

KWANTLEN POLYTECHNIC UNIVERSITY



2019/20

Accountability Plan & Report

New Indigenous art created by Kwantlen First Nation artist and KPU grad, Brandon Gabriel, displayed at the Langley campus.

Accountability Statement

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

July 15th, 2020

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2019/20.

This report includes how KPU addressed the mandate priorities for 2019/20, as well as plans and work in progress for addressing priorities for 2020/21. This includes actions KPU has undertaken to support Indigenous learners and communities and to implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action of the Truth and Reconciliation Commission (TRC). We also report on other institutional priorities with respect to KPU's strategic plan, *VISION 2023*, and its 2023 Academic Plan.

KPU has achieved, or substantially achieved all targets set by the Ministry of Advanced Education, Skills and Training for 2019/20, with the exception of the developmental FTE target. In consultation with the Ministry, the developmental target has been reduced for 2020/21 to better align with demand.

KPU continues to meet its financial targets, with a surplus for 2019/20, and a balanced budget for 2020/21. Our 2019/20 audited financial statements are included in this report.

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

Sincerely,



Sandra Case
Board Chair



Alan Davis
President and Vice Chancellor

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1. Strategic Direction

KPU's Strategic Direction: *VISION 2023*



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

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

Goals

»» Experience *We will*

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

»» Sustainability *We will*

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

»» Creativity *We will*

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

»» Quality *We will*

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

KPU Strategic Priorities

KPU's priorities for 2019/20 are conveyed in this section. This includes actions to progress KPU's strategic plan, *VISION 2023*, and its 2023 Academic Plan. The section also contains KPU's actions to address Ministry's priorities as outlined in KPU's mandate letter for 2019/20, and plans for addressing the 2020/21 mandate letter. For the full list of mandate letter priorities, and an index of their location in this report, please see Appendix A.

»» Supporting Lasting Reconciliation with Indigenous Peoples

One of KPU's strategic goals in *VISION 2023* is to "embrace all cultures and promote a renewed, authentic approach to Indigenization." To achieve this goal, our activities address the Truth and Reconciliation Commission's Calls to Action, as well as the post-secondary education-related Articles of the United Nations Declaration on the Rights of Indigenous Peoples. Details of these activities are provided in Appendix B.

As part of its reconciliation efforts, in 2019, KPU started installing signage on campuses bearing Indigenous language and art. The new signage featuring the hən̓q̓əmi̓nəm̓ dialect was unveiled at KPU's Langley campus in November 2019 by university president Dr. Alan Davis and Fern Gabriel, a member of the Kwantlen First Nation.

Fern Gabriel, who teaches the hən̓q̓əmi̓nəm̓ dialect in the Langley School District, translated the words that appear on the signage, which also feature art by KPU graduate Brandon Gabriel, a mixed media artist and member of the Kwantlen First Nation. The signage uses Brandon Gabriel's original design of the salmon and the wolf, which forms part of KPU's coat of arms. Since then, signage has been added to the Surrey and Cloverdale campuses. Signage will be installed on the Civic Plaza and Richmond campuses over the coming year.

Further recognition of Indigenous heritage at KPU is provided in the Indigenous artwork installed on the pillars in the centre courtyard of the Langley campus in March 2020. This artwork, shown in the photo opposite, was also created by Kwantlen First Nation artist Brandon Gabriel. Gabriel explains the inspiration for his work: "As seen in the 1998 Coat of Arms, I tell the story of the wolf. It is an important symbol to the Kwantlen people, as it is our Nation's clan Crest. It represents teaching, learning, hunting, and community." The full installation is shown on the cover of this report.



Discussions are underway to engage local Indigenous people and artists to do something notable on each campus.

In reflection that our campuses are located within the unceded traditional and ancestral territory of the Coast Salish peoples, KPU recognizes the importance of engaging with and listening to Indigenous voices to help guide the progress of KPU.

Through ongoing meetings with KPU's Indigenous Advisory Committee (IAC) and KPU's Indigenous Student Council, and in parallel with continuous outreach to our neighbouring Indigenous communities, KPU has engaged with the following Indigenous groups over the past year:

- Kwantlen First Nation
- Semiahmoo First Nation
- Katzie First Nation
- Tsawwassen First Nation
- Metis Nation of BC
- Fraser Region Aboriginal Friendship Centre Association

The intent of KPU's Indigenous outreach is to share stories, ideas, wisdom, and aspirations about reconciliation, teaching and learning, and the future of KPU. The culmination of these ongoing series of conversations was a meeting of the IAC at the Kwantlen First Nation offices on March 3, 2020.

From that gathering and in reflection of all of the conversations that have taken place to-date, a number of key themes have emerged. Such themes inform how we think about KPU campuses today, and in the future, in relation to the land and territories and the activities that take place on them. These themes will also be instrumental in advancing KPU's concurrent Campus Master Planning efforts as well as guiding future work of the IAC and its strategic planning.

»» Engaging with Our Communities

KPU is an active partner in its communities, participating on advisory boards, task forces, and project teams focused on community, cultural, and economic development. An indicator of the importance we place on this is our participation in the Canadian Pilot Cohort (CPC) of the Carnegie Community Engagement Classification.

KPU is one of 16 post-secondary institutions participating in the CPC. The Carnegie Foundation's Classification for Community Engagement is an elective classification and has been the leading framework for institutional assessment and recognition of community engagement in U.S. higher education for the past 13 years. The elective classification involves data collection and documentation of important aspects of institutional mission, identity, and commitments. There are nearly 400 campuses with the elective Community Engagement Classification in the United States.¹

The pilot brings together 16 Canadian post-secondary institutions, of different types, from coast to coast to coast, including Assiniboine Community College, Carleton University, Kwantlen Polytechnic University, McMaster University, Mount Allison University, Nova Scotia College of Art and Design, Saskatchewan Indian Institute of Technologies, Simon Fraser University, University of Alberta, University of British Columbia, University of Calgary, University of Ottawa, Université du Québec, University of Windsor, York University and Yukon College. The initial convening of

¹ Source: Brown University (2020). Retrieved from <https://www.brown.edu/swearer/carnegie>

the CPC of the Carnegie Community Engagement Classification was hosted at Simon Fraser University in February 2019. A mid-point convening of the pilot cohort was held at the University of Calgary in January 2020. KPU will submit their completed Framework document to the U.S. review team this summer (2020).

As part of completing the Framework process, KPU was asked to identify 15 key community partners. KPU's Carnegie Working Group invited key partners to a dialogue event in June 2019. This event involved eight dialogue tables and included KPU senior leadership. Over twenty community members participated in this event, and the information from these meetings was used to determine individualized next steps for each community partner, with a follow-up event held in November 2019. This iterative process has been informative for those at KPU as well as for community partners and we see this as the start towards building our mechanisms for the reciprocal and mutual exchanges that take place in full and authentic partnerships.

The following are KPU's Carnegie founding partner categories:

- Chamber of Commerce Associations in mid-size Greater Vancouver Cities
- City of Richmond Newcomer Initiatives
- Community-based Nonprofit Professional Associations
- HealthLink BC
- Healthy Communities Partnerships, Fraser Health
- Including All Citizens
- Innovation Labs in mid-size Greater Vancouver Cities
- Inside-Out Prison Exchange
- KPU Pathways
- Kwantlen First Nation
- Ministry of Children and Family Development and Youth Aging out of Care Mentoring
- Our Social Fabric
- Partners in Technology
- Science World/Symbiosis Initiative
- Sustainable Agriculture agreements with Community-focused Local Governments

The CPC of the Carnegie Community Engagement Classification offers opportunities for the institution to improve practice and advance community engagement on campus through:

- recognizing relationships between those in the university and those outside the university that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes;
- identifying promising practices that can be shared across and between institutions;
- strengthening a culture of collaboration and bringing parts of the campus together and community organizations together; and
- demonstrating accountability that the institution is fulfilling its mission to serve the public good.

The process of applying to the framework is itself a catalyst for change, fostering institutional alignment with community-based teaching, learning, research, and scholarship.

»» Contributing to an Accessible Post-Secondary System

The following sections describes some of the way in which KPU contributes to an accessible and relevant post-secondary system.

Flexible Learning Pathways

The Dual Credit program at KPU continues to enhance and strengthen partnerships with local school districts to offer students in K-12 competitive post-secondary education and experience. Through a collaborative effort, KPU's Dual Credit program delivers on offering relevant and hands-on skills, along with educational opportunities, to K-12 learners, as highlighted and mandated by the Ministry of Education.² Specifically with the Memorandum of Understanding (MoU) between local school districts, such as Surrey, Delta, Maple Ridge, Richmond and Langley (to name a few); and a partnership with an independent school, Maple Leaf World Schools, through its Dual Credit program, KPU continues to recruit students domestically and internationally, to maintain student enrolment, and develop pathways to fulfill K-12 students' evolving educational needs.

Since the end of the 2019/20 fiscal year, the Dual Credit program has engaged in new and innovative content delivery and promotional events to engage and recruit students. First, we delivered presentations to parents and students in China, through our partnership with Maple Leaf World Schools. Our hope is to have more international students partake in the Dual Credit program. Secondly, we are pleased to have partnered with the Surrey School District to offer a cohort class for Surrey students.

In the Summer semester of 2019, with consultations and support from the Faculty of Science and Horticulture, KPU's Dual Credit program enrolled select Surrey high school students into *Introduction to Health Science (HSCI 1115)*. This cohort class was one of the first implementations of such a program at KPU. We are working again with the Surrey School District on a similar class structure for summer 2020. Thirdly, the Dual Credit program has been represented at different KPU campus events, such as Open House, Discovery Days, and high school presentations. These events were positively received by participants and continue to fulfill our strategic approach of marketing the Dual Credit program to a variety of high school students.

We have continued to develop new partnership and program offerings by connecting with more local school districts. We have recently established a new partnership with Revelstoke School District, and renewed our MoUs with Surrey, Richmond, Delta, Maple Ridge, Langley, and New Westminster school districts. This includes separate MoUs for trades and academic courses.

KPU's Dual Credit program continues to develop and implement new pathways of learning for K-12 students. Through research and consultations with the Faculty of Health, we have redesigned the Health Care Assistant Program specifically for the Dual Credit students in the Surrey School District. These students will be able to graduate high school and have a certificate in the Health Care Assistant program.

We continue to look for ways to expand dual credit opportunities, including with independent schools and international high schools in the KPU region, as well as opportunities for concurrent students. Representing KPU, the Vice President of Students serves on provincial boards and

² Graduation Program Order, BC Ministry of Education, September 20, 2019.

committees, including Ministry of Education K-12/post-secondary Careers Advisory Group, and the EdCan Network Council and Editorial Board. KPU also participates in regional and provincial forums. For instance, KPU has:

- hosted two provincial Career Summits focused on dual credit in which both the Minister of Education and the Minister of Advanced Education, Skills and Training participated;
- hosted the *South Fraser Partners' forum*, which included the KPU Administration, faculty and the Superintendents;
- coordinated *Open Doors, Open Minds* event for Indigenous high school youth;
- hosted Surrey School District *Indigenous Graduation Advocates* Meeting; and
- participated in KPU Richmond School District Transitions Project inclusion meeting.

Access for Underrepresented Groups

In the 2019/20 fiscal year, 44 former youth in care received a tuition waiver so they could pursue studies at KPU, compared to 39 youth in the previous year. KPU supports these students in a variety of ways. In the Student Awards and Financial Assistance office, one advisor is designated to support former youth in care, both with financial assistance as well as guiding them to other supports and services at KPU. In addition, a *Supports for Success Mentorship Program for Former Youth in Care* was created, in Fall 2019, wherein former youth in care students are paired with a trained faculty member to increase university supports. As of March 2020, four partnerships had been formed between student and faculty member.

To create and solidify relationships with our local First Nations, Metis, and urban Indigenous communities, an Indigenous Community Coordinator position was created and filled in January 2020. This new position provides admission advising and liaison services to support increased enrolments and post-secondary participation from Indigenous learners at KPU. The Indigenous Community Coordinator builds relationships and connections with local Indigenous organizations and First Nations to serve as a key representative who can support prospective Indigenous learners with admission advising, transition support, and connection to other resources such as Elder support and other student services.

Open Education

KPU is an international leader in open education, a leading institutional adopter of open educational resources (OER), and home to Canada's first zero textbook cost (ZTC) programs, including the Bachelor of Arts Degree in General Studies. In just two years, the ZTC initiative has grown to include over 750 unique courses and seven programs, and has collectively saved KPU students an estimated \$3,847,972 in textbook costs. ZTC sections consistently enjoy higher demand, and show higher mean GPAs, lower withdrawal rates, and lower DFW rates by the end of the semester. Taken together, these data demonstrate the positive impact of the ZTC initiative on both economic and educational outcomes.

Our Library's Open Publishing Suite (OPUS) continues to support the creation and adaptation of open textbooks by KPU faculty. These textbooks are showcased in our public catalogue via KPU's Open Education webpage, and include Business Communications, Math, Psychology, and Horticulture.

Many of our faculty are embracing innovative open pedagogies that involve co-creating OER with their students. These include textbooks, instructional videos, and other ancillary learning

resources. In partnership with the Teaching & Learning Commons, we offer workshops, learning communities, and support for open educational practices and platforms. Some of this support is provided by our Teaching Fellow in Open Education (a faculty member with a partial time release).

Our annual Open Pedagogy Fellowship enables faculty to work with colleagues at Montgomery College (Maryland) and Maricopa Community Colleges (Arizona) to collaboratively design course assignments that focus on the United Nations sustainable development goals. In the first year of this fellowship, these interdisciplinary assignments tackled global challenges such as food insecurity, gender equality, and climate action. These assignments are showcased on KPU's Open Education webpage.

Over the past year we established an Open Education Research Fellowship and are also planning our inaugural Open Education Research Institute, an opportunity for new and emerging researchers interested in open educational practices to deepen their knowledge and sharpen their skill set while connecting with other researchers and joining a Provincial mentorship network.

KPU's leadership in open education has been recognized with four awards for excellence in open education from BCcampus, profiles in national and international publications, two interviews featured in the *Teaching in Higher Education* podcast, an appointment on the International Council of Open & Distance Education's OER Advocacy Committee, the selection of KPU instructors to participate in UNESCO's Open Education for a Better World program, numerous invitations to speak at conferences, and requests to host visiting scholars or otherwise share our expertise with other post-secondary institutions.

The strategic plan for Open Education operationalizes the Academic Plan's goal of KPU becoming an international leader in open educational research and practices. These goals and strategies, along with milestones and profiles of KPU's open education champions, may be found within our public catalogue via KPU's Open Education webpage.

Post-Secondary Digital System Strategy

KPU is engaged in a variety of initiatives to help foster an effective sector-wide digital strategy. We continue to engage in the *ARUCC National Network*, creating capacity for domestic and international mobility and transfer for learners and Canadian higher education institutions by participating in initiatives to establish a Pan-Canadian exchange network for post-secondary student document and data sharing. The National Network project continues to explore ways in which learners can view, curate, and share their credentials and documents with ease, and establish direct connections with trusted institutions and organizations across Canada and around the world.

KPU continues to contribute to enhancements to the *EducationPlannerBC* (EPBC) provincial application service. Our University Registrar has joined the EPBC Functional Advisory Committee for a two-year term. The Functional Advisory Committee provides support and advice on functional advancements and technology development for application services and transcript services to ensure the best user experience for applicants / users and post-secondary institutions.

Over the last year, KPU has continued to work directly with EPBC to bring on new XML post-secondary transcript trading partners and enhance and operationalize application opportunities for prospective PSE students. As part of an effective Post-Secondary Digital System Strategy, the

Office of the Registrar at KPU has worked collaboratively with the BC Ministry of Education and EPBC on a provincial initiative to implement electronic transfer exchange of high school transcripts. This new functionality enables applicants to request their BC high school transcript through the Student Transcript Service to be sent electronically to KPU which is then pushed directly into our student information system. Within the first two months of implementation at the end of March, KPU had already received over 1,700 electronic BC high school transcripts, with data feeding directly into our Student Information Systems without manual data entry intervention.

KPU continues to create access through our online scheduling and registration processes by engaging in opportunities to contribute toward and learn from industry best practices. In support of this, our Associate Registrar was recently appointed to the Ad Astra Client Advisory Board for a three-year term. The goal is to work collaboratively to better understand and address higher education needs to align resources in order to accelerate student completions. This encompasses sharing industry trends; discussing vision, strategy, and product roadmaps; participating in product development partnership programs; strengthening client relationships through networking opportunities; playing an active role in the Aspire Conference and Regional Summits; and providing referrals to prospective clients.

To enhance KPU's ability to accept digital payments, we introduced *Flywire*, a comprehensive online payment and receivables solution, backed by a powerful network and 24/7 multilingual support for students making payments from outside of Canada. With *Flywire* students benefit from competitive exchange rates, pay with familiar payment options, and track their payment online from start to finish.

Implementation of a client relationship management system began is expected to be completed by Fall 2020, to enhance recruitment, communication, and conversion capabilities for prospective domestic and international KPU students.

Preparation for K-12 Curriculum Changes

In anticipation of the changes in the new 2019 provincial graduation program, KPU, through our Teaching and Learning Commons, participated in the Surrey Portfolio Pathway Partnership with the Surrey School District. In the 2018/19 academic year, six surrey high school students were admitted to KPU based entirely on their ePortfolios. The purpose of the partnership was to learn how to improve the transition from grade 12 to post-secondary studies.

In preparation for the transformation of BC's High School curriculum, KPU reviewed the relevant course changes as well as the introduction of new courses and, in the context of our University's admission requirements, our Senate approved the necessary changes for all incoming fall 2020 students. This review included the English and mathematics admission requirements for the Faculty of Trades and Technology vocational programs. A complete review was conducted and admission requirements changes were made where required. For example, the "English 10" requirement was changed to "English First Peoples 10," "Creative Writing 10," etc. Similar changes were also required for some of the mathematics admission requirements in that "Apprenticeship and Workplace Mathematics 10" was officially renamed as "Workplace Mathematics 10."

Faculties were asked to review courses that use high school courses as pre-requisites, updating them as appropriate to ensure a seamless progression in relation to the student experience.

International Education

KPU's International Education Strategy is intended to:

- manage international student growth within KPU's capacity;
- increase the diversity of the international student population;
- enhance international student success;
- support students in their transition to the BC workforce; and
- increase international education opportunities for KPU faculty, staff, and students.

KPU participates in sector meetings on international education, including those led by the Ministry of Advanced Education, Skills, and Training, as well as meetings of the BC Heads of International Council, to contribute to the development of a student-centred international education framework.

International Student Recruitment Initiatives

The priority focus for student recruitment are the United States, China, India, South Korea, Brazil, Mexico, Japan, Germany, the Philippines, and Vietnam. Other countries and regions of focus include: Hong Kong, Taiwan, and Colombia. Recruitment efforts have been successful in the following emerging markets: Central Asia (Ukraine, Kazakhstan), Southeast Asia (Thailand, Indonesia, Vietnam), and Latin America (Colombia, El Salvador).

KPU continues its direct recruitment efforts in developing and emerging markets through participation in agent events, BC Council for International Education and EduCanada international in-person and virtual events; increasing social media presence; and running digital marketing campaigns.

Other recruitment initiatives include:

- *Field Representatives.* KPU's network of field reps continues to grow. The four reps in Brazil, Vietnam, India, and China serve as KPU's on-the-ground ambassadors to promote brand awareness and interact with students, parents, and agents in the local languages.
- *Partnership with Local High Schools.* KPU is exploring collaborative recruitment campaigns and conditional letters of admission to international students attending local BC high schools. KPU is also promoting dual-credit programming with private high schools to attract international high school students who already reside in BC.

The following initiatives and exchanges will also help to ensure a balanced approach in international education:

- *Canada-ASEAN (Association of Southeast Asian Nations) Scholarships and Educational Exchanges for Development Program (SEED).* KPU has been successful in receiving students attending a university from the Philippines through the SEED program.
- *Mexican Government Grant Program for Canadian Indigenous Students.* This program supported a KPU Design faculty member and three Indigenous students to participate in a cultural exchange program with a university in Mexico in Fall 2019.
- *Global Mobility Fund.* KPU established a mobility fund to support student and faculty outbound mobility.

- *University Mobility in Asia and the Pacific Consortium (UMAP)*. KPU joined the UMAP Consortium to aid in building quality partnerships and reciprocal student and faculty mobility with countries in Asia and the Pacific Rim. This will enhance faculty and student access to quality international experiences.
- *Indigenous Outbound Mobility with Edith Cowan University*. A program initiated between KPU and Edith Cowan University, in Australia, offers Indigenous students a short-term program that combines academic study with cultural excursions. Students from both institutions will engage and connect with local indigenous culture through special lectures and interactive workshops.
- *Collaborative Online International Learning (COIL)*. COIL is an approach that brings students and professors together across cultures to learn, discuss, and collaborate as part of their class. Instructors in partner institutions work together to design the experience, and students partner to complete the activities planned. COIL becomes part of the class, enabling all students to have significant intercultural experience within their course of study. Instructors can use any technology tools that serve the learning goals – an effort for internationalization at home through an accessible and cost-effective form of mobility.
- *Virtual Exchange Program*. KPU is exploring new options for exchanges while travel is restricted due to the pandemic.

Supports for International Student

Services to support the success of international students include:

- *Caseload Advising*. Each advisor is assigned a list of new international students so that each student has a primary point of contact to whom they can reach out anytime throughout the semester for their academic and non-academic inquiries. Advisors provide one-on-one advising, directing students to suitable options for academic support and overall educational planning to help them succeed in their first semester at KPU. The regular contact with students in their first semester of studies is intended to improve their success throughout their time at KPU.
- *Peer Mentorship Program*. Beginning in Summer 2020, peer mentors will be hired and matched with new incoming international students. The first two weeks of the program will focus on reaching out to new international students to answer questions, referring them to tutors and other supports at KPU, as well as creating social connections. As the semester continues, the peer mentors will also provide support academically through offering tips on academic writing, English conversation/writing practice, referring students to academic resources based on identified needs, and explaining the Canadian educational system.
- *First Year Boost Program*. First Year Boost is a pilot initiative planned for Fall 2020 to help improve the success of new international students by giving them a solid grounding in the Canada culture and an understanding of the higher education system in Canada.
- *International Student Emergency Fund*. KPU has created an emergency fund for international student meeting an unexpected financial hardship.
- *International Student Pre-Departure Orientation Modules*. This online orientation aims to prepare students for their arrival to Canada and support students in their transition to KPU. (This was developed prior to COVID-19.)

KPU has developed a number of supports for international students specifically addressing COVID-19. These include:

- *Online "Live" International Orientation:* A live orientation is provided for new international students to meet with staff and current students at KPU before term begins. Topics covered included academic information and success, and student life topics, including health insurance, events, and volunteer opportunities. Also, new international students can connect with current students who share their experience studying at KPU, living in Canada, and tips to succeed at KPU.
- *Student Life Events:* A monthly live stream and virtual educational webinar, trivia and games nights to socially connect students and engage them with students and connect with KPU.
- *COVID-19: Information for International Students:* Provision of updated online information on COVID-19, including FAQs. <https://www.kpu.ca/international/covid19-information-for-current-students>
- *Student Support for Travelling to Canada During COVID-19:* KPU has developed a webpage for KPU international students travelling to Canada. The webpage provides information on expectations prior to departure and upon arrival. Staff also help students prepare their quarantine plan should they be eligible to travel to Canada, provide eligible students with a support letter, and monitor them during the quarantine period. <https://www.kpu.ca/international/travel>.
- *COVID-19 Guide for International Students.* KPU has developed an information guide for international Students planning on coming to Canada: *Information Guide on Preparing for Arrival in Canada and Expectations Upon Arrival*. The guide can be found at: https://www.kpu.ca/sites/default/files/international/KPU%20International%20COVID-19%20Guide_Aug%2026.pdf

»» Equity, Diversity and Inclusion at KPU

The President's Diversity and Equity Committee provides leadership and co-ordination to the many activities that increases KPU's ability to admit, support, and celebrate learning and employment for all. It sponsors events and projects, contributes to relevant policy review, and reviews key data related to student and employee diversity.

In the past year its priorities have included LGBTQ2+ support; accessibility; community engagement; increasing KPU's engagement with and inclusion of local Indigenous communities; data gathering and metric development on diversity and inclusion; inclusion and equity principles in KPU policies; and training in inclusivity/equity. Examples of its work include:

- helping prepare the Equity and Diversity Plan for the federal Canada Research Chairs Program;
- providing feedback to KPU's Campus Master Planning process with respect to inclusive strategies to increase meaningful access for all students and faculty;
- initiating the development of trans-friendly registration/name change practices for students and employees;
- supporting Universal Design for Learning approaches; and
- inspiring the adoption of Indigenous signage and artwork across campuses.

»» Student Safety and Well-Being

Health and Well-Being

The importance of student safety and health is reflected in a number of KPU initiatives, including KPU's Healthy University Initiative (HUI), that fosters health and well-being by focusing on the following three key goals:

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

The following are illustrations of how KPU supports the health and well-being of its students.

Mental Wellness Student Support Program: In April 2020, the Student Affairs Division in partnership with *guard.me* launched the *keep.meSAFE* program which provides all KPU students with 24/7 access to a large, diverse network of professional counsellors, and is available through the *MySSP* app, by phone, and online. In addition, *keep.meSAFE* can assist staff and faculty to help students in distress. This service augments our existing in-house Counselling Services, which continue to provide in-depth counselling for students.

KPU Pride Advocacy Group: The KPU Pride Advocacy Group was formed in January 2020 to identify opportunities to foster awareness, encourage engagement, and promote inclusiveness, thereby creating an environment where LGBTQ2+ students and employees feel welcomed, valued, supported, and empowered.

Out in Schools workshops: The Student Health Promotion Department engaged Out in Schools to host workshops that promote awareness of LGBTQ2+ issues and help to develop capacity around equity and diversity needs.

Peer support programming: KPU Student Health Promotion, with support from a consultant, has conducted a review of existing Peer Support Programming. A peer wellness program plan has been developed as a result. The proposed peer program will be low intensity and focus on providing social support, promoting wellness resources, and conducting outreach to KPU students. Implementation will begin in the 2020/21 year.

Expansion of prayer and meditation spaces: In May of 2019, new Prayer and Meditation Rooms were established on the Langley and Richmond campuses. These rooms are used by both staff and students of various faith and secular backgrounds and are equipped with privacy screens and seating.

Wellness in Action: KPU's Sport & Recreation and Counselling Services departments continue to offer *Wellness in Action*, a mental health initiative that uses psychotherapy and exercise to support students experiencing moderate depression and anxiety. In the 2019/2020 fiscal year, 25 students participated in the program with 89% of completers stating that they felt less anxious and depressed after completion.

Participation in provincial initiatives: There are a number of provincial initiatives related to student health and well-being in which KPU participates. KPU representatives attend Healthy Minds,

Healthy Campuses events; KPU students participated in UBC's Canadian Campus Wellbeing Survey in early 2020; and KPU is promoting *Here2Talk* as a resource on its Counselling Services website.

Sexual Violence and Misconduct

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

Policy SR14 and its related Procedures address how members of the University community respond to a Disclosure and/or Complaint and/or Report, and where to report an incident of Sexual Violence and Misconduct (SVM). The University created a Student Rights and Responsibilities Office (SRRO) within Student Services in May 2018. The SRRO has a broad mandate that includes administering Policy SR14 and providing support to the university community on SVM. The SRRO works closely with Human Resource Services regarding any reports or incidents that involve employees. Additionally, the SRRO works in collaboration with other units across KPU to provide education and awareness programming, and serves as a conduit to community resources and organizations with expertise in sexual and domestic violence, health, and community support. The Office employs a victim-centered/trauma-informed approach as per the guiding principles of the Policy. Students are able to access the SRRO via phone, email and in-person. Contact information and other resources are available on KPU's dedicated SVM Support webpage, the link to which can be found elsewhere on KPU's website. Contact information for the SRRO is also available via *KPU's Safe* app, the *24/7 mySSP* app and International's *iCent* app.

The Ministry of Advanced Education, Skills and Training formed a Working Group in December 2018 to develop an action plan with regards to SVM. The Director of the SRRO was a member of the original Working Group which resulted in KPU hosting a two-day Forum in June 2019. After the Forum, a number of initiatives were launched and KPU is involved in all of them. The Working Group has evolved into an ongoing Advisory Group and the Director remains a member. The Director and/or Student Rights and Responsibilities Liaisons are members of the Communities of Practice that have been established. The SRRO has expressed interest in participating in all upcoming initiatives.

As per the Act, KPU's SVM Policy must be reviewed at least once every three years or as directed by the Minister of Advanced Education. KPU has followed a continuous review process. Based on the feedback from the initial stakeholder consultations, minor changes to the policy and procedures were made and the updated documents became effective in August 2019.

KPU's extensive review process included consultation with the following stakeholders:

- Kwantlen Student Association (KSA)
- Kwantlen Faculty Association (KFA)
- KPU / BCGEU Labour Management Relations Committee
- Ending Violence Association of BC (EVA-BC)
- President's Advisory Group (members are Vice President Students, Student Rights and Responsibilities Office, Human Resources and Security)

As part of a continuous review process the SRRO and Human Resources (HR) continue to work with students and employees noting any feedback provided. Additionally, the Director, SRRO is a member of the Community of Practice established by the Ministry on policy review and to share best practices. As well, a consultant with expertise in “plain language” from the Ministry/BCcampus (West Coast Editorial Associates) provided further feedback and recommendations after reviewing our policies and procedures. EVA-BC completed another extensive review of our policy and procedures in April 2020 and provided suggestions. In fall 2019 and spring 2020 the SRRO obtained feedback from Student Orientation Leaders and students they interacted with at various events. Additionally, the SRRO created “pop-up” stations at each campus where the SRRO Liaisons set up a table, chairs, banners, posters, resources, the policy and procedures of SR14 and comments slips for students to fill out. Finally, the SRRO reviews best practice documents and books. The President’s Advisory Group will be reviewing the additional feedback received over the course of the next year, and propose revisions to the policy and/or procedures, if necessary.

Training and awareness raising are high priorities for the SRRO. The Director and Student Rights and Responsibilities Liaisons have established connections with the Ministry of Advanced Education, Skills and Training (AEST), other post-secondary institutions and with community organizations such as the EVA-BC and MOSAIC. All SRRO employees participate in specialized training as available, view webinars, undertake readings, are members of Communities of Practice, and participate in community-based workshops.

The SRRO works to increase awareness in many ways. It offers workshops in “How to Receive a Disclosure,” “Bystander Awareness,” and “Consent and Healthy Relationships” which can be delivered as stand-alone workshops or a condensed version covering all three topics. It continues to work with our Orientation and Transitions department on delivering this programming to Orientation Leaders and incoming students. It continues to interact with students at all the campuses via various events. In addition, the SRRO sets up a table at various times throughout the semester, to have a high-profile presence in a public space and interact with students to promote the services of our office. The SRRO has developed consent posters to run consent education campaigns.

Since July 2018, SRRO has presented on SVM to approximately 3,000 employees and students. As expected, there was an increase in disclosures from students, often related to historical events, and the SRRO has supported accommodations and facilitated access to support resources for students, as per policy. The nature of the disclosures is not definitively indicative of an increase in incidents on campus; rather, more awareness of the policy and that KPU has support resources in place. Therefore, the SRRO views this increase as a positive indication of increased awareness that KPU is a safe and supportive space for disclosure.

Other than what is directed in the *Sexual Violence and Misconduct Policy Act* with regard to reporting, there are no defined protocols for reporting additional data. In 2019, the SRRO, Vice President Students, General Counsel, Manager of Information Access and Privacy, Manager of Media and Communications, and HR met many times to discuss what, if any, additional data to report on and as a result of many discussions, developed Guidelines in Relation to Reporting on Incidences of Sexual Violence.

The SRRO will maintain and expand our linkages with government and community. They will continue to develop resources for our students that are accessible and as per the partnerships

with AEST and BCcampus, link to and utilize vetted common resources. KPU will also take part in the upcoming Sexual Violence and Misconduct Student Climate Survey.

»» Supporting Teaching Excellence

KPU supports the design and delivery of innovative and supportive learning environments by developing and offering resources, supports, professional development opportunities and training for faculty, administering and supporting a suite of integrated learning technology platforms and related infrastructure, supporting identified institutional teaching and learning priorities (e.g., experiential learning, intercultural teaching, universal design for learning), sharing and celebrating exemplary approaches to teaching and learning, and by leading institution-wide strategic planning on teaching and learning. Intentional connections are sought to catalyze innovative teaching and learning, promote scholarly teaching and the scholarship of teaching and learning, strengthen local, regional, national, and international partnerships, and enhance KPU's reputation for teaching excellence.

The Teaching and Learning Commons works closely with other units across the institution. This includes partnering with IT and Facilities to ensure that appropriate and innovative educational technologies are installed, enabled, and maintained across all campuses to enhance the learner experience, consulting with Faculties, departments, and programs to ensure that curriculum development and program review is informed by principles of effective instructional design, coordinating open education publishing and other supports with the Library, and liaising with the Learning Centres and Accessibility Services to ensure that faculty and student supports are integrated and inform one another.

In support of the institution's shift to remote delivery in the face of the COVID-19 pandemic, the Teaching and Learning Commons quickly created a rich set of faculty support resources on a new *Keep Teaching* website, developed a popular intensive online course for faculty on *How to Teach Online* and significantly enhanced and integrated our learning technologies to support effective synchronous and asynchronous online course delivery. During the Spring 2020 semester the Teaching and Learning Commons team supported 1,740 learning technology support requests (up from 734 during the Fall 2019 semester) and provided over 300 individual consultations to faculty. Nearly 300 faculty members will complete the *Level Up: Learn to Teach Online* course across eight cohorts offered during the Summer 2020 semester.

Online workshops are regularly offered to faculty on effective online teaching, use of learning technologies, adoption of open educational practices, universal design for learning, and intercultural teaching, institutional memberships are being leveraged to provide external opportunities to members of the KPU community (e.g., participation in the Online Learning Consortium's virtual Innovate conference), and partnerships being developed to provide additional opportunities for pedagogical innovation (e.g., United Nations sustainable development goals Open Pedagogy Fellowship with Montgomery College and Maricopa Community Colleges). Opportunities for funding include Open Educational Resources (OER) grants, scholarly inquiry grants, and 0.6 professional development fund awards. Faculty apply for Educational Consultant and Teaching Fellow (time release) positions to support teaching and learning priority areas. The Educational Consultant (EC) program is being expanded from the 2020-21 academic year to include three ECs in course design, two ECs in universal design for learning, and one EC each for intercultural teaching practices and educational media. In addition, there will be three Teaching Fellows, in experiential learning, intercultural teaching, and open education.

While the work of the Teaching and Learning Commons directly supports the core mission of the institution, it also has a substantial impact beyond the institution. This includes involvement in the Carnegie Community Engagement Canadian Pilot Cohort, leadership in the global open education movement (including representation on the International Council of Distance and Open Education's OER advocacy committee), and developing plans to host a Digital Pedagogy Lab Canada training institute starting in 2021.

»» Strengthening Workforce Connections

KPU continues to strengthen the link between its programming and the needs of the labour market. The following are examples of new programs or programs that have been substantially revised to better meet the labour market needs of the sector.

Graduate Certificate in Sustainable Food Systems and Security

The new graduate certificate program in Sustainable Food Systems and Security (SFSS) will be launched in Fall 2020. This program represents a unique educational offering in Canada, complementing KPU's existing research and programming in sustainable agriculture and food systems, and further positioning KPU as a Canadian higher education leader in this nascent but critical academic domain. The program is intended to satisfy the needs of a breath of professionals and aspiring professionals requiring expanded expertise in food system sustainability and food security. Relevant professions include agriculture and food system professionals, policy analysts, and planners. The program is fully articulated with Royal Roads University (RRU) Master of Arts – Interdisciplinary Studies program, allowing graduates of the certificate program to apply these credits to the RRU Master's program.

The SFSS certificate program is a multi-disciplinary, research informed program of study with deep sustainability at its core. Its objective is to train change-makers, those that will transform our food system as a foundational element of a sustainable 21st century humanity. It is led by faculty with terminal degrees in their fields of expertise and actively involved in applied knowledge creation and mobilization. The program transcends the academic discipline of agriculture and will have links to undergraduate and graduate applied research opportunities. The program objectives focus on the social, economic and environmental outcomes of our dominant food system paradigm, and the necessity and ways to transform it for 21st century human sustainability.

The multidisciplinary curriculum comprises two parts. Part one focuses on a comprehensive multidisciplinary examination of contemporary food systems and food security from environmental, social and economic perspectives, elucidating the resultant multi-faceted and deep challenges to humanity and the environment. Part two focuses on envisioning and facilitating an alternate food system future. The capstone course entails guided experiential, community-focused study, identifying a food system sustainability issue in their community, and developing a strategy to address it.

During the course of program conceptualization and development, a variety of stakeholders were consulted and 25 letters of endorsement were obtained from various sectors, including: not for profit food system organizations (8), local governments (4), food system sector associations (3), planners/consultants (3), universities (across Canada) (6), one school district, and one Provincial Health Authority.

Certificate in Farrier Science

The new Certificate in Farrier Science was developed with strong input from the farrier community. The Certificate in Farrier Science program has several innovative features. Starting with the overall structure, the program is 30 weeks in duration as follows: 16 weeks of theory and practice, 12 weeks of hands-on experience, and the final two weeks dedicated to the capstone project. Throughout the program, students will spend every Friday building their e-portfolio by meeting with members of the Farrier Science Program Advisory Committee, members of the Western Canadian Farriers Association, farriers, veterinarians, farrier suppliers, and equestrian centres to learn the size and scope of the industry. In March, students will start 12 weeks of hands-on experience, which includes six weeks with a working farrier and six weeks on campus as local owners bring their horses to the KPU barn. Students spend the last two weeks of the program finalizing their e-portfolio and presenting the findings to their peers.

The new program has received endorsement from the BCSPCA, veterinarians, and the American Farrier Association. This is the only farrier program in BC, and is one of only two farrier programs in Western Canada. Students have historically included strong female representation.

Human Resource Management Post Baccalaureate Program

Developed in consultation with faculty, alumni, students, and industry experts, the Human Resource Management Post Baccalaureate (HRMT PB) program is designed to prepare students to successfully address the challenges of human resource management in organizations today. Whether HRMT PB students already have human resource industry experience and are seeking formal education for career development, are developing their organizational management skills, or are transitioning to a human resources or management role, the program offers a path to careers that continue to be on the high demand occupation list in British Columbia.³

The learning outcomes of the program are aligned to prepare students to work in the Human Resource Management profession and advance their career to the management level. The learning outcomes also serve to prepare students to be effective business leaders who use their human resource competencies to make strong decisions, lead change, and model effective human relations and intercultural skills, to ultimately drive organizational strategy and achievement.

The program's curriculum has been designed to deliver on the Chartered Professional in Human Resources (CPHR) required professional competency (RPC) framework, in addition to needed business acumen. The CPHR RPC framework identifies both function and enabling competencies that are the foundation of success for HR professionals. The program has been audited and approved by CPHR BC and Yukon. Students who graduate with a 2.67 GPA in their HRMT courses may seek an exemption from writing the standardized National Knowledge Exam and obtain their CPHR Designation following three years of professional level human resource experience.

Diploma in Public Relations

The two-year Diploma in Public Relations is designed to prepare graduates for entry and intermediate-level public relations and communications positions in the workforce, or to continue

3 B.C.'s Labour Market Outlook: 2019 Edition. (n.d.). Retrieved from <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>

their studies in a Bachelor of Business Administration (BBA) or Bachelor of Arts (BA) program at KPU. The diploma can stand on its own, but is also an excellent opportunity for professionals with previous education or experience, who are looking to upgrade or retrain to get into this expanding field. Recently redesigned based on extensive stakeholder feedback and literature reviews, the diploma is aligned with the latest industry standards and expectations, and includes new PR courses, more business education, mandatory Indigenous studies and breadth electives, and a new co-op option. Additionally, the program's new learning objectives and activities are based on principles of Diversity, Equity and Inclusion, Universal Design for Learning, and decolonization.

Experiential learning is emphasized throughout the program, as students learn the theory and practice of public relations, and develop the skills and knowledge necessary to successfully manage relationships on behalf of businesses and other organizations through the use of creative and strategic communication. Additional program highlights include a shift to open registration, and a greatly increased ability to ladder into other degree programs at KPU (e.g. BBA in Marketing, BA in Journalism).

Expanding Programming in Priority Areas

KPU has received additional one-time funding for fiscal year 2020/21 to deliver an additional 32 FTEs in the Health Care Assistant program. Prior to the pandemic, KPU increased the number of seats in electrical and plumbing apprentices for levels 2 to 4 for the 2020/2021 fiscal year, and was in discussions with Industry Training Authority (ITA) to provide funding for these seats. These discussions are ongoing and have expanded to also dealing with the impact of social distancing on instructional delivery.

»» Work-Integrated Learning

KPU has been a leader in experiential learning for a number of years and the number of work-integrated learning (WIL) opportunities for KPU students have started to reach critical mass. The most significant feature, emerging now, are characteristics that show a maturation of this kind of work. There are increasing numbers of interdisciplinary partnerships, deeper partnership networks, and a wider recognition of the strengths of WIL activity. The following highlights some of the emergent themes in WIL at KPU.

Work-Integrated Learning at KPU

Although there are a range of learning outcomes that are associated with service learning and WIL courses, there has been no routine, standard wording used for student learning outcomes for these courses at KPU. The practice of investigating learning outcomes as associated with WIL will inform work going forward in this area. To codify existing institutional practices, KPU's Senate, in conjunction with its Standing Committees on Curriculum, and Teaching and Learning, has approved the following student learning outcome for use in the Course Outline Development System for service learning and WIL courses: "Apply attitudes, skills, and knowledge to an employment and/or community context." This step makes it possible to code these courses in the Student Information Systems for easier analysis. This work will begin Fall 2020 with the launching of a new course outline database.

Other practices at the institution are also starting to align with WIL, including hiring practices and awards. For example, one of the interview questions for the hiring of a sessional instructor for

NGO and Nonprofit Studies reads: “How might you manage a class size of 25 students in undertaking community service-learning group and individual projects?” and “The course that you will be teaching is a designated community service learning course and has pre-existing community partners. Can you describe your experience with community service learning and maintaining community partnerships?” The criteria for the 2020 Faculty of Arts teaching award included experiential learning (including research, creative work, service learning/community engagement, practicums, etc.), design or delivery of innovative pedagogies or assessment methods, and sharing teaching excellence and innovation within KPU and beyond as some of its categories.

KPU has also begun a two-year process of surveying all courses at the university for their applied content. This work has been done for KPU's involvement in the Carnegie Community Engagement Framework (described earlier in this chapter). Through a survey, faculty members can designate courses as community-engaged, open education, applied research, and experiential learning.

Large-Scale Experiential Learning Activity

As faculty members develop expertise in service learning, they are able to build out projects which span multiple courses and may draw external funding. For example, the students from several Horticulture classes worked together to successfully complete the Fall site repair and planting for the Logan Creek Decolonization Project (The Hinge). The project had a \$25,000 grant by TreeCanada/CN EcoConnexions, involved 702 student hours, 125 hours of staff and faculty volunteer time, and also received a \$10,864 in-kind donation of plants, materials, and equipment use (total value \$31,793 for matching funding of \$25,000).

WIL Collaborations

As instructors in particular courses become more comfortable with their WIL practices, collaborations are starting to take place both across programs and across Faculties. Additionally, new courses are developed which are tailor-made to address pressing issues, matching well to WIL initiatives. In the Faculty of Arts, students in HIST 4405 (Doing Digital History) and FINA 3112 (Public Art: Theory and Practice) launched “Your City: City as Subject,” a collaborative public exhibition that explores the city of Surrey as a site of meaning and making.

In the Faculty of Science and Horticulture, a collaborative brew was crafted in KPU's Brewery, using pears from the Sustainable Agriculture orchard. The result, a 50/50 Hefeweizen, was called ‘Pear Necessities.’ This built on some of the other successes in Brewing, as KPU Brewing won Brewery of the Year at the 2019 BC Beer Awards, and KPU Brewing hosted the first KPU Brew-Pink Boots Collaboration Brew Day in celebration of International Women’s Day along with other female brewing teams from around the world. The Pink Boots Society is an international organization that promotes women in brewing.

In the Faculty of Trades and Technology, the Carpentry Foundation class collaborated with the Electrical Foundation students to simulate a working site. They put up concrete formwork and roughed in electrical in real time. The effort created real time problems of co-ordination and collaboration with other trades while facing time constraints. Students have to develop negotiation and collaborative skills to achieve their goals.

Students in the School of Business regularly work with industry partners, as well as nonprofit organizations and city initiatives. The Industry Project in MRKT 4201: Integrated Marketing Communications Practicum has students from both Graphic Design for Marketing (Wilson School of Design) and Marketing (School of Business). The 28 students worked with OceanWise Education, a nonprofit organization focused on sustainability. Students were tasked to create an integrated marketing communications plan to address brand awareness issues with OceanWise Education. In week two of the course, students visited the OceanWise site, along with an after-hours tour of the laboratories and aquarium. This project allowed the graduating class to complete a hands-on industry project focused on advanced marketing communications and sustainability.

Co-Op Education and Practicum Courses

Co-op education at KPU has deep connections with industry partners, close relationships with faculty members, and significant ties with Co-op students. For example, a KPU Criminology student was nominated for both the Provincial and National Co-op Student of the Year awards and given Honourable Mention for the ACE/WIL-COOP Student of the Year 2018 – University Category. Co-op faculty repeatedly go beyond routine involvement and put forth significant effort to develop student opportunities. Some of work terms allow students to pursue significant applied work. For example, an Environmental Protection Technology student is completing a work-term semester in Cuba, researching practical methods of recycling anaerobic digester effluent into fertilizer. In the 2019/20 academic year, CADD (Computer-Assisted Drafting and Design) launched its Co-op option.

Experiential/Service Learning Courses

Co-op and practicum courses are easily recognizable as WIL courses, but the heavy emphasis at KPU on experiential/service learning courses is a mainstay at KPU, helping students and faculty connect with community partners. In the NGO and Nonprofit Studies program, through ANTH 3190: NGOs in Practice, students took on a range of activities, including data collection for studies at the Richmond Public Library and the Port Moody Library, volunteering at Kwantlen First Nation to label and organize the archaeological repository of over 10,000 artifacts, completing transcriptions for community members at Kwantlen First Nation, and event planning for the United Nations Association of Canada (Vancouver branch). Students in this course are given a range of activities to choose from as the service learning partnerships have been built up over a number of years.

Students in a first-year business communication course collaborate to address a real issue. Three classes worked together to do original research on how KPU could better support international students. The classes produced a 150-page report, complete with charts, graphs and illustrations. The students' work was shared with a large audience across social media. A fourth class worked with KPU International to create a survival guide for international students. Having KPU International as a client allowed students to get feedback in a professional setting, which led to a higher standard of work.

The same is true of the Policy Studies program, with the launch of Surrey CityLab. CityLab is an experiential program for KPU and SFU students that allows them to further important city priorities by finding ways to meet the goals of Surrey's Sustainability Charter. The program was launched in Fall 2018, and students have subsequently developed and implemented projects that promote the goals of the Healthier Communities Partnership, the Surrey Sustainability Charter, the Poverty

Reduction Coalition, the Newton Sustainability in Action Plan, and the Public Safety Strategy. More programs and faculty members are now getting involved in Surrey CityLab. In both 2018 and 2019, four faculty members were involved, for two to three courses per year. For 2020, to date, six faculty members have been involved. The Surrey CityLab initiative has also had a three-year position for a liaison between the universities and The City of Surrey.

Site Visits and Guest Speakers

Site visits and guest speakers are another way to reinforce for students the connection between their studies and local and global industries and communities, especially in the Wilson School of Design and the Faculty of Trades and Technology.

In the Wilson School of Design, Product Design students visited an injection molding site in Langley and a furniture manufacturing company in Burnaby. They also visited the Canadian Coast Guard as part of early stage research for their project: Design of a Passive Thermal Response Device for Hypothermia Victims. Technical Apparel students toured MEC headquarters to learn about MEC's approach to field testing, engineering tests, and design/innovation process. The site visits and guest speakers for Interior Design students and Fashion and Technology students are too long to list. It is a regular feature of the programs in the Wilson School of Design.

The industry connections in the Faculty of Trades and Technology facilitate the transmission of up-to-date knowledge. The close relationships also enable donations to the program and the networking processes that facilitate job placement. In Appliance Servicing, a site-visit to the Best Buy service facility led to employment for one of the students, and 90% of graduates in January 2019 were employed or had job offers before graduation. The Appliance Servicing program hosted LG for an all-day event on campus for training on a new LG steam closet and a discussion of a new refrigerant for the industry. LG then generously donated the LG Steam Closet to KPU's program. Whirlpool also led a successful training event that spanned two days. Guest speakers from more than four industry partners spoke with students and Bosch Home Appliances (BSH) provided a line of smart home appliances for students to develop their skills in this rapidly growing industry. The agreement with Bosch includes supporting students through practicum placements so they can apply the skills learned outside the classroom. There were further installation training and donations from Dacor and Meile, as well as Jenn-Air. Increasingly, industry technicians are past graduates of the Appliance Servicing program. For example, 30 technicians attended Marcone training – nine being former KPU students. Upon conclusion of the training, the appliances and training materials were donated to the program.

Open Education Resources and Competitions

Development of Open Education resources has served an important purpose in giving departments that might not typically connect with external partners a way to focus on broader issues. This has been the case in philosophy, the sciences, and accounting. For example, an accounting faculty member was awarded an Open Education Grant for his co-development of an open textbook for Introductory Taxation with students using principles of open pedagogy. Another example was the creation of an open textbook on consumer behaviour for the marketing program. Consumer Behaviour students at KPU were actively engaged in contributing to the textbook: they authored OpEd's contextualizing marketing concepts with real-world (and relevant) examples; published teachable content in the form of interactive HTML media; and helped review and edit parts of the book using annotation tools. Another open textbook, Business Writing for Everyone,

was developed with input from both first-year students, the target audience, and third-year students. Students in the classroom begin to think of the applicability of their studies to the world outside the classroom and this provides a social impetus to their Open Education initiatives.

The first Cyber Security Challenge Canada event was hosted at Surrey City Hall on January 25, 2019. Students from SFU, UBC, KPU, UFV, and UVIC competed in a simulation cyber-attack. The goal of the event was to have students break through cyber defenses, take control of the systems, and advise the company on how to defend against a cyber-attack.

In the Wilson School of Design, eleven students participated in the final hands-on portfolio workshop of the fall semester to design a mobile app from scratch. The Graphic Design for Marketing students brainstormed ideas, pitched their concepts, sketched out screens and then built out their app designs in the Wilson School of Design Mac Lab to clickable, final wireframes.

Regular outreach also occurs with secondary schools in the Lower Mainland. For example, The Faculty of Trades and Technology hosted a Regional Skills competition, with students from the Surrey and Delta school districts competing in Automotive Service, Carpentry, and CADD Architectural and Mechanical skills competitions.

KPU Business students regularly participate in Case Competitions at the local, provincial, national, and international level. Some of these competitions focus on a specific field of study such as Accountancy (Business and Accounting Students' Case Competition and Conference-BASC), Human resource Management (CPHR Alberta). Other competitions have a multi-disciplinary focus incorporating Strategy, Finance and Marketing (Western Canada Business Competition and The University of Minnesota – CoMIS Case Competition), to name but a few. In several of these competitions, teams of students representing universities from around the globe addressed real life issues and challenges facing organizations in both the for profit and non-profit sectors. In all competitions, the KPU student teams represented our university extremely well, placing in many of the competitions in 2019/2020. These transformative learning experiences allow students to incorporate and connect theories with practice by becoming engaged in the learning process, while sharpening students' analytical, problem solving and communication skills. To successfully deliver a value-added solution to a client – the target of the issue the competition is trying to solve - requires the extensive use of conflict resolution skills and management of team dynamics in addressing multi-faceted business challenges. Furthermore, diverse panels of judges provide direct feedback to students both on content and delivery approaches. This enhances and cements learning outcomes by crystalizing theoretical frameworks in a real-world setting.

Kwantlen Polytechnic University Case Analysis Network (KPU CAN) had its official launch on February 20th, 2020. The event was a great success with alumni, current students, and School of Business faculty and leadership coming together to celebrate the initiative that included networking, and an all-female panel of current and past case participants. The theme was to plant the seed of KPU's Case Analysis Network into the KPU community. The student executive team were working to ensure that KPU CAN will have a future beyond their time at KPU. KPU CAN's mission is "To create a network, providing students with opportunities to develop themselves inside and outside the classroom." The students exemplified professionalism, dedication and the best KPU has to offer. KPU CAN will provide a sense of community and belonging for students in the Business School across all disciplines while providing an affinity to their school, leadership skills and applied learning opportunities.

Community Partner Input and Recognition

As WIL relationships develop and mature, representatives from KPU are able to focus on community needs. For example, in the Faculty of Health, the Dean and faculty members met with Surrey Memorial Hospital representatives to discuss how to enhance experiential learning opportunities for Health Foundations students and Nursing students at KPU. The issue of reciprocity was a key theme with respect to collaboration by offering creative benefits in learning, teaching and healthcare delivery. Some of the initiatives include: Obtain Surrey Memorial Hospital skills checklists from ER, medicine, surgery and OR units for integration into KPU labs and lectures; hospitals to use KPU SIM labs to tape “How to” training videos that can be uploaded to YouTube and watched by Registered Nurses at any time. Faculty members in Health are also able to work across courses to streamline services for particular groups of people. As part of a multi-agency partnership, several initiatives are underway to assist Government Assisted Refugees and new immigrants, in which students provide medical services and carry out health promotion activities.

Another significant initiative around recognizing community partners has developed out of KPU's involvement in the Carnegie Community Engagement Canadian pilot. As part of the Framework process, KPU has identified its top 15 community partners. The partners will be surveyed to assess the reciprocity and mutuality of the partnerships. More than half of those partnerships are connected to WIL activities at KPU. For example, KPU's School of Business has a Partnership Agreement with Chartered Professionals in Human Resources of BC & Yukon (CPHR BC & Yukon). This provides students in Business Administration and Human Resources Management the opportunity to become student members, attend all professional events, access the online job board and learning resources, pre-qualification for the National Knowledge Exam (in some instances), and, in their final year, practicum students have access to the proceedings of the annual CPHR BC & Yukon conference with their discounted membership. The relationships that have been built up over time have also allowed a quick pivot during the COVID-19 period. The HR Practicum is still able to run with 28 students in Summer 2020, and this is the case for other practicum courses as well.

Work-Integrated Learning Opportunities for KPU Students

KPU's apprenticeship and vocational programs are designed with clear linkages to the workplace. KPU's undergraduate programs also include many WIL opportunities. An analysis was conducted of all undergraduate programs that are the terminal credential at KPU. Lower level programs that ladder into these terminal programs were not included in order to avoid duplicate counting.

There were 58 terminal programs at the undergraduate level that were assessed, including two post-baccalaureate diplomas, 38 baccalaureate degrees, 11 diplomas, and eight certificates.⁴ The curriculum for each program was reviewed to determine how many WIL opportunities are available to KPU students. Adapting the framework developed by Co-operative Education and Work-Integrated Learning Canada (CEWIL),⁵ WIL opportunities were classified into one of the

⁴ Two terminal programs (one post-baccalaureate and one baccalaureate) could not be assessed as information was not available in time for this report.

⁵ According to CEWIL, work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student.

following WIL categories: practicum, co-op placement, applied research project, experiential/service learning,⁶ or field school. An additional category was included to capture studio and lab courses where students practice their knowledge and skills in the classroom.

Just over two thirds of the programs assessed provided at least two WIL opportunities for students, many of which included either a practicum or co-op placement. Overall, almost half the programs offered either practicum or co-op placements, or both. In total, 88% of the programs had one or more WIL opportunities that included practicums, co-op placements, experiential learning, field schools, or applied research. This does not include studio or lab experience which is extensive in some programs. The programs that do not offer formal WIL opportunities all offer either studio or lab experience, as do many of the programs that offer formal WIL opportunities.

We also assessed how many students experienced WIL opportunities in FY 2019/20. For co-op placements, the number of co-op term placements were counted. For WIL courses, activity was counted in two ways: the number of unique students experiencing each type of WIL at least once in the year, and the total number of credits earned by all students who experienced the WIL option to reflect the volume of activity of that type. These numbers follow:

- Paid co-op work placements: 332 term placements
- Practicums: 572 students earned a total of 3,712 credits
- Applied research courses: 238 students earned a total of 1,652 credits
- Experiential learning courses: 1,327 students earned a total of 9,395 credits
- Field schools: 69 students earned a total of 387 credits
- Studio courses: 2,052 students earned a total of 11,932 credits

KPU provides a range of WIL opportunities, in addition to co-op work term placements. The majority of KPU students work to support themselves and may not be able to do a co-op work placement. The broad range of WIL opportunities available at KPU provides flexible options for KPU students.

In Summer 2019, KPU's Career Development Centre submitted a comprehensive application for accreditation approval from Co-operative Education and Work-Integrated Learning (CEWIL) Canada. We received accreditation for KPU co-op programs in February 2020. Accreditation assures employers and students that KPU meets "quality assurance standards that support student success, strengthen student outcomes and encourage flexibility and innovation in higher education."

KPU encourages the hiring of co-operative education students and student assistants by the institution. From April 1, 2019 to March 31, 2020, 12 co-op students and 111 student assistants were hired. The majority of student assistants were recruited by the Learning Centre (47), Sport and Recreation (15), and the Faculty of Arts (12).

The Career Development Centre changed their policy to allow all co-op students the opportunity to complete remote work terms and interviews are being encouraged through virtual platforms during the pandemic. Additional funding and wage subsidies have been approved by the federal

WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning. https://www.cewilcanada.ca/What_is_WIL_.html

⁶ Service Learning integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.

government to help employers and students succeed. A full list of available subsidy programs has been posted on the KPU website.

KPU continues to explore ways to expand co-op opportunities for students. In June 2019, KPU was awarded \$82,000 under the Co-op and Work-Integrated Learning Initiative, a proposal-based program announced by the Ministry of Advanced Education, Skills and Training to support pilot projects to expand learning opportunities for students. This award is funding a project to design co-op curriculum to facilitate inclusivity and employment readiness. Co-op opportunities have been expanded by adding the option to other programs and increasing the number of students who can take the job-search techniques courses, a requirement for those seeking a co-op placement.

A reorganization of the Career Development Centre was carried out to increase capacity for connecting with employment, volunteer, and other WIL opportunities in the region. In addition, the reorganization increased career development service and programming to KPU students and alumni. This includes the creation of a career coach position and an increase in employer relations staffing. Some of the impacts of this expansion includes:

- increased targeted outreach to KPU students and alumni with job search guidance and employment opportunities: weekly e-newsletter (addition of alumni for reach of ~15,000); expanded use of multiple social media platforms to showcase available jobs and hiring employers; expanded Career Connection job board features to facilitate posting, searching and applying;
- development of new suite of online workshops customized to the job market, such as: Job Search During Unsettled Times, Interviewing Online; LinkedIn: Managing Your Personal Brand;
- addition of virtual 1:1 career advising appointments; and
- connecting KPU's Career Connection job board and ESDC's Outcome Campus Connect – a network of hands-on learning and employable skill development opportunities (in progress).

KPU and technology company, Riipen, began a partnership in January 2020 to deliver more hands-on learning opportunities to students through a pilot program funded by RBC Future Launch. This opportunity to further invest in work-integrated learning is part of RBC's \$500 million investment in ensuring that youth get work experience, gain new skills, grow their network, and enhance their well-being. With a network of over 5,000 employer partners in the business and non-profit sectors, Riipen, a web-based platform, helps educators and administrators make or expand experiential connections in their courses. KPU already emphasizes experiential learning in courses across every Faculty, with student engagement in projects such as the Inside-Out Prison Exchange, the Partnership Agreement with Chartered Professionals in Human Resources of BC & Yukon, long-term projects with Kwantlen First Nation, and program evaluation with Science World. The Riipen partnership is especially relevant in facilitating virtual opportunities, as the Physics department has done for its Summer 2020 internships.

»» Research at KPU

One of the goals in KPU's strategic plan, *VISION 2023*, is to expand activity, funding, intensity and impact of research and scholarship at KPU. Research is also a goal in the 2023 Academic plan.

In 2019/20, the former Office of Research and Scholarship transformed into a distributed Office of Research Services (ORS), serving the university community from three KPU campuses and virtually. A modern and progressive intellectual property policy and procedure received Board approval. A SharePoint site has been built with several templates and other resources for effective research services. James McCartney has joined ORS as Senior Manager, Research and Innovation Partnerships adding much needed capacity.

By streamlining pre-award and post-award processes, ORS has added capacity and successfully helped researchers secure substantial new funding, including major multi-year grants.

KPU is also accessing new networks and resources. These include the Open Researcher and Contributor ID, Network of Networks, BC Applied Health Sciences Network, National Digital Research Infrastructure Organization, and Association of Canadian Comprehensive Research Universities. The Associate Vice President, Research also led the development of a group of research heads at the BC Association of Institutes and Universities. KPU has been added to the Research Ethics BC network and to the Provincial Research Ethics Portal (RISe) for multi-jurisdictional research. KPU's researchers now have access to a provincial pool of ad-hoc clinical reviewers.

KPU is now eligible for funding from Mitacs and the Shastri Indo-Canadian Institute. We are also in the final stages of applying for Canadian Institutes of Health Research eligibility.

»» Graduate Studies

The Provost and Vice President Academic is leading an internal task force on graduate studies. The university has established academic governance framework for graduate studies, through the recently augmented Senate Standing Committee on Research and Graduate Studies.

Funding for an Office of Graduate Studies has been secured. This Office will be initially housed within the portfolio of Associate Vice President, Research. A proposed vision and mandate has been developed to inform its development. KPU is also securing membership in the Canadian Association of Graduate Studies and the Western Canadian Deans of Graduate Studies.

Following Board approval, the Graduate Certificate in Sustainable Food Systems and Security is launching in Fall 2020. This graduate certificate can later be integrated into a master's degree at Royal Roads University. Two Graduate Diplomas in Business Administration were launched in January 2019: Global Business Management and Green Business Management and Sustainability.

»» Enriching the KPU Employee Experience

Enriching the employee experience is one of KPU's strategic goals in *VISION 2023*. There are a variety of approaches to achieving this goal, which are described next.

Appropriate Professional Development Opportunities

Human Resources continues to offer a variety of online and in-person courses and workshops to employees. In addition to Hiring Best Practices, Having the Courage – Difficult Conversations, and True Colours courses and workshops, KPU has also begun offering Essential Skills for Managers, Talent Review Information Sessions, and Labour Relations 101. Online resources available to all

KPU employees include Magna Commons and Mentor Commons, LinkedIn Learning, and webinars covering various diversity and inclusion topics through the Canadian Centre for Diversity and Inclusion. New employees are also invited to complete four online training programs: Respectful Workplace, Indigenous Awareness, Cyber Security, and Health and Safety Orientation.

Human Resources is very supportive of internal advancement opportunities for employees, when appropriate. In 2019, 45% of administrative and staff positions were filled by internal candidates. Providing appropriate professional development and mentoring will ensure we can continue to promote from within.

Employee Engagement

To enhance employee engagement at KPU, four employee engagement workgroups representing faculty, support staff, administrative employees, and health and wellness were formed in 2019 with a mandate for creating university-wide action plans to enhance employee engagement. In Fall 2019, these workgroups began reaching out to the university community to gather ideas around increasing their sense of connection and belonging through an all-employee summit using an appreciative inquiry focus.

The Employee Engagement Work Groups members arranged meetings with employees to share the themes that came out of the summits as well as they extended an invitation for those who didn't make it out to a KPU Engage summit to share their ideas through a short online survey. Information gathered from the summits and the online survey will be used by the employee engagement work groups as they form action plans.

Employee recognition of achievements and service: KPU celebrates and recognizes employee's achievements and service through the following awards: Distinguished Scholarship Award, Distinguished Service Award, and Distinguished Teaching Award. KPU is grateful to our many faculty and staff who have supported KPU for over 10 years and acknowledge their dedicated service and commitment to the KPU community through a Long-Service Award. KPU also recognizes the dedication of retiring employees who have invested five years or more of their careers to bettering our institution and the communities we serve through a gift and retired employees are eligible to receive an emeritus/emera appointment recognizing their distinguished service and academic contributions.

Inclusive workplace: To meet KPU's obligation to provide a safe and respectful workplace to our employees, online Respectful Workplace training is a requirement of all new employees and has been embedded into new employee onboarding. All continuing KPU faculty, support staff, and administrative employees are required to complete the training annually to ensure respectful workplace practices remain top of mind. Optional extension activities are also available to support our employees, including a Team Charter workshop facilitated by Human Resources and a Having the Courage – Difficult Conversations workshop which allows for deeper learning and skill practice.

Human Resources has also engaged in work that supports a more diverse and inclusive environment. Human Resources has changed its practices and now reviews all job descriptions and job advertisements prior to posting to ensure that the language used is inclusive, unbiased, and gender neutral. Human Resources has also started the development of a self-identification survey that will be given to job candidates to collect candidate demographic data. By collecting

these metrics, KPU will be in a position to assess whether we are attracting a diverse candidate pool and to identify recruitment practices we can adapt if necessary.

Improving employee well-being: Activities to improve employee well-being are diverse and include, in addition to many of the activities mentioned above:

- An expansion of the Health and Wellness team occurred in 2020 to allow for greater promotion and awareness of available wellness resources.
- Occupational Health and Safety is working on developing an action plan to address WorkSafe program gaps and creating a Safety Manual.
- Pension workshops through the BC Pension Corporation were offered to assist employees to better understand their pension. These workshops focused on employees in various stages of their career. The *Making the Most of your Pension* workshop focused on employees who are establishing their career or are several years away from retirement and the *Approaching Retirement* workshop focused on employees planning for or five years away from retirement.
- Human Resources brings together administrative staff across the institution responsible for human resource related functions. Regular meetings are scheduled to provide a venue that will assist in building relationships across the institution.

»» Planning and Accountability

Integrated Planning

Integrated planning is embedded in *VISION 2023* in the following Sustainability goal: Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health. An integrated planning framework has been developed that outlines how an integrated planning approach will ensure academic, enrolment and financial decisions and plans are aligned through the effective integration of information.

Since sustainable enrolment planning is the core of integrated planning, the Sustainable Enrolment Planning Council was created to provide a forum for this work. The Council is the main coordinating body for providing guidance on student success, enrolment planning, alignment of programming, and effective enrolment operations. The work of the Council is informed by data and consultation across KPU. Accomplishments to date include implementing International enrolment controls to ensure admissions align with capacity, informing budget allocation to reduce waitlists for high demand courses, and initiatives to improve student success.

Financial Accountability

The annual tuition fee that a domestic undergraduate degree student will pay in AY 2020-21 ranges from a minimum of \$4,425.00 for regular programs to a maximum of \$6,834.90 for specialized programs. These amounts are calculated based on taking 30 credits within the year. In AY 2019-20, the amounts range from \$4,338.60 to \$6,701.10. For international students in undergraduate degree programs, the tuition fees are the same across programs. In AY 2019-20, it is \$19,740.90. For AY 2020-21, it will be \$20,135.70.

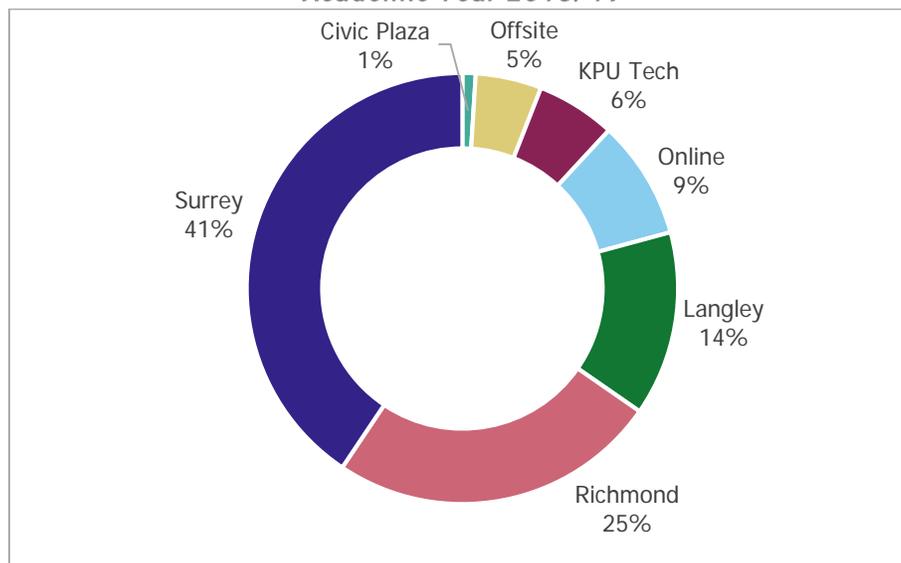
Students also pay mandatory student fees which represent 7% of the total tuition paid. Thus, for domestic students with 30 credits, the mandatory fees are between \$309.75 and \$478.44 in AY 2020-21 and between \$303.70 and \$469.08 in AY 2019-20. For international students, they are \$1,409.50 and \$1,381.86 in AY 2020-21 and AY 2019-20 respectively.

KPU continues to collaborate with government to support its priorities, including the Tuition Limit Policy; KPU complies with government's 2% tuition cap increase policy for domestic tuition and mandatory fees to ensure courses and programs remain affordable. In addition, KPU has met the Ministry's financial target by maintaining a surplus for fiscal year 2019/20.

2. KPU Profile

KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the Lower Mainland of BC, KPU has five campuses – Richmond, Surrey, Civic Plaza (also in Surrey), Langley, and KPU Tech in Cloverdale – spread across 42 kilometres south of the Fraser River. Figure 2.1 shows the distribution of students by campus, as well as online and off-site delivery, for the 2018/19 academic year.⁷

Figure 2.1: Student Headcounts by Campus
Academic Year 2018/19



KPU offers a wide range of programs from arts to trades, to academic upgrading and continuing and professional studies. Over 20,000 students annually take courses from a range of programs, including 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 excel in the 21st century workplace, and are prepared to make valuable contributions to BC's workforce.

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

⁷ Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

KPU Programming

»» Faculty of Academic and Career Advancement

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

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



The Academic and Career Preparation (ACP) department offers English upgrading courses designed for native English speakers who wish to upgrade their skills and meet KPU's English proficiency requirements for trades training or academic programs. Students can also meet requirements for the BC Adult Graduation Diploma in this department. The ACP department also maintains long-standing relationships with community organizations, such as the Phoenix Society, to support the educational goals of adults in the KPU region.

The Access Programs for People with Disabilities department offers programming for adults with learning difficulties that hinder scholastic success. Through participation in a combination of classroom instruction and supervised work experience placements, students engage with the community and improve their academic and employment skills.

ACA's aim is to help learners start from where they are and move to where they want to be—by developing language skills; picking up a needed high school credit; completing upgrading courses for entrance into undergraduate, trades or other programs at KPU or elsewhere; or developing great workplace skills through hands-on work experience.

»» Faculty of Arts

Almost all KPU students will have contact with the Faculty of Arts during the course of their studies. The Faculty features a wide array of courses and programs aimed at fostering critical awareness and engagement with a diverse range of social and cultural issues and realities. The Faculty's aim is to equip students with the analytical acumen, intellectual insight, and communicative capacity to translate thought into action. Principles of social justice, community service, equity, sustainability, and inclusion are bedrock values in the Arts and these underlie and inform much of the teaching within the Faculty. In this context, the Faculty has played a leading

role in the development of Indigenous education initiatives and projects at KPU, including Indigenous Studies, Indigenous languages, and a Minor in Indigenous Community Justice.

Arts faculty members continue to develop and offer a variety of experientially-oriented education initiatives and undertakings. Indeed, the Faculty itself now boasts a diverse range of service



learning courses, practica, field schools, and other community-engaged projects where thought meets action. For example, Surrey CityLab is an innovative partnership between the City of Surrey, SFU, and KPU where students, city staff, faculty, and the community co-create solutions to make Surrey more liveable, sustainable, and engaged.

The Faculty believes a robust program of faculty and undergraduate student research is

vital. It is proud to hold the University's only Canada Research Chairs with their attendant range of opportunities for student research, and to boast a consistent record of success in winning national, provincial, and municipal research grants. In addition, Faculty of Arts members are working to deepen the connection between research and teaching, and have expanded the range of student research opportunities through course development and community initiatives.

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

»» School of Business

KPU's School of Business, one of the largest business schools in western Canada, continues to experience high demand for its diplomas and Bachelor degrees in Accounting, Business, Entrepreneurial Leadership, Human Resources Management, Information Technology and Marketing Management and Public Relations program. The School of Business also offers a certificate program in Legal Administrative Studies. The applied nature of all KPU's Business programs are an excellent example of how "thought meets action" in the classroom, as students get the opportunity to apply key concepts to "real world" situations through case studies, business simulations and Co-operative Education work placements.

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

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

The School of Business launched two graduate diplomas in January 2019. One program, Global Business Management is designed for individuals who want to actively participate in globalized business opportunities and challenges. The second new program, Green Business Management and Sustainability is ideally suited for management professionals in companies that are embracing sustainability and green initiatives.



In September 2020, the newly redesigned Public Relations program will be launched to prepare graduates for entry- and intermediate-level public relations and communications positions in the workforce, or to continue their studies in a Bachelor of Business Administration or Bachelor of Arts program at KPU. The diploma can stand on its own, but is also an excellent opportunity for professionals with previous education or experience, who are looking to upgrade or retrain to get into this exciting and expanding field.

In January 2021, the re-designed Human Resource Management Post Baccalaureate program will begin. The program is designed to prepare students to successfully address the challenges of human resource management in organizations today.

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

»»» Chip and Shannon Wilson School of Design

The Wilson School of Design offers programs and activities that reflect the polytechnic nature of KPU and encapsulate the institution's tagline, "Where thought meets action." The School offers certificate, diploma, degree, and post-baccalaureate programs in design foundations, fashion marketing, fashion design and technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry on an ongoing basis through practica and work experience placements, paid internships, collaborative industry projects, and research and development. These connections enrich student learning and benefit industry through the development of highly prepared graduates and future employees.

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

The Bachelor of Product Design program focuses on the growing demand for the design of a broad range of products including technical soft goods, medical devices/equipment, and sustainable and ethical design solutions. Students in the Post-Baccalaureate Diploma in Technical Apparel Design program pursue advanced studies in new construction methodologies, technical textiles, human factors and testing, production, and global business strategies.



The Bachelor of Graphic Design for Marketing program offers a balanced education in graphic design, marketing, business, technology, and liberal education, reflecting the important social and cultural impact of design on society. The Bachelor of Interior Design program provides a four-year intensive education in the built environment where students learn the practical design and technical knowledge needed for a professional career as an interior designer. The Interior Design Bachelor's degree program is the first and longest-running accredited interior design program in BC, recognized as a leader in this field across the industry.

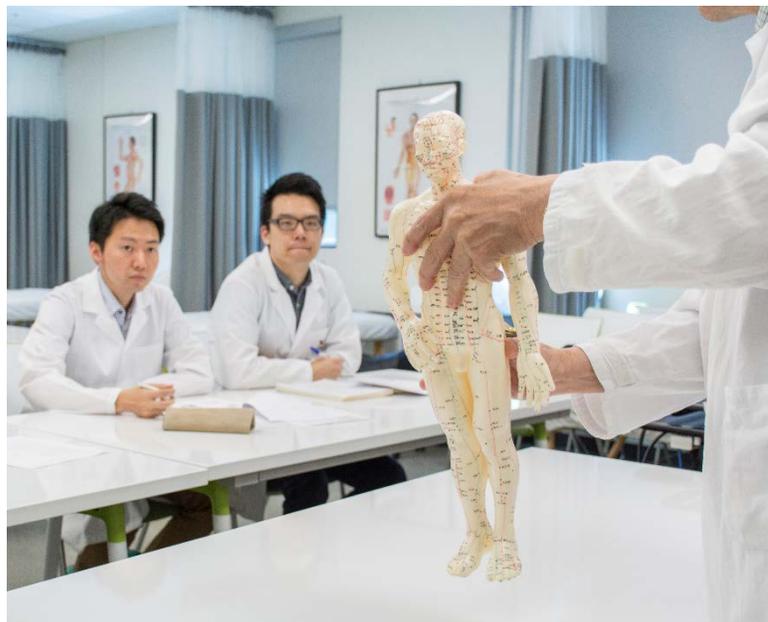
All of the above programs include a capstone course that allows students to incorporate, integrate, and synthesize their learning into a final design project. These projects reflect the direct application of design thinking, process, and creative prototyping; students put thought into action. For students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

»» Faculty of Health

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

The Faculty of Health uses curricula that combine a foundation in theory with innovative, practical hands-on experience to ensure students' knowledge can be put into action. The degree programs have achieved mandatory provincial recognition and all of the Nursing programs hold national accreditation, to ensure quality curriculum and experiences for students, as well as broad acceptance by employers.

In keeping with KPU's mission and mandate, The Faculty of Health is particularly proud of the diversity of faculty and learners who are engaged in a variety of research and scholarship. The Faculty of Health continually explores opportunities for new programs, including a proposed Bachelor of Health Science in Traditional Chinese Medicine Program. This program would build upon the already established Acupuncture Diploma Program and, once approved, would be unique in that it would be the only program in Canada where students can earn an accredited BTCM degree upon graduation. The Faculty of Health also strives to enhance partnerships with employers to better meet their needs and those of the clients they serve through educational programs and professional studies options.



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

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

»» Faculty of Science and Horticulture

The Faculty of Science and Horticulture offers a unique mix of traditional and applied undergraduate programs representing the polytechnic mission of KPU, with programs offered on the Cloverdale, Langley, Richmond, and Surrey campuses.

KPU's tagline – Where thought meets action – accurately describes the approach to the Science and Horticulture curriculum.

There are several degree programs, including a B.Sc. in Biology and a B.Sc. in Health Sciences. The upper level courses are taught in the Surrey campus science labs, which underwent a \$22 million renovation to increase the capacity for innovation as well as enhance applied research and experiential learning opportunities. The KPU Bio-Innovation Lab at the Surrey campus has state-of-the-art genomics and metabolomic tools that enable students in many programs to gain hands-on research experience, skills and community engagement through faculty-led research projects.

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

The Computer-Aided Design & Drafting Technologies Diploma Program allows students to choose specialties such as architectural and structural as they prepare for a career as a CADD/Drafting Technician. The award winning Diploma in Brewing and Brewery Operations (the first of its kind in BC and one of only three in Canada) provides training in the science, art, business, and practical aspects of the brewing industry, with hands-on experience in the 4,500 square foot KPU Brewing Instructional Laboratory (the “Brew Lab”).



Students who are interested in the environment or sustainability and want a hands-on program are directed towards the two-year Horticulture Science Diploma programs that feed into the Bachelor of Horticulture Science in Plant Health or Urban Ecosystems programs. The School of Horticulture's field lab, greenhouses, technical training shops, and a three-hole demonstration golf course provide students with opportunities for hands-on learning. There is also the nationally accredited, workplace-focused two-year Diploma in Environmental Protection Technology and the highly innovative Bachelor of Applied Science in Sustainable Agriculture. KPU Sustainable Agriculture partnered with the City of Richmond to develop a 20-acre organic research and teaching farm located 500 meters from the Richmond campus and students can also learn and research in the new KPU Seed Lab, assisting seed growers to improve quality and production efficiency.

Starting in 2020, upgrading courses in Biology, Mathematics and Physics will be offered through the Faculty of Science and Horticulture, joining the Chemistry upgrading courses. These will provide extra options and help to ease gaps for students starting their university education.

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

»» Faculty of Trades and Technology

KPU Faculty of Trades and Technology programs and courses are situated at the Cloverdale campus, KPU Tech. Courses are also run at industry facilities and in partnership with several school districts. Programs focus on experiential learning, where technical academic studies are coupled with practical applied skills. The Faculty of Trades and Technology has extensive relationships with the employers and industries through work-integrated learning opportunities. KPU Tech is over 180,000 square feet, boasting some of the best-equipped trades facilities in Canada, including computer and simulation labs and 13 shops dedicated to trades and technology skill development. The Faculty of Trades and Technology offers two unique programs: Appliance Service Technician and a new Certificate in Farrier Science, replacing the certificate in Advanced Farrier Training.



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

This year, Faculty of Trades and Technology will see the first graduates from the Mechatronics and Advanced Manufacturing Technology program, which was launched in September 2018. Graduates of this diploma program will be employable across a wide range of industries such as manufacturing, food processing, energy, telecommunications and industrial maintenance.

»» Continuing and Professional Studies Division

KPU's Continuing & Professional Studies (CPS) division was established out of a recognition of the importance of providing continuous, innovative, and diverse educational programming for learners, at any stage in life.

CPS' mission and mandate is to support the development and delivery of unique, diverse and profitable programming at KPU. CPS programs include non-credit and revenue generating courses, programming, professional-credit offerings, contract training and Indigenous partnerships.

Non-academic courses are delivered through all Faculties across the University including Health, Trades & Technology, Design, Horticulture, Business and Arts. In partnership with the Faculties, CPS supported significant programming in the areas of Health, Trades and Technology and Indigenous training partnerships.

The Faculty of Health offers a variety of distinctive courses for Registered Nurse and Licensed Practical Nurse nursing refresher training with courses such as Pharmacology, Canadian Nursing Theory and Practice, Nurse Ready, Psychomotor Skills Review, Professional Communication, Gerontology in Nursing, Introduction to the Canadian Health Care System and Clinical and assessment offerings.

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

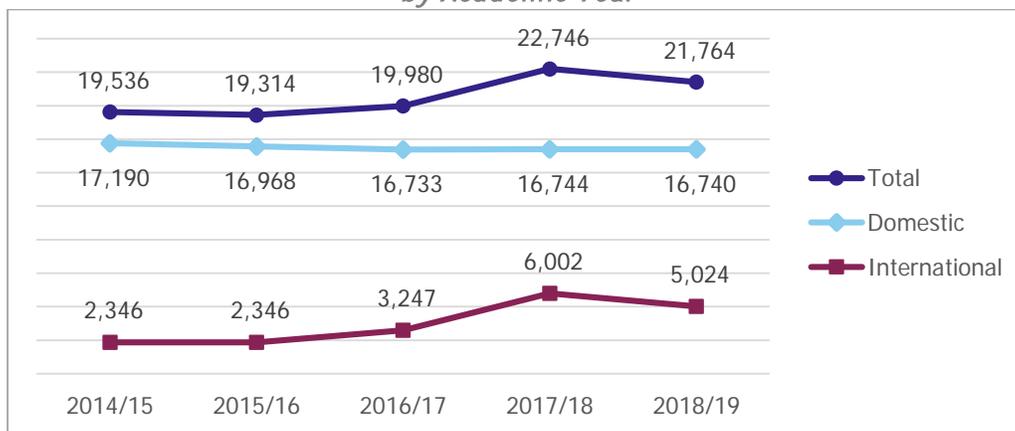
In addition to running courses for open registration, CPS supports a variety of contract-based training for organizations and Indigenous Nations to meet their needs or in support of specific initiatives. In particular CPS has supported such specific programs and courses for the Squamish First Nation and the Metis Nation British Columbia such as Education Assistant, Foundations in Design, Carpentry, Plumbing and Construction Craft Worker that were delivered by multiple departments both at KPU campuses and at the Squamish Nation training and Trades Center.

KPU Students

»» Student Headcounts

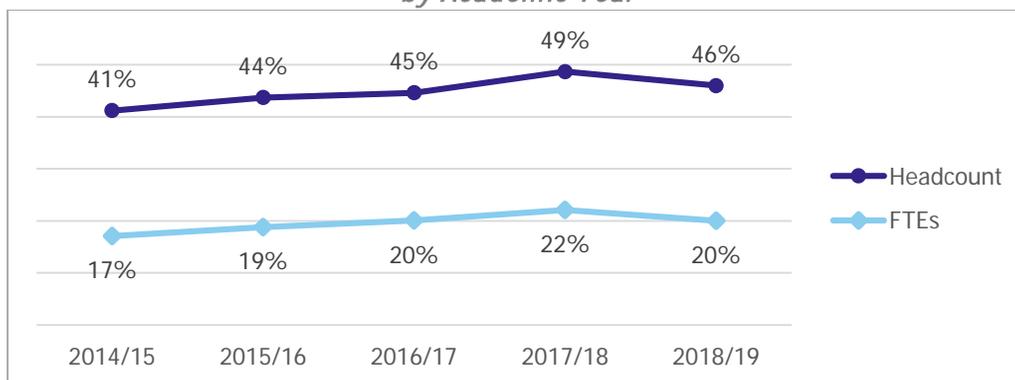
From AY 2014/15 to AY 2015/16,⁸ headcount enrolments were steady at just over 19,000 students per year, but increased to well over 22,000 in AY 2017/18 (Figure 2.2). Over this period, KPU's domestic enrolments decreased slightly, whereas international enrolments grew from 2,346 in AY 2014/15 to 6,002 in AY 2017/18. In 2018/19, total enrolments dropped to just below 22,000 due to an intentional decrease in international student enrolment to align with capacity. In 2018/19, 63% of KPU's international students were enrolled in the School of Business, 20% were enrolled in the Faculty of Science and Horticulture, and 16% were enrolled in the Faculty of Arts.

Figure 2.2: Unduplicated Domestic and International Headcount by Academic Year



KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, enrolment growth has been greatest in the summer term (Figure 2.3). Of all the students who studied at KPU in AY 2014/15, 41% took at least one course in the summer. This grew to 49% by AY 2017/18, but has since dropped to 46% for AY 2018/19. The proportion of FTEs delivered in the summer has also slowly risen, from 17% in AY 2014/15 to 22% in AY 2017/18, but has since plateaued at 20% in AY 2018/19.

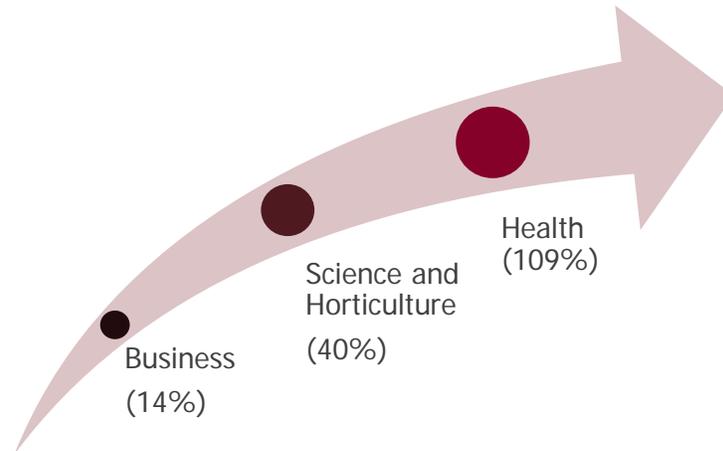
Figure 2.3: Proportion of Headcounts and FTEs Delivered in the Summer by Academic Year



⁸ AY refers to academic year.

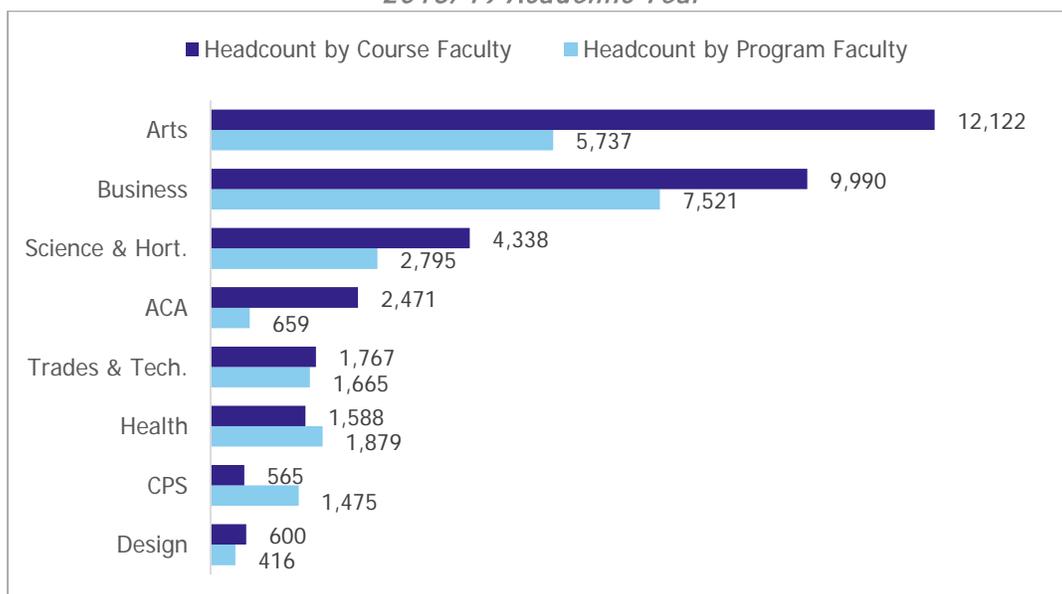
In AY 2018/19, almost two thirds of all KPU students were enrolled in programs in either the Faculty of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was greatest in the Faculties of Business, Science and Horticulture, and Health (see Figure 2.4). The latter grew due to an influx of Health Foundations enrollments; intakes have since been suspended to align with capacity.

**Figure 2.4: Growth of Headcount Enrolments by Faculty
AY 2014/15 to AY 2018/19**



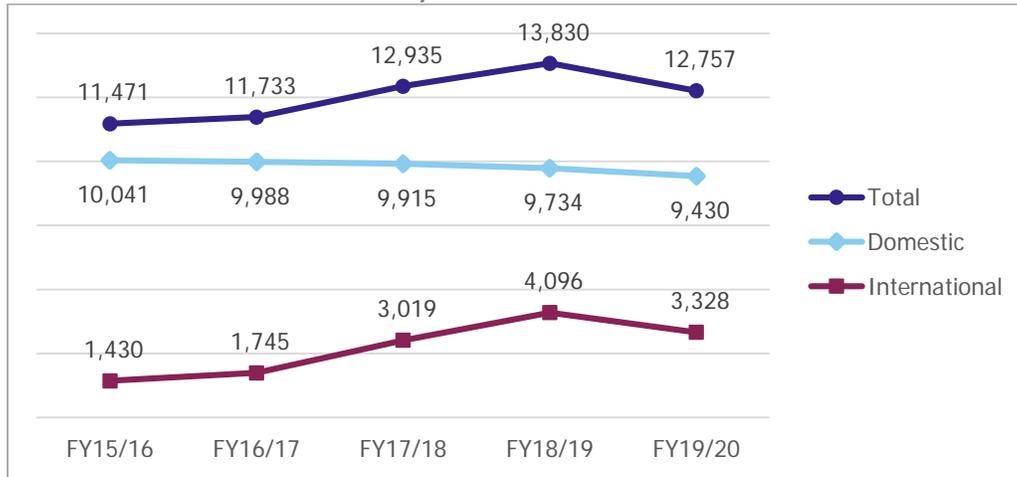
Since students may take courses in Faculties other than the one that offers their program, Figure 2.5 reflects both the proportion of educational activity delivered by each Faculty (Headcount by Course Faculty) and the number of students enrolled in programs in each Faculty (Headcount by Program Faculty). For instance, while programs in the School of Business had the highest number of declared students in AY 2018/19, the Faculty of Arts delivered courses to the largest number of students at KPU. And although only 3% of all students were registered in ACA programs, ACA delivered courses to 11% of all KPU students in the 2018/19 academic year.

**Figure 2.5: Distribution of Student Headcount by Course and Program Faculty
2018/19 Academic Year**



Although 73% of KPU students are full-time, the majority take less than a full load (usually five courses per term). FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full course load, are depicted in Figure 2.6. Over the past five fiscal years, total FTEs are up by 11%, which is due to the fact that international FTEs are up by 133%.

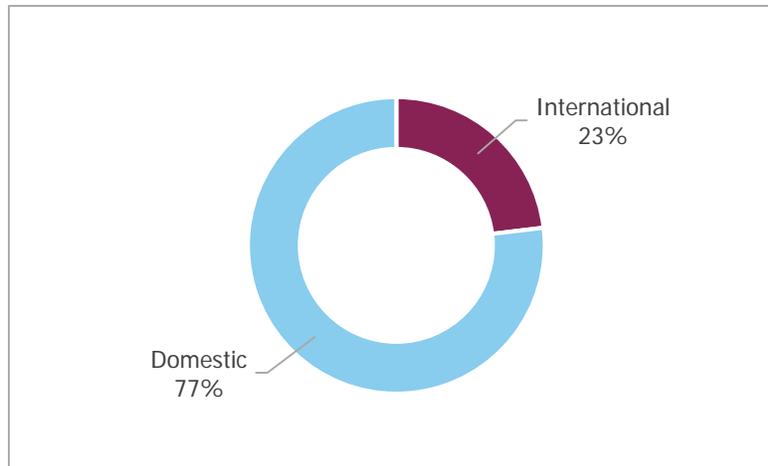
Figure 2.6: FTEs (Domestic and International)
per Fiscal Year



»» Characteristics of the Student Body

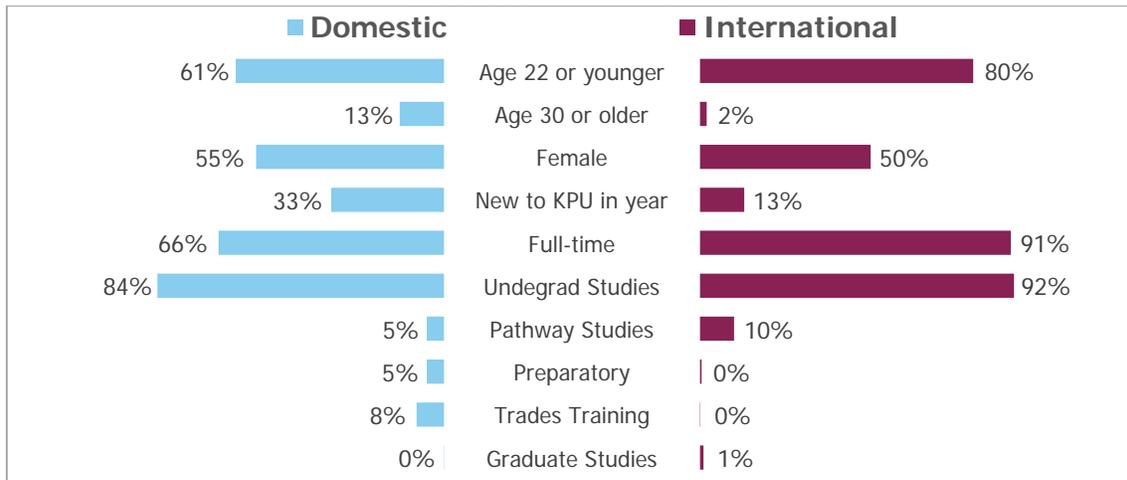
The profile of KPU's student body is portrayed in Figures 2.7 through 2.11, comparing the characteristics of domestic and international students. International students make up a small but growing part of KPU, rising from 11% of the student body in 2014/15 to 23% in 2018/19.

Figure 2.7: Domestic and International Students
2018/19 Academic Year



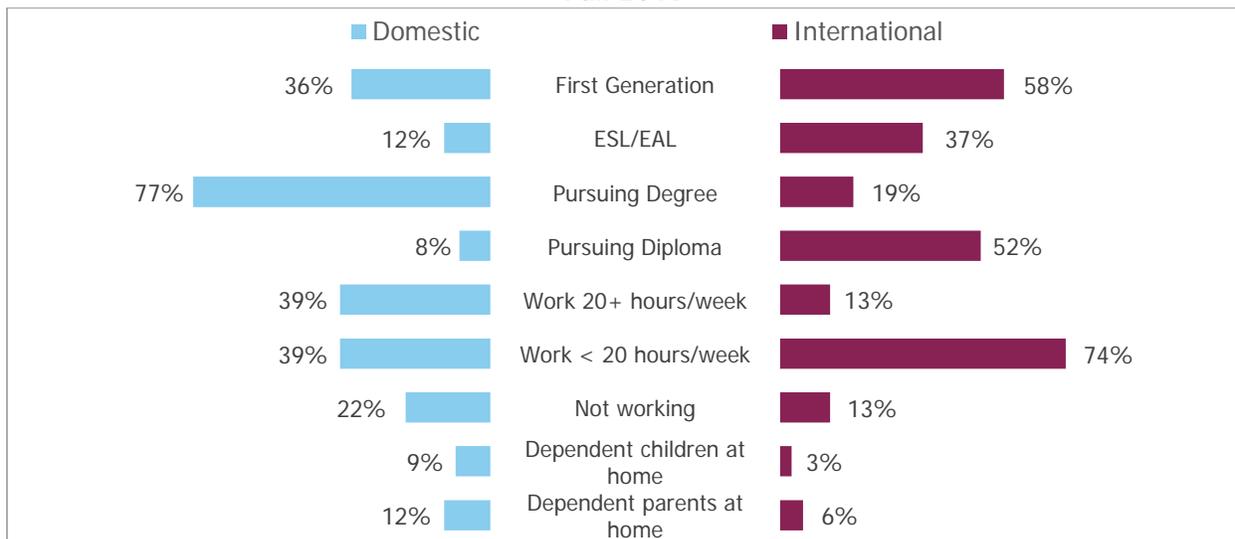
Compared to domestic students, international students were more likely to study full-time, be younger, and to pursue undergraduate studies. However, domestic students were more likely to be new to KPU in 2018/19 due to the restrictions placed on admitting new international students to ensure room for domestic students (see Figure 2.8, next page).

**Figure 2.8: Profile of KPU Student Body
2018/19 Academic Year**



In the Fall of 2019, over 5,000 KPU students responded to the biennial Student Satisfaction Survey. The following charts compare domestic and international students on key characteristics obtained through the survey, including educational goals, hours worked, family status, and cultural background. While the majority of domestic students were pursuing a degree, the majority of international students were pursuing a diploma. The majority of all KPU students work, but international students tend to work fewer hours per week. A low percentage of both domestic and international students reported that they had dependents; of these, a greater percentage are caring for dependent parents than children (see Figure 2.9).

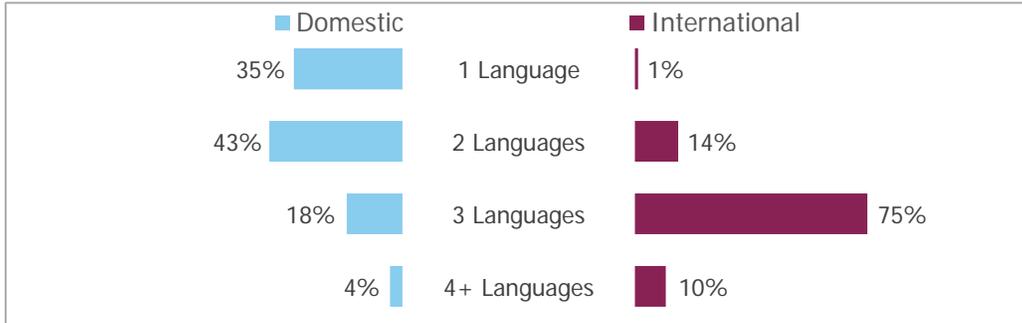
**Figure 2.9: Domestic and International Student Characteristics
Fall 2019**



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

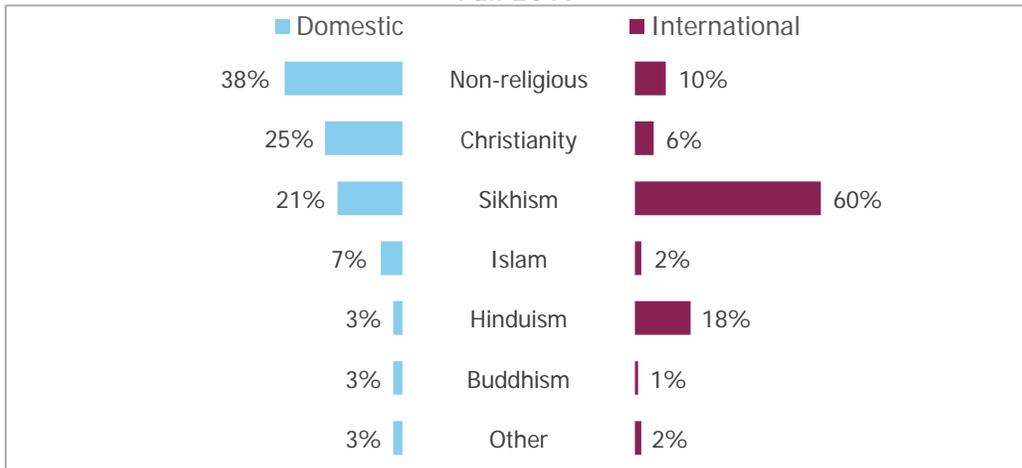
KPU has a high degree of multilingualism. While virtually all of international students are multilingual, the majority (65%) of domestic student respondents also speak more than one language (see Figure 2.10, next page).

Figure 2.10: KPU Student Language Characteristics
Fall 2019



There is a high degree of religious diversity among KPU students (see Figure 2.11). Of domestic student respondents, a plurality reported being non-religious, while the largest religious groups were Christian and Sikh. The majority of international students were Sikh, with the next largest group being Hindu.

Figure 2.11: KPU Student Religious Affiliation
Fall 2019



3. Alumni Profiles

»» Kristi Alexandra & Brittany Tiplady, Faculty of Arts Alumni

Sometimes class projects become more than just an assignment. They become a passion project and a growing business. Kristi and Brittany joined forces during their journalism program to create *Loose Lips*, a magazine focused on creating opportunities and showcasing diverse female perspectives. Fast forward past graduation and their class project concept is now a growing Vancouver-based publication with numerous contributors overseen by the friends and KPU grads. The pair also parlayed their skills into a media company of the same name, specializing in digital marketing and content creation, using their storytelling skills and community connections.



»» Sean Bindra, School of Business Alumnus

What happens when you blend a passion for dance, an education in business, and a desire to make a difference? You get Sean Bindra. Combining his talents, Sean started an annual non-profit anti-bullying flashmob, involving elementary and secondary students, community members and students from KPU. To date, more than 5,000 youth from across the community have participated in these dance-based events, supporting Sean's anti-bullying message. He's a regular volunteer at local elementary schools, senior centres, BC Children's Hospital, and the Canadian Mental Health Association wanting to spread positivity and believing our community is strengthened by our differences.

»» Sherehan Husain, Academic and Career Advancement Alumna

Coming to a new country can be overwhelming and full of challenges. The right support system can change that. When Sherehan began studying at KPU she was too shy to talk. After working closely with instructors in the Faculty of Academic and Career Advancement to help her improve her reading, writing, and English speaking skills in English, she not only transitioned into studying graphic design at the university—where she now does presentations almost daily—but found a boost of confidence along the way.



»» Shawn Michaels, School of Design Alumnus



With a career that spans decades in forestry and logging, Shawn witnessed firsthand the need for better, functional safety equipment. And now he's doing something about it. After bringing his daughter to KPU so she could learn more about the university's design programs, Shawn too was ready to begin his formal education. As a technical apparel student, he quickly began advancing his prototypes for upper body chainsaw armour and the industry quickly took notice. Shawn's received a grant as part of WorkSafe BC's Innovation at Work funding competition, allowing him to continue refining and developing his idea. After 23 ideations, Shawn's innovative protective jacket is now being reviewed and undergoing destructive testing. Through it all, Shawn says he enjoys operating a chainsaw. He just wants to make it a little safer, and, perhaps, more enjoyable.

»» Shauna Remin, Faculty of Health Alumna

Nursing was always the goal for Shauna but it was never a career choice; it was a calling. And Shauna took that call, taking her education quite literally beyond borders. As a KPU student, Shauna joined a group of fellow student nurses traveling to the Philippines. There, she helped test over 7,000 children for anemia and hearing issues, even learning how to use a portable tuning fork to conduct the tests and ensure locals could continue to use the equipment afterwards. Back in Canada, Shauna has continued to look for opportunities to volunteer, bring people together, and learn. Organizing a local event at KPU that saw an excess of 150 people come together, including the mayor of Langley, Shauna has committed herself to being a lifelong learner, who's just as eager to share her knowledge and perspective on healthcare.



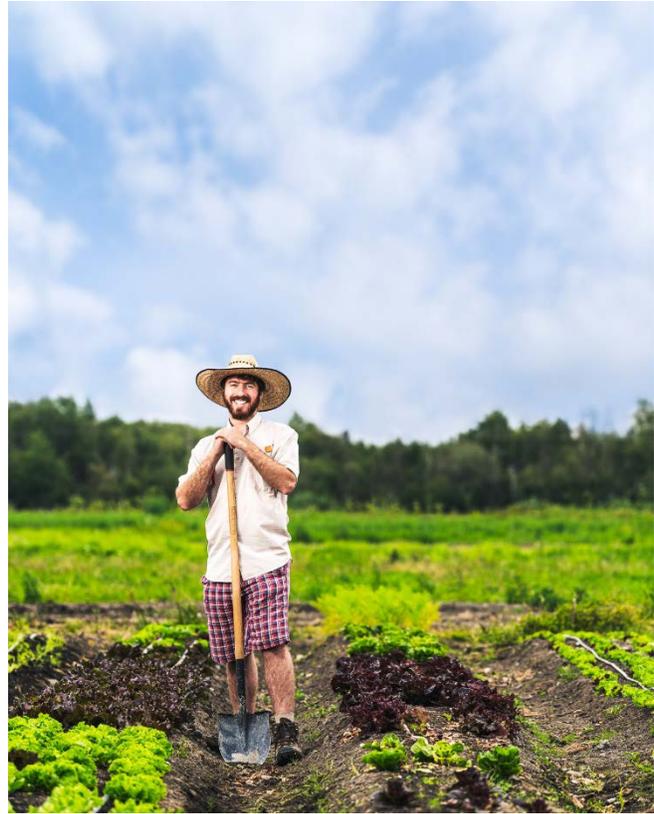
»» Aaron Sask, Faculty of Trades & Technology Alumnus



Like many high school grads, Aaron Sask wasn't sure what he wanted to do. Carpentry changed that. As a carpentry student at KPU, Aaron realized his natural abilities and aptitude for working in the trades. Seeing the immense value in having his certification, he continued in his education to complete his Red Seal—the national standard of excellence in the skilled trades. A leader on the job site, Aaron now shares his own knowledge and experience as a mentor to new apprentices working alongside him.

»» Alex Stark, Faculty of Science & Horticulture Alumnus

Alex Stark likes food. But perhaps what he likes even more than food is growing his own produce. Originally hoping to pursue culinary arts, Alex took a step back and began to look at ingredients—where do they come from? How do you ensure quality and sustainability? And his questions took him on an international journey. Building on the experience he gained from other cultures and parts of the world, Alex decided to formalize his education, complementing his skill set with technical knowledge. Enter KPU. At KPU, Alex completed his Bachelor of Applied Science in Sustainable Agriculture, minoring in Language and Cultures—the first KPU student ever to do so. Creating a unique marriage between his two interests, Alex hopes to see his passion and education continue to produce fruits, and of course, vegetables.



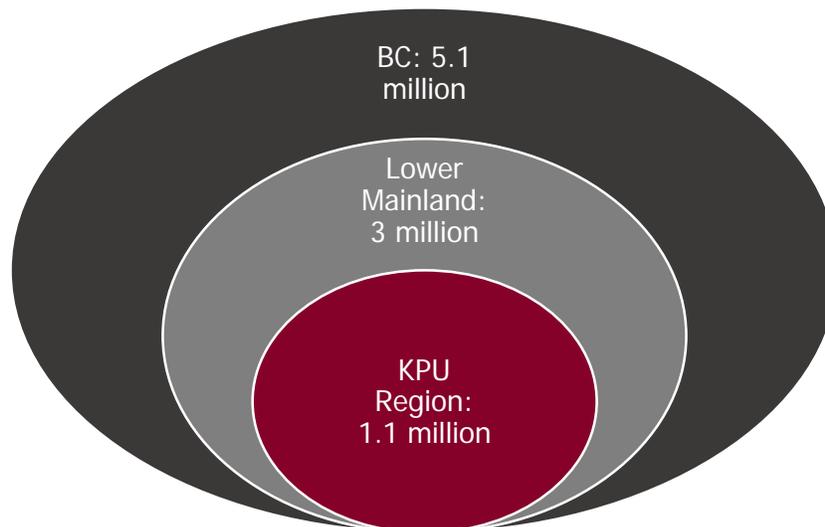
4. Strategic Context

The KPU Region

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

In 2019, just over one fifth of the entire BC population lived in the KPU region (see Figure 4.1).⁹ In addition to comprising a significant portion of the BC population, the KPU region is younger than BC as a whole. In 2019, one quarter of BC's high school-aged population (13-18) lived in the KPU region.

Figure 4.1: Population Share of KPU Region Relative to Lower Mainland and BC (2019)¹⁰



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

»» Population Growth in the KPU Region

Between 2014 and 2019, the population in the KPU region is estimated to have grown by 10%, compared to 8% in all of BC. The KPU region accounted for 28% of the province's overall

⁹ For all BC provincial and sub-provincial population figures, see BC Stats Population Estimates, retrieved from <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>

¹⁰ The Lower Mainland includes the Greater Vancouver Regional District and the Fraser Valley Regional District.

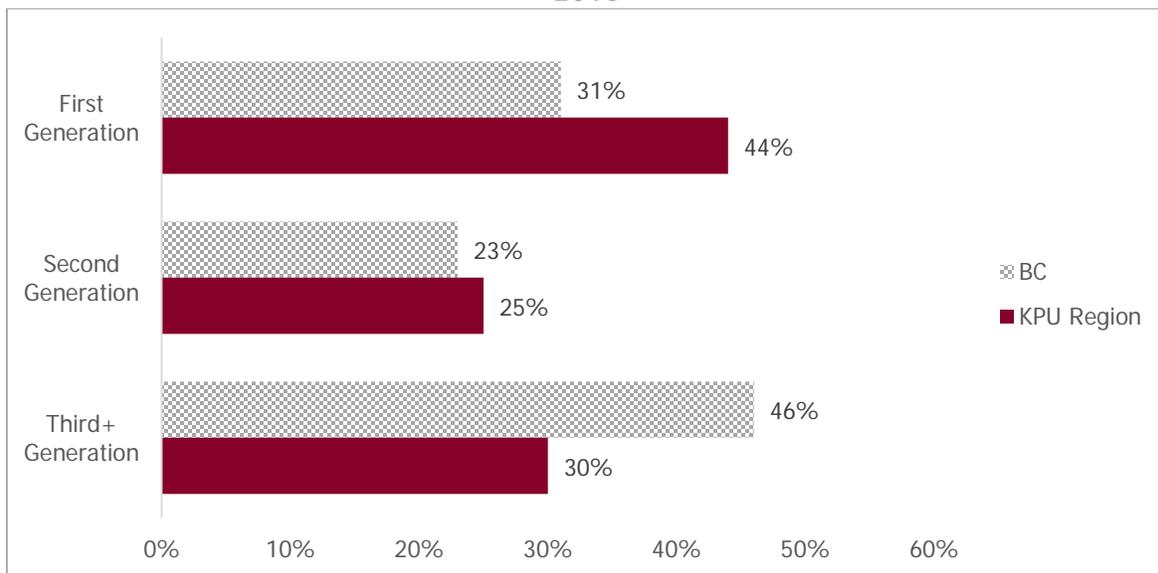
population growth in this period. Growth varied across the KPU region, ranging from 15% in the catchment area for the Langley school district to no growth in that of the Richmond school district.

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

»» Diversity in the KPU Region

In 2016, 44% of residents in the KPU region were immigrants, compared to 31% in all of BC.¹¹ In addition, one third (31%) of BC’s immigrants lived in the KPU region in 2016. One-quarter of residents are second-generation, meaning they were born in Canada to an immigrant parent. Less than one-third of residents are third-generation or greater, meaning the majority of residents in the KPU region are immigrants or have parents who are immigrants. Figure 4.2 below shows the percentage of population by generation status for both the KPU region and all of BC.

Figure 4.2: Residents with an Immigrant Background by Generation Status
2016

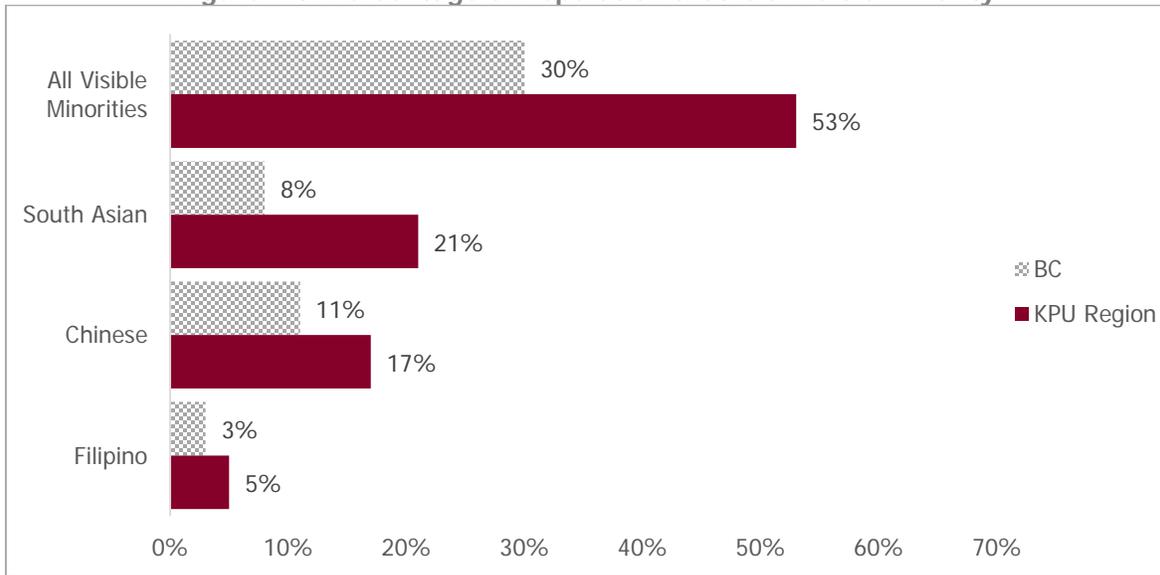


Source: Statistics Canada, Census Profile, 2016 Census. First generation includes those born outside Canada, second generation includes those born in Canada to immigrant parents, and third generation includes those born in Canada whose grandparents or further were immigrants.

In 2016, over half of the people living in the KPU region identified as a visible minority, compared to under one-third for all of BC (see Figure 4.3, next page). The largest visible minority groups in the KPU region are South Asian (21%), Chinese (17%), and Filipino (5%). Each of these groups makes up a larger share of the KPU region than they do in the BC population as a whole.

¹¹ Calculations of immigration statistics do not include Indigenous people living in reserves, settlements, or remote areas.

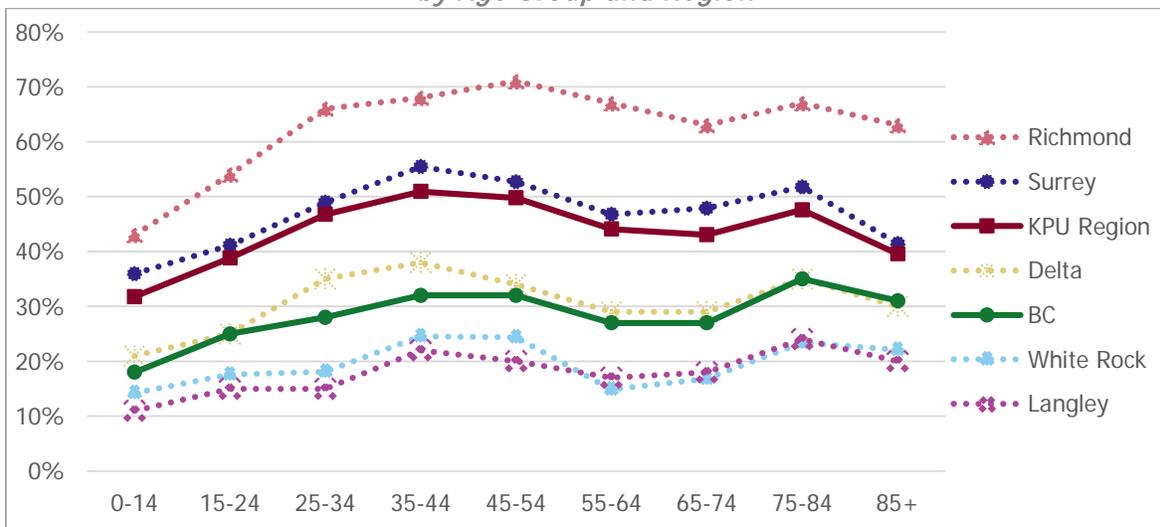
Figure 4.3: Percentage of Population that is a Visible Minority



Source: Statistics Canada, Census Profile, 2016 Census

Another measure of diversity is the percentage of the population having a non-official mother tongue (i.e., a language other than English or French). Regardless of age, a higher proportion of those in the KPU region have a non-official mother tongue compared to BC as a whole. Those under 25 were less likely to have a non-official mother tongue, but there were large differences across the region. Richmond had the greatest proportion of its population with a non-official mother tongue, regardless of age. Langley and White Rock were the only KPU census subdivisions that, compared to all of BC, had a consistently smaller proportion of their population reporting a non-official mother tongue (see Figure 4.4).

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

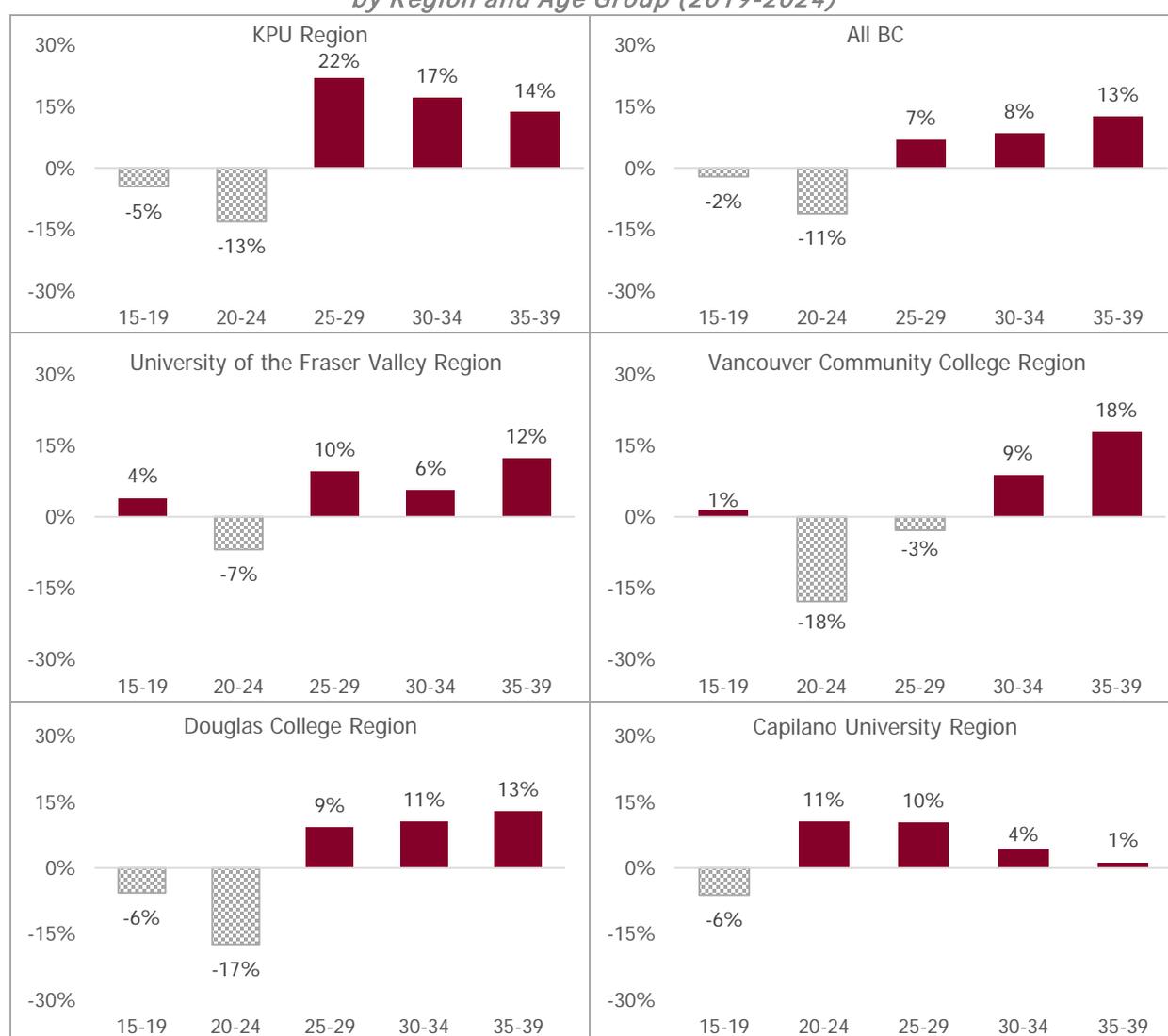


Source: Statistics Canada, Census Profile, 2016 Census

►►► Projected Population Changes of Key Age Groups: 2019-2024

Figure 4.5 shows the projected population growth in key age groups for BC as a whole, and the five post-secondary regions in the Lower Mainland. From 2019 to 2024, the number of 20- to 24-year-olds is expected to decrease in all but one of the local post-secondary regions. The largest of these decreases are expected to occur in the Douglas College and Vancouver Community College regions. The 15- to 19-year old group is also expected to decline slightly. However, all regions, including KPU, are generally expected to see increases in people between the ages of 25 and 39. These trends suggest there will be increased competition among post-secondary institutions for traditional-aged students while also pointing to the growth in the potential adult learner population.

Figure 4.5: Projected Population Growth by Region and Age Group (2019-2024)

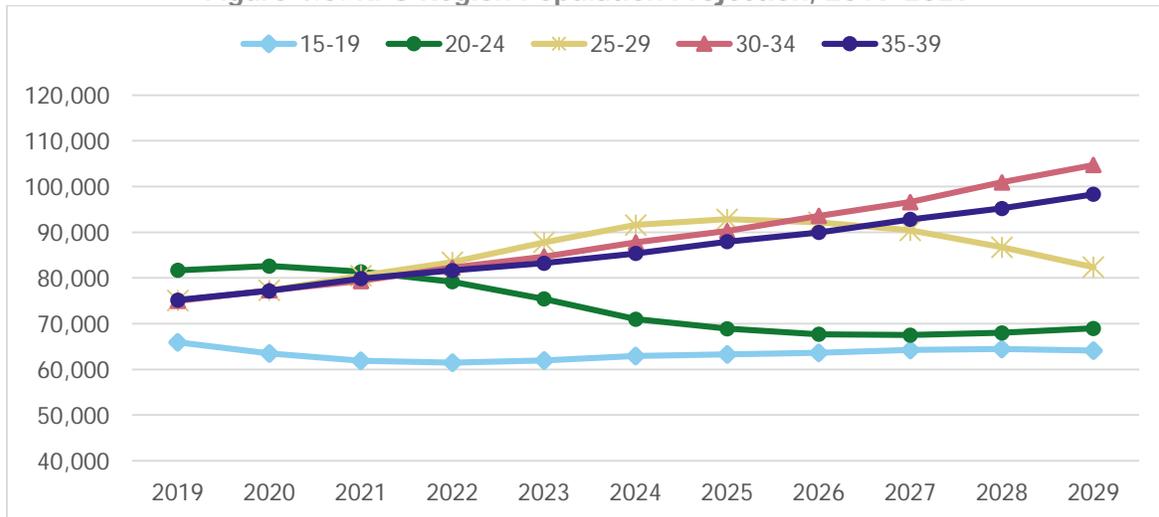


Source: BC Stats, Population Projection Application

10-Year Projection for the KPU Region

Figure 4.6 shows the projected population growth in key age groups for the entire KPU region from 2019 through 2029. Over the next ten years, the decline in the population age 15 to 24 is expected to stabilize by 2023, and slightly increase thereafter. The increase in the population age 25 to 29 is expected to peak in 2025, after which it is expected to decrease. The population age 30 to 39 will increase from 2019 to 2029 as the population in the KPU region ages.

Figure 4.6: KPU Region Population Projection, 2019-2029

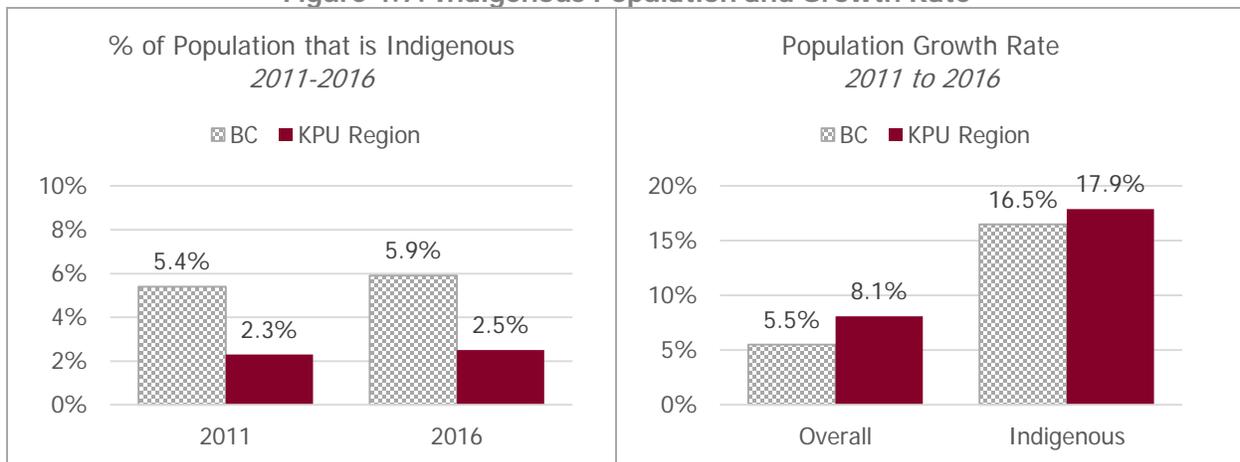


Source: BC Stats, Population Projection Application

Indigenous People in the KPU Region

The KPU region includes the territories of the Tsawwassen and Semiahmoo First Nations, and parts of the Kwantlen, Matsqui, and Katzie First Nations. The 2016 census indicated that 2.5% of residents of the KPU region were Indigenous, and in FY 2018/19, 2.4% of KPU students were Indigenous. Indigenous people make up a smaller share of the KPU region's population compared to BC as a whole, but the Indigenous population is growing at a higher rate in the KPU region than in BC overall (see Figure 4.7).

Figure 4.7: Indigenous Population and Growth Rate



Sources: Statistics Canada, Census Profile, 2016 Census; Census Profile, 2011 Census; National Household Survey Profile, 2011

Financial Context

The Financial Context provides an explanatory overview of the fiscal 2020 Audited Financial Statements, a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements (see Appendix C).

»» Accounting Framework

KPU's Audited Financial Statements present the financial results of the University, for the fiscal year ending March 31, 2020, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards¹² ("PSAS") supplemented by Section 23.1 of BC's *Budget Transparency and Accountability Act* ("BTAA"); and, regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of Advanced Education.

Of particular importance is the government requirement for all post-secondary institutions to be in a surplus position (i.e. have greater revenues than expenses) at the end of each fiscal year. This requirement, which is in line with the BC Taxpayer Accountability Principle of cost consciousness, creates an operational challenge which impacts an institution's ability to undertake capital projects:¹³

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

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

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

KPU had a surplus of \$4.7 million in fiscal 2020, a decrease of \$17.3M from prior year's surplus. This was due to a year over year decrease in international student tuition, offset by a slight increase in provincial grants and other revenue, and an increase in total expenditures. The University continues to effectively manage expenses, ending the year in line with the Board approved 2019/20 budget. Figure 4.8 (next page) summarizes 2019 and 2020 financial results.

¹² There are a number of unusual elements in Public Sector financial statements and the Office of the Auditor General has produced a useful resource which helps explain some of the nuances of public sector accounting: <http://www.bcauditor.com/pubs/2014/special/understanding-canadian-public-sector-financial-statements>

¹³ Capital projects are usually multi-year for two main reasons: Major capital projects often take more than one year to complete; and, accounting for capital assets requires them to be amortized (expensed equally over their useful lives).

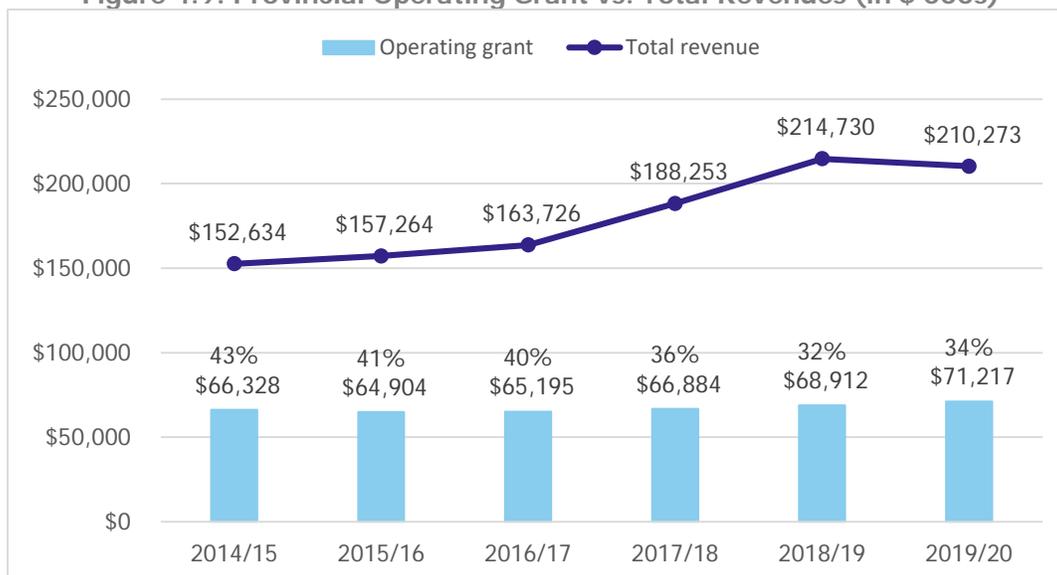
Figure 4.8: Overview of 2019 and 2020 Financial Results (in \$'000s)

Statement of Operations	FY 2020	FY 2019	Change
Provincial Grants	73,511	71,045	1,749
Tuition and Student Fees	107,463	118,451	25,455
Other Revenue	29,299	25,235	(726)
Total Revenue	210,273	214,731	26,478
Total Expenses	205,601	192,671	17,702
Accumulated Operating Surplus	122,536	117,864	22,060
Statement of Financial Position			
Financial Assets	103,363	62,255	(21,055)
Deferred Capital Contributions	155,789	159,328	224
Net Debt	(131,656)	(142,072)	(4,193)
Tangible Capital Assets	249,005	255,381	29,448

» Revenues

As illustrated in Figure 4.9, the amount of funding received from the government in relation to total revenues decreased by an average of approximately 2% per year, from 43% in fiscal 2015 to 34% for fiscal 2020. To continue to meet the Universities growing operational needs, increased revenue must come from other sources.

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



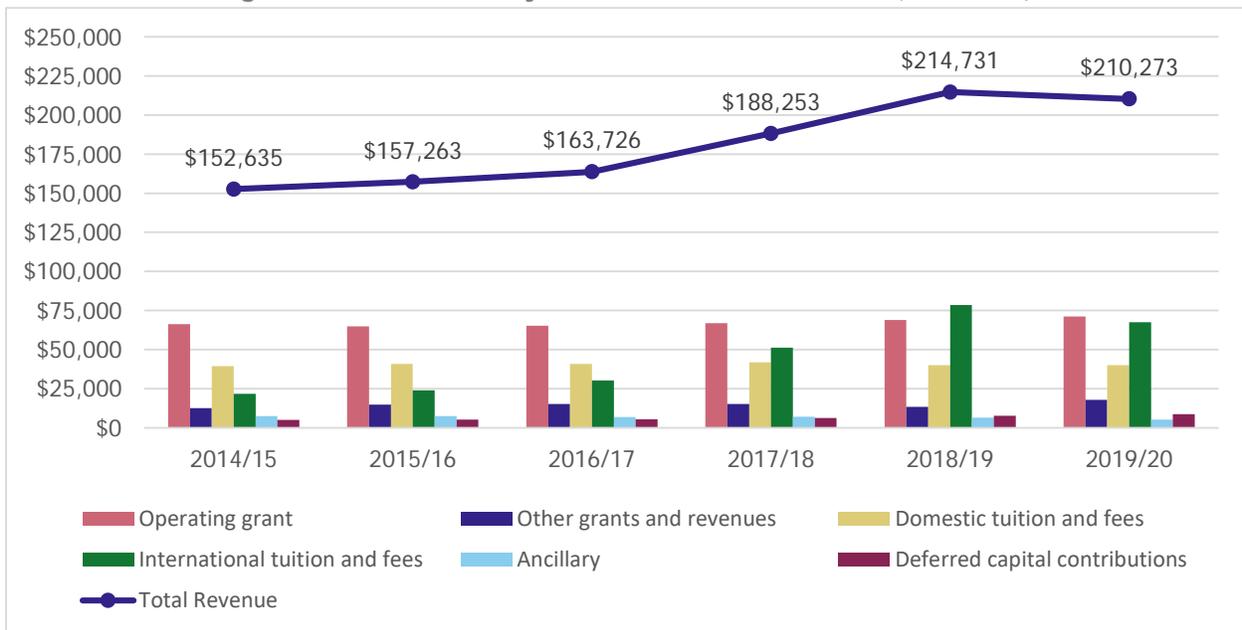
Note: Percentages are the proportion of total revenues from the provincial operating grant for that year.

Revenues decreased by approximately \$4.5 million over the prior year, due primarily to decreases in international student enrolment. The trend of an increasing reliance on international students for revenue generation is illustrated in Figure 4.10 (next page). The volatility of this revenue stream can have a drastic impact on the University as evident in the aforementioned year-over-year revenue trend.

Recognizing the volatility of the international revenue stream, KPU implemented procedures to control international enrolment through strategic enrolment planning. Starting with the Fall 2019

semester, targets for new international students are established based on enrolment projections and expected capacity for these students. In addition, international recruitment planning has focused on diversifying the international student body; reducing concentrations of students from any one country reduces risk associated with a specific country.

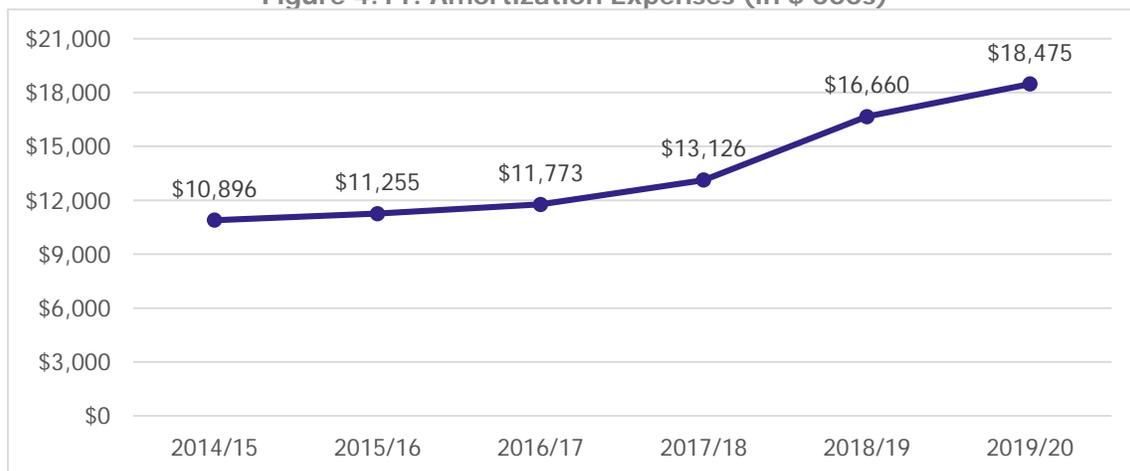
Figure 4.10: Revenue by Source vs. Total Revenue (in \$'000s)



»» Expenses

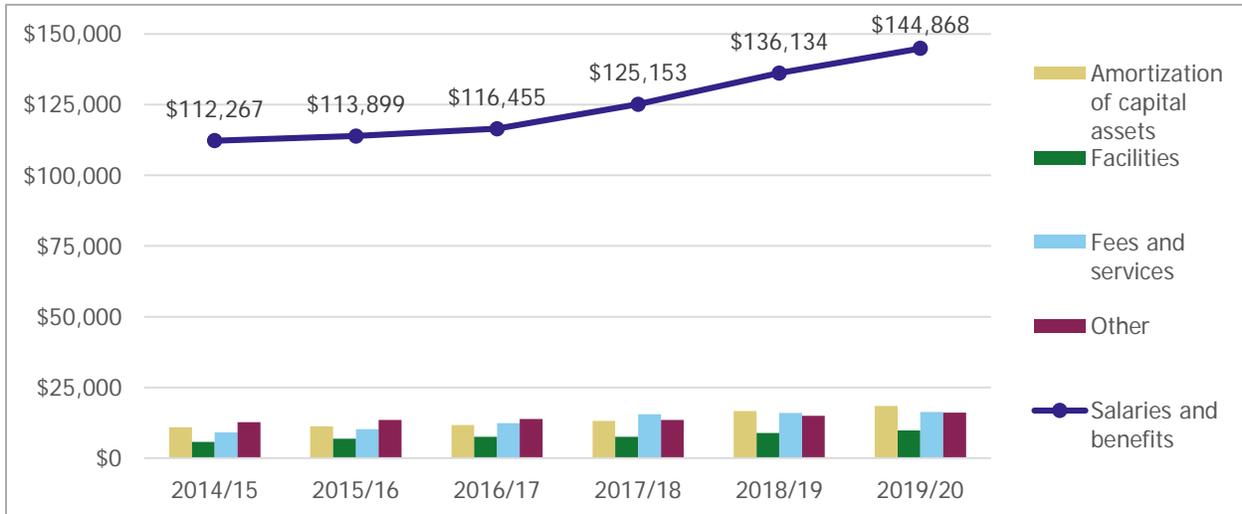
Total expenses for fiscal 2020 increased by approximately 7% over the previous year. The key drivers of expenditure increases include: collective agreement increases, step increases for administrative staff, growth in overall employee numbers, increases in operating costs due to a full year for the Civic Plaza campus, and an increase in amortization expenses as new infrastructure became operational (see Figure 4.11).

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



As Figure 4.12 illustrates, the largest organizational expense is salaries and benefits, which represents approximately 70% of total expenditures. This is typical of post-secondary institutions, as they are driven by faculty and administrative support staff.

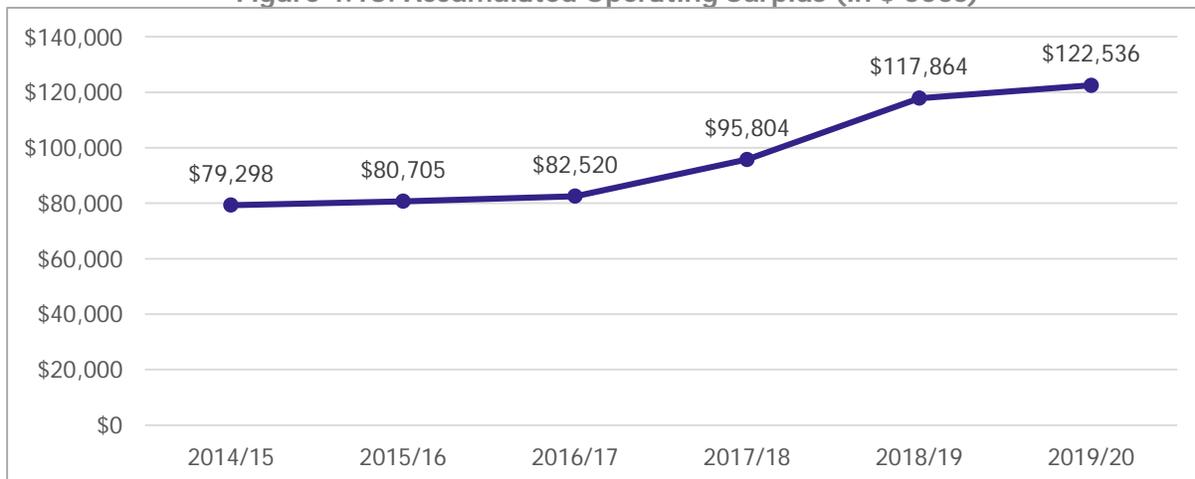
Figure 4.12: Expenses by Type (in \$'000s)



»» Accumulated Operating Surplus

The accumulated operating surplus, \$122.5 million for fiscal 2020, represents the accumulated balance of KPU's annual operating surpluses and deficits (see Figure 4.13). As identified in the Accounting Framework discussion above, post-secondary institutions are required to have a surplus at the end of each fiscal year. Since running a deficit is the only mechanism to access historical operating surplus balances, these funds cannot be used for operating or capital purposes and are represented by the asset positions¹⁴ on the Statement of Financial Position.

Figure 4.13: Accumulated Operating Surplus (in \$'000s)



¹⁴ Accumulated operating surplus is represented on the Statement of Financial Position as financial and non-financial assets.

»» Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$131.7 million in fiscal 2020 which is a decrease of \$10.4 million over the prior year. This was due to a combination of factors including a larger cash balance (due to less capital acquisitions in fiscal 2020) vs. an increase in payables year over year. Deferred Capital Contributions decreased by \$3.5 million, to \$155.8 million in fiscal 2020, and represent funds received from the government for the construction or acquisition of capital assets for which amortization is required in future years. As noted in the Accounting Framework section above, this mechanism is provisioned for by a government regulation and minimizes the increase in the accumulated operating surplus.

5. Performance Plan

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



6. Performance Measures, Targets and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Advanced Education, Skills and Training (AEST), as well as those for the Industry Training Authority (ITA). The glossary provides definitions of terms and sources used for the performance measures.

Each measure has a performance target against which actual performance is assessed. For the AEST measures, the targets were set by AEST and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors.

Assessment of Performance Measures

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

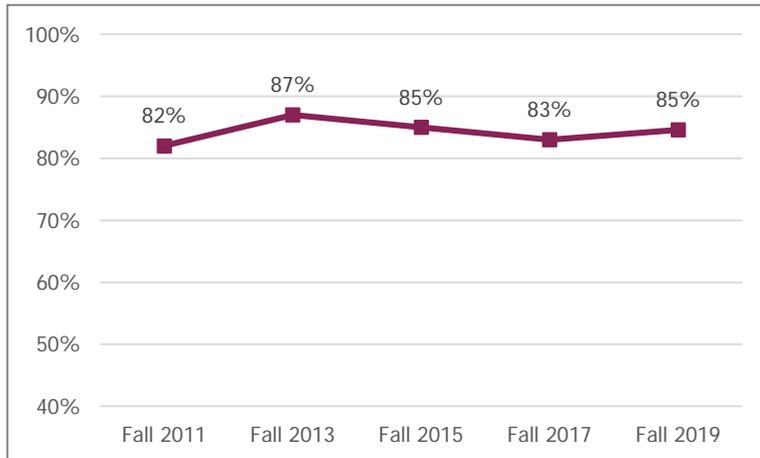
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

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

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

»»» Enhanced Student Experience

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



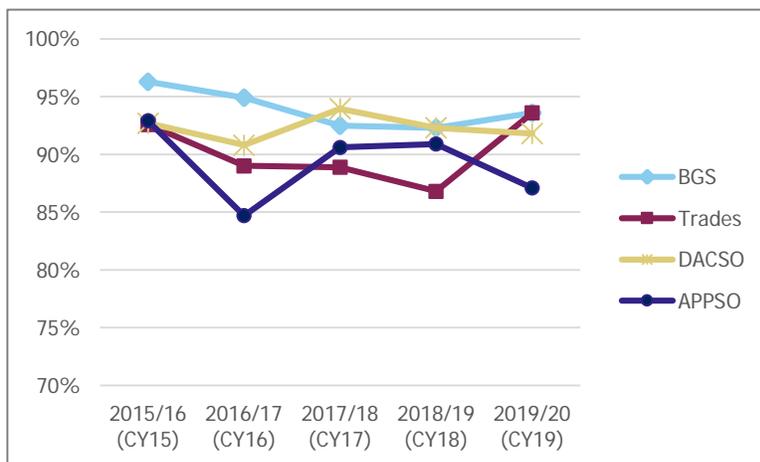
Assessment: ■

Achieved

Target: > previous rating

Notes: KPU measure (Student Satisfaction Survey [SSS]).

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



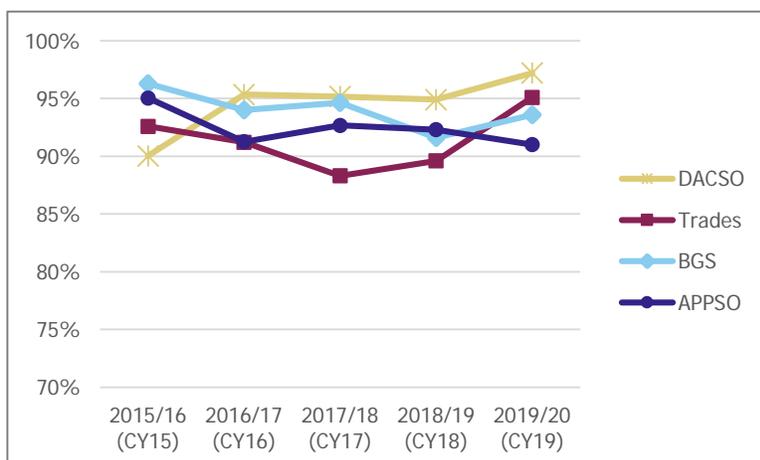
Assessment: ■

Achieved

Target: $\geq 90\%$

Notes: AEST measure (BC Student Outcomes Surveys [BCSOS]). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18"). APPSO achieves the target due to a margin of error of 3.5%.

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



Assessment: ■

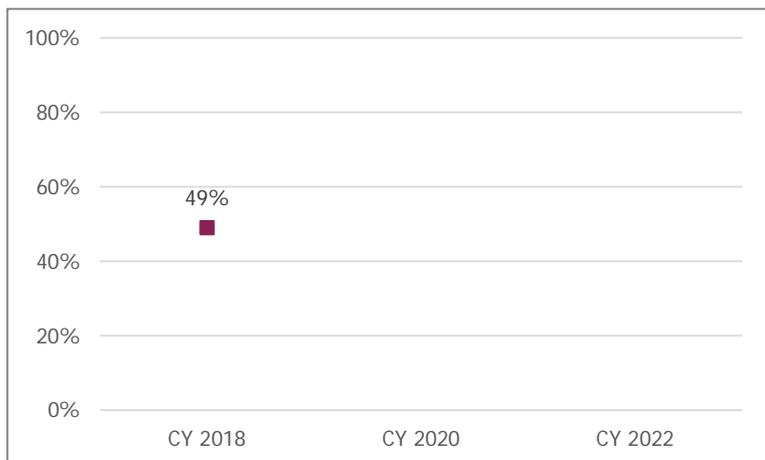
Achieved

Target: $\geq 90\%$

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

»»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



Assessment:

Not assessed

Target: > previous rating

Notes: KPU measure (Employee Engagement Survey [EES]). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years. The 2020 survey was delayed due to the circumstances arising from COVID-19.

Composite measure of four questions: "My co-workers treat each other with dignity and respect," "At work my opinion counts," "My manager provides the support I need to succeed," and "My manager provides valuable feedback throughout the year."

»»» Delighted KPU Friends

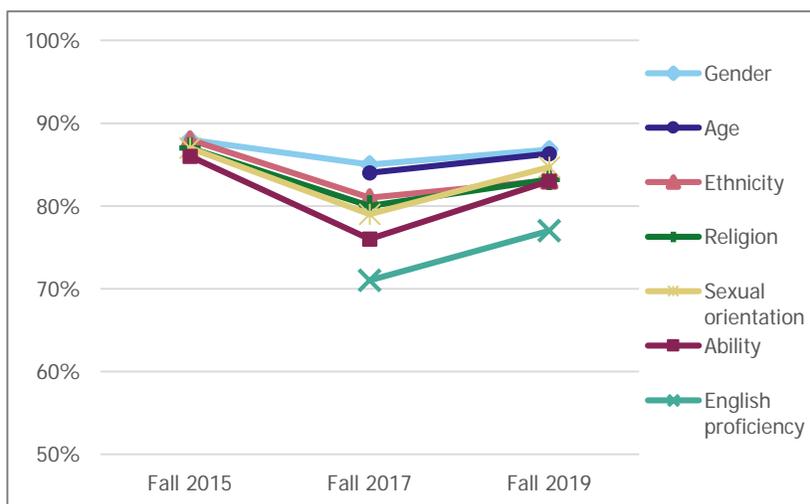
5. Proportion of friends (e.g., external reviewers, advisory board members, KPU Foundation) who feel that their contributions to KPU are valued

Assessment: Not assessed **Target:** To be developed

Notes: KPU measure. This is a new measure that was to be implemented in Spring 2020 through an annual KPU-based survey. It was delayed due to the circumstances arising from COVID-19.

»»» Multiculturalism and Indigenization

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



Assessment:

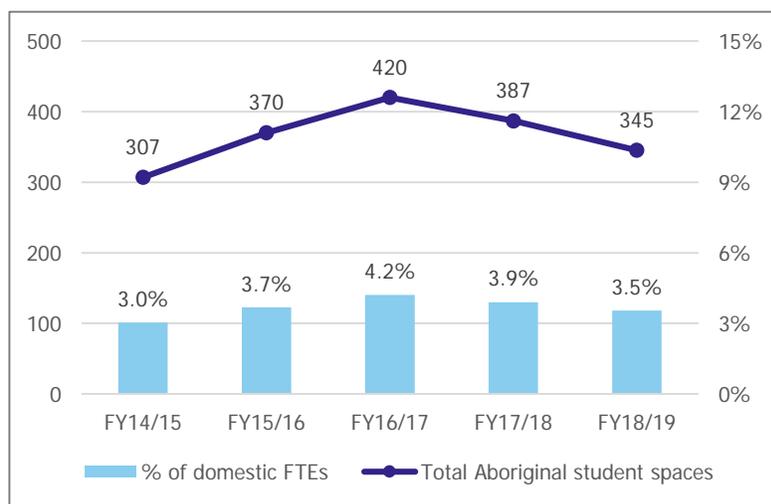
Achieved

Target: > previous rating

Notes: KPU measure (SSS). Questions of whether students are treated fairly regardless of age and English proficiency were not asked in 2015. In several instances, those within the group in question were less likely to indicate positive perceptions than others.

For example: in 2019, when rating whether students are treated fairly regardless of gender, students who identified as having trans experience ($n = 68$)¹⁵ had an agreement rate of 57% compared to 88% of cisgender students ($n = 4461$); for ability, students with a disability ($n = 273$) had a 73% agreement rate compared to 85% of those who did not identify this way ($n = 4280$); for sexual orientation, LGBTQ+ students ($n = 818$) had a 82% agreement rate compared to 87% of heterosexual students ($n = 3337$); and for age, 83% of students 30 or older ($n = 485$) agreed compared to 87% of those under 30 ($n = 4183$).

7. Number of Aboriginal student spaces (AEST)



Assessment:

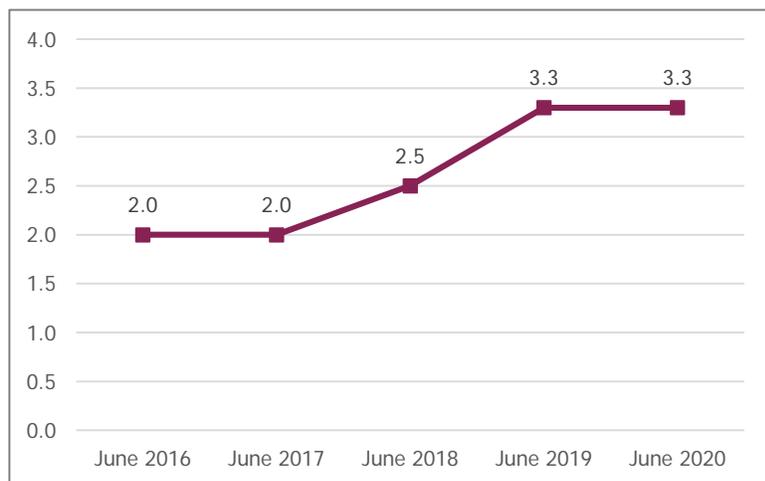
Substantially achieved

Target: Aboriginal FTEs as % of total domestic FTEs > previous year

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

»» Environmental Sustainability

8. STARS ranking of institutionalization of sustainability



Assessment:

Not achieved

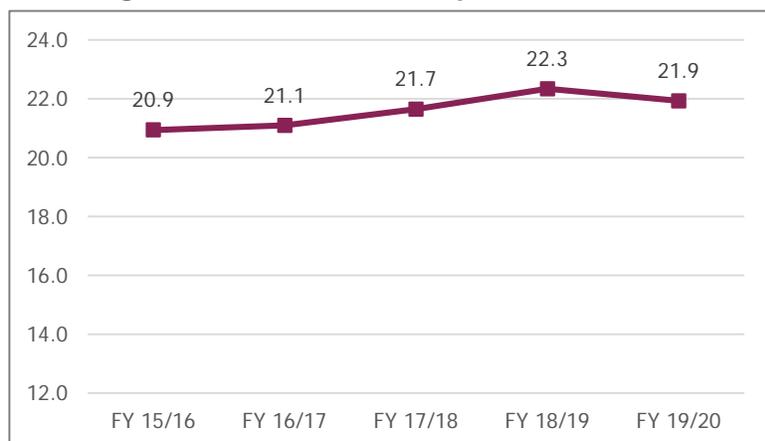
Target: 4 (maximum score)

Notes: KPU measure. KPU Sustainability Committee self-assessment based on the Sustainability Tracking, Assessment & Rating System (STARS) framework for colleges and universities to measure their sustainability performance of the Association for the Advancement of Sustainability in Higher Education.

¹⁵ n denotes the number of respondents in the specified category.

»»» Integrated Planning

9. Average number of seats filled per class



Assessment:

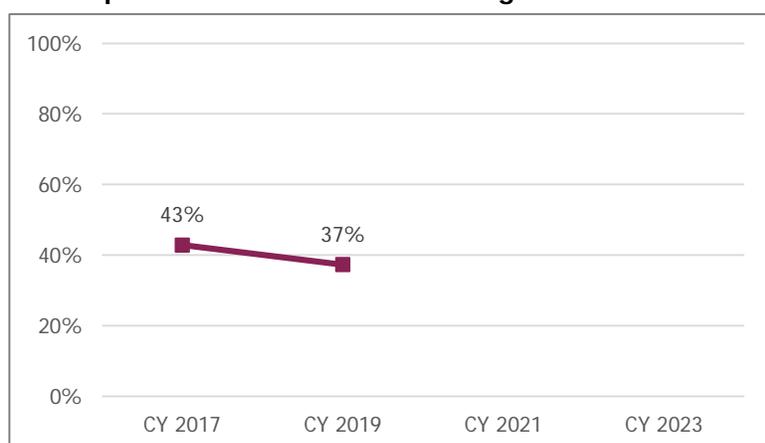
Substantially achieved

Target: 23

Note: KPU measure.

»»» Teaching, Learning, and Curricular Innovation

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



Assessment:

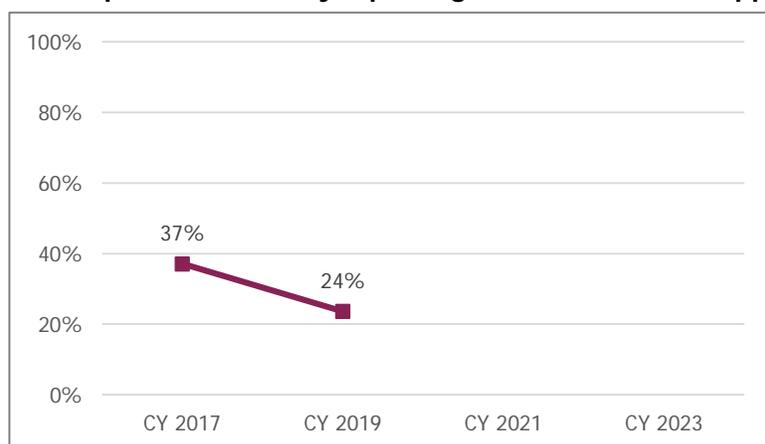
Not achieved

Target: > previous rating

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

»»» Research Activity and Intensity

11. Proportion of faculty reporting satisfaction with support for research



Assessment:

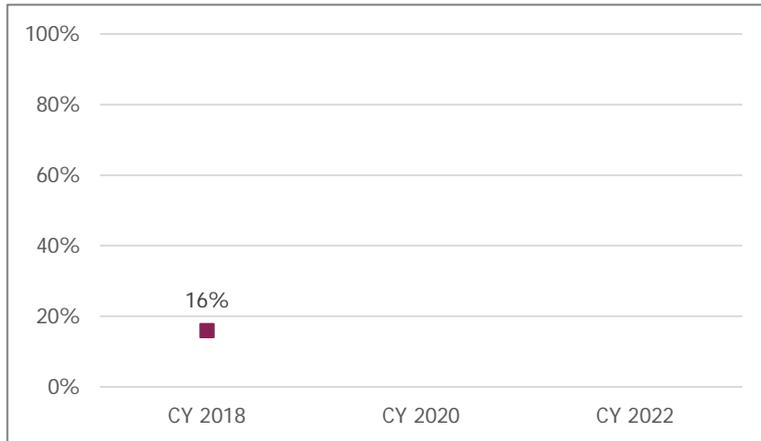
Not achieved

Target: > previous rating

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

»»» Support for Creative Problem-Solving

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



Assessment:

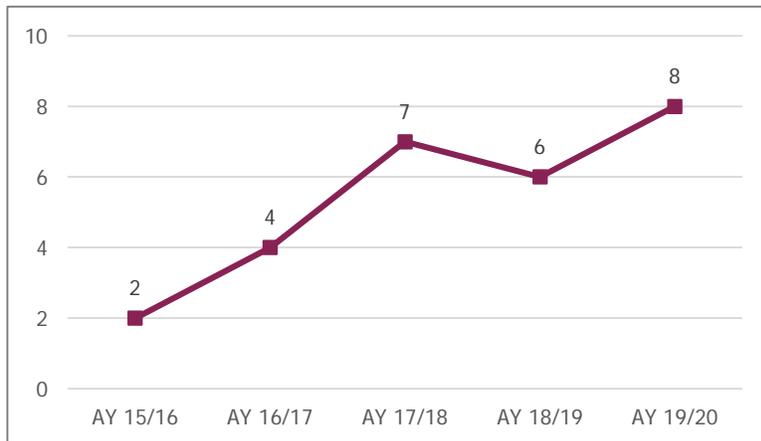
Not assessed

Target: > previous rating

Notes: KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years. The 2020 survey was delayed due to the circumstances arising from COVID-19.

»»» Program and Service Improvement

13. Number of completed program reviews



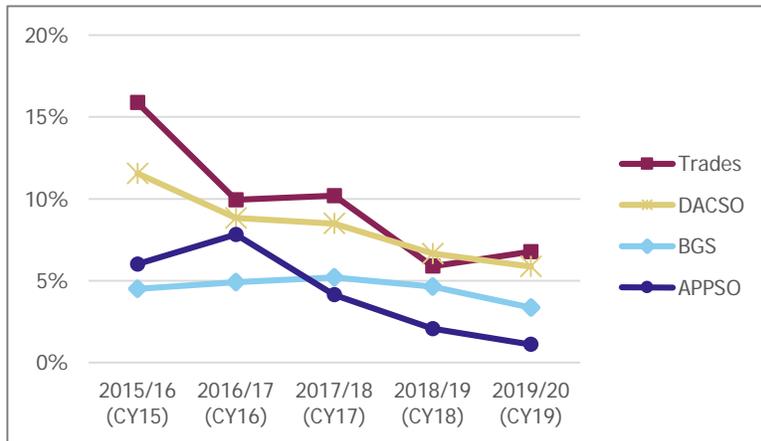
Assessment:

Not achieved, but some progress

Target: Average of the past three years ≥ 9

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

14. Graduate unemployment rate (AEST)



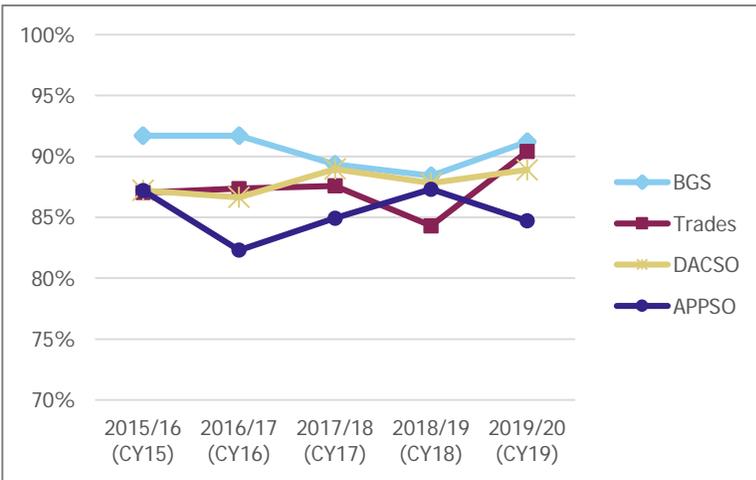
Assessment:

Achieved

Target: $\leq 7.3\%$

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

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



Assessment: Achieved

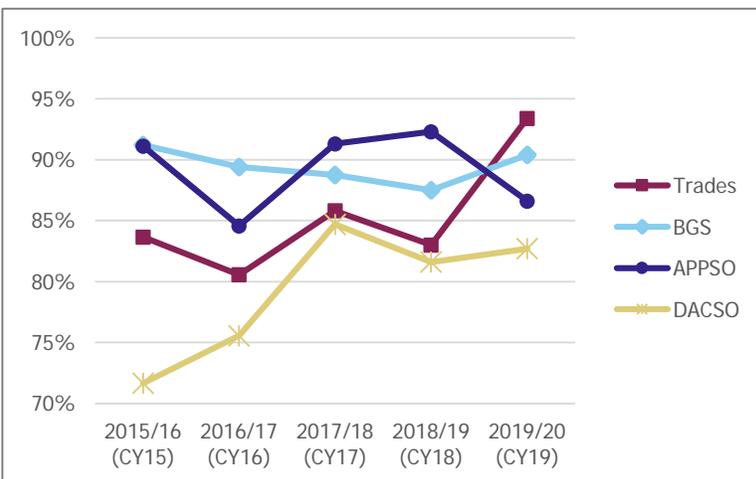
Achieved

Target: ≥ 85%

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

Skill	BGS	Trades	DACSO	APPSO
Written communication	92%	82%	87%	75%
Oral communication	93%	82%	87%	77%
Group collaboration	91%	94%	88%	86%
Critical analysis	94%	92%	91%	88%
Problem resolution	89%	91%	87%	85%
Independent learning	90%	90%	90%	88%
Reading and comprehension	90%	94%	90%	89%

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



Assessment: Achieved

Achieved for Trades, BGS, and APPSO

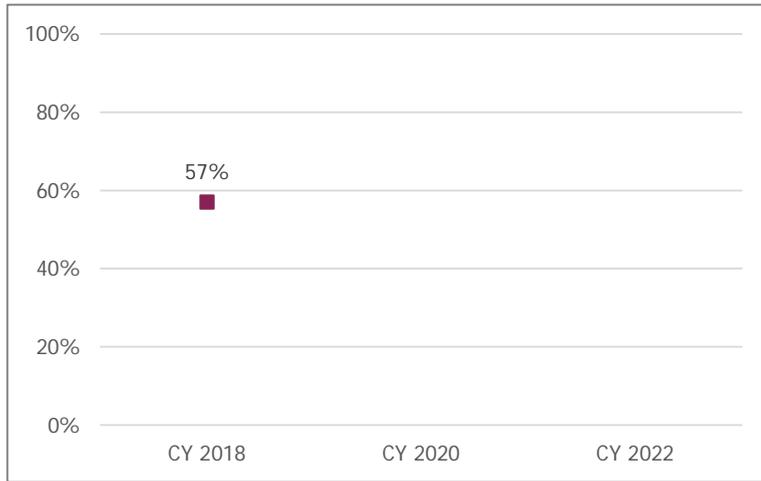
Substantially achieved for DACSO

Target: ≥ 90%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). APPSO achieves the target due to a margin of error of 3.7%.

»» Internal Accountability

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



Assessment:

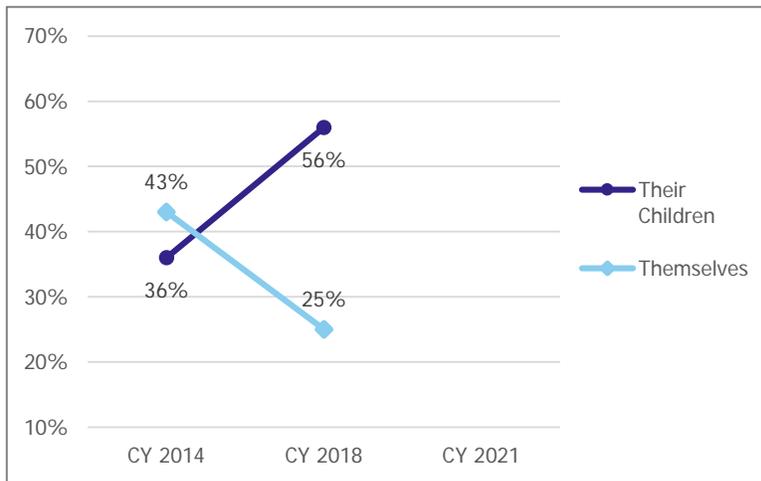
Not assessed

Target: > previous rating

Notes: KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years. The 2020 survey was delayed due to the circumstances arising from COVID-19.

»» External Accountability

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



Assessment:

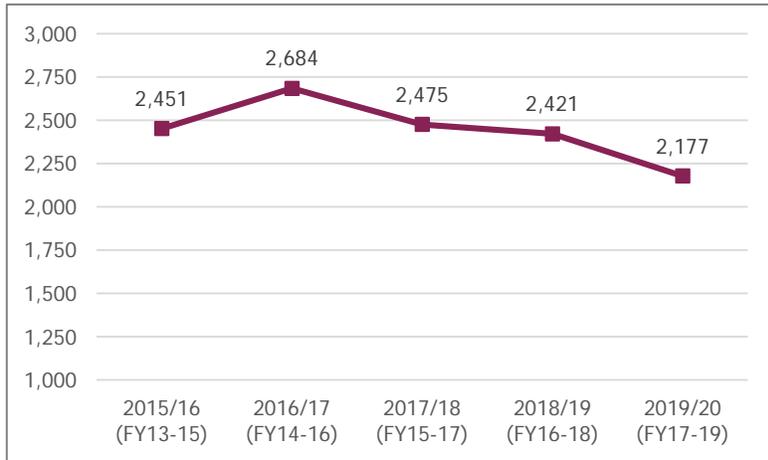
Achieved for their children

Not achieved for themselves

Target: > previous rating

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

19. Number of credentials awarded (AEST)



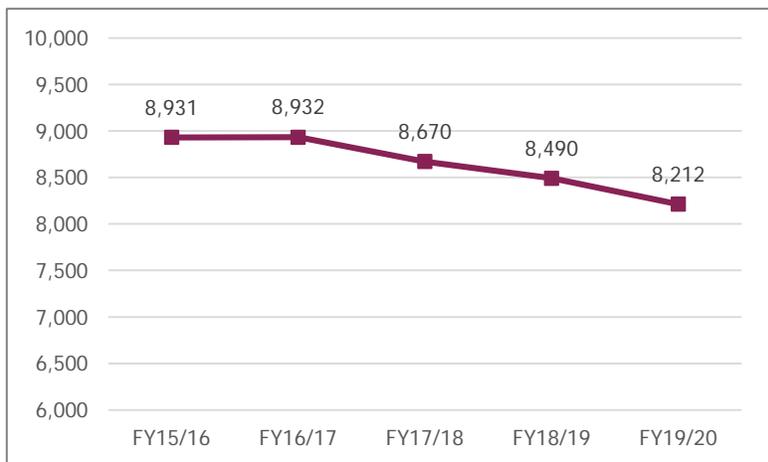
Assessment:

Substantially achieved

Target: 2,380

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

20. Number of domestic FTEs (AEST)



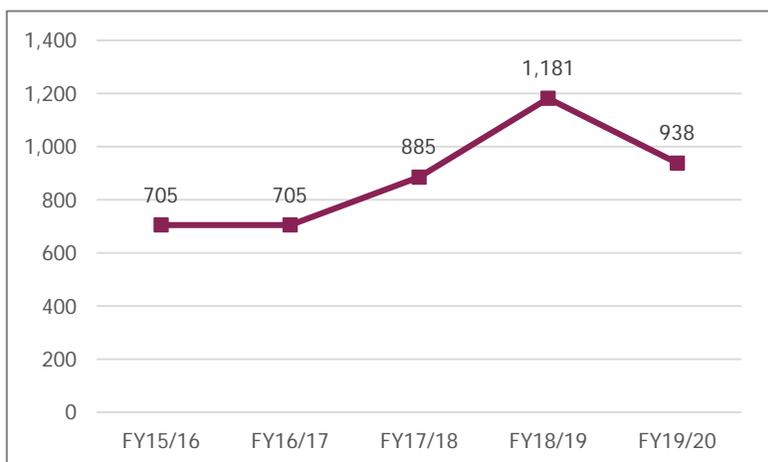
Assessment:

Substantially achieved

Target: 9,097

Note: AEST measure.

21. Number of health FTEs (AEST)



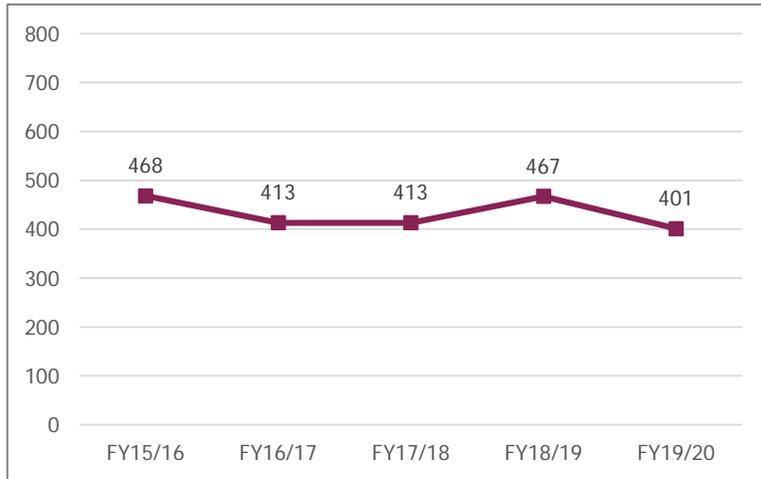
Assessment:

Achieved

Target: 716

Note: AEST measure.

22. Number of developmental FTEs (AEST)



Assessment:

Not achieved

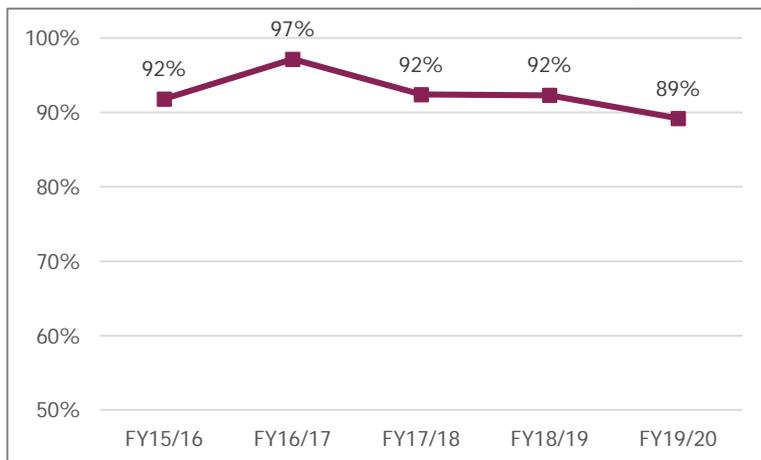
Target: 504

Notes: AEST measure. As of FY 2019/20, the Ministry adjusted the definition of developmental FTEs to exclude ASE FTEs, that is FTEs associated with programs for students with disabilities. Developmental FTEs for the previous years have been adjusted so that ASE FTEs are not included.

The recent population growth in the KPU region has resulted in a demographic shift, with an increase in education levels in the region. The result is a decline in demand for adult basic education. In addition, there are many other providers of adult basic education in the region, especially school districts, so learners who want to pursue adult basic education have many choices. The developmental target for FY 19/20 was set too high, without a full understanding of the market. For this reason, a lower target has been established for the future.

KPU has chosen to focus its limited resources on university-bound students who need to upgrade English to meet KPU admission requirements, or need to complete high school mathematics or sciences to meet course prerequisites. The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU's English proficiency requirements an opportunity to upgrade their English to become undergraduate students. This has been a successful access pathway, so we will be expanding it to cover other program areas.

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



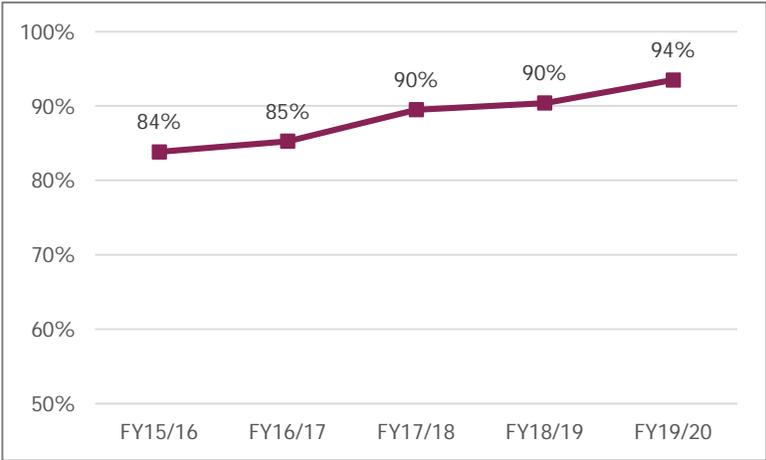
Assessment:

Substantially achieved

Target: 94.5%

Note: ITA measure.

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



Assessment: ████████

Achieved

Target: 83.4%

Note: ITA measure.

Glossary

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

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

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

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

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

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

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

EES: Employee Engagement Survey of all KPU employees, conducted every two years

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

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY 2015 is fiscal year April 1 2014 to Mar 31 2015

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

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

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

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

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

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

Appendix A: Mandate Letter Priorities Index

2019/20 Report Requirements	Page location(s)
1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.	2-3, 77-95
2. Work closely with government to support implementation of priority initiatives, including: a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.	6, 11
b. Expanding programming aligned with high demand occupations and priority sectors.	18
c. Expanding co-op and work-integrated learning opportunities for all students.	18-25
3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.	12-15
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.	8
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.	7
6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.	9-11
7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.	28-29
8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.	28-29

2020/21 Planning & Implementation Requirements	Page location(s)
1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.	2-3, 77-95
2. Contribute to an affordable and accessible post-secondary system by: <ul style="list-style-type: none"> a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity. b. Ensuring student safety and inclusion. c. Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives. d. Providing programming that meets local, regional or provincial labour market and economic needs. e. Working with the Ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international students. 	6-18
3. Develop and recognize flexible learning pathways for students to and between post-secondary institutions, including: <ul style="list-style-type: none"> a. Actively engaging with your local school districts to expand dual credit opportunities for students. b. Supporting lifelong learning pathways. c. Advancing and supporting open learning resources. 	5-7
4. Strengthen workforce connections for student and worker transitions by: <ul style="list-style-type: none"> a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health). b. Increasing co-op and work-integrated learning opportunities. c. Responding to reskilling needs to support employment transitions. d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook). 	18-25

Appendix B: Report on TRC and UNDRIP

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

TRC CALL TO ACTION ¹⁶ & UNDRIP	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>1: SOCIAL WORK</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	N/A	N/A
<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	N/A	N/A

¹⁶ "... " represents omitted text not related to post-secondary education from the original Call to Action.

TRC CALL TO ACTION ¹⁶ & UNDRIP	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Discussions on the development of a <i>Halq'eméylem</i> course are ongoing. (In Progress)</p> <p>KPU hired another Indigenous faculty member and doubled the capacity to offer <i>Introduction to Indigenous Studies</i>, which is taught exclusively by Indigenous faculty. (Ongoing)</p>	<p>KPU developed its first Indigenous language course in Cree. The course will be delivered for the first time in Fall 2020. (Ongoing)</p>
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all health-care professionals.</p>	<p>Graduate Nurse, Internationally Educated Re-entry Certificate: Students complete an assignment/ presentation on First Nations culture as it pertains to cultural practices, rituals, diet, health care practices. They conclude with a visit to museum to explore First Nations and Indigenous arts and culture. (Ongoing)</p> <p>Bachelor of Science in Nursing, Advanced Entry:</p> <ul style="list-style-type: none"> Semester 5 students develop and review Indigenous health videos, and explore concepts related to health inequities and social justice in their theory course. (Ongoing) Students also shared extra resources with each other by attending the Vancouver Coastal Health Authorities 	<p><i>Student placements in Haida Gwaii</i> (NRS 4242 –BSN's 10-week Final Preceptorship): The Faculty of Health has placed its first preceptorship student in the Haida Gwaii Hospital in Queen Charlotte Village. This rural and new facility run by Northern Health includes emergency care, acute care in-patient units, a birthing suite, a primary care clinic and extended residential care. (Implemented)</p> <p><i>Course on First Nations Health:</i> One of four elements included is an in-depth exploration of approaches to Indigenous health issues including: understanding the historical, cultural, political, social, and economic contexts that shape First Nation's peoples' health; understanding the diversity of Indigenous cultures and the importance of culturally grounded and</p>

TRC CALL TO ACTION¹⁶ & UNDRIP**NEW INITIATIVES AND PARTNERSHIPS****CONTINUING INITIATIVES AND PARTNERSHIPS**

- workshop on cultural safety with Indigenous peoples. (Ongoing)
- One student expressed an interest in rural health and with encouragement from the instructor, and after hearing about the preceptorship placement in Haida Gwaii last year, the student applied for and got hired as an Employed Student Nurse at Masset. (Implemented)

Bachelor of Science in Nursing: students in their first semester of the BSN are introduced to Kara Pflug, a MCFD 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. (Ongoing)

Bachelor of Psychiatric Nursing: Cultural Safety and health of Indigenous peoples is threaded throughout the program. Students are required to take a First Nations Health course in semester 4 of the program. Upon program completion, they invite an Elder to their Graduation Tea who guides them through a smudging ceremony, and discusses with them their role as new graduates in supporting health and wellbeing of Indigenous peoples,

safe Indigenous health promotion; exploring the experiences of Indigenous students in the Langley school district; and identifying some examples of promising Indigenous community engagement strategies. (Ongoing)

Cultural safety competency training for Nursing students: Cultural safety is a term that was brought into the nursing literature by a Maori nurse and it has become a required competency for registered nurses in Canada. Cultural safety is understood to mean there is no damage or harm by interactions between people and that dignity and respect are maintained for all parties in an interaction (Gurm and Cheema, 2013). Inequities exist in services for Indigenous people and other marginalized groups that are rooted in colonization and perpetuated by racist and discriminatory systems and practices. The lack of cultural safety may block Indigenous people, those from colonized nations, and those in oppressed positions from care and supports. The cultural safety competency is weaved into the Nursing curriculum so that BSN and BPN students begin to understand how their own biases impact their thoughts and actions. (Ongoing)

TRC CALL TO ACTION¹⁶ & UNDRIP	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<p>while respecting and valuing their culture and practices. (Ongoing)</p> <p>Health Care Assistant program: students learn about and research the impact of social determinants on health and cultural safety and humility. Students take part in cultural presentations and First Nations is one of the cultures explored. Students visit with an Elder, visit the museum to explore First Nations art and culture, and visit the KPU Gathering Place. (Ongoing)</p>	
<p>24: MEDICAL AND NURSING SCHOOLS</p>	<p>See above TRC Action #23</p>	<p>See above TRC Action #23</p>
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		

TRC CALL TO ACTION ¹⁶ & UNDRIP	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
28: LAW SCHOOLS	N/A	N/A
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In 2019/20, KPU hosted several film screenings of <i>Invasion</i>, a film about the Unist’ot’en Camp, Gidimt’en checkpoint and the larger Wet’suwet’en Nation’s continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples. (Implemented)</p>	<p><i>Employee training:</i> All KPU employees are expected to take online Indigenous Awareness training, consisting of three modules. The Indigenous People module introduces employees to the Indigenous peoples of Canada, their histories, and cultures. The Colonial Legacy module expands knowledge of colonization and its legacy in Canada. It also highlights important events that continue to define the relationship between Indigenous and non-Indigenous people. The Decolonization module introduces and defines decolonization and addresses some of the challenges that exist because of centuries of institutionalized racism.</p>
57: PUBLIC SERVANTS		
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		

TRC CALL TO ACTION¹⁶ & UNDRIP**NEW INITIATIVES AND PARTNERSHIPS****CONTINUING INITIATIVES AND PARTNERSHIPS**

Additionally, this module describes some of the ways by which Indigenous people are regaining their rightful place in Canada and are thriving. (Ongoing)

62: TEACHER EDUCATION

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

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

TRC CALL TO ACTION¹⁶ & UNDRIP**NEW INITIATIVES AND PARTNERSHIPS****CONTINUING INITIATIVES AND PARTNERSHIPS**

86: JOURNALISM AND MEDIA SCHOOLS

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

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

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown

Advanced Business Match is about connecting indigenous and non-indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business & investment interests. People attend Advanced Business Match to develop new opportunities and partnerships; and the door is open for your organization. In 2019, the third annual event was hosted

Event planning – Indigenous Awareness Month: A KPU faculty member taught two sections of an Entrepreneurial Leadership (ENTR) course in Spring 2019 that involved students in the organization and management of an event. This year students collaborated with KPU Indigenous Services for Students on the Open Door, Open Minds STEM Forum for Indigenous high school students (described below), in

TRC CALL TO ACTION¹⁶ & UNDRIP

relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEW INITIATIVES AND PARTNERSHIPS

by the Kwantlen First Nation and the Township of Langley in partnership with Raven Events to host the 3rd annual Advanced Business Match - Lower Mainland. Members of the KPU School of Business attended, and plan to attend future events to network with Indigenous business owners.

Champion to increase awareness: Each year, a faculty member in the KPU School of Business is given a time release to champion decolonization, reconciliation and indigenization. This year the faculty champion attended the Advanced Business Match (described above) and other events to form connections with Indigenous people, organizations and Nations. Other activity included:

- Leq'á:mel Nation: discussions on how to address their post-secondary education needs with respect to business education. This led to the development of workshops, one of which was held before the COVID shutdown.
- Coordinated the Faculty Learning Community meetings for the year (see description in third column)
- Maintained the School of Business Decolonization, Reconciliation and

CONTINUING INITIATIVES AND PARTNERSHIPS

recognition of Indigenous Awareness Month. The instructor has developed a collaboration with KPU corporate partner RICOH who will be providing technology for various events. (Implemented)

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

Open Education Resource for Consumer Behaviour: A School of Business Marketing instructor developed an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor hired Indigenous KPU students to help with this project and obtained Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project was accepted into the UNESCO Open Learning for a Better World program

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- Indigenization Moodle Site by adding resources as identified.
- Planned to have an anti-oppression workshop, including obtaining funding and identifying the trainer. The session was put on hold due to the COVID shutdown, but a virtual event is being planned for the Fall.
 - This faculty release is ongoing.

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 is being used by KPU students in the Summer 2020 term. (Completed)

Bursary for Indigenous students enrolled in Business: In 2019, faculty members from the School of Business set up an ongoing bursary for Indigenous students enrolled in Business programs. One instructor generously allocated the aware money she received from Teaching Excellence by 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. (Ongoing)

Scholarship for Indigenous students enrolled in Business: Two KPU Applied Communications business instructors have developed a scholarship for Indigenous

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students studying in the School of Business. The first award was given in 2018. (Ongoing)

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

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

Faculty Learning Community (FLC): In Summer 2019, the School of Business launched a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications

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in the post-secondary environment. While the FLC started in the School of Business, participation come from other faculties across KPU. (Ongoing)

Curated site for sharing Indigenous resources: Essays, book suggestions, guides, podcasts, videos, etc. have been curated to provide the School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. An online site for sharing resources was created on Moodle. This site contains resources for School of Business faculty, administrators, staff, and others to access in order to enrich their learning and application of Indigenization and decolonization practices. The site was launched in Spring 2019. (Ongoing)

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

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UN Declaration Article 14:

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

Naut'sa Mawt: One Heart, One Mind will be a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Art faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder guidance and mentorship, interdisciplinary, interactive and on the land learning opportunities for underserved learners, strongly in need of inspiration and opportunity. It also involves professional development of staff, faculty and administration that furthers transformative capacity building for access and inclusion of diverse learners, and strong community outreach and engagement beyond KPU. (In progress)

learning environment for Indigenous students. (Ongoing)

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

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

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

Continuing and Professional Studies (CPS) continues its successful run of programming at the Squamish Trades and Training Centre in North Vancouver

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through assistance from the Ministry of Advanced Education, Skills and Training, the Ministry of Aboriginal Relations and Reconciliation, and the ITA. Recent additions to the offerings include courses in Business and Design. (Implemented)

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

UN Declaration Article 15:

3. 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.

Indigenous Book Club: Books written by Indigenous authors will be selected from a range of topics including reconciliation, Indigenous pedagogy, storytelling, Elders teachings, autobiographies, and works of poetry and followed by a facilitated informal conversation. This new initiative by Indigenous Services for Students is intended to foster a space for new

KPU respects and acknowledges Indigenous knowledge, cultures, traditions, histories, and aspirations. Diverse faculty, administrators, and staff are diligently supporting an environment of tangible activity, mutual respect, recognition of diverse knowledge, and shared inspirational learnings, as reflected

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learning, respectful sharing and inquiry, and collaboration by bringing together students, faculty, staff and Elders. The club was to launch in the Spring but was delayed due to COVID. It will launch in the Fall as a virtual book club. (Ongoing)

Indigenous Repository: KPU is compiling an Indigenous Repository, 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, DVD's and streaming material, and books. This section is to aid interdisciplinary course work. (Ongoing)

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 & References to encompass Elder Knowledge, and a section on Indigenous Research Methods, where Indigenizing research methodology and TCPS2 are

in the initiatives presented throughout this table. (Implemented)

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

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emphasized. Instructional videos on this topic are anticipated to compliment the guide in Fall 2020. <https://libguides.kpu.ca/indigenous> (Ongoing)

KPU library is undertaking a project to decolonize the name and subject term for Indigenous groups and topics. Building on work from other libraries across Canada, KPU is starting this work by changing the heading for the BC First Nations groups. For example: Kwakiutl Indians would be changed to Kwakwaka'wakw to reflect the names preferred by the people themselves. Once this work is complete, we will move on to decolonize topic headings. This will enhance access to materials about Indigenous Peoples. (Ongoing)

The Tsawwassen First Nation Farm School is a collaboration between the Tsawwassen First Nation (TFN) and KPU's Institute for Sustainable Food Systems. The school fuses sustainable agriculture and traditional indigenous food systems as tools to build community and create dialogue around land stewardship for the future. The program takes place at our 20-acre certified organic working farm on

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

Indigenous Perspectives on Settler Colonial Societies (INDG 3155 – 3 Credits): Students explore Indigenous perspectives on settler colonial societies and the consequences of ongoing colonial occupation for Indigenous nations. Students draw upon critical Indigenous studies scholarship, Indigenous traditional knowledge, narrative accounts, and oral histories. Students explore the misattribution and denial of Indigenous contributions to human social development and analyze strategies for decolonization, Indigenization, and self-determination. (Ongoing)

Indigenous Activism (INDG 4245 – 3 Credits): Students examine historical and contemporary Indigenous activism in the Americas. They critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous people's collective resistance and attempts to protect inherent rights and lands. Students study Indigenous mobilization, political organization, self-

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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 is a gathering place to learn about human scaled alternative food production systems. The school program is open to all interested in how to feed a growing population while restoring the land.

In Fall 2019, KPU renewed the lease agreement, with a number of community engagement activities added to the lease. Some of the activities that occurred this year include:

- Weekly donation of fresh produce to the food bank which is only accessible to lower-income households living on TFN lands.
- Elder luncheon at the farm with a farm fresh meal and provided the Elders with bags of produce to take home – approximately 12 Elders participated.
- KPA attended the health forum at TFN and began discussion with the Health Department and about doing a cooking workshop with their youth

determination, resurgence, and regeneration of communities and cultures. They examine collective strategies and tactics, specific examples of struggle, visions of social alternatives (anti-capitalist, anti-statist, anti-colonial, etc.), and community social relations. (Ongoing)

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clientele. KPU is hoping to facilitate this activity in the 2020 season.

- KPU organized a community feast to thank the community and show our appreciation for the honor of working with the Tsawwassen First Nation community and having the farm school on TFN lands. Chef Paul Natrall of the Squamish Nation, food truck business operator, cooked a farm-to-table feast featuring pork and vegetables from the farm.
- This year, the farm school sponsored Loretta Williams fundraising dinner. About 30 people attended the feast. In addition, the farm school donated some vegetable boxes to her fundraising cause last summer.

(The Farm School is ongoing)

UN Declaration Article 21:

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

An Indigenous Student Orientation is being 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, will be run by

In 2019, KPU has assembled a compendium of the numerous activities and initiatives that directly address economic, social, health and artistic issues amongst Indigenous peoples. This collection of direct actions is aimed at improving the experience of Indigenous learners, their families, and communities. Importantly, the activities are also focused on our non-Indigenous community with

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	<p>Indigenous Services for Students in August 2020. (In progress)</p> <p>KPU'S 2019 Student Satisfaction Survey included questions specifically for Indigenous students with the aim to gain a greater understanding of current Indigenous students' experiences and engagement to inform and enhance delivery of specialized and culturally relevant student supports. (Ongoing)</p> <p>Indigenous Services for Students is expanding opportunities for Indigenous students to connect with those not able to visit the Gathering Place on a regular basis. Peer support and mentorship from an Indigenous perspective will focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures. (Ongoing)</p>	<p>the aim of deepening our collective understanding of Indigenous cultures and enabling a more informed approach to improvement and reconciliation. (Implemented)</p>

Appendix C: Audited Financial Statements

See the Audited Financial Statements on the following pages.

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

And Independent Auditors' Report thereon

Year ended March 31, 2020



KPMG LLP
PO Box 10426 777 Dunsmuir Street
Vancouver BC V7Y 1K3
Canada
Telephone (604) 691-3000
Fax (604) 691-3031

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Kwantlen Polytechnic University, and
To the Minister of the Ministry of Advanced Education, Skills & Training, Province of
British Columbia

Opinion

We have audited the financial statements of Kwantlen Polytechnic University (the "Entity"), which comprise:

- the statement of financial position as at March 31, 2020
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- the statement of rereasurement gains and losses for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2020 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants

Vancouver, Canada
May 27, 2020

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position

(in thousands of dollars)

As at March 31, 2020, with comparative information for 2019

		2020		2019
Financial assets				
Cash and cash equivalents	(Note 3)	\$ 72,217	\$	26,258
Accounts receivable	(Note 4)	2,668		6,517
Inventories for resale		532		600
Investments	(Note 5)	27,946		28,880
		103,363		62,255
Liabilities				
Accounts payable and accrued liabilities	(Note 6)	44,229		27,398
Deferred revenue		30,957		13,495
Deferred contributions	(Note 8)	3,952		3,859
Deferred capital contributions	(Note 9)	155,789		159,328
Obligations under capital lease	(Note 10)	92		247
		235,019		204,327
Net debt		(131,656)		(142,072)
Non-financial assets				
Tangible capital assets	(Note 11)	249,005		255,381
Endowment investments	(Note 5)	2,817		2,817
Prepaid expenses and deposits		2,424		1,989
		254,246		260,187
Accumulated surplus		\$ 122,590	\$	118,115
Accumulated surplus is comprised of:				
Accumulated surplus		\$ 122,536	\$	117,864
Accumulated rereasurement gains		54		251
		\$ 122,590	\$	118,115

Contractual obligations (Note 13)

Commitments and contingent liabilities (Note 14)

See accompanying notes to financial statements.

Approved on behalf of the Board:



Sandra Case
Chair, Board of Governors



Candice Gartry, CPA, CGA
Interim Executive Director, Financial Services

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations and Accumulated Surplus

(in thousands of dollars)

Year ended March 31, 2020, with comparative information for 2019

	Budget	2020	2019
	(Note 2(k))		
Revenue:			
Province of British Columbia grants	\$ 74,922	\$ 73,511	\$ 71,045
Revenue recognized from deferred contribution (Note 8)	3,122	8,374	6,536
Tuition and student fees	123,980	107,463	118,451
Ancillary services	5,739	5,199	6,472
Other revenue	8,888	7,110	4,615
Revenue recognized from deferred capital contributions (Note 9)	9,078	8,616	7,612
	225,729	210,273	214,731
Expenses:	(Note 18)		
Instruction, research and support	218,879	200,782	187,243
Ancillary operations	6,439	4,819	5,428
	225,318	205,601	192,671
Annual surplus	411	4,672	22,060
Accumulated surplus, beginning of year	117,864	117,864	95,804
Accumulated surplus, end of year	\$ 118,275	\$ 122,536	\$ 117,864

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt

(in thousands of dollars)

Year ended March 31, 2020, with comparative information for 2019

	Budget	2020	2019
	(Note 2(k))		
Annual surplus	\$ 411	\$ 4,672	\$ 22,060
Acquisition of tangible capital assets	-	(12,098)	(46,109)
Amortization of tangible capital assets	18,860	18,474	16,661
	18,860	6,376	(29,448)
Net of (acquisition) use of prepaid expenses and deposits	-	(435)	2,369
Net remeasurement gains (losses)	-	(197)	826
Change in net debt	19,271	10,416	(4,193)
Net debt, beginning of year	(142,072)	(142,072)	(137,879)
Net debt, end of year	\$ (122,801)	\$ (131,656)	\$ (142,072)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows

(in thousands of dollars)

Year ended March 31, 2020, with comparative information for 2019

	2020	2019
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 4,672	\$ 22,060
Items not involving cash:		
Amortization of tangible capital assets	18,474	16,661
Revenue recognized from deferred capital contributions	(8,616)	(7,612)
Change in non-cash operating working capital:		
Accounts receivable	3,849	1,710
Prepaid expenses and deposits	(435)	2,369
Inventories for resale	68	20
Accounts payable and accrued liabilities	16,831	(10,278)
Deferred revenue	17,462	(6,682)
Deferred contributions	93	60
Net change from operating activities	52,398	18,308
Capital activities:		
Cash used to acquire tangible capital assets	(12,098)	(45,998)
Net change from capital activities	(12,098)	(45,998)
Financing activities:		
Contributions received for tangible capital assets	5,077	7,836
Principal payments on capital lease obligations	(155)	(297)
Net change from financing activities	4,922	7,539
Investing activities:		
Decrease in investments	934	9,160
Net remeasurement gains (losses)	(197)	826
Net change from investing activities	737	9,986
Net change in cash and cash equivalents	45,959	(10,165)
Cash and cash equivalents, beginning of year	26,258	36,423
Cash and cash equivalents, end of year	\$ 72,217	\$ 26,258
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	\$ -	\$ 111

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses

(in thousands of dollars)

Year ended March 31, 2020, with comparative information for 2019

	2020	2019
Accumulated remeasurement gains (losses), beginning of year	\$ 251	\$ (575)
Unrealized gains (losses) generated during the year from:		
Fixed income investments	(21)	270
Mortgage-backed securities and mutual funds	1	15
Foreign currency translation	(37)	(6)
Remeasurement (gains) losses realized and reclassified to the Statement of Operations and Accumulated Surplus from:		
Fixed income investments	(186)	497
Mortgage-backed securities and mutual funds	(5)	15
Foreign currency translation	51	35
Net remeasurement gains (losses) for the year	(197)	826
Accumulated remeasurement gains, end of year	\$ 54	\$ 251

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements
(in thousands of dollars)

Year ended March 31, 2020

1. Authority and purpose

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

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

On March 11, 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. The University temporarily closed campuses to students as of March 16, 2020 based on public health recommendations with a transition to virtual courses, and has not reopened its campuses as of the date of these financial statements were approved. The University has transitioned to a work from home approach for employees that are able to do so, along with the implementation of social distancing policies for employees that remain on campuses. The ultimate duration of the pandemic, related public health measures and their impact on the economy and the financial effect on the University are not known at this time.

2. Summary of significant accounting policies

(a) Basis of accounting

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

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

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

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

2. Summary of significant accounting policies (continued)

(a) Basis of accounting (continued)

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

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

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

(b) Cash and cash equivalents

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

(c) Financial instruments

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

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

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

(d) Inventories for resale

Inventories for resale, including new and used textbooks, course manuals, stationary, art supplies, clothing, crested and non-crested giftware are recorded at the lower of cost or net realizable value.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

2. Summary of significant accounting policies (continued)

(d) Inventories for resale (continued)

Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated proceeds on sale less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable.

When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

(e) Contaminated sites

A liability for contaminated sites is recognized when the following criteria are met:

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

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

(f) Non-financial assets

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

(i) Tangible capital assets

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

2. Summary of significant accounting policies (continued)

(f) Non-financial assets (continued)

(i) Tangible capital assets (continued)

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

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

(ii) Leased tangible capital assets

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

(g) Employee future benefits

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

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

(h) Revenue recognition

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

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

2. Summary of significant accounting policies (continued)

(h) Revenue recognition (continued)

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

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

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

(i) Use of estimates

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

(j) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which are designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

2. Summary of significant accounting policies (continued)

(j) Foreign currency translation (continued)

Any gains or losses resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Statement of Remeasurement Gains and Losses and the exchange gains or losses in relation to the exchange rate at the date of the item's initial recognition is recognized in the Statement of Operations and Accumulated Surplus.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2019-2020 University Budget approved by the Board of Governors on March 27, 2019. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

(l) Expense Functions

Expense functions have been identified based upon the functional lines of service provided by the University. The University's services are provided by departments and their activities are reported by functional area in the Statement of Operations and Accumulated Surplus. The functional lines, along with the services they provide, are as follows:

- (i) Instruction, research, and support: This function includes activities related to delivering education. This includes instruction, education administration, student support, general administration, and the cost of space, safety, and equipment.
- (ii) Ancillary: This function includes the activities of the ancillary operations. An ancillary operation is one that is generally outside of the normal functions of instruction, research, and support, and provides goods and services to students, staff or others, and that charges a fee directly related to the cost of providing the goods or services. Ancillary operations include parking, food services, and bookstores. Costs associated with this function include function related contracts and general and financial administration and support costs.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

3. Cash and cash equivalents

	2020	2019
Cash	\$ 70,085	\$ 15,891
Cash equivalents	2,132	10,367
	\$ 72,217	\$ 26,258

4. Accounts receivable

	2020	2019
Accounts receivable	\$ 5,467	\$ 8,038
Allowance for doubtful accounts	(2,799)	(1,521)
	\$ 2,668	\$ 6,517

5. Investments and endowment investments

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

	2020	2019
Fixed income investments	\$ 25,491	\$ 28,716
Mortgage-backed securities and mutual funds	5,272	2,981
	30,763	31,697
Endowment investments	2,817	2,817
Investments	\$ 27,946	\$ 28,880

All fixed income investments held at March 31, 2020 mature at various dates to September 2077 (2019 – September 2077) and bear interest at rates varying from 1.30% to 6.63% (2019 – 1.30% to 6.46%).

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

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

5. Investments and endowment investments (continued)

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

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

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

6. Accounts payable and accrued liabilities

	2020	2019
Accounts payable and accrued liabilities	\$ 26,291	\$ 13,338
Salaries and wages payable	7,043	3,439
Accrued vacation payable	10,895	10,621
	\$ 44,229	\$ 27,398

7. Employee future benefits

(a) Pension benefits

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2019, the College Pension Plan has about 15,025 active members, and approximately 8,414 retired members. As at December 31, 2018, the Municipal Pension Plan has about 205,000 active members, including approximately 6,000 from colleges.

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

7. Employee future benefits (continued)

(a) Pension benefits (continued)

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018, indicated a \$303,000 surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866,000 funding surplus for basic pension benefits on a going concern basis. The University paid \$10,416 for employer contributions to the plans in the fiscal year 2020 (2019 - \$10,095).

The next valuation for the College Pension Plan will be as at August 31, 2021, with results available in 2022. The next valuation for the Municipal Pension Plan will be December 31, 2021, with results available in 2022.

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

(b) Maternity or parental leave

The University provides supplemental employee benefits for faculty, staff and administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$691 in the current year (2019 – \$559). As at March 31, 2020, the University has an obligation of \$783 (2019 – \$357) which has been included in salaries and wages payable.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

8. Deferred contributions

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

	2019	Amounts received	Recognized as revenue	2020
Provincial	\$ 2,790	\$ 6,179	\$ (6,319)	\$ 2,650
Federal	453	1,125	(1,030)	548
Other sources	616	1,163	(1,025)	754
	\$ 3,859	\$ 8,467	\$ (8,374)	\$ 3,952

9. Deferred capital contributions

Changes in deferred capital contributions balance are as follows:

	2019	Amounts received	Recognized as revenue	2020
Provincial	\$ 134,570	\$ 4,565	\$ (7,206)	\$ 131,929
Federal	9,984	342	(734)	9,592
Other sources	14,774	170	(676)	14,268
	\$ 159,328	\$ 5,077	\$ (8,616)	\$ 155,789

10. Obligations under capital lease

The University has entered into capital leases to finance computers and equipment at an estimated cost of borrowing of 3.38% (2019 – 3.10%) per annum. The principal and interest payments are as follows:

	2020	2019
2020	\$ -	\$ 161
2021	61	61
2022	24	24
2023	10	10
Total minimum capital lease payments	95	256
Less amounts representing interest	(3)	(9)
Present value of net minimum capital lease payments	\$ 92	\$ 247

Total interest payment on capital leases for the year was \$5 (2019 – \$11).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (Continued)

(in thousands of dollars)

Year ended March 31, 2020

11. Tangible capital assets

	Land	Buildings	Major site improvements	Major equipment	Library holdings	Technology infrastructure	Furniture & equipment	Computing Equipment	Leased capital assets	Work in progress (WIP) ¹	Total
2020 Cost											
Opening balance	21,485	266,565	43,185	6,620	8,729	3,866	68,454	8,048	1,969	992	429,913
Additions	-	45	1,058	1,017	467	-	4,143	1,400	-	3,968	12,098
Dispositions	-	-	-	-	-	-	-	-	(1,599)	-	(1,599)
Transfer to/(from) WIP	-	-	421	-	-	-	-	-	-	(421)	-
Closing balance	21,485	266,610	44,664	7,637	9,196	3,866	72,597	9,448	370	4,539	440,412
2020 Accumulated amortization											
Opening balance	-	(89,157)	(12,993)	(835)	(6,670)	(1,167)	(55,681)	(6,335)	(1,694)	-	(174,532)
Amortization	-	(6,666)	(4,298)	(544)	(463)	(482)	(4,745)	(1,092)	(184)	-	(18,474)
Dispositions	-	-	-	-	-	-	-	-	1,599	-	1,599
Closing balance	-	(95,823)	(17,291)	(1,379)	(7,133)	(1,649)	(60,426)	(7,427)	(279)	-	(191,407)
2020 Net book value	\$ 21,485	\$ 170,787	\$ 27,373	\$ 6,258	\$ 2,063	\$ 2,217	\$ 12,171	\$ 2,021	\$ 91	\$ 4,539	\$ 249,005
2019 Net book value	\$ 21,485	\$ 177,408	\$ 30,192	\$ 5,785	\$ 2,059	\$ 2,699	\$ 12,773	\$ 1,713	\$ 275	\$ 992	\$ 255,381

1. As at March 31, 2020, work in progress with a value of \$4,539 (2019 - \$992) has not been amortized. Amortization of these assets will commence when the assets are put into productive use.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

12. Financial risk management

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

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

(a) Credit risk

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

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

(b) Market risk

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

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

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

(c) Liquidity risk

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

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

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

13. Contractual obligations

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

	2021	2022	2023	2024	2025
Contractual obligations	\$ 18,623	\$ 2,446	\$ 2,441	\$ 560	\$ 0

14. Commitments and contingent liabilities

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

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

(b) The University committed to the building of the Chip and Shannon Wilson School of Design at the Richmond campus for the Faculty of Design. The project which has a total budget of \$36,000 was substantially complete by December 2017. As at March 31, 2020, the University incurred costs of \$35,285 (2019 – \$34,996) for this project, with the anticipated remaining costs of \$715 to be incurred in fiscal 2021.

(c) The University has the ability to draw on a line of credit with a commercial bank for \$7,500 (2019–\$7,500). As at March 31, 2020, the University has not utilized the available line of credit.

(d) As at March 31, 2020, the University has issued letters of credits to the City of Surrey totalling \$294 (2019 – \$294) which expire on January 25, 2021. There is an automatic renewal that occurs each year thereafter and will terminate once the City of Surrey advises the University that the guarantee is no longer required.

15. Related party transactions

The University has entered into certain transactions and agreements in the normal course of business with certain of its related parties. These transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

15. Related party transactions (continued)

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

Revenue and expenses:

Included in revenue	2020	2019
Ministry of Advanced Education, Skills and Training – Grants and revenue recognized in deferred contributions	\$ 76,546	\$ 72,064
Other provincial government entity – grants and revenue Recognized in deferred contributions	3,297	3,161
	\$ 79,843	\$ 75,225

Included in expenses	2020	2019
Ministry of Advanced Education, Skills and Training	\$ 239	\$ 202
Other provincial government entities	1,238	1,466
Other provincial universities	351	340
	\$ 1,828	\$ 2,008

Receivables and payables:

Included in accounts receivable	2020	2019
Ministry of Advanced Education, Skills and Training	\$ 1,070	\$ 928
	\$ 1,070	\$ 928

There are \$nil (2019 - \$nil) included in accounts payable for related party transactions with the provincial government entities.

Related party transactions with key management personnel:

During the year, the key management personnel, comprised of the Senate, the Board and the University's Executives, have \$nil (2019 – \$nil) related party transactions with the University with respect to the delivery of goods and services, and payment of fees that were transacted at non-arms' length. As at March 31, 2020, the University had a net receivable of \$nil (2019 – \$nil) and a net payable of \$nil (2019 – \$nil) with respect to these transactions.

16. Contingent assets

The University has \$nil of contingent assets as at March 31, 2020 and 2019.

17. Contractual rights

The University may, from time to time, enter into contracts or agreements in its normal course of operations that will result in the realization of assets and revenues in future fiscal years. The University is a recipient of research grants from various federal, provincial and municipal funding agencies.

KWANTLEN POLYTECHNIC UNIVERSITY

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

Year ended March 31, 2020

17. Contractual rights (continued)

During the year, the University has entered into various multi-year research funding agreements whereby the University has the opportunity to earn revenue in future years by incurring qualified expenditures. These research funding agreements do not abnormally impact the University's financial position and do not guarantee the University the right to future funding.

18. Expense by object

The following is a summary of expenses by object:

	Instruction, research, and support	Ancillary operations	2020
Salaries and benefits	\$ 143,700	\$ 1,168	\$ 144,868
Travel and professional development	3,426	6	3,432
Supplies	4,299	16	4,315
Student awards and bursaries	4,459	-	4,459
Fees and services	15,888	440	16,328
Facilities	9,428	373	9,801
Cost of sales	-	2,784	2,784
Leases, property taxes, insurance	1,108	32	1,140
Amortization of tangible capital assets	18,474	-	18,474
	\$ 200,782	\$ 4,819	\$ 205,601

	Instruction, research, and support	Ancillary operations	2019
Salaries and benefits	\$ 135,044	\$ 1,090	\$ 136,134
Travel and professional development	2,894	20	2,914
Supplies	4,326	14	4,340
Student awards and bursaries	3,425	-	3,425
Fees and services	15,589	378	15,967
Facilities	8,374	515	8,889
Cost of sales	-	3,375	3,375
Leases, property taxes, insurance	930	36	966
Amortization of tangible capital assets	16,661	-	16,661
	\$ 187,243	\$ 5,428	\$ 192,671

19. Comparative figures

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

Appendix D: Performance Measure Results

Table 1. Performance Measure Results

Performance measure ¹	Reporting year				
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment	
Student spaces²					
Total student spaces	8,490	9,117	8,212	Substantially achieved	
Nursing and other allied health programs	1,181	716	938	Achieved	
Developmental programs	530	504	401	Not achieved	
Credentials awarded³					
Number	2,421	2,380	2,177	Substantially achieved	
Aboriginal student spaces⁴					
Total Aboriginal student spaces	387	Aboriginal FTEs as % of total domestic FTEs > previous year	345	Substantially achieved	
Ministry (AEST)	291		266		
Industry Training Authority (ITA)	96		79		
Student satisfaction with education^{5, 6}					
	%	+/-	%	+/-	
DACSO	92.3%	1.7%	91.8%	2.0%	Achieved
Trades	86.8%	4.4%	94.5%	2.7%	Achieved
APPSO	90.9%	2.9%	87.1%	3.5%	Achieved
BGS	92.3%	1.7%	93.6%	1.5%	Achieved
			≥ 90%		
Student assessment of the quality of instruction^{5, 6}					
	%	+/-	%	+/-	
DACSO	94.9%	1.4%	97.2%	1.2%	Achieved
Trades	89.6%	4.0%	95.1%	2.6%	Achieved
APPSO	92.3%	2.7%	91.0%	3.0%	Achieved
BGS	91.6%	1.8%	93.6%	1.5%	Achieved
			≥ 90%		
Student assessment of usefulness of knowledge and skills in performing job^{5, 6}					
	%	+/-	%	+/-	
DACSO	81.6%	2.9%	82.7%	3.1%	Substantially achieved
Trades	83.0%	5.7%	93.4%	3.4%	Achieved
APPSO	92.3%	3.0%	86.6%	3.7%	Achieved
BGS	87.5%	2.3%	90.4%	2.0%	Achieved
			≥ 90%		
Unemployment rate^{5, 6}					
	%	+/-	%	+/-	
DACSO	6.7%	1.8%	5.9%	1.8%	Achieved
Trades	5.9%	3.4%	6.8%	3.2%	Achieved
APPSO	2.1%	1.5%	1.1%	1.1%	Achieved
BGS	4.6%	1.4%	3.4%	1.2%	Achieved
			≤ 7.3%		

Student assessment of skill development ^{5, 6}						
	%	+/-		%	+/-	
DACSO	87.8%	1.9%	≥ 85%	88.9%	1.9%	Achieved
Trades	84.3%	4.0%		90.4%	2.7%	Achieved
APP SO	87.3%	3.4%		84.7%	4.1%	Achieved
BGS	88.4%	1.9%		91.2%	1.6%	Achieved

Table 2. Skill Development Results

Detailed assessment of skill development	Reporting year					2019/20 assessment
	2018/19 actual		2019/20 target	2019/20 actual		
	%	+/-		%	+/-	
DACSO						
Skills development (avg. %)	87.8%	1.9%	≥ 85%	88.9%	1.9%	Achieved
Written communication	85.7%	2.4%		87.5%	2.6%	
Oral communication	85.0%	2.4%		86.9%	2.6%	
Group collaboration	90.2%	2.0%		88.0%	2.4%	
Critical analysis	90.4%	1.9%		91.3%	2.0%	
Problem resolution	86.4%	2.3%		87.1%	2.5%	
Learn on your own	86.8%	2.2%		90.4%	2.2%	
Reading and comprehension	90.6%	1.9%		90.4%	2.2%	
Trades						
Skills development (avg. %)	84.3%	4.0%	≥ 85%	90.4%	2.7%	Achieved
Written communication	70.3%	7.5%		82.3%	6.3%	
Oral communication	75.2%	6.7%		81.9%	6.0%	
Group collaboration	90.1%	4.0%		94.3%	2.8%	
Critical analysis	87.9%	4.3%		92.1%	3.3%	
Problem resolution	82.6%	5.0%		91.3%	3.5%	
Learn on your own	87.1%	4.5%		89.9%	3.7%	
Reading and comprehension	89.5%	4.1%		93.7%	2.9%	
APP SO						
Skills development (avg. %)	87.3%	3.4%	≥ 85%	84.7%	4.1%	Achieved
Written communication	68.3%	7.1%		75.0%	6.8%	
Oral communication	81.7%	5.8%		76.6%	6.0%	
Group collaboration	90.8%	3.2%		85.9%	3.8%	
Critical analysis	90.6%	3.1%		87.6%	3.5%	
Problem resolution	90.5%	3.1%		84.7%	3.9%	
Learn on your own	89.3%	3.3%		87.9%	3.6%	
Reading and comprehension	88.6%	3.3%		88.5%	3.4%	
BGS						
Skills development (avg. %)	88.4%	1.9%	≥ 85%	91.2%	1.6%	Achieved
Written communication	85.2%	2.4%		92.3%	1.7%	
Oral communication	90.2%	1.9%		92.9%	1.6%	
Group collaboration	89.8%	2.0%		90.8%	1.8%	
Critical analysis	91.8%	1.8%		94.4%	1.5%	
Problem resolution	84.2%	2.4%		89.3%	2.0%	
Learn on your own	91.1%	1.9%		90.4%	1.9%	
Reading and comprehension	88.0%	2.1%		90.4%	1.9%	

Notes:

¹ Please consult the 2019/20 Standards Manual for a description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the “exceeded” category has been removed. Performance measure results will now be assessed on a three-category scale: *Achieved*, *Substantially Achieved*, or *Not Achieved*.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets