants Nature Walk on April 26, 2025 at Campbell Valley Park. She spoke about local edible, medicinal and toxic plants.

TCM International Conference

The Faculty of Health partnered with the Alliance of Acupuncture and Chinese Medicine of Canada (AACMC) to host an international conference at our Richmond campus. Centered around the theme "Prevention and Treatment of Metabolic Diseases and Pain Disorders," the event brought together experts and practitioners from traditional Chinese Medicine backgrounds to share knowledge and best practices. The multi-day conference featured a dynamic lineup of workshops, presentations, and specialized training courses, providing attendees with both theoretical insights and practical tools. KPU Acupuncture Program students attended the conference to enhance their learning.



Staffing

Congratulations are in order as we welcome new faculty members:

- Chao (Frank) Feng - TCM
- Dania Khader - BSN
- Jasmin Mooker - GNIE
- Jessica Stapleton - BSN
- Parivash Enghiad - BSN
- Soniya Chech Mathew - BSN
- Sukhwinder Mundi (Sukh) – BSN

Sonayna Rana was elected Chair of the HCAP Program on May 1, 2025, bringing strong leadership to guide the program's continued development. We also recognized the retirement of Sharon Joss-Leitch, whose contributions over the years were instrumental in advancing care practices for older adult populations.

In support of faculty development, Theresa Speirs was awarded 0.6 FTE release time to further instructional innovation and lead professional development efforts in the HCAP program.

Presentations / Community Activities

The Faculty of Health lab team welcomed Vanguard Secondary students for a tour of our labs on April 3. The tour showcased our variety of nursing programs and allowed students to see first-hand our simulation equipment.

BSN Chair, Connie Klimek, presented to grade 11 and 12 students at Langley Fundamental Secondary School on April 7. She covered topics about careers in healthcare and the opportunities within our nursing programs at KPU.

On April 16, 2025 our Traditional Chinese Medicine program welcomed Langley School District students for a tour of our student clinic and TCM demos to showcase treatment options TCM can offer.

On April 22, 2025 the Faculty of Health welcomed Monica McAlduff for a Teams presentation on the topic of Jordan's Principle and its vital role in improving health outcomes for Indigenous patients and families. She shared insights on how Jordan's Principle offers a powerful framework for ensuring that no child is left behind, empowering healthcare

professionals to advocate for and transform health outcomes for Indigenous families.

The Dean's office has continued the initiative called "Lunch and Learn". Every other month a guest is invited to present to Faculty of Health members on a range of topics. For the month of May, Jenna Breuer, the Director of Indigenous Programs at Atira Women's Resource Society spoke on being an Indigenous learner of clinical systems. She spoke from an anti-oppressive lens and provided insight into the impact of post-secondary education and instructors on Indigenous students.

The Open Doors, Open Minds Conference was held on April 30, 2025 on the Surrey campus. Instructor Katie Kozlowski presented a mock class to students. She was able to showcase one of our high-fidelity mannequins and how our nursing students get a hands-on learning experience at KPU.

Science Rendezvous-- The Faculty of Health joined the annual Science Rendezvous event on May 10 with a large booth highlighting our healthcare programs. The booth included one of our high-fidelity mannequins, a blood pressure station, HCAP sensory station and fun games with prizes. This event gave our faculty, staff and students an excellent opportunity to showcase the critical role of nurses and healthcare assistants while showcasing our continued commitment to community engagement and public education.



Publications / Scholarly Activity

Dean Sharmen Lee, Dr. John Yang, TCM Department Chair, and Acupuncture student Caldwell Lever provided a presentation at the Polytechnics Canada Showcase on May 14, 2025 in Winnipeg https://polytechnicscanada.ca/wp-content/uploads/2025/02/2025-Polytechnic-Showcase-Program_Feb-24.pdf. The presentation, titled “Finding Your Niche in a Crowded PSE Market” provided a conceptual model and used the Bachelor of TCM as a case study which provided an opportunity to share knowledge with other post-secondary institutions and to showcase our new bachelor program.

Initiatives / Activities

The HCAP program received Senate approval for HCAP credit conversation to undergraduate status. This will enable HCAP graduates to use completed courses towards meeting admission requirements of the BSN and BPN programs.

“LPN into BSN” pilot initiative cohort 1 has completed the second of four terms of the BSN program. Pilot cohort 2 completed their admission requirement courses in April 2025 and will be starting their first of four terms of the BSN program in May 2025.

Student Successes

Arjun, a 2024 HCAP graduate, is now enrolled in the Bachelor of Psychiatric Nursing (BPN) program. He credits HCAP for providing the foundational support and preparation needed for his continued academic success.

HCAP Spring 2025 graduates demonstrated strong post-graduation outcomes, with many securing employment with Fraser Health within one month. Notably, Lisette—a mother of six—was elected valedictorian by her peers, reflecting the perseverance and excellence of our student body.

We are proud to report that our Bachelor of Science in Nursing Advanced Entry (BSNAE) program graduates who took the NCLEX during the 2023 - 2024 testing period achieved a 100% first-time pass rate. In addition to this remarkable accomplishment,

the BSNAE cohort was ranked #1 across Canada and the United States for NCLEX performance during the same timeframe. This outstanding result reflects the exceptional quality of our program, faculty, and students, and reinforces our commitment to excellence in nursing education.



FACULTY OF SCIENCE

Presentations & Community Activities

Over 1,500 guests attended the 12th annual **KPU Science Rendezvous** on May 10 at KPU Langley for a fun-filled day of hands-on science, live demos, and interactive exhibits. Families explored more than 25 activities, from insect encounters and button-making to math games, robotics, and beekeeping. Indoors, departments showcased engaging experiences like slime-making, electric shocks, memory games, and game design. Highlights included the Dancing Flame Show, brewery tours, and the Big Bang Finale.



The Faculty of Science hosted both the **South Fraser Regional Science Fair (SFRSF)** and the **Surrey School District Science & Innovation Fair** at KPU Surrey. For the SFRSF, faculty members served as judges, evaluating innovative projects from students in grades 7 to 12. Participating students also had the opportunity to tour KPU's state-of-the-art science labs, offering them a firsthand look at university-level research and facilities. Both fairs provided valuable opportunities to engage with young scientists and strengthen relationships with future students and educators.



On Saturday, April 26, Sustainable Agriculture and Food Systems hosted an **Earth Day** event at the newly planted community food forest in Garden City Lands Park, located in Richmond's Agricultural Land Reserve. The initiative integrates urban agriculture, ecological restoration, and community engagement. Participants had a hands-on opportunity to work with edible native plants and learn about their vital role in supporting local ecosystems and diverse wildlife, including humans. Activities included planting seeds, exploring the food forest design, and learning about the chosen plant species. The event highlighted the importance of sustainable practices and community involvement in fostering a resilient, biodiverse environment.

Canadian Math Kangaroo Contest: KPU Mathematics partnered with the Canadian Math Kangaroo Contest (CMKC) to host this national mathematics competition for the first time at KPU Surrey, welcoming students in Grades 1–12.

On Apr. 30, instructor Michael Miller (BREW) attended a **Full Barrel Home Brew Club** meeting in Langley to promote the KPU Brewing program and invite members to do a collaboration beer with KPU.

The **KPU Plant Sale**, hosted by the KPU School of Horticulture, attracted record crowds this year. This highly attended event provided students with valuable hands-on experience in plant production, sales, and customer service. Proceeds from the sale support important program initiatives. Dedicated volunteers played a key role in ensuring the event ran smoothly and created a welcoming environment for attendees. Photo of volunteers below:



The annual **KPU Brewing Career & Networking Fair** was held at the Langley Campus on Mar. 5 with 18 companies and 60 participants, including 32 employers (7 were alumni) and 22 students. The event featured an industry speakers' panel, one-on-one 'speed dating' interview sessions between employers and students, and a social networking hour.



Dr. Layne Myhre, (BIOL) presented at the Coquitlam River Watershed Society Committee Meeting, May 14. Dr. Myhre shared updates on the watershed toxicity testing project in the Coquitlam River in collaboration with the kʷikʷəłəm First Nation.

From March through May, the **Learning Farm at KPU Richmond** was a hub of activity and community involvement. Volunteers contributed 147 hours helping with farm tasks and maintaining the Learning Garden.

On May 3, Dr. Mike Bomford grew and sold vegetable seedlings to support the Richmond Garden Club fundraiser. A week later, volunteer Helen Zhang led Cloverbuds children and their parents on a scavenger hunt and tour of the Learning Garden. On May 13, Dr. Bomford guided an evening tour focused on bog vegetation. Finally, on May 30, two Surrey elementary classes visited to plant bean seeds they had started at school and helped build trellises, engaging hands-on with the garden.

On Mar. 7, KPU Brewing launched their **2025 Pink Boots Collaboration beer** — Coastal Breeze West Coast IPA — at the KPU Brew Lab and Mar. 8 at Farm Country Brewing during an International Women's Day Tap Takeover. Instructors Nancy More and Michael Miller attended with first-year Brewing students Maria Yun, Helia Xiang, and Jay Ku. Coastal Breeze was created by instructor Olga Mikova and alumna Emily Kokonas (Four Winds Beach House & Brewery), with support from Nancy More.



Publications & Scholarly Work

Dr. Kelsie Doering: Manuscript “Genetic dissection reveals new components of the NHR-49 multi-stress resistance and longevity pathway” accepted in *Aging Biology*, nearing publication.

Dr. Barnabe Assogba & student Ishan Vashishat: “COVID in Space” published, showcasing student-faculty collaboration at KPU.

Ishan Vashishat, Eddie Han, & Dr. Assogba: Published a preprint on COVID-19 risks in space (bioRxiv, <https://doi.org/10.1101/2025.04.23.650113>). Abstract submitted to ABRCMS 2025; Ishan and Dr. Assogba will attend in November (San Antonio).

Dr. Assogba & Eddie Han: Secured SRIG Stream 1 funding. Eddie’s project investigates vesicle expression in human splenic fibroblasts, with implications for gene therapy.

Dr. Marjorie Sorenson (co-author): “Functional connectivity of animal-dispersed plant communities...” published in *Proceedings B* (292:20242995).

Dr. Mehdi Salimi: Edited book *Learning-Driven Game Theory for AI* accepted by Elsevier (2025–2026 release). Served as PhD thesis referee (Dr. B. R. Ambedkar NIT, India) and appointed to MICAD 2025 committee (London, Nov 2025).

Lulu Sukawati (B.Sc. Honours, Biology): Conducting research on biocontrol fungi toxicity using zebrafish embryos under Dr. Layne Myhre.

Siddhant Saigal (B.Sc., Biology): Also under Dr. Myhre's supervision, studying the ecological impact of Caprylyl glycol using zebrafish embryos.

Drs. Assogba, Adams, and Taylor (AGC): Mentored secondary school student Sreya Karup, who earned multiple awards at the South Fraser Regional Science Fair and will represent BC at the Canada-Wide Science Fair.

Guntas Kochar (B.Sc. Honours, Biology): Presented award-winning poster on antimicrobial compound toxicity at the NW Society for Developmental Biology Meeting (Anacortes, March 2025).

Manav Garg (B.Sc. Honours, Biology): Presented zebrafish PI15a gene mutation research at the same meeting.

Jazreet Badhesha (B.Sc. Honours, Biology): Presented comparative analysis on infectious diseases in dermatology at the North American Veterinary Dermatology Forum (Orlando, April 2025).

Initiatives & Activities

Alan’s Ale Pale Ale was released on May 2 at KPU Day in celebration of Dr. Alan Davis, KPU’s longest serving president. Dr. Davis helped choose the ingredients for this special beer which was brewed by the KPU Brewing department, led by instructor and program chair Dominic Bernard and supported by laboratory instructors Gonzalo Marquez and Michael Miller. The beer was released on tap and in cans, featuring a custom can label, coasters and stickers in honour of Dr. Davis.



Dr. Jane Shin (BIOL): Endowed a student award for the Faculty of Science HSCI program and a student bursary for the Faculty of Health, reflecting commitment to student success and access.

Raquel Cabral (MATH) participated in several professional development activities during May 2025. She attended the online workshop *“Draft Coach for Faculty”* on May 14, followed by the in-person *“Changing the Culture 2025”* conference at SFU-Vancouver on May 16, organized by the Pacific Institute for the Mathematical Sciences. She also completed the *“Reflect and Redesign: Intentionality and Iterative Course Design”* online workshop series on May 22, 26, and 29. Additionally, she took part in the online workshop *“Breaking Down Barriers in the Classroom: What is Academic Ableism?”* on May 28, all hosted through tlevnts.kpu.ca.

The **Faculty of the Whole Meeting** brought together members of the Faculty of Science for a day of strategic updates, community engagement, and professional development. The event featured insightful presentations on enrolment reports and faculty business, including department chair introductions and employee celebrations. Attendees participated in a culturally enriching Indigenous dance session and chose from breakout workshops focused on accessibility in STEM, emergency response protocols, and naloxone training. The meeting fostered collaboration, knowledge-sharing, and a strengthened sense of community within the faculty. Photo from the event below:



Student Successes

The Biology and Health Science **student research presentations** were held on April 23. Five B.Sc. (four Honours) Major Health Science and seven B.Sc. (all Honours) Major Biology students presented the results of their senior research projects. Between students in the research course and those working independently with faculty on projects outside their regular coursework, there were twenty-four Student Research and Innovation Grant funded projects in the Department of Biological and Health Sciences this year. Many of these students also presented posters at the KPU Research Showcase on May 13.

Dr. Barnabe D. Assogba (BIOL) has been assisting **Kuldeep Singh** (HSCI), one of his research students, with his medical school application process. Kuldeep has been accepted to St. George’s Medical School, starting in August 2025. The acceptance letter arrived on May 13. More importantly, he has also been awarded a scholarship of \$72,000.

KPU Brewing instructor Dominic Bernard, and student **Lucy Chang** were interviewed by OMNI TV on April 8th about the Brewing diploma program and Lucy’s team’s Signature Series beer, 桂Reverie, which was infused with Chinese flavours from Osmanthus flowers. The interview aired on April 9th and is available to watch on YouTube. Click [here](#) to watch the interview which is in Mandarin and English.

Ishan Vashishat (Biology): Co-authored a published research article, “COVID in Space,” with Dr. Barnabe, demonstrating strong student involvement in faculty-led research.

Shahla Zahiri’s summer student in Biol 1160, **Saje Allen** — for whom she provided a reference — has just been admitted to the Master’s program in Physical Therapy at UBC, starting this September.

Our talented Horticulture students dominated the Landscaping competition at this year's **Skills BC Provincials**, held at TRADEX in Abbotsford this week. Kyle Kant (Bachelor of Horticulture Science, Plant Health) and David Cragg (Landscape Horticulture Systems) successfully defended their gold medal title—making them back-to-back champions. Meanwhile, Brett MacNeil and Aiden Murphy (Turf Management) earned a well-deserved bronze medal for their impressive work.



Also representing KPU with excellence, CADD Technologies student Charles Kim captured the bronze medal in the CADD Architectural category—congratulations, Charles!



Isbah Mahmood & Jasleen Randhawa: Supervised by Dr. Kelsie Doering, these Biology students presented research posters at the **KPU Research Showcase**. Isbah was awarded runner-up in the student poster competition.

Current EPT students learned about Environmental Drilling at **OMEGA Environmental and Geotechnical Drilling** in Maple Ridge on May 16. The event included numerous topics such as safety around drilling

equipment, subsurface utility locating, Hydrovac/Daylighting Services, Sonic and Auger Drilling, Rotary Drilling Techniques, Cone Penetration Testing, Environmental/Geotechnical Instrument Installations and Sampling Procedures. As in previous years, EPT faculty and students also had the pleasure of meeting up with EPT graduates at the event for some networking and catching up on their careers.

Programs, Policies & Initiatives

Three new **Biology** course outlines were approved by Senate in March and April. BIOL 1150 and BIOL 1250, Human Anatomy and Physiology I & II, were developed in collaboration with the Faculty of Health to better align with the needs of the B.Sc. Nursing program. These three-credit lecture courses incorporate experiential learning and offer a more efficient, cost-effective alternative to the current four-credit requirements. BIOL 3200, Applications of Generative Artificial Intelligence in Science, was supported by special funding from the Provost's office to address the growing demand for AI-focused curriculum. The course explores generative AI technologies and their scientific applications and is currently being piloted as BIOL 4900 Special Topics in Summer 2025.

Program changes were approved by Senate at the March meeting to reduce the number of courses required for students to declare into the B.Sc. Major Biology, B.Sc. (Honours) Major Biology, B.Sc. Major Health Science, and B.Sc. (Honours) Major Health Science. These changes will facilitate student access to the benefits of declared status (such as early enrolment and access to Faculty of Science program advisors) at an earlier stage in their degree path while providing more accurate data on program health and support for strategic planning.

Dr. Mehdi Salimi (MATH) secured several grants to support his academic and professional activities. He received \$7,000 from Global Affairs Canada through the Faculty Mobility for Partnership Building Program to support international partnership development. Additionally, he was awarded \$4,500 from KPU's International Projects and Partnerships under the Guard.me Mobility for Internationalization Fund to facilitate internationalization initiatives. Finally, he secured \$4,450 from KPU's 0.6% Faculty Professional Development Fund to support his ongoing professional development.

A new online Brewing **CPS** course 'Recipe Design for Beer Enthusiasts' (PBRW 9005) started on April 3. Taught by Brewing instructor Alek Egi, this six-week asynchronous course will be offered each term this year.

Horticulture Faculty and student volunteers participated at the **Parks Professionals Pathway Conference** held at the Cascades Casino in Langley. It's an educational conference for all of those in the community parks, feature gardens and sports fields. There are many KPU School of Horticulture alumni in attendance as employees and employers.

On March 27, Laura Flinn (PHYS), led a workshop at the **Richmond Public Library's** Minoru Gate location titled "**Light: Visible and Invisible.**" In the workshop, she explained how rain droplets after a storm can refract sunlight to produce rainbows, which show only the visible portion of light. She also discussed how the sun emits a much broader spectrum of light that is invisible to the human eye. Designed for children aged 8-12, the session provided hands-on activities to explore this invisible light and demonstrate how it can be made visible.

EVENTS

Spring Campus Coffee

On March 31, we hosted the Spring Community Campus Coffee. This event was well attended by faculty and staff from all areas of KPU Tech, with lots of cross-department conversation. Thank you to Karen Dumaresq for organizing this event!

Appliance Service Technician Career Day

On March 26, the Appliance Service department hosted its semi-annual Appliance Service Technician Career Day.

Twelve employers attended the event and made presentations to the students about their companies. The Appliance Service Technician Career Day has been a fixture at KPU for 23 years.

Employers made presentations on the benefits of the industry and the opportunity for graduates to continue to learn and grow in the field. The event helps meet industry needs and provides a means for contact between students and industry employers and representatives. Congratulations to instructors Dominic Andreone and David Fengstad for hosting another successful event.

Information Sessions

Information Sessions are one method we use to reach out to the community and interested potential students. Our information sessions are supported by the Future Students Office (FSO) and hosted by our faculty members. We held the following information sessions from November, 2024 to February 2025:

March 3: Construction Trades

March 3: Automotive Trades

March 7: Metal Trades

March 7: Millwright

April 7: Appliance Service Technician

April 10: Farrier Science

April 10: Learn All About the Trades

KPU Utilization Rates

We received the following statistics from SkilledTradesBC showing KPU's actual utilization numbers for our 2024/25 Foundation (OREG) and Apprenticeship (FOTT) intakes. As you can see, we exceeded the SkilledTradesBC targets. These amazing results are in large part thanks to the hard work of our Dean's Office team members in building relationships with students and filling the seats.

Program Types	Planned Seats	Funded Seats	Filled Seats	Utilization Targets	Utilization Actuals
Apprenticeship	768	937	888	83.4%	94.8%
Foundation	384	384	379	94.5%	98.7%
Refresher	0	3	3	N/A	100.0%
Totals	1,152	1,324	1,270	89.0%	95.9%

STAFFING

Welcome to Lisa Keeling

We welcomed Apprenticeship Service Officer (ASO) Lisa Keeling to the Faculty of Trades and Technology on March 31. Lisa comes to us from the KPU Bookstore.

Faculty Retirements

Four of our longtime faculty members chose to retire as of April 1 this year. We wish them well in their retirement.

- Brian McClinton
- David Riel
- Larry Rhodenizer
- Rob Wakulchik

PRESENTATIONS / COMMUNITY ACTIVITIES

Skills Canada Competition

On March 7, KPU Tech hosted the Skills Canada Regional Competition on our campus. Instructors Ed Miks (Carpentry), Wayne Andrews (Carpentry), Larry Rhodenizer (Automotive Service), and Grant Conversi (Automotive Service) supervised and judged the events. Martin Lim from Surrey Schools coordinated the event.

On April 18, the Faculty of Trades and Technology was represented at the Skills Canada BC Provincial Competition at the Abbotsford Trade and Exhibition Centre. The winners of the Provincials competitions are eligible to attend the Skills Canada Nationals Competition 2025, which will be held on May 29 and 30 at the Regina Exhibition Association Limited (REAL) District in Regina, Saskatchewan. KPU competitors at Skills Canada BC from the Millwright, Welding, and Plumbing programs took part in the competition. Tyler Douglas earned gold in the Millwright competition, and will be on his way to Regina to compete in the National competition. Curtis Dengler earned bronze in the Millwright competition.

The full list of medal winners can be found [here](#).

Invergarry Adult Education Career Fair

The Faculty of Trades and Technology took part in the Invergarry Adult Education Career Fair on May 21, 2025. The event focused on adult learners. The Faculty of Trades and Technology attended the event at the request of the FSO.

Faculty of Trades and Technology at 2025 Science Rendezvous

The Faculty of Trades and Technology returned to take part in the 2025 Science Rendezvous at the Langley Campus on May 10, 2025, to highlight science within our trades and technology programs.

Free Lunch and Naloxone Training for Tech Students

On April 22, the KPU Student Health Promotions team is partnered with Tailgate Toolkit (part of Vancouver Regional Construction Association) to bring lunch-and-learn workshops for trades students at KPU Tech. The workshop focused on building awareness regarding mental health, substance use, and pain management in the construction and trades industry. The session also included hands-on naloxone training to those who want to know how to reverse a drug poisoning.

SkilledTradesBC on KPU Tech Campus

The Faculty of Trades and Technology hosts the SkilledTradesBC Apprentice Advisor on our campus every Wednesday. This partnership helps our students connect with their apprenticeship advisors and keep track of their progress through their trade.

Youth Train in Trades Site Visit Day

On March 5, our school districts partners held a Youth Train in Trades site visit day for applicants. This is an opportunity for students to visit the campus and meet the faculty. The programs featured included Plumbing (Collin Warren), Metal Fabrication (Mike Rumpeltes), Millwright (Bob Davis), and Welding (Mike Lloyd).

INITIATIVES / ACTIVITIES

Journey to Success for Women Apprentices

Initiatives

The Faculty of Trades and Technology is partnering with the British Columbia Centre for Women in the Trades to promote a new initiative to support women apprentices in BC. Journey to Success for Women Apprentices provides fully funded training, mentorship, and community to help women apprentices complete their apprenticeship. This program is open to women apprentices living in BC who are registered in maintenance or construction skilled trades apprenticeships.

CPS Updates

Going into this new fiscal, FoTT signed new contracts with the Squamish First Nation to partner on four upcoming intakes: Introduction to Carpentry, Carpentry Level One, Carpentry level two and Plumbing Level One. All of these intakes are taught at the Squamish Nation Trades Training Centre in North Vancouver by KPU instructors.

The Shop Machinery Safety course is a new professionally developed course designed to equip educators with the knowledge and practical skills necessary to safely and effectively teach woodworking in a school environment. Whether participants are new to woodworking or seeking to enhance their existing expertise, the course emphasizes safety as a foundational principle in all instructional practices. We are excited to meet the need expressed from school districts for this type of training.

STUDENT SUCCESS

KSA Welcome Back Week

The KSA Welcome Back Event took place on the KPU Tech campus on May 12, 2025. It was a chance for our students to learn about the services provided by the Kwantlen Student Association.

Dean's Awards

Congratulations to the recipients of the Dean's Award for Outstanding Achievement for the months of November 2024 to February 2025. This award is based on the "3 A's": Academics, Attitude and Attendance. The presentation is made when the students reach the end of the Foundation intake and the final program level in the trade. Nine students were recipients of the award. The winner of the Dean's Award for a Foundation class also receives a cheque for \$250. There were ten recipients of the Deans awards in the months of the report.

Career Development

In conjunction with the Career Centre, the Faculty of Trades and Technology highlights key job postings in Career Connections using the headline "Career Services Jobs of the Week." Over the last three months, 32 job postings of interest to Faculty of Trades and Technology students have been highlighted. These have been from national, provincial, and regional employers in the public and private sector.

The jobs are posted every week and our faculty members are encouraged to share the postings with their students.

We have also been working to promote career advancement with the various community partners such as British Columbia Infrastructure Benefits (BCIB), Surrey Langley Sky Train Project Job Fair, and Skilled Trades Employment Program (STEP BC).

Promotion of External Scholarships

The Faculty of Trades and Technology is making an active effort to promote external scholarship opportunities for trades students and apprentices. Opportunities include Horatio Alger and Auto Retailers Foundation amongst others.

EVENTS

Student Pitch Competition

While the idea of the Student Pitch Competition had been in development for the last few terms, it needed focused leadership to bring it to reality, and this was achieved this May, led by Melville Faculty, Natasha Campbell.

Through the collaborative effort of several areas across KPU, including the Office of Research, Planning and Sustainability, the Wilson School of Design, and Advancement & Alumni Affairs, this first-of-its-kind event brought together students, faculty, staff and university leaders to create a meaningful experience in entrepreneurship. The initiative focused on fostering entrepreneurship by supporting students in bringing their ideas to life and creating practical solutions to real-world challenges.



Instructor, Natasha Campbell, the judges and winners

In the months leading up to the competition, several events were held to get students excited and involved. These included *Rising Women in Leadership*, featuring female entrepreneurs, boot camps led by Afshin Doustmohammadi, and the creation of a Student Ambassador team with Michael Shanz, which helped launch the KSA Entrepreneurial Club.

The final event run took place on May 1 where ten student teams competed in a full-day pitch event. They went through three rounds, starting with a 3-minute pitch to faculty, followed by a 5-minute pitch and Q&A with alumni, and ending with a 10-minute interactive presentation to an industry panel.

A total of \$9,000 in prizes was awarded:

- ForHarmony Packaging Solutions won first place and \$5,000
- Dyneema Speed Suit placed second and received \$2,500
- Scholarly came third and earned \$1,500

Guest speaker and judge, George Melville shared his experience building a business in Canada, inspiring students with real-world advice. Community partners like YWCA Power Up, the Surrey Board of Trade, and Pave Pal also offered support and resources.

The event was a strong celebration of student innovation, helping teams move their ideas forward and connect with the local business community.

Melville Faculty Strategy Forum

On Tuesday, May 6, the Melville School of Business leadership brought together faculty and key institutional stakeholders for a focused four-hour strategic planning session aimed at shaping the school's future direction. A key topic of discussion was the role of recognizing prior learning in attracting qualified students and enhancing student retention. The session featured collaborative break-out discussions, allowing attendees to explore actionable ways to engage at the departmental level and contribute to strategic initiatives.



As part of a broader effort to integrate faculty into KPU's student recruitment strategies, the session served as a platform for open dialogue on the university's enrollment goals and emphasized the

vital role of faculty in supporting student recruitment and success.

Melville Connect Event:

On Tuesday, April 1, students from PRLN 2120: PR Campaign and Event Management hosted **Melville Connect: An Evening of Inspiration and Growth** at the KPU Surrey Conference Centre. Sponsored by the Melville School of Business, the event welcomed 136 attendees, including students, alumni, industry professionals, faculty, and administrators for an inspiring evening featuring Melville alumni Wajeeha Rahman (BBA, Accounting), Tate Tham (BBA, Marketing Management), and Lilián Cazacu (Certificate, Legal Administrative Studies). The program included keynote speeches, a Q&A panel, networking, games, activities, and raffles.

Centered around the theme “Future Forward,” the event offered students valuable advice on maximizing their time at Melville and building successful careers.



Melville Connect was sponsored in part by CPRS Vancouver, the Black Women’s Business Network, The Real Canadian Superstore – Grandview Highway, Hello Rent, Cineplex – Brentwood, and Watson Gloves.

Konnect Round Table: CPA Public Service Recruitment Event.

With the goal of bridging classroom learning with real-world industry insights, the Melville School of Business, in collaboration with the Accounting Faculty and the Accounting Society of Kwantlen (ASK)

Student Club, hosted a dynamic recruitment-style Accounting event at the KPU Conference Centre on Wednesday, April 2. This initiative provided students with a valuable opportunity to engage directly with employers, explore career paths in accounting, and build professional connections with industry leaders.



Modelled after the well-established *Careers in Accounting* event held annually in November, this spring edition featured 15 participating firms and organizations, including CPA British Columbia (CPA BC). Each firm was stationed at an individual table, allowing students to circulate, ask questions, and learn more about career opportunities, internship programs, and the expectations of the accounting profession. This reinforces the Melville’s commitment to experiential learning and career development. Students appreciated the chance to engage in meaningful conversations with recruiters and industry professionals in a relaxed, yet professional, setting.

Plans are already underway to continue offering recruitment-focused events that support students in preparing for the transition from academic study to the workplace.

Mentorship: Inspiring Stories of Career Growth

On April 15 at KPU Civic Plaza Campus, the Student Success team, in partnership with the Greater Vancouver Board of Trade, hosted *Mentorship:*

Inspiring Stories of Career Growth, an engaging event focused on mentorship and professional development. These events align with the team's commitment to holistic student development by providing tools, resources, and relationships that help students build confidence, gain career clarity, and take actionable steps toward achieving their career goals.



The event introduced Melville's Student Mentor Volunteer program and a new peer coaching initiative, co-led by the Student Success Coaches and Melville faculty, Mike Ford. It also featured inspiring talks from keynote speaker Marie-Noelle Savoie, VP and Chief Compliance Officer at BCLC, Mental Fitness Coach Gregg Taylor, and Sam Thiara, SFU professor and founder of Ignite the Dream Coaching. These speakers shared their personal experiences and valuable career insights, providing actionable advice on networking, skill development, and navigating career challenges.

This event reinforces the Student Success Team's mission to create meaningful experiences that bridge the gap between education, employment and long-term career success for every KPU student.

Indigenous Artisan's Market

Associate Dean Suzanne Pearce and Indigenous Entrepreneur-in-Residence Senaqwila Wyss successfully hosted KPU's inaugural Indigenous Market on Saturday, May 10. Despite the overcast weather, the event drew a strong turnout of local Indigenous artisans and community members. The market featured a vibrant showcase of Indigenous creativity and craftsmanship, with works spanning a

range of traditional and contemporary mediums, including herbal teas, cedar weaving, intricate beadwork, hand-crafted apparel, culturally inspired stickers, and limited-edition prints. The event served as a meaningful platform to celebrate Indigenous entrepreneurship, art, and culture while fostering community connection and support.



The market supports the Melville School of Business's goal to strengthen ties with Indigenous communities and highlight opportunities in business education. By creating inclusive, community-focused events like this, Melville aims to inspire future Indigenous students to explore business programs and see themselves reflected in the field.

Melville Summer Orientation

On May 8, the Student Success Coaches team at the Melville School of Business hosted a dynamic and informative Orientation Day for newly admitted students in the Post-Baccalaureate Diploma in Operations and Supply Chain Management program. Developed in collaboration with key campus partners, including KPU International, The Learning Centre, the Academic Integrity Team, the Kwantlen Student Association, student clubs, and the Surrey Library, the event was designed to welcome students and equip them with the knowledge and tools needed for academic and professional success.



A highlight of the day was the “Kickstart Your Career” workshop, which emphasized the importance of early career planning and introduced students to the many career development resources and programs available at KPU. By connecting students with essential support services and fostering a sense of community from day one, the goal is to ensure a smooth transition into academic life at KPU.

STUDENT SUCCESS

Marcello Machado: Process Development for Fraser Health

Under the instruction of Melville Faculty Marcelo Machado, a team of students on the graduate Business Diploma program, Karmina Alejandro, Arnaldo Castro, and Christine Sagirumba successfully completed a high-impact service-learning project on Fraser Health. This project was done as part of the BGP capstone course.

The students conducted a comprehensive analysis of the organization’s asset management system, identifying operational needs and evaluating existing processes. Their work included extensive research on technological solutions and culminated in a set of well-founded, actionable recommendations.

The Fraser Health team praised the students for their professionalism, depth of analysis, and the practical value of their findings, highlighting the caliber, readiness, and real-world impact of our graduates. This project not only strengthened community partnerships but also exemplified how Melville

students apply their learnings to drive meaningful change in complex, real-world environments.

Internship Opportunity – Diwali Fest

We are proud to highlight the success of two Melville School of Business students, Simran Sekhon (BUSI) and Aryan Doshi, who were hired by the Diwali Celebration Society in April to support the planning and execution of *Colour Fest*, a dynamic celebration of the South Asian Spring festivals, Holi and Vaisakhi.



Simran and Aryan served as Marketing and Events Coordinators, where they had the opportunity to apply the knowledge and practical skills gained through their coursework in business, marketing, and event management. Their responsibilities included recruiting and training volunteers, coordinating day-of logistics such as set-up and takedown, and supporting vendors and sponsors on site.

This internship is a strong example of how Melville’s experiential learning approach and industry-aligned curriculum prepare students for real-world success. It also reinforces the value of community partnerships in providing students with meaningful, hands-on opportunities that bridge classroom learning with professional impact.

STAFFING: DEAN’S OFFICE

The Dean’s office has undergone some major staff movement and new hires in the last 4 months. The most notable updates are outlined below:

- April 20 - Jaqueline Moreira and Georgie Cerbolles completed their term as Student Assistants.
- April 26 - Paris Robinson, Marketing Coop Student, gets extended for another term.
- May 1 - Gustavo Arruda joins the Dean's office as Director of Strategy and Business Development
- May 9 – Alysha Karpun leaves for another career opportunity outside KPU

INITIATIVES/ACTIVITIES

Andre Niosi: Presentation on Persuasion Quest

On March 17, ENTR instructor, Andrea Niosi presented her project, Persuasion Quest, an innovative initiative developed through her ENTR course, Persuasion & Influence. The project combines open pedagogy, the UN Sustainable Development Goals (SDGs), and community-based learning to engage students as active contributors in the creation of globally impactful educational resources. These tools are designed to help users build meaningful community partnerships in support of critical sustainability issues. The presentation was hosted online via Zoom as part of the Sustainability Mindset Working Group, a global network of educators and professionals committed to advancing sustainability-focused teaching and learning through regular virtual gatherings and knowledge exchange.

COMMUNITY ACTIVITIES

John Shepherd: Community impact

Since assuming the role of Donations Chair for the North Delta Rotary Club in 2018, Melville Instructor, John Shepherd has successfully secured a total of \$494,900 in grant funding to support the club's community initiatives. Under his leadership, the club has significantly expanded its outreach and impact, with over \$200,000 invested this year alone in its two main programs. The Starfish Pack program delivers approximately 1.5 tons of food each week to 14 elementary schools across North Delta, providing weekend grocery packages to more than 600 food-insecure children. Complementing this initiative, the

Magic Pencil program supplies essential school materials to over 300 students in the Delta School District, ensuring they are equipped for academic success. The club is planning to launch a winter clothing program in autumn, aimed at providing warm apparel to elementary school children in need. This anticipated addition reflects the club's ongoing commitment to supporting vulnerable youth in the community through targeted, impactful programming.

Ulrich - Media Engagement

Between March 1 and June 1, BUSI instructor, Ulrich Paschen was interviewed as a subject matter expert on topics like tariffs, interprovincial trade, and supply chains. These interviews contributed to enhancing the public profile of KPU, with the university being consistently identified in all media coverage

Here's a breakdown of the media coverage:

- **2 interviews with the Canadian Press**, which were shared widely across more than 90 national and local news outlets, including **CTV News** and the **Toronto Star**, according to KPU's media monitoring.
- **2 interviews on CBC Radio One's *The Early Edition***, reaching a large audience across the region.
- **2 interviews with Black Press**, which were published in several of their local newspapers across B.C.

These interviews helped showcase KPU's expertise on important economic issues and showed the value of having knowledgeable faculty contributing to public discussions.

PUBLICATIONS/SCHOLARLY ACTIVITY

International Teaching Exchange: Regensburg Germany (OTH)

As part of an international academic collaboration, Melville instructor Marcelo Machado is participating in a teaching exchange program this May with Ostbayerische Technische Hochschule (OTH) in

Regensburg, Germany. This initiative involves the delivery of a specialized course focused on the application of artificial intelligence (AI) in small and medium-sized enterprises (SMEs). The course is being delivered in partnership with Dr. Eva Svejdarova from Škoda Auto University in Czechia, highlighting cross-institutional and cross-border collaboration. The structure of the course includes three weeks of in-person instruction in Germany, followed by four weeks of remote teaching. The program will culminate in mid-June with a hands-on, applied project, enabling students to gain practical experience in implementing AI solutions within SME environments. This exchange supports ongoing efforts to internationalize the curriculum and strengthen academic partnerships across Europe.

Management Education (PRME) and uses the UN Sustainable Development Goals (UNSDGs) as benchmarks for evaluating program and course outcomes.

Amir Azaron: IFAC Conferences

Dr. Amir Azaron's research paper, "Designing Efficient Supply Chains with Unreliable Suppliers," has been accepted for presentation at the prestigious 11th IFAC Conference on Manufacturing Modelling, Management and Control (MIM 2025), to be held in Norway. IFAC conferences are highly selective scientific forums, with proceedings published in IFAC-PapersOnLine (Elsevier), a journal indexed by the Web of Science.

Publication: The Holistic Stewardship Framework: Revolutionizing Management Education

The research paper titled "The Holistic Stewardship Framework: Revolutionizing Management Education" has been accepted for publication in the European Journal of Sustainable Development and is scheduled for presentation at the 13th International Conference on Sustainable Development this September in Rome.

Co-authored by Dr. Marcelo Machado, Dr. Maryanne Eva, and Kavya Saikia, a student research assistant and soon-to-be graduate of the Green Business Diploma program, as well as a recipient of the SRIG from the Office of Research Services, the paper introduces the Holistic Stewardship Framework, a forward-thinking model for management education. Rooted in corporate sustainability, the framework integrates the United Nations Principles of Responsible

EVENTS

2025 Lulu Lecture Series

The Wilson School of Design, led by faculty members Carley Hodgkinson and Erin Ashenhurst, partnered with the City of Richmond in hosting the opening talk of the 2025 Lulu Lecture Series on March 13. The talk featured Josée Drouin-Brisebois, Director of National Engagement at the National Gallery of Canada, who discussed recent projects the gallery has developed in public spaces across Canada. The Lulu Series is an annual event highlighting Art in the City and its importance to establishing connections between citizens and their communities.



Lulu Lecture Series, Opening talk with Josée Drouin-Brisebois

Identity & Expression

Identity & Expression was a successful event organized by second-year Fashion Marketing students as part of their Fashion Events and Promotions course. The event took place on April 2 and celebrated individuality and creative expression through a series of runway shows featuring five local designers. The event successfully highlighted the students' ability to conceptualize, plan, and execute a professional-level fashion event.



Identity & Expression, Fashion Marketing students congratulating five local designers that showcased their collections on the runway.

2025 Grad Show

The Wilson School of Design was pleased to host the 2025 Grad Show on April 24 and 25. Our Industry Night welcomed over 900 attendees, including members of the local community, industry professionals, and advisory committee members who filled our spaces with energy, enthusiasm, and admiration for the work of our 130+ graduating students. On Friday, we welcomed over 300 high school students from 10 schools, giving the next generation of creatives a glimpse into the exceptional work happening here at the Wilson School of Design. Fourth year Graphic Design for Marketing students developed an engaging and cohesive event campaign titled 'Seeds of Innovation', which brought our campus to life and elevated the experience for all guests.



2025 Wilson School of Design Grad Show, Guests interacting with graduates and viewing their project displays

PRESENTATIONS/COMMUNITY ACTIVITIES

WSD Research and Design at the 2025 KPU Research Showcase

Graphic Design for Marketing Chair Carley Hodgkinson and Product Design instructor Victor Martinez took part in the KPU Research Showcase on May 13. Carley was one of three panelists and presented on the possibilities for creative recombination using generative AI tools, and about the next-gen use of sensory data to address holistic healthcare. Victor presented a lighting talk titled 'Resilient and Thriving, Vancouver Island Food Future'.

Our Research and Design team was also able to feature a variety of recent and on-going research projects at their booth. Emma Juhala, Fashion & Technology fourth year student and SRIG recipient, won the student poster presentation award for her women's motorcycle gear research poster.



KPU Research Showcase Poster Presentation Winner, Emma Juhala with her women's motorcycle gear research poster.

Graphic Design Instructor Attends RGD Conferences

Erin Ashenhurst was very grateful for the opportunity to attend the Association of Registered Graphic Designers (RGD) Design Thinkers and Design Educators conferences from May 12-15, 2025. The week began with a day of studio tours where she visited award-winning 2024 Graphic Design for Marketing alumnus Elias Lemke at Lost and Found studio, followed by the all-alumni team at creative agency ZAK, including our award-winning 2024 grad, Bella Sanchez. Two days of speakers and workshops at

the Vancouver Playhouse covered themes including the power of play, ethical AI, branding innovation, meaningful data visualization, and design futures. A day at the Design Educators conference, hosted at Capilano University's Shipyards campus, finished up the week with thought-provoking presentations on the future of design education and leading with authenticity.



Speaker at RGD Design Thinkers Conference

PUBLICATIONS/SCHOLARLY ACTIVITIES

Product Design Project added to SCiO Database

Product Design instructor, Victor Martinez submitted a student project developed in his Studio Design for Systemic Change course to the Systems and Complexity Organization (SCiO), a UK-based professional body for Systems Thinking Practitioners with international reach. Produced by three Product Design students, Brian Patterson, Klara Joubert, and Fiona Yu, the project titled "[Why Vancouver's healthcare system won't save us and what we should do about it](#)" was added to the SCiO database of resources as a case study.

INITIATIVES/ACTIVITIES

Andhra Goundrey Recognized with Jedi Award

Wilson School of Design Dean, Andhra Goundrey was awarded a KPU Jedi Award for her transformative leadership in promoting equity, diversity, inclusion and justice through initiatives such as leading the Wilson School of Design to gold certification from the Rick Hansen Foundation and securing funding for the Indigenous Designer in Residence program. Her tireless advocacy on the Anti-Racism Task Force, dedication to student mental health with the Mindful Campus initiative, and commitment to decolonizing the curriculum have made a profound and lasting impact on KPU.



Jedi Awards, Dean Andhra Goundrey receives award from President Alan Davis

ALUMNI STORIES

Grad Featured in KPU Alumni Magazine

Jade Crabbe, 2020 Interior Design alumna, was featured in the 8th issue of the KPU Alumna Magazine. The article details her journey from entering KPU's Interior Design program to the founding her own firm GreenJade Interiors, which merges traditional Indigenous knowledge with modern design principles. Crabbe remains actively engaged with KPU and the Wilson School of Design, mentoring students and hiring fellow alumni.



Interior Design Alumna, Jade Crabbe

BMO Marathon Medals Feature Grad Artwork

As in-house designer at the Vancouver International Marathon Society RUNVAN, Christina Tran's illustrations are featured in the 2025 BMO Vancouver Marathon medals for the 42.2km, 21.1km, 8km, and Kids distances. Christina is a graduate of the Graphic Design for Marketing program. The BMO Marathon runs annually on the first Sunday in May.



2025 BMO Marathon Medals, Artwork by alumna Christina Tran

Alumni Sweep Awards at IDIBC's Shine Awards

The Interior Designers Institute of British Columbia's (IDIBC) Shine Awards of Excellence showcases the talent, skills and innovation of BC's professional Interior Designers. This year, several accomplished alum were amongst the winners:

- Taylor Castanon-Rumebe at Gensler
- Carmen Bowering at McKinley Studios
- Kaylie Seeton at SSDG
- Abigail Stephens at Earls Kitchen and Bar
- Edith Wong at Kurtz Design

STUDENT SUCCESS

Design Students Place 2nd at KPU Student Pitch Competition

Paulette Chee and Tiffanie Leger from Technical Apparel Design program secured second place and a \$2,500 prize at the KPU Student Pitch Competition on May 1 with their innovative Dyneema Speed Suit for alpine ski racing. The competition aimed to support impactful student-led solutions through a three-round pitch process judged by faculty and industry experts which included the Honourable George Melville, Indra Bhan, Chief Operating Officer of the Surrey Board of Trade, and Fashion & Technology Alumna Sara Jónsdóttir from Revol Cares.

As a dual faculty member of the Meville School of Business and Wilson School of Design, Natasha Campbell had the privilege of serving as the Project Manager for the inaugural Student Pitch Competition, establishing an event that would significantly impact our experience in entrepreneurship.



KPU Student Pitch Competition, Competition participants and winners with industry leaders, including the Honourable George Melville.

Graphic Design Student Works with Non-Profit on WIL Project

Fourth-year Graphic Design for Marketing student Georgia Stone worked on a work-integrated learning project this past term with client Running on Faith. This non-profit organization – which won the 2024 Social Innovator of the Year award – offers walking and running clubs and support for low income and unhoused community members in recovery. In Georgia's words, "First off, I think I lucked out with a very easygoing client which made the entire process really enjoyable. I can imagine how client dynamics could impact the experience, so I'm grateful mine was so positive." Georgia's WIL project was supported through NSERC Mobilize funds, as part of WSD RAD (Research and Design).

Graphic Design Students Sweep Salazar Awards

At the DesCan Salazar Student Awards on May 22, Graphic Design for Marketing students took the top awards in all four categories, with many other students placing as Honourable Mentions. Our very own Graphic Design for Marketing instructor, Michael Cober, was named Rockstar Educator!

- Branding category: Sasha Oleska won for her Capstone project, a comprehensive brand, packaging and illustration solution for Wink, a company that creates custom-fit support wear for women after mastectomy.
- Interactive/UX/UI category: Anh Dang won for her website called *Traces on Sacred Ground*, an

impactful storytelling experience recounting Indigenous experiences with Residential Schools.

- Print category: Rowena Huang won for her exhibition design called *Out of Sight*, depicting in narrative and typographic form the untold stories of Chinese immigrants who built the railway across Canada.
- Video and Motion category: Cody Garcia won for his Capstone project, *Expose Films*, a comprehensive re-brand of a BIPOC-forward independent film company featuring extensive motion and animation.



DesCan Salazar Awards, KPU Graphic Design student winners, honourable mentions, and faculty at the Salazar Awards.

Interior Design Student Wins Staples Scholarship Award

Four WSD finalists (Jeremy Wong, Erika Goguen, Emily Mckenzie-Djordjevich and Madi Chai) presented their workplace projects to three industry professionals (Kerri Shinkewski, Diana Shrubbs, and Annie Woolsey). All four presentations were professional, detailed and well executed. Scores were very close leaving the judges to battle it out for the winner of the 2025 Staples Scholarship of \$2000.00. Student Madi Chai was selected as this year's winner.



Photo Left to Right: Jeremy Wong, Erika Goguen, Emily Mckenzie-Djordjevich, Madi Chai

Interior Design Students Win Industry Awards

The Interior Designers Institute of British Columbia's (IDIBC) Shine Awards of Excellence showcases the talent, skills and innovation of BC's professional Interior Designers. This year, at the awards event, three WSD Interior Design students were given student awards:

- Sofia Machado (IDIBC Award)
- Emily Mckenzie-Djordjevich (Tom Park Student Bursary)
- Andrea Leung (Tom Park Student Bursary)



PROGRAM/POLICIES/INITIATIVES

Nottingham Trent University Agreement

Kwantlen Polytechnic University (KPU) and Nottingham Trent University (NTU) have partnered to offer KPU graduates of the Diploma in Fashion Marketing program a direct pathway to advanced international studies. The pathway allows students from the KPU Wilson School of Design to transition to the Bachelor of Arts in International Fashion Business (Honours) program at NTU, located in Nottingham, UK. The one-year top-up degree builds on the two-year fashion diploma program at KPU.

New AI-Driven DESN Course to Run in Spring 2026

Graphic Design for Marketing Chair Carley Hodgkinson wrote a new AI-driven course as part of a KPU-wide initiative to build students' AI expertise. The course, titled DESN 3500 AI for Productivity in Design, was approved at Senate in the spring and will run in the spring semester of 2026. The course looks at ways that young designers, as subject matter experts and future thought leaders, can use AI tools to increase productivity and to develop innovative workflows in their respective fields. The course was built based on extensive consultation with industry across WSD programs.

Design Field Schools

The Wilson School of Design is pleased to report the completion of three international design field schools this Spring from the Interior Design and Fashion & Technology programs: London & Paris 2025, Berlin & Prague 2025, and the Amazon Interdisciplinary Field School. These field schools provided students with valuable opportunities to apply their learning in global contexts, develop professional insights in fashion and urban/architecture design, and build international perspectives on sustainability and community development.



London & Paris Field School 2025, *Fashion & Technology* students with instructors Michael Pope and Leslie Pollard in London.

THE OFFICE OF THE AVP, RESEARCH AND INNOVATION

Research Showcase 2025

The Office of AVP Research & Innovation held its second annual Research Showcase event at the Surrey Conference Centre on May 13, 2025. The event attracted approximately 150 attendees and featured numerous engaging presentations throughout the day in Surrey. The central theme of the event was Generative AI, and it was an honour to host Dr. Mohammad Keyhani from the University of Calgary, who delivered an insightful keynote presentation. Our following panel with KPU faculty members broadened the conversation to AI in research, scholarship, and teaching, and brought a breadth of perspectives to the mix. Twenty-seven student posters were displayed at the event, facilitating great knowledge sharing. This is a significant forum to internally share and strengthen knowledge mobilization at KPU and inspire future collaborations and scholarship, and it was a great success in 2025.



WESTVAC/WESTVPR 2025

Dr. Deepak Gupta attended the WestVAC/WestVPR conference from March 5-7, 2025, in Victoria, BC. Themed “The University of Tomorrow: Confident Pluralism, Diverse Spaces, and New Technologies,” the event explored how universities can navigate technological and financial challenges while fostering equity and innovation. The conference featured keynotes, panels, and workshops, bringing together academic leaders to discuss the future of higher education.

Shastri Bilateral Education Forum (SBEF) 2025 and Institutional Visits in India

Dr. Deepak Gupta attended the inaugural Shastri Bilateral Education Forum (SBEF) 2025 hosted by The

Shastri Indo-Canadian Institute (SICI) in New Delhi, India, from March 27-28, 2025, with the theme “Bridging Borders with Sustainable Academic Collaborations”. The forum facilitated direct interactions between Indian and Canadian institutions, promoting the exchange of ideas, expertise, and innovative solutions for academic collaborations. Dr. Gupta also visited Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA) and NIMHANS (National Institute for Mental Health and Neurological Sciences).

Alliance of Canadian Comprehensive Research Universities (ACCRU) Annual General Meeting 2025

Dr. Deepak Gupta was invited to the ACCRU Annual General Meeting held from May 26-27, 2025 in Ottawa, ON. This pivotal gathering brought together leaders from across Canada’s comprehensive research universities to reflect on recent accomplishments, strategize for the future, and engage in meaningful dialogue on key issues shaping the sector. As part of the program, Dr. Gupta presented on supporting Indigenous research at KPU. His contribution aimed to provoke thoughtful discussion and highlight the significance of inclusive, community-driven research practices in the Canadian academic landscape.

OFFICE OF RESEARCH SERVICES

Lunch & Learn: Office of Research Services

The Office of Research Services (ORS) held a webinar on March 6, 2025, for faculty and staff, particularly those who are involved in research at KPU or want to get involved. During this session, KPU’s research administration experts gave a brief overview of their service areas, where to find key resources, and how to get support throughout your research timeline. It had resoundingly positive feedback with 28 attendees.

Enhancing ORS’s Social Media Engagement

ORS has recently increased its engagement on social media platforms like [LinkedIn](#) and [Instagram](#). Through consistent updates and engaging visual content, ORS strives to boost their brand visibility and better connect with their audience.

Webinar Series - Research with Indigenous Communities: Principles, Partnerships, And Practices

On May 5, 2025, ORS launched the first webinar of a new series called “Research with Indigenous Communities: Principles, Partnerships, and Practices.” This series aims to enhance awareness and foster meaningful collaborations in research involving Indigenous communities. The first webinar was called “Indigenous Engagement: Pathways for Shared Learning, presented by Dr. Kent Mullinux and Kalista Pruden, who is the Indigenous foodways Community Outreach Facilitator. The recording can be found on SharePoint. The second webinar, titled “Navigating Funding While Adhering to Ethics and Indigenous Protocols,” took place on May 20, 2025, and was presented by Dr. Jennifer Hardwick and Vicki Haynes.

Dr. Keith Leung Presents at CARA 2025 National Conference

Dr. Keith Leung from ORS presented at the Canadian Association of Research Administrators (CARA) 2025 National Conference, held from May 11–14, 2025, at the Fredericton Convention Centre in Fredericton, New Brunswick. This annual gathering is Canada’s premier event for research administration professionals, offering a platform for knowledge exchange, professional development, and national collaboration. Dr. Leung shared KPU’s approach to designing and evaluating internal grants, emphasizing alignment with institutional priorities and equitable access. The session included case studies and invited audience input to explore diverse practices across institutions.

THE RESEARCH ETHICS BOARD

REB Webinar - Simplify Your REB Review: Come Chat with the REB Chair

REB held a webinar on May 8, 2025, for faculty and staff regarding the REB application and review process. The REB chair, Dr. Shayna Minosky, and the REB Coordinator, Damaris Muganda, presented to the webinar attendees on ways to make their REB approval process smoother. The event received overwhelmingly positive feedback from participants, who stated that they now understand the tips for getting their applications reviewed promptly.

THE ANIMAL CARE COMMITTEE

KPU is Now CCAC-GAP Certified!

The Animal Care Committee (ACC) is thrilled to announce that KPU has officially received [Canadian Council on Animal Care – Good Animal Practice \(CCAC-GAP\) certification](#) after many years of dedicated effort, which involved the creation of SOPs, the development of training modules, the establishment of the committee, undergoing CCAC site visits, and the submission of a final report based on CCAC recommendations. Achieving this milestone indicates that KPU is dedicated to maintaining CCAC and its internationally recognized standards of animal care and use in research, teaching, and testing. It also opens our university up to receiving tri-agency funding from additional sources that involve the use of animals in research. Continued monitoring, reporting, and assessments must be adhered to, and follow-up assessments take place every three years.

ACC Membership Updates

ACC is pleased to announce that Cathy Schuppli was reappointed as the primary veterinarian for animal care. She will be overseeing both the Zebra Fish facility and the Farrier program, and assisting with updating protocols, SOP’S, animal health and welfare. She will also be ACC’s primary veterinarian to contact for emergency situations. ACC is very fortunate to have her on board for another year, as her expertise regarding research protocols has been invaluable during their GAP application last year.

Additionally, one of our community members has renewed their commitment to the committee for another two years. This member has been on the ACC for the last four years, providing incredible feedback and critical thinking regarding animal welfare.

CCAC Annual Animal Use Data Report Submission

The annual report with regard to animals used within ACC’s protocols was compiled and submitted to the CCAC for review. This report is due by March 31st every year and covers the previous year from January to December. The CCAC collects these reports to accurately represent animals used in research and provide valuable information for assessment visits, guideline and policy development, and education and Three Rs activities. The complete results and analysis from these reports are available for the previous five years on the [CCAC website](#).

APPLIED GENOMICS CENTRE (AGC)

STAFFING

- On April 7, 2025, Tara Landsey-Sutherland commenced her role as AGC Research Administrative Coordinator.
- On May 1, 2025 Minuka Hewapathirana joined the AGC as their new Bioinformatician. As well, starting on May 12 the AGC is welcoming Vanessa Ikechebelu as our co-op student research assistant.

Funding Advancements

The Applied Genomics Centre received \$193,726 in funding from Genome BC for their research on Validation of molecular diagnostic assays for plant-parasitic nematode detection in BC crops. As well, the AGC will be partnering with the B.C. Ministry of Agriculture and Food and Agriculture and Agri-Food Canada for this research.

Initiatives

In 2023, AGC, with support from Fisheries and Oceans Canada and the B.C. government, developed a precise qPCR test for a key salmon pathogen. Working with the B.C. Animal Health Centre, they sequenced bacterial genomes to design the test, now publicly available on NCBI. This tool enables faster, more accurate salmon disease diagnosis, aiding conservation efforts.



OTHER UPDATES

- Eileen Faith Biswayan received the Co-op Achievement Award from the KPU Career

Development Center (KPU-CDC). This award recognizes Eileen's outstanding performance as a Co-op student, her dedication, and her valuable contributions during the time of her Co-op at the Applied Genomics Centre. News of this award is posted on: [LinkedIn](#)

- On May 2, 2025, the AGC Director, Dr. Paul Adams was awarded the 2025 Distinguished Scholarship Award from KPU.

INSTITUTE FOR SUSTAINABLE FOOD SYSTEMS

EVENTS

- ISFS hosted an Indigenous gathering event titled "A Pathway to Reconciliation: Supporting Indigenous Food Systems" on Monday, March 11, 2025, at the Richmond campus. ISFS shared with the Indigenous participants about the past collaboration with First Nation members on food sovereignty projects and led a farm tour of the Garden City farm for demonstration.
- ISFS organized a fruit tree pruning workshop "The Art and Science of Fruit Tree Pruning: A Hands-On Workshop for Bountiful Harvests" with 20 participants on March 29 on KPU Richmond campus and KPU farm at Gilbert Road.



- ISFS, partnered with Sandown Centre for Regenerative Agriculture and FarmFolk CityFolk, organized and delivered a full-day Dry Farming Site Suitability and Soil Heal Field Day on April 11, 2025, at Sandown Centre for Regenerative Agriculture in North Saanich. Fifteen local farmers and gardeners joined the event to learn more about in-field methods for assessing soil health and soil moisture capacity.



- ISFS hosted a fruit tree pruning workshop on Apr 20, 2025, in Bella Bella, BC, for the Qqs (Eyes) Projects Society (an Indigenous Heiltsuk charitable organization) and Coastal Foodways (a support hub for food leaders in the Central Coast community).

Staffing Updates

Rhianna Uy and Laurel McBride joined ISFS as part-time Research Assistants, with Rhianna starting on March 3, 2025 and Laurel on March 17, 2025.

Presentations/Community Activities

- Naomi Robert was invited to join a CBC Radio Interview with Gregor Craigie on March 11, 2025, about the dry farming project. (Media link: [Farming with only the water you have in the ground - we'll talk about a "dry farming" experiment happening this growing season on Vancouver Island and the Gulf Islands | On The Island | On Demand | CBC Listen](#))
- An article about Naomi Robert's dry farming project was posted on local media, *Comox Valley Record*, on March 10, 2025. (Media link: [Comox Valley farmer goes dry in face of climate change - Comox Valley Record](#))
- ISFS delivered a research project presentation on "BC Pasture-Raised Poultry Market Assessment" to the Small-Scale Meat Producers Association on May 7, 2025, at KPU Richmond.

Funding Advancement

- Rodale Institute awarded USD \$18,287 to ISFS for the "Hazelnut alley-cropping demonstration orchard" project.

- ISFS received \$40,214.36 from the Bridge River Indian Band (Xwísten) for providing agriculture training and consultation services to the band members in 2025.
- Community Foundation of the South Okanagan-Similkameen (CFSO) awarded \$15,000 to ISFS to prepare their 2025 Vital Signs report data and narrative, focused on food security from March to July 2025.
- The SFU BC Centre for Agritech Innovation funded ISFS with \$75,194 to work on the Dry Farming on Vancouver Island project.
- The Pacific Institute for Climate Solutions Community Event Grant awarded \$2,500 to ISFS senior research associate Naomi Robert to deliver a dry farming site suitability and soil health field day.
- Canada Summer Job awarded \$5,685 to ISFS KPU Richmond farm school for hiring a Canadian youth as a full-time farm hand this summer for 8 weeks.
- The Okanagan-Kootenay Sterile Insect Release Program awarded ISFS additional funding of \$19,026.68 to the "Seasonal Domestic Harvest Labour Access in British Columbia" project (led by Kristi Tatebe) for the purpose to deepen the precedent research.

INSTITUTE FOR SUSTAINABLE HORTICULTURE

Events

- The Honorable Lana Popham, BC Minister of Agriculture & Food, visited ISH's strawberry project on March 14, 2025, and heard about ISH's plans for the greenhouse expansion, the national Controlled Environment Agriculture Research Network, and the next phase of the Weston strawberry project whose goal is to put more BC-grown strawberries on BC grocery store shelves and displace imports.



Staffing Updates

- ISH welcomed a new field technician in March 2025 for the cutworm biocontrol in wine grapes project in the Okanagan – Angel Schneider-Lapierre.
- ISH welcomed Master's student Elsa Ponthieu in late March 2025 from AgroSup Dijon in France, to spend 5 months at ISH to conduct her thesis research on the effects of various light wavelengths on growth, characteristics and secondary metabolites of Lion's Mane mushrooms.
- ISH welcomed one Horticulture student, Jean-Mornay du Plessis, in May 2025 as an RA for the strawberry greenhouse lighting project with Sollum Technologies.

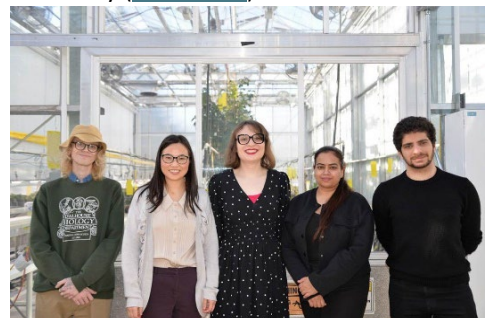
Initiatives

A new partnership with S&A Group, the premier strawberry breeding program, has recently been affirmed. ISH will have exclusive access to their new varieties for testing in greenhouse environments in Canada.

Other Updates

- ISH was featured in KPU News for the research on how the innovative use of LED lighting could boost greenhouse strawberry production. The project, funded by the Natural Sciences and Engineering Research Council of Canada (NSERC) and Mitacs, will enable ISH to address the many challenges greenhouse strawberry growers face, particularly the need for precise light management. To read the full story, click [here](#).
- Omni TV interviewed Drs. Li Ma, Sarah Murria and Deborah Henderson about

growing greenhouse strawberries and the light study. This interview was conducted in English, Mandarin and Punjabi and made its way to various TV outlets. One of them (in Punjabi) is [here](#). The story was also picked up by Greenhouse Canada ([Article link](#)) and HortiDaily ([Article link](#)).



ISH Research Team, from left to right: Jean-Mornay du Plessis (Hort student), Dr. Li Ma (PI), Olivia Puszka (Hort. student), Sarah Murria (PDF), and Aria Tamanaei (ISH Technician).

- In April 2025, ISH finalized the project with Afepasa in Spain. This involved creating a set of data requirement documents, primarily literature reviews, for a new three-microbe bionematicide. The company plans to submit these documents for registration in several countries, including Canada, as a replacement for chemical nematicides.
- The second annual narrative and financial report for the Ethiopian ROBA kindergarten pilot project was submitted to the Sfaira Foundation in April 2025. This year proved to be a remarkable success, as the number of enrolled children increased to 63, accompanied by positive feedback from the elementary school regarding the progress of the first-year graduates.

ACKNOWLEDGMENT

The Office of the AVP, Research and Innovation acknowledges funding from the federal Research Support Fund in support of its operations and services.

TEACHING & LEARNING COMMONS

Events

- TL Commons hosted a table at the KPU Research Showcase on May 13th
- Staff from the Commons hosted a table at KPU day 2025
- Learning Strategists from the Commons attended KPU's Accessibility week to answer questions and share resources.
- In an effort to spark dialogue and critical discourse, the TL commons continues to host the voices of KPU faculty sharing their disciplinary perspectives and practical applications of Generative AI. 3 webinars have been offered, with more to come.
 - Previous Webinars can be seen [HERE](#).
 - The most recent speaker was Kianhoosh Tahani, who's webinar explored how educators can be empowered with Gen AI

Updates

- The British Columbia Teaching and Learning Council (BCTLC) has awarded Lee Beavington a [2025 West Coast Teaching Excellence Award](#), which celebrates excellence in post-secondary teaching.
- TL Commons has released its most recent Newsletter. View it [HERE](#)
- The [Teaching and Learning SharePoint site](#) was officially launched on April 24th, 2025. The purpose of the site is to make it easier for faculty to find the information and support they need in their teaching practices. It also includes a comprehensive overview of the Teaching and Learning team, our strategic plan, and direct links to services, events, blogs, newsletters, and more. Faculty and staff are encouraged to check out the site to explore the available resources.
- The phase one soft launch of Simple Syllabus included 33 faculty for a total of 78

syllabi created for summer. The Simple Syllabus platform is being provided to encourage consistent accurate and accessible syllabi using a standardized template to support the student experience. The Commons will be offering in-person and online support to encourage additional faculty uptake.

- TL Events was successfully upgraded to Moodle version 4.1 on Friday, April 25th, 2025. This upgrade brings TL Events in line with the versions used across all other Moodle sites at KPU. Teaching and Learning will be piloting the KPU Humanitix license in the upcoming semesters and consider transferring to that system in the future.
- A suite of resources to assist faculty in making their courses technologically accessible has been released. This includes a course adapted by KPU from TRU, which provides guidance for faculty on making their courses more accessible using technology tools. Additionally, an updated version of a WordPress site with accessibility features on Moodle, PebblePad, and other platforms is available. The suite also includes a link to the BC Accessibility Toolkit and a resource created by the UK Home Office, which offers "Do's and Don'ts" for designing learning resources and environments for individuals with specific accessibility needs.
 - Find it here: <https://www.kpu.ca/teaching-and-learning/teaching-resources/resources/technology-accessibility>

Publications/Scholarly Activities

- On Mon May 5, Amanda Grey and Karen Meijer presented at the Library Publishing Forum on "Creating Inclusive OERs: Weaving Accessibility into Publishing Workflows"

Initiatives/Activities

xé?elt-Pathway Funding Project

- Indigenous Artwork to represent the Teaching and Learning Process is underway and will be revealed in June.
- The TL commons staff has completed a Camosum College Micro credential course: Truth and Reconciliation in Action

Designing for Enrollment and Retention

- As we navigate enrollment and retention challenges, the Teaching & Learning Commons is here to support faculty with curated resources and flexible learning opportunities. Launching at the end of May our new faculty development program invites faculty on a choose-your-own-route “road trip”. Faculty will be able to explore multiple paths tailored to their individual goals including:
 - Better support for first year students
 - Design impactful and equity-minded assessments
 - Build more inclusive classrooms across all delivery models
 - Explore options for reducing financial and access related options for students
 - More information coming soon!

Learning Technologies

- Effective March 16th, Camtasia licenses were reduced and is now available only in faculty workrooms

Open Education

- As a result of the Open Ed curriculum mapping project analyzing KPU courses with OER to the number of ZTC programs at KPU. KPU Open is pleased to announce a new grant opportunity, created specifically to support the Zero Textbook Cost (ZTC) Initiative. This grant will support faculty to transition a course that requires students to purchase course materials to using open educational resources (OER) which are freely available.

- Successful applicants will receive a single course section release to create or adapt an OER. Priority will be given to OER projects for courses that will increase the number of ZTC Credentials offered. The application can be found [HERE](#)
- Newly published OERs include:
 - [KPU HIST Open Encyclopedia – South Asia](#)
 - [La hora del cuento en español – Storytime in Spanish](#)

Library

EVENTS

Seed Library Traveling Showcase



Seed Library display at Richmond

KPU Library's Seed Library went on tour this March! Librarians Celia Brinkerhoff, Melissa Cuthill, and Caja Blomley collaborated to bring the Langley-based Seed Library to Surrey and Richmond campuses! Accompanied by gardening and plant books from our collection, visitors could borrow seeds to plant at their homes and learn about seed saving.

The mission of the Kwantlen Seed Library is to "promote food security in our community through the preservation and exchange of locally grown and harvested seeds". KPU Library looks forward to more Seed Library events in the future!

Braille Printer Drop-ins

Since its launch early this year, KPU Library users have been able to drop by on Tuesdays from 10-3 and get an orientation and instructions on how to use the braille embosser. The braille embosser is available in-person, first-come-first-served, at Surrey campus library and is pay per page (.25/page). The drop-ins continue to be well attended and informative.

Visit [Braille Printing | KPU Library](#) for service scope and info about the embosser.

PRESENTATIONS / COMMUNITY ACTIVITIES

British Columbia Library Association Conference



Cleire Lauron (Left) presenting at BCLA

Librarian Cleire Lauron presented the following at the BCLA Conference in May:

Pre-Conference Session: *Demystifying RDA: Navigating the Official RDA Toolkit Together*

This workshop was a collaboration with University of Victoria and Vancouver Public Library. It focused on the RDA (Resource Description and Access) metadata standard, with a focus on the IFLA LRM conceptual model and effective use of the RDA Toolkit to identify elements and instructions for creating a MARC metadata description set for a monograph.

Navigating together: valuing relationships in Library leadership

In collaboration with New Westminster Public Library, this session focused on library leadership, exploring approaches to 'library better' through the lenses of critical librarianship, slow librarianship, abundance mindset, relationality, and transition management.

INITIATIVES / ACTIVITIES

Overdrive Magazine Database

The Library recently began a subscription to Overdrive Magazines. Providing access to over 5,000 titles, the collection is accessible in a visually friendly digital format and represents a wide range of communities, subjects, and languages. The 30+ titles in the Overdrive package include print or online magazines the Library currently acquires through more costly single title subscriptions. Making this

switch will enable KPU Library to realize a modest cost savings while substantially expanding the digital magazine content available to KPU students and faculty.

Guide to Generative Artificial Intelligence in Library Resources

Generative AI research tools are popping up everywhere in the information landscape, including in library research databases. To help library users navigate this changing landscape as more vendors include Generative AI in their resources, KPU Library has created a [Guide to Generative Artificial Intelligence in Library Research](#).

The guide is intended to share details about these tools with the KPU community, share information on additional useful GenAI tools, and share guidance on working with and evaluating GenAI research outputs. As more generative AI tools become available, the guide will continue to be updated.

PROGRAM / POLICIES / INITIATIVES

Library Book Displays



National Poetry Month Display



Sustainable Development Goals Display

KPU Library continues to create engaging displays on various themes at each of our libraries. Recent highlights have been a beekeeping display,

Sustainable Development Goals Month, National Poetry Month Display, Transgender Day of Visibility, and the Red Dress Day Display.

The Red Dress Display at Surrey Campus was up for a week and featured information and books on this difficult topic. KPU Library was grateful to once again display the award-winning, striking red dress by Jennifer Lamont, a Métis artist and Wilson School of Design graduate. This dress was last displayed at the library in 2022 after it won an award in the *Our Social Fabric, Upcycled Design Competition*. The display raises awareness about MMIWG2S+ and Red Dress Day, and KPU Library invites our community to reflect, educate, promote awareness and take action on an important topic.

STAFFING

Longtime Library Resources Technicians Ruth Mullane and Debbie Smith retired at the end of May. KPU Library wishes them the best in their well-earned retirement and thank them for their service to KPU. Leslie Jenneson and Danay Robinson, the successful candidates for the Library Resources Technician positions began their training in January and February.

Langley Library's Audiovisual Technician Yani Mitchell and Richmond Library Campus Supervisor Silvana Smith are also retiring at the end of May. KPU Library thanks them for their dedication to KPU over the years and wishes them the best their retirement. Emma Wills will be taking on the Richmond Library Campus Supervisor role, and Alex Knopp will be Langley's AV Technician.

Shannon Rego joins KPU Library again as Library Supervisor, Surrey Campus. Caja Blomley is the successful candidate for the Student Success Librarian. Librarian Melissa Gillies has returned from maternity leave. Welcome back to all!

KPU Library would like to congratulate the following Library employees on their Long Service Awards:

20 years: Lisa Hubick, Chris Burns

25 Years: Lima Mendonca, Andrea Page

30 years: Silvana Smith

HUMAN RESOURCES

Organizational Development & Employee Experience (ODEX)

Employee Engagement

Recruitment for the new Employee Engagement Committee began in November, with the final selection of seven members completed in February. This diverse group represents a range of departments and perspectives, ensuring a well-rounded approach to enhancing engagement across the University. Each member brings unique insights and expertise.

Results from the Fall 2024 Employee Engagement Survey have been broadly shared across KPU, highlighting key insights and focus areas. Divisional reports will be distributed shortly.

To support professional development and engagement for administrative employees, ODEX hosted the KPU Leadership Conference in March. The theme was *Thriving in a Changing World of Work*.

Programs

A pilot mentorship program launched earlier this year with 11 participants and will conclude on June 30. Designed to foster professional growth, the program paired mentors and mentees based on shared goals and interests. This pilot lays the groundwork for future mentorship initiatives across KPU.

Employee Workshops

Human Resources offered several professional and self-development workshops and webinars to KPU employees during this reporting period which included: Social Media – The Impact on Mental Health, Project Management Fundamentals, Being Strategic, Building Emotional Intelligence, Generative AI, Hiring Best Practices, How the Drama Triangle Supports a Productive Mindset, True Colours, and Taleo Hiring Manager and Recruitment Support Training.

ODEX also supported and facilitated various needs-based sessions across departments.

People Services

Compensation

The Compensation team collaborated with other key parties to complete KPU's first calibration sessions for administrative employees. The team also finalized and submitted the 2024/25 Executive Compensation Disclosure.

Health and Benefits

In March, the team organized massage clinics at Surrey, Richmond, Langley, and Cloverdale campuses to promote employee wellness. Feedback from faculty and staff was overwhelmingly positive.

In collaboration with HUB, KPU's benefits consultant, the Health and Benefits team developed a Wellness Resource Guide. This guide helps employees assess their position on the wellness continuum across six dimensions—emotional, financial, mental, physical, social, and spiritual—and connects them with relevant KPU resources.

People Relations

Talent Acquisition Team

Senior Searches Underway:

- Director, Internal Audit
- Associate Vice President, Finance
- Dean, Melville School of Business
- Associate Dean, Wilson School of Design

Number of new hires to KPU (temporary and permanent) for the reporting period:

- Admin – 5
- BCGEU – 24
- Faculty – 20

In February 2025, the Talent Acquisition team launched a refreshed version of the www.kpu.ca/hr webpage, designed to better communicate KPU's culture, total rewards, and career opportunities to prospective and current employees.

Risk and Security

Emergency Planning

Emergency Planning has advanced several key initiatives to strengthen institutional preparedness.

The Hazard Risk Vulnerability Assessment (HRVA) was updated to reflect current and emerging risks across all campuses, providing a clearer basis for planning and response.

A consultant completed a review of KPU's emergency communication systems. At this time, systems are functioning as intended. While a few recommendations were made, the most effective solution identified is the establishment of a dedicated operations center to coordinate and manage all emergency communications.

KPU actively engaged in Emergency Preparedness Week at the start of May, fostering a culture of readiness both on campus and at home.

The Emergency Operations Centre (EOC) Team also participated in a tabletop exercise based on a student overdose scenario. The session focused on improving coordination, decision-making, and response protocols during critical incidents.

Occupational Health and Safety (OH&S)

The OH&S team remains dedicated to fostering a safe and healthy workplace. Recent initiatives include:

- Developing a first aid drill evaluation report to support compliance with WorkSafeBC regulations.
- Publishing the annual OH&S summary report, highlighting key initiatives and safety performance metrics from the past year.
- Introducing a mental health injury reporting process to guide employees through the necessary steps and connect them to relevant resources.

Risk Management

The Risk department is meeting with functional leads across the university as part of the annual risk review process, which will result in an updated risk register and Board report.

Security Operations

During this reporting period, Campus Security Operations generated approximately 200 Incident Reports, addressing a variety of issues including alarms, property crimes, suspicious activity,

trespassing, harassment, and issues surrounding Gateway of Hope Shelter. A report commissioned by a third party to assess the security climate at Langley Campus is now complete and is currently being reviewed. Ongoing discussions have been held with Shelter Management, nearby businesses, City Bylaw, and RCMP Leadership.

Security also provided Security Support to the KSA elections in March 2025. Student elections and tension surrounding the same continue to occupy a large volume of Campus Security time and resources.

FINANCE DEPARTMENT

Office of the CFO

The Finance Department successfully completed the March 31, 2025 year-end, with external auditors conducting their fieldwork in early April. The audit concluded with no management queries or adjustments, reflecting the team's diligence and preparation. During this time, the Budget and Planning team also finalized the Fiscal Year 2025–26 Budget, which was approved by the Board of Governors on March 26, 2025.

Staffing

Cyril Lopez, Associate Vice President, Finance, will be departing KPU on May 30, 2025. We thank Cyril for his leadership and contributions to the Finance department and wish him all the best in his next chapter. Recruitment for the Associate Vice President, Finance position is underway.

Business Performance and Advisory Services (BPAS)

The BPAS team completed the Fiscal Year 2025/26 KPU Annual Internal Audit Plan, which will be brought forward for approval at the Board of Governors meeting on May 28, 2025.

Two investigations have been closed.

Staffing

- Mus Bhaloo, Business Advisor, joined the BPAS team on March 31, 2025.
- The recruitment of the Director, Internal Audit position continues.

Financial Services

The Budget and Planning team are in the process of preparing the Fiscal Year 2026-27 budget cycle.

The team is working with Millennium, the developers of FAST, to improve the current budget system and exploring the forecasting opportunities available to KPU, as well as other projects that will enhance the budget and planning activities for both Finance and the broader KPU community.

Staffing

The Financial Services teams recently welcomed new members:

- Angela Tao, Director, Financial Services (Operations & Systems)
 - Navjeet Mangat, Accountant, Budget & Planning
- Tanvi Shorey, Manager, Financial Operations (interim), will be going on maternity leave beginning in June 2025. We wish Tanvi all the best during this exciting time and thank her for her contributions and leadership over the past several months.

Lara Tiu was recently promoted from a temporary contract to a full-time Financial Coordinator on the Financial Reporting team. Lara has been a valuable member of the department, and we're excited to have her continue contributing in this permanent role. Congratulations, Lara!

Recruitment is underway:

- Finance: Director of Internal Audit
- Finance: Director Financial Services - Budget and Reporting.

Procurement Services

Activities, Initiatives and Achievements

The team participated in a webinar led by CAUBO to learn from the experiences of peer institutions that implemented the Supplier Code of Conduct, fulfilling their obligations to meet expectations for ethical and sustainable procurement.

Additionally, the Procurement Services team participated in the BCNET Spring Member Forum on May 14. This forum focused on strategies for navigating the impact of U.S. tariffs on the higher education sector, as well as methods to enhance sustainability in procurement practices.

One of our Procurement Officers, resigned and left KPU during the month of March. Despite this, the procurement team completed the fiscal year 2025 year-end activities precisely and on time. This included processing a number of contract renewals and closing open purchase orders that are no longer needed. This is particularly a vital achievement considering the significant dependency challenges of the user departments.

The Procurement Services team developed and implemented a tariff strategy focused on KPU to effectively manage the uncertainties associated with tariffs and other trade restrictions.

The department conducted a comprehensive review and established a revised direct pay protocol to enhance the efficiency, clarity, and visibility of the process and controls.

Strategic Projects in the Procurement Cycle

For the period from March 2025 to May 2025, the following competitions are either in progress, or have had contracts awarded:

- Electrical Repairs Maintenance Services solicitation completed and contract awarded in March '25;
- Richmond Air Source Heat Pump Feasibility Study solicitation completed and contract awarded in March '25;
- Specialty Paper Supplies solicitation completed and contract awarded in March '25;
- Modernization of Accessibility Ramp North at KPU Richmond solicitation completed and contract awarded in April '25;
- Heat Recovery Design in Richmond solicitation completed and contract awarded in April '25;
- Glazing upgrade phase 1 in solicitation completed and contract awarded in April '25;
- Exterior Doors Replacement in Cloverdale solicitation completed and contract awarded in April '25;
- Plumbing Services for all campuses re-procurement solicitation completed and contract awarded in May '25;
- Prequalification for Procurement Consultants was solicited jointly with University of Fraser Valley, this competition is currently posted with closing date of 22nd May;
- Finance Office Renovation tender closed on March 17th, and is currently in contract negotiation phase;
- Traditional Chinese Medicine Department Renovation tender closed on April 11th, and is currently in contract negotiation phase;
- Transcribing Services competition is currently posted; and
- American Sign Language Interpreting Services competition is currently posted.

Finance Department Social Activities

The Finance department kicked off the spring season with a series of social activities that fostered connection and teamwork ahead of the busy audit period. In March, the team gathered off-site for a Finance Hangout at Farm Country Brewing, a KPU alumni-owned business, offering a relaxed space to get to know one another and strengthen relationships before year-end. This was followed by participation in KPU Day, where staff engaged with university-wide programming and cross-campus initiatives. After successfully wrapping up the audit, the department celebrated with a year-end event featuring games and a casual pizza lunch — a fun and well-earned opportunity to unwind and recognize the team's efforts and accomplishments.



Finance Department Pre-Yearend Social



Finance Department KPU Day



Finance Department Fiscal Year-End Get Together

COMMUNITY ENGAGEMENT & MAJOR EVENTS

Spring Term

Community Engagement and Major Events spent Spring 2025 hosting and supporting various events both on- and off-campus to aid in student, donor, and sponsor recruitment and retention, KPU employee engagement, and brand recognition in our campus communities.

March to June 2025 Events Recap

- March 21 – Anti-Racism Symposium
- March 21 – Surrey Eagles Hockey Game
- March 27 – President’s Dialogue Series with Gwynne Dyer
- April 3 – Trades Donor Stewardship Event
- April 19 – Vaisakhi Parade
- April 25 – Pat Dooley Memorial Golf Tournament
- April 26 – City of Surrey Party for the Planet



CEME Community Ambassadors Rahul Chauhan and Darern Simagala host “Sustainable KPU Trivia” at the Surrey Party for the Planet.

- April 28 – Sea of Salmon Artwork Unveiling



- April 29 – President’s Dialogue Series with Gervan Fearon
- May 2 – KPU Day



KPU Day was a huge success

- May 6 – President’s Dialogue Series with Alan Mandell
- May 10 – Science Rendezvous



CEME participated in Science Rendezvous by providing MC services

- May 22 – New Moon Gala
- May 24 – KPU Community Day
- May 24 – KPU Kickoff Richmond
- May 26 – KPU Kickoff Surrey
- May 29 – Richmond Fire-Rescue Charity Golf Tournament
- May 29 – Melville Alumni Mixer
- June 10-13 – June Convocation
- June 17 – Surrey Firefighters Charity Golf Tournament
- June 21 – Cloverdale Market Days

GOVERNMENT RELATIONS

KPU's Third Annual Anti-Racism Symposium

KPU was pleased to host MLA Jessie Sunner (Surrey-Newton) and MLA George Anderson (Nanaimo-Lantzville) who delivered the keynote address, sharing his career experiences and highlighting that “representation isn’t just about words, it’s about action.”



Anti-Racism Symposium, Randall Heidt, Andhra Goundrey, Asma Sayed, MLA Jessie Sunner, MLA George Anderson (from left to right)

KPU at Vaisakhi 2025 Celebration in Surrey

With support from the Office of Equity & Inclusive Communities, the Government Relations team was proud to have a booth at Surrey’s Vaisakhi celebrations in April. They handed out water bottles and KPU swag to many engaged community members. The Government Relations team was also instrumental in securing a \$10,000 donation, which will go directly toward student awards and bursaries.



Surrey Vaisakhi 2025

Policy Engagement

KPU was pleased to provide the Mayors’ Council on Regional Transportation with a letter of support for

TransLink’s 2025 Investment Plan. With campuses in Surrey, Richmond, and Langley, KPU serves thousands of students across the region, many of whom rely on public transit to get to class, work and community life. As such, it was vital to demonstrate support for a plan that will meet today’s needs and lay the groundwork for the future.

Federal Election Update

The Liberal Party of Canada, which won 170 ridings, picked up 12 seats from the Bloc Quebecois, 10 from the Conservatives and seven from the NDP; while the Conservatives, in second place with 143 seats, took 16 from the Liberals, 10 from the NDP and one each from the Bloc and Green Party of Canada.

Canadians gave Prime Minister Mark Carney’s cabinet a ringing endorsement on election night, sending 19 of 23 ministers back to Parliament with a decisive share of the votes in their respective ridings.

KPU’s regions saw 3 new MPs following the April 28th election:

KPU Campus	Riding	Elected MP	Previous MP
Langley	Cloverdale-Langley City	Tamara Jansen	John Aldag
Cloverdale	South Surrey-White Rock	Ernie Klassen	Kerry-Lynne Findlay
Surrey	Surrey-Newton	Sukh Dhaliwal	Sukh Dhaliwal
Civic Plaza	Surrey Centre	Randeep Sarai	Randeep Sarai
Richmond	Richmond Centre-Marpole	Chak Au	Wilson Miao

King Charles III is scheduled to visit Canada at the end of May to deliver the throne speech and open the new legislature. This visit will mark the first time since 1977 that a reigning monarch has delivered the Speech from the Throne, underscoring the significance of advancing a future grounded in shared global values of democracy, equality and peace.

B.C. saw 5 MPs sworn in as cabinet ministers and secretaries:

- **MP Randeep Sarai** (Surrey Centre): Secretary of State for International Development
- **MP Jill McKnight** (Delta): Minister of Veterans Affairs and associate minister of national defence.
- **MP Gregor Robertson** (Vancouver Fraserview-South Burnaby): Minister of Housing and Infrastructure, and Minister Responsible for Pacific Economic Development.
- **MP Stephanie McLean** (Esquimalt-Saanich-Sooke): Secretary of State for Seniors

- **MP Stephen Fuhr** (Kelowna): Secretary of State for Defence Procurement

Other notable appointments include the following:

- **MP Lena Metlege Diab** (Halifax West): Minister of Immigration, Refugees, and Citizenship
- **MP Heath MacDonald** (Malpeque): Minister of Agriculture
- **MP Melanie Joly** (Ahuntsic-Cartierville): Minister of Industry (possibly where ISSED will be included)
- **MP Patty Hajdu** (Thunder Bay-Superior North): Minister of Jobs and Families (possibly where Workforce Development will be included)

One notable absence is longtime Minister Jonathan Wilkinson (North Vancouver-Capilano) who did not receive a cabinet appointment.

Prime Minister Carney's cabinet includes 28 ministers and has upheld the practice of having a gender-balanced cabinet with 14 female ministers, and 14 male ministers. Cabinet members will also be supported by 10 secretaries of State who will offer focused leadership on critical issues and priorities within their minister's portfolio.

OFFICE OF ADVANCEMENT

Fundraising Activity (as of May 13, 2025)

Since the previous Board of Governors' report (February 2025), the Office of Advancement raised \$375,000. Total fundraising for the fiscal year-ended March 31, 2025, was \$2,301,000. Annual fundraising to date for the current fiscal year is \$123,000.

New Major Gifts (\$5,000 and over)

Lynn R. Birnie \$60,000 to establish the Jim & Jean Rathbone Endowed Bursary

Mark Gervin, KC, Criminal Law Barrister \$25,000 to establish the Gervin Endowed Award of Excellence in Law

Vancouver Foundation \$16,000 for student support

Mary Mikelson \$7,500 to establish the Arnold Mikelson Memorial Award

Strawberry Hill Farmers Institute \$6,000 for the Strawberry Hill Farmers Institute Entrance Award

City of Surrey \$5,000 to Greatest Need

The Lark Group \$5,000 to the Patrick Dooley Memorial Endowment

P.W. Trenchless Construction, Inc. \$5,000 to establish the P.W. Trenchless Construction, Inc. Award

The Patrick Dooley Legacy Golf Tournament

On April 25, 2025, the KPU Foundation and Office of Advancement hosted the Patrick Dooley Legacy Golf Tournament at Hazelmere Golf & Country. The tournament, in its 10th year was a success with 130 golfers, and several sponsors.

A special thank you goes to dinner sponsor, the Lark Group, our hole sponsors, and KPU Foundation board members whose organizations sponsored: Areti (Kelly Finlay), A.S. Bubber & Associates (Vikram Bubber), The Amur Group (Matthew Boulton), Surrey Board of Trade, SCS Consulting, and Copytek Print Centre.

KPU Trades Donor Reception

On April 3, 2025, the KPU Foundation and the Office of Advancement hosted donors of the Faculty of Trades & Technology to a reception featuring remarks from Dean, Laura McDonald, student speakers, and shop tours guided by Associate Dean, Joel Murray.



Jack Heppel, Trustee of the Heppel Foundation with KPU Foundation Vice Chair, Mathew Boulton, and Steve Lewarne

KPU Alumni Association donates \$100,000 in support of students in need

In 2020 the KPU Alumni Association established the KPUAA Endowment in support of students. The initial donation was \$25,000 with an additional pledge of \$5,000 annually over five years. The endowment

currently supports three \$1,000 annual awards for student bursaries and scholarships. With the support of this additional donations from alumni and from third party fundraising events such as the Greater Vancouver Food Truck wars, the current endowed balance is over \$60,000.

In April the KPU Alumni Association board of directors graciously approved to donate another \$100,000 to build on their endowment. A lump sum of \$50,000 will be donated this year, with a \$50,000 pledge over the next five years, bringing the endowment total to over \$160,000.

Announcing the 2025 Distinguished Alumni Awards

The KPU Alumni Association and Alumni Affairs office are pleased to announce the recipients of the 2025 Alumni Awards.

2025 Distinguished Alumni Award



Colleen Spier – 2025 Distinguished Alumni Award recipient

Spier graduated with an associate of arts degree in psychology from KPU in 2002, will be honored on June 11 during the convocation ceremonies at KPU Surrey

Spier is a lawyer who has dedicated her career to improving the lives of Indigenous peoples in the justice system

Spier is a Métis-Cree lawyer and the assistant deputy minister of B.C.'s Indigenous Justice Secretariat. As the lead of this secretariat, she works towards addressing the overrepresentation of Indigenous peoples in the justice system.

Spier has also been recognized for her exceptional work and contributions through several awards,

including the 2023 King's Counsel designation, Susanna Jani Award Supporting Excellence in Mediation, Premier's Awards for Innovation and Excellence and Black Press Media's Women in Business Award.

The Distinguished Alumni Award recognizes KPU alumni who demonstrate lifetime accomplishments in one or more areas: professional, entrepreneurial, innovation, service, exemplified resilience in the face of adversity, and significant contribution on a regional, national or international level.

2025 Alumni Excellence Award



Melody Pan – 2025 Alumni Excellence Award recipient

KPU is awarding Hong Yan Melody Pan, a registered nurse and Canadian Royal Navy Reservist, the 2025 Alumni Excellence Award.

Pan graduated from KPU's Bachelor of Science in Nursing Program in 2008. As an immigrant from China, she faced significant challenges, including adapting to a new language, culture and professional landscape.

KPU recognizes exceptional alumni who have demonstrated excellence through their achievements and enhanced the reputation of the university through outstanding professional, business or community endeavors. Award nominations can be submitted at alumni.kpu.ca/awards

2025 Outstanding Young Alumni Award



Manvir Deol – 2025 Outstanding Young Alumni Award recipient.

An entrepreneur with a passion for innovation is being recognized with an Outstanding Young Alumni Award.

Manvir Deol, who graduated from KPU's Bachelor of Business Administration in Marketing Management program in 2018, will be honored at the university's convocation ceremonies on June 11.

Deol runs two successful and growing businesses — one being Plan Your Space, an architectural showroom that helps homeowners gain a clear vision of their ideal floorplan before starting construction. The idea came to him when he was building a home for his family. Deol has remained connected to KPU supporting students

Just three years since its launched, Plan Your Space has completed over 250 floor plans with portfolios including single family homes, restaurants, medical clinics and financial institutions such as Vancity.

Drawing on his bachelor's degree and marketing background, Deol does all of his marketing in-house at Plan Your Space. He also co-founded CLIQMedia, a digital marketing and branding agency, during his final year at KPU.

Deol's success at a young age earned him a spot on the BC Business Magazine's 30 under 30 list, which celebrates young leaders who are innovating in their industries and finding new ways to create change.

Deol's connection to KPU has remained strong since his graduation. He's currently employing and mentoring a KPU student intern, and strives to continue to find ways to provide students with opportunities to grow, learn and eventually lead.

KPU recognizes alumni who are under 30 years old, through community service and have been involved with KPU or alumni activities since graduation.

KPU Alumni Association welcomes new board director

The KPUAA is pleased to welcome Andrew Blair to their board of directors.

Andrew graduated from Kwantlen Polytechnic University in Fall 2015 with a Bachelor of Business Administration in Human Resources Management. He later earned his master's degree in human resources management from Cornell University's School of Industrial and Labor Relations. Andrew holds both CPHR and SHRM-SCP designations.

Currently, Andrew serves as HR Director at Burnout Brands, leading human resources operations across Canada and the U.S. for a private equity-owned group of manufacturers. His work focuses on workforce strategy, leadership development, and integrating acquired businesses. Previously, he was Vice President of HR for a NASDAQ-listed company, overseeing teams in Canada, the U.S., and China.

Andrew is also an active mentor with CPHR British Columbia & Yukon, supporting the development of emerging HR professionals.



Andrew Blair, KPUAA Board director

Alumni Affairs Activities and Events

Alumni Affairs has been busy these past few months collaborating and participating in the following KPU events and initiatives:

BFA Grad Show - April 11

Pat Dooley Golf Tournament - April 25

Wilson School of Design Grad Show - April 24

Vaisakhi Parade - April 17

Melville School of Bus Pitch competition - May 1

New Moon Gala - May 22

KPU Community Day-Richmond Campus - May 24

Melville School of Design Alumni Mixer – May 29

June Convocation – June 10 - 13

Alumni Perks

The Alumni Perks microsite and app offers alumni exclusive discounts and services for over 30 offerings including our Affinity Partnership with TD Insurance for House, Life and Small Business insurance. We also offer discounted products and services from over 20 KPU alumni owned and operated businesses. We launched alumni Perks in 2020 and have almost 5,000 members.



Office of Communications

The Office of Communications entered the new fiscal year with an overhaul of its social media presence. To take advantage of the video content being produced by the Communications team, the office worked with Marketing to establish a storytelling presence on YouTube. Furthermore, seeing declining value in X (formerly Twitter), Communications has pivoted to posting on the emerging BlueSky platform. With this report covering the period February 1, 2025, to April 30, 2025, it is too early to report on the impact of these changes.

Also starting in April, the Office of Communications has been working with Marketing on revising joint processes for developing and maintaining content on

the kpu.ca website. These processes will evolve and develop through the year as new projects are worked through. In addition, Communications assisted with research (competitor analysis, audience identification and keyword identification) and writing for KPU Awards, KPU Facts, the KPU Newsroom and the Office of the President web pages. The office also worked on archive and asset retention, and testing the potential value of Copilot in communications work. Communications supported Major Events in preparing biographical pieces for the convocation booklet.

Work by the office over the past two years to improve internal communication at KPU continues to show positive year-on-year growth. On the back of 39 published stories, overall views on the Employee Portal grew 25 per cent, from 3,742 to 4,696 views, from the same period last year. Similarly, use and views of Today@, the daily employee information digest, continues to grow thanks to Communications supporting contributors to make better use of the platform. Compared to the same period last year, the number of Today@ posts increased 12 per cent to 566 and overall viewership increased by 21 per cent to 55,854. This equates to a five per cent rise in views per post.

Communications published two editions of the Employee Newsletter during this period. The February newsletter received 750 views, and the April issue was viewed more than 500 times in the first eight days. April views are expected to rise further as the edition was only published the week before this reporting period ended.

The Office of Communications' internal efforts included supporting change through a period of uncertainty. The communications team produced a video showing how faculty in KPU's Brewing and Brewery Operations program enhanced their offerings to attract more students. The Provost's Office will use the video to help faculty in other areas learn from colleagues as they look to enhance their own programs. Video content produced by the office during this period also showcased graduate shows, government-funded research and campus events, generating coverage on CityNews, CKNW, Fraser Valley News, the Richmond Sentinel as well as on social media. Communications also supported

Government Relations with video creation for ministerial visits

From the full scope of its media outreach, KPU received significant coverage across a range of media, from major media outlets such as CBC and Global News to specialty outlets like Scout Magazine and Brewers Journal. KPU also drew positive attention from multicultural media outlets such as Omni TV, Fairchild TV and the Link Newspaper.

The 37 news releases and web stories produced by the Office of Communications included the library's new self-serve braille printer, a new partnership to increase student housing options and the third annual South Asian Arts Festival. News releases also celebrated accomplishments, such as KPU being named as a BC Top Employer, a book prize received by instructor Kyle Jackson and students awarded for their pride advocacy. Research projects were also highlighted, including research using LED lights to grow strawberries year-round, a study on the evolution of the Ebola virus, a study exploring the experiences of 2SLGBTQIA+ students and the Applied Genomics Centre's research on developing a test to protect salmon against disease.

Communications continued to promote faculty members as experts, speaking on topics such as the 2025 Canadian federal election and the US tariffs, that secured mention of KPU in outlets like the Toronto Star, Global News, CBC and CTV News. The office also responded to 80 inbound requests from media and supported leadership with communications on key topics, such as the university budget and its implications, during this review period.

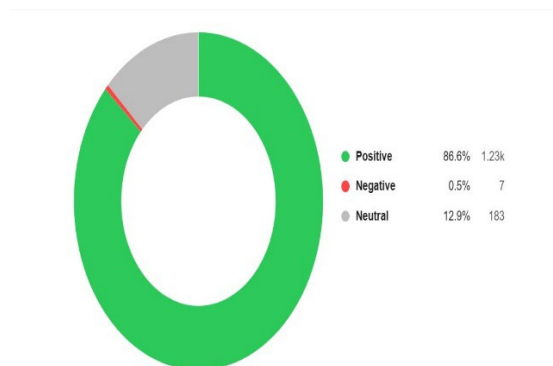


Chart showing KPU media mentions during the period February 1, 2025, to April 30, 2025. Source: Meltwater

Overall, from February 1, 2025, to April 30, 2025, the Office of Communications helped KPU gain 1,416 media mentions with a potential audience reach of 1.73 billion (source: Meltwater). Of those mentions, 1,266 were positive, 183 were neutral and seven were negative. The negative mentions were related to an employee matter to which KPU could not respond. In addition, Office of Communications stories and news releases drew 146,749 impressions on the KPU LinkedIn.

Marketing and Digital Strategy

Campaign Highlights & Lead Generation Success

Marketing led high-visibility brand and recruitment campaigns across Metro Vancouver and the Fraser Valley. Among the most notable was a 68ft wall mural installed at Granville SkyTrain Station featuring the new Melville School of Business creative—delivering over 1.1 million impressions monthly. Additional wall murals were also launched at Vancouver City Centre and Surrey Central SkyTrain stations, further boosting brand awareness.



Transit shelter ads and digital billboards in Surrey, Abbotsford, Chilliwack, and Pitt Meadows supported campaigns for the Melville School of Business and the Wilson School of Design. Digital advertising across Google, Meta, Reddit, Twitch, and TikTok generated conversions (prospect leads into our recruitment CRM).



Notably:

Google Search Ads led with 487 conversions.

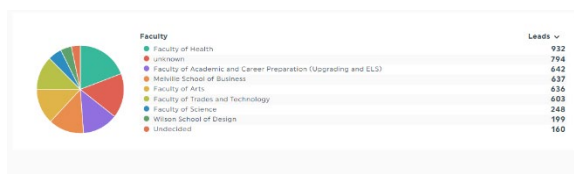
Melville's "Get Started" form received 532 sign-ups.

Meta Ads for Health Info Sessions and Community Day generated 128 and 154 conversions, respectively.

Amazon Display Ads delivered over 8.4 million impressions.

A conversion (lead) in this context is defined as a prospective student lead being submitted to our recruitment CRM.

Leads Generated by Faculty:



Targeting High School Students

Our team enhanced high school engagement through recruitment-focused initiatives. New posters for Melville and Geography were placed in regional schools, complementing existing designs for ENTA and WSD. Marketing also refreshed recruitment presentation decks and provided collateral support for KPU Community Day and the inaugural Fall Kick-Off event for prospective students and parents.

We secured placements in influential education and community channels, including:

BC School Counsellors Association (print and digital ads)

City of Surrey Recreation Guide

Cloverdale Reporter

These placements aligned with our goal of increasing visibility among high school influencers, parents, and students in our primary recruitment regions.

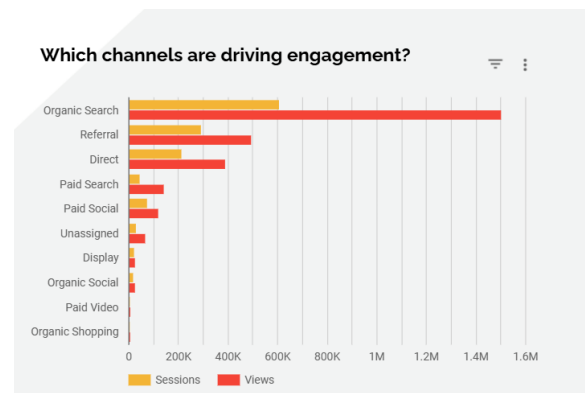
Community and Internal Engagement

Marketing activated brand presence at two BCHL hockey games (Langley Rivermen and Surrey Eagles), developed new creative assets for Convocation, Fine Arts and WSD Grad Shows, New Moon Gala, and designed a KPU-branded van wrap.

Website and CRM Performance

KPU.ca saw 2.78M pageviews and welcomed 515,748 new users during the period.

CRM tracking reported 3,993 new leads, with 443 progressing to applicants, demonstrating healthy engagement and conversion across touchpoints.



OFFICE OF THE VICE PRESIDENT, STUDENTS

KPU Global Strategy

Since my last update, I shared the Global Strategy with Senate as part of a “Senate Engage” session on March 31, 2025. The full report will be shared with Senate at the upcoming meeting. To ensure broader awareness of KPU’s Internationalization efforts, we have published a Global Strategy [website](#) and [brochure](#).

Academic, administrative and service units have been asked to consider alignment with the Global Strategy when developing their operational plans. KPU will review regularly to ensure continuity with institutional objectives and responsiveness to emerging global opportunities and challenges. This strategy, as it continues to evolve over time, will guide KPU in creating real, transformative opportunities for students, faculty, staff, and alumni, and will work to strengthen our position as an innovator in internationalization.



VP, Students at CSCSE, visiting partners pose at the Chinese Service Centre for Scholarly Exchange.

Conferences Attended by the VP, Students

- The Chinese Service Centre for Scholarly Exchange (CSCSE) China Study Abroad Forum (Beijing, China) – April 11-12, 2025
- New Oriental Vision Overseas Conference, (Quanzhou, China) – April 16-17, 2025

- Colleges and Institutes Canada’s (CICan) Leaders Summit (Ottawa, Ontario) – April 22-24, 2025



VP, Students at the Beijing Institute of Technology, visiting partners pose for an MOU signing in Beijing, China.

Other Notable Activities Attended by the VP, Students

- Soup Sisters event – Feb 10, 2025
- Chinese Service Center for Scholarly Exchange (CSCSE) delegation visit and meeting – Feb 11, 2025
- Faculty of Educational Support and Development (FESD) Faculty Council meeting – Feb 12, 2025
- International Strategic Planning in the BC Post-Secondary Education Context webinar – Feb 13, 2025
- Faculty Connect event – Feb 20, 2025
- Convocation – Feb 24-28, 2025
- BC Council on Admissions and Transfer (BCCAT) Council meeting – March 10, 2025
- Leadership Conference: Lisa Taylor, Founder and CEO, Challenge Factory – March 10, 2025
- KPU site visit w/Joe Danis, Academica – March 11-13, 2025
- KPU’s 3rd Annual Anti-Racism Symposium – March 21, 2025
- EAB Enrollment Conversation – March 26, 2025
- KPU Board of Governors – March 26, 2025
- EAB Unpacking the Crisis of Higher Ed for Canadian Institutions – March 28, 2025
- Senate Engage Global Strategy presentation – March 31, 2025
- KPU Melville Connect event – April 1, 2025
- China: Beijing Institute of Fashion Technology (BIFT) – April 10, 2025
- China: Meeting with Xiping International School in Xiamen – April 14, 2025

- China: Meeting with Xiamen DreamU Global Consulting Co., Ltd. – April 14, 2025
- China: Meeting and campus tour with Xiamen University – April 15, 2025
- China: Meeting w/New Oriental Vision Overseas and New Oriental Education & Technology Group – April 15, 2025
- China: Meeting w/New Oriental Vision Overseas and executives – April 17, 2025
- EAB Conversation with Graham Spencer – April 28, 2025
- President's Dialogue Series – Dr. Alan Mandell – May 6, 2025
- Provost Presents – Prior Learning and Assessment Recognition (PLAR) – May 7, 2025
- KPU Executive and Public Sector Employers' Council (PSEC) – May 7, 2025

STUDENT AFFAIRS

Student Employment Summary

The Career Development Centre (CDC) shows 677 new students registered on KPU's student job board, [Career Connection](#), with students assisted through 35 career advising appointments, 146 resume reviews, and 41 employer introduction meetings. Additionally, 333 co-op jobs are now available for the Summer 2025 work term.

The CDC hosted the annual *Career Day Job and Volunteer Fair*, seeing more than 450 student participants and 51 employer exhibitors across KPU Richmond and Surrey, demonstrating strong employer engagement.

Getting Active at Home and Away

Sport and Recreation collaborated with Student Health Promotion to lead a stretching class for 32 ARTS 2000 students. They also hosted 20 students for an EA Sports FC 25 virtual soccer gaming tournament.

Sport and Recreation participated in the second-annual *Inter-campus Cup* at Simon Fraser University. Featuring intramural and tournament champions from BCIT and SFU, more than 40 KPU players challenged our friendly rivals across futsal, badminton, volleyball, 3v3 basketball and 5v5 basketball, with KPU taking the badminton title.

The KPU Dance Club joined the event to perform an exciting halftime show for the many spectators who came out to show their support, creating a vibrant and spirited atmosphere.

Nutrition Month Highlights Food Insecurity

Student Health Promotion led the second-annual *Nutrition Month* campaign at KPU across March. Events highlighted the importance of nutrition for well-being and aimed to alleviate challenges faced by KPU students who are food insecure. With generous funding from KPU, approximately 3,500 students received a free grab-and-go lunch, and nearly 100 students attended nutrition education workshops and grocery store tours with local registered dietitians.

Collaborative Engagement with Pride Peers

The Pride Peer Leaders have hosted several large events, including a cookie-decorating social, a video games social, an outdoor wellness walk, and an arts and crafts social for *International Day Against Homophobia, Biphobia and Transphobia*. These events have engaged hundreds of students and would not have been possible without collaboration with KPU Entertainment Arts, the Kwantlen Gaming Guild, KPU Sport and Recreation, and KPU Library.

Welcoming Summer Students

140 new students attended [New Student Orientation](#) events at KPU Langley, Richmond, and Surrey, where they learned about the different resources KPU offers. Thank you to the support of 15 KPU staff and 17 student Orientation Leaders!

Partnering with the Kwantlen Student Association, the Orientation and Transitions team also hosted *Welcome Week* festivities, including a student resource fair during the first week of classes at all campuses.



New Student Orientation at KPU Surrey, *the KPU Surrey gymnasium is used to welcome students to summer orientation*

Support For Victims

In February, the Student Rights and Responsibilities Office (SRRO) held five launch events, one at each campus, to promote the [4 videos](#) released in the fall. The videos were created to inform the KPU community on how to anonymously report sexualized violence (SV); how the SRRO supports those who disclose/report SV; and to promote the *Safer Campuses for Everyone* online Moodle course. The team interacted with more than 100 students at each campus by offering food and having them scan a QR code to take them directly to the video resources.

OFFICE OF THE REGISTRAR

BCRA Spring Meeting

Nadia Henwood attended the bi-annual Spring BC Registrar's Association (BCRA) meeting hosted at BCIT's Burnaby campus. Registrars from across BC met with key partners from EPBC, BCCAT, BCNet, and the BC Ministry of Post-Secondary Education and Future Skills. BCRA also invited representatives from Institutional Reporting and CIOs to participate and discuss future initiatives, including EPBC enhancements, digital services strategy, systems strategies, PLAR, curriculum, and international impacts.

Launch of Recruitment Tips for Faculty Engagement

The Future Students' Office (FSO) has released a mini campaign focused on recruitment tips for faculty to showcase and promote their programs via [Today@KPU](#). Here is what has been released:

1. Promote KPU Everywhere You Go with Gear!
2. Boost Lead Generation with KPU's Online Forms
3. Lead a Program-Specific Workshop for High School Students
4. Promote Your Program with Posters in High Schools!
5. Stay Connected with Our Monthly Newsletters
6. Share Program Updates with Prospects via CRM
7. Make Offer Calls to Excite Potential Students about Joining KPU!
8. Grad Shows and Events: A Perfect Opportunity for Exposure

Launch of "KPU Office Hours" At High Schools

The FSO completed 30 high school visits across the Lower Mainland, from Mission to North Vancouver, with the launch of the new *KPU Office Hours* initiative. Recruiters visited high-application schools to provide one-on-one application support to high school students who had applied or are interested in applying to KPU, providing guidance and assistance with next steps in the application process. Many schools welcomed the initiative and offered dedicated space for these drop-in office hours. Approximately 300 students took advantage of this opportunity.

KPU Discovery Days

Discovery Days were hosted for high school students at Surrey, Richmond and Langley campuses. The initiative includes interactive mock classes for prospective students to engage in hands-on workshops and lectures led by KPU instructors across various programs, including nursing, criminology, entertainment arts, accounting, physics, and traditional Chinese medicine. This is complemented with campus tours, where attendees gain firsthand experience of university life and facilities. Discovery Days also provides networking opportunities for prospective students to connect with peers, current

students, faculty, and advisors, fostering a sense of community and support.



Students attend Discovery Days, *students in a classroom*.

Langley Wellness Fair

FSO participated in the *Wellness Fair*, engaging with numerous students completing their adult high school programs, discussing pathways to KPU's programs, and emphasizing the importance of wellness in educational success.

Hosted Skills Canada (Regional Competition)

FSO hosted *Skills Canada* at the Richmond Campus, an opportunity for over 125 prospective students to witness the skills and talents of students across various trades and technologies, highlighting the importance of hands-on experience in skill development.

Sills Competition (Provincial Level)

FSO participated in a significant event held at Tradex Abbotsford, featuring several hundred students from across the Fraser Valley and Lower Mainland. The fair included various competitions and a Pathways to Careers Showcase, offering insights into career opportunities in the trade and technology sectors.

SD61 (Victoria) Career Fair

FSO participated in the Career Fair in Victoria that attracted hundreds of students from SD61, providing them with information about post-secondary options and career pathways.

Systems Focused Conferences: Ellecian Live 2025 and Courseleaf LUC

Stefanie Carter, Associate Registrar, Systems & Projects, travelled to New Orleans to attend the *Leapfrog Users Conference*. This annual conference allows users of CourseLeaf to connect, network, and troubleshoot various issues with their current systems setup. Through the knowledge and insights gained at this conference, KPU will be upgrading to CourseLeaf 10, as well as upgrading the underlying infrastructure of the CIM bridge to a supported Banner 9 solution this summer.

Stefanie Carter and Catherine Lai, Project Leader, Systems Analyst, attended the *Elucian Live (ELive) 2025* conference in Orlando, which unites Ellucian (Banner) users from around the globe. The *ELive* conference was informative and featured numerous relevant workshops, including institutions highlighting their journey to SaaS (Software as a Service) and the ways they are using the Ellucian Experience (myKPU.ca) to enhance the institutional experience with Banner. The Systems and Projects team returned invigorated with plans for future projects to enhance student experiences, improve processes, and remove barriers and risks from within the current system.

KPU INTERNATIONAL

Since February 2025, KPU International has advanced several high-impact initiatives across student recruitment, global partnerships, student support services, and mobility programs. This report summarizes key activities and milestones, focusing on strategic recruitment efforts, international collaborations, student services enhancements, and global learning opportunities.

Strategic Recruitment Efforts

South Asia:

Maintained a strong presence through strategic engagement and outreach. In February, KPU participated in the ICEF South Asia conference, with over 40 current and new recruitment agents met to strengthen partnerships. During March–April, KPU representatives attended 16 fairs in India to promote programs and rebuild KPU's reputation after policy

changes that impacted student confidence in studying in Canada. Enhanced digital marketing campaigns in the region further increased brand awareness and student lead generation.

Southeast Asia:

Deepened engagement in Vietnam, the Philippines, and Thailand with a total of 29 recruitment events, 20 high school visits, and 35+ agent training sessions this quarter. Key initiatives included successful “Study in BC” and “Lunch and Learn” events in Vietnam (attracting strong agent and student participation) and targeted social media campaigns in the Philippines that drove increased traffic to KPU’s landing pages and boosted lead inquiries.

East Asia:

Expanded KPU’s footprint via school visits, fairs, and diplomatic outreach. KPU visited multiple partner schools in China and Taiwan – such as, Chongqing Maple Leaf School, Qingdao No. 19 High School, Xiamen Bilingual School, and Shuzhen College in Taiwan – including delivering a pre-arrival orientation for Fall 2025 admitted students. Notably, KPU became the first post-secondary institution to participate in the prestigious *Sungjoo K-12 Fair* in Seoul, South Korea, demonstrating our commitment to early engagement. KPU also joined major education fairs at Jiangmen Experimental High School, Beijing Lize International School, and Admiral Farragut Academy Tianjin, connecting directly with students and counselors. The team also attended key agent networking events (e.g. Can-Achieve fairs in Shenzhen/Chongqing, NOVO conference in Quanzhou, GEA Roadshow in Urumqi, EduCanada B2B meetings in Seoul, and EDM Fair in Seoul) to strengthen agent relations. During the Seoul visit, KPU staff met with Canada’s Trade Commissioner to South Korea to discuss partnership opportunities and short-term program collaborations.



Co-operation agreement signing, KPU and the CSCSE signed a cooperation agreement to advance student exchanges, talent development, and joint programs.

Africa:

Continued to grow this emerging market with participation in 11 recruitment events across the continent. KPU hosted a high school counsellor information session in Nairobi, Kenya, and delivered a successful agent launch event for Kenyan partners to learn how best to promote KPU and support prospective students. A major milestone was signing KPU’s first institutional partnership in Africa with Dakar University of International Studies (DUNIS) in Senegal, laying the groundwork for future student mobility and collaboration. This foundational partnership signals KPU’s expanding global reach into Africa.

Central Asia (CIS):

Focused on training and institutional support in Kazakhstan and Kyrgyzstan. KPU conducted agent training sessions and student advising events in these countries, aligning with and supporting KPU President Dr. Alan Davis’s visit to Kazakhstan. These efforts reinforced academic partnerships and visibility in the region as KPU seeks to develop its profile in Central Asia.

Latin America:

Advanced outreach in key Latin American markets. In Brazil, KPU co-hosted a *Study in BC* showcase at the Canadian Consulate in São Paulo (March), alongside other B.C. institutions (Langara College, UFV, Capilano, Douglas). KPU’s field representative led a well-received briefing for education agents on KPU

programs and post-graduation work opportunities, and follow-up materials were shared broadly to maintain engagement. In Colombia, KPU was invited to Marymount School in Medellín in April, where our representative presented to students and counsellors about studying in Canada, covering academic programs, student life, and opportunities in B.C. This visit, part of an ongoing high school outreach in Colombia since fall 2024, has increased awareness of KPU among prospective students and educators in the region.

Student Services and Support

International Advising:

The International Advising unit delivered multiple initiatives to support student success and immigration compliance. In February, the team hosted a post-graduation work permit (PGWP) online workshop for international students (70+ attendees), covering eligibility, application steps, and FAQs. Advisors also collaborated with The Learning Centre to assist 26 international students in KPU's Summer 2025 academic reinstatement program through which 11 students completed requirements and re-registered at KPU. In March, advisors ran a Summer 2025 registration webinar for newly-admitted international students (~70 attendees), providing step-by-step guidance on course registration and personalized course recommendations. In response to IRCC policy changes, the team conducted targeted outreach to over 100 students with study permits expiring April 30, offering one-on-one advising on PGWP eligibility and expediting institutional support letters for their applications. Additionally, KPU International launched a new *Permanent Residency Pathways* [webpage](#) to guide students on immigration options, application processes, and required documentation, expanding our online resources for students' long-term planning.

International Student Life:

The International Student Life team organized a robust slate of programs this spring to foster student engagement, well-being, and integration. Major on-campus events included a *Sending Love* Valentine's celebration (Feb 14 at Surrey/Richmond), where students crafted cards, candy gifts, and bracelets – a creative social gathering that drew a high turnout and promoted a sense of belonging. To support wellness

during midterms, the team led a *Post-Midterm Recovery* campaign (Mar 5), distributing 150 “booster boxes” filled with stress-relief and healthy snack items to ease academic stress. The team also offered enriching off-campus experiences: a full capacity Whistler day trip (Mar 9) took students to Whistler Village and Shannon Falls for sightseeing and outdoor recreation (despite wet weather, feedback was very positive), and two creative workshops – a flower-arranging workshop (Mar 13 at Civic Plaza) and a perfume-making Workshop (Mar 28) – provided fun, hands-on cultural experiences where students created personal bouquets and custom fragrances as a break from studies. Attendance was strong at these events (including many domestic and post-graduate students), indicating broad interest and cross-campus engagement. International Peer Mentors hosted a series of Spring 2025 *Mentor Socials* to connect new international students with peers in informal settings, helping newcomers explore their new home and build friendships – an effort that supports retention and cross-cultural integration during a critical transition period.

In addition to social programming, the team delivered practical information sessions to prepare students for success. For example, a WorkSafeBC seminar (Feb 27) educated international students on workplace safety rights and procedures in B.C., and a tax-filing webinar in collaboration with the Canada Revenue Agency (Mar 19) guided students through Canadian tax obligations and how to avoid scams. A tenancy rights (TRAC) workshop (Mar 25) informed students about renting in B.C., covering landlord-tenant rights and responsibilities. To prepare incoming students, the team hosted a comprehensive pre-arrival webinar (Mar 11) – inviting new admits and their families to learn about arrival logistics, health insurance, and daily life in Canada – and an interactive live orientation session (Apr 24) via Microsoft Teams with campus partners, which featured Q&A support and an icebreaker to welcome students to the KPU community.

Finally, on May 1, the team partnered with Service Canada to run an in-person social insurance number (SIN) clinic. Service Canada officers briefed students on SIN usage and security and facilitated on-site SIN registrations. These combined efforts in student life

programming and advising ensure that KPU's international students are well-supported academically, socially, and in navigating life in Canada.

International Partnerships & Initiatives

High-Level Delegations & Agreements:

On February 11, KPU hosted a high-profile delegation from the Chinese Service Center for Scholarly Exchange (CSCSE) – a public institution under China's Ministry of Education. The visit, led by CSCSE Director General Mr. Daquan Wang and attended by Chinese Consulate officials, culminated in the signing of a cooperation agreement to develop collaborations such as summer programs, a Study Abroad Training Centre, and visiting student initiatives to promote two-way mobility. KPU showcased strengths in Traditional Chinese Medicine, Design, and Sustainable Agriculture during the visit, laying a foundation for deeper academic ties in China. In Africa, KPU formally established its first institutional partnership on the continent by signing an MOU with *Dakar University of International Studies (DUNIS)* in Senegal (March 2025). This inaugural African partnership opens new avenues for student recruitment, exchanges, and joint programming in West Africa, aligning with KPU's diversification strategy in global engagement.

New Development Project – Tunisia:

In March 2025, KPU launched its first-ever international development project through a contribution agreement with Global Affairs Canada (GAC) under the Canadian International Development Scholarships 2030 program (administered by Universities and Colleges & Institutes Canada). This project, the *Global Exchange, Local Impact: Tunisia-Canada Scholar Program*, will bring 25 students from Université Ibn Khaldoun (UIK) in Tunisia to KPU's Melville School of Business and Wilson School of Design for one semester (starting Fall 2025). The three-year initiative (supported by ~\$500,000 in GAC funding) aims to provide transformative international learning opportunities for Tunisian students, with a focus on including women and marginalized groups, and to strengthen educational capacity in North Africa. This marks KPU's first official development partnership in North Africa and positions the university as an active contributor to Canada's global development goals. It also significantly raises KPU's

international profile and lays the groundwork for future student/faculty mobility with African institutions.

Internal Internationalization Grants:

In April 2025, KPU International disbursed 11 grants to faculty and staff through the *Mobility for Internationalization Fund (MIF)* and *Global Sustainable Development Goals (SDG) Fund*. Each grant (up to \$5,000) supports initiatives that internationalize curriculum, foster global partnerships, or advance the UN SDGs. These internal funding opportunities saw high interest (20 applications, a record number), and the 11 awarded projects span diverse disciplines, enabling faculty-led study abroad programs, virtual collaborations, and research that align with KPU's internationalization strategy and commitment to global citizenship.

Global Partnerships – Faculty Awards:

KPU faculty members achieved success in external partnership funding this spring. Three KPU faculty were awarded *Emerging Leaders in the Americas Program (ELAP)* faculty mobility awards, securing approximately \$21,000 total to support partnership-building projects in Latin America and the Caribbean. These projects will involve collaboration with institutions in Mexico, the Cayman Islands, and Uruguay. KPU International played an integral role in mentoring these applicants, from strengthening proposals to connecting with overseas partners, resulting in 3 out of 4 submissions being funded. These ELAP awards will facilitate faculty exchanges and joint academic activities, further expanding KPU's network and presence in the Americas.

Visiting Scholars & Collaboration:

KPU welcomed visiting academics from partner institutions as part of ongoing collaboration efforts. In March, a design faculty member from Metropolia University of Applied Sciences (Finland) spent 5 days at KPU's Wilson School of Design under the Erasmus+ program, exploring our programs and discussing future joint projects (a follow-up visit is planned for June). Similarly, a representative from the University of Limerick (Ireland) visited KPU for a 5-day Erasmus+ exchange focused on student mobility and best practices. During the visit, the scholar engaged with

KPU's Faculty of Arts (sharing applied research approaches in Geography classes), participated in KPU's *Anti-Racism Symposium* and SDGs Month events, and initiated what could become KPU's first student exchange partnership with an Irish university. These short-term scholar visits strengthen institutional ties and often seed longer-term collaborations in research and exchange.

New Project Proposals:

KPU has proactively pursued additional external funding to grow its global engagement. On May 1, KPU International submitted two major project proposals under the Egypt Green Skills – Climate-Smart Agribusiness Network (EGYCAN) initiative (a highly competitive Global Affairs Canada program). One proposal was led by KPU (in partnership with Northern College), and another was led by Fanshawe College (with KPU as a partner). If approved, these projects would secure up to \$650,000 in GAC funding and involve KPU's Institute for Sustainable Food Systems and Sustainable Agriculture faculty in developing capacity for climate-resilient agriculture training in Egypt. Participation in EGYCAN would significantly elevate KPU's international reputation in sustainability and applied education, while contributing to Egypt's green economy goals. Funding decisions are expected later in 2025. Even as we await outcomes, the act of submitting these proposals aligns with KPU's strategic goal of expanding its role in international development and showcases our leadership in sustainable innovation on a global stage.

Global Mobility Programs

Global Indigenous Learning Experience (GILE):

The *Global Indigenous Learning Experience 2025* commenced in early May as a unique cultural exchange program for Indigenous students at KPU and Edith Cowan University (ECU) in Australia. An opening ceremony was held virtually on May 5th, launching a three-month hybrid program featuring weekly online sessions with Indigenous Elders, leaders, and scholars. In July, five KPU Indigenous students will host five ECU counterparts for a week in Vancouver, followed by a reciprocal week in Perth, Australia – all participants are paired as partners and will engage in guided cultural activities in each country. Thanks to KPU's *xé?e!ł One-Time Funding*,

the KPU students receive scholarships covering their travel and accommodation costs. Now in its fourth iteration, GILE continues to foster cross-cultural understanding and leadership, enabling Indigenous students to broaden their horizons globally while strengthening their identities and connections to community.

Summer Field Schools Abroad:

After pandemic disruptions, faculty-led field schools have returned to KPU's global learning portfolio. Summer 2025 features four field school programs abroad, each offering 2 weeks of immersive, experiential learning: an *Amazon Interdisciplinary Field School* in Colombia (Leticia and Bogotá) exploring biodiversity and culture at the Amazon River (led by faculty from Design and Arts); a *Design Field School* in Germany and Czech Republic (Berlin & Prague) focused on design innovation in historical and modern contexts; a *Fashion Field School* in England and France (London & Paris) exposing students to global fashion industry hubs; and a *Nursing Field School* in Sri Lanka (Galle) providing healthcare students with clinical and cross-cultural experience. These field schools, each led by KPU faculty members, engage students in hands-on projects, company visits, cultural tours, and reflective learning activities. Such programs greatly enrich the student experience by blending academic credit with international travel and contribute to KPU's goal of developing globally minded graduates.

Global Skills Opportunity (GSO) Program Conclusion:

KPU successfully concluded its participation in the federal Global Skills Opportunity initiative this spring, marking four years of increased support for study abroad accessibility. Since 2021, KPU has received over \$500,000 in GSO funding from the Government of Canada to empower underrepresented students to participate in international learning. With these funds, KPU International established a needs-based scholarship program that has enabled 143 *KPU students* to pursue global learning experiences – including semester exchanges, field schools, short-term study programs, and even virtual international opportunities – with individual awards ranging from \$2,000 to \$8,000. The impact has been significant: many recipients were students who, due to financial

constraints, disabilities, or Indigenous background, might not have otherwise considered an overseas experience.

By offsetting costs and providing targeted advising, the GSO program dramatically expanded access to study abroad and directly advanced KPU's commitment to equity and inclusion in global education. This spring saw the final disbursements of GSO-funded scholarships. KPU's outstanding results (exceeding initial participation targets) were highlighted in a national GSO report, and the lessons learned will inform how we sustain funding support for study abroad in the future. Moving forward, KPU International will continue seeking similar opportunities and internal strategies to ensure students from all backgrounds can take their education global.

Key Institutional Milestones:

- **First Partnership in Africa:** KPU cemented its first formal partnership on the African continent by signing an agreement with DUNIS in Senegal, a milestone expanding KPU's global network into Africa.
- **International Development Project Launch:** In March, KPU became a part of Canada's international development initiatives through the BCDI 2030 program, launching a GAC-funded exchange project to host 25 students from Tunisia – KPU's first large-scale educational partnership in North Africa.
- **High-Profile Delegation from China:** KPU's engagement with the Chinese Service Center for Scholarly Exchange (CSCSE) resulted in a new cooperation agreement, strengthening ties with China's Ministry of Education and enhancing KPU's visibility in East Asia.
- **Investment in Global Engagement:** KPU International dispersed 11 internal grants for internationalization projects (the highest to date) and supported faculty in securing external partnership grants (ELAP), reflecting an institutional commitment to global engagement and academic collaboration.
- **Expanded Student Mobility & Access:** Through programs like GILE, new field schools, and the concluding GSO scholarships (benefiting 143 students), KPU achieved unprecedented levels of student

participation in global learning this year. These initiatives – combined with new partnerships and pending projects (e.g. EGYCAN in Egypt) – position KPU as an increasingly internationalized institution, aligned with its strategic vision and ready to embrace future opportunities.

OFFICE OF EQUITY AND INCLUSIVE COMMUNITIES

Events

The Third Annual Anti-Racism Symposium, Surrey Campus, March 21, 2025.

On March 21, 2025, the Office of Equity and Inclusive Communities proudly hosted the Third Annual Anti-Racism Symposium at KPU's Surrey Campus, marking the International Day for the Elimination of Racial Discrimination.

The event opened with a keynote address by George Anderson, MLA for Nanaimo-Lantzville and Parliamentary Secretary for Transit. In his talk titled *"Towards Diversity of Voices,"* and subsequently in his question-and-answer chat with Dr. Asma Sayed, Anderson shared his personal journey to public office, reflecting on the obstacles he overcame and expressing his enduring hope for a more inclusive future. Opening remarks were also delivered by Jessie Sunner, MLA for Surrey-Newton and Parliamentary Secretary for Anti-Racism Initiatives.

Dr. Asma Sayed, Vice President of Equity and Inclusive Communities, provided an update on the university's progress in implementing the recommendations from [KPU's Task Force on Anti-Racism Report](#).

The afternoon session included the launch of KPU's new [Anti-Racism Toolkit](#), presented by Dr. Sayed and Dr. Nishan Perera from the Teaching and Learning Commons. This was followed by a thought-provoking academic panel featuring presentations by KPU students and employees.

The Symposium drew over 200 attendees to the Conference Centre at Surrey Campus—an encouraging sign of the KPU community's strong commitment to confronting and dismantling racial discrimination.



Photo: KPU's Third Annual Anti-Racism Symposium
Left to right: Randall Heidt, Andhra Goundrey, Dr. Asma Sayed, MLA and PS for Anti-Racism Jessie Sunner, MLA and PS for Transit George Anderson



Photo: Q & A Session – Dr. Asma Sayed and MLA George Anderson



Photo: Panel Discussion
Left to right: Camille Bédard, Destiny Lang, Dr. Tara Lyons, Dr. Joakim Nilsson, and Sonya Ballantyne

- AccessAbility Week at KPU: The Office of Equity and Inclusive Communities, in collaboration with the Accessibility Committee, Lead Advisor on Disability, Accessibility, and Inclusion, the Library, Teaching & Learning, Accessibility Services, and Rec Services are hosting a number of events, resource fairs, and workshops for students and employees to attend during [AccessAbility Week](#). This week highlights the importance of removing barriers—physical, systemic, and attitudinal—to ensure equitable opportunities for all students and employees. May 25-31, 2025.

Presentations/Community Activities

- VP Sayed participated in a panel discussion for the Richmond Multicultural Community Services (RMCS) event “Dialogue to Action: Richmond Anti-Racism Plan - A Blueprint for Action” as a part of the Community Support and Anti-Racism Initiative in Richmond, March 14, 2025.
- VP Sayed and the OEIC team hosted Coffee with the VP on Cloverdale Campus, April 16, 2025.
- VP Sayed delivered an Asian Heritage Month talk titled “Art as Resistance and Resilience: The Contributions of South Asian Artists in Canada,” for the Office of Equity, Diversity and Inclusion at Western University, Ontario, May 20, 2025.
- Trina Prince competed as a drag king, performing under the name "Prince of Whales," in Surrey Pride’s ‘So You Think You Can Drag’ show to fundraise for the Salal Sexual Violence Support Centre. VP Sayed and members of KPU attended the event, April 5, 2025.
- KPU joined the Surrey community in celebrating the 2025 Vaisakhi Day parade. Stationed outside KPU Surrey, KPU volunteers greeted parade attendees and handed out snacks, water, juice and KPU swag. Hundreds of parade-goers visited the KPU tents – a joint initiative from the Office of Equity and Inclusive Communities and the Department of External Affairs. April 19, 2025.



Photos: VP External Affairs team and VP Equity and Inclusive Communities

Initiatives/Activities

JEDI AWARDS

The 2025 Justice, Equity, Diversity, and Inclusivity (JEDI) Awards were presented by President Alan Davis and Vice President Asma Sayed during KPU Day at the Richmond Campus. These awards celebrate members of the KPU community who demonstrate outstanding commitment, innovation, and leadership in advancing intersectional social justice, dismantling systemic barriers, and fostering a culture of equity, diversity, and inclusion both within the university and beyond. This year, five students and staff were recognized for their achievements: Creative Writing student Kai Barcellos-Luna; Melinda Kachina Bige, Associate Dean in the Faculty of Arts; Dr. Seanna Takacs, Learning Specialist with Accessibility Services; Andhra Goundrey, Dean of the Wilson School of Design; and Dr. Fiona Whittington-Walsh, Lead Advisor in Disability, Accessibility, and Inclusion. Their work exemplifies the spirit of the JEDI Awards,

promoting the full participation of historically excluded and systemically oppressed groups in the life of the university and broader society. May 2, 2025.



Photo: JEDI Awards at KPU Day, Richmond Campus
Left to right: Andhra Goundrey, Dr. Fiona Whittington-Walsh, Dr. Asma Sayed, Melinda Bige, and Dr. Seanna Takacs

- OEIC Workshop: Ahead of Trans Day of Visibility on March 31st, Trina Prince led the Rerearning Gender Workshop for KPU employees, March 4, 2025.
- VP Sayed attended EDI Dimensions Recognition program meetings and workshop in Ottawa, March 24-25, 2025.
- VP Sayed attended the KPU Climate Strategy Core Team Meetings, March 5 and April 2, 2025.
- Trina Prince attended the Moving Trans History Forward conference at the University of Victoria, March 27–30, 2025.
- VP Sayed attending the following events at KPU:
 - o Faculty of Trades and Technology Donor Reception, April 3, 2025
 - o BFA Graduation Exhibition, April 11, 2025
 - o KPU Wilson School of Design Grad Show, April 24, 2025
 - o President's Dialogue with Dr. Gervan Fearon, April 27, 2025
- VP Sayed attended the online B.C. Human Rights Code Educational Session, April 23, 2025.
 - OEIC Workshop: Trina Prince led "Oops! The Power of Learning from Mistakes" at KPU Day, May 2, 2025.

- OEIC participated in New Student Orientation and Welcome Week with a booth on Surrey Campus, May 7 and 13th 2025.



Photo: OEIC Team on Surrey Campus for Orientation

Program/Policies/Initiatives

- UDEC Sponsorship Fund: Two funding proposals were approved during this period to support events and initiatives that further the goals of equity, diversity, inclusion, anti-racism, accessibility, decolonization, and intersectional social justice at KPU.
- The OEIC allocated \$10,000 for the Gender and Sexual Equity Advocacy Awards. Ten KPU students received \$1,000 each for their leadership in and/or a commitment to 2SLGBTQIA+ advocacy and activism at KPU and/or in their local communities. The students will be recognized at an event to be held in June 2025.
- The OEIC will be actively involved in Pride celebrations in Vancouver, White Rock, Langley, and Surrey this year.
- The first phase of the new [Trans Inclusion Policy](#) has been posted on the policy blog.
- OEIC, and its committees, provided EDI-lens feedback on several new and under-revision policies across the institution.

CAMPUS AND COMMUNITY PLANNING

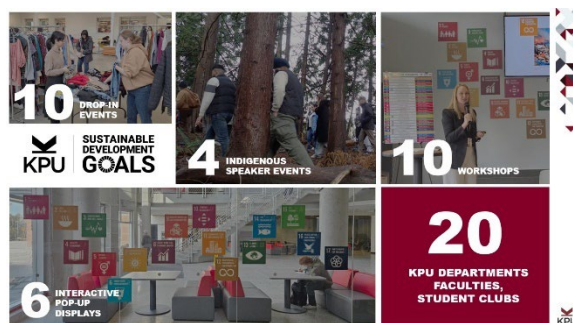
SDG Month at KPU

Throughout March 2025, KPU united to celebrate the United Nations Sustainable Development Goals (SDG) Month, highlighting the community's diverse talents and passions which align with the 17 global SDGs. The Office of Sustainability (OoS) led a dynamic series of events and campus-wide initiatives in collaboration with various partners across the University, demonstrating KPU's collective commitment to sustainability and global citizenship.

- **University-Wide SDG Displays and Engagement:** Each KPU campus featured visually engaging SDG displays, designed to raise awareness, inspire dialogue, and encourage participation from students, faculty and staff.
- **Student Free Clothing Shop:** Organized by the OoS in partnership with the KSA Student Sustainability club, the Student Free Clothing Shop was an initiative that exemplified SDG 12 (Responsible Consumption and Production) and SDG 1 (No Poverty). Supported by generous clothing donations from the KPU community during Thrive Month in October, the event promoted sustainable consumption while addressing community needs, demonstrating the power of collaboration in line with SDG 17 (Partnerships for the Goals).
- **Indigenous Speaker Series:** Co-hosted by Indigenous Studies, [KPU Wild Spaces](#), and [Climate+ Challenge](#), the Indigenous Speaker Series invited the KPU community to explore the outdoors and learn from Elder Lekeyten, KPU's Elder in Residence, Jared Qwustenuxun Williams, Indigenous Foods Educator, Writer & Consultant, and Robert Jago, Indigenous Journalist and KPU's Indigenous Writer in Residence.
- **UN SDG Champions PechaKucha:** Partnering with the Teaching and Learning Commons, this event featured faculty presenters Lindsay Clayton (Melville School of Business), Layne Myhre (Faculty of Science),

and Conrad King (Faculty of Arts) who highlighted innovative projects and research aligned with the SDGs, showcasing KPU's leadership in integrating sustainability into teaching and community engagement. The event fostered lively discussions and interdisciplinary connections.

The SDG Month activities demonstrated KPU's ongoing dedication to embedding the UN SDGs into campus life. Through diverse partnerships and inclusive programming, the University continues to lead in fostering a sustainable and equitable future.



Sustainability Hub Update

The Sustainability Hub's passionate interdisciplinary membership has been vital in shaping KPU's sustainability initiatives. The Hub's first meeting on April 30, 2025 hosted presentations on teaching, research, sustainable investment and procurement, and engaged discussions regarding how each of these topics intersects with current sustainability initiatives, fostering valuable insights to inform two key projects underway this year: KPU's first Climate Strategy and an update to KPU's Sustainability Framework.

Student Housing Update

Following online and in-person engagement across KPU's campuses in 2024 and an initial draft business case submission last spring, CCP submitted a revised draft business case in November 2024 to the Ministry of Post-Secondary Education and Future Skills and the Ministry of Infrastructure for a 258-bed student housing project on the Surrey campus, addressing the urgent demand for student housing in Surrey. CCP has worked closely with the Province throughout early 2025 to refine the submission in preparation for a Treasury Board meeting in June. CCP has also

prepared a one-page overview of the project for KPU Government Relations staff to share with MLAs in support of the project, and CCP continues to meet with the City of Surrey in preparation for the project's rezoning submission.

Strategic Energy Management Plan (SEMP)

The Office of Sustainability have completed KPU's annual Strategic Energy Management Plan (SEMP) as part of our participation in BC Hydro's Commercial Energy Manager Program.

INFORMATION TECHNOLOGY

Information Security Services

Student Multi-Factor Authentication (MFA) Expansion

Multi-Factor Authentication has been successfully implemented for all active, applicant and alumni students.

National Cybersecurity Assessment (NCA)

NCA commissioned by CANARIE, is a comprehensive self-evaluation that examines an institution's security controls to assess its cybersecurity preparedness. This assessment was conducted through a series of collaborative workshops facilitated by IT, engaging multiple cross-functional teams from across the organization.

KPU achieved an overall maturity score of 3.44, exceeding the target value of 3.00. A score of 3.00 indicates that KPU's cybersecurity processes are defined for the organization and are proactive.

KPU ranked 18th nationally among 150 institutions and secured 4th regionally (BC & Yukon) among 10 institutions of comparable size.

IT Application Services

Ellucian Experience Portal – Self-Service Portal (MyKPU)

New functionality has been added to the portal to enhance user experience, including the integration of the Mobile app and Google Analytics. The next phase of this project is now underway and will focus on developing self-service portals for employees,

advisors, and faculty, aiming for completion by the fall.

Ellucian Customer Relationship Management (CRM) Advise

The Ellucian CRM Advise project is on track for phase 2, focusing on early alerts to be delivered in August 2025.

Library SIRSI Application to Cloud

The Library and IT project team has successfully transitioned the existing on-site SIRSI application and its integrations to the SIRSI SAAS environment. This migration will significantly enhance the Library's services and features moving forward.

IT Infrastructure Services

Childcare Project

IT has been involved in planning for the childcare facility and child development program space. A review of all specifications to support technology requirements is complete and a list of preferred vendors has been provided to the general contractor for assessment. Electrical engineers have assessed the existing KPU generator and concluded it has sufficient capacity to supply emergency power to the childcare facility. The KPU IT generator will no longer be utilized.

Langley Music Program Renovation Project

IT has purchased all necessary IT, audio & video, and networking hardware for the Langley Music Renovation Project. Installation will be scheduled in accordance with construction schedules.

Cloverdale Electrical Shop Renovation Project

IT has been participating in the Cloverdale Electrical Shop Renovation Project. Network infrastructure and AV specifications have been provided to the general contractor. Construction is in progress and resources are aligned to install and set up the audio & video and network cabling.

Tradition Chinese Medicine (CMT) Dispensary and Classroom Project

IT has been involved in the CMT Renovation Project. Network infrastructure, AV, and computer workstation specifications and costs have been

passed along to the project team in alignment with program requirements.

Audio & Video and Digital Classrooms

- Richmond 2080 recording room has been upgraded with Kaltura recording functionality.
- Complete installation of new displays at Langley and Surrey campuses for Waitwell.
- Richmond 2050 desk replacement upgrade completed.
- Surrey Spruce 100 upgraded to support standard recording and live streaming functionalities.

FACILITIES SERVICES

Maintenance and Operations

CleanBC Grant Final Submission

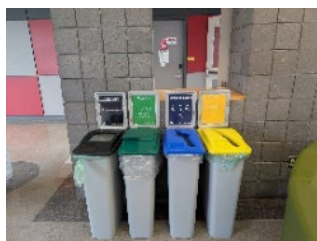
The Surrey Cedar building's transition from five gas-fired HVAC units to five electrically powered air-source heat pumps, scheduled for fall 2024, has resulted in additional cost savings of approximately \$170,000 (about 10% of the \$1.6 million project cost). This incentive grant was awarded upon proof of project completion and reaching targeted emissions reductions for the new units. A grant cheque from BC Hydro is expected in May.

Event Support

FSGs supported several major events during this reporting period, including Convocation, KPU Days, and Orientation.

Sustainability

Building on previous work at KPU Surrey, an additional four-bin waste stream system has been installed in common areas at KPU Langley. These systems provide the KPU community with more options for diverting waste to the appropriate processing facilities.



Landscaping

Seasonal grounds maintenance has begun across the Surrey, Langley, Richmond, and Tech campuses. Services include lawn mowing and maintenance of garden beds.

Surrey Main Electrical Vault Fire Separation Upgrade

As part of the Surrey Campus Electrical upgrade project, the main vault in the Birch building has been upgraded from a one-hour to a two-hour fire separation, featuring up to two additional layers of drywall, a new two-hour-rated supply duct damper, and additional fire-stopping. This further protects the building from fire risk from the adjacent electrical vault.

Britco Building Relocation – S6 Parking Lot

Craned the two Britco storage buildings back from their staging area in the S6 parking lot to their original location west of Birch. They were moved back in August 2024 to facilitate the trenching of the new main electrical service line for the Surrey campus to their former location.

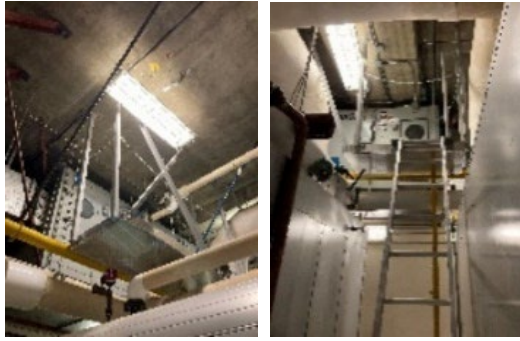
Surrey Campus Bicycle Locker Relocation

Moved the Surrey bicycle lockers from west of Cedar near the construction excavation to the Arbutus-Birch concourse, between the KSA intercampus shuttle stop and the main courtyard. This new location facilitates a seamless transition for cyclists who intend to continue their travel by KSA shuttle beyond the Surrey campus. It provides better lighting and security due to its proximity to the Surrey central courtyard.



Langley Campus Work Platforms Installation – Boiler Room

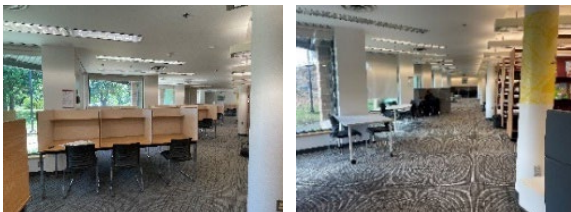
In accordance with WorkSafe BC's updated ladder work regulations, we have recently installed two ceiling-level work platforms in the Langley boiler room to provide safe access for HVAC maintenance to AHU12, which supplies the boilers with combustion air.



Capital Projects & Design

Langley Library Study Tables and Chairs

The Langley Library has received new furniture to update the study carrels, featuring a variety of seating options to encourage more use of the quiet study area and enhance the space's functionality. The study room tables were also updated to provide accessible use of the technology room and to accommodate larger groups of students in the study rooms. The new furniture allowed for staff to have better visibility into the area and monitor student safety. The new furniture allows more light to filter into the library, encouraging better study conditions.



Before

After

Black Box Theatre Renovation

The Black Box Theatre at Surrey Campus has successfully completed the construction drawing phase, marking a significant milestone in its development. During this phase, a Pre-Adjudication RHFAC Rating was conducted, and the project achieved a score of 88.1%, meeting the requirements for RHFAC Accessibility Certified Gold. The project is now entering the tender phase, where potential general contractors will be invited to submit their bids for the construction.



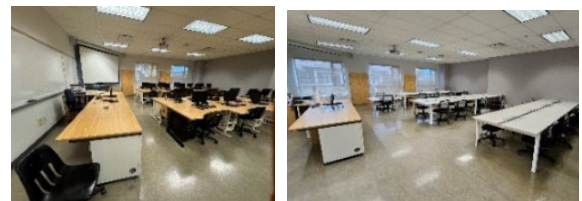
3D Rendering of Entrance

Music Wing Renovation

The renovation of the Music Wing on the Langley Campus has reached a significant milestone, having successfully completed the detailed construction drawing phase. With this critical stage completed, the project is now progressing into the exciting tender phase, where potential general contractors will be invited to submit their bids for the construction work.

Surrey Cedar 1075 Computer Lab Furniture Refresh

The computer lab underwent a targeted refresh to enhance functionality and improve the user experience. The updates focused on optimizing the layout for better circulation, enhancing accessibility, and upgrading furnishings to support current instructional and student needs. These improvements contribute to a more efficient and inclusive learning environment, aligned with the university's goal of maintaining high-quality academic spaces.



Before

After

Surrey Main Courtyard – Digital Signage

The old pylon signs are showing their age and are becoming increasingly difficult to maintain, both in terms of the accuracy of the information and their physical appeal; we are working to modernize them. Last year, we started modernization and upgraded four additional pylon signs to digital signage boards. The four signs that were upgraded for the 2024 year are: Arbutus North, Birch East, Cedar North East, and Cedar North West.



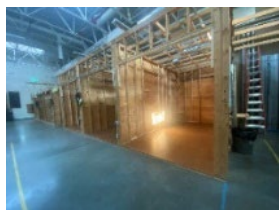
Before



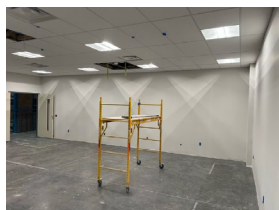
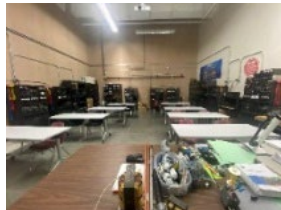
After

Electrical Shop Renovation

The renovation of the Electrical Shop at the Tech campus has achieved a significant milestone with the substantial completion of the construction phase. The revitalized Teaching Labs 1 and 2 are anticipated to be fully operational by June 2025. This upgrade promises to elevate the educational experience for students and faculty alike, fostering innovation and hands-on learning.



Before



Progress

ANCILLARY SERVICES

Campus Store

Rain Pierre Art Installation

The Rain Pierre artwork, previously installed at Surrey, was installed at Richmond, Cloverdale, and Langley campus stores. In addition to installing the artwork at the Cloverdale location, the wooden slats covering the interior windows were removed to allow better visibility in the store.



Food Services

Food Services Enhancements

The Langley cafeteria successfully reopened and is, now offering expanded hot grill options in addition to the micro-market model.

Enhanced the Richmond campus menu with the addition of burgers and flatbreads, improving on-campus dining variety

Parking Services

Event Parking Support

Vaisakhi Celebration - Successfully managed parking operations for the large-scale Vaisakhi event, ensuring safe and efficient access for attendees. Reflecting community engagement and event support. Collaborated with External Affairs, Security, and Facilities Operations departments.

SharePoint Modernization

Updated and modernized the Parking Services SharePoint pages to enhance accessibility and usability for staff and faculty.

EV Charging Stations – Surrey Campus

Installed a new electric vehicle (EV) level 1 charging station in the S1 lot at the Surrey campus, in collaboration with the Facilities Operations team. This initiative supports KPU's sustainability goals and provides increased convenience for EV users.

Fleet

Fleet Expansion – New Toyota Sienna Van

A new Toyota Sienna has been added to the university fleet. The vehicle has been fully wrapped and is now available for use by faculty and staff, expanding transportation options.

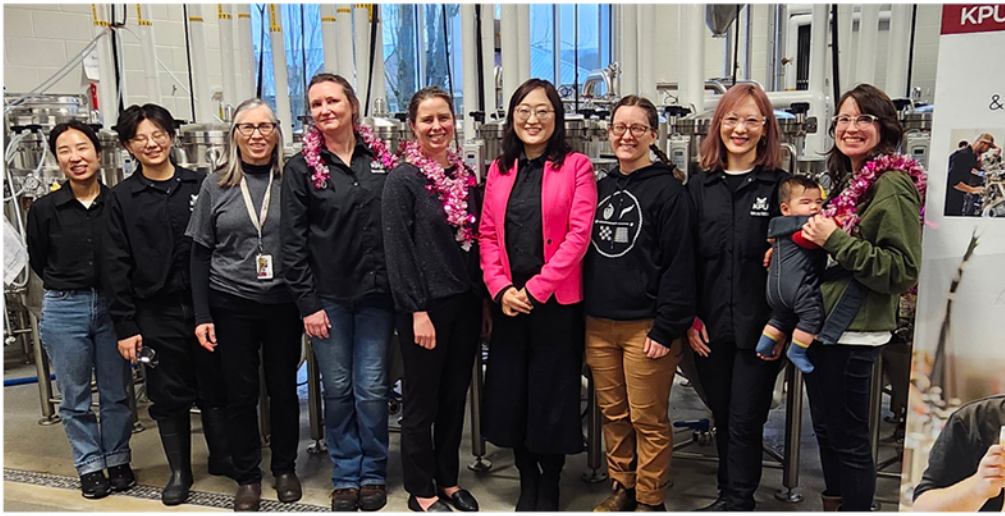
Fleet Security Upgrade – Mercedes Metris Cargo Kit

Installed a secure cargo kit in the Mercedes Metris shared fleet vehicle, with support from the IT department. This upgrade is critical for the safe transportation of high-value goods and enhances the operational capacity of our fleet services.

Print & Logistics

Print Shop Equipment Upgrade

The Print Shop received a new laminator at the end of FY25, which has been installed and is now operational to accompany the smaller end-of-life laminator. This new laminator enhances our ability to produce high-quality, cost-effective UV-protected signage.



BOARD OF GOVERNORS - REGULAR MEETING

Agenda Number: 21.2

Meeting Date: June 25, 2025

Presenter(s): N/A

AGENDA TITLE: PRESIDENT’S ANNUAL POLICY REPORT

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

Per GV2, the Policy Coordination Team is to prepare an annual report for the President to present to Senate Standing Committee on Policy, Senate, Board Governance Committee and Board of Governors in May/June that “summarizes the status of all KPU Policies, including approvals, revisions, eliminations, jurisdictional disputes and all Clerical changes during the past 12 months” ([see GV2 Procedure B.1.i and B.12.j](#)).

The Policy Coordination Team has prepared an annual report to provide an overview of status updates for the academic year 2024-2025.

Key Messages

1. The attached “Policy Status Annual Report 2024-2025” summarizes the status of all KPU Policies and Procedures, including approval, revisions, elimination, jurisdiction disputes and clerical changes in the past 12 months (May 1, 2024, to April 31, 2025).
2. The “Policy Status Annual Report 2024-2025” will also be presented to the Senate Standing Committee on Policy on June 3, 2025, and to the Senate on June 23, 2025, for information.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

1. Lily Chong, University Secretary

Attachments

1. Policy Status Annual Report 2024-2025
-

Submitted by

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs

Tristan Li, Policy and Academic Affairs Specialist

Lilian Leite, Administrative Assistant, Policy and Academic Affairs

Date submitted

May 12, 2025

Kwantlen Polytechnic University Annual Policy Status Report 2024-2025

As mandated by GV2 Protocol for the Development of University Policies Procedure B.1.I, this report summarizes the status of all KPU Policies approvals, revisions and eliminations, jurisdictional disputes, and clerical changes, during the past 12 months (May 2024 to April 2025).

2024-2025 Overview

				Approval
Amended	AC3	Program Review	Policy + Procedure	27-Nov-24
	AC10	Development and Change of Senate-Approved Programs	Procedure	22-May-24
	AC13	Minimum Qualifications for Faculty Members	Procedure	22-May-24
	AD2	Complaints about Instruction, Services, Employees or University Policies	Policy + Procedure	6-Jun-24
	AD5	Honorary Degrees and Awards	Policy + Procedure	23-Sep-24
	AR10	Priority and Scheduling of Registration	Procedure	29-Oct-24
	AR17	Academic Schedule and Course Timetables	Procedure	13-Nov-24
	HR18	Job Accommodation for Employees	Policy + Procedure	18-Dec-24
	IM9	Information Security	Policy + Procedure	5-Mar-25
	ST14	Academic Accommodations for Students with Disabilities	Policy + Procedure	31-Aug-24
Clerical Changes	AR10	Priority and Scheduling of Registration	Policy + Procedure	8-Jul-24
	EI1	Diversity and Inclusiveness	Policy + Procedure	31-Oct-24
	FM5	Business Travel and Expense	Procedure	1-Apr-25
				1-Jan-25
				1-Oct-24
				1-Jul-24
	FM8	Student Tuition and Fees	Procedure	11-Mar-25
	HR8	Employee Exchange/Secondment Leaves	Policy	15-Oct-24
	HR21	Respectful Workplace	Policy + Procedure	16-Apr-25
	HR24	Protected Disclosure	Policy	28-May-24
	SR5	Insurance / Students	Policy	17-Sep-24
	SR6	Insurance / Employees	Procedure	19-Sep-24
	SR8	Emergency Response to Inappropriate, Disruptive or Threatening Behaviour	Policy	12-Feb-25
	SR9	Violence in the Workplace	Policy	12-Feb-25
	ST3	Grade Appeals	Procedure	12-Feb-25
Developed (New)	ER2	Naming of University Assets	Policy + Procedure	29-Jan-25
	ST1	Student Awards	Policy + Procedure	24-Jun-24
Eliminated	AC12	Naming, Academic Units	Policy + Procedure	29-Jan-25
	AD4	Continuing Education & Contract Services	Policy + Procedure	29-Jan-25
	AR18	Final Examination and Overloads	Policy + Procedure	27-Jan-25
	ER8	Asset Naming Opportunities	Policy + Procedure	29-Jan-25
	ST15	Student Access to Interpreting Service	Policy + Procedure	31-Aug-24
Review Completed	AR10	Priority and Scheduling of Registration	Policy	29-Oct-24
	HR8	Employee Exchange/Secondment Leaves	Policy + Procedure	16-Oct-24
	HR21	Respectful Workplace	Policy + Procedure	16-Apr-25

Policy Status Annual Report May 2024 - April 2025

Kwantlen Polytechnic University Annual Policy Status Report May 2024-April 2025								
Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
AC1	Program Advisory Committee	Senate & Board	Provost	28-Mar-23	1-Mar-26	Current	-	-
AC2	Guided Study	President	Provost	12-May-23	1-Nov-26	Current	-	-
AC3	Program Review	Senate & Board	Provost	1-Sep-25	1-Mar-29	Current	Policy + Procedure Amendment Approved November 27, 2024 Effective September 01, 2025	Amended
AC4	Student Evaluation and Grading	Senate	Provost	1-Sep-22	1-Mar-26	Current	-	-
AC5	Graduate Degree Studies	Senate	Provost	1-Sep-24	1-Mar-27	Current	-	-
AC6	Recognition for Prior Learning	Senate	Provost	1-Sep-20	1-Mar-24	Policy + Procedure Review Required	-	-
AC8	Principles of Academic Freedom and Responsibility	Senate & Board	Provost	7-Jun-23	1-Dec-26	Current	-	-
AC9	Skills and Outcomes	Senate	Provost	1-Sep-24	1-Oct-26	Current	-	-
AC10	Development and Change of Senate-Approved Programs	Senate & Board	Provost	1-Sep-24	1-Jul-25	Current	Procedure Amendment Approved May 22, 2024 Effective September 01, 2024	Amended
AC12	Naming, Academic Units	President	Provost	30-Jan-25	NA	Eliminated	Policy + Procedure Elimination Approved January 29, 2025 Effective January 30, 2025	Eliminated
AC13	Minimum Qualifications for Faculty Members	Senate & Board	Provost	1-Sep-24	1-Mar-26	Current	Procedure Amendment Approved May 22, 2024 Effective September 01, 2024	Amended
AC14	KPU Credential Framework	Senate	Provost	1-Sep-23	1-Mar-27	Current	-	-
AC15	Micro-credentials	Senate & Board	Provost	30-Sep-21	1-Mar-25	Policy + Procedure Amendment In Progress ► 09/03/24 to 09/23/24 Phase One Completed 03/06/25 to 03/26/25 Phase Two Completed	-	-
AD2	Complaints about Instruction, Services, Employees or University Policies	President	Provost	1-Sep-24	1-Mar-28	Current	Policy + Procedure Amendment Approved June 06, 2024 Effective September 01, 2024	Amended
AD3	Procurement	President	Chief Financial Officer	27-Oct-21	1-Apr-25	Policy + Procedure Review Required	-	-
AD4	Continuing Education & Contract Services	Senate & Board	Provost	30-Jan-25	NA	Eliminated	Policy + Procedure Elimination Approved January 29, 2025 Effective January 30, 2025	Eliminated

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
AD5	Honorary Degrees and Awards	Senate	President	1-Jun-25	1-Dec-28	Current	Policy + Procedure Amendment Approved September 23, 2024 Effective June 01, 2025	Amended
AR2	Admission	Senate	VP Students	20-Mar-23	1-Sep-26	Current	-	-
AR5	Dean's Honour Roll	Senate	Provost	1-Sep-24	1-Mar-28	Current	-	-
AR7	Graduation with Distinction	Senate	Provost	1-Apr-04	1-Mar-22	Policy + Procedure Amendment In Progress ► 10/18/24 to 11/07/24 Phase One Completed	-	-
AR10	Priority and Scheduling of Registration	Senate	VP Students (Formerly Provost)	1-Jun-25	1-Apr-28	Current	Procedure Amendment Approved October 29, 2024 Effective June 01, 2025 Policy Review Date Renew Approved October 29, 2024 Effective October 30, 2024 Policy + Procedure Clerical Changes Approved July 08, 2024 Effective August 23, 2023	Amended Policy Sponsor Change
AR14	Standard for Academic Dress at Convocation	President	Provost	8-Dec-21	1-Mar-22	Procedure Amendment In Progress ► 03/27/23 to 04/18/23 Phase One Completed	-	-
AR17	Academic Schedule and Course Timetables	Senate & Board	VP Students	28-Jan-25	1-Mar-27	Current	Procedure Amendment Approved November 13, 2024 Effective January 28, 2025	Amended
AR18	Final Examination and Overloads	Senate	Provost	28-Jan-25	NA	Eliminated	Policy + Procedure Elimination Eliminated January 27, 2025 Effective January 28, 2025	Eliminated
BP1	Student Events Involving the Consumption of Alcohol	President	VP Admin	1-Oct-99	1-Mar-22	Policy + Procedure Elimination Planned In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-
BP2	Student Events Held on University premises	President	VP Admin	1-Jan-04	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-
BP4	Campus Planning	Board of Governors	VP Admin	30-Jan-13	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-
BP5	Use of University Property	President	VP Admin	20-Nov-14	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
BP6	Energy Conservation	President	VP Admin	11-Sep-15	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-
BP7	University Space	President	VP Admin	28-Jun-22	1-Dec-25	Current	-	-
E11	Diversity and Inclusiveness (Formerly HR15)	President	VP Equity and Inclusive Communities (Formerly President)	1-Nov-24	1-Mar-22	Policy Amendment In Progress (Inactive) 03/22/23 to 04/13/23 Phase One Completed	Policy + Procedure Clerical Changes Approved October 31, 2024 Effective November 01, 2024	Clerical Changes Category Creation + Category Change + Policy Sponsor Change
ER1	Fundraising	President	VP External Affairs	30-Nov-16	1-Mar-22	Policy + Procedure Review Required	-	-
ER2	Naming of University Assets	Senate & Board	President	30-Jan-25	1-Jul-28	Current	Policy + Procedure Development Approved January 29, 2025 Effective January 30, 2025	Developed (New)
ER8	Asset Naming Opportunities	Board of Governors	VP External Affairs	30-Jan-25	NA	Eliminated	Policy + Procedure Elimination Approved January 29, 2025 Effective January 30, 2025	Eliminated
ER9	Political Fundraising Expenses	Board of Governors	President	1-Nov-22	1-May-26	Current	-	-
FM1	Financial: Annual Expenditure Plan	President	Chief Financial Officer	3-Jun-15	1-Sep-22	Policy + Procedure Review Required	-	-
FM2	Investment	Board of Governors	Chief Financial Officer	2-Mar-22	1-Sep-25	Current	-	-
FM5	Business Travel and Expense	President	Chief Financial Officer	1-Apr-25	1-Jan-24	Policy + Procedure Review Required	Procedure Clerical Changes Effective April 01, 2025 Procedure Clerical Changes Effective January 01, 2025 Procedure Clerical Changes Effective October 01, 2024 Procedure Clerical Changes Effective July 01, 2024	Clerical Changes
FM6	Banking	President	Chief Financial Officer	10-Dec-19	1-Jun-23	Policy + Procedure Review Required	-	-
FM8	Student Tuition and Fees	President	Chief Financial Officer	11-Mar-25	1-Sep-22	Policy + Procedure Review Required	Procedure Clerical Changes Approved March 11, 2025	Clerical Changes

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
FM9	Financial Structure of Revenue Based Activities	President	Chief Financial Officer	1-Nov-04	1-Sep-22	Policy + Procedure Review Required	-	-
GV1	Selection and Appointment of Auditors	Board of Governors	Chief Financial Officer	5-Feb-20	1-Aug-23	Policy + Procedure Review Required	-	-
GV2	Protocol for the Development of University Policies and Procedures	Senate & Board	President	1-Sep-22	1-Mar-26	Current	-	-
GV4	Signing Authority	Board of Governors	Chief Financial Officer	27-Oct-21	1-Mar-22	Policy Amendment In Progress (Inactive) 06/09/23 to 06/29/23 Phase One Completed	-	-
GV6	Use of Institutional Name, Coat of Arms, Crest, Logo, Seal & Other	President	President	27-Nov-03	1-Sep-22	Policy + Procedure Amendment In Progress ►	-	-
GV8	Memorandum of Understanding / Letter of Intent	President	President	5-Jun-23	1-Dec-26	Current	-	-
GV9	Establishment and/or Discontinuance of Faculties and Departments	Senate & Board	Provost	30-Nov-22	1-May-26	Current	-	-
GV10	Mission, Vision and Values Development and Amendment	Senate & Board	President	31-Mar-22	1-Sep-25	Current	-	-
HR1	Conflict of Interest	President	VP HR	13-Jul-22	1-Jan-26	Current	-	-
HR2	Workplace Accessibility	President	VP HR			Policy + Procedure Development In Progress (Inactive) 01/11/23 to 01/30/23 Phase One Completed	-	-
HR3	Flexible Work	President	VP HR	14-Sep-23	1-Mar-27	Current	-	-
HR4	Bereavement / Employees & Students	President	VP HR	11-Apr-23	1-Oct-26	Procedure Amendment In Progress ►	-	-
HR6	Service Recognition Policy	President	President	1-Apr-05	1-Mar-22	Policy + Procedure Amendment In Progress (Inactive) 09/16/22 to 10/11/22 Phase One Completed	-	-
HR7	Representation by Kwantlen Employees at Conferences & Related Activities	President	VP HR	30-Mar-23	1-Sep-26	Current	-	-
HR8	Employee Exchange/Secondment Leaves	President	VP HR	16-Oct-24	1-Apr-28	Current	Policy + Procedure Review Date Renew Approved October 16, 2024 Effective October 16, 2024 Policy Clerical Changes Approved October 15, 2024	Review Completed

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
HR9	Illness Leave	President	VP HR	15-Dec-22	1-Jun-26	Current	-	-
HR11	Search Advisory and Appointment of Administrative Positions	President	VP HR	8-Jan-24	1-Jul-26	Current	-	-
HR14	Employment / Students	President	VP HR	20-Mar-23	1-Sep-26	Current	-	-
HR16	Employment Equity	President	VP HR	6-May-97	1-Mar-22	Policy + Procedure Amendment In Progress (Inactive) 01/10/23 to 01/30/23 Phase One Completed	-	-
HR18	Job Accommodation for Employees	President	VP HR	1-Jan-25	1-Jul-28	Current	Policy + Procedure Amendment Approved December 18, 2024 Effective January 01, 2025	Amended
HR20	Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions	Board of Governors	VP HR	1-Feb-24	1-Aug-27	Current	-	-
HR21	Respectful Workplace	Board of Governors	VP HR	17-Apr-25	17-Apr-26	Current	Policy + Procedure Review Date Renew Approved April 16, 2025 Effective April 17, 2025 Policy + Procedure Clerical Changes Approved April 16, 2025	Review Completed
HR22	Presidential Search Advisory, Appointment and Re-appointment	Board of Governors	Board of Governors	1-Feb-24	1-Aug-27	Current	-	-
HR24	Protected Disclosure	Board of Governors	President	22-Nov-22	1-May-26	Policy + Procedure Amendment In Progress ► 05/21/24 to 06/10/24 Phase One Completed	Policy Clerical Changes Approved May 28, 2024	Clerical Changes
HR25	Search Advisory and Appointment of Senior Administrative Positions	President	VP HR	8-Jan-24	8-Jul-27	Current	-	-
HR26	Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff	Board of Governors	VP HR	11-Apr-23	1-Oct-26	Current	-	-
IM1	Copyright Compliance	President	Provost	15-Mar-23	1-Sep-26	Current	-	-
IM2	Freedom of Information & Protection of Privacy	President	President	30-Nov-22	1-May-26	Current	-	-
IM3	Information and Educational Technology Usage	President	VP Admin	13-Jul-22	1-Jan-26	Current	-	-
IM4	Confidentiality	President	VP HR	30-Nov-22	1-May-26	Current	-	-

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
IM5	Identification Cards	President	VP Admin	1-Jun-03	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/23/23 Phase One Completed	-	-
IM7	Management of Surveys	President	President	8-Mar-24	1-Sep-27	Current	-	-
IM8	Privacy	President	President	30-Nov-22	1-May-26	Current	-	-
IM9	Information Security	President	VP Admin	6-Mar-25	1-Sep-28	Current	Policy + Procedure Amendment Approved March 05, 2025 Effective March 06, 2025	Amended
IM10	Records and Information Management	President	President			Policy + Procedure Development In Progress ► 06/09/23 to 06/29/23 Phase One Completed	-	-
RS1	Research Involving Human Participants	President	Provost	1-Mar-19	1-Sep-22	Policy Amendment In Progress ► 09/23/22 to 10/17/22 Phase One Completed	-	-
RS2	Integrity in Research and Scholarship	President	Provost	31-Aug-12	1-Mar-22	Policy + Procedure Amendment In Progress ► 06/09/23 to 06/29/23 Phase One Completed	-	-
RS3	Indirect Costs of Research	President	Provost	19-May-10	1-Mar-22	Policy Elimination Planned In Progress ► 06/09/23 to 06/29/23 Phase One Completed	-	-
RS4	Administration and Control of Research and Special Funds	President	Provost	21-Oct-11	1-Mar-22	Policy + Procedure Amendment In Progress ► 06/09/23 to 06/29/23 Phase One Completed	-	-
RS5	Intellectual Property	Board of Governors	Provost	27-Jun-19	1-Mar-22	Policy + Procedure Amendment In Progress ►	-	-
RS6	Animal Use and Ethics in Teaching and Research	President	Provost	2-Jun-21	1-Dec-24	Policy + Procedure Amendment In Progress ►	-	-
RS7	Governance and Administration of Research Centres and Institutes	President	Provost			Policy + Procedure Development In Progress ► 06/09/23 to 06/29/23 Phase One Completed	-	-
SR1	Consumption of Alcoholic Beverages & the Non-Medical Use of Drugs on University Premises	President	VP Admin	1-Feb-00	1-Mar-22	Policy + Procedure Amendment In Progress ► 04/05/23 to 04/27/23 Phase One Completed	-	-
SR2	Threat Assessment Team	President	President			Policy + Procedure Development In Progress ► 03/22/23 to 04/13/23 Phase One Completed	-	-
SR3	Smoke Free Campuses and Properties	President	VP Admin	13-Mar-23	1-Sep-26	Current	-	-
SR4	Fleet and Driver	President	VP HR			Policy + Procedure Development In Progress ► 02/12/24 to 03/04/24 Phase One Completed	-	-

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
SR5	Insurance / Students	President	VP HR	15-Mar-23	1-Sep-26	Current	Policy Clerical Changes Approved September 17, 2024	Clerical Changes
SR6	Insurance / Employees	President	VP HR	15-Mar-23	1-Sep-26	Current	Procedure Clerical Changes Approved September 19, 2024	Clerical Changes
SR7	Occupational Health and Safety	President	VP HR	22-Jun-23	1-Dec-26	Current	-	-
SR8	Emergency Response to Inappropriate, Disruptive or Threatening Behaviour	President	VP HR	15-Mar-23	1-Sep-26	Current	Policy Clerical Changes Approved February 12, 2025	Clerical Changes
SR9	Violence in the Workplace	President	VP HR	15-Mar-23	1-Sep-26	Current	Policy Clerical Changes Approved February 12, 2025	Clerical Changes
SR10	International Travel and Security	President	VP HR	15-Mar-23	1-Sep-26	Current	-	-
SR12	Emergency Planning	President	VP HR	15-Mar-23	1-Sep-26	Policy Amendment In Progress ► 10/18/24 to 11/07/24 Phase One Completed	-	-
SR13	Closed Circuit Video Equipment (CCVE)	President	VP HR	15-Mar-23	1-Sep-26	Current	-	-
SR14	Sexual Violence and Misconduct	Board of Governors	President	3-May-23	1-Nov-25	Policy + Procedure Amendment In Progress ► 12/06/23 to 01/04/24 Phase One Completed	-	-
ST1	Student Awards	Senate	VP Students	24-Jun-24	1-Dec-27	Current	Policy + Procedure Development Approved June 24, 2024 Effective June 24, 2024	Developed (New)
ST2	Student Academic Integrity	Senate	Provost	1-Sep-24	1-Dec-26	Current	-	-
ST3	Grade Appeals	Senate	Provost	12-Feb-25	1-Dec-26	Current	Procedure Clerical Changes Approved February 12, 2025	Clerical Changes
ST4	Picket Lines / Practicum & Work Experience Students	President	VP HR	20-Mar-23	1-Sep-26	Current	-	-
ST5	Work by Students in Vocational Programs	President	Provost	21-Feb-18	1-Mar-22	Policy + Procedure Amendment In Progress (Inactive) 09/26/23 to 10/18/23 Phase One Completed	-	-
ST6	Minimum Academic Standards for Programs in which letter grades are assigned (Academic Standing)	Senate	Provost	1-Sep-24	1-Mar-28	Current	-	-

Policy	Policy Name	Approval Jurisdiction	Sponsor	Last Effective Date	Next Review	Overall Status	Changes in Reporting Period (May 24 to April 25)	
ST7	Student Conduct (Non-Academic)	Senate & Board	VP Students	28-Sep-23	1-Mar-27	Current	-	-
ST11	Attendance and Participation in Courses	Senate	Provost	1-Sep-24	1-Nov-26	Current	-	-
ST12	Academic Renewal	Senate	Provost	1-Sep-24	1-Nov-26	Current	-	-
ST13	Course Withdrawal	Senate	VP Students	1-Sep-24	1-Mar-27	Current	-	-
ST14	Academic Accommodations for Students with Disabilities	President	VP Students	3-Sep-24	1-Mar-28	Current	Policy + Procedure Amendment Approved August 31, 2024 Effective September 03, 2024	Amended
ST15	Student Access to Interpreting Service	President	VP Students	3-Sep-24	NA	Eliminated	Policy + Procedure Elimination Approved August 31, 2024 Effective September 03, 2024	Eliminated
ST16	Work-Integrated Learning	Senate	Provost	25-Oct-22	1-Apr-26	Current	-	-
(ECC)	Employee Code of Conduct	Board of Governors	President	15-Jun-23	1-Dec-26	Current	-	-

BOARD OF GOVERNORS - REGULAR MEETING**Agenda Number:** 21.3**Meeting Date:** June 25, 2025**Presenter(s):** N/A

AGENDA TITLE: PHASE ONE POSTING – POLICY AND PROCEDURE EI2 TRANS INCLUSION**ACTION REQUESTED:** Information**RECOMMENDED RESOLUTION****N/A**

COMMITTEE REPORTFor Secretariat Use Only

Context and Background**3-week Phase One Posting: Background**

A rationale for the policy/procedure development, proposed scope and content, and a list of proposed key parties for consultation, were posted on the KPU Policy Blog for a 3-week period from May 12 to June 2, 2025. An information note regarding the proposed policy/procedure development is sent to both the Senate Standing Committee on Policy and Board Governance Committee where both committees may request that additional key parties be added to the consultation list. During this phase, KPU employees and students can comment on the Policy Blog in order to [request to be consulted during the policy development process](#).

Phase One Posting @ KPU Policy Blog

The Phase One Rationale document for **EI2 Trans Inclusion** was posted on the KPU Policy Blog for a 3-week [Phase One Posting](#) from May 12 to June 2, 2025 at 11:59pm PST.

Policy DeveloperTrina Prince, Director, Equity, Diversity, and Inclusion

Key Messages

1. During the Phase One Posting period, the Committee can request to be included in the consultation during the policy development process. It can also request that additional group(s) or individuals be added to the proposed consultation list in the Rationale document.
2. The Rationale document was posted on the KPU Policy Blog for the Phase One Posting from May 12 to June 2, 2025 at 11:59pm (3 weeks), where KPU employees and students can request to be included in consultations during the policy development process.
3. KPU Policy Blog link for Phase One:
<https://wordpress.kpu.ca/policies/2025/05/12/phase-one-posting-ei2-trans-inclusion-new/>

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

N/A

Attachments

1. Rationale – Phase One Posting: EI2 Trans Inclusion
-

Submitted by

Policy and Academic Affairs,
Office of the Provost and Vice President Academic

Date submitted

June 13, 2025

Phase One Rationale: Development

Proposed Policy name: Trans Inclusion Policy

Approving jurisdiction: President

Policy Sponsor: Dr. Asma Sayed

Anticipated Policy approval date: June 2026

Anticipated Policy implementation date: September 2026

A. Rationale for the Policy and/or Procedure Development

OEIC is creating KPU's first ever Trans Inclusion Policy. Such a policy is essential to creating a place of learning that values diversity, equity, and respect for all individuals, regardless of gender identity. By establishing clear guidelines, the policy helps ensure that transgender employees, students, and community feel safe, supported, and empowered to be their authentic selves. It also fosters an environment where discrimination, harassment, and bias based on gender identity are actively addressed and prevented. Implementing such a policy is not only an ethical responsibility but also a legal one here in BC, as Gender Identity and Gender Expression are protected under the BC Human Rights code, protecting both individuals and the organization from potential liability. Ultimately, a trans inclusion policy helps attract employees and students to create a more diverse and welcoming community.

B. Proposed scope and content of the Policy and/or Procedure Development

The KPU Trans Inclusion Policy will ensure that trans, non-binary, Two-Spirit, and gender diverse people are respected and included on campus. The policy will create outlines to address the following related to creating safer spaces for the community: Respect for Identity, Access to Facilities, Support and Resources, Training and Education, Anti-Discrimination, Reporting Mechanism, and ongoing continuous improvement to the community culture towards trans inclusion. Further consultation will help expand upon the above to make a robust policy.

C. List of proposed consultations with individuals and groups

Mandatory Consultations per GV2 Policy Protocol:

- Legal (Legal@kpu.ca)
 - Privacy (Privacy@kpu.ca)
 - Risk (Risk@kpu.ca)
 - Labour Relations
 - OEIC (Oeic@kpu.ca)
 - Gayle Bedard, Associate Vice President, Indigenous Leadership
 - Dr. Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility and Inclusion
 - Opt-in consultees requested via the Policy Blog, and SSC Policy and Board Governance Committee during Phase One
- * Policies that require recommendation or approval from Senate must also consult with the Senate Standing Committee on Policy

Proposed Consultations:

Consultations will include all of those listed above, plus Student Pride Society, and a call out to all employees and students who identify as part of 2SLGBTQIA+ communities (focus groups will be held).

D. Contact information for consultation requests

Name: Trina Prince

Title: Director, Equity, Diversity, and Inclusion

Department: Office of Equity and Inclusive Communities

Email: trina.prince@kpu.ca