

KWANTLEN POLYTECHNIC UNIVERSITY



KPU LIBRARY



# 2020/21 Accountability Plan & Report





# Accountability Statement

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

July 7<sup>th</sup>, 2021

Dear Minister,

We are pleased to submit KPU's Institutional Accountability Plan and Report for 2020/21.

The report describes how KPU addressed the mandate 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 our 2023 Academic Plan.

KPU has achieved or substantially achieved all targets set by the Ministry of Advanced Education and Skills Training for 2020/21, with the exception of the developmental FTE and total domestic FTE targets.

KPU continues to meet its financial targets, with a surplus of \$4.2 million for FY 2020/21. The report includes a summary of the financial context for KPU.

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

Sincerely,



Sandra Case  
Board Chair



Alan Davis, PhD  
President and Vice Chancellor



# Table of Contents

<b>Accountability Statement .....</b>	<b>i</b>
<b>1. Strategic Direction.....</b>	<b>1</b>
KPU's Strategic Direction: <i>VISION 2023</i> .....	1
KPU Strategic Priorities.....	2
<b>2. KPU Profile .....</b>	<b>25</b>
KPU Programming .....	26
KPU Students .....	34
<b>3. Profiles of Selected Alumni .....</b>	<b>39</b>
<b>4. Strategic Context .....</b>	<b>43</b>
The KPU Region .....	43
Financial Context .....	49
<b>5. Performance Plan .....</b>	<b>55</b>
<b>6. Performance Measures, Targets and Results.....</b>	<b>57</b>
Assessment of Performance Measures.....	57
<b>Glossary .....</b>	<b>69</b>
<b>Appendix A: Mandate Letter Priorities Index.....</b>	<b>71</b>
<b>Appendix B: Report on TRC and UNDRIP .....</b>	<b>73</b>
<b>Appendix C: Performance Measure Results .....</b>	<b>89</b>



# 1. Strategic Direction

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

VISION  
2023  
»»»

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

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

### Goals

#### »»» **Experience We will**

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

#### »»» **Sustainability We will**

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

#### »»» **Creativity We will**

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

#### »»» **Quality We will**

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

## KPU Strategic Priorities

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

### »» Responding to the Pandemic

Like everyone else in British Columbia, KPU pivoted quickly in mid-March once the World Health Organization declared COVID-19 a global pandemic. In the space of just a few days, we transitioned our students to remote learning and the majority of our employees to remote working. It was a huge undertaking for an organization as large and complex as ours: shifting 20,000 students and 1,600 employees away from campus-based learning and working was no small feat.

Thanks to the tremendous effort and dedication of our faculty, staff, administrators and, of course, our students, we adapted quickly and effectively. It took commitment and resilience, and the KPU community truly lived up to our name. "Kwantlen" means "tireless runner," and our employees and students have most certainly been tireless in their collective response to the new realities of teaching, learning and working during the pandemic.

At the time, so much was unknown, the situation was quickly evolving, jobs were being lost and many businesses were impacted. This created a great deal of uncertainty for many of our employees and students, and substantial challenges for some. Parents were suddenly tasked with helping school-aged children learn online, and many people also found themselves trying to care for family members, all in the context of a continually evolving health and economic crisis. Our approach was to be compassionate and flexible.

As KPU continued to focus on fulfilling its mission as a public post-secondary institution during the pandemic, we ensured that the safety and well-being of our students and employees were our top priority. Communication and education were key components of our response, with clarity and empathy the cornerstones of our approach.

We committed to providing timely communications that kept students and employees apprised of plans as they evolved. We also provided links to trusted sources of public health information – ensuring our students and employees did not have to weed through the misinformation that was proliferating online. A dedicated [section](#) on our website was quickly developed to house all this information, and regular updates were provided via direct email to employees and students and through the president's [video messages](#).

The president quickly seconded KPU's then-Dean of the Faculty of Health as a Special Advisor on COVID-19, while the Provost just as quickly struck a task force of senior leaders to coordinate our initial pandemic response. Later, this task force led the planning for a return to campus for a limited number of face-to-face instructional opportunities, ensuring our compliance with all public health orders and *WorkSafeBC* guidelines.

Our on-campus activity focused on courses that require the use of labs, shops, and studios, and where the number of students on campus at any given time can be carefully managed. A rationale, detailed



delivery plan and Health and Safety assessment must be approved by the Provost prior to any students returning to campus for in-person learning.

In the midst of all this uncertainty, the KPU community rallied together. The Kwantlen Student Association made \$100,000 available for emergency funding for students impacted by the pandemic, and KPU [matched those funds](#). KPU students and employees also sought to make a difference in other ways. Whether it was spreading the word about [hand hygiene](#), donating much-needed [supplies](#) to hospitals, or producing [“ear savers”](#) for health care workers.

KPU was also proud to be able to support the Fraser and Vancouver Coastal Health Authorities in setting up a COVID testing and immunization centre in the parking lot at KPU Langley, as well as both a flu and COVID immunization centre at KPU Richmond. As well, in response to a request from the Ministry of the Attorney General, KPU provided space for a traffic court to operate out of our KPU Surrey campus. This facilitated the processing of backlogged cases due to the initial closure of courthouses in the early months of the pandemic.

### ***Emerging from The Pandemic – A New KPU***

Through the creativity and hard work of all KPU employees in response to the pandemic, KPU developed a wide range of new and innovative ways to continue our core businesses of teaching, learning, research and scholarship.

Amongst the numerous challenges and changes that were presented by the pandemic, KPU achieved the following goals, all of which were accomplished without any incidents of transmission of COVID-19 on campus:

- Greater flexibility and work-life balance for both students and employees;
- Enhanced digital technology skills for both students and employees;
- Increased accessibility to education and reduced geographical barriers – students no longer experience the same geographical constraints of required courses only being offered at certain campuses, and when offered remotely, courses become more accessible; finally
- Reduced dependency on vehicle travel between campuses for classes and meetings, which support our endeavors to be carbon neutral by 2050.

KPU is relying on the lessons learned during the pandemic to develop a new approach to learning and working at KPU – the New KPU.

KPU will continue to embrace the innovations developed during the pandemic for both remote and blended learning and working opportunities, and utilize the disruption caused by the COVID-19 pandemic to creatively innovate a new future for KPU.

The New KPU will lean on the following guiding principles to respond to both student and employee desires to maintain some of the flexibility offered by remote working and learning options:

Student Experience – KPU will continue to put the interests of students first. On-campus activity will initially be limited to those that directly impact student experience as well as those that support stakeholders that directly impact student experience.

Work-Life Balance – Plans will consider work-life balance where possible to continue our momentum of less commuting, a lower carbon footprint and less stress.

Productivity – Plans consider attaining the best outcome by reflecting on what work can be done efficiently and effectively remotely, what must be done on campus, and what allows a blend of the two.

Trust – All plans place trust in our employees to attain our goals regardless of their physical location.

This shift to the New KPU will begin with the return-to-campus in September 2021.

### Fall 2021 – Learning

The fall 2020 Student Satisfaction Survey indicated that many enjoy the flexibilities of remote learning and a majority would like to preserve some elements, while others are missing the student life experience of physically being on campus. In response to this feedback, course scheduling will reflect those desires, with more fully remote delivery and blended face-to face and online options than ever offered before the pandemic. Faculties and Schools that require more hands-on learning, such as Trades and Technology and Science and Horticulture, will have a higher percentage of face-to-face delivery, given the nature of their programming.

In the event that B.C. experiences an unanticipated increase in COVID-19 case counts and/or lower-than-expected immunization rates, KPU is equipped to quickly and effectively revert back to remote learning, and continue to exercise whatever safety protocols are required.

### Fall 2021 – Working

Similar to students, many employees expressed interest, through our spring 2021 Employee Insights Survey, in more flexible and blended ways of working post-pandemic. KPU has responded to this feedback by embracing the guiding principles listed above, using fall 2021 as the “transition semester” for our journey to the New KPU.

The first priority is the return of those employees who serve students directly. Supporting departments will be phased in when operationally possible. We anticipate that the majority of employees will have a blended work schedule, spending from 1 to 4 days a week on campus, and working from home the rest of the time.

The university community will be creative and agile and will use this as an opportunity to create a New KPU that stands in alignment with the *VISION 2023* goals of improving experiences, increasing sustainability, fostering creativity and ensuring quality. As always, the health and safety of all employees and students will be paramount throughout this transition.

## **»» Enriching the KPU Employee Experience**

One of KPU’s strategic goals is to enrich the employee experience. To this end, in 2019, four employee engagement workgroups for faculty, support staff, administrative employees, and health and wellness were formed, with a mandate to create university-wide action plans to enhance employee engagement. Ready to analyze information they gathered from the university community from October 2019 to March 2020, the work groups paused their efforts in April 2020 as the pandemic escalated to allow time for them to process and navigate their way through the tremendous changes that were happening in their own work and personal lives.

As things settled down, in late May 2020, the four work groups met virtually as a unit and agreed to pivot their efforts and focus on a short-term approach designed to support their colleagues' sense of connection and belonging in response to the pandemic. Three new employee engagement sub-committees formed and introduced *KPU Engage – Virtual Happy Breaks* which offer a way for colleagues from across the university to get to know each other and stay connected while being physically separated. The sub-committees organize, host and/or promote a variety of informal virtual events ranging from Jeopardy to fitness classes to a remote employee lounge. They also introduced a new initiative designed to help employees get to know KPU's Senior Executive on a more personal level through virtual, informal interviews. KPU Engage activities are continuing throughout the pandemic.

In January 2021, the four work groups resumed work on their original mandate of creating university-wide action plans to enhance employee engagement and plan to present recommendations to University Executive before the end of the year.

### ***Supporting Employees During the Pandemic***

In response to the pandemic and the unique challenges faced by employees, KPU took action to support employees in several ways.

KPU restricted the number of people working on campus to meet public health orders and WorkSafeBC regulations. To support the small number of employees working on campus, departments developed Return to Work Safety Plans aligning with the Go Forward Guidelines for B.C.'s Post-Secondary Sector, Provincial Health Office orders and directives, BC Center for Disease Control information and WorkSafeBC guidelines. Safety Plans have been made available for all employees to review through KPU's employee portal and all employees working on campus must complete a *daily* online COVID-19 self-assessment form before starting their shifts. Temporary remote work guidelines and documents were also put in place to ensure employee safety while working from home.

To deliver the latest updates, preventative measures, resources, guidelines and support to employees, KPU introduced new communication channels. In addition to a new COVID-19 resource section on KPU's employee portal, KPU's president introduced weekly videos, and Human Resources introduced an employee newsletter.

KPU's Teaching and Learning Commons and IT department responded by developing and providing resources, support and guidance to faculty and instructional staff who faced the monumental task of moving to online teaching and/or adapting in-person teaching to ensure that KPU students had a safe and quality learning experience.

From a wellness perspective, several new measures were taken, including the introduction of webinars, workshops and resources on ergonomics, remote work, and mental health. KPU also introduced financial support to employees, including a face mask allowance, business expense allowance and parking refunds to employees who had paid for campus parking passes in advance.

KPU has also implemented interim guidelines to accommodate employees who require flexibility in their work schedule to receive a COVID-19 vaccination, including time off with pay for the appointment should it be required. Supervisors have been asked to be flexible and to accommodate vaccination appointments where required. Employees who need to accompany a spouse, dependent

child, or parent to a vaccination appointment may also take time off, subject to departmental requirements.

## »» Equity, Diversity and Inclusion at KPU

In early 2020, KPU formed an Equity, Diversity and Inclusion (EDI) Action Plan Steering Committee. The committee is focused on leading an intentional, coordinated effort to improve equity, diversity and inclusion for KPU employees. To that end, it has established an EDI Action Planning Framework to help guide its activities. Its first deliverable is to gather baseline metrics and in January 2021, KPU engaged the services of the Canadian Centre for Diversity and Inclusion (CCDI) to administer an employee diversity census and inclusion survey and to conduct one-on-one interviews with Canada Research Chair (CRC) applicants and nominees.

The “Diversity Meter” survey was conducted in March 2021 and the one-on-one interviews were held in late May 2021. With the expected receipt of a report of CCDI’s findings and recommendations in July 2021, KPU will use this data to help inform the development of two action plans: an institution-wide action plan and a CRC action plan that addresses the specific requirements of the CRC Program. Action plans will be developed in consultation with stakeholders across the university.

On July 16, 2020, KPU’s president announced the establishment of an institution-wide task force on antiracism. Consisting of faculty, staff, administrators and students, the Anti-Racism Task Force came together in September 2020, and is working to create institutional supports and opportunities for teaching, research and scholarship on racial equity, systemic oppression and intersectional social justice. It is also creating a space for members of the KPU community to share their experiences, knowledge, research, creativity and teaching resources related to confronting racism. Examples of its work include:

- introduction of an anti-racism website with resources;
- calling for Faculty Councils to form anti-racism committees;
- offering anti-racism workshops to students and employees;
- promoting external anti-racism events and resources; and
- introducing KPU Speaks, a platform that provides members of the KPU community the opportunity to share their opinions on issues of anti-racism.

The President’s Diversity and Equity Committee (PDEC) continues to provide a forum for students to advise KPU on all aspects of diversity and equity. There are seats for the seven equity groups in the Kwantlen Student Association: Queer Students, Students of Colour, Mature Students, international Students, Women, Students with Disabilities and Indigenous Students. PDEC receives reports from Indigenous Services for Students, Accessibility Services, the Teaching and Learning Commons (with respect to universal design for learning), Facilities, the Pride Advocacy Group and the Disability Inclusion Group. PDEC also provides a forum for discussion, seeds new projects and events, and contributes to policy development at KPU. Financial support for PDEC is increasing in the FY 2021/22 budget.

## »» Supporting Teaching Excellence

In support of the institution’s shift to remote delivery in the face of the 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 (including the adoption of new digital platforms for video conferencing, e-portfolios and digital collaboration). Over the past year, the Teaching and Learning Commons team supported more than 5,000 learning technology support requests (an increase of more than 300% from the previous year) and provided over 600 individual consultations to faculty. Nearly 400 faculty members completed the *Level Up: Learn to Teach Online* course.

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, among other areas. A new comprehensive framework for faculty development, the *Foundations in Teaching Excellence* program, will be launched in August 2021. It will organize resources and support for faculty around five major pillars: learning design, learning assessment, learning technologies, inclusive teaching and reflective practice. Over the past year, KPU launched a digital pedagogy webinar series, featuring five internationally-renowned speakers who shared their expertise and insights on pedagogy in a digital age.

Institutional memberships are being leveraged to provide opportunities to members of the KPU community to participate in external events (e.g., participation in the Online Learning Consortium's virtual conferences) and partnerships are 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 a new Teaching and Learning Innovation Fund, Open Educational Resources (OER) grants and 0.6 professional development fund awards. Faculty can also apply for Educational Consultant (time release) positions to support teaching and learning priority areas. The Educational Consultant (EC) program has expanded to include two ECs in course design, two ECs in universal design for learning, one EC each for intercultural teaching practices, Indigenization, and the scholarship of teaching and learning, as well as specialized support for STEM and Trades educators.

A video recording studio has been built within the Teaching and Learning Commons for use by faculty who wish to create high-quality video lectures. In addition, a new part-time (time release) Digital Content Producer position has been created to provide further support for university-wide media creation projects.

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

## »» Student Safety and Well-Being

The safety and well-being of our students is always important. During the pandemic, when most students are studying remotely, many in other countries, the pressures they face can affect their well-being in ways never experienced before. We have adapted our services to ensure students have the supports they need, and can access these wherever they are. Highlights of these activities are provided below.

### ***Student Health and Well-Being***

*Remote Counselling:* Counselling Services moved quickly to provide remote services through Microsoft Teams and by phone at the outset of the pandemic. Within two weeks of the pivot to

working from home, Counselling Services were fully operational online. We also extended our service range to work internationally with students who are living outside Canada. Prior to this, all KPU students resided in B.C. This switch has been highly successful. While counsellors and students would agree that they would prefer to have some interactions in-person, the no-show/missed appointment rate dropped to almost nil. It is clear that going online increased accessibility for some students. Also, we adapted our approaches to counselling and support in order to work with students remotely and out-of-country safely. This was of particular concern when working with students in places without emergency services or back-up of the kind we have in the communities that KPU campuses serve. The outcome of this year is that both students and counselling faculty agree that continuing with a mix of online and in-person services is the way forward.

*Keep Me Safe and MySSP:* Following its implementation in April 2020, the Keep Me Safe program, with the accompanying MySSP app, continues to provide immediate counselling support to students. While the program is available 24/7, the key usage times are 5 p.m.-midnight and 3 a.m.-6 a.m. Most contacts are made by students through the real-time app chat (70%) with the rest accessing the service by phone. On average, about 30 students a month receive support through Keep Me Safe. Most students are comfortable receiving services in English (90%); Mandarin and Punjabi make up the other 10%. The MySSP app also provides access to a range of psychoeducational materials for students, and these offerings are updated monthly. This has been particularly helpful during the pandemic, as materials have been tailored to help students navigate through this time. On average, there are about 100 hits per month on articles and videos related to mental health and wellness.

*Suicide Prevention Grant:* In response to the November 27, 2020 call for proposals for the B.C. Campus Suicide Prevention Grants Initiative, KPU successfully presented a proposal for a suicide prevention project. Key components of this strategy include health promotion, prevention, early intervention and capacity-building among students, faculty and staff. Our proposal was adapted from the Jed Foundation's Model for Comprehensive Suicide Prevention and Mental Health Promotion. The key elements of this adapted framework are: identify students at risk, increase help-seeking behaviour, provide access to mental health services, enhance life skills, and promote social networks and connectedness. The focus of KPU's suicide prevention project is threefold:

1. To increase peer-to-peer outreach and information sharing;
2. To increase services and activities aimed at developing resilience and reducing isolation, thereby reducing suicide risk; and
3. To focus our outreach efforts on specific groups of students who may be more vulnerable.

*Thrive Month:* Student Health Promotion coordinated the 6th annual THRIVE at KPU event in collaboration with various other Student Services departments, KPU International, the Kwantlen Student Association and KPU's Human Resources department. Due to the pandemic, THRIVE was expanded to encompass the entire month of October. Over 60 virtual events and activities with the theme of connection were hosted for the entire KPU community. A few of this year's THRIVE highlights include: virtual fitness classes, trivia, TED Talk discussions, workshops and meditation sessions.

*Wellness in Action:* Wellness in Action is a joint offering from the Sport & Recreation and Counselling Services departments. It provides students experiencing mild to moderate anxiety and depression with a structured exercise program that helps them navigate their experience. In September 2020, the program was launched online with success. Students reported enjoying the opportunity to connect with their trainers virtually and learned how to use common items found around the house to replicate fitness equipment.

*Sport & Rec @ Home:* In May of 2020, the Sport & Recreation department developed an online platform to provide the KPU community with health and wellness resources such as workout plans and videos, fitness articles, nutritional tips, recipes and outdoor recreational ideas. KPU Sport & Recreation also launched virtual fitness classes to continue to provide students and employees with fitness programming.

*E-sports Launch:* The Sport & Recreation department launched E-sports tournaments beginning in May 2021. E-sports is an innovative way for the department to provide students with programming that allows participants to connect and foster a sense of community and belonging. To remove barriers to entry and in support of inclusivity, games were intentionally selected for their cross-platform capabilities, and the tournaments were free to enter.

*Peer Wellness Launch:* The Peer Wellness program launched in January 2021 and began hosting virtual drop-in sessions five times a week. These sessions were opportunities for students to connect with their peers and to navigate the different health and wellness resources available at KPU. The Peer Wellness Team hosted fun events like trivia, online games and wellness sessions that align with the six dimensions of wellness identified by KPU's Healthy University Initiative.

*Pride Representation on Campus:* The Pride Advocacy Group advocated for the pride flag to be represented at every campus in the form of crosswalks, painted staircases and poles. In the spirit of equity, diversity and inclusion, the Progress Flag, featuring colours from the Trans, the Queer BIPOC and the original Pride flag, was selected to represent the LGBTQ2+ community. This project was met with enthusiasm and support across KPU. Over summer 2021, pride crosswalks will be installed at KPU Langley, Tech and Surrey, KPU Civic Plaza will have a painted pole, and KPU Richmond will see stairs painted to embrace the colours of the flag.

*Trans Awareness Workshop:* In March 2021, the Pride Advocacy Group, with sponsorship from PDEC, organized a Trans Awareness Workshop, hosted by Out in Schools in support of Trans Day of Visibility. This workshop discussed issues around trans safety, terminology, visibility and how to be an ally.

*Meditation & Dialogues:* The Multi-Faith Centre began hosting weekly online meditation sessions in the fall of 2020. These sessions were opportunities for the KPU community to connect with chaplains of various faiths and secular backgrounds and learn different meditation techniques. The Multi-Faith Centre also hosted two dialogue sessions to encourage conversations on the role of faith during challenging times.

### ***Safety Protocols for International Students Coming to Canada***

Throughout the pandemic, KPU has provided special support for international students who wish to enter Canada. This includes providing [up-to-date information](#) on travel restrictions, quarantine requirements and eligibility requirements.

Students travelling to Canada during the pandemic were required to check in remotely with KPU International upon arrival and to continue to check in daily to ensure they were meeting quarantine requirements. These students received notifications on their cell phones every day during the 14-day quarantine reminding them of these mandatory check-ins. KPU International continued to follow up with students in Canada via email and through weekly virtual meetings to ensure they complied with the quarantine requirements and felt healthy and well.

As the BC Centre for Disease Control published lists of international flights with confirmed COVID-19 cases, KPU International cross-checked the information with students' travel and quarantine plans and contacted all students on affected flights. Information and resources were also provided to these students.

### ***Support on Sexual Violence and Misconduct***

KPU's Student Rights and Responsibilities Office (SRRO) promotes a community of care and respect and works with the KPU community to handle non-academic student conduct issues, behaviours of concern and incidences of sexual violence and misconduct. The SRRO is responsible for KPU's sexual violence and misconduct (SVM) policy.

With the pivot to working and studying remotely, the SRRO moved to remote delivery of its services. SRRO met with individuals virtually or by phone and was able to facilitate dialogue in the same way they would in person. The SRRO endeavours to be a safe and supportive space for anyone impacted by sexual violence, employing a victim-centered, trauma-informed approach.

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. The SRRO manages a [webpage specific to SVM](#). The short video on how to receive a disclosure is on the SVM webpage and has been translated into Chinese and Punjabi. The SRRO links to a number of community resources and has partnered with the non-profit organization MOSAIC to have a link to their information, focused on international students, available in the support and services section of this webpage. Links to the SRRO webpage, which links to the SVM webpage, are available on various apps used by the KPU community.

The SRRO team are members of various communities of practice on SVM, and have been exploring the topic of restorative practice specific to this topic. The SRRO has partnered with a KPU instructor, Alana Abramson, to work on a number of initiatives, including the examination of current literature and practice on restorative approaches to handling incidents of SVM. The SRRO continues to explore how KPU's approach may evolve to reflect the promising practices in development on this topic.

### **»» Access and Success for Underrepresented Groups**

Improving access goes hand in hand with ensuring students have the supports they need to be successful. The following initiatives are examples of how we addressed these dual goals for three underrepresented groups: people with intellectual disabilities, former youth in care and Indigenous people.

#### ***Including All Citizens Initiative***

The Including All Citizens (IAC) initiative involves the full inclusion of students with intellectual disabilities into Faculty of Arts courses. Using principles of universal design for learning, the IAC supports students with intellectual disabilities on their journey to independence by providing a fully inclusive, student-centered learning environment.

The initiative was spearheaded by Dr. Fiona Whittington-Walsh, a sociology instructor at KPU and president of Inclusion B.C., working with partners Inclusion B.C. and Inclusion Langley Society. The project started in 2016, and has received financial support from the Vancouver Foundation and the Irving K. Barber Endowment for Educational Opportunities, administered by the KPU Foundation.



The first three students in the IAC pilot graduated in spring 2021, receiving a Faculty of Arts Certificate, a credential consisting of 10 courses that are fully transferable to other institutions in BC through the B.C. Council on Admissions and Transfer. The certificate predates the program and is designed to provide an educational experience that prepares students for work, citizenship and critical engagement with their communities. In addition, two students are continuing to work towards their certificate and there will be a new cohort of students starting in fall 2022.

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

KPU supports former youth in care (FYIC) in a variety of ways. We received 47 approved Provincial Tuition Waiver applications, of which 32 students registered for classes in the 2020/2021 academic year. In addition to tuition waivers, FYIC students have access to two dedicated contacts for student support: a designated Financial Aid Advisor who helps these students navigate additional financial resources available to them, and a designated Academic Advisor who helps them navigate program choices, course planning and selection and course registration.

A mentorship pilot program for FYIC students, launched in 2019 as a partnership between KPU's Faculty of Arts and the Student Affairs division, was adjusted due to COVID-19 to have two online workshops per term. FYIC students connected with one another and with KPU Student Service representatives covering a range of KPU resources and supports such as Student Awards & Financial Assistance, Academic Advising, Learning Centre services and others. Five workshops were hosted across the 2020/21 year.

KPU also participates in system-level initiatives to support former youth in care. KPU is a member of BC's Campus Navigator community of practice, which has allowed us to share challenges we face and opportunities to better serve our FYIC students. This is also a venue to provide feedback to the Ministry of Advanced Education and Skills Training about the challenges that FYIC students face.

KPU participated in the B.C. Former Youth in Care Post-Secondary Access Committee information sessions. The audience for these sessions are young adults, caregivers and youth workers. The sessions are intended to create awareness of the services and resources offered by B.C.'s public post-secondary institutions for youth in care and former youth in care.

KPU is also working with EducationPlannerBC to add a self-identifying question for FYIC applicants on the application for admission. This will make it possible to identify eligible individuals and reach out to them about funding and other supports available to them.

### ***Indigenous Students***

As with other supports for students, the office of Indigenous Services for Students pivoted to online services during the pandemic with minimal disruption. This included the extension of Elder support through phone appointments, and the availability of online appointments and drop-in sessions for current students, prospective students and community members. An online Indigenous orientation program was implemented for the fall 2020 intake and is available every term thereafter.

In January 2020, the Office of Indigenous Services for Students welcomed a new Indigenous Community Coordinator who, in collaboration with the Future Students Office, is responsible for Indigenous student recruitment and community outreach and engagement. These efforts also pivoted in response to the pandemic and included participation in virtual career and education fairs in addition to online appointments and drop-ins with prospective students.

KPU has enhanced its Indigenous Peer Mentor program, whereby senior Indigenous students provide support to students. As of spring 2021, two peer mentors had completed the Certified Peer Educators (CPE) training program, through the National Association of Student Personnel Administrators. This CPE designation provides a more robust foundation for peer mentor training and development. The goal is to continue to increase opportunities for connecting with students through social media platforms, scheduling regular virtual lounge chats and drop-in sessions during the pandemic, and resume in person engagement activities in the Gathering Place when it is safe to do so. As KPU's return to campus plan unfolds, Indigenous Services for Students will be hiring and training additional student peer mentors.

Plans are underway to expand KPU's Elders program (formerly referred to as Elder in Residence) to increase support. This includes representation to better meet the needs of a diverse Indigenous student population, and an improved ability to respond to faculty requests for classroom participation, in addition to Elder participation at institutional and community events.

## »» Flexible Learning Pathways and Student Success

KPU offers a variety of pathways for students to access post-secondary education and training, with a focus on student success.

### ***Dual Credit Programming***

The Dual Credit program at KPU provides high school students with opportunities to take post-secondary courses, allowing them to earn credits at both the secondary school and undergraduate level. Over the past year, the Dual Credit program has engaged in new and innovative content delivery and promotional events to engage and recruit students.

The Dual Credit program has developed flexible opportunities for students by offering a summer cohort. It is now in its third summer offering the Health Science course, *Introduction to Health Sciences*, with the Surrey School District with a request for two sections.

To reach students with an interest in law and expand access to careers in the field, the faculty in the Legal Administrative Studies program developed a dual credit course with the Surrey School District. The dual credit course was offered for the first time in summer 2020. This course provides students an opportunity to learn more about the realities of working at a law firm, while obtaining university credits that are transferable to a wide range of programs at KPU. Students develop many transferable skills due to the focus on skills development.

Dual Credit continues to expand and build strong partnerships with B.C. school districts. KPU has signed a Memorandum of Understanding with the Fraser-Cascade school district. KPU's Dual Credit program is also exploring ways to grow into independent and possibly international schools and broaden the scope of offerings for dual credit among Faculties (e.g. Faculty of Science and Horticulture).

KPU will also explore additional cohort models, including for the following KPU programs: Health Care Assistant, Public Relations, Educational Assistant, Design and Entrepreneurial Leadership. One additional dual credit option we are exploring is a partnership with the Tiny Homes Project (see 'Strengthening Workforce Connections' section for information on this project). This will entail the creation of a new dual credit course that will sample the learning outcomes of the project.

## ***Pathway to Undergraduate Studies***

A student who does not meet KPU's English proficiency requirements for admission to undergraduate studies has the option of beginning their studies at KPU on the *Pathway to Undergraduate Studies*. On the *Pathway*, students take English upgrading courses, and can simultaneously take a limited number of undergraduate courses as their English proficiency improves. The undergraduate courses available to Pathway students help them advance towards their intended undergraduate credential and aid their transition to full undergraduate studies. This pathway is open to both domestic and international students.

## ***Experienced Learners and KPU Complete***

Experienced learners are those students 25 years old or older who may be enrolling in higher education for the first time in their lives or have decided to return to post-secondary studies for more education. Whether new to post-secondary studies or not, experienced learners come to KPU for a variety of reasons, especially now as a result of the pandemic, including to find employment or maintain it, to up-skill or re-skill within their current careers, or to change career paths entirely. KPU recognizes that experienced learners bring to their studies prior knowledge, professional experience and a perspective that can only be gained through life experience. To give credit for prior formal, informal, or experiential learning, KPU offers all students the option of *Prior Learning Assessment and Recognition*, a system of processes that allows students to get credit for learning no matter where or when that learning took place.

We understand that the needs of experienced learners can differ greatly from younger students accessing higher education straight out of high school. To help address the needs of experienced learners, KPU developed a student support initiative, KPU Complete, that is intended to help students make a smooth transition to post-secondary education. This support comprises a Learning Navigator, who can best be described as a concierge who helps students as they transition into post-secondary studies and is a touchpoint for students when they have questions or concerns. Students are also offered a seat in a section of *Introduction to Higher Education*, reserved for KPU Complete students. The course may be used as credit toward an elective, and is valuable in helping students understand post-secondary education and their place in it.

## ***International Students***

KPU continues to implement its International Education Strategy. A major focus this year has been increasing supports to enhance international student success. This included launching two pilots to support international student success:

- The *First-Year Boost* was a pilot project intended to support international students who were new to KPU in fall 2020 and would be studying online, many while living outside Canada. The pilot was designed to help prepare these students to study in Canada and acquire the skills to succeed in their future courses. Undeclared students in the Faculties of Arts and Business who were new to KPU in fall 2020 were eligible. Students who volunteered for this initiative were enrolled in two courses that were delivered as a cohort to give students an opportunity to connect with other new international students. The two courses were *Exploring Arts in Canada*, and *Introduction to Higher Education for International Students*. A study on the impact of this pilot will be conducted.
- The *International Peer Mentorship* program is designed to support new international students at the beginning of their studies at KPU. The program pairs new international students

(mentees) with a mentor for the first semesters of their academic studies. Mentors are current KPU students who have completed at least two semesters at KPU. They are trained to support the needs of their mentees by providing them with information about resources and support services available to all KPU students and are paid for their work. Mentors share their experience as KPU students with their mentees and assist them in developing the skills and strategies to adapt to post-secondary education. In addition, mentors help create community at KPU by hosting online social events for mentees in the program to connect with other first-year students. The International Peer Mentorship program began in summer 2020, and has been offered each semester during the pandemic. A study of the impact of this support program will be conducted.

There are a variety of other ways in which KPU supports international student success:

- Since summer 2020, the International Advising team has hosted registration webinars to provide international students with specific academic advice related to their first semester and answer any questions related to their educational goals at KPU.
- Starting in summer 2020, international advisors were assigned a list of new international students to be their primary point of contact throughout the semester for their academic and non-academic inquiries.
- International Advising created short how-to videos for students on frequently asked questions, such as how to apply to graduate, expectations of students and understanding a course syllabus.
- A welcome email is sent to all new international students, starting in the summer 2021. In addition to welcoming them to the KPU community, students are provided with information about online learning, academic advising and student services, travel and visas, mental health support and more.

KPU also continues to participate in sector meetings on international education, including meetings of the B.C. Heads of International Council.

### ***Micro-Credentials***

KPU is currently developing a policy and related framework for the development and approval of micro-credentials, which are short, flexible, competency-based offerings. These may be non credit-, for credit, or embedded within for credit courses and programs. Micro-credentials are represented by verifiable, portable and shareable Open Badges that allow learners flexibility in the way they articulate their competencies. This new type of offering is increasingly sought by working adults (who may need to up-skill or re-skill) and by industry (in areas where there are identified skills gaps), and aligns well with the mission and mandate of a polytechnic university.

### ***Open Education***

One way to improve student access is to reduce the cost of education by eliminating textbook costs through the provision of Open Education Resources. KPU is an international leader in open education, a leading institutional adopter of open educational resources, and home to Canada's first Zero Textbook Cost (ZTC) programs. In just three years, the ZTC initiative has grown to include nearly 850 unique courses and seven programs, and has collectively saved KPU students an estimated \$5.9 million in textbook costs. ZTC sections consistently enjoy higher demand, and show higher mean GPAs, lower withdrawal rates and lower percentage of students with D or F grades 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), together with tiered levels of OER grants, continues to support the creation and adaptation of open textbooks by KPU faculty. The OER Grant program provides funding and staff support to KPU faculty members interested in creating, adapting and adopting open textbooks or other OER (or engaging in other forms of [Open Pedagogy](#)). 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.

KPU's 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. These interdisciplinary assignments have tackled global challenges such as food insecurity, gender equality and climate action. These assignments are showcased on KPU's Open Education webpage. This fellowship program will expand in 2021, with Thompson Rivers University and Langara College both joining the partnership as a result of outreach and mentorship from KPU.

KPU supports faculty scholarship in open educational practices through an annual Open Education Research Fellowship. We also recently held our inaugural Open Education Research Institute (OERI). A virtual event held across three days, the OERI was an opportunity for new and emerging researchers interested in open educational practices to deepen their knowledge and sharpen their skill sets while connecting with other researchers and joining a provincial mentorship network. The inaugural event welcomed 40 participants from 18 institutions (the majority of whom were from B.C.) along with 15 speakers and panelists from 10 institutions in five countries and 13 mentors from 12 institutions across Canada.

KPU's leadership in Open Education has been recognized with five awards for excellence in open education from BCcampus, an award from the Open Education Global organization, profiles in national and international publications, two interviews featured in the *Teaching in Higher Education* podcast and an appointment on the International Council of Open & Distance Education's OER Advocacy Committee. As well, a number of KPU instructors have been selected to participate in UNESCO's Open Education for a Better World program, along with 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.

## »» Strengthening Workforce Connections

KPU offers many ways for students to have meaningful connections with the workforce, from work-integrated learning experiences embedded in courses, to co-op and internships opportunities.

### ***Interdisciplinary Problem Solving: Tiny Homes Re-imagined***

The Tiny Homes Re-imagined (THR) initiative brings together students from all seven of KPU's Faculties in a design and development project that could culminate in the construction or manufacture of a product, such as a tiny home. The ultimate goal is creation of an opportunity to develop an ongoing instructional process to support student-driven, experiential learning opportunities that allow engaged, interdisciplinary problem-solving.

Participating students have the opportunity to learn important employment and life skills by tackling real world problems and taking on significant leadership roles while they earn credit toward the completion of their programs. And importantly, this allows the students to engage with problems that are top of mind for them, contribute to solutions and understand the need to collaborate with people from other fields of study.

The THR initiative allows students to explore generational issues that drive the Tiny Homes movement. These problems include homelessness and housing unaffordability, inequality and poverty, climate change and environmental degradation, and land scarcity and food security, among many others. Hence, the THR does not simply serve to build places for people to live, but rather to create various types of structures that will be used to address a wide variety of community needs. It is tentatively planned that each iteration of a project is comprised of three, year-long stages including: addressing an end user's challenge, designing the concept, and building/manufacturing the prototype.

Numerous opportunities that this initiative can provide for our students include, but are not limited to, opportunities for paid internships and co-ops, skills to transition into the workplace, help develop our students as innovators who are empowered to face complex challenges, developing their ability to collaborate with diverse experts and perspectives, and provide the opportunity to make a difference in the community.

### ***Students Develop Entrepreneurial Skills***

KPU's renewed Bachelor of *Business Administration in Entrepreneurial Leadership* program is committed to empowering students to change the world. The program has been redesigned so students can make great things happen when they graduate. It is a zero-textbook cost program that was developed with universal design for learning at its core. It prioritizes sustainability and the United Nations Sustainable Development Goals throughout the program. The faculty are committed to student-centered pedagogy in all that they do.

This renewed focus, and innovative commitment to developing young entrepreneurs, is a natural continuation of the work that students who participate in the entrepreneurial programs offered by [YELL Canada](#) have begun during their time in high school. YELL gives students an opportunity to uncover passions and experience the hands-on entrepreneurial journey. KPU's *BBA in Entrepreneurial Leadership* program is a place where they can continue this journey, dive deeper into their entrepreneurial identity, and find the mentoring and support they need to turn their entrepreneurial aspirations into reality. In order to facilitate the continuation of their learning and recognize the work they have already completed, certificates of successful completion of the YELL program will be awarded Prior Learning Assessment of three ENTR credits. This will allow students to receive university credit for the work they have completed in high school.

## ***Connecting Design Students to Industry***

The need to teach remotely has created both challenges and opportunities for KPU faculty. The Wilson School of Design has used virtual communication tools to connect students with industry.

The Faculty developed a fully online showcase of graduating students' work. This [website](#) has provided an opportunity for Design grads to showcase themselves and their work to potential employers and for Design faculty to use as a powerful recruitment tool. Industry has reached out to our students, via this website, to offer employment and practicum opportunities.

With the increased use of online platforms such as Zoom and MS Teams, we have been able to connect with many industry partners to attend our classes as virtual guests or student presentation panelists. This technology has expanded our access to industry leaders both locally and internationally and has proven to be a huge benefit to Design students.

Conversely, Design faculty have been invited to speak virtually as professional industry presenters at a wide range of global events and conferences. Examples include Fashion Marketing faculty presenting at an international workshop hosted in Mexico, a Product Design faculty member presenting at a conference in Iceland and Interior Design faculty presenting at a conference hosted by UBC.

Our students have also capitalized on unique opportunities that have emerged out of the pandemic. As a result of more available and accessible online platforms, our students have been able to participate and engage in a range of activities. For example, a Product Design alumni became a finalist in an International 3D Printing Challenge that was hosted online.

## ***Other Workforce Connections***

Other ways that KPU is working to strengthen connections to the workforce for KPU students are outlined below.

### ***Health Career Access Program***

KPU is participating in the government's initiative to train more health care assistants for B.C. seniors through the Health Career Access Program. Participants in the Health Career Access Program are hired in long-term care and assisted living facilities as health care support workers. They are paid while they work and complete their coursework to become health care assistants. KPU will have 64 new seats for students in its Health Care Assistant program through this initiative, with the first intake in March 2021.

### ***Community Workforce Response Grant for Electrical Skills Training***

Through a Community Workforce Response Grant from the Ministry, KPU is providing the Electrical Foundation program tuition-free to 12 students. The students are either unemployed or precariously employed due to COVID-19. They began the 24-week program on March 1, 2021, with classes online and in person. The program provides students training in electrical theory, electrical safety, construction safety, electrical code, and the use of hand and power tools. Once the students have completed the Electrical Foundation program, they will be a step closer to entering the workforce as an electrical helper or electrician apprentice.

### Mitacs Business Strategy Internships

The KPU School of Business launched Business Strategy Internships, with funding support from Mitacs, a national, not-for-profit organization dedicated to supporting applied and industrial research by building partnerships that support industrial and social innovation in Canada. The paid internships (part-time, full-time, or a combination of both) provided paid experiential learning opportunities to business students while enabling collaborations with regional businesses affected by the pandemic. In 2021, 12 students began internships at KPU in support of regional businesses. Each student internship is worth \$10,000, with contributions from the partnering business, KPU and Mitacs. Many of these students also earn course credit, and receive additional mentoring from KPU instructors, while doing their internship.

### Expanding Co-ops

Although the pandemic initially decreased the number of co-op postings available, there has been an increase in postings from only 179 in fall 2020, to 321 in summer 2021, as employers adjusted to the pandemic. For 2020/21, a total of 278 co-op term placements were made, compared to 332 placements last year. We anticipate a full recovery of co-op as the pandemic recedes and KPU continues to expand co-op offerings. The KPU School of Business has expanded both the number and value of their co-op awards. There are now ten awards of \$1,000 each, an increase from six awards of \$500 each. KPU is a co-op employer and has expanded its ability to hire co-op students with the support of the British Columbia General Employees' Union.

In May 2021, KPU's Career Development Centre held its first virtual Co-op Awards Ceremony to celebrate the 12 recipients of the following awards, each valued at \$1,000: 10 School of Business Co-op Awards, one KPU Co-op Achievement Award, and one Bill and Benita Francis Co-op Award (donor award). The success stories of these recipients will be used to promote and expand the Co-op program.

### **Career Planning Support**

KPU has expanded its capacity to provide career planning support to students through the addition of a new Career Development Coach, who started in February 2020. This coach provides one-on-one career advising and reviews and provides feedback on students' resumes.

KPU held its first virtual Career Fair in October 2020. This successful small trial of the virtual platform included 14 employers and delivered 93 real-time one-on-one interviews between employers and students. The lessons learned from this virtual event helped guide the shift of KPU's annual Career Day to a virtual event, in March 2021. KPU alumnus Michael Chang (Grant Thornton Advisory Committee) launched the event as keynote speaker, followed by a presentation from event title sponsor Chris Pereira (Canadian Ecosystem Institute). Forty employers participated, and 459 real-time one-on-one interviews were conducted with students. Leading up to the event, 149 students participated in Career Day preparatory workshops facilitated by the Career Development Centre.

### **»» Work-Integrated Learning and Community Engagement**

Work-Integrated Learning (WIL) at KPU has moved forward in significant ways during 2020/21, despite the pandemic. This has been done by emphasizing internal communications and processes, launching marketing plans for WIL, initiating several pilot programs, and taking a lead role in facilitating collaboration across universities on a number of related projects. With the shift to online



teaching in spring 2020, KPU faculty members and community members were provided with tools on E-Service Learning, Virtual Volunteering and other means to enable work-integrated learning in a virtual context.

KPU has reached maturity in its WIL offerings and is often called upon to respond to external queries about WIL practices in higher education. Those queries have come from organizations and institutions, including Red River College, Capilano University, Vancouver Island University, Social Impact Canada, CEWIL Projects, Riipen and Magnet.

KPU participated in the Canadian Pilot Cohort of the Carnegie Community Engagement Classification with 15 other post-secondary institutions. The timelines for the pilot were extended due to the pandemic and the closing convening meetings moved from fall 2020 to summer 2021, enabling further time to collaborate with the other members of the pilot cohort. Multiple universities and colleges in Canada are sorting through the same questions around work-integrated learning, including the means of selecting and tagging relevant courses, defining and outlining program outcomes and course learning outcomes, addressing emergent issues such as intellectual property and other risks, and streamlining communications and processes with external partners. KPU aims to be a leader in this arena and seeks to readily share its findings and practices with other organizations. The Carnegie Pilot Cohort provides an ideal means for collaborative work and, additionally, provides a great source of information to share with institutions who are not in the pilot.

KPU held its Carnegie Community Engagement virtual site visit in March 2021. KPU was host to Dr. Mathew Johnson, President, Albion College and the U.S. lead for the Carnegie Community Engagement Classification project, as well as representatives from the University of Calgary and Assiniboine Community College. Over 20 internal members attended, including KPU's leadership, faculty and student representatives, along with a group of partner organizations. We learned that KPU is well on its way to the final, operational phase of community engagement and have started using community engagement in a purposeful and intentional way as it aligns with KPU's Strategic Vision. A redesigned website for KPU's WIL initiatives will be launched in summer 2021 and will make WIL and community engagement clearer to students as well as external partners. Students and partners will be able to search which KPU programs offer practicum courses, service learning, applied research, co-operative education, field schools and studio/lab work.

KPU was also proud to launch its inaugural Community Impact Award in 2021. This award recognizes individuals and organizations who are strong partners of KPU and make a difference in regional communities of relevance to KPU.

KPU's Carnegie Founding partners asked if there was a way to expand SFU's Community Scholars program. KPU is now proud to be a bronze level sponsor of the Community Scholars Program. In partnership with Vancouver Island University, the University of Northern British Columbia and the University of British Columbia, we have joined up with SFU's Library as it provides staff of charitable and non-profit organizations in British Columbia with access to the latest research and knowledge in their fields. KPU's participation in the program has now allowed Community Scholar access to the following organizations: Inclusion BC, Langley Sustainable Agriculture Foundation, Langley Environmental Partners Society, DIVERSECity, Chartered Professionals in Human Resources British Columbia & Yukon, Richmond Food Security Society, the Vancouver Women's Health Collective and the Vancouver Aboriginal Child & Family Services Society.

## »» Supporting Lasting Reconciliation with Indigenous Peoples

One of the priorities of the B.C. Government, as set out in KPU's mandate letter from government, is to 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. This mandate aligns with one of the strategic goals in KPU's *VISION 2023*, to "embrace all cultures and promote a renewed, authentic approach to Indigenization."

The many activities that KPU has undertaken to address this priority are described in Appendix B: Report on TRC and UNDRIP. In addition, there are two appointments made this year that reflect KPU's commitment to lasting reconciliation.

In October 2020, Kim Baird became KPU's third Chancellor. The chancellor's role is to serve as the ceremonial head of the university, which most notably includes presiding over convocations and the conferring of credentials upon graduating students. The chancellor also serves as an ambassador of the university.

A great advocate for Indigenous people and their communities, Baird is widely recognized for her work. She was the elected Chief of the Tsawwassen First Nation for six terms, from 1999-2012. During her term, she negotiated and implemented British Columbia's first urban modern treaty, which came into effect on April 3, 2009. This first urban treaty in B.C. has provided unprecedented benefits and opportunities for the Tsawwassen First Nation. Baird's leadership has contributed to the Tsawwassen First Nation being one of the most progressive First Nations in the country.

Baird's leadership has been recognized in many ways, including induction into the Order of British Columbia and the Order of Canada, receiving an honorary doctorate from Simon Fraser University, the Queen Elizabeth II Diamond Jubilee Medal, the National Aboriginal Women in Leadership Distinction Award and Canada's Most Powerful Women Top 100 Award.



*KPU Chancellor Kim Baird, in new regalia designed by Sam Stringer and Dorothy Grant*

Baird is a Distinguished Alumna of KPU, an honour granted to her by the KPU Alumni Association. She graduated in 1992 with an Arts Diploma, and credits her studies at Kwantlen with awakening her political consciousness: "I was working on papers on my community of Tsawwassen. I learned about colonization, land claims process and why there are such poor economic conditions for Aboriginal Peoples."

Baird is the owner of Kim Baird Strategic Consulting. She advises First Nations, governments, businesses and other organizations on Indigenous matters. Her goal in her consulting practice is to

improve the quality of life for Indigenous people through her services in relation to First Nation policy, governance and economic development, as well as First Nation consultation, communication and engagement issues.

Baird's installation ceremony was a special virtual event due to the pandemic. In advance of the ceremony, Sam Stringer, a graduate of the Wilson School of Design at Kwantlen Polytechnic University, designed new regalia for the incoming chancellor and for KPU's president. The regalia was inspired by Baird's Coast Salish and Tsawwassen heritage.

Baird connected Stringer to a cedar weaver from Tsawwassen First Nation who created a traditional mat for the robe. The woven mat was then laser cut into shapes that were integrated into the sleeves of the garment. The robe's hood and lining feature a red and black emblem derived from the KPU coat of arms, which was designed by Kwantlen First Nation artist Brandon Gabriel. It includes images of a wolf, salmon and the Fraser River, all symbolic to Kwantlen First Nation, the Coast Salish community from which the university takes its name. To complement the regalia, the traditional cap was replaced by a hat created by designer and traditional Haida artist Dorothy Grant.

The second notable appointment was made in April 2021, when Len Pierre began his role as Special Advisor, Indigenous Leadership, Innovation and Partnerships, reporting to the president. Len Pierre is a Coast Salish consultant, speaker and educator from the Katzie First Nation with a background in adult education and cultural knowledge systems. He has strong familial and cultural relationships with many of the local Nations on which KPU operates.

In his role as Special Advisor, Pierre will work closely with the KPU president and senior leaders on developing Indigenous leadership, innovation, partnerships and strategic planning at KPU. This will include developing and advancing KPU's strategies for addressing the Calls to Action from the TRC and UNDRIP.

Working with a variety of external and internal stakeholders across KPU's region, he will help to develop relationships and partnerships, and to support effective education and service for Indigenous learners. He will also play a key role in keeping the university engaged with the external Indigenous communities in the region and in promoting the importance of Indigeneity and reconciliation.

## **»» Research and Graduate Studies at KPU**

Expanding research and scholarship is one of KPU's strategic goals. Major achievements in expanding research at KPU include the announcement of KPU's second Canada Research Chair (CRC), Dr. Asma Sayed, in August 2020, and its third CRC, Dr. Karen Davidson, in June 2021. In addition, KPU has two new endowed Chairs, the result of a very generous donation from the Dr. Sherman Jen Education Foundation: The Sherman Jen Research Chair in Next-Generation Design and the Sherman Jen Research Chair in Applied Genomics. In addition, the Applied Genomics Centre has expanded into a newly built facility on the Surrey campus. Founded in January 2019, KPU's Applied Genomics Centre focusses on developing molecular genetic (genomic) and cellular product (metabolomic) solutions for the agricultural and human health sectors, particularly in B.C.

To better support research, the Office of Research Services expanded its capacity in 2020/21 with several new initiatives. Social media platforms (YouTube, Twitter and Instagram) were launched or revitalized to showcase research and innovation across KPU, resulting in growth in followers and engagement. Four videos were released showcasing the broad research and innovation happening

across KPU. A new website for research and innovation is underway, with an emphasis on strategic storytelling. A new policy and procedure on use of animals in teaching and research received approval in spring 2021, and will set the foundation for KPU to apply for and receive the Good Animal Practice certification from the Canadian Council on Animal Care.

In addition, the role of the Associate Vice President, Research was expanded to include responsibilities for innovation and graduate studies. The Associate Vice President, Research, Innovation and Graduate Studies continues to champion research through a group of research heads at the British Columbia Association of Institutes and Universities.

Graduate studies is also expanding at KPU, with the new Graduate Certificate in Sustainable Food Systems and Security launching in fall 2021. KPU is now a member in the Canadian Association of Graduate Studies and an associate member of the Western Canadian Deans of Graduate Studies. Administrative support for graduate studies is also expanding, including the creation of a dedicated department in the School of Business, and the creation of a vision for a KPU office of graduate studies, together with relevant policies.

## »» Digital Learning and Technological Innovation at KPU

During a time of remote teaching and work in general, technology innovation has become second nature in the work we do at KPU.

In 2020, KPU adopted *PebblePad*, a flexible, feature-rich and user-friendly ePortfolio tool that helps learners articulate what they know, how they know it, and share evidence from their work across their programs of study. Following a soft-launch in fall 2020, this new platform has already been integrated into the curriculum by nearly 400 faculty members at KPU.

KPU continues to enhance the experience of our applicants through the expanded options made available through the EducationPlannerBC (EPBC) provincial application service. Our team stays closely connected with EPBC, most recently participating as a stakeholder in consultations to further develop EPBC's reporting functionality, which aims to provide data in ways that will help to more strategically support the decisions of learners, post-secondary institutions and government.

This past year, KPU introduced a student information system specifically designed to support non-traditional courses offered through our Continuing and Professional Studies division. *Elevate by Ellucian* is a highly responsive and configurable software-as-a-service system that uses a registration model closely mirroring the experience of shopping online. The integration with Banner by Ellucian ensures we can continue to maintain one student record for our learners, regardless of whether they are pursuing academic programming, CPS coursework, or both.

Another critical digital system strategy in 2020 included the launch of our new client relationship management (CRM) system for prospective students. This new CRM system has enhanced our ability to connect and communicate with prospective KPU students, and more strategically drive the institution's conversion efforts. To a far greater extent we are now able to meet prospects where they are at, with the right message, at the right time. Depending on a prospective student's interaction with specific KPU content, they will now receive tailored follow up emails, providing the opportunity for recruiters to deliver a personalized experience. From advertisements and social media, to communications and our website, we are now better able to help guide a prospective student's journey.

Ellucian *Degree Works* is KPU's degree audit solution that helps students and academic advisors successfully navigate the university's curriculum requirements. *Degree Works* is fully integrated with our student information system and provides an online dashboard to students and academic advisors of current academic information: courses completed, courses remaining, credits, grades, and academic standing. Updated nightly from our Banner database, the system is being used extensively by students, academic advisors and the Office of the Registrar, creating many sought-after efficiencies in graduation audit processing. KPU also completed a much-anticipated upgrade of our Degree Works software and associated Oracle database. This technical and functional upgrade was accomplished without any interruption of service to students, and introduces features that will continue to provide greater clarity through a new responsive online user dashboard, opportunities for more personalized advising, and greater simplicity in the graduation audit process.

The pandemic provided the opportunity we needed to enhance all things digital when it comes to student recruitment. KPU has created a new "virtual reality" in the world of recruiting, with virtual drop-ins, chat options, appointments through MS Teams and Zoom, recruitment presentations, guided campus tours of each of our campuses, classroom sessions for high school students and countless program information sessions – all held remotely with the support of our Faculty partners. In addition, we were able to grow our social media strategy to reach a larger high school audience. Earlier this year we started a listserv of high schools using social media as the primary mode of communication with students. This list grows and currently sits at over 80 counsellors and teachers who receive daily KPU posts to then use on their social media platforms. Post-pandemic we plan to maintain many of these new initiatives and platforms, as they have been not only effective in their outcomes, but also operationally efficient and highly accessible to those we are aiming to reach.

KPU's Information Technology office has focused on enhancing internet security during 2020/21. Through its proactive efforts, the IT office has reduced risk in this area, resulting in a reduction in KPU's cyber insurance. These efforts include participating in the following two initiatives.

KPU is participating in BCNET's Security Incident Event Management software-as-a-service initiative to strengthen IT security. This is a cloud-based service where BCNET manages the infrastructure, maintenance, upgrades, patches, capacity planning, backups and security of the entire system and will provide an additional layer of security to KPU's IT systems.

KPU is also participating in a federal initiative, CANARIE's National Research and Education Network (NREN). CANARIE is a not for profit organization that designs and delivers digital infrastructure. NREN is an ultra-high-speed network that connects Canada's researchers, educators and innovators to each other and to global data, technology and colleagues. Using a collaborative national approach, CANARIE provides access to world-class cybersecurity initiatives to mitigate risks across the landscape. Through this, KPU has received \$15,000 for additional institutional security priorities.

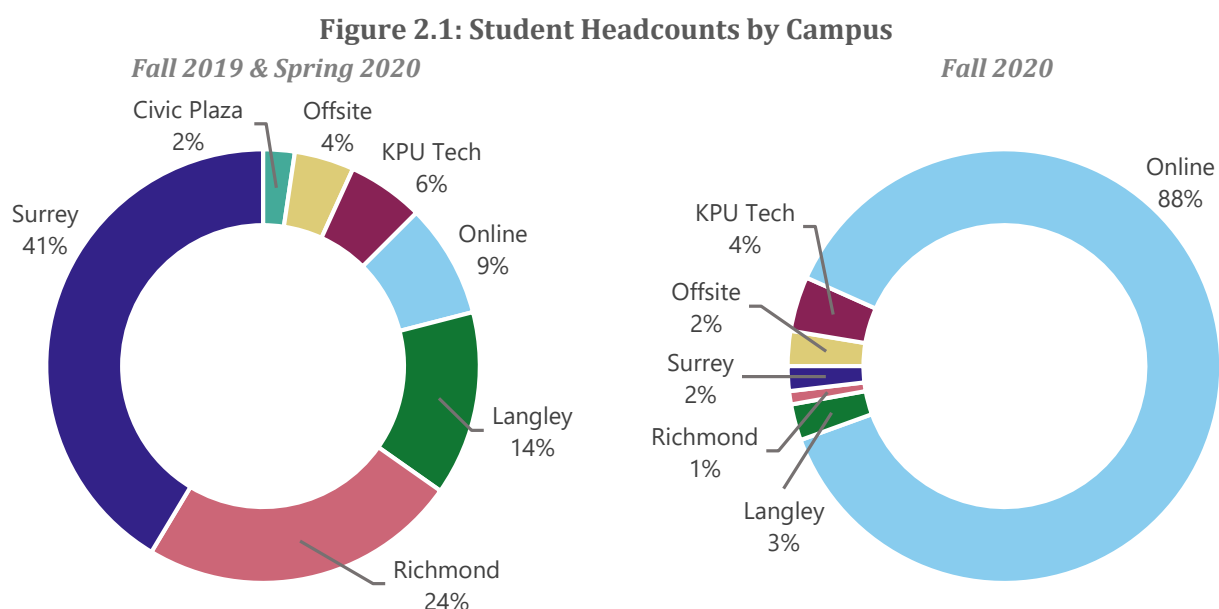
## »» Quality Assurance at KPU

The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessments. The QAPA is overseen by a standing committee of the Ministry's Degree Quality Assessment Board (DQAB). These audits focus on the program development and program review processes, with the purpose of ensuring that rigorous quality assurance processes are carried out on an ongoing basis. Each B.C. public institution must participate in the QAPA once every seven years.

KPU went through its first audit in the fall of 2019. DQAB's summary report on the audit was released in 2021, delayed due to the pandemic. The Quality Assurance Audit Committee commended KPU on its quality assurance practices. The QAPA Summary Report was posted on DQAB's website in January 2021. We posted the report as well as KPU's action plan to address the QAPA recommendations on our website in February 2021. The Office of Planning & Accountability is working on making changes as identified in KPU's QAPA action plan, in consultation with the Senate Standing Committee on Program Review and other stakeholders, as appropriate.

## 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 B.C., 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 selected semesters.<sup>1</sup> In March 2020, instruction pivoted to online, so two charts are used to illustrate the shift. The chart on the left displays fall 2019 and spring 2020, before the pivot, while the chart on the right displays the fall 2020 semester. Prior to the pandemic, only 9% of instruction was fully online. This increased to 88% in fall 2020, when only a limited number of classes were held on campus, those that required hands-training to use technology or other forms of experiential learning.



KPU offers a wide range of programs from arts to trades, to academic upgrading and continuing and professional studies. Annually, over 20,000 students take courses from a range of programs, including apprenticeship training, certificates, diplomas, associate and bachelor's degrees and post-baccalaureate and graduate credentials. As a polytechnic university, we combine academic excellence and hands-on, applied learning with a focus on producing job-ready graduates who have the skills required to excel in the 21<sup>st</sup> century workplace, and are prepared to make valuable contributions to B.C.'s workforce and communities.

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

<sup>1</sup> Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

# KPU Programming

## »» Faculty of Academic and Career Preparation

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



*An ACP student works on an assignment in the Surrey campus' Cedar building.*

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

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

B.C. Adult Graduation Diploma. The EU department also offers off-site educational programming through its long-standing partnership with the Phoenix Society.

The Access Programs 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 in these programs engage with the community and improve their academic and employability skills.

ACP recently welcomed KPU's Learning Centres into its fold. The mission of the Learning Centres is to provide students with a range of skills and strategies that encourage learning excellence and promote holistic development. This is achieved through outstanding programming and exceptional services based on general, complementary, integrated and embedded supports to foster student success, program completion and a desire for continuous lifelong learning.

During the COVID-19 pandemic, ACP, like the rest of the university, continued to serve students by delivering classes remotely. This was the case for community-based programming as well as for the courses that normally would have met on campus. Our Literacy Communities course for students with intellectual disabilities, however, met face-to-face on the Surrey campus throughout the year. Half the class attended each scheduled meeting to ensure physical distance could be maintained, and all safety protocols were followed.

ACP aims to help learners start from where they are and move to where they want to be – by developing their language skills, picking up a needed high school credit, completing upgrading



courses for entrance into undergraduate, trades, or other programs 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 over 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 aims 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 courses, Indigenous language courses and a Minor in Indigenous Community Justice. Efforts are also underway to establish an Indigenous Studies department.

Experiential education is a foundational part of the pedagogy within the Faculty of Arts. The Faculty boasts a diverse range of service-learning courses, practica, field schools and other community-engaged projects where thought meets action. Despite the larger pandemic context, and the pivot to remote and online delivery, faculty members have continued to develop and pursue a variety of experientially oriented education initiatives and undertakings.

Home to two Canada research Chairs, the Faculty of Arts boasts a consistent record of success in winning municipal, provincial and national research grants. The Faculty believes a robust program of faculty and undergraduate student research is vital to the larger goal of educational excellence. The development of research capacity has recently been identified as a priority within the larger institutional context, and Faculty of Arts members are working to deepen the connection between research and teaching by expanding the range of student research opportunities 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 engender a sense of social engagement and responsibility among our students and to foster 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.

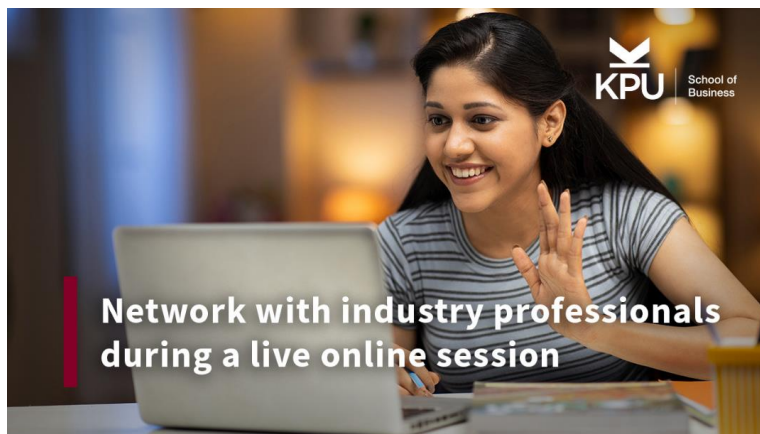


*A Fine Arts student works on a project in the 3D Woodworking Studio on the Surrey campus.*

## »» 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, Marketing Management and Public Relations. The School of Business also offers a certificate program in Legal Administrative Studies. The applied nature of all KPU's Business programs are an excellent example of how "thought meets action" in the classroom, as students get the opportunity to apply key concepts to "real world" situations through case studies, business simulations and co-operative education work placements.

The School of Business offers four post-baccalaureate diplomas in Accounting, Operations and Supply Chain Management, and Technical Services Management, and the refreshed Human Resources Management post-baccalaureate diploma, which launched in January 2021. The program is designed to prepare students to successfully address the challenges of human resource management in organizations today.



*A student participates in the School of Business' annual Insider Series, hosted virtually in May 2021*

The School is now looking to launch co-operative education for all its post-baccalaureate programs. This is one more example of blending theoretical classroom learning with practical experiential learning. Further planning for additional post-baccalaureate programs are in progress.

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. On May 1, 2021, the School of Business created an official department for Business graduate programs, enabling our School to embark on further offerings at the graduate level.

In September 2020, the newly redesigned Public Relations program was launched, with robust student interest, 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, and is 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.

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

The School of Business is internationally accredited by 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.

Recently the School of Business successfully pivoted to online offerings during the COVID-19 pandemic. The successful transition has inspired the School to continue offering online courses post-pandemic by way of fully online courses and hybrid delivery options to be able to provide more flexible learning choices for our students.

## »» 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 B.C., 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. 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.



*Design students observe physical distancing requirements while attending a class on the Richmond campus*

The Wilson School of Design has adapted to great success with regard to the pivot to online teaching and learning since the beginning of the COVID-19 pandemic. In fact, so much so, that many of the initiatives will likely continue post-pandemic, as they have been discovered to be more effective than previous in-person methods. Online communications have increased for the purposes of teaching, showcasing student work and connecting them with industry partners, increasing awareness of the School in the broader community, and recruiting new students. Faculty and students have also had increased opportunity to participate in international workshops, conferences and competitions.

## »» Faculty of Health

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

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

Programs offer clinical field placements for students to exhibit existing skills and to learn advanced skills. These placements involve a preceptor where a practicing clinician leads the student through real world applications, expanding the student's knowledge. Programs also offer faculty-led clinical field experience, where faculty not only teach in the class but also work directly with students in the field. This pandemic year has caused a reduction in clinical placement availability. In response to this



*A Health Care Assistant student practices their skills at a Langley campus health lab*

challenge, virtual simulation pedagogy has been incorporated into our nursing programs as an alternate experience for students who miss clinical hours due to a health facility unit closure.

KPU has been an active partner with the Ministry of Advanced Education and Skills Training, the Ministry of Health, and the health authorities in addressing the critical shortage of health care assistants. KPU launched two cohorts of the Health Care Assistant Partnership Program with the Fraser Health Authority in March and May 2021 for a total of 64 students. Students in this program study part-time through online learning, in simulated labs, and clinical placements while also working part-time as personal support workers in long-term care and assisted living facilities. This model of integrated learning and employment will add more health care assistants to the health system where they are vitally needed.

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. During the pandemic, the faculty were tasked with creating online learning environments on short notice and they met the challenge with innovative and flexible virtual teaching methods combined with some select in-person classes and labs. All of these in-person classes and labs followed approved COVID safety protocols, keeping students safe while they learned.

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

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



*A student works at the Applied Genomics Centre on the Surrey campus*

Brewery Operations (the first of its kind in B.C. 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. Since summer 2018, KPU Sustainable Agriculture has partnered with the City of Richmond to develop a 20-acre organic research and teaching farm located 500 meters from the Richmond campus, and students can also learn and research in the new KPU Seed Lab, assisting seed growers to improve quality and production efficiency.

Upgrading courses in Biology, Mathematics and Physics are now being 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, which is also known as KPU Tech. In addition, programs are held in partnership with several school districts. Overall, programs focus on experiential, hands-on 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.

One of the newest learning opportunities is the work practicum in the Farrier Science program. Farrier Science students spend up to six weeks with a farrier to learn the day-to-day skills of handling horses, assessing shoeing requirements, trimming and shoeing. Faculty of Trades and Technology will see the first graduates from the new Farrier Science program in June 2021.



*A Mechatronics student works with equipment on the Cloverdale (KPU Tech) campus*

As for the classes and shop at KPU Tech during the pandemic, faculty pivoted to a range of online learning activities. Instructors used the following new classroom and educational technology, among others:

- PebblePad software in the Farrier Science to capture evidence of their accomplishments in a new capstone course;
- Lab Volt software in an electrical course;
- Wacom tablet by several instructors;
- Two portable Symposium in the shops; and
- Circuit Scribe software in the Plumbing program.

Through the pandemic, instructors offered courses in a variety of ways: Parts and Warehousing went completely online; Carpentry, Electrical, Mechatronics, Millwright, and Plumbing used a mix of online and on-campus delivery; and Automotive, Farrier, and Welding held the majority of their courses on campus, with one day per week online.

## »» 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, sustainable and profitable programming at KPU. CPS programs include non-credit and revenue generating courses, programming, professional-credit offerings, contract training and Indigenous partnerships.

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

The Faculty of Health offers a variety of 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, B.C. Ground Disturbance, Municipal Map Reading, Cross Connection and Welding.

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

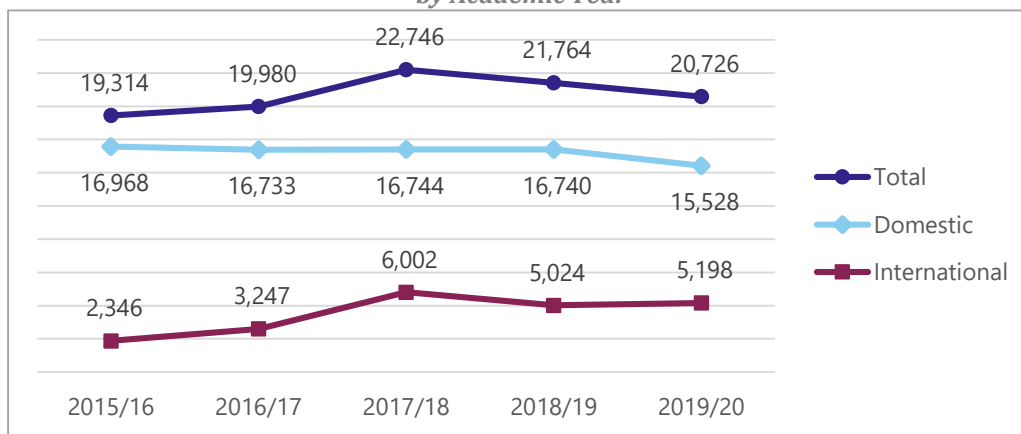
In addition to running courses for open registration, CPS supports a variety of contract-based training for organizations and Indigenous Nations to meet their needs or in support of specific initiatives. In particular, CPS has supported such specific programs and courses for the Squamish First Nation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

# KPU Students

## »» Student Headcounts

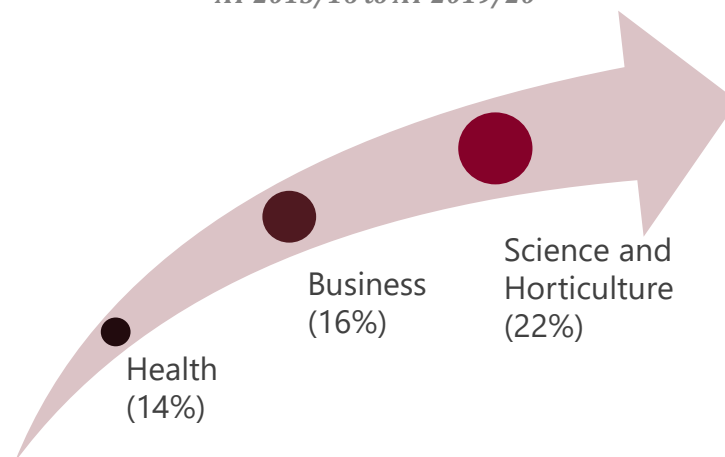
Prior to 2015/16 academic year (AY) headcount enrolments were steady at just over 19,000 students per year, but increased to nearly 23,000 in AY 2017/18 (Figure 2.2). Over this period, KPU’s domestic enrolments decreased slightly, whereas international enrolments grew from 2,346 to 6,002 over the same period. In 2019/20, total enrolments dropped to just below 21,000 due to declining domestic enrolment. In 2019/20, 65% of KPU’s international students were enrolled in the School of Business, 19% were enrolled in the Faculty of Arts, and 18% were enrolled in the Faculty of Science and Horticulture.

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



In AY 2019/20, almost two thirds of all KPU students were enrolled in programs in either the School of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was greatest in Science and Horticulture, Business and Health (see Figure 2.3).

**Figure 2.3: Growth of Headcount Enrolments by Faculty AY 2015/16 to AY 2019/20**

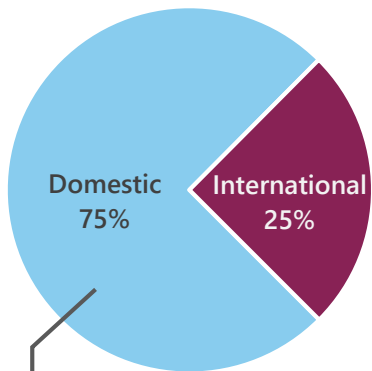




# Student Profile 2019/20

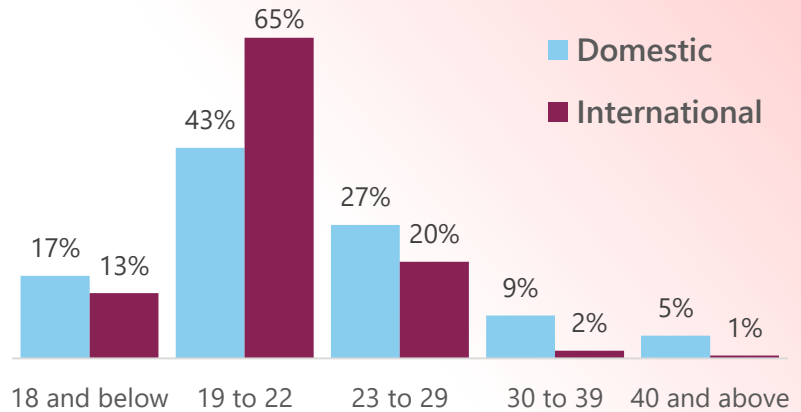
This profile of the KPU student body compares the characteristics of domestic and international students. International students make up a growing part of KPU, rising from 12% of the student body in 2015/16 to 25% in 2019/20. Compared to domestic students, international students were more likely to study full-time, be younger, be new to KPU, and pursue undergraduate studies.

## DISTRIBUTION

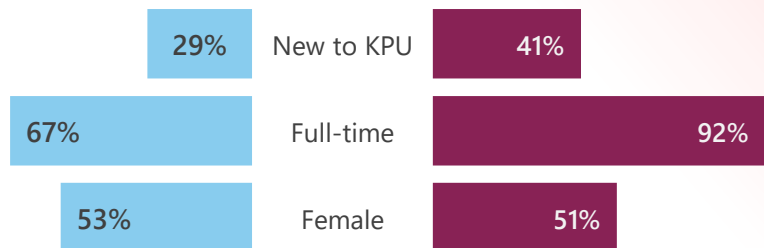


3.6% of domestic students are Indigenous

## AGE GROUP

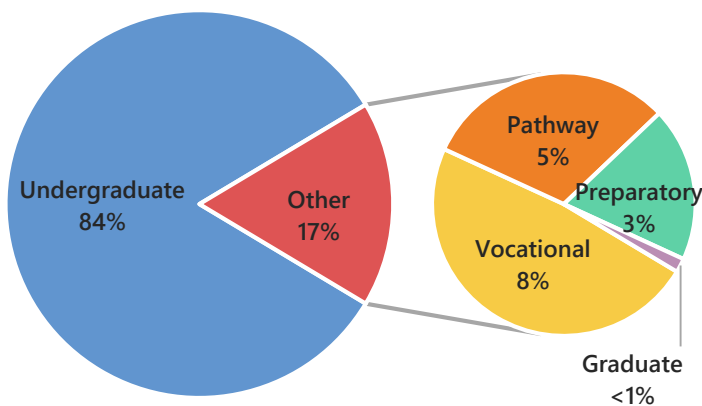


## KEY DEMOGRAPHICS

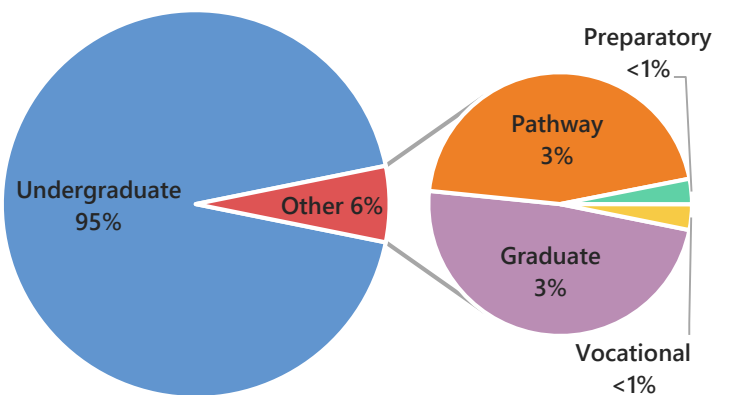


## STUDY LEVEL

### Domestic

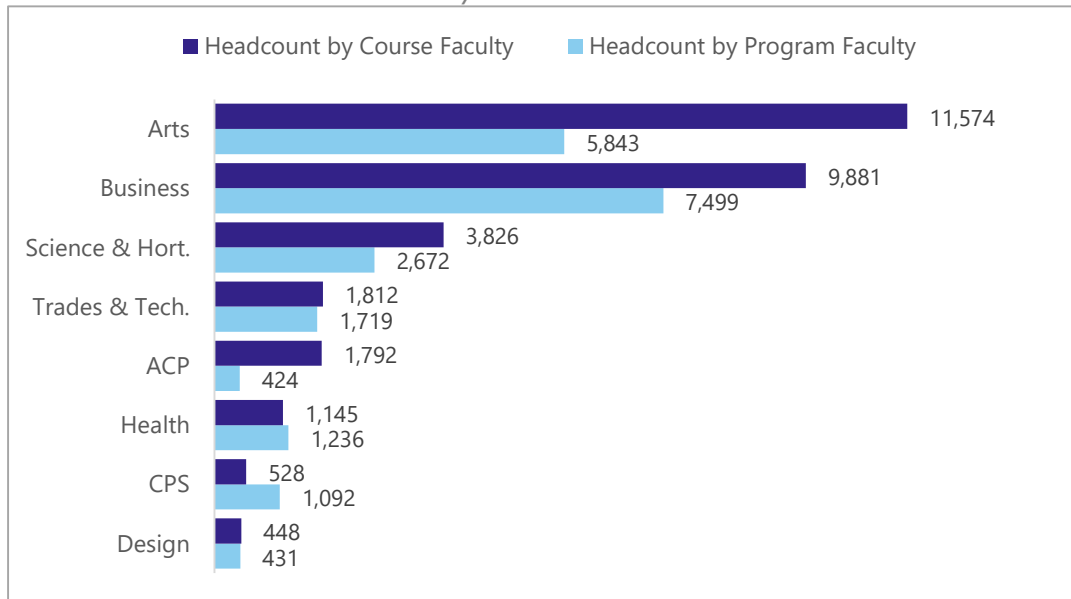


### International



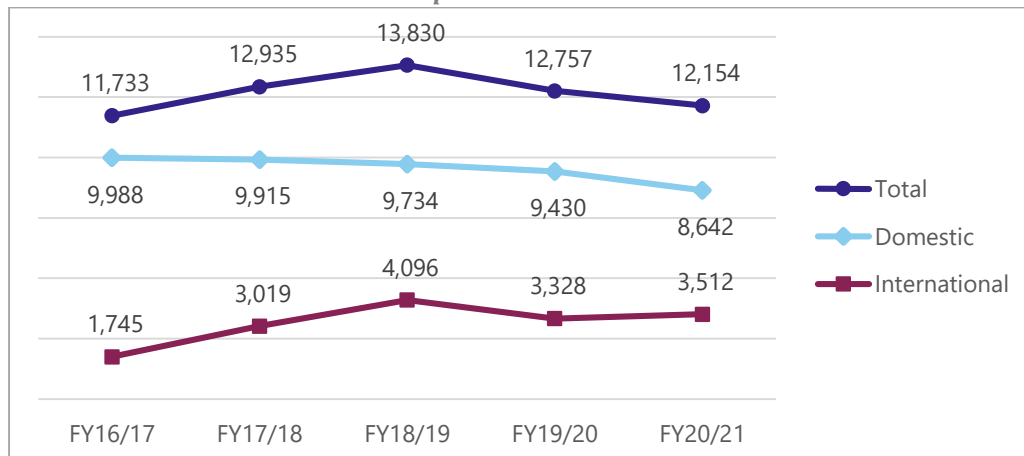
Since students may take courses in Faculties other than the one that offers their program, Figure 2.4 reflects both the proportion of educational activity delivered by each Faculty (Headcount by Course Faculty) and the number of students enrolled in programs in each Faculty (Headcount by Program Faculty). The Faculty of Arts teaches more students through the courses it offers, but there are more students pursuing programs in the School of Business. And although only 2% of all students were registered in ACP programs, ACP delivered courses to 9% of all KPU students in AY 2019/20.

**Figure 2.4: Distribution of Student Headcount by Course and Program Faculty**  
2019/20 Academic Year



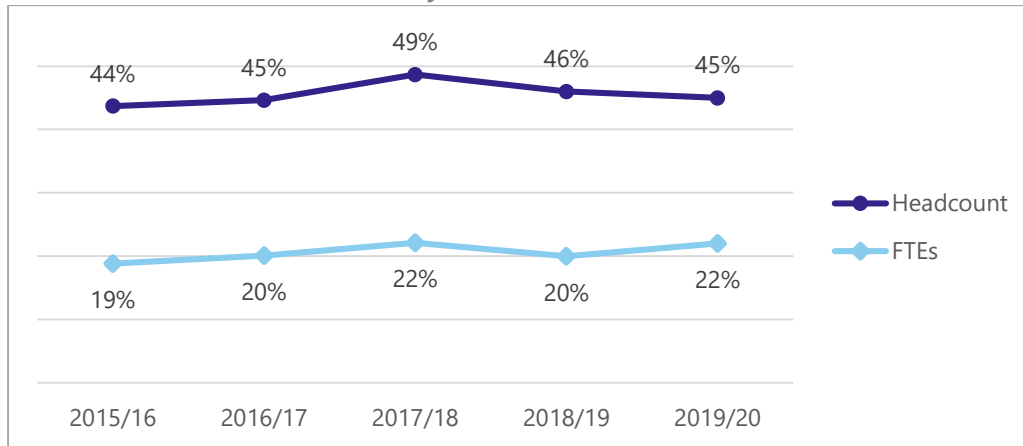
Although 68% of KPU students are full-time, the majority take less than a full load (usually five courses per term). FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full course load, are depicted in Figure 2.5. FTEs reached a maximum in FY 2018/19 with a large increase in international FTEs. Thereafter, we controlled international enrolments to be under 30% of total FTEs. Domestic FTEs have declined over the past three years.

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



KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, at least 45% of the student body studies in the summer term each year (Figure 2.6). The proportion of FTEs delivered in the summer has hovered between 20% and 22%, reflecting the fact that more students study part-time in the summer than in other terms.

**Figure 2.6: Proportion of Headcounts and FTEs Delivered in the Summer**  
*by Academic Year*



# What Students Tell Us

In the fall of 2020, over 5,600 KPU students responded to the annual Student Satisfaction Survey.



## FIRST GENERATION

**32%**

Domestic

**48%**

International

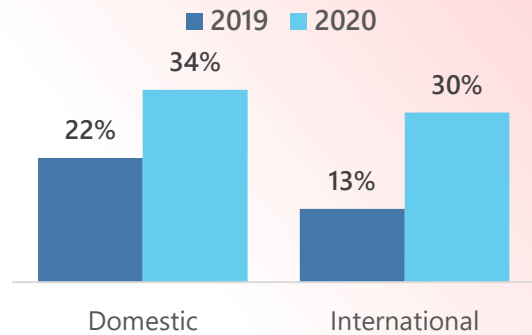
...students were the first person in their family to attend post-secondary education



## STUDENT FINANCES

Many students were financially impacted by COVID-19

% of students not working in fall:



## SEEKING BACHELORS

**81%**

Domestic

**63%**

International

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



## LANGUAGES

**73%** of students are fluent in languages in addition to English, including:

**26%** of domestic students used emergency funding such as CESB or CERB



## 3. Profiles of Selected Alumni

### »»» Maryam Alkaloo, Academic and Career Advancement Grad



Maryam Alkaloo had only been in Canada a few short months before starting English Language Studies at KPU.

“I gained knowledge in so many fields, not just English. I met many people and made friends from diverse cultures.”

Connecting with others during her time at KPU also allowed Maryam to gain confidence and develop new skills beyond academics as she seized opportunities to volunteer and work with other students.

“I really thank the ELS program and its staff because without their efforts and support, English would have been an enormous obstacle to achieving my goals. I had nothing when I started. Zero. Now, I’m getting ready for medical school.”

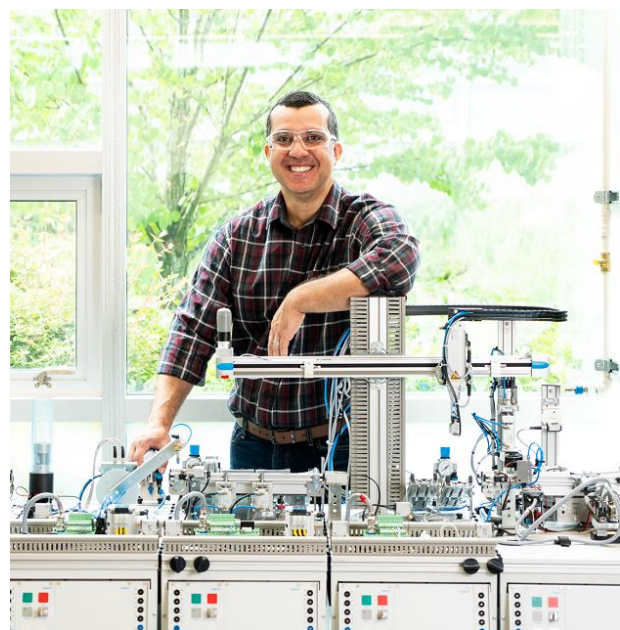
### »»» Leonardo Batista, Faculty of Trades & Technology Grad

Go to school and get a job, right? For Leonardo Batista, it didn’t take that long.

“I was employed before I even finished the Mechatronics program at KPU and I’m now preparing to move into a senior role,” he says, adding, “I was able to draw on everything I’d been taught – it was all useful and applicable.”

As a student in the Mechatronics and Advanced Manufacturing program, Leonardo found extensive support and opportunities to explore different industries and hear from guest speakers and experts.

“Everything in the program is designed to prepare you for success. Just put the effort in.”



### »» Christina Jeyakumar, Faculty of Science and Horticulture Grad

“As I grew up, my passion for science grew exponentially and I knew that being a scientist was my true calling.”



Completing her degree in biology, Christina Jeyakumar says that KPU presented her with unique and life-changing opportunities to complete her education and find a valuable sense of mentorship with her instructors.

“I have been mentored by some amazing KPU biology faculty and have had the opportunity to work as a biology research assistant and even receive a science award. I now have clear direction for what I want to do, and I truly believe it’s because of the mentorship I had.”

Looking ahead, Christina is focused on pursuing a PhD one day, following her interest in research.

“KPU gave me such a strong sense of community. I was surrounded by people who shared the same interests and passions. My classes were small and interactive, and my instructors really mentored me. I

learned to seek out advice from people who have been on the journey I’m on now. As a student, it is a thrilling experience to meet someone and think ‘I want to be just like you one day’.”

### »» Shewit Kidane, Faculty of Arts Grad

Shewit Kidane knows what it means to work hard. Holding multiple jobs at once throughout his time at KPU, he’s found ways to give back, create opportunities, and make a difference for others.

“Maybe it’s a bit idealistic but I wanted to make a change in the world, and I saw political science and policy studies as a way to do that. I wanted to come to class to just listen and have a conversation. My instructors would show me my mistakes, but they would support me. People at KPU care.”

With care in mind, Shewit started his own disposal company with a business partner in 2016, midway through his Arts degree. Recycling as much as possible to keep materials out of landfills, the company also collects furniture that’s provided to refugee families.



“We recycle what we can,” he says, “and give away what we can, too. We’ve been able to furnish entire apartments this way.” Now a graduate of KPU, Shewit hasn’t lost his work ethic or his commitment to creating a better world. “I like being involved in the community. I like to find solutions.”

### »» Eyshr Sahota, School of Design Grad



How do you combine rugby and design? Eyshr Sahota can tell you.

As a Product Design student at KPU, he began working to create something that would reduce concussions in rugby, pushing himself and utilizing the skills he’d learnt throughout the program.

“When I researched the topic, it was apparent that it is still incredibly difficult to pinpoint a way to stop sports concussions. I was able to leverage my skills and pivot instead to create a product to help gather more information and record necessary data with the goal of learning more about how these injuries occur, and working to reduce their occurrence in rugby.”

Eyshr’s now working as a lead product designer creating bags for emergency medical service personnel and notes, “It’s important to build your skills – and fall in love with the work.”

### »» Laura Morgan, Faculty of Health Grad

For Laura Morgan, communication is key.

“Everyone has a unique story to tell, and as a psychiatric nurse my job is to learn what that is and to use that to guide and inform the care I provide.”

Through clinical placements in her Psychiatric Nursing program at KPU, Laura was able to develop and hone her communication skills, ones she notes she uses regularly.

“There’s a certain level of preparedness you want to feel as a nursing student before you start working with clients and patients. Every semester I was taking what I had learned and applying it in clinical. I feel proud of the work I do as a nurse and as a volunteer. You are supporting others in a meaningful way, even if that means just learning about who they are.”



## »» Andrew Code, School of Business Grad

Like many students, Andrew Code found himself nervous when he started at KPU. That quickly changed.

“I had amazing instructors throughout my education who made a big difference for me.”

Now, as a grad, Andrew has taken his business education abroad.

“I’m working at a world-renowned financial company in London now, and most of my colleagues are from Ivy League or top European schools. It’s exciting but it comes with a lot of challenges,” Andrew says.

“Identify what you like and follow it. You have to love what you do. It’s crucial to keep learning and growing.”





## 4. Strategic Context

### The KPU Region

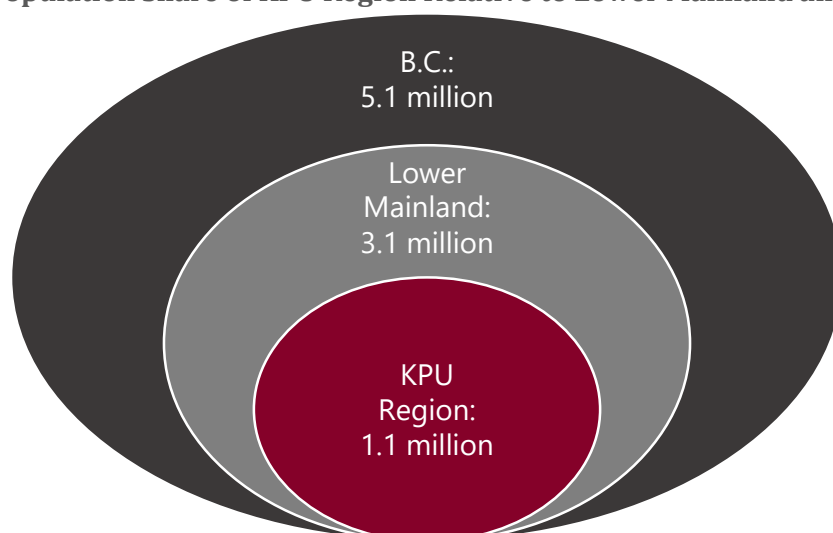
The region served by KPU consists of the cities of Richmond, Delta, Surrey, White Rock and the City and Township of Langley. Also included are the territories of the Tsawwassen and Semiahmoo First Nations and parts of the Kwantlen, Matsqui and Katzie First Nations. This entire area covers the school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

Between 2015 and 2020, the population in the KPU region is estimated to have grown by 11%, compared to 8% in all of B.C. The KPU region accounted for 30% of the province's overall population growth in this period. Growth varied across the KPU region, ranging from 12% in the catchment area for the Surrey school district to 5% 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 B.C. as a whole grew by only 8%.

In 2020, just over one fifth of the entire B.C. population lived in the KPU region (see Figure 4.1).<sup>2</sup> In addition to comprising a significant portion of the B.C. population, the KPU region is younger than B.C. as a whole. In 2020, about one quarter of B.C.'s high school-aged population (13-18) lived in the KPU region. 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 B.C. (17%). The average for the entire KPU region was 19%.

Figure 4.1: Population Share of KPU Region Relative to Lower Mainland and B.C. (2020)<sup>3</sup>



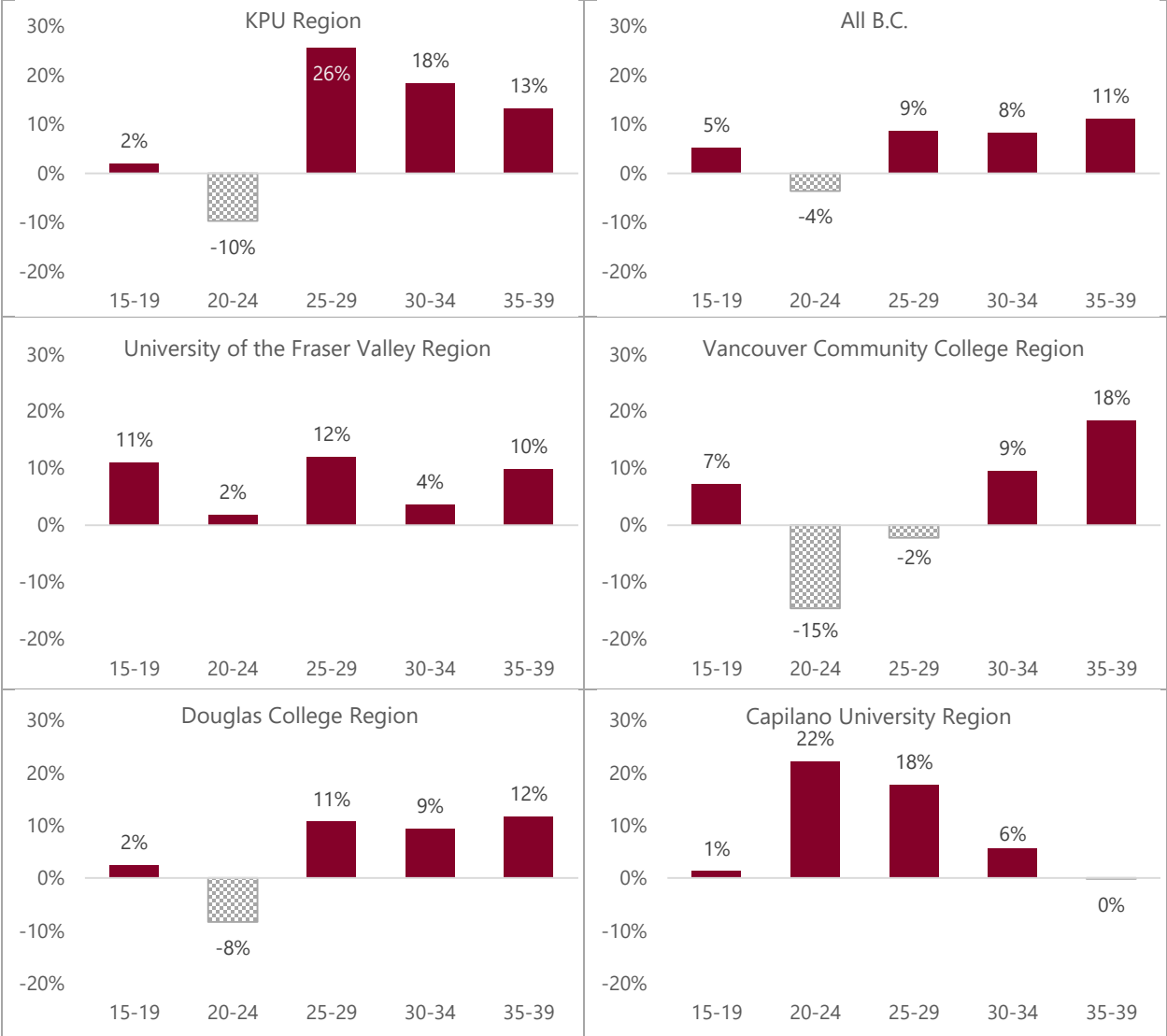
<sup>2</sup> For all B.C. provincial and sub-provincial population figures, see [BC Stats Population Estimates](#).

<sup>3</sup> The Lower Mainland includes the Greater Vancouver Regional District and the Fraser Valley Regional District.

### »» Projected Population Changes of Key Age Groups: 2020-2025

Figure 4.2 shows the projected population growth in key age groups for B.C. as a whole, and the five post-secondary regions in the Lower Mainland. From 2020 to 2025, the number of 20- to 24-year-olds is expected to decrease in three out of five of the local post-secondary regions. The largest of these decreases are expected to occur in the Vancouver Community College and KPU regions. The 15- to 19-year old group is now expected to increase slightly, showing greatest growth in the University of the Fraser Valley region. However, all regions, including KPU, are generally expected to see increases in people between the ages of 25 and 39. Given overall low or negative growth among younger age groups, 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 older learner population over the next five years.

**Figure 4.2: Projected Population Growth by Region and Age Group (2020-2025)**

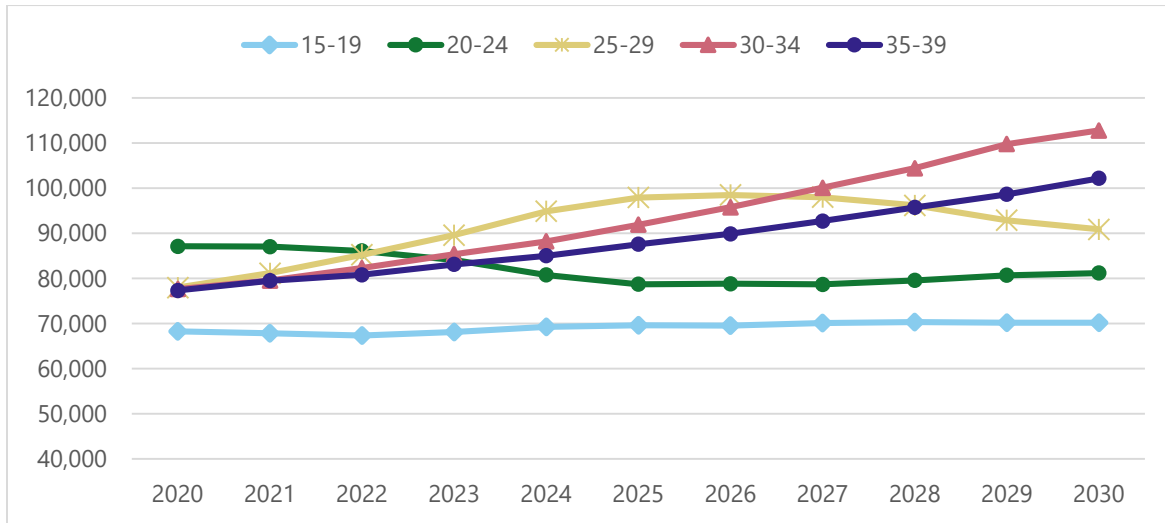


Source: BC Stats, Population Projection Application

### 10-Year Projection for the KPU Region

Figure 4.3 shows the projected population growth in key age groups for the entire KPU region from 2020 through 2030. Over the next ten years, the decline in the population age 20 to 24 is expected to stabilize by 2025. The increase in the population age 25 to 29 is expected to peak in 2026, after which it is expected to decrease. The population age 30 to 39 will increase from 2020 to 2030 as the population in the KPU region ages. Prior to 2020, the population age 15 to 19 was in decline; changes to this group have largely stabilized.

**Figure 4.3: KPU Region Population Projection, 2020-2030**



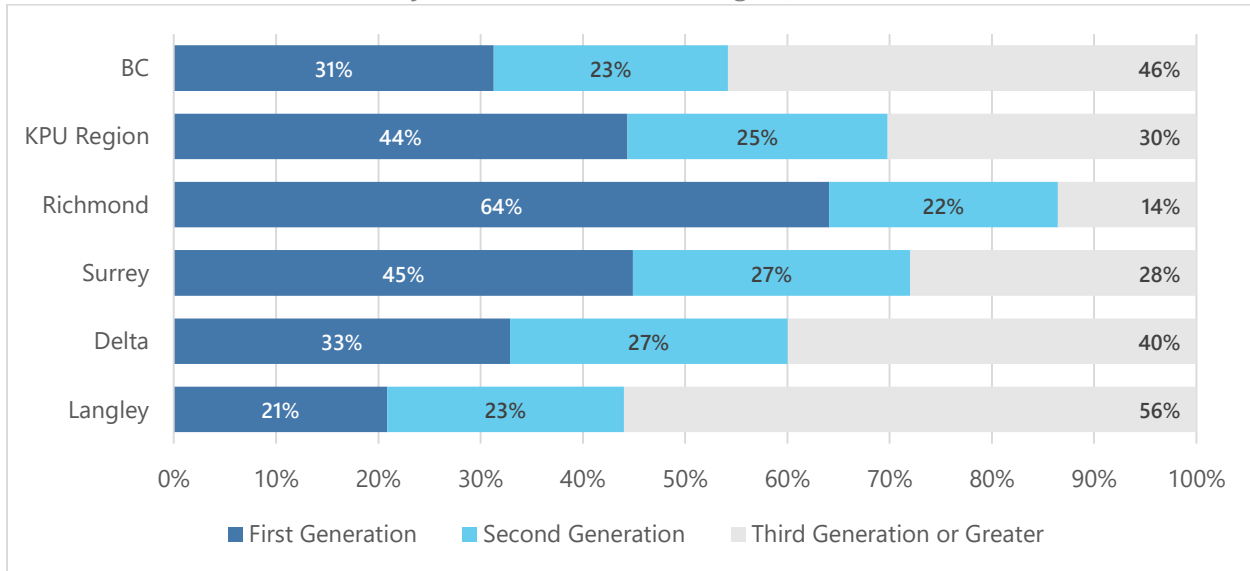
Source: BC Stats, Population Projection Application

### »» Diversity in the KPU Region

In 2016, 44% of residents in the KPU region were immigrants, compared to 31% in all of B.C.<sup>4</sup> In addition, one third (31%) of B.C.'s immigrants lived in the KPU region in 2016. One-quarter of residents of the KPU region are second-generation, meaning they were born in Canada to an immigrant parent. Less than one-third of residents are third-generation or greater, meaning the majority of residents in the KPU region are immigrants or have parents who are immigrants. However, these proportions vary depending on municipality: Richmond has the highest proportion of first generation immigrants (64%) whereas Langley has the lowest (21%). Figure 4.4 (next page) shows the percentage of population by generation status for the KPU region, encompassed school districts and all of B.C.

<sup>4</sup> Calculations of immigration statistics do not include Indigenous people living in reserves, settlements, or remote areas.

**Figure 4.4: Residents with an Immigrant Background**  
by Generation Status and Region, 2016

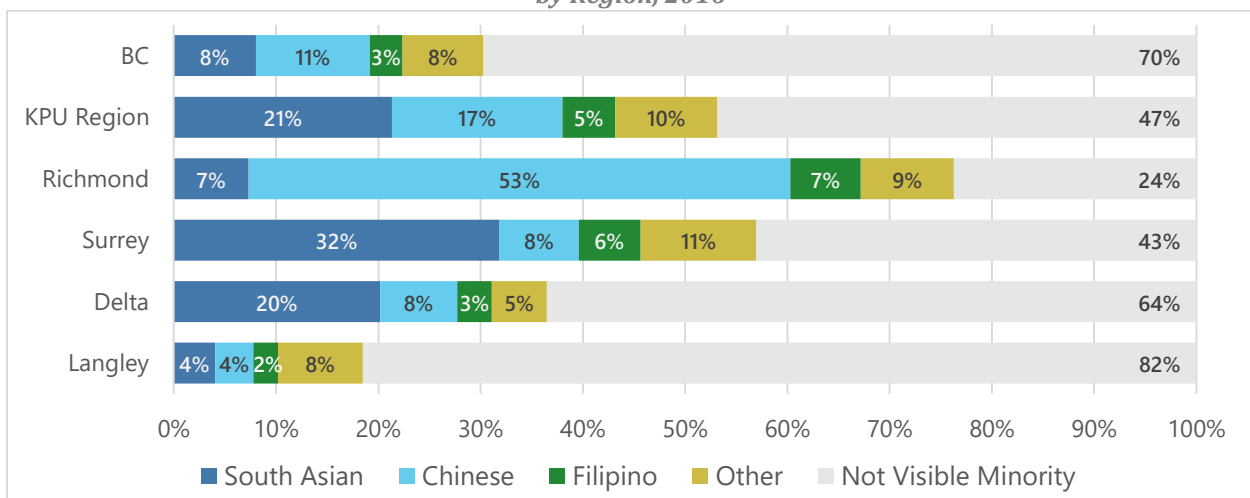


Source: Statistics Canada, Census Profile, 2016 Census.

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 B.C. (see Figure 4.5, below). 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 B.C. population as a whole. However, this too varies by municipality. Richmond has the highest proportion of people who identify as Chinese (53%), and Surrey the highest proportion who identify as South Asian (32%). In Langley, only 18% identify as a visible minority, much lower than both the KPU region and B.C. as a whole.

**Figure 4.5: Percentage of Population that is a Visible Minority**  
by Region, 2016

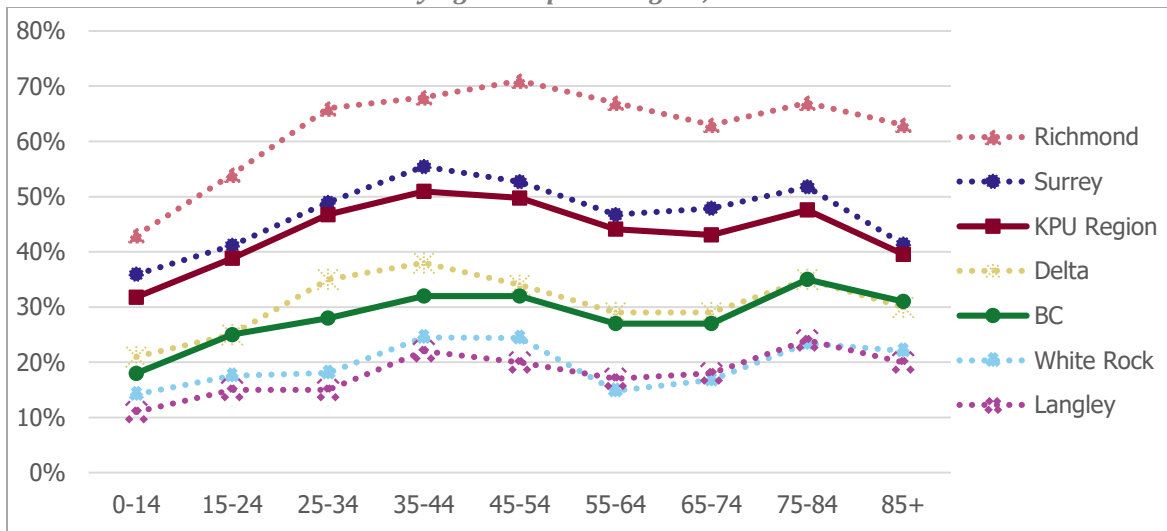


Source: Statistics Canada, Census Profile, 2016 Census

Another measure of diversity is the percentage of the population with 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 B.C. 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 with a non-official mother tongue, regardless of age. Langley and White Rock were the only KPU census subdivisions that, compared to all of B.C., had a consistently smaller proportion of their population reporting a non-official mother tongue (see Figure 4.6).

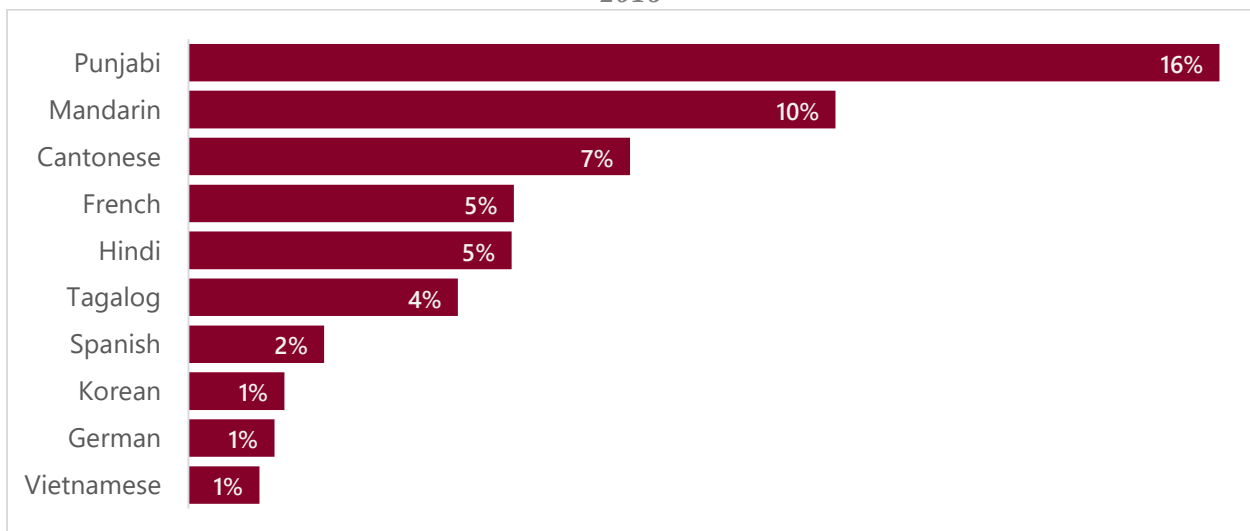
**Figure 4.6: Percentage with Non-Official Mother Tongue  
by Age Group and Region, 2016**



Source: Statistics Canada, Census Profile, 2016 Census

There is a great degree of linguistic diversity in the KPU region (see Figure 4.7). Aside from English, the language with the greatest number of speakers in the KPU region is Punjabi (16%), followed by Mandarin (10%) and Cantonese (7%). Overall, the KPU region is home to speakers of over 150 different languages.

**Figure 4.7: Percentage of KPU Region Population with Conversational Fluency in Languages  
2016**

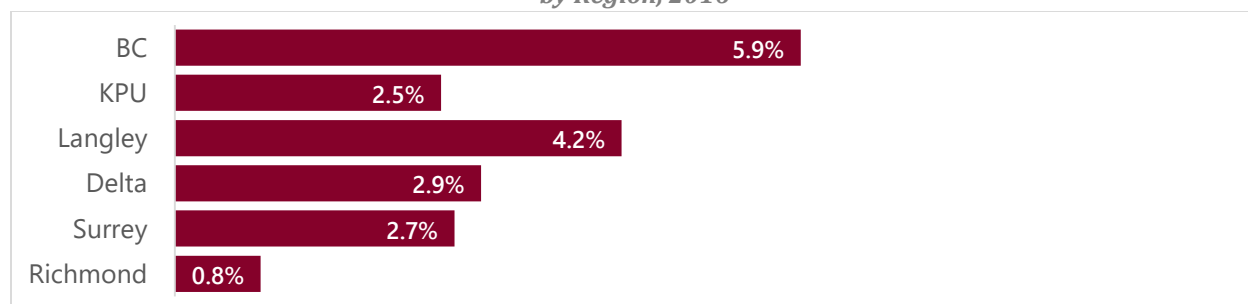


Source: Statistics Canada, Census Profile, 2016 Census

## »» 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 reported being Indigenous, and in FY 2019/20, 3.6% of domestic KPU students reported being Indigenous. Indigenous people are a smaller share of the KPU region’s population compared to B.C. as a whole; this share ranges from 4.2% of the population in Langley to only 0.8% in Richmond (see Figure 4.8). The Indigenous population in the KPU region grew 18% between 2011 and 2016, outpacing the growth rate in the general population in the KPU region and in B.C. overall.

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



Sources: Statistics Canada, Census Profile, 2016 Census

As depicted in Figure 4.9, at least 23 different Indigenous languages are spoken in the KPU region. KPU is particularly connected to hənqəminəm, the traditional language of the Kwantlen First Nation, and Skwxwú7mesh, through our partnership with the Squamish First Nation. Many of these languages are endangered and have a small number of fluent speakers. In 2018, it was estimated that only 3% of people in B.C. who identify as Indigenous can fluently speak an Indigenous language.<sup>5</sup> This emphasizes the importance of Indigenous language revitalization efforts at KPU and elsewhere.

**Figure 4.9: Indigenous Languages Spoken in the KPU Region<sup>6</sup>**



<sup>5</sup> [First Peoples' Cultural Council, Report on the Status of B.C. First Nations Languages, 3rd edition, 2018.](#)

<sup>6</sup> Sources: Statistics Canada, Census Profile, 2016 Census

## Financial Context

The Financial Context is intended to provide an explanatory overview of the fiscal 2020/21 Audited Financial Statements and a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements, which are available on KPU's website [here](#).

### »» Accounting Framework

KPU's Audited Financial Statements present the financial results of the university, for the fiscal year (FY) that ended March 31, 2021, in accordance with required accounting standards, legislation and guidance. For publicly funded B.C. universities, this includes: Public Sector Accounting Standards<sup>7</sup> supplemented by Section 23.1 of B.C.'s *Budget Transparency and Accountability Act*; and, regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of Advanced Education and Skills Training.

Of particular importance is the government requirement for all post-secondary institutions to not have a deficit (i.e. have greater revenues than expenses) at the end of each fiscal year. With prior approval, the Ministry of Advanced Education and Skills Training has allowed for an exemption to this in FY 2020/21 and 2021/22 due to the COVID-19 pandemic and its impact on post-secondary institutions. The general requirement for a balanced budget each fiscal year is in line with the B.C. Taxpayer Accountability Principle of cost consciousness, however it creates an operational challenge which impacts an institution's ability to undertake capital projects:<sup>8</sup>

- Capital funding not spent in the year it is received becomes accumulated operating surplus to the extent the terms of the funding arrangement do not permit deferral.
- Accumulated operating surplus can only be used when an institution is in a deficit position, which requires government approval, or for capital purchases, which carries with it operating budget challenges on the ongoing cost of the amortization expense for those capital purchases.

The Ministry of Finance Treasury Board regulation 198/2011 allows institutions to address this challenge by deferring revenue for capital projects so the revenue can be recognized at the same rate as the capital project's amortization, ensuring no net impact to an organization's revenues and expenses (as they are offsetting). This avoids the aforementioned accumulated operating surplus issue and makes it easier for 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 \$4.2 million in FY 2020/21, a decrease of \$0.5M from prior year's surplus. This was due to increased international student tuition revenue and an increase in provincial grants, offset by a significant decrease in ancillary services revenue and other revenue, along with an increase in

---

<sup>7</sup> There are a number of unusual elements in Public Sector financial statements and the Office of the Auditor General has produced a useful [resource](#) which helps explain some of the nuances of public sector accounting.

<sup>8</sup> Capital projects are usually multi-year for two main reasons: Major capital projects often take more than one year to complete; and, accounting for capital assets requires them to be amortized (expensed equally over their useful lives).

total expenditures. The university continues to effectively manage expenses, ending the year in a surplus position.

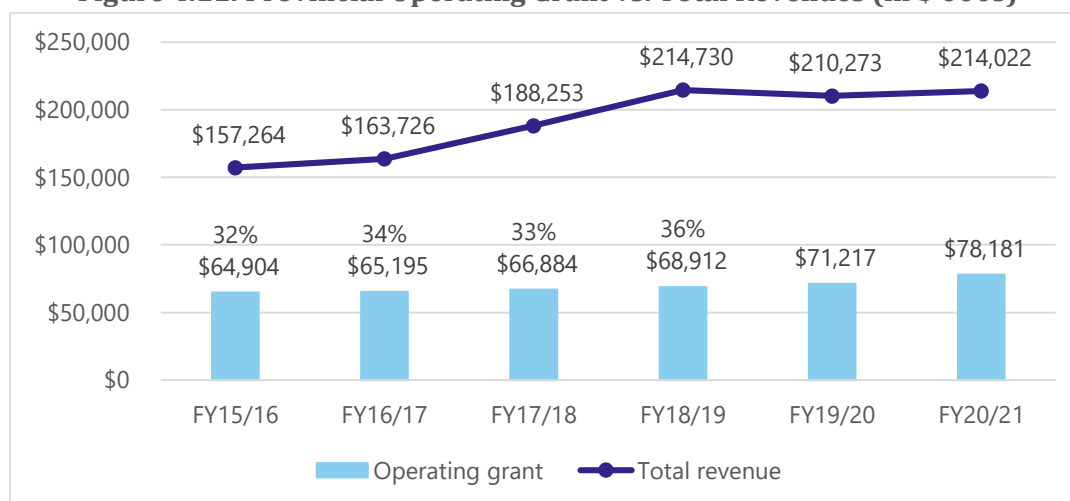
**Figure 4.10: Overview of Financial Results for FY 20/21 and 19/20 (in \$'000s)**

Statement of Operations	FY20/21	FY19/20	Change
Provincial Grants	79,344	73,511	5,833
Tuition and Student Fees	111,666	107,463	4,203
Other Revenue	23,012	29,299	(6,287)
<b>Total Revenue</b>	<b>214,022</b>	<b>210,273</b>	<b>3,749</b>
Total Expenses	209,852	205,601	4,251
Accumulated Operating Surplus	126,706	122,536	4,170
Statement of Financial Position			
Financial Assets	122,880	103,363	19,517
Deferred Capital Contributions	152,503	155,789	(3,286)
Net Debt	(119,127)	(131,656)	12,529
Tangible Capital Assets	243,096	249,005	(5,909)

## »» Revenues

As illustrated in Figure 4.11, the amount of funding received from the government in relation to total revenues decreased by an average of approximately 1% per year, from 41% in FY 2015/16 to 37% for FY 2020/21. To continue to meet the university's growing operational needs, increased revenue must come from other sources.

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



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

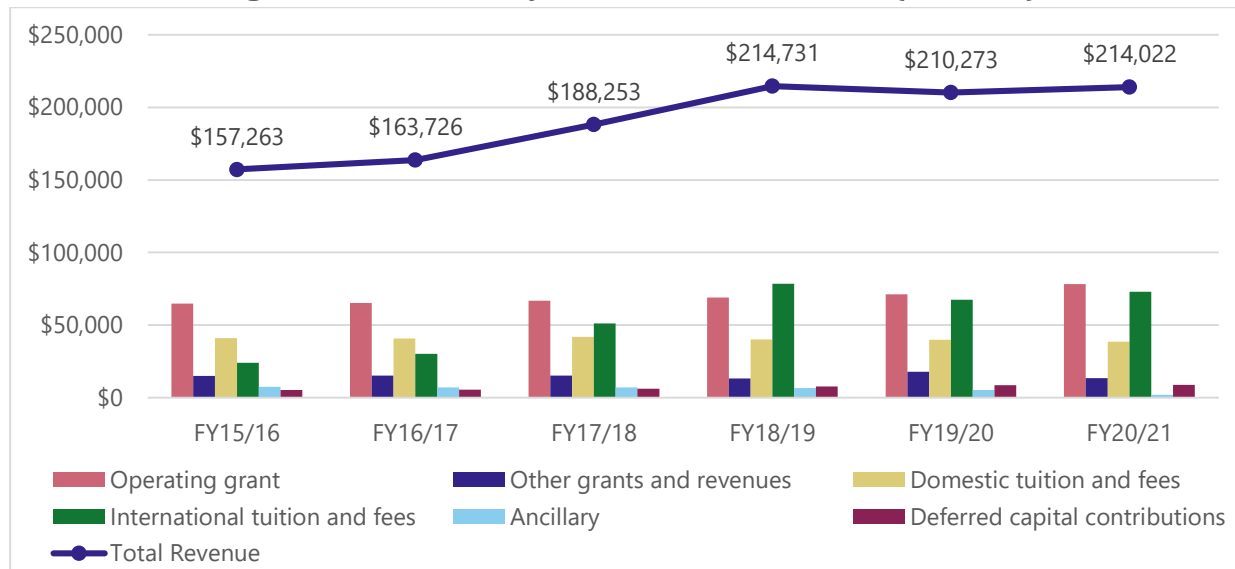
Revenues increased by approximately \$3.7 million over the prior year, due primarily to additional grant funding received and increases in international student enrolment. The trend of an increasing reliance on international students for revenue generation is illustrated in Figure 4.12 (next page). The 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.

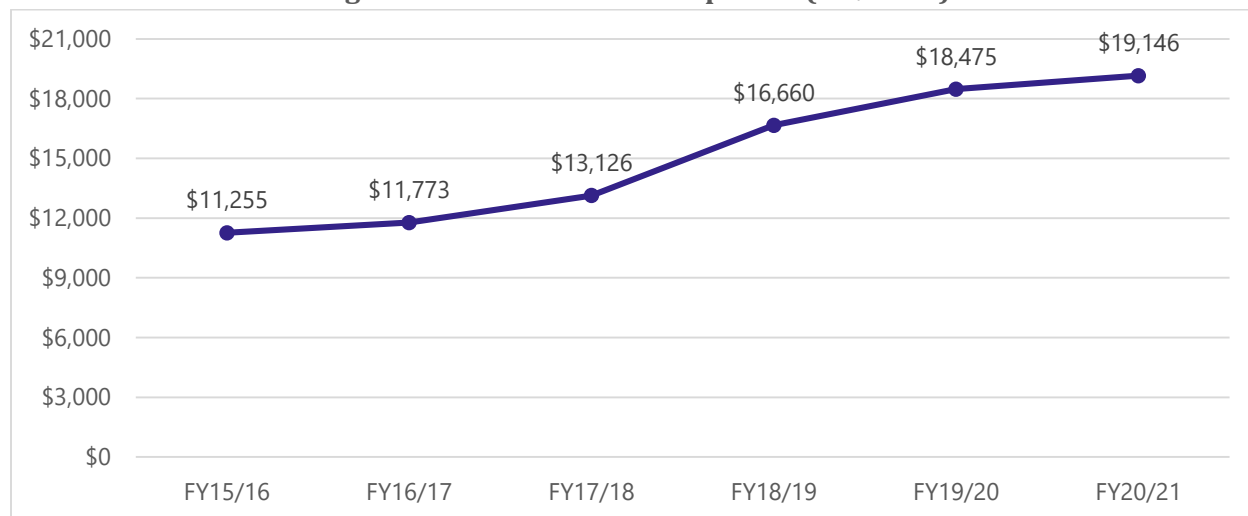
**Figure 4.12: Revenue by Source vs. Total Revenue (in \$'000s)**



## »» Expenses

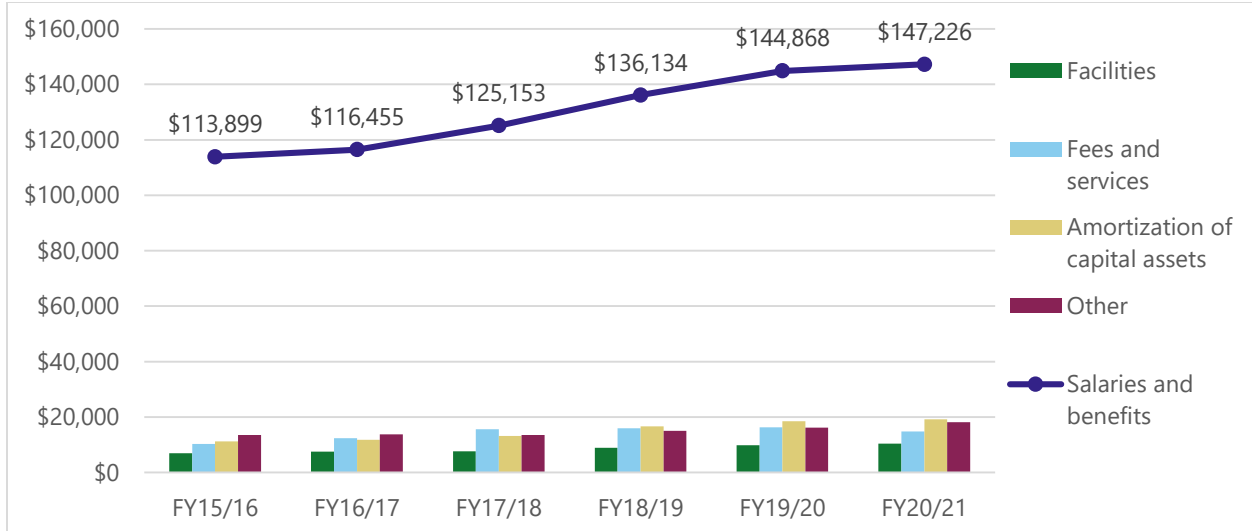
Total expenses for FY 2020/21 increased by approximately 2% over the previous year. The key drivers to salary-related expenditure increases include: collective agreement increases, step increases for administrative staff, and early retirement incentives. There have also been increases in transfers to the KPU Foundation for endowments, and an increase in amortization expenses as new infrastructure became operational (see Figure 4.13).

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



As Figure 4.14 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.

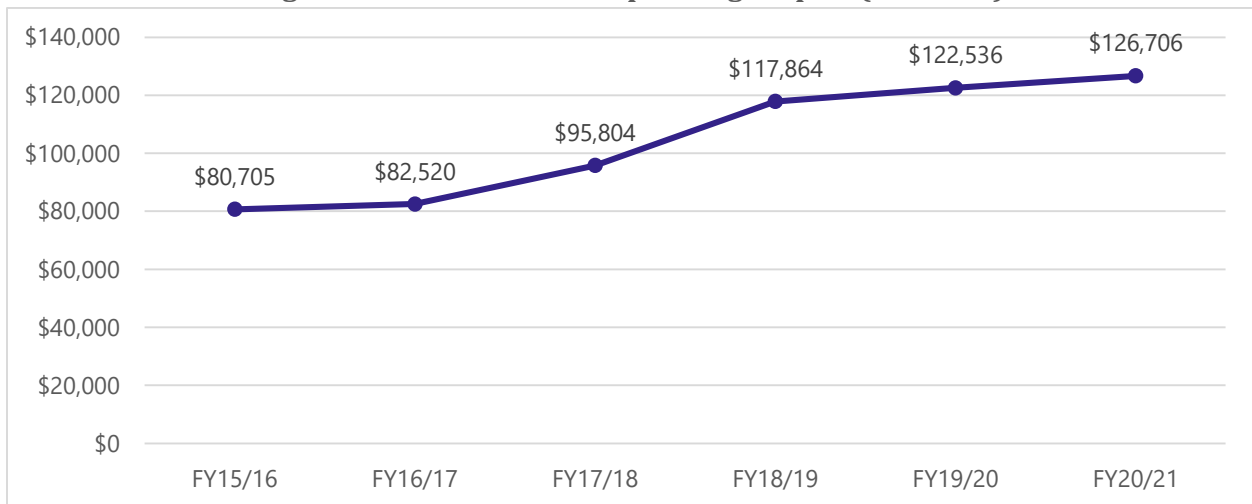
**Figure 4.14: Expenses by Type (in \$'000s)**



### »» Accumulated Operating Surplus

The accumulated surplus, \$126.7 million for FY 2020/21, represents the accumulated balance of KPU's annual operating surpluses and deficits (see Figure 4.15). As identified in the Accounting Framework discussion above, post-secondary institutions are required to have a balanced financial statement or surplus at the end of each fiscal year unless Ministry approval is obtained. Since running a deficit is generally the only mechanism to access historical operating surplus balances, these funds cannot be used for operating purposes and are represented by the asset positions on the Statement of Financial Position.<sup>9</sup>

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



<sup>9</sup> Accumulated operating surplus is represented on the Statement of Financial Position as financial and non-financial assets.

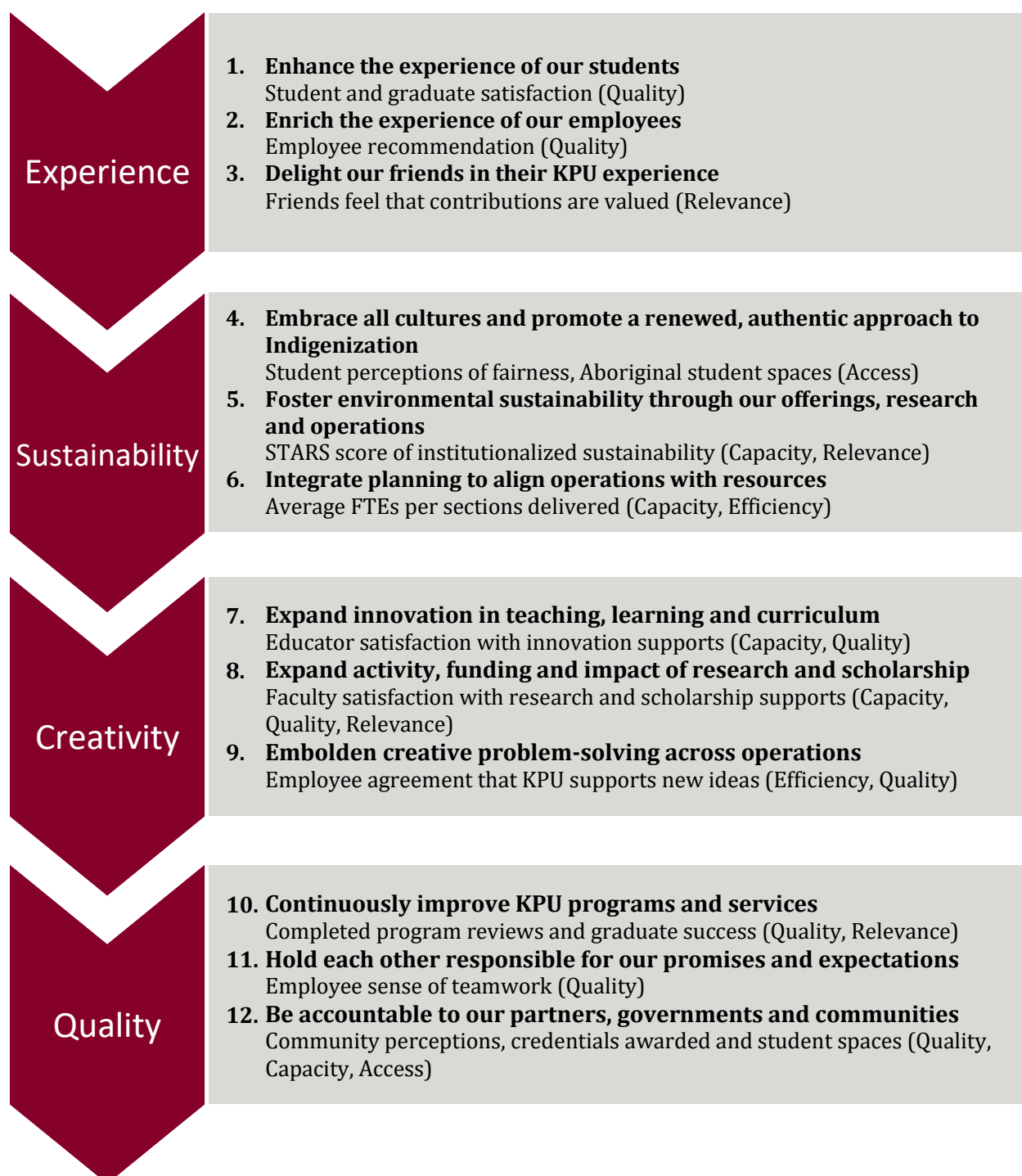
## »» Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$119.1 million in FY 2020/21 which is a decrease of \$12.6 million over the prior year. This was largely due to a greater increase in cash (due to increases in student deferrals in 2021) vs. payables year over year. Deferred Capital Contributions decreased by \$3.3 million, to \$152.5 million in FY 2020/21, 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 moderates the impact that third party funded capital asset purchases have on the annual financial results.



## 5. Performance Plan

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










## 6. Performance Measures, Targets and Results

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






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

### Assessment of Performance Measures

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

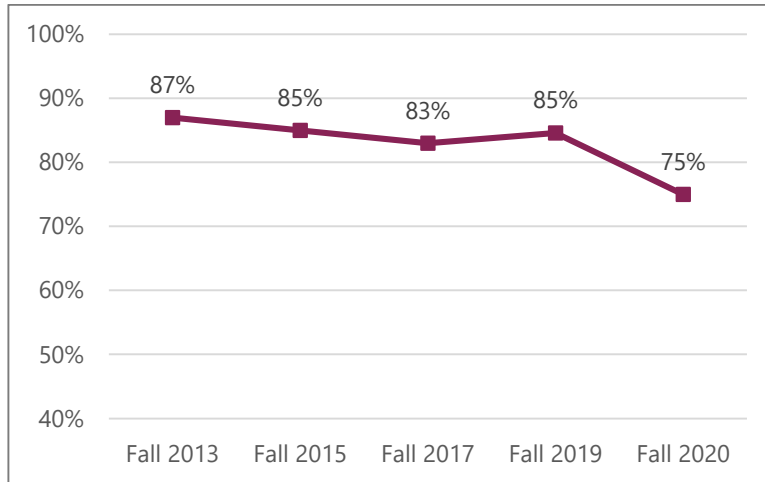
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

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

	Gov't	KPU	Total
 Achieved	5	5	10
 Substantially achieved	3	3	6
 Not achieved	2	2	4
 Not achieved	0	0	0
 Not assessed	2	2	4
	12	12	24

## »»» Enhanced Student Experience

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



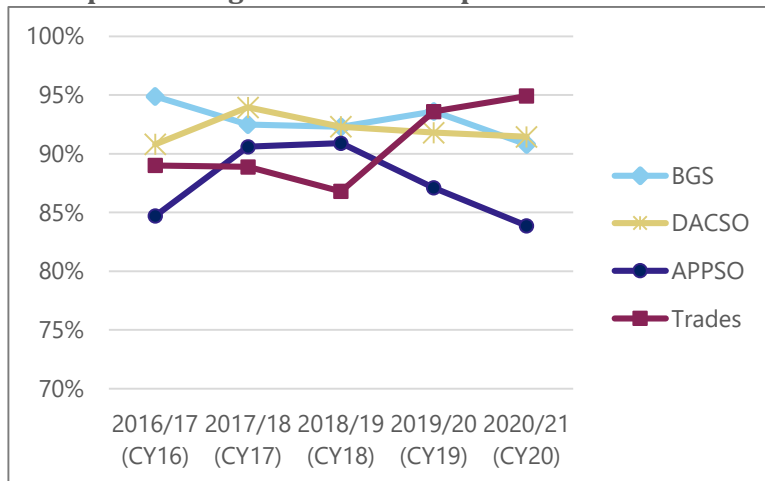
**Assessment:**

Not achieved

**Target:** > previous rating

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

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



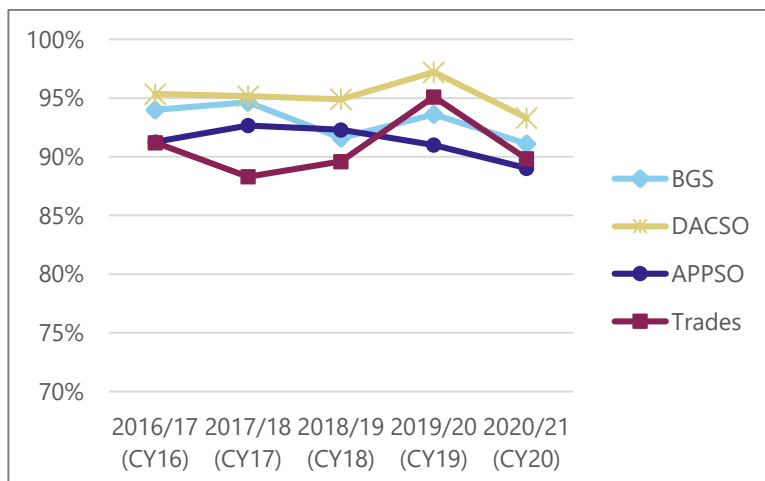
**Assessment:**

Achieved for BGS, DACSO, Trades  
Substantially achieved for APPSO

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

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

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



**Assessment:**

Achieved

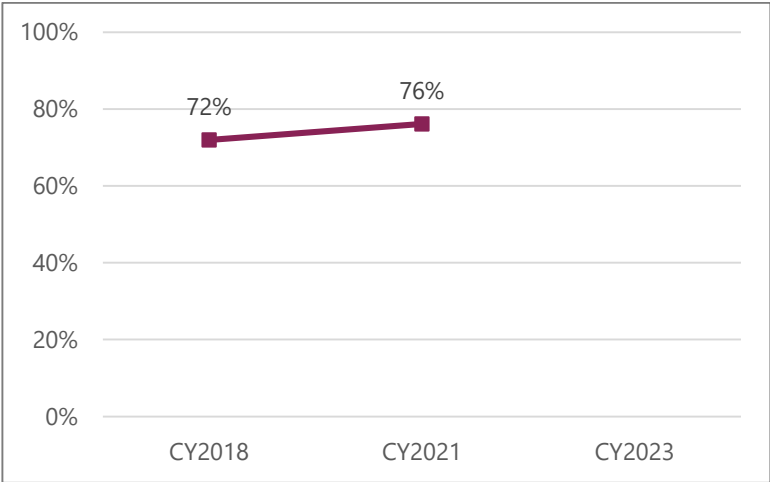
**Target:**  $\geq 90\%$

**Notes:** AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18"). APPSO meets the target when taking margin of error into account.



»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



Assessment: ■

Achieved

Target: > previous rating

Notes: KPU measure (Employee Insights Survey [EIS]). The biennial employee survey was delayed due to the circumstances arising from COVID-19.

Composite measure of three questions: “My co-workers treat each other with dignity and respect,” “At work my opinion counts,” and “My manager provides the support I need to succeed.” Note the scale changed: in 2018, a six-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree). In 2021, the standard five-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 51% of respondents agreed or strongly agreed.

»» Delighted KPU Friends

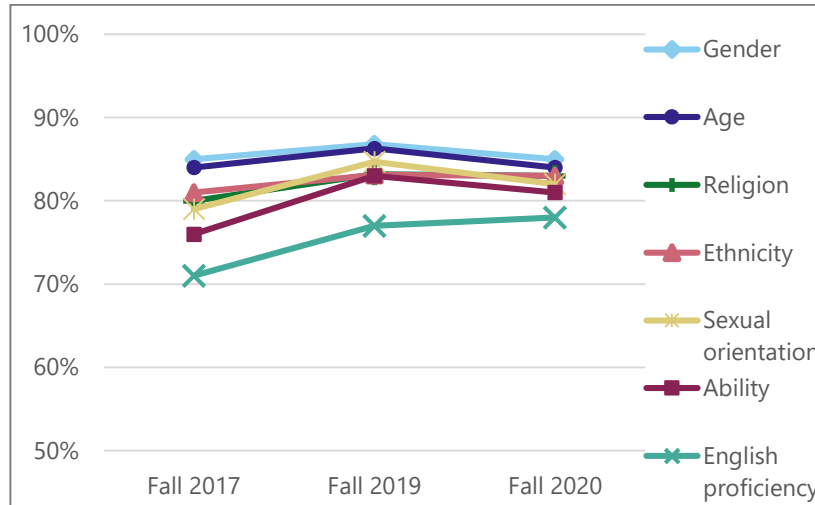
5. Proportion of friends (e.g., external reviewers, advisory board members, KPU Foundation) who feel that their contributions to KPU are valued

Assessment: ■ Not assessed      Target: To be developed

Notes: KPU measure. This is a new measure 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. The survey is now being planned for fall 2021.

## »» Multiculturalism and Indigenization

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



**Assessment:** ■

Achieved for English proficiency  
Substantially achieved for all others

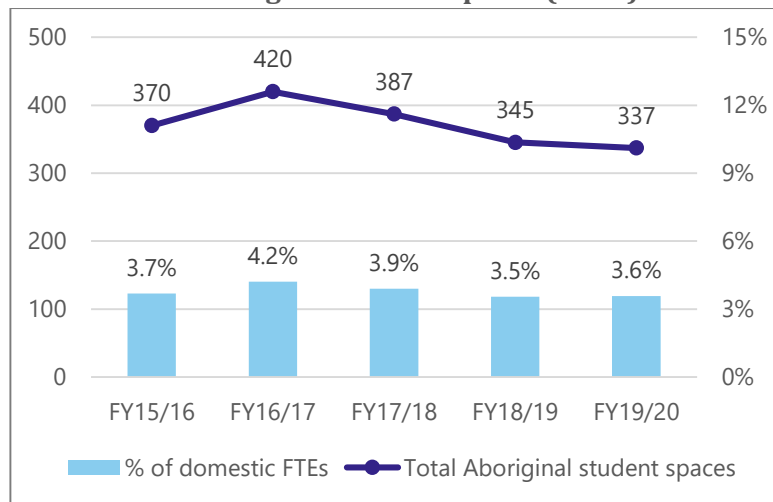
**Target:** > previous rating

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

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

For example: in 2020, when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ( $n = 191$ )<sup>10</sup> had an agreement rate of 74% compared to 86% of cisgender students ( $n = 4,300$ ); for ability, students with a disability ( $n = 1,254$ ) had a 74% agreement rate compared to 85% of those who did not identify this way ( $n = 3,116$ ); for sexual orientation, LGBQ+ students ( $n = 991$ ) had a 80% agreement rate compared to 85% of heterosexual students ( $n = 3106$ ); and for age, 78% of students 30 or older ( $n = 601$ ) agreed compared to 85% of those under 30 ( $n = 4,263$ ).

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



**Assessment:** ■

Achieved

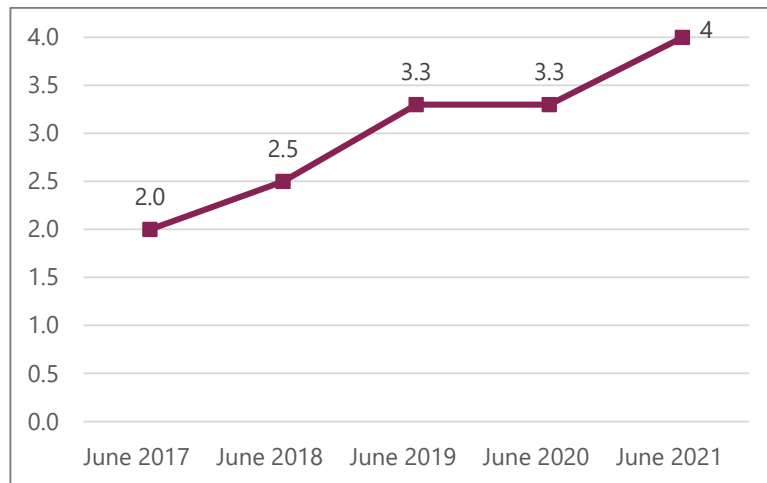
**Target:** Aboriginal FTEs as % of total domestic FTEs > previous year

**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").

<sup>10</sup>  $n$  denotes the number of respondents in the specified category.

## »» Environmental Sustainability

### 8. STARS ranking of institutionalization of sustainability



**Assessment:** ■

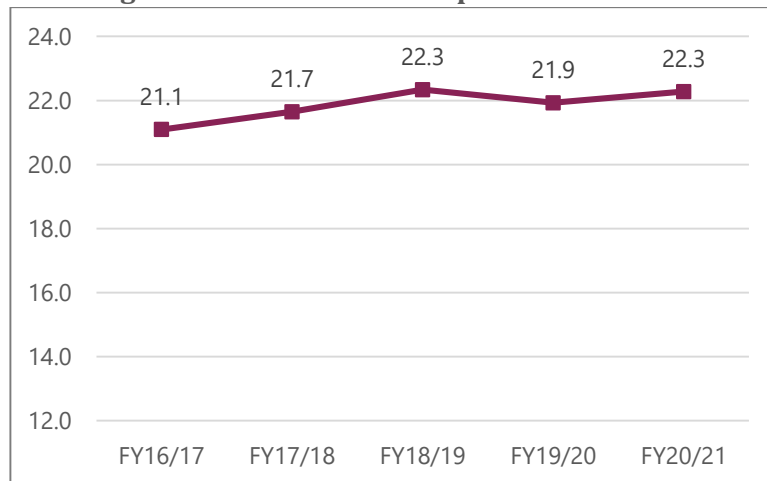
Achieved

**Target:** 4 (maximum score)

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

## »» Integrated Planning

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



**Assessment:** ■

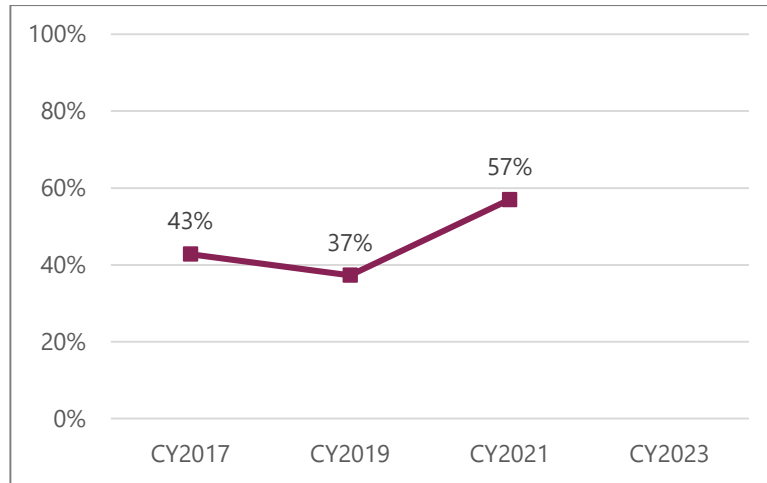
Substantially achieved

**Target:** 23

**Note:** KPU measure.

## »» Teaching, Learning and Curricular Innovation

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



**Assessment:** ■

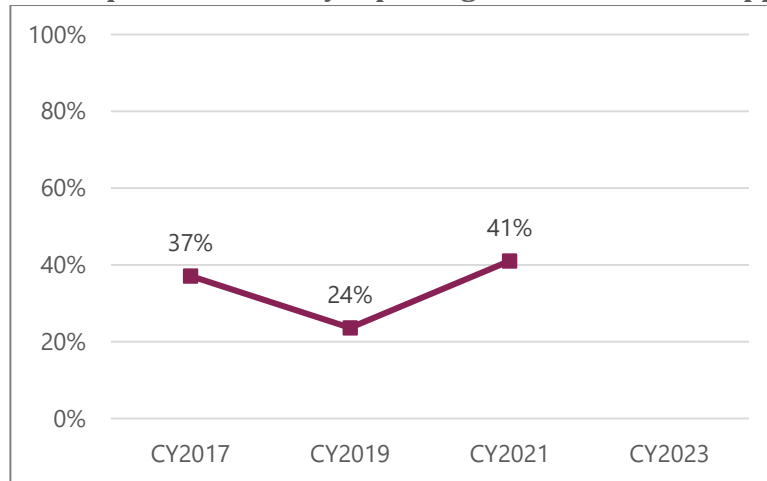
Achieved

**Target:** > previous rating

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

## »» Research Activity and Intensity

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



**Assessment:** ■

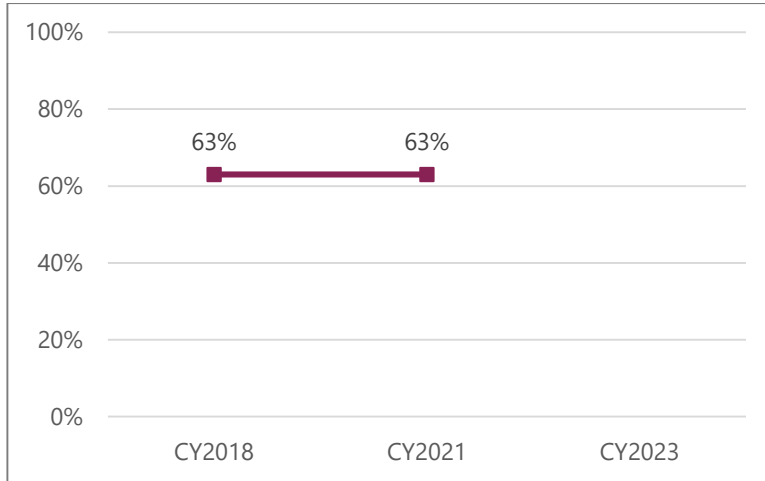
Achieved

**Target:** > previous rating

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

## »» Support for Creative Problem-Solving

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



**Assessment:**

Substantially achieved

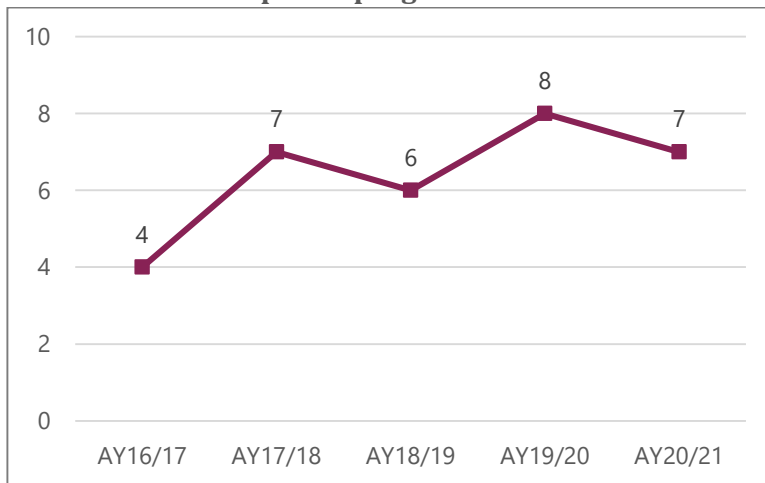
**Target:** > previous rating

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

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

## »» Program and Service Improvement

### 13. Number of completed program reviews



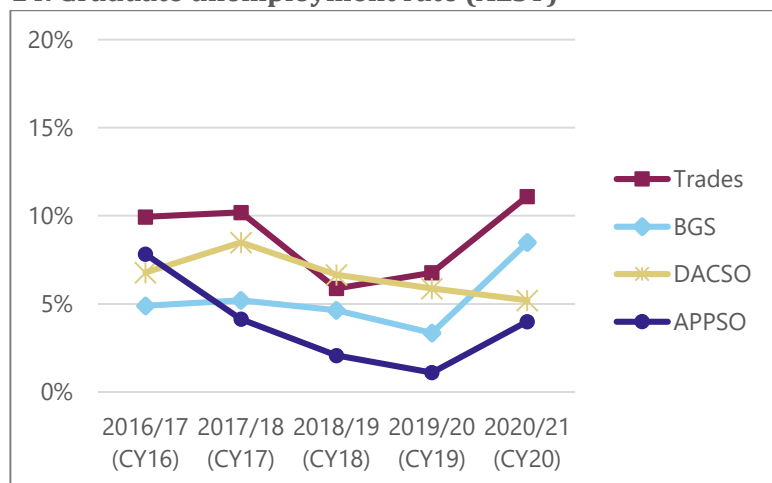
**Assessment:**

Not achieved

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

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

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



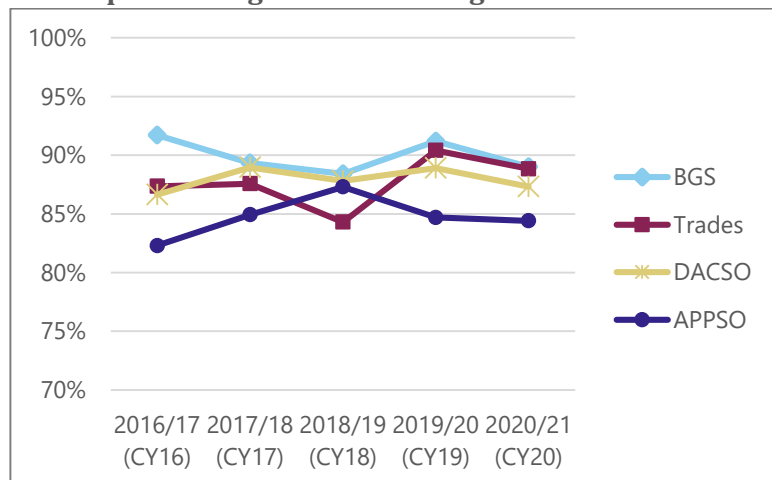
**Assessment:** Achieved

Achieved

**Target:** ≤ 18.9%

**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

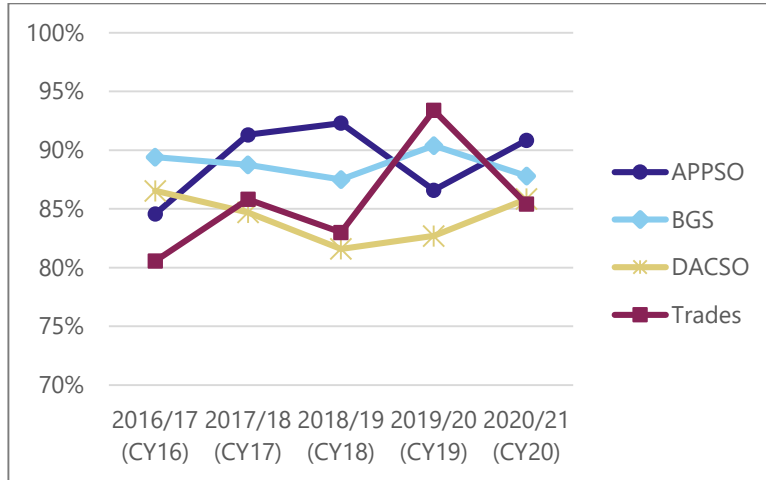
**Target:** ≥ 85%

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

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

Skill	BGS	Trades	DACSO	APPSO
Written communication	90%	-	86%	73%
Oral communication	88%	-	85%	78%
Group collaboration	90%	83%	88%	85%
Critical analysis	92%	93%	88%	85%
Problem resolution	87%	92%	87%	88%
Independent learning	91%	97%	90%	86%
Reading and comprehension	86%	93%	88%	89%

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



**Assessment:**

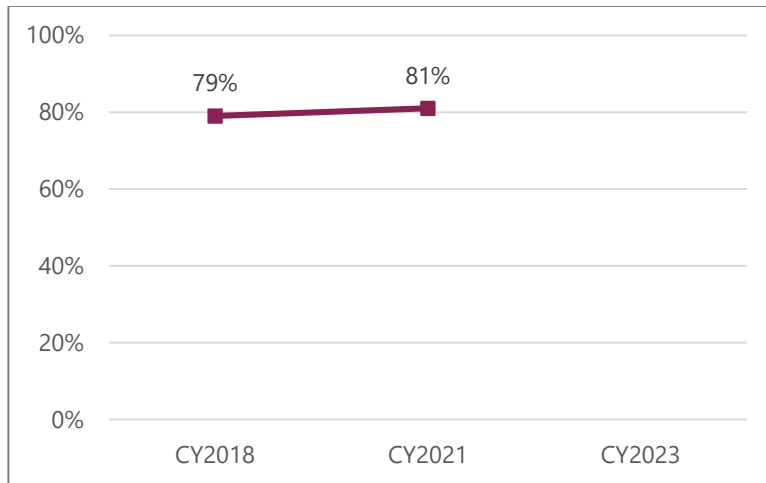
Achieved for APPSO, BGS and Trades  
Substantially achieved for DACSO

**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”). BGS and Trades meet the target when taking margin of error into account.

»» Internal Accountability

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



**Assessment:**

Achieved

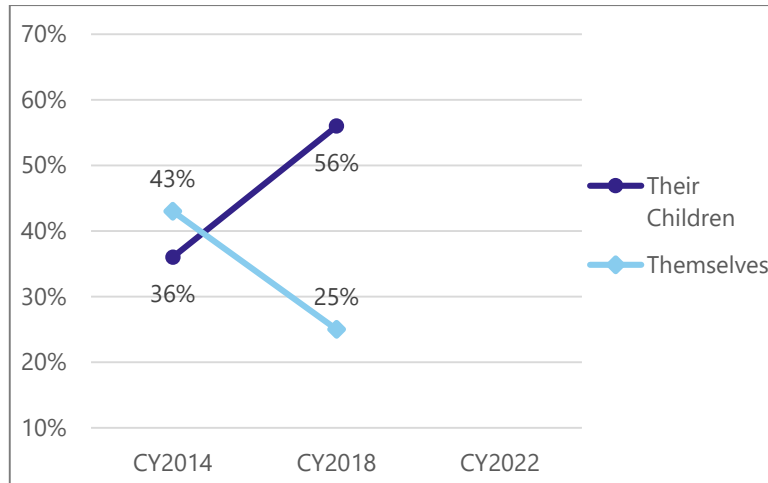
**Target:** > previous rating

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

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

## External Accountability

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



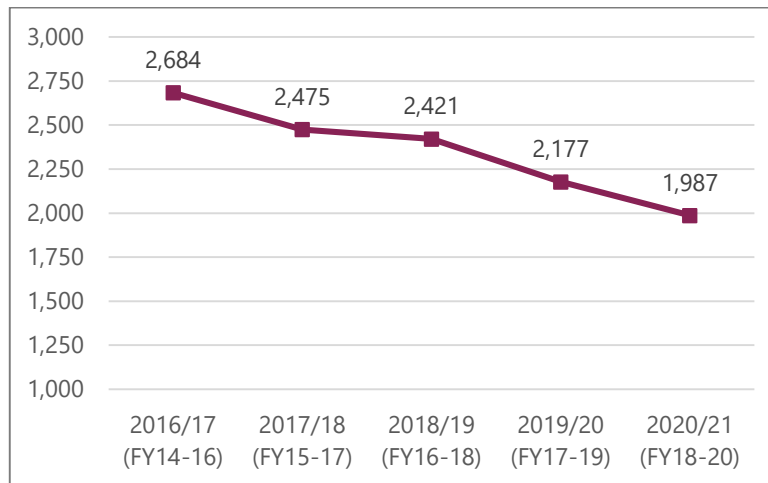
**Assessment:**

Not assessed

**Target:** > previous rating

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

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



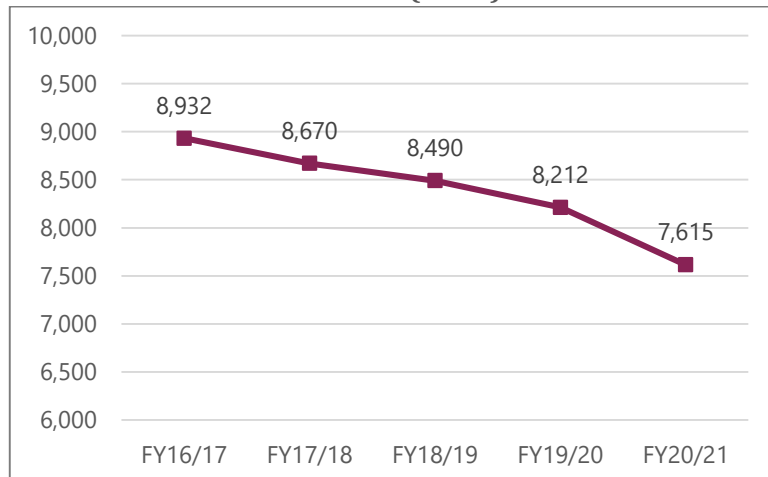
**Assessment:**

Substantially achieved

**Target:** 2,117

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

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



**Assessment:**

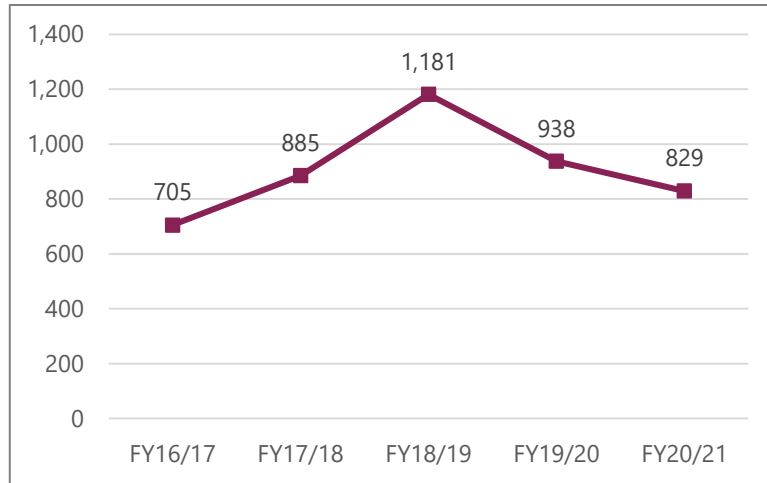
Not achieved

**Target:** 9,149

**Notes:** AEST measure. The decline is likely due to two factors: declining number of people aged 20 to 24 in the KPU region, plus the impact of the pandemic, which did impact developmental FTEs, as reported for metric 22.



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



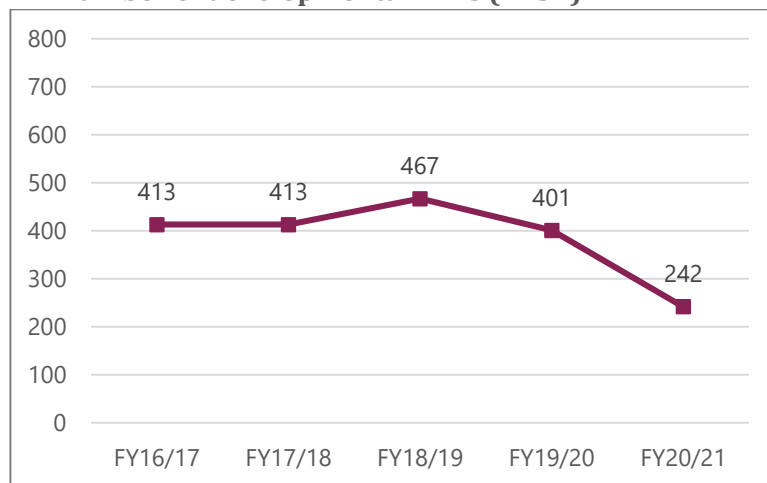
**Assessment:** ■

Achieved

**Target:** 748

**Note:** AEST measure.

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



**Assessment:** ■

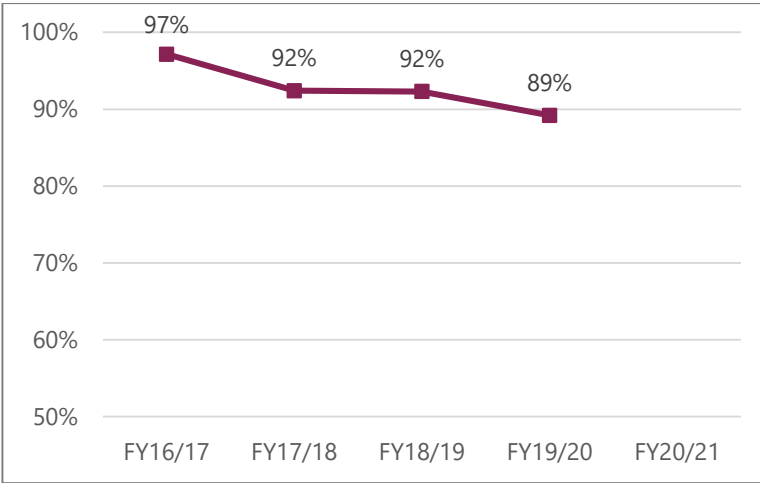
Not achieved

**Target:** 350

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

KPU has chosen to focus its limited resources on university-bound students who need to upgrade English to meet KPU admission requirements, or need to complete high school mathematics or sciences to meet course prerequisites. The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU's English proficiency requirements an opportunity to upgrade their English to become undergraduate students. Students are given a Pathway offer when they don't meet the English proficiency requirements. The portion of students who accepted the offer of admittance to the Pathway was lower in each term in FY 2020/21 than it had been in the three terms before the pandemic. This may have been due to reluctance to take English upgrading courses online.

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



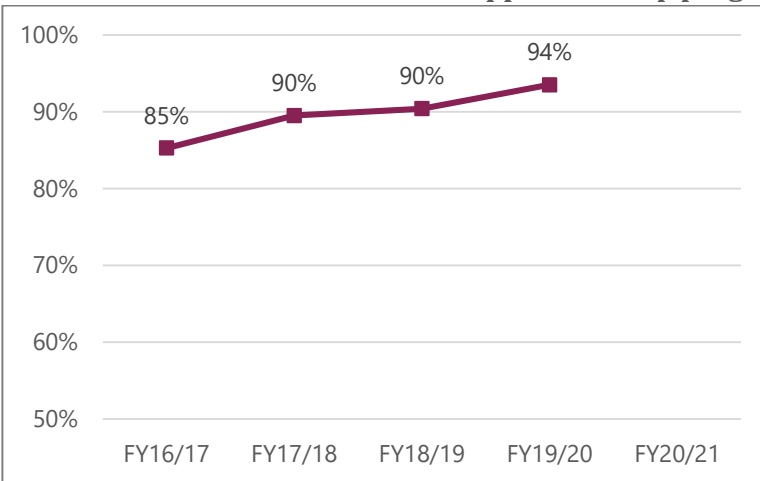
**Assessment:**

Not assessed

**Target:** None

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

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



**Assessment:**

Not assessed

**Target:** None

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

# Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Appendix A: Mandate Letter Priorities Index

2020/21 Mandate Priorities	Location in Report
1. Support lasting reconciliation with Indigenous peoples	'Indigenous Students' – pages 11-12 'Supporting Lasting Reconciliation with Indigenous Peoples' – pages 20-21 'Appendix B: Report on TRC and UNDRIP' – pages 73-88
2. Contribute to accessible and relevant post-secondary system:	
Increasing participation and success of vulnerable and underrepresented groups	'Access and Success for Underrepresented Groups' – pages 10-12
Ensuring student safety and inclusion	'Equity, Diversity and Inclusion at KPU' – page 6 'Student Safety and Well-Being' – pages 7-10
Digital system innovation	'Digital Learning and Technological Innovation at KPU' – pages 22-23
Programming that meets labour market needs	'Strengthening Workforce Connections' – pages 15-18
Student-centered international education	'International Students' – pages 13-14
3. Develop flexible learning pathways	
Dual credit opportunities	'Dual Credit Programming' – page 12
Lifelong learning pathways	'Experienced Learners and KPU Complete' – page 13
Open learning resources	'Open Education' – pages 14-15
4. Strengthen workforce connections	
Aligning programming with high priority occupations	'Strengthening Workforce Connections' – pages 15-18
Increasing co-op and work-integrated learning opportunities	'Strengthening Workforce Connections' – pages 15-18 'Work-Integrated Learning and Community Engagement' – pages 18-19
Responding to reskilling needs	'Micro-Credentials' – page 14
Career planning support for students	'Career Planning Support' – page 18



## 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.

<b>TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b>	
<b>1: SOCIAL WORK</b>	
We call upon the federal, provincial, territorial, and 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.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
<b>12: EARLY CHILDHOOD EDUCATION</b>	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
In Progress	Discussions with the Musqueam Nation on the development of a Halq'eméylem course are ongoing.
Ongoing	KPU continues to hire more Indigenous faculty members, both to teach Indigenous languages and Indigenous Studies. See UNDRIP Article 15 for more information.
Ongoing	KPU developed its first Indigenous language course in Cree and offered it in Fall 2020 for the first time. The course will continue to be offered every term.

### 23: HEALTH-CARE PROFESSIONALS

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	<p>Graduate Nurse, Internationally Educated Re-entry Certificate: Students complete an assignment/presentation on First Nations culture as it pertains to cultural practices, rituals, diet, and health care practices. The students gather their information from a variety of resources. In the past they have visited a museum to explore First Nations and Indigenous arts and culture and visited the resources centre on the Surrey main campus, however these activities did not take place this year due to the pandemic. Students also complete an assignment that requires them to read and answer questions regarding the Truth and Reconciliation documents, and they spend a full class discussing the document.</p>
In Progress & Ongoing	<p>Bachelor of Science in Nursing, Advanced Entry (BSN-AE): In Semester 5, students develop and review Indigenous health videos, and explore concepts related to health inequities and social justice in their theory course.</p> <p>In the past, students attended Vancouver Coastal Health Authority's workshop on cultural safety with Indigenous Peoples, but were not able to due to the pandemic. In its place, students interviewed an Indigenous person or family and summarized it in a video including providing a rationale for the questions they asked.</p> <p>Beginning in fall 2021, BSN-AE students will find an Indigenous mentor who they will consult throughout the program.</p>
Ongoing	<p>Bachelor of Science in Nursing: Throughout the three years, Indigenous health content is presented, discussed and explored. Semester 1 includes a focus on Truth and Reconciliation. Complex care courses and nursing applications courses in semesters 3, 4, and 6 include Indigenous Peoples case studies focusing on strengths, culture and resilience. Semester 4 nursing applications courses also include the First Nations Wellness Model with an assignment where students examine a particular Indigenous Community in the Lower Mainland, with focus on the community's culture and the ways that this supports wellness.</p>



Ongoing	<p>Bachelor of Science in Nursing: students in their first semester of the BSN are introduced to a Ministry of Children and Family Development family worker, who guides students in sharing thoughts on history and how to use it as a springboard for better understanding and improving future work with and for First Nations communities. In Spring of 2021, this guest speaker was not able to attend and the visit was replaced with an asynchronous learning activity focused on enhancing students' self-awareness: students created engaging, creative posts to a class forum of their open and honest reflections on their understanding and actions as they related to Indigenous health, truth and reconciliation and what will change in themselves, their sphere of influence and in their nursing career.</p>
Ongoing	<p>Bachelor of Psychiatric Nursing: Cultural safety and health of Indigenous Peoples are threaded throughout the program. Students are required to take a First Nations Health course in semester 4 of the program. Upon program completion, they invite an Elder to their Graduation Tea who guides them through a smudging ceremony, and discusses with them their role as new graduates in supporting health and wellbeing of Indigenous Peoples, while respecting and valuing their culture and practices.</p>
In Progress	<p>Bachelor of Psychiatric Nursing (BPN): With a commitment to supporting reconciliation, last year, the BPN program planned to host our third annual Mental Health Forum. The theme of the forum was to be Indigenous Health and Cultural Safety. We had confirmed numerous speakers and had oversight from local Elders and Dr. Becky Palmer who is the Chief Nursing Officer of the First Nations Health Authority. Unfortunately, due to pandemic, the event was postponed. It is the intention to run the forum as soon as practicable.</p> <p>Further to this, the BPN program continues a commitment to integrating not only Indigenous content into curriculum, but to have it as the fabric of our courses. We have added a commitment to formally review United Nations Declaration on the Rights of Indigenous Peoples and Truth and Reconciliation Calls to Action into our Semester 8 preceptorship course. In the current version of the program and in the proposed revised version of the program, the BPN has integrated cultural safety and trauma-informed care into our core mental health nursing programs. This includes a full spectrum of trauma responses, including awareness of communication strategies, understanding trans/intergenerational trauma (specific to Indigenous communities, however covering all forms of trauma). Trauma-informed care, background theory and a deep exploration of history will be the core content integrated into a suite of 3 communications classes established for our revised program. Until the new version of the program, this content will continue to be integrated into our present program.</p>

Ongoing	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, including on First Nations cultures. Students visit with an Elder, visit a museum to explore First Nations art and cultures, and visit the KPU Gathering Place.
<b>24: MEDICAL AND NURSING SCHOOLS</b>	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with 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.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
See above	See above (TRC Call to Action #23)
<b>28: LAW SCHOOLS</b>	
We call upon law schools in Canada to require all law students to take a course in Aboriginal peoples 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.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
N/A	N/A
<b>57: PUBLIC SERVANTS</b>	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of 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.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New, in progress	<i>KPU Indigenous Dialogue Series:</i> KPU hosted the first event of an Indigenous Dialogue Series intended to bring together all members of the KPU community to listen to and engage with renowned Indigenous scholar, Dr. Jo-ann Archibald, Q'um Q'um Xiiem; KPU Chancellor, Kim Baird Kwuntiltunaat; KPU governor, Rhiannon Bennett; and KPU student, Samantha Jack, moderated by President and Vice-Chancellor, Dr. Alan Davis. Invitations were sent to all local First Nations including the Métis Nation of BC, Indigenous education representatives with school districts, the Surrey Urban Indigenous Leaders Committee, and others. More than 250 people registered for the event, which was held in November 2020. The next event is being planned.

New, in progress	<i>Indigenous Peoples Month:</i> Across June 2021, Indigenous Services for Students hosted several events on topics such as Indigenous language revitalization, Indigenous story-telling, and wellness to celebrate National Indigenous Peoples Month.
Implemented	In 2019/20, KPU hosted several film screenings of <i>Invasion</i> , a film about the Unist’ot’en Camp, Gidimt’en checkpoint and the larger Wet’suwet’en Nation’s continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.
Ongoing	Employee training: All KPU employees are expected to take online Indigenous Awareness training, consisting of three modules. The Indigenous Peoples module introduces employees to the Indigenous Peoples of Canada, their histories, and cultures. The Colonial Legacy module expands knowledge of colonization and its legacy in Canada. It also highlights important events that continue to define the relationship between Indigenous and non-Indigenous people. The Decolonization module introduces and defines decolonization and addresses some of the challenges that exist because of centuries of institutionalized racism. Additionally, this module describes some of the ways by which Indigenous Peoples are regaining their rightful place in Canada and are thriving.

**62: TEACHER EDUCATION**

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

*PROGRESS*

*NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS*

Planning

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

**86: JOURNALISM AND MEDIA SCHOOLS**

We call upon Canadian journalism programs and media schools to require education for all students on the history of 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.

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Introduction to Indigenous Studies: The KPU Bachelor of Journalism program requires students to take Introduction to Indigenous Studies (INDG 1100 - 3 credits). Students learn about the histories, cultures, and contemporary situations of Indigenous Peoples in North America, with special attention to Indigenous Peoples in Canada. They explore pre-contact histories and cultures, and critically examine and challenge assumptions acquired from colonial culture. Students develop informed views on Indigenous cultures and histories. Students are exposed to elements of Indigenous teachings and traditional knowledge from various Indigenous perspectives, including those of Elders and local communities.
<b>92: BUSINESS SCHOOLS</b>	
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	Advanced Business Match is about connecting Indigenous and non-Indigenous communities, sectors, and businesses with qualified decision-makers representing a diversity of business and investment interests. People attend Advanced Business Match to develop new opportunities and partnerships. In 2019, Kwantlen First Nation and the Township of Langley, in partnership with Raven Events, hosted the third annual Advanced Business Match – Lower Mainland. Members of the KPU School of Business attended, and plan to attend future events to network with Indigenous business owners, but have not been able to attend since due to the pandemic.
Ongoing	Champion to increase awareness: Since September 2018, the School of Business has supported two 0.25 one-year releases for a Faculty Champion to lead initiatives to increase Indigenous awareness, and decolonization of the classrooms and curriculum. The School of Business is committed to creating a safe, inclusive, and inviting learning environment for Indigenous students.
Implemented	Open Education Resource (OER) for Business Communications (Indigenous focus): A KPU Applied Communications instructor received a grant to work on an OER for Business Communications. With this grant, the instructor created a textbook for Business Communications that includes Indigenous voices, experiences, and business protocols by engaging with members of different Nations in the Coast Salish region.

Implemented	<p>Open Education Resource for Consumer Behaviour: A School of Business Marketing instructor developed an Open Education Resource (OER) for Consumer Behaviour. As a recent grant recipient, the instructor hired Indigenous KPU students to help with this project and obtained Indigenous content contributors to include fundamental traditional knowledge often ignored or erased by business writers. This project was accepted into the UNESCO Open Learning for a Better World program as an OER project serving the Sustainable Development Goals articulated by the United Nations. The instructor, a faculty champion of decolonization and Indigenization in the School of Business, presented to over 80 Business faculty on approaching reconciliation, Indigenization, and decolonization in 2019. This text was used by KPU students in the Summer 2020 term.</p>
Implemented	<p>Event planning – Indigenous Awareness Month: A KPU faculty member taught two sections of an Entrepreneurial Leadership (ENTR) course in Spring 2019 that involved students in the organization and management of an event. This year students collaborated with KPU Indigenous Services for Students on the Open Door, Open Minds STEM Forum for Indigenous high school students (described below), in recognition of Indigenous Awareness Month. The instructor has developed a collaboration with KPU corporate partner, RICOH, who will be providing technology for various events.</p>
Ongoing	<p>Bursary for Indigenous students enrolled in Business: In 2019, faculty members from the School of Business set up an ongoing bursary for Indigenous students enrolled in Business programs. One instructor allocated the award money she received for Teaching Excellence from the Accreditation Council for Business Schools and Programs (ACBSP), and another member donated the payment received for peer-reviewing a textbook. Several faculty members continue to contribute to the bursary through their KPU pay; all of which is matched by the institution.</p> <p>Scholarship for Indigenous students enrolled in Business: Two KPU Applied Communications business instructors have developed a scholarship for Indigenous students studying in the School of Business. The first award was given in 2018.</p>
Ongoing	<p>Faculty Learning Community (FLC): In Summer 2019, the School of Business launched a Faculty Learning Community for Decolonization, Reconciliation, and Indigenization. The FLC continues to meet regularly to read articles and papers by Indigenous authors and discuss their learnings and applications in the post-secondary environment. While the FLC started in the School of Business, participants also come from other faculties across KPU. Meetings were suspended during the pandemic.</p>

Ongoing	Curated site for sharing Indigenous resources: Essays, book suggestions, guides, podcasts, videos, etc. are curated to provide the School of Business community with useful resources to support personal and professional progress around reconciliation and decolonization. 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.
---------	--

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

How is your institution working with Indigenous Peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include Articles 14, 15, and 21.

**Article 14**

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
New, planned	Indigenous Studies Department: The Faculty of Arts is carrying out consultations to create the framework for the formation of an Indigenous Studies Department. Once formed, the Department will be both empowered and encouraged to pursue and practice their own governing practices, consult and collaborate with local First Nations, and develop their own programs.
New, in progress	<p>Indigenous faculty hires: The Faculty of Arts is delighted to announce the hiring of new faculty in Indigenous Studies. Joining KPU in September 2021 as a regular faculty member is the critically acclaimed and award-winning author, Lee Maracle. Si'Yam Maracle served as a Distinguished Visiting Scholar at the Universities of Toronto, Waterloo, Western Washington, and Guelph. Maracle was awarded an Honorary Doctor of Letters from St. Thomas University, and an Honorary Doctor of Laws from University of Waterloo. She is the recipient of the Queen's Diamond Jubilee medal and is an Officer of the Order of Canada.</p> <p>For the 2021/22 academic year, Jennifer Anaquod will be continuing as a faculty member in both Indigenous Studies and the Modern Languages and Culture Department, where she teaches the Cree language course. During the summer 2021 term, two new faculty members, Victoria Haynes and Gerald Bent, are teaching Indigenous Studies.</p>

<p>Ongoing</p>	<p>The Indigenous Advisory Committee (IAC) includes invited representation from the local First Nation communities. Additionally, the Métis Nation of BC and Surrey Urban Indigenous Leadership Committee take part in the meetings. The district leads for Indigenous educational services from each local school district also participate. Various KPU staff and faculty join the meetings and students from the Indigenous Student Council take part. The IAC meets about every 2-3 months with regular attendance of about 25-30 people, including the University Chancellor (and former TFN Chief), Kim Baird and Board governor, Rhiannon Bennett. The meetings are co-chaired by Cheryl Gabriel (Kwantlen Nation) and Len Pierre (Katzie Nation/KPU's Special Advisor, Indigenous Leadership, Innovation and Partnerships). The meetings are open, and guests are welcome to bring forward agenda items and topics of interest.</p> <p>The IAC plays an advisory role and can provide input on initiatives under consideration at KPU. The IAC was reignited in 2017 after it had not met for several years. Topics for discussion include the initial stages in the development of an Indigenous strategic plan, campus master planning, the expansion of the Elders' program, Indigenous Peoples' month events, updates from community and KPU members, development of a resource repository through the university library, and input on other key initiatives. The Vice President, Students, coordinates the IAC.</p>
<p>Ongoing</p>	<p>Naut'sa Mawt: One Heart, One Mind is a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Arts faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder guidance and mentorship, and interdisciplinary, interactive, on-the-land learning opportunities for underserved learners strongly in need of inspiration and opportunity. It also builds the capacity of staff, faculty, and administrators to provide an accessible and inclusive environment for students, and engage in community outreach beyond KPU.</p>
<p><b>Article 15</b></p>	
<p>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.</p>	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New, in progress	<p>The newly-developed <i>Bachelor of Arts Framework</i> includes a category called <i>Arts Aspirations</i> – i.e., a set of objectives that will be integrated into programs. A key Arts ambition is Indigenous perspectives, according to which all departments will work toward exploring the diversity of Indigenous Peoples, cultures, and histories and engaging respectfully with Indigenous ways of knowing; identifying and articulating the impacts of historical and ongoing colonization in Canada; and reflecting on the social, political, economic, and cultural factors that have and continue to inform Indigenous-settler relations. In 2021/22 the Academic Planning and Priorities subcommittee of the Arts Faculty Council is gathering resources and developing recommendations for the purpose of helping departments realize this ambition.</p>
New, in progress	<p>Indigenous Community Justice (ICJ) Minor: Changes to the Indigenous Community Justice Minor were implemented in September 2020 to make the minor more flexible and to expand the list of upper-level courses from which students may choose to meet the requirements. Once the INDG Department is formed, the ICJ Minor will be overseen by INDG faculty who will connect with students declared into the program and liaise with other departments in Arts that offer courses (some of which are cross-listed as INDG courses) that are part of the minor.</p>
Ongoing	<p>KPU’s Environmental Protection Technology diploma program continues to work on bringing Indigenous Peoples’ perspectives into course materials. For example, in ENVI 1121 Environmental Issues, news articles on the lack of safe drinking water in numerous First Nations reserves across Canada, and specific examples of Indigenous perspectives on resource extraction, are presented. In many courses (ENVI 1121 Environmental Issues, ENVI 2310 Solid Waste Management, ENVI 2410 Water Resources Protection, and ENVI 2405 Environmental Legislation), faculty encourage and support students who wish to pursue Indigenous issues for their term papers. Recently, students have looked at access to clean water on reserve land; others looked at environmental racism (including racism towards Indigenous Peoples) as manifested in siting of old garbage dumps.</p> <p>Indigenous law and its relationship to Canadian law is explored in depth in ENVI 2405 Environmental Legislation, and lawyers from a law firm specializing in Indigenous and environmental law recently gave a guest lecture on the implications of B.C.’s Declaration on the Rights of Indigenous Peoples Act, and its implications for environmental law more generally in British Columbia in 2020-21. The ongoing development of an open textbook for ENVI 1121 Environmental Issues includes chapters on environmental racism and environmental impacts on Indigenous Peoples.</p>



New, in progress	<p><i>Criminology textbook:</i> The Department of Criminology is currently leading a province-wide effort to create an introductory textbook that explores and overturns the colonialist commitments at the core of conventional criminology and formulates a restorative alternative. Informed by the insights from Indigenous scholars within the institution, and inspired by the findings and recommendations of the TRC, the textbook is being developed as an Open Educational Resource that will involve Elders in consultations around pedagogies of practice and be available for adoption and modification to address local Indigenous realities.</p>
Ongoing	<p>Indigenous Perspectives on Settler Colonial Societies (INDG 3155 – 3 Credits): Students explore Indigenous perspectives on settler colonial societies and the consequences of ongoing colonial occupation for Indigenous nations. Students draw upon critical Indigenous Studies scholarship, Indigenous traditional knowledge, narrative accounts, and oral histories. Students explore the misattribution and denial of Indigenous contributions to human social development and analyze strategies for decolonization, Indigenization, and self-determination.</p> <p>Indigenous Activism (INDG 4245 – 3 Credits): Students examine historical and contemporary Indigenous activism in the Americas. They critically assess government and corporate intrusion on Indigenous rights and lands, and Indigenous Peoples collective resistance and attempts to protect inherent rights and lands. Students study Indigenous mobilization, political organization, self-determination, resurgence, and regeneration of communities and cultures. They examine collective strategies and tactics, specific examples of struggle, community social relations, and visions of social alternatives (e.g., anti-capitalist, anti-statist, anti-colonial).</p>
New	<p>KPU’s Teaching and Learning Commons is adding an Education Consultant for Indigenization to the Teaching and Learning team through a 50% faculty time release, starting September 2021. This person will support the further development of KPU educators in acquiring competencies related to designing learning experiences and environments that support Indigenization and decolonization of the curriculum. More specifically, this consultant will provide advice to colleagues, facilitate workshops and/or communities of practice, review research for evidence-based practices, and develop resources and training (e.g., infographics, webinars, handouts) for educators.</p>
New	<p>KPU’s new <i>Foundations in Teaching Excellence</i> program, described in the <i>Strategic Priorities</i> section of the report, includes a focus on Indigenization within the context of inclusive teaching. These modules are being developed over the summer with the goal of launching the new training in August 2021.</p>

New	<p>Indigenous Resources for Virtual Classrooms: This workshop, first offered in August 2021, provides support towards KPU's <i>VISION 2023</i> goal to “embrace all cultures and promote a renewed, authentic approach to Indigenization.” The session will be facilitated by KPU Library's Indigenous Engagement and Subject Liaison. The Liaison will share how to integrate asynchronous video instruction on the respectful use of Indigenous information with the Indigenous Information Literacy video playlist, add special topic support through the Indigenous Studies guide for areas such as Truth and Reconciliation, and Indigenous literature, and more. There will be ample time for discussion to help generate ideas for optimal classroom use.</p>
Ongoing	<p>Indigenous Services for Students, in partnership with KPU Library, launched the first Indigenous Book Club in Fall 2020 featuring the book, <i>Potlatch as Pedagogy</i> by Dr. Sara Davidson and Robert Davidson, her father and internationally renowned Haida artist and carver. In Spring 2021, participants read Dr. Kim Anderson’s book, <i>Native Women and Life Stories</i>. Both authors attended the dialogues sessions with over 35 students, faculty and staff partaking in the two sessions. The next Book Club to be held in Fall 2021.</p>
Ongoing	<p>Indigenous Repository: KPU is compiling an <a href="#">Indigenous Repository</a>, a living digital resource highlighting information relevant to Indigenous Studies. This includes a Special Topics section offering introductory information on pertinent topics, such as the Truth and Reconciliation Commission, Indigenizing education, UNDRIP, Indigenous languages, and more. Each special topic includes links for further research including web resources, DVDs and streaming material, and books. This section is to aid interdisciplinary course work.</p> <p>Another section of the repository is on respectful research and highlights some cross-cultural complexities, including varying Indigenous notions of intellectual property, expanding notions of citation and references to encompass Elder knowledge, and a section on Indigenous research methods, where Indigenizing research methodology and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) are emphasized. An eight-part series of instructional videos were added in early 2021. These videos feature an introduction, tips for evaluating Indigenous resources, tips for using the KPU Library catalog to locate Indigenous voices in our collection, resources for TCPS2 and respectful research, tips for respectfully engaging with Elders and Knowledge Keepers, and finally, three videos for Elder and Knowledge Keeper citation in APA, MLA, and Chicago styles.</p>

Ongoing	<p>The KPU Library is conducting a project to decolonize 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 B.C. 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.</p>
Ongoing	<p><i>The Amazon Interdisciplinary Field School:</i> This is a partnership between KPU and the Calanoa Project, a nongovernmental organization in Colombia. The field study site, Calanoa Natural Reserve, is a private natural reserve located at the heart of the Amazon Rainforest and on the banks of the Amazon River. Calanoa, an initiative by Colombian-Canadians, Marlene and Diego Samper, is committed to the conservation of the biological and cultural diversity of the Amazon Rainforest and has initiated long-term community development projects with six Indigenous villages that share their traditional territory with the Amacayacu National Park in the Colombian Amazon. These projects, which are interdisciplinary by nature, are focused on issues such as education and cultural memory, identity and arts revival, community health, materiality, traditional uses of medicinal plants, food security, and innovative design solutions for sustainable livelihoods. The field school has been suspended until after the pandemic.</p>
Ongoing	<p>The Tsawwassen First Nation Farm School is a collaboration between the Tsawwassen First Nation (TFN) and KPU's Institute for Sustainable Food Systems. The school fuses sustainable agriculture and traditional Indigenous food systems as tools to build community and create dialogue around land stewardship for the future. The program takes place at our 20-acre certified organic working farm on traditional TFN lands. The farm boasts a traditional medicine garden, a mixed fruit orchard, a market garden, livestock including chickens, pigs and ducks, and incubator plots on which program graduates can launch their farm businesses. The farm is a gathering place to learn about human scaled alternative food production systems. The school program is open to all interested in how to feed a growing population while restoring the land.</p> <p>Student intakes for the 2020 season were cancelled due to the pandemic, but the Institute continued to fully operate the farm and produce as much food as possible. Over the 2020 season, the farm was a vendor at four farmers' markets, had a 150-person community supported agriculture vegetable box program, sold to various wholesale food suppliers in Metro Vancouver, produced 40-50 dozen eggs weekly, sold about 40-50 bouquets of fresh cut flowers weekly and sold all 25 pigs to the general community.</p> <p>To support the Tsawwassen First Nation's food security initiatives, the farm supplied 32 vegetable boxes for 20 weeks from June to October (value of \$15,000), extra bulk vegetables when available, gift cards for Superstore worth \$2,500, and various pork products worth \$1,200</p>

	<p>toward TFN’s food security initiatives.</p> <p>In addition to providing fresh produce to the TFN community, we also collaborated with two other organizations:</p> <ul style="list-style-type: none"> <li>• Kekinow Native Housing Society: supplied 8 vegetable boxes for 20 weeks from June to October</li> <li>• Pacific Immigrant Resources Society: supplied five vegetable boxes for 20 weeks from June to October</li> </ul> <p>The farm school started the 2021 season on April 14, 2021 and will go until the end of October, with a cohort of 14 students. The farm is in full production, growing mixed vegetables and cut flowers on 3-4 acres, raising 99 laying hens and 15 pigs. As a working farm, the students will be participating in harvesting and selling the vegetables.</p> <p>The farm school team will also be involved in helping the TFN develop a smaller community garden plot for their members to use. Due to the pandemic, the farm will not be hosting any community events in the 2021 season.</p> <p>For the 2021 season, the farm will also be donating a total of 20 weekly vegetable boxes to TFN’s Food Stability program for pandemic relief. The food will go to low income households, Elders and other families in need. The sales revenues this year include, but are not limited to, 150 veggie boxes to the general public, participating in three farmers’ markets in Metro Vancouver, and some sales to wholesale distributors and grocery stores.</p>
<p>Ongoing</p>	<p>The Institute for Sustainable Food Systems (ISFS) at KPU is increasingly recognized as a Canadian academic leader in applied food system research (new knowledge generation) and extension (i.e. knowledge mobilization and adoption) programming to advance regenerative farming and local-regional food system as integral elements of a sustainable society. As part of its work, the ISFS has prioritized serving and supporting Indigenous Nations and communities to achieve their food sovereignty aspirations. Similarly, the ISFS strives to integrate reconciliation into all its work and has formed partnerships with a number of First Nations with this goal in mind. In addition to the Tsawwassen First Nation Farm School, described above, other partnerships with First Nations follow. Others are in development.</p> <p><i>Sik E Dakh Band:</i> ISFS was invited to partner on running a virtual farming program for members of Sik E Dakh. The program runs from November 2020 to June 2021. ISFS teaches three days a week, in a virtual format, on market crop production, fruit tree production, soil health, cannabis production, farm tools and machinery, livestock management and farm business management. Approximately 12 students participate. In order to maximize learning potential, ISFS works with the community garden coordinator to incorporate practical learning.</p> <p><i>Musqueam Indian Band:</i> ISFS is working with Musqueam Indian Band on creating an agriculture development plan for their land in Delta. It is a 150-acre parcel that they want to develop into an agriculture social</p>

	<p>enterprise with a community farm that can supply free food to all their Nation members as well as agri-tourism activities to generate revenue.</p> <p><i>Naut'sa mawt Tribal Council:</i> ISFS has been in partnership with Naut'sa mawt Tribal Council since 2015 and continue to collaborate on meaningful projects that benefit its 11 member Nations and beyond. ISFS has worked with the Tribal Council on large grant applications, most significantly a \$300,000 grant with Real Estate Foundation of BC to establish the TFN Farm School farm and programming, and a \$270,000 grant with Agriculture and Agrifood Canada in the integrated hog and vegetable crop project. This is in addition to smaller projects such as hosting webinars for their 11 member Nations on community farm development topics.</p> <p><i>Skowkale First Nation (Stó:lō Service Agency):</i> As a result of the vision of a TFN Farm School alum, the ISFS was invited to work with member Nations of the Stó:lō Service Agency to develop a research project to link new entrant farmers to vulnerable families in their communities and evaluate the impacts on health and dietary changes.</p>
--	--

**Article 21**

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

<i>PROGRESS</i>	<i>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</i>
Ongoing	An Indigenous Student Orientation has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support on campus whereby students feel a sense of belonging and connection. Both an online orientation and live orientation, for students, friends, family, and Elders, is run by Indigenous Services for Students. The online orientation started with the Fall 2020 intake.
Ongoing	Indigenous Services for Students is expanding opportunities for Indigenous students to connect with those not able to visit the Gathering Place on a regular basis. Peer support and mentorship, from an Indigenous perspective, is provided with a focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures.
New	Arts 3200, 'The Inside-Out Prison Exchange' course, brings together incarcerated Kwíkwèxwelhp students with an equal number of outside students from KPU in a peer-to-peer learning exchange within the context of an Indigenous healing village that is steeped in Indigenous approaches to knowing, and characterized by participation in their healing rituals and traditions, including smudging ceremony, and drumming and song circles. The program is the recipient of the TELUS Community Innovation Award and is currently supported by funding from the Irving K. Barber Foundation.

Ongoing	<i>Open Doors, Open Minds STEM Forum:</i> The purpose of the annual Open Doors, Open Minds STEM Forum is 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. The 2020 event was cancelled due to the pandemic. Plans are to host an in-person event on campus once it is safe to do so, as directed by the Provincial Health Officer.
New	In 2020, KPU entered into a partnership with the Native Education College in Vancouver, which will allow students in the College's Indigenous Land Stewardship Certificate program to transfer their credits into KPU's Horticulture Urban Ecosystems Bachelor's degree program, thus facilitating access to the degree program.
Implemented	In 2019/20 and 2020/21, KPU offered an intake of the highly popular Computer-Aided Design and Drafting Access program for Indigenous Peoples with the Native Education Centre and Fraser Region Aboriginal Friendship Centre.
New	The Faculty of Trades and Technology received a Community Workforce Response Grant from the Provincial Government. The Province of British Columbia introduced the CWRG program to assist communities, sectors and industries to respond to emerging, urgent labour market needs by providing skills and supports to unemployed and precariously employed British Columbians and connecting them to good-paying jobs in their communities. The Faculty of Trades and Technology offered an Electrical Foundation program, with priority access being offered to Indigenous students and to women.
Implemented	The Faculty of Trades and Technology has offered courses for Indigenous students through Youth Train-in-Trades funding in Squamish, Pemberton, and Cloverdale and hopes to do so again should funding become available.
Ongoing	KPU continues to offer courses at the Squamish Trades and Training Centre in North Vancouver, and for the Métis Nation at KPU Tech, through assistance from the Ministry of Advanced Education and Skills Training, the Ministry of Indigenous Relations and Reconciliation, and the Industry Training Authority.

# Appendix C: Performance Measure Results

**Table 1. Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year				
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment	
<b>Student spaces<sup>2</sup></b>					
Total student spaces	8,212	9,149	7,615	Not achieved	
Nursing and other allied health programs	938	748	829	Achieved	
Developmental programs	401	350	242	Not achieved	
<b>Credentials awarded<sup>3</sup></b>					
Number	2,177	2,117	1,987	Substantially achieved	
<b>Aboriginal student spaces<sup>4</sup></b>					
Total Aboriginal student spaces	345 (3.5% of domestic FTEs)	Aboriginal FTEs as % of total domestic FTEs > previous year	337 (3.6% of domestic FTEs)	Achieved	
Ministry (AEST)	266		260		
Industry Training Authority (ITA)	79		77		
<b>Student satisfaction with education<sup>5, 6</sup></b>					
	%	+/-	%	+/-	
DACSO	91.8%	2.0%	91.4%	1.6%	Achieved
Trades	94.5%	2.7%	94.9%	4.5%	Achieved
APPSO	87.1%	3.5%	83.9%	4.2%	Substantially achieved
BGS	93.6%	1.5%	90.8%	1.8%	Achieved
<b>Student assessment of the quality of instruction<sup>5, 6</sup></b>					
	%	+/-	%	+/-	
DACSO	97.2%	1.2%	93.3%	1.4%	Achieved
Trades	95.1%	2.6%	89.8%	6.1%	Achieved
APPSO	91.0%	3.0%	89.0%	3.6%	Achieved
BGS	93.6%	1.5%	91.1%	1.8%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5, 6</sup></b>					
	%	+/-	%	+/-	
DACSO	82.7%	3.1%	85.9%	2.3%	Substantially achieved
Trades	93.4%	3.4%	85.4%	8.4%	Achieved
APPSO	86.6%	3.7%	90.8%	3.6%	Achieved
BGS	90.4%	2.0%	87.8%	2.4%	Achieved
<b>Unemployment rate<sup>5, 6</sup></b>					
	%	+/-	%	+/-	
DACSO	5.9%	1.8%	5.2%	1.4%	Achieved
Trades	6.8%	3.2%	11.1%	6.8%	Achieved
APPSO	1.1%	1.1%	4.0%	2.4%	Achieved
BGS	3.4%	1.2%	8.5%	1.9%	Achieved

<b>Student assessment of skill development<sup>5, 6</sup></b>						
	%	+/-		%	+/-	
DACSO	88.9%	1.9%	≥ 85%	87.3%	1.7%	Achieved
Trades	90.4%	2.7%		88.8%	4.5%	Achieved
APPSO	84.7%	4.1%		84.4%	4.3%	Achieved
BGS	91.2%	1.6%		89.0%	1.8%	Achieved

**Table 2. Skill Development Results**

Detailed assessment of skill development	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
	%	+/-		%	+/-	
<b>DACSO</b>						
Skills development (avg. %)	88.9%	1.9%	≥ 85%	87.3%	1.7%	Achieved
Written communication	87.5%	2.6%		85.7%	2.1%	
Oral communication	86.9%	2.6%		85.0%	2.1%	
Group collaboration	88.0%	2.4%		87.9%	1.9%	
Critical analysis	91.3%	2.0%		88.3%	1.8%	
Problem resolution	87.1%	2.5%		87.0%	1.9%	
Learn on your own	90.4%	2.2%		90.3%	1.7%	
Reading and comprehension	90.4%	2.2%		88.0%	1.9%	
<b>Trades</b>						
Skills development (avg. %)	90.4%	2.7%	≥ 85%	88.8%	4.5%	Achieved
Written communication	82.3%	6.3%		N/A	N/A	
Oral communication	81.9%	6.0%		N/A	N/A	
Group collaboration	94.3%	2.8%		82.8%	7.8%	
Critical analysis	92.1%	3.3%		93.3%	5.0%	
Problem resolution	91.3%	3.5%		91.5%	5.7%	
Learn on your own	89.9%	3.7%		96.6%	3.7%	
Reading and comprehension	93.7%	2.9%		93.0%	5.3%	
<b>APPSO</b>						
Skills development (avg. %)	84.7%	4.1%	≥ 85%	84.4%	4.3%	Achieved
Written communication	75.0%	6.8%		73.3%	7.0%	
Oral communication	76.6%	6.0%		77.9%	6.2%	
Group collaboration	85.9%	3.8%		84.6%	4.5%	
Critical analysis	87.6%	3.5%		85.0%	4.3%	
Problem resolution	84.7%	3.9%		88.3%	3.9%	
Learn on your own	87.9%	3.6%		85.8%	4.2%	
Reading and comprehension	88.5%	3.4%		89.3%	3.7%	
<b>BGS</b>						
Skills development (avg. %)	91.2%	1.6%	≥ 85%	89.0%	1.8%	Achieved
Written communication	92.3%	1.7%		90.4%	1.9%	
Oral communication	92.9%	1.6%		87.5%	2.1%	
Group collaboration	90.8%	1.8%		89.7%	1.9%	
Critical analysis	94.4%	1.5%		91.8%	1.7%	
Problem resolution	89.3%	2.0%		86.6%	2.2%	
Learn on your own	90.4%	1.9%		91.3%	1.8%	
Reading and comprehension	90.4%	1.9%		86.4%	2.2%	



**Notes:**

<sup>1</sup> Please consult the 2020/21 Standards Manual for a current description of each measure.

<sup>2</sup> Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

<sup>4</sup> Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

<sup>5</sup> Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> 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.

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