



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 Jessie Sunner  
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 \$5.4M for FY2024/25. We continue to comply with the Tuition Limit Policy, limiting tuition increases to a maximum of 2% 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,



Erin Barnes  
Board Chair



Bruce Choy  
President and Vice Chancellor



# Table of Contents

|                                                           |            |
|-----------------------------------------------------------|------------|
| Accountability Statement.....                             | i          |
| Table of Contents .....                                   | iii        |
| <b>1. Strategic Direction and Context .....</b>           | <b>1</b>   |
| KPU's Strategic Direction: <i>VISION 2026</i> .....       | 1          |
| Regional Context .....                                    | 2          |
| Financial Context .....                                   | 7          |
| <b>2. KPU's Strategic Priorities .....</b>                | <b>9</b>   |
| Ensuring Relevance and Efficiency.....                    | 9          |
| Training and Upskilling.....                              | 11         |
| Developing Career-Ready Graduates.....                    | 13         |
| Supporting Students with Barriers .....                   | 16         |
| Student Access and Success.....                           | 19         |
| International Education .....                             | 19         |
| Fostering Teaching Excellence .....                       | 22         |
| Social Justice.....                                       | 24         |
| Student and Employee Health and Well-being .....          | 28         |
| Environmental Sustainability.....                         | 33         |
| Research and Scholarship at KPU.....                      | 34         |
| Key Infrastructure Developments .....                     | 37         |
| <b>3. KPU Profile.....</b>                                | <b>39</b>  |
| KPU Programming .....                                     | 41         |
| KPU Students.....                                         | 50         |
| Diversity at KPU.....                                     | 55         |
| <b>4. Student and Alumni Spotlight.....</b>               | <b>59</b>  |
| <b>5. Performance Measures, Targets, and Results.....</b> | <b>69</b>  |
| A. Experience .....                                       | 70         |
| B. Sustainability.....                                    | 72         |
| C. Creativity .....                                       | 74         |
| D. Justice .....                                          | 76         |
| E. Quality .....                                          | 81         |
| <b>Glossary of Terms.....</b>                             | <b>87</b>  |
| <b>Appendix A: Report on Reconciliation.....</b>          | <b>89</b>  |
| <b>Appendix B: Performance Measure Results .....</b>      | <b>135</b> |
| <b>Appendix C: Selected Metric Breakdowns .....</b>       | <b>139</b> |



# 1. Strategic Direction and Context

## KPU's Strategic Direction: VISION 2026

---

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

---

### Goals – We Will...

#### A. Experience

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

#### B. Sustainability

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

#### C. Creativity

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

#### D. Justice

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

#### E. Quality

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

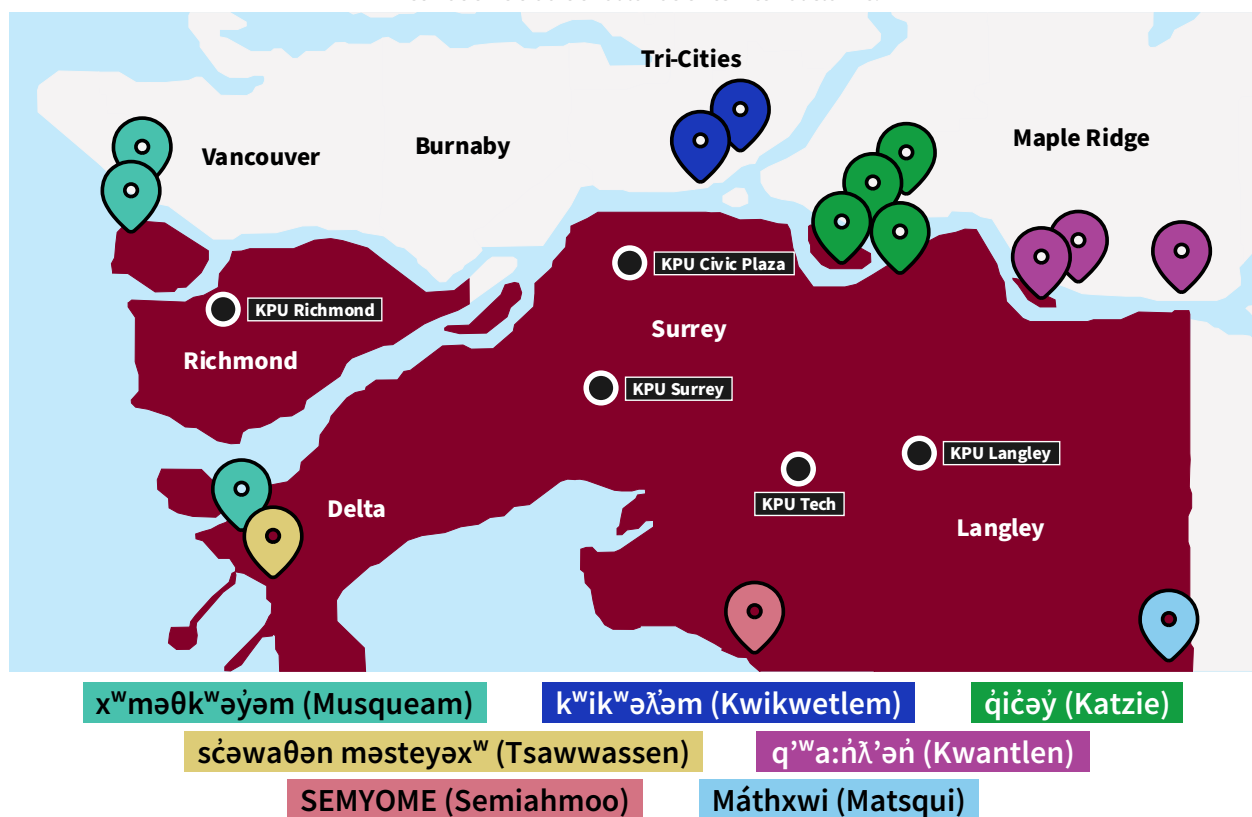


## Regional Context

KPU serves the region south of the Fraser River that overlaps with the unceded traditional and ancestral lands of the q'w'a:n̓'ə́n̓ (Kwantlen), Máthxwi (Matsqui), xʷməθkʷəy̓əm (Musqueam), q̓íćəy̓ (Katzie), SEMYOME (Semiahmoo), s̓c̓əwaθən məsteyəxʷ (Tsawwassen), q̓íćəy̓t (Qayqayt), and kʷíkʷəł̓əm (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**

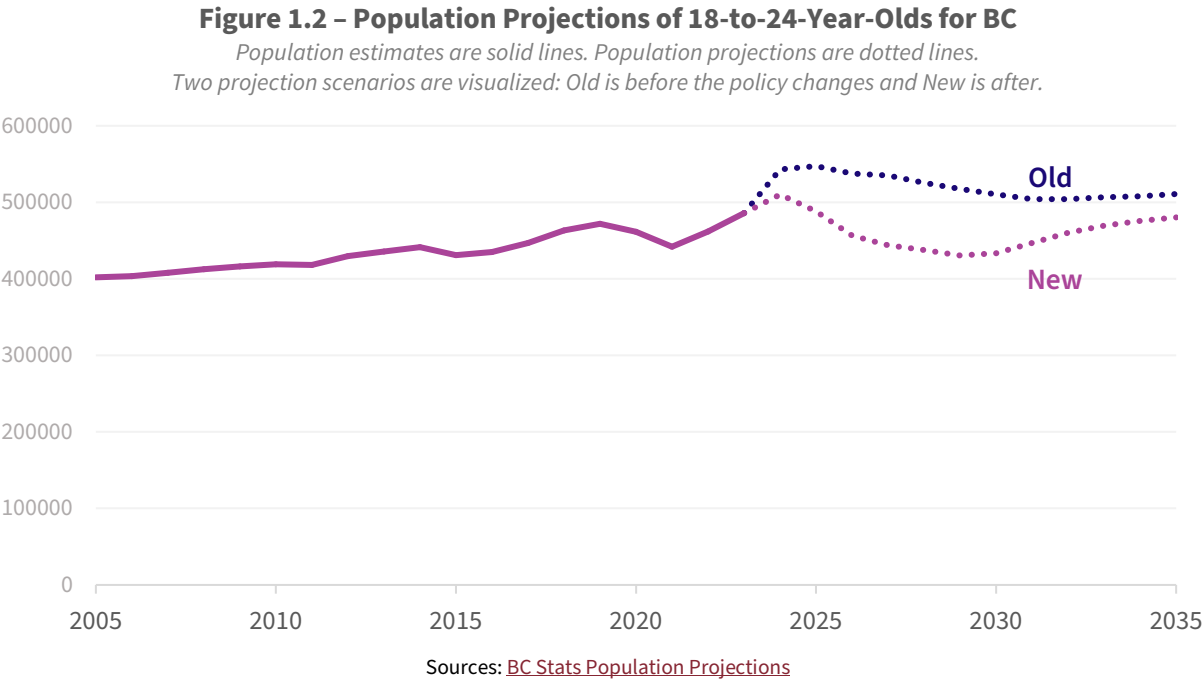
*Locations are approximate, and for informational purposes only. They are not meant to reflect any First Nation's traditional lands or territorial claims.*



## 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.<sup>1</sup>



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

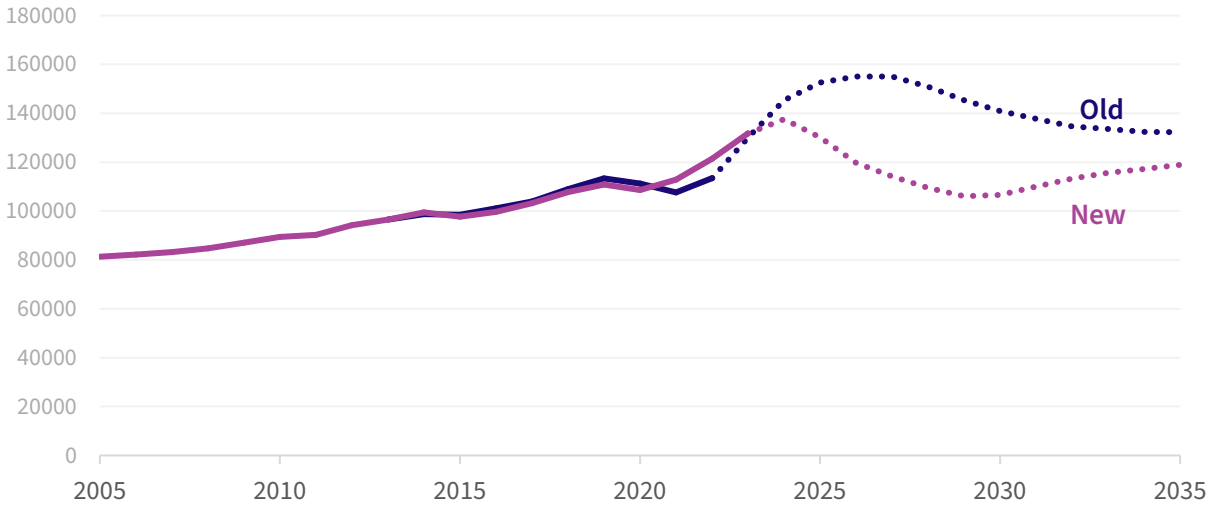
Figure 1.3 shows that the impact of these changes is more dramatic for the KPU region. The estimates done before the policy changes actually underestimated the size of this age group between 2021 and 2023. Starting with 2024, the new projections are lower than the old ones and show a dramatic decline 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.

<sup>1</sup> 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.



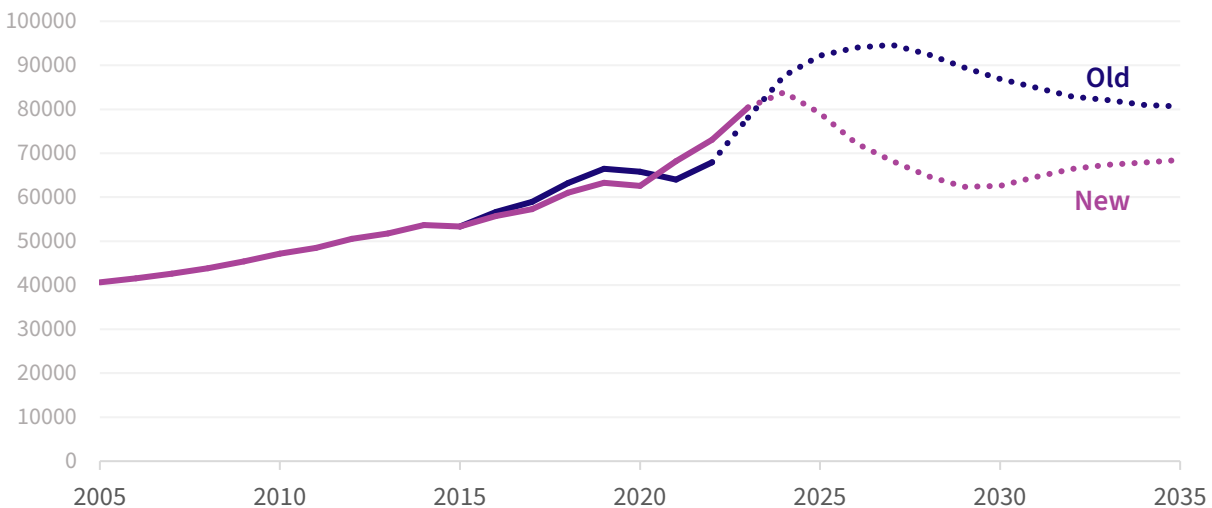
Sources: [BC Stats Population Projections](#)

## 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.



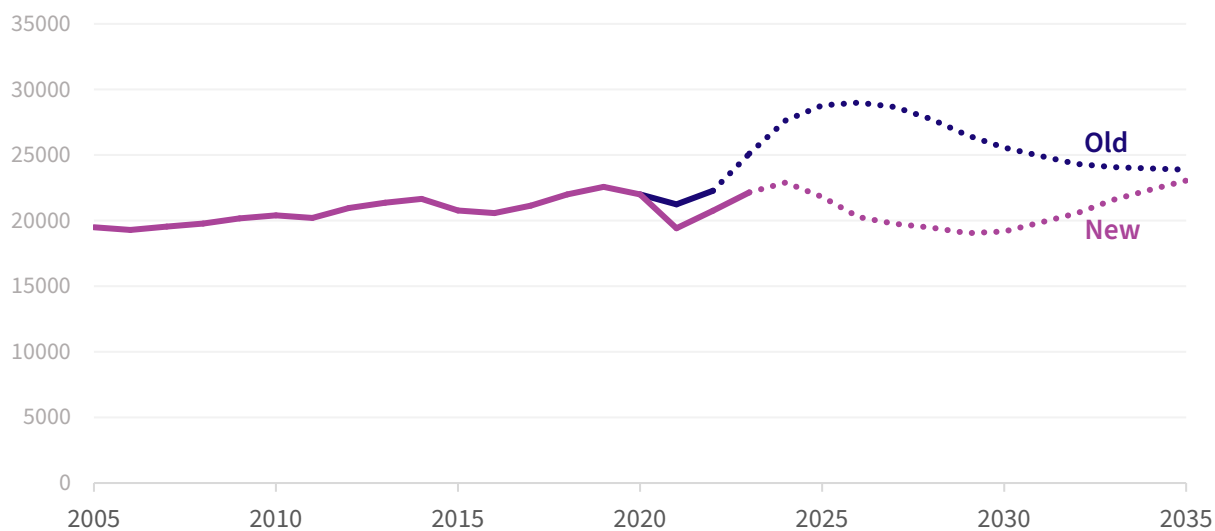
Sources: [BC Stats Population Projections](#)

## 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](#)

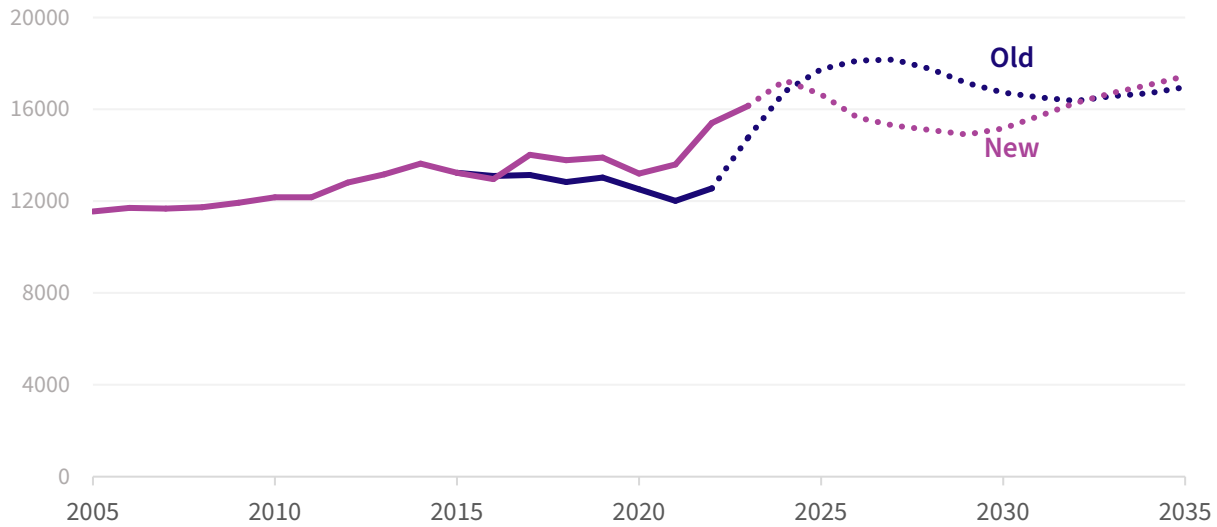
## Langley

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](#)

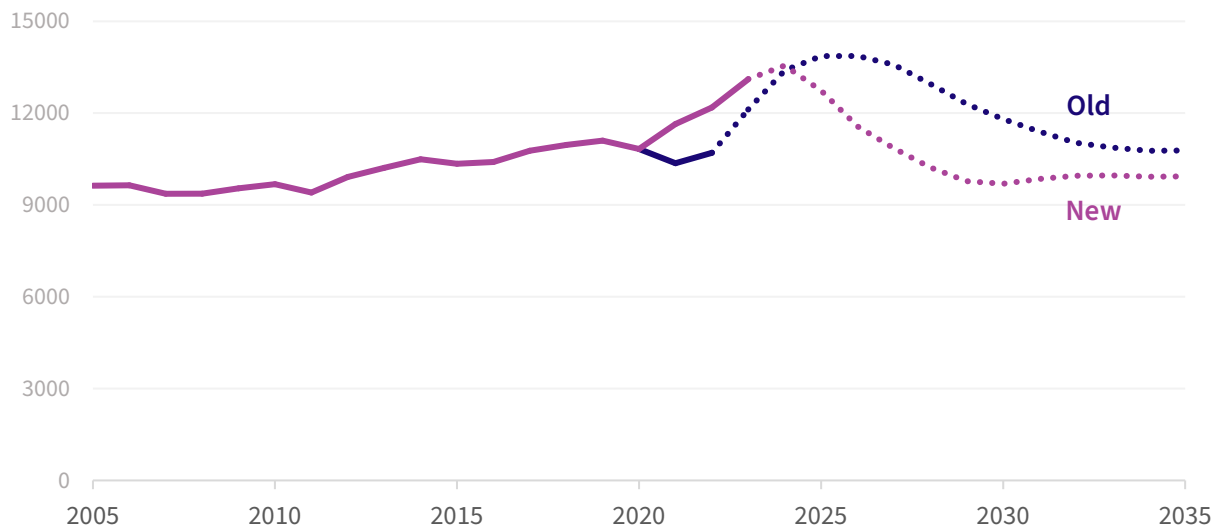
## Delta

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

KPU's financial health is largely shaped by its revenue sources, expenditure patterns, and investment strategies. These can all impact KPU's financial stability, sustainability, vulnerability, and capacity to fulfill its mission effectively. 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 prior year recognizing a one-time land sale which generated proceeds of \$116M for the university. Expenditures increased by 4% over the same period.

KPU remains in a strong financial position, evidenced by a steady reduction in its net debt relative to financial assets. As of March 31, 2025, KPU reported total financial assets of \$321M and net debt of \$40M, resulting in a net debt-to-asset ratio of 12.4%. This ratio means that KPU would need less than 13% of its long-term assets to cover its outstanding debt, which indicates its relatively stable financial position. In addition, KPU held cash and cash equivalents of \$194M, providing the university with substantial liquidity.

Historically, KPU has maintained positive cash flows from its operating activities, allowing the university to cover operating expenses, fund capital investments, and meet debt obligations through its operating revenues. However, in FY2024/25 a net decline in operating cash marked a shift, and annual expenditures surpassed revenues. This trend is expected to remain over the next several years and, as a result, KPU will need to depend on its investments to sustain operations. This shift necessitated a reassessment of budget planning for FY2025/26 and beyond with a focus on reducing expenditures and seeking opportunities to increase revenues.

As a result of the federal government's international student restrictions, the university faces a materially different financial situation than in recent years. The university cannot solely rely on domestic students to continue to be financially viable and is looking at recruitment opportunities for both international and domestic students to bolster enrolment. KPU's Board-approved strategic priorities have not changed: serving and supporting students, and 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.

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.

For comprehensive financial results for KPU in FY2024/25, see KPU's Audited Financial Statements: <https://www.kpu.ca/finance/reports>.



## 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 \$4M 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 twelve 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), four psychology microcredentials (e.g., applied behaviour analysis in K-12 schools and quantitative and qualitative psychology research), and three human resources management microcredentials (e.g., change management and emotional intelligence for human resources).

## 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 10<sup>th</sup> 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.<sup>2</sup> 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.

---

<sup>2</sup> 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 \$377,427.91 distributed in waivers. This represents a 25% increase in program recipients and a 45% 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?elł Pathway Framework

In FY2024/25, KPU supported a diverse range of one-time initiatives that advanced the goals of [the xé?elł 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 2SLGBTQQIA+ 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 xéʔelʔ 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 xéʔelʔ 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

### Anti-Indigenous Racism Framework

In response to one of the recommendations of the Task Force on Anti-Racism, in AY2024/25, KPU initiated research for the development of its inaugural Anti-Indigenous Racism framework, which will provide the evidence base needed to drive meaningful, systemic change. Through consultations, 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 July 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 of systemic barriers to full participation in the union, and support the recommendations from the xé?el? Kláw Task-Force on Anti-Racism: Final Report and Recommendations.



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 prevention.

#### 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 (10.5%) 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 2023 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. The response rate on that part of the survey was 15%, in a survey with an overall response rate of 34%. This is still lower than desired but better than 10.5%. 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 of focus in response to students expressing general safety concerns and lack of awareness around existing support measures.

### **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 CO<sub>2</sub> 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.

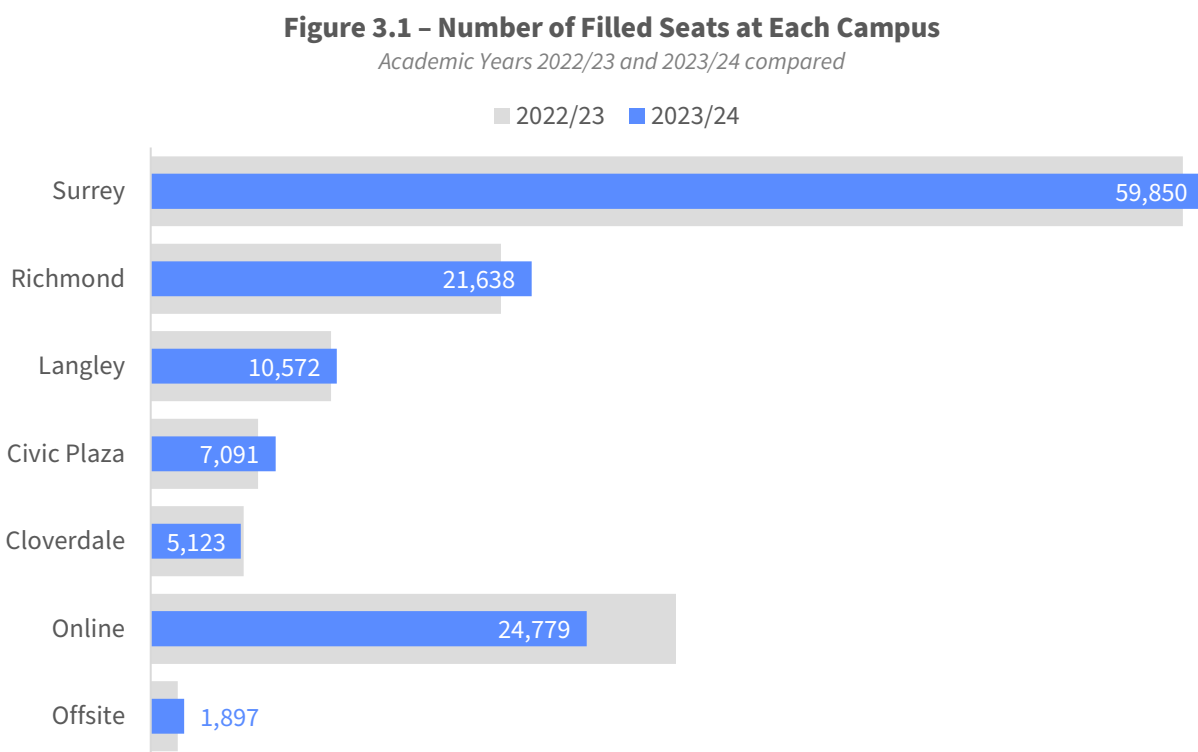
## Enhancing Cybersecurity

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.<sup>3</sup> In March 2020, instruction pivoted to online delivery which continued throughout the following 2020/21 academic year. In the 2020/21 academic year, 93% of the student body had enrolled in online courses and only a limited number of classes were held on campus – those that required hands-on training to use technology or other forms of experiential learning. Since then, KPU has increased the number of on-campus classes significantly. While demand for online courses remains high post-pandemic, interest in in-person learning continues to increase. 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.

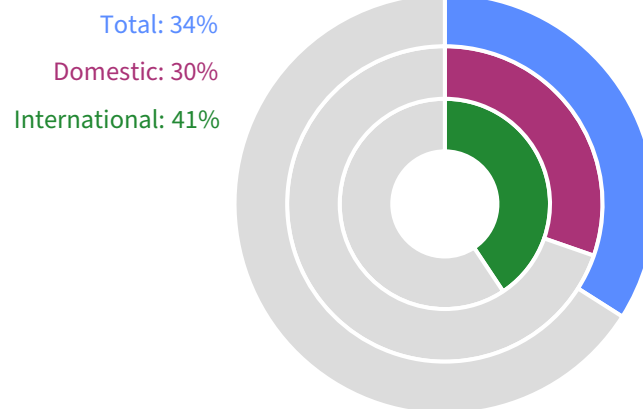


<sup>3</sup> Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

Note, students can attend more than one campus and take a mixture of in-person and online courses. In 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.

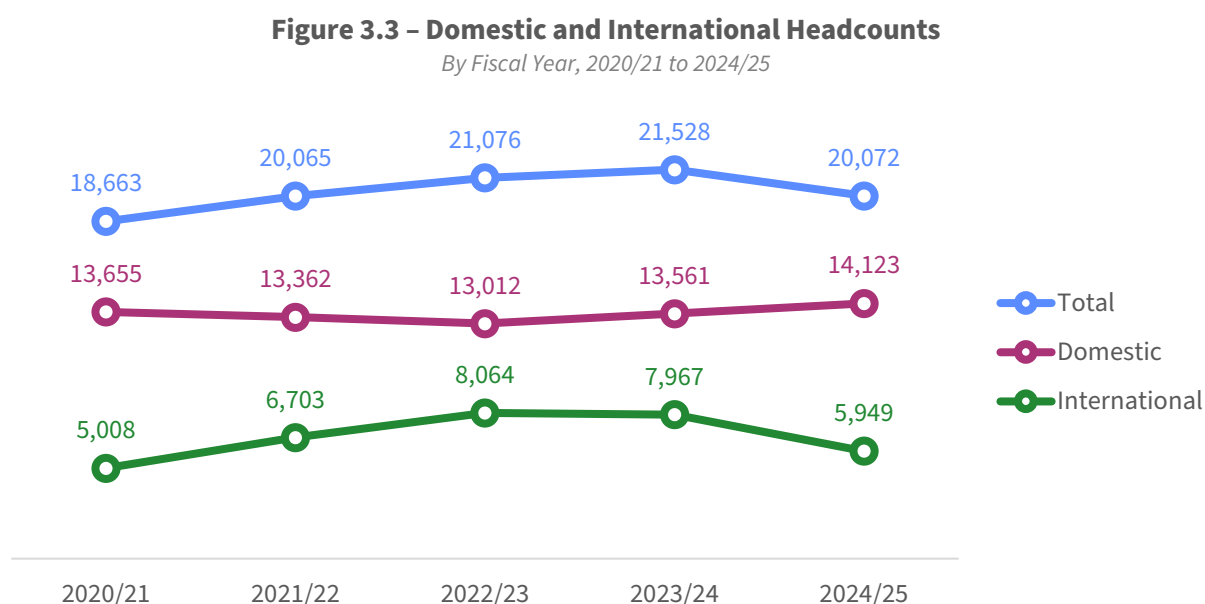
Additionally, CPS launched new Youth Summer Camp courses in summer 2025 for youth between the ages of 10-17 years, including Singing Camp, World Rhythm Summer Camp, and Trades Sampler Summer Camp. These have been added alongside previously offered camps such as Summer Design Foundation Academy and Hand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

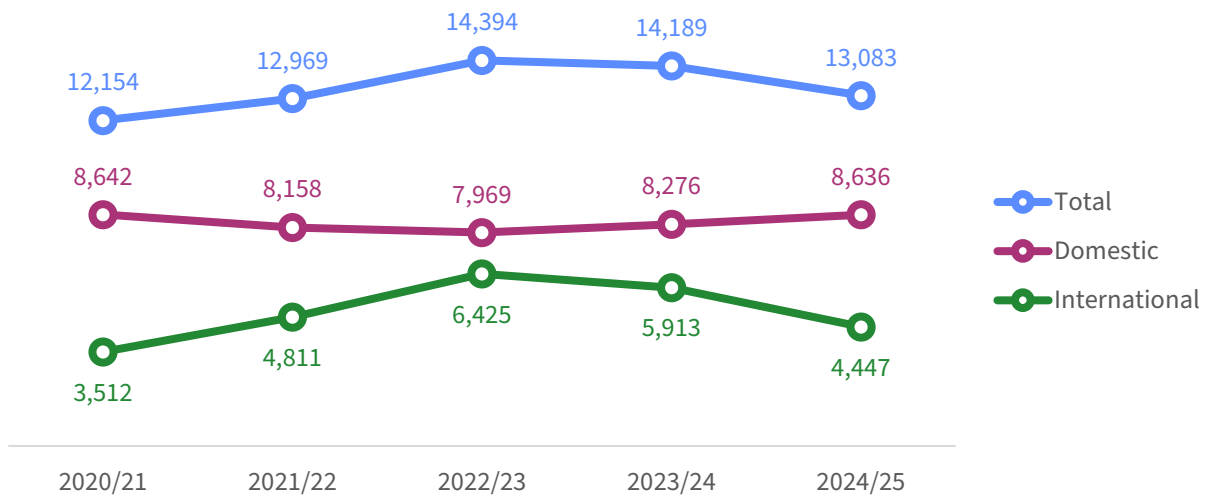
Figure 3.3 shows the trend of total student headcounts, and the breakdown by domestic and international status by fiscal year. Prior to FY2023/24, KPU's international enrolments had grown to around 8,000, while domestic enrolments had maintained at the 13,000 level, resulting in a gradual increase in 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.



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 14,394 in FY2022/23. The number then dropped in FY2023/24. 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**

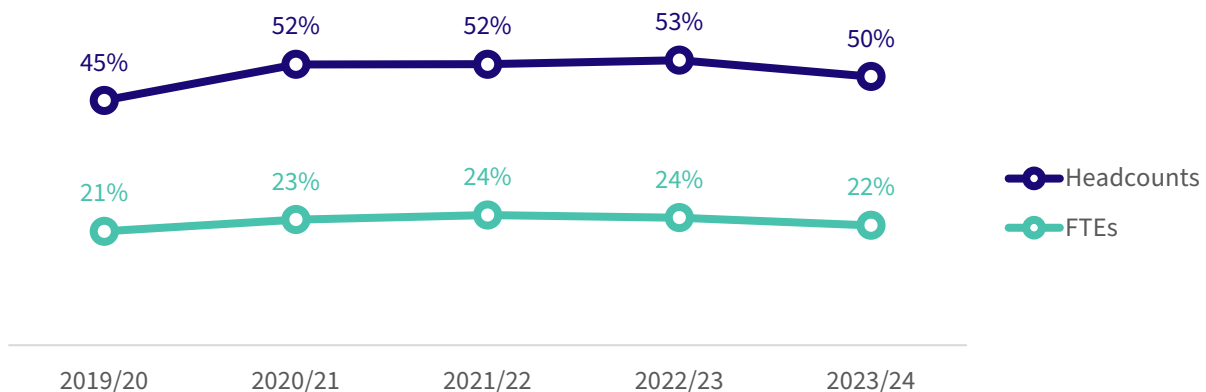
*By Fiscal Year, 2020/21 to 2024/25*



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**

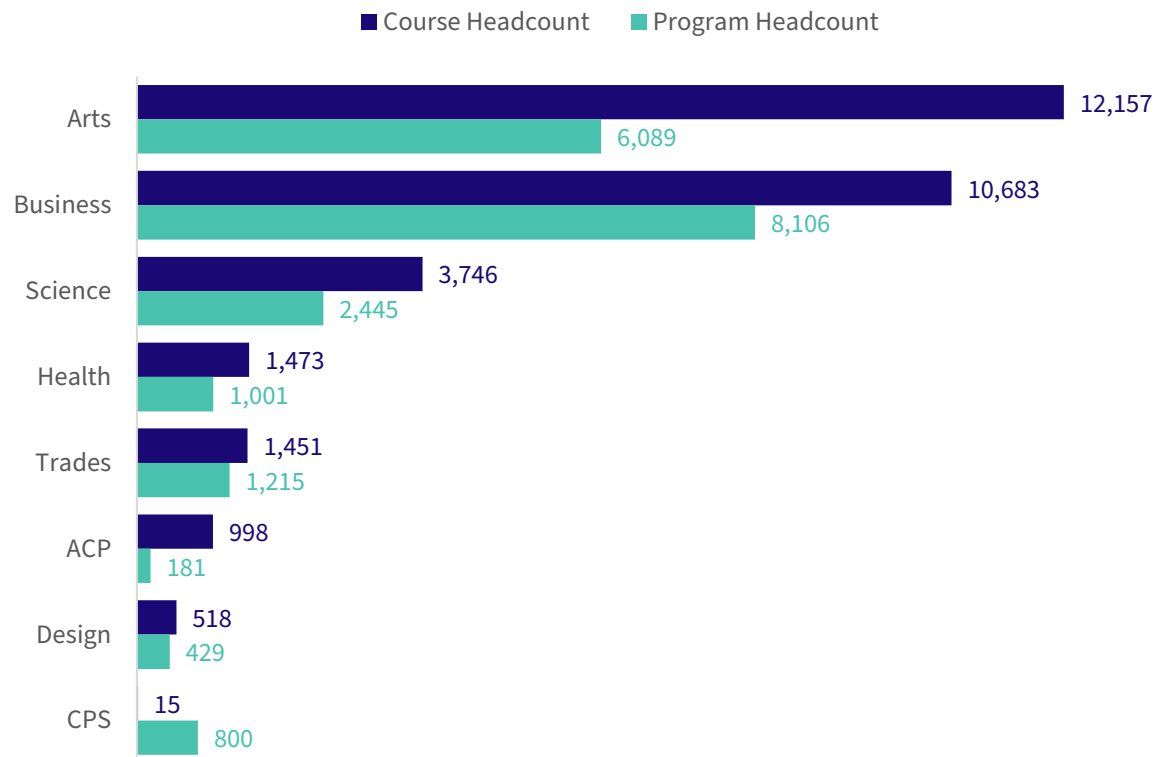
*By Academic Year, 2019/20 to 2023/24*



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



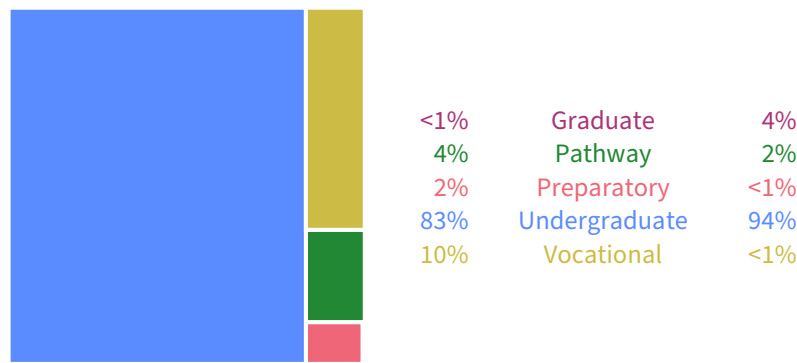
# Student Profile 2023/24

## Student headcount

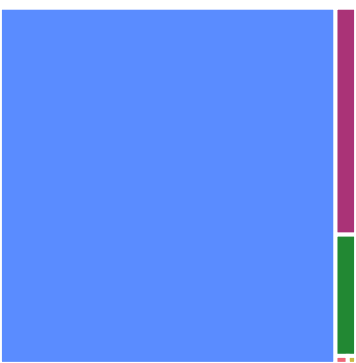


## Student level

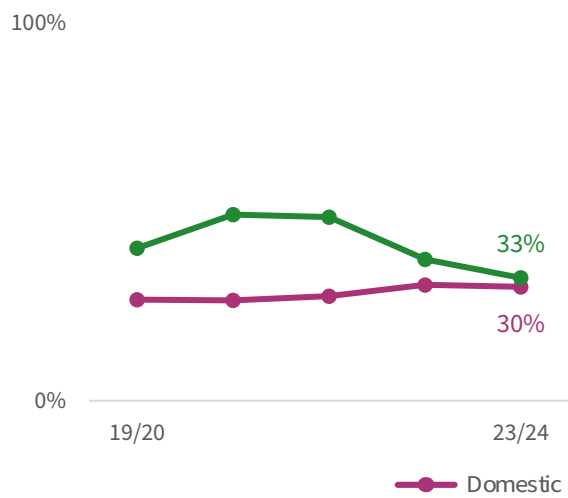
### Domestic



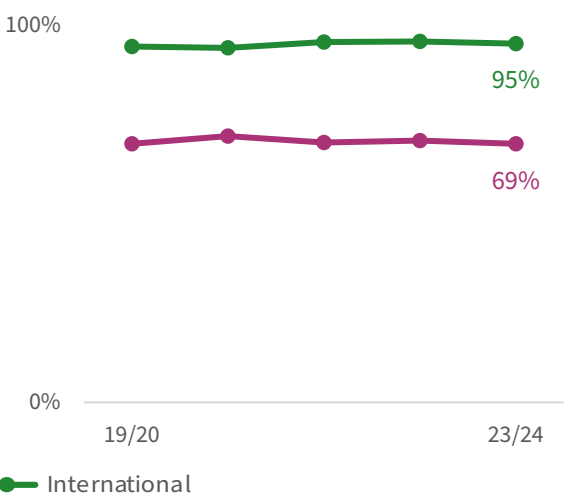
### International



## New to KPU



## Full-time students

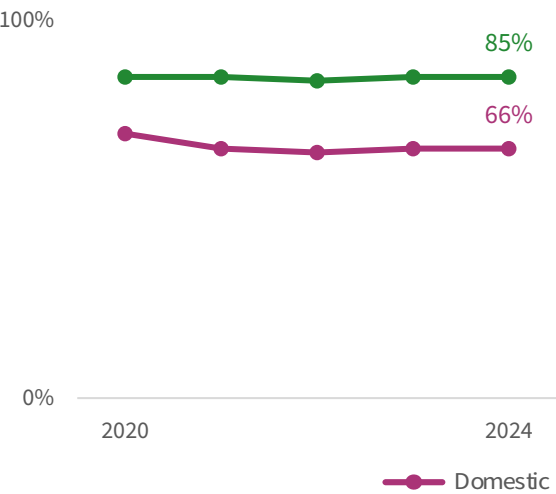


# What Students Tell Us

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

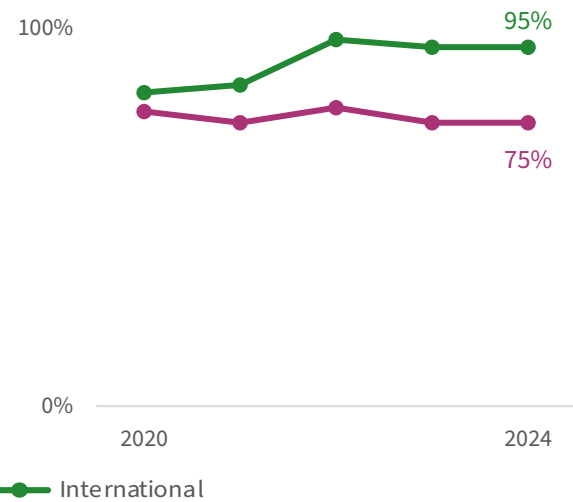
## KPU was first choice

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



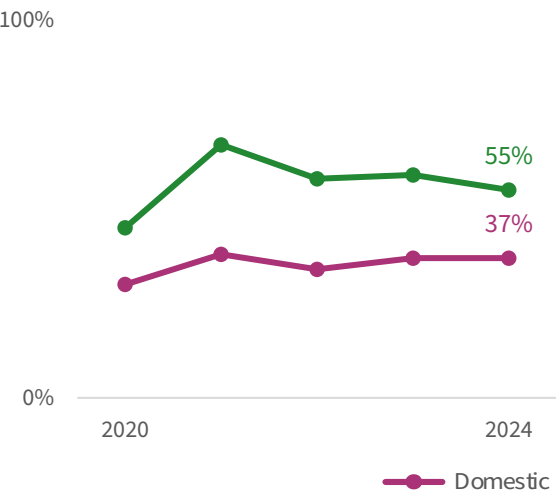
## Intend to complete credential at KPU

Asked of Bachelor pursuers in 2020 and 2021.



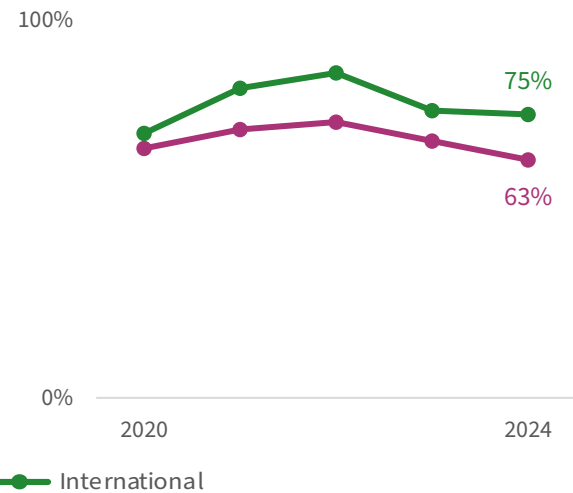
## First-generation

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

Woman



Man



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

5%

of students have **trans experience** or identify as **non-binary**<sup>4</sup>

Dom: 7%

Int: 2%



#### Sexuality

16%

of students belong to the **LGBQ+** community<sup>5</sup>

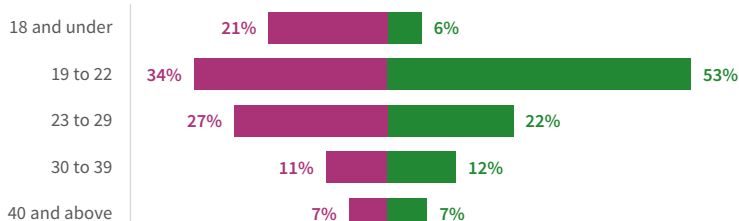
Dom: 19%

Int: 6%



#### Age

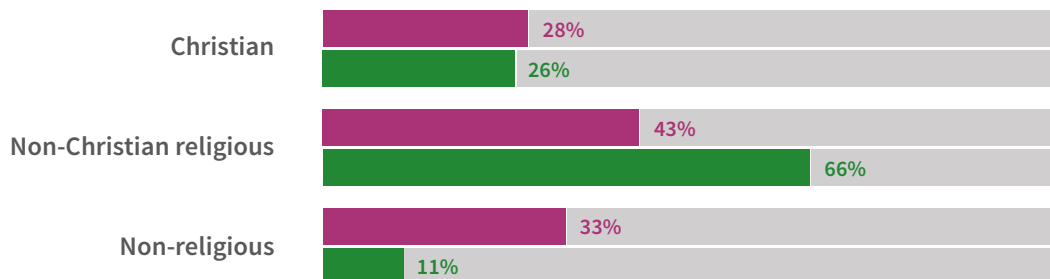
Notable difference in ratio of students **aged 18 and under** by **domestic** and **international** status



#### Religion



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



<sup>4</sup> Also includes Two-Spirit, genderqueer, genderfluid, or gender non-conforming.

<sup>5</sup> 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  
**racialized**<sup>6</sup>

**Dom: 71%**

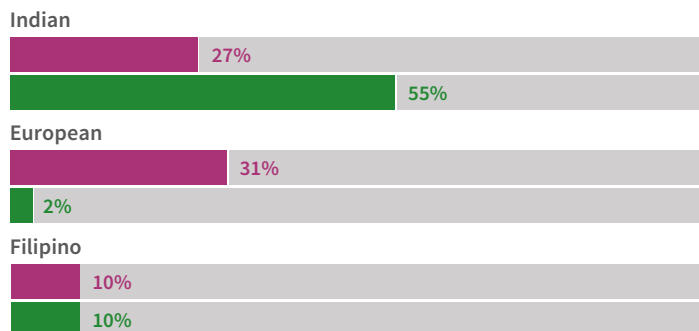


**Int: 98%**



### Largest racial groups

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



## Language



**69%**  
of students are  
**multilingual**

**Dom: 59%**

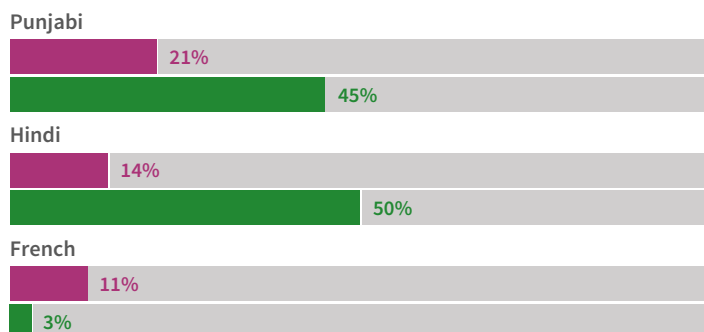


**Int: 89%**



### 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**)

<sup>6</sup> 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.

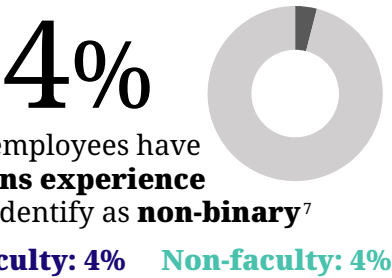
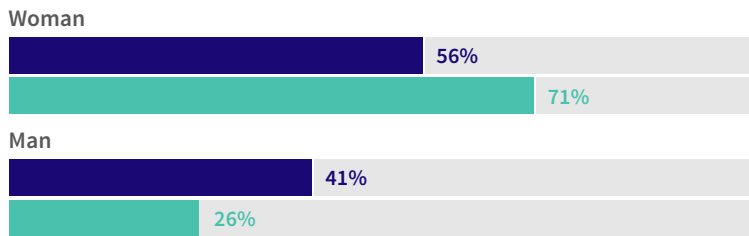
# Employee Diversity

## Results of the 2024 Employee Engagement Survey

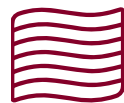


### Gender

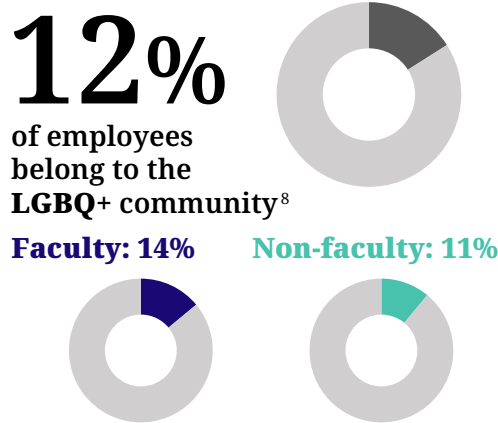
Difference in **gender ratio** of **faculty** and **non-faculty employees**



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

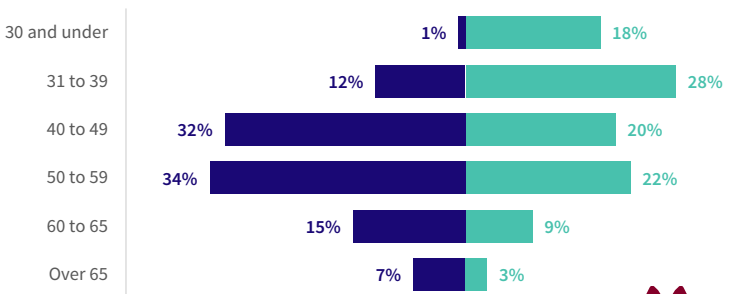


### Sexuality



### Age

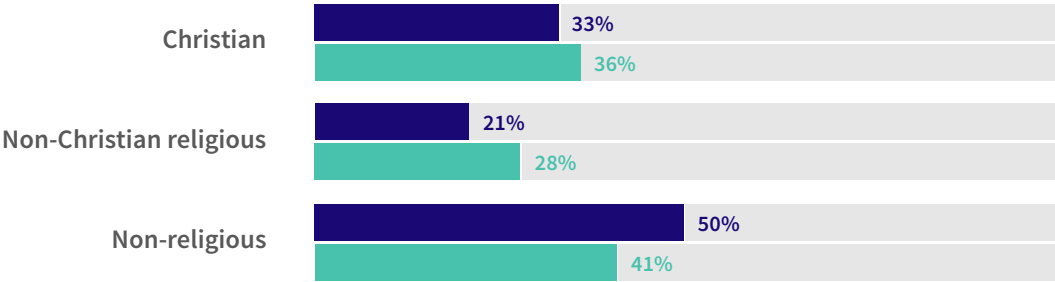
Difference in **age distribution** of **faculty** and **non-faculty employees**



### Religion



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



<sup>7</sup> Also includes Two-Spirit, genderqueer, genderfluid, or gender non-conforming.

<sup>8</sup> 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  
**racialized**<sup>9</sup>

**Faculty: 31%**



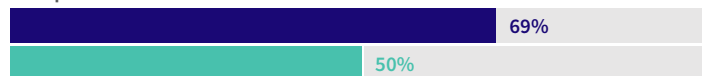
**Non-faculty: 52%**



### 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**)

<sup>9</sup> 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.*

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

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.”

## **“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 51 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:

| <b>VISION 2026 Themes</b> | <b>Ministry Objectives</b> |               |                |                  |                   |
|---------------------------|----------------------------|---------------|----------------|------------------|-------------------|
|                           | <b>Capacity</b>            | <b>Access</b> | <b>Quality</b> | <b>Relevance</b> | <b>Efficiency</b> |
| 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 an additional gradation 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.

| <b>Assessment (criteria)</b>                                                        | <b>Gov't</b> | <b>KPU</b> | <b>Total</b> |
|-------------------------------------------------------------------------------------|--------------|------------|--------------|
| Achieved (100% or more of target)                                                   | 6            | 14         | 20           |
| 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            | 4          | 5            |
| Not assessed (no data, no target, too few respondents, or margin of error too high) | 0            | 15         | 15           |

Appendix B contains the margins of error used in the assessments of five PSFS measures, as well as the results for all PSFS performance measures.

## A. Experience

### A1. Enhanced Student Experience

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

|                                                                                    | 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 | FY25 | 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 | FY25  | 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.<br>“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.<br>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.<br>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: <a href="#">KPU Climate+ Challenge website</a> .<br>Record-keeping practices changed starting in spring 2025, therefore the number for AY2024/25 may be under-counted. |      |      |      |        |                                                                                     |

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

|                                                                                                                                                                | FY24 | FY25 | FY26 | Target |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                | 105  | 155  | -    | ↑      |  |
| Achieved. PSFS objective: Quality. Data source: KPU ROMEO Research System.<br>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 | ..... target   — data                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|--------|---------------------------------------------------------------------------------------|
| tCO2e                                                                                                                                                                                                                                                                                                                                                                                         | 2,367 | 2,385 | 2,655 | 2,383 | 2,275 | N/A    |  |
| % reduction                                                                                                                                                                                                                                                                                                                                                                                   | 12.7% | 12.0% | 2.0%  | 12.1% | 16.1% | 14%    |  |
| Achieved. Data source: KPU Energy Records.<br>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.<br>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%         | -           | ↑      | • |

• 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 | ..... target   — data |
|--|------|------|------|--------|-----------------------|
|  | 3%   | 12%  | -2%  | >7%    |                       |

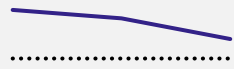
Not achieved (<60% of target). PSFS objective: Efficiency. Data source: KPU Financial System. This provides an indication of the extent to which an institution is generating positive cash flow to be financially sustainable long-term. It is calculated as cash flow from operating activities divided by total revenues. Cash flow from operating activities is actual cash and represents the amount of cash an organization generates or consumes from carrying out its operating activities over a period of time.

The FY25 figure reflects a decline in international tuition and fee revenues, while associated expenses did not decrease proportionately in the year. This disproportion prompted a critical reassessment of budget planning for 2025–26 and future years.

#### 16. Net income or loss ratio

| FY23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | FY24 | FY25 | Target | ..... target   — data                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|-------------------------------------------------------------------------------------|
| 2.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3.0% | 1.8% | >1.5%  |  |
| <p>Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.</p> <p>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.</p> <p>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' for FY24 was 19%.</p> |      |      |        |                                                                                     |

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

| FY23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FY24 | FY25 | Target | ..... target   — data                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|-------------------------------------------------------------------------------------|
| 118%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 111% | 92%  | ≥75%   |  |
| <p>Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.</p> <p>A decline in this ratio demonstrates a decrease in revenues to cover expenditures especially with related expenses remaining the same. It is calculated as total tuition revenue divided by academic support and instruction costs (all activities related to the support and delivery of education, including cost of instructors, academic management, support staff, and related support costs).</p> |      |      |        |                                                                                     |

## C. Creativity

### C1. Teaching Excellence and Innovation

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

| CY25                                                                                                        | CY26 | Target |
|-------------------------------------------------------------------------------------------------------------|------|--------|
| 65%                                                                                                         | -    | ↑      |
| <p>Not assessed. PSFS objective: Quality. Data source: Faculty &amp; Researcher Feedback Survey (FRFS).</p> |      |        |

**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.<br>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.<br>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.  
Data is the proportion of total faculty workload that is assigned as course releases for research. Course release includes educational leave for research, internally funded course release, externally funded course release, and the 0.6 Professional Development course release used for research.

---

**26. Number of research partners**

---

| CY24 | CY25 | CY26 | Target |
|------|------|------|--------|
| 47   | 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?elh (KPU Pathway to Systemic Transformation)**

---

| CY25 | CY26 | Target |
|------|------|--------|
| -    | -    | ↑      |

Not assessed. PSFS objective: Access.

---

## 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% | ≥      |  |
| Achieved. PSFS objective: Access. Data sources: PSFS and KPU Student Information System. The metric is the percentage of domestic FTEs that are attributable to Indigenous students. The target is that this percentage is equal to or greater than the percentage in the previous year. Includes all students who have ever self-declared as Indigenous in the BC K-12 school system, or at KPU. |      |      |      |      |      |        |                                                                                     |

## 30. Indigenous graduates

|                                                                                                                                                                                                                                                      | AY22 | AY23 | AY24 | Target |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------|---------------------------------------------------------------------------------------|
| # of Indigenous graduates                                                                                                                                                                                                                            | 69   | 36   | 43   | N/A    |    |
| % of domestic graduates                                                                                                                                                                                                                              | 4.0% | 2.3% | 2.7% | ↑      |  |
| Achieved. PSFS objective: Access. Data source: KPU Student Information System. 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. |      |      |      |        |                                                                                       |

## 31. Proportion of employees who are Indigenous

|                                                                                                     | CY24 | CY25 | CY26 | Target |                                                                                       |
|-----------------------------------------------------------------------------------------------------|------|------|------|--------|---------------------------------------------------------------------------------------|
| % of faculty                                                                                        | 1.4% | -    | -    | ↑      |  |
| % of staff                                                                                          | 2.8% | -    | -    | ↑      |  |
| Not assessed. PSFS objective: Access. Data source: EES. "Staff" includes all non-faculty employees. |      |      |      |        |                                                                                       |

## D2. Anti-Racism

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

|                                                                                                                                                                                                                                                                       | CY24 | CY25  | CY26 | Target |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------|--------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                       | 78   | 107.5 | -    | ↑      |  |
| <p>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 192 representing a score of three on all.</p> |      |       |      |        |                                                                                     |

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

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

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

### 34. Progress on implementing the Accessibility Plan

|                                                                                                                                                                                                                                                                                   | CY25 | CY26 | Target |                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                   | 108  | -    | ↑      |  |
| <p>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 201 representing a score of three on all.</p> |      |      |        |                                                                                       |

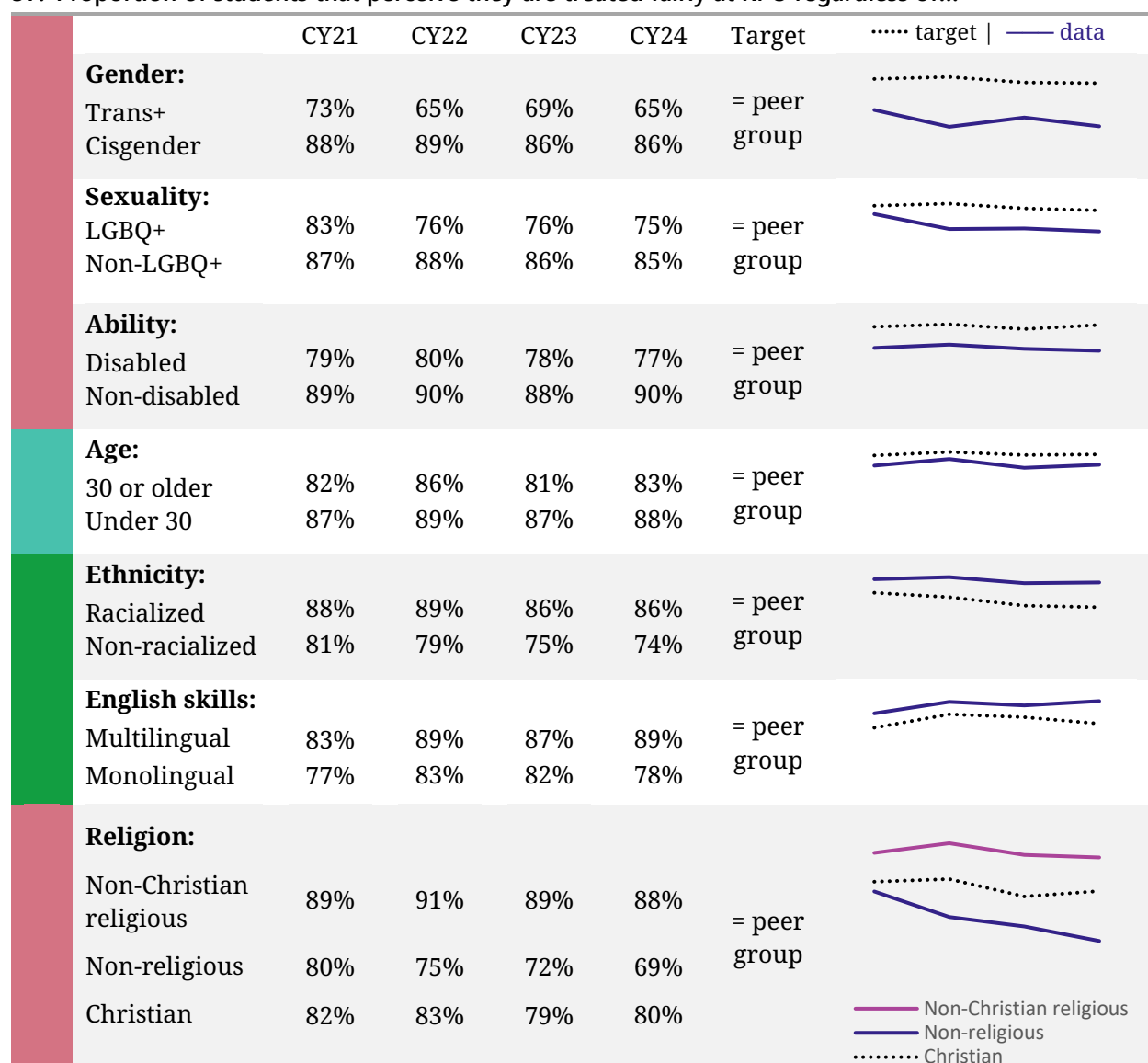
### 35. 50-30 Challenge results

|                                                                                                                                                                                                                                                       | AY23 | AY25 | Target | ..... target   — data<br>Gender   Other                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|---------------------------------------------------------------------------------------|
| <b>Senior leaders:</b>                                                                                                                                                                                                                                |      |      |        |                                                                                       |
| Gender                                                                                                                                                                                                                                                | 64%  | 65%  | 50%    |  |
| Other                                                                                                                                                                                                                                                 | 30%  | 34%  | 30%    |  |
| <b>Board members:</b>                                                                                                                                                                                                                                 |      |      |        |                                                                                       |
| Gender                                                                                                                                                                                                                                                | 50%  | 80%  | 50%    |  |
| Other                                                                                                                                                                                                                                                 | 90%  | 70%  | 30%    |  |
| <p>Achieved. 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).</p> |      |      |        |                                                                                       |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CY24 | CY25 | CY26 | Target       | ... target   • data                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------------|---------------------------------------------------------------|
| <b>Gender:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |      |      |              |                                                               |
| Trans/gender diverse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 52%  | -    | -    | = peer group | ...                                                           |
| Cisgender                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 82%  |      |      |              | •                                                             |
| <b>Sexual orientation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |      |      |              |                                                               |
| LGBQ+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 74%  | -    | -    | = peer group | ...                                                           |
| Non-LGBQ+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 83%  |      |      |              | •                                                             |
| <b>Ability:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |      |              |                                                               |
| Disabled                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 72%  | -    | -    | = peer group | ...                                                           |
| Non-disabled                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 83%  |      |      |              | •                                                             |
| <b>Age:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |      |      |              |                                                               |
| 60 or older                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 76%  |      |      | = peer group | ...                                                           |
| 30 or under                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 74%  | -    | -    |              | ×                                                             |
| 31-59 (peer group)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 83%  |      |      |              |                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |      |              | ... 31-59 • 60+ × ≤30                                         |
| <b>Ethnicity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |      |              |                                                               |
| Racialized                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 80%  | -    | -    | = peer group | ...                                                           |
| Non-racialized                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 78%  |      |      |              |                                                               |
| <b>Religion:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |      |      |              |                                                               |
| Non-Christian religious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 79%  |      |      | = peer group | ...                                                           |
| Non-religious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 78%  | -    | -    |              | ×                                                             |
| Christian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 83%  |      |      |              | ...                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |      |              | ... Christian<br>• Non-Christian religious<br>× Non-religious |
| <p>Not achieved: ≥10% gap between groups (achieved for ethnicity, substantially achieved for religion, not achieved [ ≥7% gap] for sexual orientation and age). 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 are provided in Appendix C.</p> |      |      |      |              |                                                               |

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



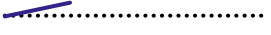
Not achieved:  $\geq 10\%$  gap between groups (achieved for ethnicity and English skills, substantially achieved for age). PSFS objective: Access. Data source: SSS.

Categories are collapsed into binary breakdowns, with minoritized groups listed first in the table (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 are provided in Appendix C.

## E. Quality

### E1. Program and Service Improvement

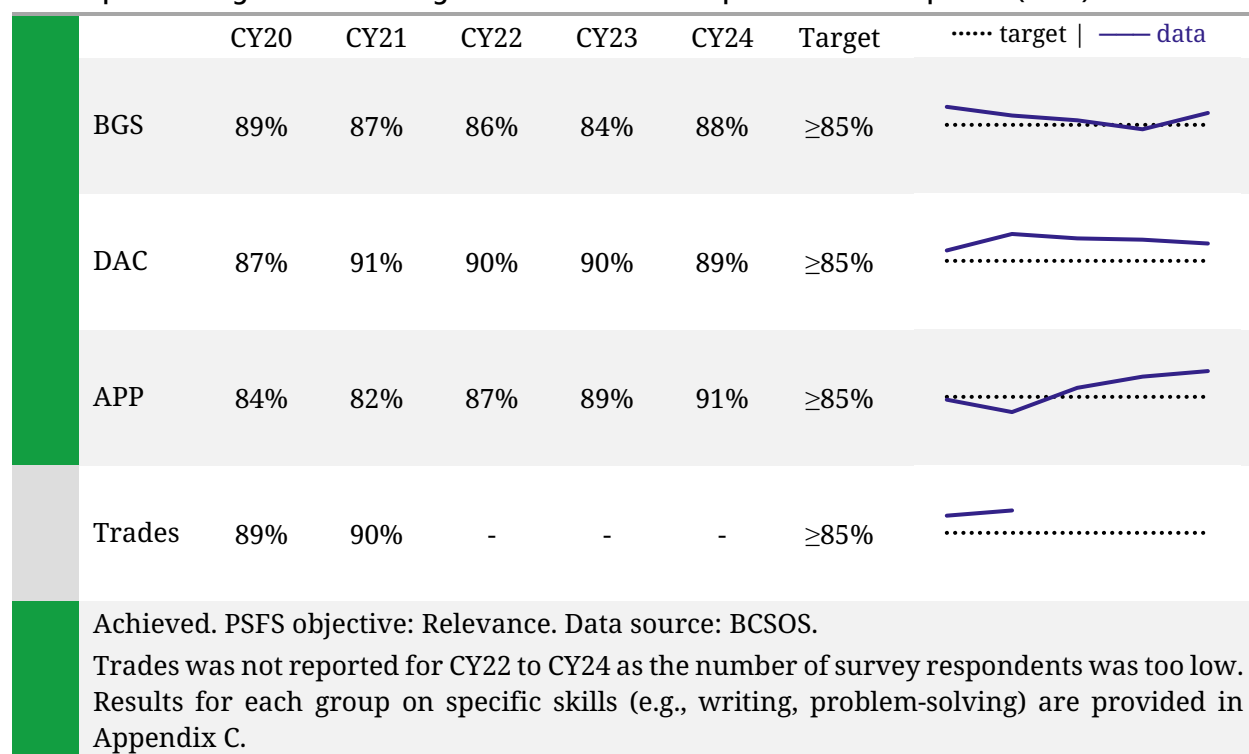
#### 38. Proportion of graduates that assess their quality of instruction positively (PSFS)

|                                                                                                                                                                                                                                                                     | 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).<br/>           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> |      |      |      |      |      |        |                                                                                     |

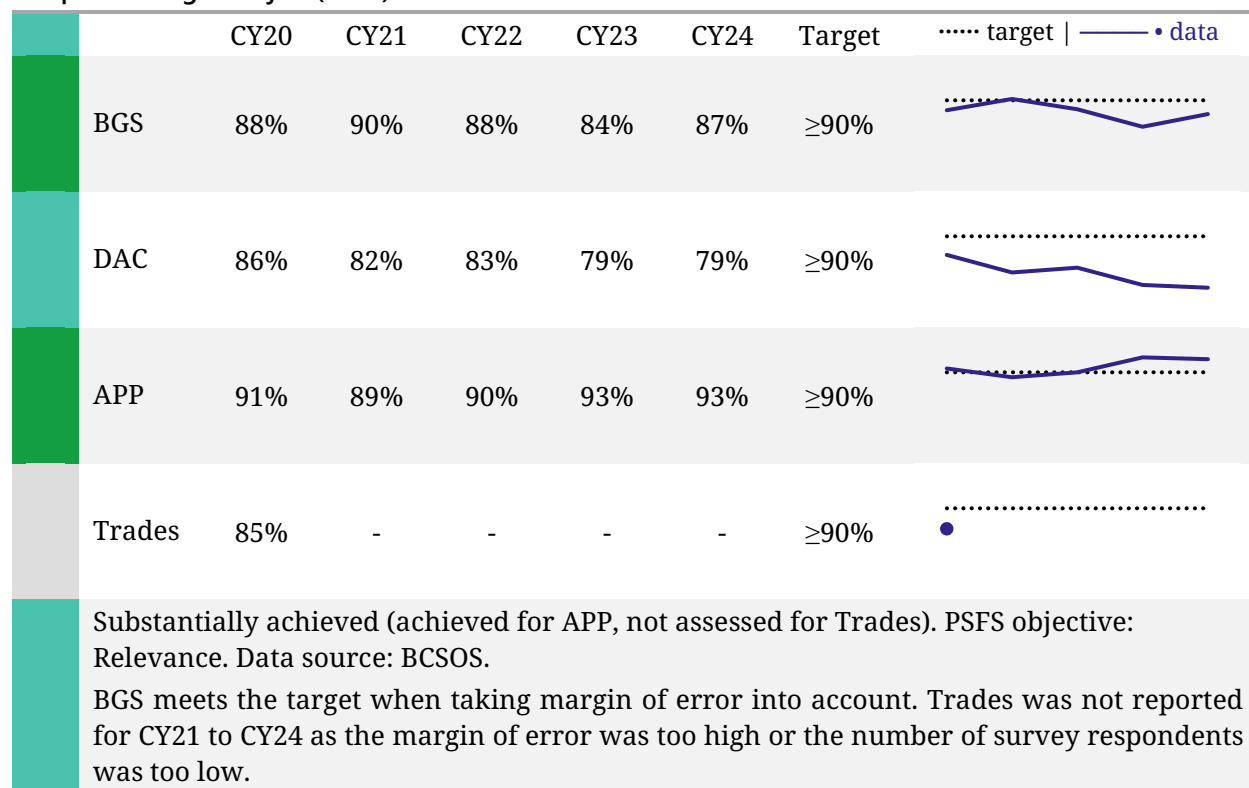
#### 39. Proportion of graduates that report satisfaction with their education (PSFS)

|                                                                                                                                                                        | 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.<br/>           Trades was not reported for CY22 to CY24 as the number of survey respondents was too low.</p> |      |      |      |      |      |        |                                                                                       |

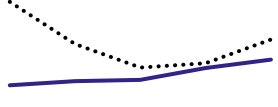
#### 40. Proportion of graduates who agree their education helped them develop skills (PSFS)



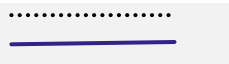
#### 41. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)



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

|                                                                                                                                                                                                                                                                                                         | CY20  | CY21 | CY22 | CY23 | CY24 | Target | ..... target   — data                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|------|------|------|--------|-------------------------------------------------------------------------------------|
| BGS                                                                                                                                                                                                                                                                                                     | 8.5%  | 6.0% | 3.3% | 7.7% | 8.9% | ≤12.7% |  |
| DAC                                                                                                                                                                                                                                                                                                     | 5.2%  | 5.9% | 6.1% | 8.0% | 9.4% | ≤12.7% |  |
| APP                                                                                                                                                                                                                                                                                                     | 4.0%  | 3.1% | 1.0% | 2.2% | 2.7% | ≤12.7% |  |
| Trades                                                                                                                                                                                                                                                                                                  | 11.1% | -    | -    | -    | -    | ≤12.7% |  |
| <p>Achieved. PSFS objective: Relevance. Data source: BCSOS.</p> <p>Target is the unemployment rate of 18-29-year-olds in the lower mainland with high school or less. Trades was not reported for CY21 to CY24 as the margin of error was too high or the number of survey respondents was too low.</p> |       |      |      |      |      |        |                                                                                     |

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

|                                                                                                                                                                                                                                                                                                                | AY24 | AY25 | AY26 | Target | ..... target   — data                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                | 88%  | 89%  | -    | 100%   |  |
| <p>Not achieved (within 60% of target). PSFS objective: Quality. Data source: KPU Program Review Tracking System.</p> <p>A program is compliant if it started on time as defined by policy AC3 and is progressing appropriately (i.e., it is on track to be completed within two years of its start date).</p> |      |      |      |        |                                                                                       |

## E2. Internal Accountability

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

|                                 | CY24 | CY25 | CY26 | Target | ..... target   — data                                                                 |
|---------------------------------|------|------|------|--------|---------------------------------------------------------------------------------------|
|                                 | 68%  | -    | -    | ↑      |  |
| Not assessed. Data source: EES. |      |      |      |        |                                                                                       |

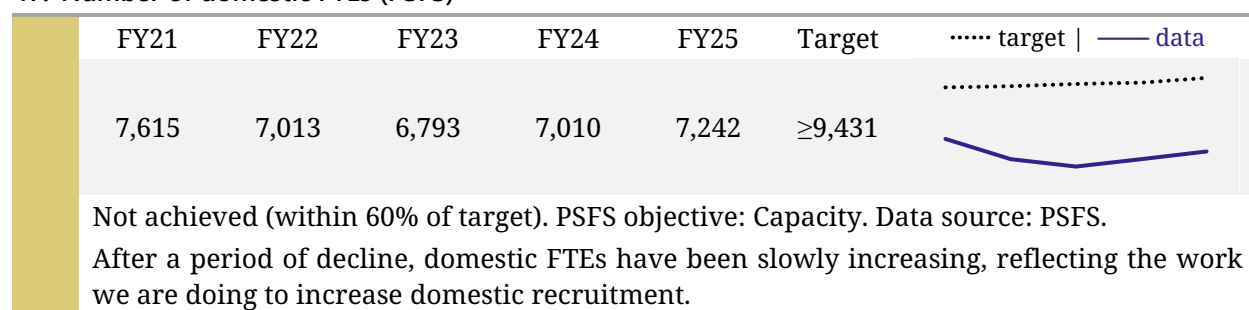
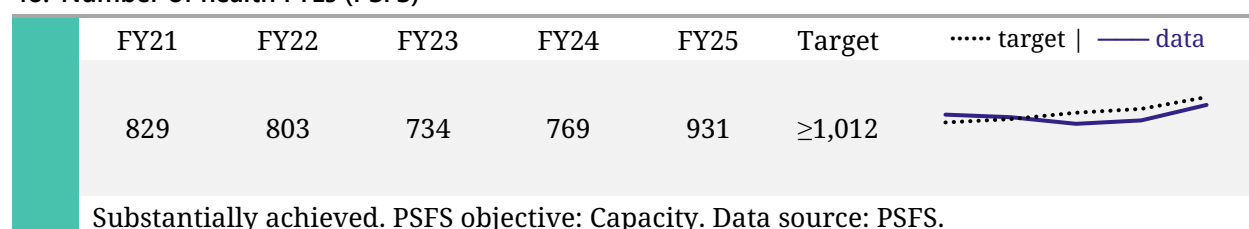
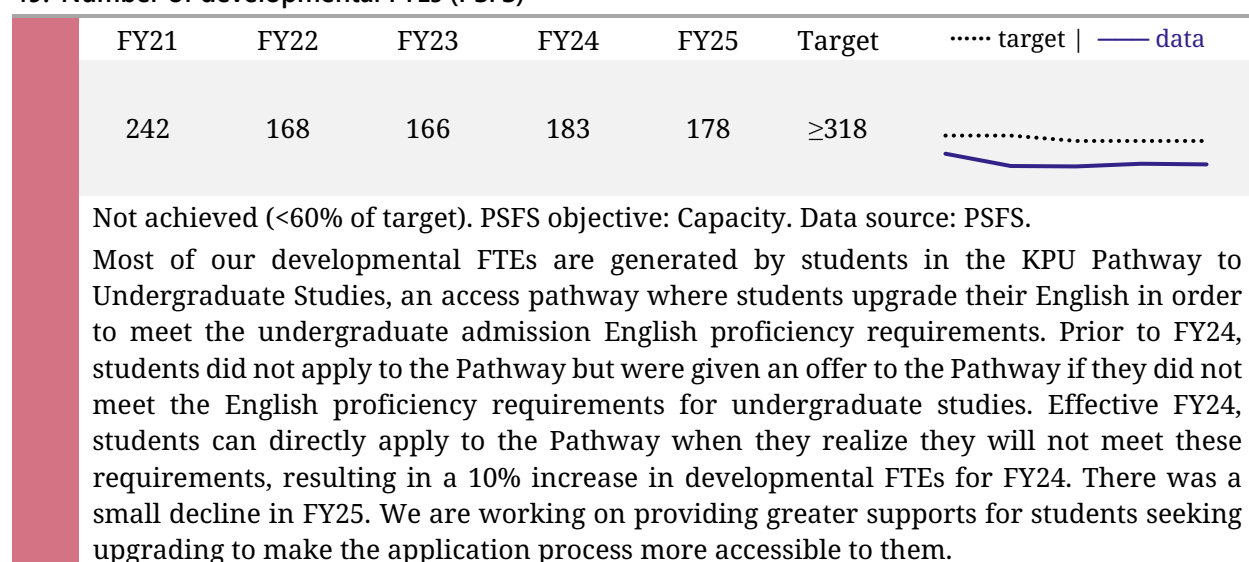
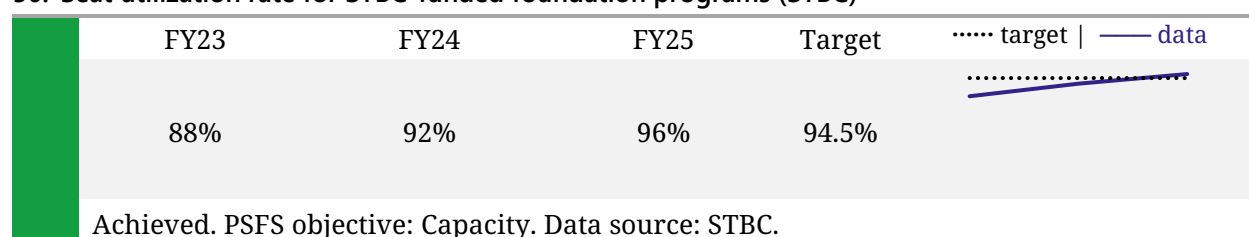
## E3. External Accountability

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

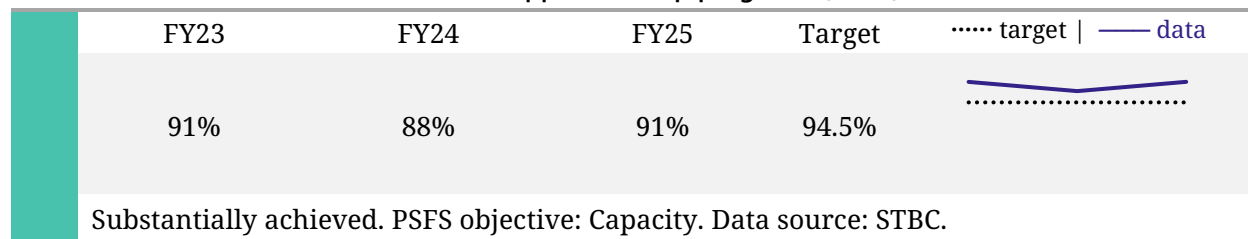
|                                                                                     | CY25 | CY26 | Target |
|-------------------------------------------------------------------------------------|------|------|--------|
|                                                                                     | -    | -    | ↑      |
| Not assessed. Data source: Partners Survey.                                         |      |      |        |
| 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)****48. Number of health FTEs (PSFS)****49. Number of developmental FTEs (PSFS)****50. Seat utilization rate for STBC-funded foundation programs (STBC)**

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

## Table of Contents

|                                                                                        |     |
|----------------------------------------------------------------------------------------|-----|
| TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION .....                              | 90  |
| 1: Social Work .....                                                                   | 90  |
| 12: Early Childhood Education .....                                                    | 90  |
| 16: Indigenous Language Degree and Diploma Programs .....                              | 91  |
| 23: Health Care Professionals .....                                                    | 92  |
| 24: Medical and Nursing Schools .....                                                  | 92  |
| 28: Law Schools .....                                                                  | 99  |
| 57: Public Servants .....                                                              | 99  |
| 62: Teacher Education .....                                                            | 103 |
| 86: Journalism and Media Schools .....                                                 | 103 |
| 92: Business Schools .....                                                             | 103 |
| UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES<br>IMPLEMENTATION ..... | 109 |
| Article 14: Indigenous right to education .....                                        | 109 |
| Article 15: Indigenous culture reflected in education .....                            | 112 |
| Article 21: Indigenous right to economic and social improvement .....                  | 128 |
| IN PLAIN SIGHT REPORT RECOMMENDATION IMPLEMENTATION .....                              | 130 |
| 8: Health programs' cultural safety accreditation standards .....                      | 130 |
| 14: Recruitment of Indigenous employees .....                                          | 131 |
| 18: Recruitment and graduation of Indigenous students .....                            | 132 |
| 21: Health programs' cultural safety training implementation status .....              | 134 |

*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.

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

### 12: EARLY CHILDHOOD EDUCATION

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

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>PROGRESS</i> | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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 child care 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, 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 child care spaces and an abutting ground-level outdoor play area. Co-located space for an ECCE Diploma program and will provide integrated learning practicums.</p> <p>The purpose of the project is to provide young children with consistent, quality, and inclusive child care in order to support the needs of families that work or study at KPU, members of Métis Nation of BC, and the wider community. At the same time, with its proximity to the child</p>                                                                                                                                                                             |

|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                | <p>care spaces, students in the ECCE program will gain the knowledge and skills required to work with young children and their families in licensed child care 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous languages. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>PROGRESS</i>                                                                                                                | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ongoing                                                                                                                        | <p>The hə́n̓qəmiṇə́m̓ 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. hə́n̓qəmiṇə́m̓ is the language spoken by people of the Kwantlen, Katzie, Tsawwassen, Kwikwetlem, and Musqueam First Nations on whose traditional territories our university is built. hə́n̓qəmiṇə́m̓ 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 hə́n̓qəmiṇə́m̓ 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 Sesselot (Fern Gabriel), hə́n̓qəmiṇə́m̓ Language Instructor and Consultant from Kwantlen First Nation.</p> |
| Ongoing                                                                                                                        | <p>hə́n̓qəmiṇə́m̓ 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 hə́n̓qəmiṇə́m̓, taught by hə́n̓qəmiṇə́m̓ Language Teacher, Sesselot (Fern Gabriel). 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 hə́n̓qəmiṇə́m̓ 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>23: HEALTH CARE PROFESSIONALS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>24: MEDICAL AND NURSING SCHOOLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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 (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 BC College of Nurses and Midwives (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 two students in January 2024.</p> <p>In this course, students strengthen their knowledge, awareness, and skills for working with and providing services to Indigenous Peoples 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>BSN-AE: Students integrate content related to Indigenous health, traditional knowledge and healing practices, cultural competence, safety and humility, ways of knowing, Elder roles, and working with</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>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 five, 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 four 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 two students move into the acute care setting in maternity where they recognize</p> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>they are engaging Indigenous clients at a vulnerable time. Students engage in direct practice and learning activities that address principles of anti-racist practice.</p> <p>Students refine skills related to planning care in collaboration with the client and recognize the impact of mental wellness on individuals and families. In 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 five and six), students complete one semester of consolidation with a focus on pediatric populations and a final preceptorship. In 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 &amp; Learning Innovation Fund (TLIF) Awards – Indigenous Foci. The purpose of this fund was to engage students across the various faculties such as Trades, Arts, Science and Horticulture. The TLIF funds were used to “expand Nation and Elder led programming with a focus on traditional healing gardens.” The project focused on re-cultivating the gardens and refurbishing the beds at North Otter School with traditional fruits and medicinal plants used by First Nations in the region, originated from an idea shared by the Aboriginal Support Worker, Alicia Hiebert. 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 10<sup>th</sup>, 2024.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Completed | <p>BSN faculty conducted two projects using time release made possible from KPU's 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 &amp; memory).</p> <p><i>2023/24: 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 KFN and expand this to include the KaFN, both with KPU students and faculty to meet, share, learn, and grow together in class and in First Nation communities to engage in a lived experience of (true) truth and (real) reconciliation that includes:</p> <ul style="list-style-type: none"> <li>One on one student-Elder health promotion and meal sharing</li> <li>Pow Wow – Sto: lo Nation (hosted by KFN at the Langley Events Centre) annually, in September</li> <li>KFN Elder-led, in-class: Indigenous plants, therapies &amp; traditions</li> <li>KFN Elder &amp; community-led: Growing medicinal plants/herbs in garden boxes/horticulture</li> <li>Community welcomes &amp; feasts, bi-annual</li> <li>Chief &amp; Council and Cultural Committee sharing circles</li> <li>Inter-sectoral collaboration creation of a “KFN Elders Lodge”</li> <li>Work to establish a KPU “Indigenous Health Care Assistant” cohort for the KFN community</li> <li>Building an Indigenous community garden together. KFN community alongside BSN nursing students and senior secondary wood-working “shop” students build planter-boxes to specifications</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>with and for KFN Elders and their community to establish (and learn about) Indigenous plants &amp; medicines</p> <p>Participate in Elder-led Indigenous storytelling, 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 (BPN): Cultural safety and health of Indigenous Peoples are threaded throughout the program. Students are required to take a First Nations Health course in semester four 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, 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 required to complete the KPU Indigenous Awareness Modules and then complete a reflective assignment on the knowledge they have learned</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>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 &amp; Acupuncturists of BC practice standard on Indigenous Cultural Safety, Humility, and Anti-Racism with six core concepts that have been added into the existing Acupuncture Communication &amp; Ethics course.</p> <p>In fall 2024, the 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 practice, 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 course discussions, readings, and learning assessments to ensure students not only understood the historical and contemporary realities facing Indigenous Peoples but also reflected on</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>28: LAW SCHOOLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| We call upon law schools in Canada to require all law students to take a course in Indigenous Peoples and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>PROGRESS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>57: PUBLIC SERVANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>PROGRESS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 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 Wilson School of Design (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 stewardship practices. It offers a chance for adults and educators alike to deepen their understanding of Squamish culture, history, and environmental stewardship. |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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, Métis Nation BC, Indigenous education representatives with school districts, the Surrey Urban Indigenous Leaders Committee, and others.</p> <p>KPU hosted the first event of the series in November 2020 with renowned Indigenous Scholar, Dr. Jo-ann Archibald, Q'um Q'um Xiiem; KPU Chancellor, Kwuntiltunaat (Kim Baird); KPU Governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. In 2021/22, there were four events in the series, which included speakers Len Pierre Pul-ee-qwe-luck, Dr. Marie Battiste, OC, Chief Dr. Robert Joseph, OC, OBC, and Dr. Pam Palmater. More information is provided in Chapter 1, in the section on <i>Supporting Lasting and Meaningful Reconciliation with Indigenous Peoples</i>.</p> <p>The first event in 2023 was held in May and featured Dr. Lorna Wánosts'a7 Williams, whose talk was titled Nqwalútenlhalha, Our Languages: Language Revitalization in the UN International Decade of Indigenous Languages. Dr. Lorna 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 Nqwalútenlhalha, Our Languages. Denis is a Professor of Education and Special Advisor to the President on Anti-Racism/Anti-Oppression at the University of Saskatchewan, where she has taught undergraduate and graduate courses in integrated anti-racist education for many years. She is both Cree and Metis and a member of the Beardy's and Okemasis First Nation. Her research and scholarship are in anti-racist and Indigenous education, and she has published extensively on these topics.</p> <p>In March 2024, Kahérakwas Donna Goodleaf, Ed.D. gave a workshop entitled, What does it mean to Decolonize and Indigenize Curriculum and Pedagogy in Academia? Practical Strategies for Faculty and Senior Leadership to Consider. The aim of this workshop was to unpack and examine what decolonizing and Indigenizing curriculum and pedagogy means within the context of university programs. Concrete examples of decolonized and Indigenized course syllabi were explored. As well, participants heard from a Concordia University Associate Dean in Fine Arts and a faculty member in the Communications department in relation to their experiences, successes, challenges, and opportunities in moving forward Concordia University's commitment</p> |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | 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 seḥákw 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 principle 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 | <i>Indigenous Peoples Month</i> : Across June 2021, Indigenous Services for Students hosted several events on topics such as Indigenous language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>revitalization, Indigenous story-telling, and wellness to celebrate National Indigenous Peoples Month.</p> <p>In June 2022, KPU launched the xéʔel̓ 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 | <p>In fall 2023, KPU held an Indigenous Remembrance Day workshop honouring the First Nations, Inuit &amp; Métis men and women who volunteered in the major wars.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Completed | <p>In 2019/20, KPU hosted several film screenings of Invasion, a film about the Unist'ot'en Camp, Gidimt'en checkpoint, and the larger Wet'suwet'en Nation's continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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>                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                          | Module 4: Situating Oneself identifies local First Nation and Indigenous Organizations. Additionally, this module provides specific methods for supporting decolonization.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>62: TEACHER EDUCATION</b>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>86: JOURNALISM AND MEDIA SCHOOLS</b>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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> .                                                                                                                                                                         |
| <b>92: BUSINESS SCHOOLS</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| We call upon the corporate sector in Canada to provide education for management and staff on the history of Indigenous Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law,                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>PROGRESS</i>                                                                                                                                          | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ongoing                                                                                                                                                  | Employment resources for Business Indigenous students: Continuing deployment of a webpage with resources to help Indigenous students find employment, which can be found <a href="#">here</a> . It includes links to job banks and employment programs specifically for Indigenous Peoples. The success of this method for connecting Indigenous students with employers is under evaluation while resources continue to be added.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Completed                                                                                                                                                | Young Indigenous Leaders program: Three faculty members from the Melville School of Business (MSB) 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 underprivileged students were obvious as the bagged lunches were handed out to only a certain number of students in the classroom. The new idea was that everyone got one and those that could pay would pay separately so that no student was singled out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| New                                                                                                                                                      | <p>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 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> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>Initiate year two of the Implementation Plan through priority initiatives that build upon the previous years' team outcomes.</p> <p>Continue to work towards having an all-Indigenous business advisory committee to inform the development of indigenous-inspired programming.</p> <p>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.</p> <p>Continue to support capacity within departments and key committees to formally integrate decolonization and reconciliation into curriculum.</p> <p>Support department champions to continue the implementation of plan within their own departments and across the MSB.</p> <p>Maintain, link, and build from other relevant institutional wide initiatives and raise awareness of KPU wide initiatives for the MSB.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Completed | <p>Decolonization, Indigenization &amp; Reconciliation Champions: Three faculty members in the Melville School of Business received time releases (25% each) from September 2023 to August 2024 for Decolonization, Indigenization &amp; Reconciliation Champions.</p> <p>The work of this role built on past release efforts and continues the journey toward meeting Indigenous determinants of educational success, Indigenous pedagogy in the post-secondary context, and increasing Indigenous student engagement in the School.</p> <p>Their work has included the following:</p> <ul style="list-style-type: none"> <li>Identified current perceptions, gaps, and barriers to decolonization within MSB.</li> <li>Meetings with VP Indigenous to educate ourselves on Pathway to Systemic Transformation and other strategic KPU-wide initiatives.</li> <li>Supported new program development to weave Indigenous content and practices into the curriculum.</li> <li>Listening to and starting to build relationship with Indigenous Elder (member of Elder Council at Nicola Valley Institute of Technology (NVIT)) and Indigenous students (NVIT) Leadership team and faculty members.</li> <li>Mentor individual MSB faculty to embed Indigenous content and practices into the classroom.</li> <li>Started building and creating a resource repository for Indigenous content accessible to educators and leaders.</li> </ul> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <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 Peoples was provided to 20 MSB faculty. The session was designed to support instructors' ongoing awareness and commitment to decolonizing anti-racism 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. Bryant-Gravelle 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, and 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 anti-racism. The workshop examined past and present realities, applied framework connecting the relationship between beliefs and actions impacting Indigenous Peoples, identified links between individual and systemic responsibilities, and taught tools for engagement, safe service, and equity.</p> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>In February 2021, the School welcomed Mary Jane (MJ) Brownscombe as a keynote speaker at the Faculty-wide Reading Break event. Brownscombe is Founder and Chief Executive Officer of SHEanalytics, an enterprise that generates thought leadership to advance inclusion and success for women and Indigenous Peoples. Brownscombe provided an inspirational perspective on how business education and business schools are important influencers for positive change in the business world.</p> <p>In September 2021, MSB partnered with Chartered Professional Accountants of British Columbia to present a Fundamentals of Anti-Oppression workshop.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Completed | <p>In May 2022, the Melville School of Business hosted an event for faculty and staff entitled Recognizing Indigenous Voices in Business Classrooms: Mentorship, Research, and More, presented by Dr. Keith G. Brown and Mary Beth Doucette, the authors of the <i>Indigenous Business in Canada: Principles and Practices</i> textbook from Cape Breton University.</p> <p>Mary Beth Doucette is the Purdy Crawford Chair in Indigenous Business Studies in the Shannon School of Business at Cape Breton University. Dr. Keith G. Brown is a former Purdy Crawford Chair. The Purdy Crawford Chair in Indigenous Business Studies focuses on the research of Indigenous business models, best practices in Indigenous economic development, case studies profiling Indigenous businesses, as well as national and international comparative analysis. The purpose of the Chair is to promote interest in studying business at the post-secondary level among Canada's Indigenous Peoples, as well as to encourage applied research specific to their communities.</p> |
| Ongoing   | <p>Advanced Business Match is about connecting Indigenous and non-Indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business and investment interests. People attend Advanced Business Match to develop new opportunities and partnerships. In 2019, Kwantlen First Nation and the Township of Langley, in partnership with Raven Events, hosted the third annual Advanced Business Match – Lower Mainland. Members of the Melville School of Business attended, and plan to attend future 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 business protocols by engaging with members of different Nations in the Coast Salish region.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Completed | <p>Open Education Resource for Consumer Behaviour: A Melville School of Business Marketing instructor developed an 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.</p> |
| Completed | <p>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.</p>                                                                                                                                                                                                                                                                                                                                          |
| 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   | <p>Faculty Learning Community (FLC): In summer 2019, the Melville School of Business launched a Faculty Learning Community for decolonization, reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications in the post-secondary environment. While the FLC started in the School of Business, participants also come from other faculties across KPU. Meetings were suspended during the pandemic.</p>                                                                                                                                                                                                                                                                                                                                                                                              |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ongoing | 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 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 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 xé?el̓ 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 xé?el̓ 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 guidance and mentorship, and interdisciplinary, interactive, on-the-land learning opportunities for underserved learners strongly in need</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                     | of inspiration and opportunity. It also builds the capacity of staff, faculty, and administrators to provide an accessible and inclusive environment for students, and engage in community outreach beyond KPU.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>ARTICLE 15: INDIGENOUS CULTURE REFLECTED IN EDUCATION</b>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>PROGRESS</i>                                                                                                                                                                                     | <i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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, Baker was a recipient of the <a href="#">Sam Carter Award in Applied Art + Design</a> 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 Baker.</p> <p>Although no longer in residence at KPU, the Wilson School of Design remains in contact with Baker and in 2025 commissioned her to showcase her artwork on gifts that will be shared with industry, community, and other institutional partners.</p> |
| New                                                                                                                                                                                                 | 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 Pamela 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Ongoing                                                                                                                                                                                             | Graphic Design for Marketing faculty member, Michael Cober, leads a 3 <sup>rd</sup> year Graphic Design for Marketing project that engages students in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <p>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 honour 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| New | <p>With support from KPU's Office of Indigenous Leadership, faculty and students from WSD attended Vancouver Indigenous Fashion Week (VIFW), held from November 20 to 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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 Wyss 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> <ul style="list-style-type: none"> <li>A report that provides a summary of how comparable institutions are Indigenizing ECON curriculum.</li> <li>A repository of resources including but not limited to: readings, assignments, teaching tools, and 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>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, 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 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. Blanchard's poetry chapbook is <i>I Don't Want to Tell You</i> (Rahila's Ghost</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Press, 2018) and her debut full-length book of poetry is <a href="#">Exhibitionist</a> (Coach House Books, 2021), which was shortlisted for the ReLit Award for Poetry. Her poem “<a href="#">First Contact: Métis</a>” was shortlisted for a 2022 National Magazine.</p> <p>Á'a:liya Warbus is Stó:lō with roots in the x̣ẉməθkʷəỵəm, Sema:th, Sq'ewlets and Sts'ailes First Nations. She is focused on writing, directing, and being a mom to her three young children. Warbus' 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. Gabriel also created a large-scale mural which is permanently on display in the KPU library on the Surrey campus.</p> <p>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 Saulteaux, Cree and Métis writer from Treaty 1 territory. They live and learn on the land of the Squamish, Tsleil-Waututh &amp; 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. Gabriel 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 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, 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<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), səliłwətaʔł (Tsleil-waututh), and sk̓w̓xwú7mesh (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. Boan 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. Pierre 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. Pierre 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 2024/25 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 Indigenous Journalist and Writer in Residence. Jago 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, Jago 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</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>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 as the Indigenous Artist in Residence. A Swampy Cree writer and filmmaker, Ballantyne 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           | On September 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 KPU (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 ECU 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 ECU. 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.</p> |
| Under development | The English Upgrading, English Language Studies, and Employment and Communities Studies departments at KPU started an in-depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Ongoing   | <p>The updated <i>Bachelor of Arts Framework</i> includes a category called Arts Aspirations, that is, a set of objectives that will be integrated into programs. A key Arts ambition is Indigenous perspectives, according to which all departments will work towards learning about the diversity of Indigenous Peoples, cultures, and histories, and engaging respectfully with Indigenous ways of knowing; identifying and articulating the impacts of historical and ongoing colonization in Canada; and reflecting on the social, political, economic, and cultural factors that have and continue to inform Indigenous-settler relations. As programs undergo program review, they are putting in place quality assurance plans, which include Indigenization and decolonization of the curriculum.</p> <p>Department chairs have been sharing their approaches, and some have formed Indigenization and decolonization committees for dedicated time and efforts in their respective departments. The Dean's office also has regular, dedicated meetings on this topic to ensure Indigenization and decolonization are ongoing priorities in the Faculty, including through initiatives like cultural safety training for faculty and staff. The Academic Planning and Priorities subcommittee of the Arts Faculty Council continues to gather resources and developing recommendations for the purpose of helping departments realize this ambition.</p> |
| Ongoing   | <p>Indigenous Community Justice (ICJ) Minor: Changes to the Indigenous Community Justice Minor were implemented in September 2020 to make the minor more flexible and to expand the list of upper-level courses from which students may choose to meet the requirements. The ICJ Minor is now overseen by the Chair of the new Indigenous Studies department, who will connect with students declared into the program and liaise with other departments in Arts that offer courses (some of which are cross-listed as INDG courses) that are part of the minor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Completed | <p>KPU's Environmental Protection Technology Diploma program continues to work on bringing Indigenous Peoples' perspectives into course materials. For example, in ENVI 1121 Environmental Issues, news articles on the lack of safe drinking water in numerous First Nations reserves across Canada, and specific examples of Indigenous perspectives on resource extraction, are presented. In many courses (ENVI 1121 Environmental Issues, ENVI 2310 Solid Waste Management, ENVI 2410 Water Resources Protection, and ENVI 2405 Environmental Legislation), faculty encourage and support students who wish to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | <p>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 examples of struggle, community social relations, and visions of social alternatives (e.g., anti-capitalist, anti-statist, anti-colonial).</p> |
| Ongoing     | <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | 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 | 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: <i>Potlach as Pedagogy</i> by Sara Davidson, <i>Learning Through Ceremony</i> , <i>Life Stages and Native Women</i> , by Kim Anderson, and <i>Memory Serves</i> by Lee Maracle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ongoing     | <p>In January 2020, the Faculty of Academic &amp; Career Preparation (ACP) began a series of Indigenous Reading Circles. All ACP faculty and staff are invited to participate in the reading of Indigenous materials and to discuss the learnings and the impact of the readings.</p> <p>To generate hearty discussion, readers consider questions during their reading about what they learned about the Indigenous community, and about the intersection of Indigenous community and Canadian culture and institutions. Readers are also asked to reflect on how the readings affected them and whether it shifted their thinking and how they view the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Implemented | <p>χ<sup>w</sup>əχ<sup>w</sup>éyām means oral storytelling in the hənǫ́mínəh language spoken by the Kwantlen First Nation. χ<sup>w</sup>əχ<sup>w</sup>éyām Indigenous Collection centres Indigenous knowledge, culture, and heritage by being a designated collection of Indigenous authors, writers, and knowledge. The χ<sup>w</sup>əχ<sup>w</sup>éyām Indigenous Collection was curated by Rachel Chong, Indigenous Engagement and Subject Liaison Librarian.</p> <p>As of 2024, all four campus libraries now have designated space for the χ<sup>w</sup>əχ<sup>w</sup>éyām 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 Pow Wow dancer print on the arm rests.</p> <p>On temporary display in 2022 was an eye-catching dress designed by Lamont. The dress brings awareness of murdered and missing Indigenous women as symbolized by the use of hand patterns and its red colour.</p> <p>KPU Library continues to develop, collect, and add resources to the χ<sup>w</sup>əχ<sup>w</sup>éyām Indigenous Collection on an ongoing basis. The space continues to be used for Indigenous events, learning opportunities, and gatherings as needed.</p> |
| Ongoing     | The first χ <sup>w</sup> əχ <sup>w</sup> éyām Indigenous Collection and resource space opened at KPU's Surrey library in 2022. The space is framed by circular                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>shelving and brings together Indigenous books, art, fabric, and displays. Pole wraps in the library and the sign for <math>\chi^w\acute{\alpha}\chi^w\acute{e}y\grave{\alpha}m</math> 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 <math>h\grave{a}n\grave{q}\acute{o}mi\grave{n}\acute{o}m</math> is available on the KPU <a href="#">website</a>, including the pronunciation of <math>\chi^w\acute{\alpha}\chi^w\acute{e}y\grave{\alpha}m</math>.</p> <p>In 2022, the <math>\chi^w\acute{\alpha}\chi^w\acute{e}y\grave{\alpha}m</math> Indigenous Collection hosted Tea &amp; Bannock sessions with Indigenous Curriculum Consultant for Arts, Jennifer Anaquod. Faculty met to discuss the joys and challenges in decolonizing and 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 <math>\chi p e y \acute{\alpha} p</math> (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 Point, which was gifted by Jim Cohoon, family of long-time employee Doug Cohoon who worked in Facilities prior to retiring.</p> |
| Ongoing | <p>Indigenous Repository: KPU is compiling an <a href="#">Indigenous Repository</a>, a living digital resource highlighting information relevant to Indigenous studies. This includes a Special Topics section offering introductory information on pertinent topics, such as the Truth and Reconciliation Commission, Indigenizing education, UNDRIP, Indigenous languages, and more. Each special topic includes links for further research including web resources, DVDs and streaming material, and books. This section is to aid interdisciplinary course work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>Another section of the repository is on respectful research and highlights some cross-cultural complexities, including varying Indigenous notions of intellectual property, expanding notions of citation and references to encompass Elder knowledge, and a section on Indigenous research methods, where Indigenizing research methodology and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) are emphasized. An eight-part series of instructional videos were added in early 2021. These videos feature an introduction, tips for evaluating Indigenous resources, tips for using the KPU Library catalog to locate Indigenous voices in our collection, resources for TCPS2 and respectful research, tips for respectfully engaging with Elders and Knowledge Keepers, and finally, three videos for Elder and Knowledge Keeper citation in APA, MLA, and Chicago styles.</p> <p>More resources are added to the site on a regular basis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Ongoing | <p>Cataloguing &amp; Metadata: KPU Library has completed the first step in decolonizing metadata related to Indigenous Peoples by replacing outdated/harmful subject headings used for Indigenous Peoples in Canada. Building on work from other libraries across Canada, including Library and Archives Canada, the Manitoba Archival Information Network, UBC's 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 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,</p> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>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 <math>\chi^w\alpha\chi^w\acute{e}\acute{y}\acute{o}m</math> Indigenous Collection. The library adapted and modified Simon Fraser University's International Committee of the Red Cross (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 &amp; Discovery Librarian, Indigenous Engagement Librarian, and Cataloguing &amp; 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</p>                                                                                                                                                                                                                                                                                |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>First Nation. The hands-on training focuses on small-scale organic farming methods. Both participants are active in their communities and plan to lead their communities in 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 Métis 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 November each year. The practicum training starts the following April through October. 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 supporting 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 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 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>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 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</p> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>Superstore worth \$2,500, and various pork products worth \$1,200 toward TFN's food security initiatives.</p> <p>In addition to providing fresh produce to the TFN community, the School also collaborated with two other organizations:</p> <p>Kekinow Native Housing Society: Supplied 8 vegetable boxes for 20 weeks from June to October.</p> <p>Pacific Immigrant Resources Society: Supplied five vegetable boxes for 20 weeks from June to October.</p> <p>The Farm School started the 2021 season on April 14, 2021 and went until the end of October, with a cohort of 14 students. The farm was in full production, growing mixed vegetables and cut flowers on 3-4 acres, raising 99 laying hens and 15 pigs. As a working farm, the students participated in harvesting and selling the vegetables.</p> <p>The Farm School team was also involved in helping the TFN develop a smaller community garden plot for their members to use. Due to the pandemic, the farm did not host any community events in the 2021 season.</p> <p>For the 2021 season, the farm donated a total of 20 weekly vegetable boxes to TFN's Food Stability program for pandemic relief. The food went to low income households, Elders, and other families in need. The sales revenues that year included, but are not limited to, 150 veggie boxes to the general public, participating in three farmers' markets in Metro Vancouver, and some sales to wholesale distributors and grocery stores.</p> |
| Completed | <p>The following are examples of past projects done in partnerships between the Institute for Sustainable Food Systems (ISFS) and First Nations.</p> <p>The Farm to Healthy Communities Project: Key objectives of this project are to: develop, test, and implement a produce delivery model from local farms to at-risk families; inform and train a new generation of community-focused farmers; and create meaningful linkages between local food producers and consumers, restoring community connections to land, food, and health. These objectives were achieved through a partnership-based approach in collaboration with Stó:lō Nation (Chilliwack), Tsleil-Waututh First Nation (North Vancouver) and Kekinow Native Housing (Surrey). Project outcomes provide a framework to understand how food system conditions interplay with community health and development and establish pathways to utilize these as social innovation avenues to reduce health disparities. We propose an innovative approach to bridge systemic and individual-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> |
| <b>ARTICLE 21: INDIGENOUS RIGHT TO ECONOMIC AND SOCIAL IMPROVEMENT</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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. Natasha Pellatt, a member of Stswecem'c Xgat'tem (Canoe Creek/Dog Creek) First Nation, works alongside the counselling faculty and Indigenous services to provide mental health services for KPU students including 1:1 counselling, group counselling, interactive workshops and talking circles, and communal connecting at the Gathering Place.                                                                                                                                                                             |
| 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 Kwikw̓xwelhp 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   | kʷamkʷəm kʷəθə šxʷqʷeləwən ct ʔə tə ɲa xet: 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.<br><br>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.                                                                                                                                                     |
| 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   | 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 carpentry, horticulture,                                                                                                                                                                                                                                                                                                                                     |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>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 Peoples 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).

| PROGRAM NAME | ACCREDITATION STANDARD DETAILS                                                                 |
|--------------|------------------------------------------------------------------------------------------------|
| 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           | Health Care Assistant is not a regulated profession. However, the BC Care Aid Registry provides program learning outcomes required by the HCAP 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.

| PROGRAM                                               | PROGRESS | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Peoples        | 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.<br><br>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 Indigenous employees | 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. The purpose of these subcommittees is to further efforts to decolonize and Indigenize employees' working environment. These committees have been meeting to review                                                                                                                                                                                                                                                                               |

|                                             |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |         | <p>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 Peoples 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.

| <i>STRATEGIES</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>TARGETS BY PROGRAM AREA</i>                                                                           | <i>OUTCOMES</i>                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 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: NRS 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.                                                                                                                   |

# Appendix B: Performance Measure Results

**Table 1. Performance Measure Results**

| Performance measure <sup>1</sup>                                                        | Reporting year              |                                                             |                             |                        |                        |
|-----------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------|-----------------------------|------------------------|------------------------|
|                                                                                         | 2023/24<br>Actual           | 2024/25<br>Target                                           | 2024/25<br>Actual           | 2024/25<br>Assessment  |                        |
| Student spaces <sup>2</sup>                                                             |                             |                                                             |                             |                        |                        |
| Total student spaces                                                                    | 7,010                       | 9,431                                                       | 7,242                       | Not achieved           |                        |
| Nursing and other allied health programs                                                | 769                         | 1,012                                                       | 931                         | Substantially achieved |                        |
| Developmental programs                                                                  | 183                         | 318                                                         | 178                         | Not achieved           |                        |
| Credentials awarded <sup>3</sup>                                                        |                             |                                                             |                             |                        |                        |
| Total Credentials                                                                       | 1,714                       | -                                                           | 1,652                       | Not assessed           |                        |
| Bachelor                                                                                | 921                         | ≥ 973                                                       | 900                         | Substantially achieved |                        |
| Certificate                                                                             | 434                         | ≥ 424                                                       | 400                         | Substantially achieved |                        |
| Developmental                                                                           |                             | N/A                                                         | 47                          | Not assessed           |                        |
| Diploma                                                                                 | 324                         | ≥ 344                                                       | 282                         | Not achieved           |                        |
| Graduate, First Professional and Post-Degree                                            | 22                          | ≥ 26                                                        | 16                          | Not achieved           |                        |
| Short Certificate                                                                       | 10                          | N/A                                                         |                             | Not assessed           |                        |
| Indigenous student spaces <sup>4</sup>                                                  |                             |                                                             |                             |                        |                        |
| Total Indigenous student spaces                                                         | 243 (3.0% of domestic FTEs) | Indigenous FTEs as % of total domestic FTEs > previous year | 280 (3.4% of domestic FTEs) | Achieved               |                        |
| Ministry (PSFS)                                                                         | 174                         |                                                             | 182                         |                        |                        |
| SkilledTradesBC                                                                         | 69                          |                                                             | 98                          |                        |                        |
| Student satisfaction with education <sup>5</sup>                                        |                             |                                                             |                             |                        |                        |
|                                                                                         | %                           | +/-                                                         | %                           | +/-                    |                        |
| DAC                                                                                     | 89.5%                       | 2.0%                                                        | 89.6%                       | 1.8%                   | Achieved               |
| Trades                                                                                  | N/A                         | N/A                                                         | N/A                         | N/A                    | Not assessed           |
| APP                                                                                     | 93.8%                       | 2.9%                                                        | 93.3%                       | 4.9%                   | Achieved               |
| BGS                                                                                     | 87.8%                       | 2.9%                                                        | 89.7%                       | 3.4%                   | Achieved               |
| Student assessment of the quality of instruction <sup>5</sup>                           |                             |                                                             |                             |                        |                        |
|                                                                                         | %                           | +/-                                                         | %                           | +/-                    |                        |
| DAC                                                                                     | 94.6%                       | 1.4%                                                        | 95.7%                       | 1.2%                   | Achieved               |
| Trades                                                                                  | N/A                         | N/A                                                         | N/A                         | N/A                    | Not assessed           |
| APP                                                                                     | 94.5%                       | 2.8%                                                        | 95.9%                       | 3.9%                   | Achieved               |
| BGS                                                                                     | 87.2%                       | 3.0%                                                        | 89.3%                       | 3.5%                   | Achieved               |
| Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup> |                             |                                                             |                             |                        |                        |
|                                                                                         | %                           | +/-                                                         | %                           | +/-                    |                        |
| DAC                                                                                     | 79.2%                       | 3.0%                                                        | 78.5%                       | 2.7%                   | Substantially achieved |
| Trades                                                                                  | N/A                         | N/A                                                         | N/A                         | N/A                    | Not assessed           |
| APP                                                                                     | 93.3%                       | 3.3%                                                        | 93.0%                       | 5.2%                   | Achieved               |
| BGS                                                                                     | 84.1%                       | 3.7%                                                        | 86.9%                       | 4.3%                   | Achieved               |

| Unemployment rate <sup>5</sup>                       |       |      |        |       |      |
|------------------------------------------------------|-------|------|--------|-------|------|
|                                                      | %     | +/-  |        | %     | +/-  |
| DAC                                                  | 8.0%  | 1.8% | ≤ 8.8% | 9.4%  | 1.8% |
| Trades                                               | N/A   | N/A  |        | N/A   | N/A  |
| APP                                                  | 2.2%  | 1.9% |        | 2.7%  | 3.2% |
| BGS                                                  | 7.7%  | 2.5% |        | 8.9%  | 3.4% |
| Student assessment of skill development <sup>5</sup> |       |      |        |       |      |
|                                                      | %     | +/-  |        | %     | +/-  |
| DAC                                                  | 89.7% | 1.5% | ≥ 85%  | 88.9% | 1.6% |
| Trades                                               | N/A   | N/A  |        | N/A   | N/A  |
| APP                                                  | 89.5% | 3.7% |        | 90.8% | 4.0% |
| BGS                                                  | 84.0% | 2.6% |        | 87.6% | 2.9% |

**Table 2. Skill Development Results**

| Detailed assessment of skill development | Reporting year |      |                |                |      |                    |
|------------------------------------------|----------------|------|----------------|----------------|------|--------------------|
|                                          | 2023/24 Actual |      | 2024/25 Target | 2024/25 Actual |      | 2024/25 Assessment |
| DAC                                      | %              | +/-  |                | %              | +/-  |                    |
| Skills development (avg. %)              | 89.7%          | 1.5% | ≥ 85%          | 88.9%          | 1.6% | Achieved           |
| Written communication                    | 91.4%          | 1.9% |                | 88.7%          | 1.9% |                    |
| Oral communication                       | 85.6%          | 2.4% |                | 87.7%          | 2.0% |                    |
| Group collaboration                      | 86.5%          | 2.2% |                | 88.1%          | 1.9% |                    |
| Critical analysis                        | 91.6%          | 1.8% |                | 90.1%          | 1.7% |                    |
| Problem resolution                       | 90.7%          | 1.9% |                | 86.4%          | 2.0% |                    |
| Learn on your own                        | 92.5%          | 1.7% |                | 91.2%          | 1.6% |                    |
| Reading and comprehension                | 91.7%          | 1.8% |                | 90.8%          | 1.7% |                    |
| Trades                                   | %              | +/-  |                | %              | +/-  |                    |
| Skills development (avg. %)              | N/A            | N/A  | ≥ 85%          | N/A            | N/A  | Not assessed       |
| Written communication                    | N/A            | N/A  |                | N/A            | N/A  |                    |
| Oral communication                       | N/A            | N/A  |                | N/A            | N/A  |                    |
| Group collaboration                      | N/A            | N/A  |                | N/A            | N/A  |                    |
| Critical analysis                        | N/A            | N/A  |                | N/A            | N/A  |                    |
| Problem resolution                       | N/A            | N/A  |                | N/A            | N/A  |                    |
| Learn on your own                        | N/A            | N/A  |                | N/A            | N/A  |                    |
| Reading and comprehension                | N/A            | N/A  |                | N/A            | N/A  |                    |
| APP                                      | %              | +/-  |                | %              | +/-  |                    |
| Skills development (avg. %)              | 89.5%          | 3.7% | ≥ 85%          | 90.8%          | 4.0% | Achieved           |
| Written communication                    | 86.0%          | 6.0% |                | 90.2%          | 6.7% |                    |
| Oral communication                       | 85.3%          | 5.5% |                | 83.1%          | 8.6% |                    |
| Group collaboration                      | 88.6%          | 4.2% |                | 90.9%          | 6.1% |                    |
| Critical analysis                        | 91.8%          | 3.4% |                | 90.4%          | 5.9% |                    |
| Problem resolution                       | 90.2%          | 3.7% |                | 90.1%          | 6.0% |                    |
| Learn on your own                        | 88.1%          | 4.0% |                | 93.2%          | 5.0% |                    |
| Reading and comprehension                | 93.0%          | 3.2% |                | 94.6%          | 4.5% |                    |
| BGS                                      | %              | +/-  |                | %              | +/-  |                    |
| Skills development (avg. %)              | 84.0%          | 2.6% | ≥ 85%          | 87.6%          | 2.9% | Achieved           |
| Written communication                    | 83.8%          | 3.4% |                | 88.9%          | 3.6% |                    |
| Oral communication                       | 84.5%          | 3.3% |                | 86.0%          | 4.0% |                    |
| Group collaboration                      | 81.9%          | 3.5% |                | 83.0%          | 4.3% |                    |
| Critical analysis                        | 89.6%          | 2.7% |                | 92.3%          | 3.0% |                    |
| Problem resolution                       | 77.4%          | 3.8% |                | 84.0%          | 4.2% |                    |

|                           |       |      |       |      |
|---------------------------|-------|------|-------|------|
| Learn on your own         | 85.7% | 3.2% | 90.9% | 3.3% |
| Reading and comprehension | 85.2% | 3.2% | 87.7% | 3.8% |

### Notes:

<sup>1</sup> Please consult the 2024/25 [Standards Manual](#) for a current description of each measure.

<sup>2</sup> Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only ministry-funded Full-Time Equivalents are included.

<sup>3</sup> The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality. Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

<sup>4</sup> For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> For Student Outcomes Measures, results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 survey data. For all survey results, For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

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



## Appendix C: Selected Metric Breakdowns

**Metrics #36 and 37** report the proportion of employees and students, respectively, that perceived they were treated fairly at KPU regardless of various background characteristics. In multiple instances, reporting the data in a collapsed manner obscures substantial differences within the group. Examples of such differences for religion, cultural/racial/ethnic background, and ability (e.g., cognitive, sensory, etc.) for 2024 are provided in the tables below.

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

*by respondent's religious, spiritual, or belief tradition*

| Students |                                  |     | Employees |                                  |     |
|----------|----------------------------------|-----|-----------|----------------------------------|-----|
|          | Sikhism                          | 92% |           | Hinduism                         | 91% |
|          | Hinduism                         | 91% |           | Indigenous spirituality          | 85% |
|          | Islam                            | 87% |           | Christianity                     | 84% |
|          | Christianity                     | 79% |           | Sikhism                          | 84% |
|          | Traditional Chinese spirituality | 77% |           | Buddhism                         | 82% |
|          | Judaism                          | 76% |           | Islam                            | 82% |
|          | Buddhism                         | 75% |           | None/non-religious               | 79% |
|          | None/non-religious               | 68% |           | Traditional Chinese spirituality | 72% |
|          | Indigenous spirituality          | 55% |           | Judaism                          | 58% |

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

*by respondent's disability/condition type*

| Students |                           |     | Employees |                           |     |
|----------|---------------------------|-----|-----------|---------------------------|-----|
|          | No disability/condition   | 89% |           | No disability/condition   | 86% |
|          | Blind/visually impaired   | 80% |           | Drug or alcohol addiction | 83% |
|          | Mental health condition   | 75% |           | ADHD                      | 81% |
|          | Autism                    | 74% |           | Chronic health condition  | 75% |
|          | Chronic health condition  | 74% |           | Mental health condition   | 74% |
|          | ADHD                      | 73% |           | Learning disability       | 61% |
|          | Deaf/hard of hearing      | 69% |           | Autism                    | 58% |
|          | Learning disability       | 66% |           | Blind/visually impaired   | 55% |
|          | Drug or alcohol addiction | 64% |           | Deaf/hard of hearing      | 54% |
|          | Physical disability       | 63% |           | Physical disability       | 50% |

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

by respondent's racial identity

| Students |                                  |     | Employees |                                  |      |
|----------|----------------------------------|-----|-----------|----------------------------------|------|
|          | Indian                           | 91% |           | Japanese                         | 100% |
|          | Central Asian                    | 88% |           | Another Southeast Asian identity | 100% |
|          | Arab                             | 86% |           | West Asian                       | 90%  |
|          | Filipino                         | 84% |           | Another South Asian identity     | 86%  |
|          | Chinese                          | 83% |           | Latin American                   | 85%  |
|          | Another South Asian identity     | 83% |           | First Nations                    | 83%  |
|          | Vietnamese                       | 83% |           | Métis                            | 83%  |
|          | Another Southeast Asian identity | 83% |           | Chinese                          | 82%  |
|          | African or Caribbean             | 82% |           | European                         | 82%  |
|          | Latin American                   | 81% |           | Indian                           | 82%  |
|          | Another East Asian identity      | 80% |           | Korean                           | 78%  |
|          | Pacific Islander                 | 80% |           | Another East Asian identity      | 73%  |
|          | Japanese                         | 78% |           | Filipino                         | 63%  |
|          | Korean                           | 78% |           | African or Caribbean             | 56%  |
|          | European                         | 75% |           |                                  |      |
|          | West Asian                       | 74% |           |                                  |      |
|          | First Nations                    | 73% |           |                                  |      |
|          | Métis                            | 59% |           |                                  |      |
|          | Inuk                             | 42% |           |                                  |      |

Some categories in the employee data had five or fewer respondents; these categories are excluded.

**Metric #40** reports the proportion of graduates who agree their education helped them develop skills. This is based on their results on specific questions on the BC Student Outcomes Surveys. The 2024 results for each skill are provided below. Note that Trades is excluded because the number of survey respondents was too low.

| Skill                     | BGS | DAC | APP |
|---------------------------|-----|-----|-----|
| Written communication     | 89% | 89% | 90% |
| Oral communication        | 86% | 88% | 83% |
| Group collaboration       | 83% | 88% | 91% |
| Critical analysis         | 92% | 90% | 90% |
| Problem resolution        | 84% | 86% | 90% |
| Learn on your own         | 91% | 91% | 93% |
| Reading and comprehension | 88% | 91% | 95% |