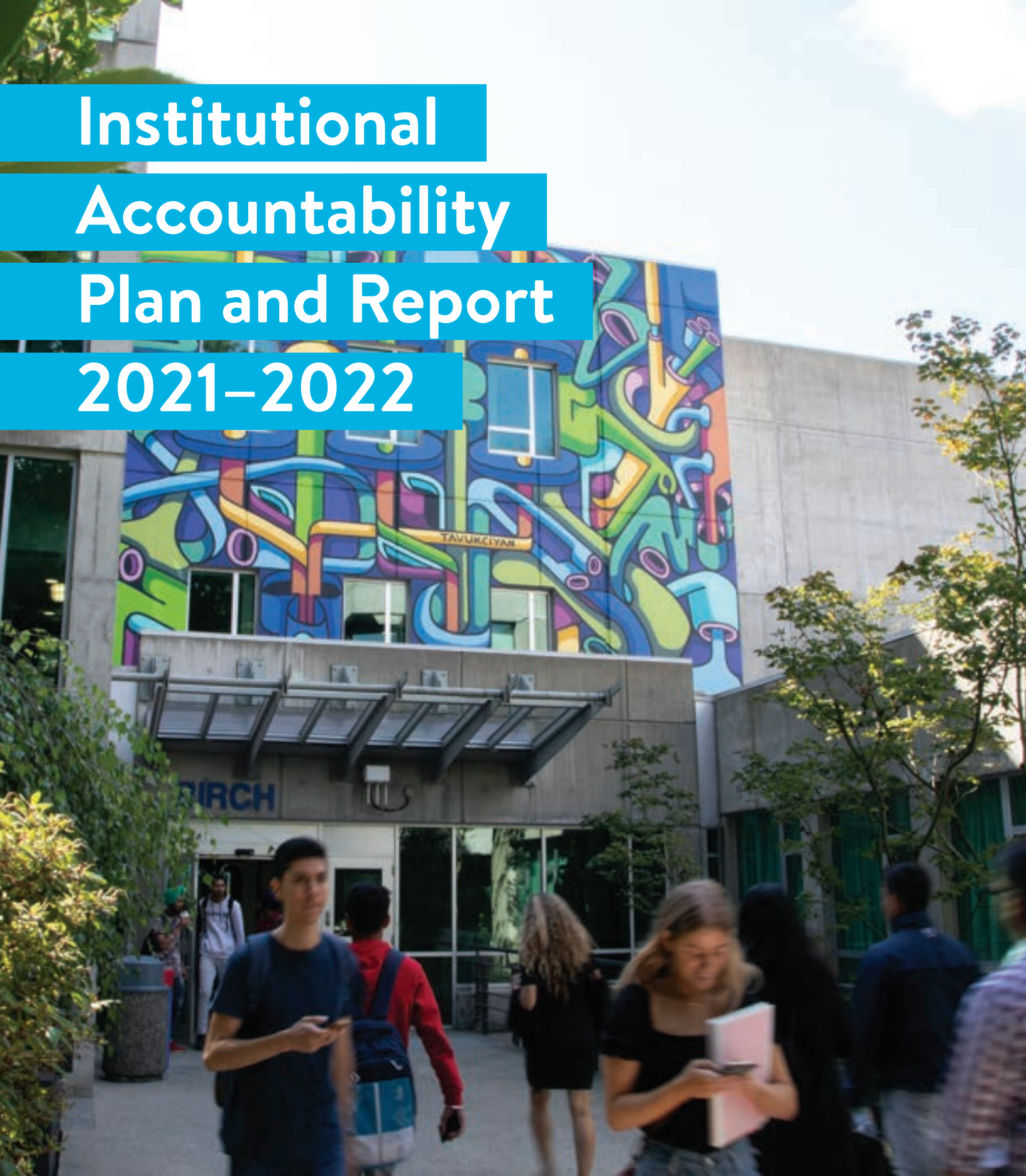


# Institutional Accountability Plan and Report 2021–2022



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1.

# Accountability Statement



# Accountability Statement

July 15, 2022

Minister Anne Kang

Ministry of Advanced Education and Skills Training

Government of British Columbia

Dear Minister Kang,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2021–2022. For Capilano University, this has been a year of renewal and growth as we returned to in-person instruction and work. Our return to the 'new normal' is outlined in our response to Priority One of the Mandate Letter. We started new baccalaureate programs and sent new program proposals to the Ministry for review. In addition, we entered into a purchase land agreement for developing a new campus in Squamish, marking the expansion of our physical campuses, building on the growth in Lonsdale two years ago.

We are proud of our collaborations with community and government partners that has spurred work-integrated learning (WIL) to new levels, not only through continued expansion of our CityStudio project, but in development of our new WIL Co-Lab/Hub. This Co-Lab/Hub will help coordinate and develop work-integrated and experiential-learning resources and opportunities across CapU. Our collaborations with the provincial government, communities and industry have developed new microcredentials, offered both through our kálay̓-ay | Sunshine Coast campus and through our Continuing Studies department. Faculty, administrators and staff have also worked hard to address barriers faced by vulnerable and marginalized groups. Our efforts to enhance equity, diversity and inclusion are outlined in our response to Priority Two of the Mandate Letter, as are additional details related to WIL and microcredential activities.

CapU members have been busy with many innovative collaborative projects focused on enhancing BC's economy and the resilience of its communities. Our partnership with the Howe Sound Biosphere Region Initiative Society (HSBRIS) helped the Átl'ka7tsem/Howe Sound Region earn its designation as a UNESCO biosphere reserve. CapU's Office of Indigenous Education and Affairs continued to nurture the relationships with our First Nations communities and learners and initiated far-reaching and deep consultations regarding the University's first Indigenization Plan. This plan will be a key tool in achieving our goal of profound cultural change and meaningful reconciliation. Our Office of Academic Initiatives and Planning worked with the Ministry's Degree Quality Assurance Board and their appointed external assessors to carry out a thorough review of our academic program quality assurance processes. Many of these activities are described in our response to Priority Three of the Mandate Letter.

These are only some of the achievements related to renewal and growth. We are optimistic about the future and look forward to supporting the Province's StrongerBC plan.

Yours sincerely,



Duncan Brown  
Chair, Board of Governors



Paul Dangerfield  
President and Vice Chancellor







2.

# Capilano University: Who We Are



## CAPILANO UNIVERSITY: WHO WE ARE

Capilano University (CapU) began 53 years ago to serve the growing populations of the North Shore, the Sea-to-Sky corridor and the Sunshine Coast. Capilano University honours the people and territories of the Líl'wat, x̱məθk'əyəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlíl'wətaʔ/Selilwitulh (Tsleil-Waututh) Nations where our campuses and learning locations are located.

Founded in 1968 as Capilano College, Capilano University became a provincially-designated, special-purpose teaching university authorized by the University Act to offer baccalaureate- and master-level degrees in 2008.

Capilano University served 9,042 academic students<sup>1</sup> in the 2021-22 fiscal year, representing 3,724 domestic FTEs and 1,707 international FTEs. These numbers exclude Continuing Studies students. Our international students came from 76 different countries. Despite the ongoing challenges of the pandemic, the last fiscal year saw the largest number of students (3,393) enrolled in baccalaureate programs in CapU's history, representing 38 per cent of CapU's headcount, while another 32 per cent were enrolled in two-year programs (associate degrees and diplomas) and 12 per cent in developmental or certificate-type programs.

Although our mandate is to serve the communities of the Capilano College Region, our domestic students come from all over the Lower Mainland. Our largest international student populations were from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore, with more than 1,200 employees, including over 700 faculty. For a fourth year in a row, the editors of Canada's Top Employers named CapU as one of the top 100 employers in BC, noting CapU's family-friendly environment, including on-site day care, flexible work options and support for continuing education.

The 2021-22 academic year marked the second year of pandemic-related challenges and opportunities. During the first year of COVID-19, we managed to keep students and employees safe and productive, and moved our classes, ceremonies and workplaces to the virtual world. This year saw a safe and successful return to on-campus, in-person instruction, with many courses retaining online options.

Although we experienced a decline in headcount and FTEs, we saw growth in not only the number of graduates, but also in the proportion of baccalaureate enrolment. A range of work-integrated learning continues to grow with CityStudio which has now involved over 1,600 students, and this year, has seen the launch of a university-wide coordinating work-integrated learning (WIL) hub. Our campuses have also undergone growth with a purchase agreement of new acreage in Squamish, allowing CapU to re-establish a physical presence in the community for the first time since 2015.

Our efforts at Indigenization took steps forward with the Office of Indigenous Education and Affairs beginning an extensive consultative process to lay the foundation for CapU's first Indigenous Education Framework Plan. The plan has been developed in consultations with leaders and Elders from the Skwxwú7mesh, Líl'wat, shíshálh and Səlíl'wətaʔ/Selilwitulh First Nations, as well as members of the CapU community. Additionally, the Indigenous Digital Accelerator (IDA) underwent important developments this year. The IDA joins faculty and partners from digital-based creative and cultural industries to work with local Indigenous students, with the goal of helping Indigenous communities further develop their engagement with the digital economy. This year, the IDA and CapU's Continuing Studies (CS) department developed and ran the first cohorts in a masterclass for mid-career Indigenous filmmakers focusing on the business side of film productions.

CapU received approval for two new bachelor programs — the Bachelor of Arts with a Major in Psychology, and the Bachelor of Science, General — during this last fiscal year. The BA, Psychology program enrolled their first students this last fall, and the BSc General had its first intake in spring 2022. Three additional degree applications are currently under review by the Ministry, including two baccalaureate degrees that tackle the challenges of building a sustainable future — a Bachelor in Environment and Society, and a Bachelor of Science in Clean Technology.

1. 'Academic students' refers to students enrolled in courses and programs linked to, or potentially contributing to, academic credentials, and excludes students in Continuing Studies programming. For more details on FTEs, including Continuing Studies (i.e., cost-recovery) FTEs, see Table 10 on page 26.



## OUR PROGRAMS

Capilano University has several signature programs. These include Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Tourism Management, Bachelor of Music in Jazz, Bachelor of Legal Studies, Bachelor of Music Therapy and Canada's only Indigenous Digital Filmmaking program. These programs offer unique and industry-relevant educational experiences that attract students from Western Canada and beyond.

Our University One for Indigenous Learners program is particularly important, providing critical bridging support for Indigenous learners to meet the academic demands of university. This helps address systemic barriers that may prevent Indigenous learners from pursuing advanced education. We continue to provide Elder support for the program and support the Indigenous-focused Adult Basic Education program (ABE) at our *kálaḡ-ay* | Sunshine Coast campus. The *kálaḡ-ay* | Sunshine Coast campus also saw the Pathways to Higher Learning programming continue in its third year, in partnership with the *shíshálh* (Sechelt) Nation.

These are part of the 97 academic credentials, and other programming that CapU offered in 2021–22, spanning five faculties and 18 schools, in addition to our Continuing Studies programs. We serve students pursuing education and careers in a variety of fields and professions by providing 15 bachelor's degrees as well as six post-baccalaureate programs.

## QUALITY ASSURANCE AND PROGRAM DEVELOPMENT

Academic Initiatives and Planning (AIP) is responsible for leading and supporting university-wide academic quality assurance activities and strategic initiatives central to the ongoing expansion and renewal of our academic programs to best serve learners and the region's communities. AIP's portfolio includes program development, assessment and review, as established in university policies and procedures and in alignment with external accountability requirements.

Capilano University's policies and procedures abide by the principles and standards of the University Act, the Ministry of Advanced Education and Skills Training and its Degree Quality Assessment Board, the Northwest Commission on Colleges and Universities, the Capilano University Board of Governors and the Capilano University Senate.

This year, in addition to supporting program development and review, AIP held primary responsibility for the

development of CapU's Quality Assurance Process Audit (QAPA) institution report, in collaboration with the Provost's Office and an internal QAPA Advisory Group. Guided by the input of academic governance and leadership groups, CapU's audit report evaluated our current academic quality assurance processes in relation to their ability to:

- advance the academic goals and commitments set out in *Envisioning 2030* and *Illuminating 2030*
- respond to the recommendations made by the Northwest Commission on Colleges and Universities (NWCCU) Commissioners in their formal response to the University's Year 7 Evaluation of Institutional Effectiveness Report

Chaired by Dr. Ron Bond, the QAPA External Review Panel conducted a virtual site visit January 10-11, 2022. As the University's recently completed institutional response notes, we value the panel's thoughtful review of CapU's academic quality assurance processes. The review affirmed our self-identified strengths and areas for improvement in addition to acknowledging the continued maturation of these processes. It also identified concrete opportunities for further refinements. One of these opportunities was developing differentiated program review processes for degree and non-degree programs. This would aim to more substantively acknowledge the diverse range of program types offered by Capilano University.





3.

# Strategic Direction





## ENVISIONING 2030: A STRATEGIC PLAN INSPIRED BY IMAGINATION

At the beginning of 2019, Capilano University began a year of discussion, debate and dialogue among students, administration, faculty and community members to understand how best to align our mission, vision and values with the conditions and challenges of the coming decade. The result of this collaborative process is a new ten-year strategic plan, Envisioning 2030.

The new plan calls for the University to cultivate life-enhancing learning experiences in diverse and inclusive environments. CapU programs proactively respond to a rapidly evolving world by sharing and creating relevant knowledge and timely skill development opportunities. The University is committed to partnering and working with our communities for the greater good and generations to come.

## OUR VISION

We transform the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential. We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being, and positively contributes to people and the planet.

## OUR PURPOSE

At Capilano University, we cultivate life-enhancing learning experiences in diverse and inclusive environments. Our programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. We are committed to partnering and working with our communities for the greater good and for generations to come.

In our journey to grow, lead and innovate, we will embrace imagination as a foundational capability to discover new and better approaches to what we do. We will continuously reflect and learn from our decisions and achievements to effectively advance our commitment to co-create a distinct university experience. In this way, we will improve learning and research opportunities and the health and well-being of learners and employees.

## OUR VALUES

- Innovation as a result of curiosity and imagination
- Commitment to Truth and Reconciliation, Indigenization and decolonizing approaches
- Collaboration, authenticity and belonging
- Health and well-being as a cornerstone of our culture
- Transparency and honesty in everything we do
- Sustainable actions towards a better place for our descendants



## ENVISIONING 2030 GOALS

In a world of accelerating change, CapU must become increasingly agile to continue in its relevance and purpose. To achieve this, University leaders will focus their efforts on three key components of Envisioning 2030: Imagination, Distinct University Experience and Community.

The synergy between the transformative power of imagination and engagement with our communities will allow us to co-create a distinct university experience for our learners, employees and communities. By enhancing what we mean by the CapU experience, we are positioned to achieve better levels of health and well-being for all, further elevating our status as one of the most appealing places to work in the region. The relations among these plan components are illustrated in the figure below. Specific action priorities are given in Appendix B.



### IMAGINATION—“A?ITUT (“HAVE DREAMS”)

Imagination stimulates our thinking, ideas and appreciation of new realities beyond our immediate experience. It provides a limitless sense of freedom, as assumptions are challenged when we are open and collaborating with each other. At Capilano University, imagination is seen as an individual and collective ability that enables continuous growth.

Imagination carries us through an exciting journey where possibilities become reality.

- **Goal 1:** Learners, employees, alumni and communities embrace imagination as the foundational driver of positive change and innovation
- **Goal 2:** Use imagination to drive CapU's digital transformation

## COMMUNITY

CapU's local mandate is to serve the North Shore, the Sea-to-Sky corridor and the Sunshine Coast, home of five First Nations traditional and unceded territories. Surrounded and shaped by nature, this region, with its vibrant and growing communities, presents simultaneous opportunities and challenges. In the years to come, we will commit time and resources to reducing the boundaries that have separated the University from the communities it serves, collaboratively closing the space between to improve our relationships and service through engagement, relevant programming and effective problem-solving.

- **Goal 1:** Identify and implement novel approaches to build closer connections and engagement with the communities we serve
- **Goal 2:** Imagine and develop sustainable actions to minimize our ecological footprint
- **Goal 3:** Instil a culture of equity, diversity and inclusion in all our operations and outreach

## DISTINCT UNIVERSITY EXPERIENCE

An exciting synergy between imaginative approaches to everything we do and deepened engagement with our communities will enable Capilano University to deliver a valuable, relevant and distinct university experience. Innovative educational approaches, relevant programming, collaborative community projects and creative physical and virtual spaces will contribute to a culture of health and well-being. Supported by ground-breaking processes and new financial support, we will change the ways in which we relate to people, knowledge and resources.

- **Goal 1:** Collaboratively instil a new CapU culture around the set of values outlined in the 2020–2030 Plan
- **Goal 2:** Provide learners with imaginative, unique and life-enhancing learning experiences that give them the opportunity to actualize their passion and potential
- **Goal 3:** Fulfil Capilano University's health and wellness commitments as outlined in the Okanagan Charter
- **Goal 4:** Indigenize and decolonize education and campuses, including First Nations language, culture and knowledge
- **Goal 5:** Implement CapU's Campus Master Plan



- **Goal 6:** Instil a culture of reflective practice and continuous improvement for learners and employees

## OTHER MAJOR PLANS

In addition to the Strategic Plan, CapU's development over the last year has been guided by several other key planning documents. Illuminating 2030 guides CapU's academic planning, and the Internationalization Plan outlines our priorities and goals for international education. The 2021/2022–2023/2024 Integrated Plan, the Campus Master Plan, and the *kálaḡ-ay* | Sunshine Coast Campus Action Plan 2018–2023 round out the key planning documents.

The global pandemic, along with its restrictions and directives, created extraordinary pressures on our planning and operations. Nonetheless, the senior leadership team was able to leverage this past year as an opportunity to strengthen our integrated planning process. This started with a revision of the existing integrated plan in April 2020 to align with the assumptions and priorities required for a thoughtful and deliberate response to the unprecedented COVID-19 impacts. Each year, the integrated planning team facilitates a series of mid-year reflection workshops in October and November to reflect on the progress thus far and identify areas of strength and areas of improvement. In turn, feedback from senior leaders is collated to establish the process for the University's Integrated Plan for fiscal years 2021/2022 to 2023/2024.

The result is a process and plan emphasizing simplicity, accountability, interdependencies and risk management. Each faculty and services area showcased the ways in which Envisioning 2030's Year 1-3 priorities will be implemented into action, with key dependencies and risks associated with each initiative, along with purposed actions. Each plan features initiatives accomplished to-date, future aspirations and existing challenges. Highlights from the Integrated Plan are detailed throughout this report, particularly in the response to the Mandate Letter Priorities.

## ILLUMINATING 2030 ACADEMIC PLAN

Capilano University's 10-year Academic Plan, Illuminating 2030, articulates our evolving commitment to learners, communities, knowledge development and knowledge-sharing. The plan serves to create a shared understanding of academic directions and provides guidance to other CapU plans and our annual integrated planning activities.

Approved in February 2021, Illuminating 2030 serves to create a shared understanding of academic directions

and provides guidance to other CapU plans and annual integrated planning activities. The plan has emerged respectful of our regional context on the unceded territories of the Líl'wat, x̱məθḵ'əyəm (Musqueam), shíshálh (Sechelt), Sḵwxwú7mesh (Squamish) and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

Guided by Envisioning 2030's commitment to transformative learning experiences, Illuminating 2030 values the creation of rich opportunities for the learning and unlearning that precedes new learning. Appreciating learners as imaginative co-participants and co-creators of their educational experience and future paths is central to our thinking. Within the context of the Plan, transformative learning is conceived as the creation of opportunities for fundamental change that occurs through examination, reflection and questioning mindsets. This can shift how learners see themselves in relation to the interconnected structures of the world (e.g.: built environment, nature, relationships and the societal interplay of beliefs).

In setting forth the University's academic direction for the decade ahead, the Plan will inform the types of learning opportunities and academic contributions that we will foster, as well as how we will cultivate imaginative and transformative learning.

In the three sections that follow, our desired academic future is described. Initial actions for the next two to five years are identified to enable us to begin delivering on the Plan's priorities. We focus on *Where We Are: Community*; *Who We Are: Imagination*; and *What Learning Looks Like: Distinct University Experience*. The University's departments, academic offices and centres, faculties and associated academic units will collaborate on the development and prioritization of actions and identification of actions still to be imagined, through our annual integrated planning activities and academic governance and decision-making. Specific actions described in the plan are given in Appendix B.

## Where We Are: Community

Inspired by imagination, we thrive in the intersections and possibilities that lie between land and sea, forest and city, urban and rural, theory and application, learning and making, knowledge and action, learners and communities. Our community-engaged learning, teaching, creative





activity, research and scholarship take place throughout British Columbia's Howe Sound region and beyond, in collaboration with local and global partners.

We believe in the foundational importance of:

- Reciprocity and mutually-beneficial learning through dialogue
- The exchange of knowledge and resources for the health and well-being of our learners, our communities and the land
- Taking actions for a sustainable healthy planet

Inspired by our community-college origins, our diverse learners and community partners connect us to local and global networks and opportunities for the reciprocal exchange and development of ideas, knowledge and skills.

We believe that learning is grounded in our connections to the planet, people and place. The University's virtual platforms and its physical locations on the North Shore, the Sunshine Coast and in the Sea-to-Sky corridor combine as places of learning, rediscovery, sharing and mobilizing knowledge. As an inquiry-based learning community, we co-create possible approaches and solutions in response to local and global concerns, questions and challenges in collaboration with campus and community partners.

### **Who We Are: Imagination**

Thoughtfully adopting land- and place-based learning practices will inform academic programming, learning opportunities, creative activity, research and scholarship in the decade ahead. Drawing on the diverse bodies of knowledge and skills embedded across the University and attending to potential regional applications, we will participate in imagining and co-creating a more equitable and sustainable future for all people and the planet.

We are a collaborative university committed to community-engaged learning. With a purposeful blend of engaged learning approaches, including experiential learning and work-integrated learning, we are situated for impact. Through the creativity and ingenuity of learners, faculty, the University community and external partners, we collaborate to address key concepts and the pressing issues of our time, and to imagine new futures through established and emerging bodies of knowledge.

Imagining, reimagining, creating and sharing extends to Capilano University's participation in the global open education movement. Through our teaching, learning,

scholarship, research and creative activity, we will contribute to the democratization and acceleration of knowledge development and mobilization.

Imagining new ways of being and doing in community is paralleled by our commitment to community-based action and research. Learning through reflecting, imagining and doing will provide opportunities for learners to generate compelling evidence of their critical abilities to think and act through the knowledge, skills and experiences acquired during their studies.

This commitment to learning through reflecting and doing extends to the University as a whole. In addition to the specific disciplinary and professional expertise of the wider university community, we draw on a growing body of scholarly work and research, inviting learners and faculty to attend to imagination in education to expand an individual and collective sense of what is possible.

### **What Learning Looks Like: Distinct University Experience**

To contribute as a university in an era of profound societal, cultural and global challenges and opportunities, we are dedicated to renewal and reinvention. Our social and environmental responsibilities extend to a climate in crisis, reconciliation with Indigenous Peoples, honouring diversity, addressing inequities and thriving amid rapid technological change and disruption.

Evolving a university ecosystem characterized by regional engagement and opportunities for transformative learning will entail reimagining our credential architecture. Review, renewal and redesign of our credentials will involve expanding learning options, including the expansion of flexible program pathways. We will increase opportunities to combine different fields of study to ensure that learners can pose timely complex questions for investigation and exploration from diverse perspectives.

In turn, we will strengthen our approach to prior learning recognition and competency assessments, which will increase learner access to programs and accelerate time to completion.

Alongside the University community, learners will be invited to engage as emerging knowledge mobilizers and makers. Their experiences will be influenced by land- and place-based learning, Indigenous world views and ways of knowing in their academic and creative work. In turn, these approaches will also guide development and renewal of academic programming and learning opportunities. This will



include expanded community-engaged programs, which will incorporate thoughtfully scaffolded experiential and work-integrated learning opportunities.

## INTERNATIONALIZATION PLAN

This is the first internationalization plan for Capilano University. It maps out a journey to be engaged, relevant and globally progressive. It will help us fulfil our commitments to transformative and community-engaged learning at a local and global level and achieve our purpose of positively contributing to people and the planet. Building on the Envisioning 2030 themes of Imagination, Community and a Distinct University Experience, with Health and Well-being at the core, this plan identifies a range of strategies and actions that respond to a fast-evolving world, and can help us build a prosperous, connected and resilient future.

### Themes and Vision of the Internationalization Plan

Although CapU's Internationalization Plan must fulfil an array of needs and intersects many areas of operations, the Envisioning 2030 goal of enabling imagination for positive change and innovation in our university resonates closely with the opportunity and promise of internationalization. The engagement of our entire university and wider communities in global affairs and global activities can contribute to a freedom of thought, broadening of perspectives, and investigation of globally advanced practices in teaching, research, student success, health and well-being and other factors that constitute our purpose. This knowledge and these experiences can help us reflect, imagine, and identify new opportunities and

contribute to our communities through a truly distinct and transformational university experience.

With an internationalization vision of enabling imagination through a globally engaged university, we will help fulfil goals of a distinct university experience and a strong community connection for learning and living, while helping us fulfil the health and well-being needs of our international and university-wide community. We will accomplish this vision by ensuring all initiatives and actions align with the principles for internationalization we collectively identified in the process of building this plan. These principles are:

- Achieving high-quality standards and high-quality experiences
- Ensuring integrity in what we promise and what we deliver
- Contributing to a healing planet
- Achieving equity, diversity, and inclusion for, and amongst, our global learners
- Ensuring well-being of learners and employees
- Generating innovative global practices to learn and grow as an institution
- Contributing to our local and global communities
- Ensuring sustainable actions in all facets of international education

The key ingredients of the Internationalization Plan are outlined below, with implementation details provided in Appendix B.

### Imagination

Global Engagement of University Global Collaborations in Education and Industry Transformative Project Experiences Global Enterprises Global Recognition Contributions to People and the Planet

### Community

Global Community Network Dynamic and Diverse Global Study Experiences Connections to Cultural Communities



### Health and Wellbeing

Effective Transition Assured Learning Success Supporting Teachers and International Learners Assessment and Continuous Improvement

### Distinct University Experience

Diverse and Resilient Global Enrolment Intercultural Learning Globally Progressive Practices and Programs Interculturalization



## CAMPUS MASTER PLAN

Capilano University's Campus Master Plan for the North Vancouver campus is shaped by aspirations embedded in the plan's Future Campus Statement. Capilano University is inspired by nature and honours the spirit of the surrounding forest and mountains. CapU locations respect the history of the First Nations relationship to these lands and celebrates their continued presence here.

The main campus's physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the lush surrounding landscape. The campus is highly walkable and connected year-round and welcoming and accessible to all. It is a lab with outdoor classrooms and learning opportunities that help embody a commitment to sustainability and wellness and enhance the academic experience.

Helping to animate this vision are seven key principles. The first two support the *Community* component of Envisioning 2030, the next three support the *Distinct Experiences* component, while the last three support Envisioning 2030's emphasis on health and well-being. One principle, preserving natural areas, supports both the provision of distinct experiences and the promotion of health and well-being.

*Collaboration:* Capilano University has strong connections to its surrounding neighbours, businesses and other institutions and is an engaged participant of the community. Strategic partnerships are explored to help enable new development.

*Indigenized Academic Community:* Capilano University honours local Indigenous communities and actively works to incorporate Indigenous values and heritage into its physical places.

Initiatives such as the provision of places for ceremony and gathering, and highly visible Indigenous place-naming embody a commitment to reconciliation and respect for Indigenous culture.

*Academic Priorities:* CapU campuses and locations are places of pedagogy. Buildings, open spaces, paths and interior spaces support experiential learning, the pursuit of academic excellence and a rewarding academic experience.

*Accessibility:* Locations are accessible to all. The physical campus provides a space that breaks down physical, economic, social and cultural barriers. CapU provides a sense of welcome for the internal and external community

through physical spaces that enhance a feeling of security and well-being.

*Natural Areas:* The natural areas on and around the main campus are one of Capilano University's and North Vancouver's greatest assets. Future interventions respect and enhance the natural heritage, biodiversity and functioning of natural systems, and seek to retain the feeling of being a "campus in the forest".

*Wellness:* Capilano University takes a comprehensive and holistic approach to wellness on campus, considering wellness through a social, environmental, economic and cultural lens. Health and vitality are supported on the main campus by through-paths for active modes of transportation, places for socialization and connection, access to conserved natural and cultural heritage, and other initiatives.

*Sustainability and Resilience:* Sustainability is a core value of Capilano University, and its physical spaces embody this value. Future development of buildings, open spaces and movement networks on campus embody sustainable best practice and provide opportunities for pedagogy. Future development is resilient and able to adapt to potential hazards and long-term change, including changes in climate, demographics, technology, the economy and other areas.

This leads to four core priorities: reinforce and protect existing green spaces, strengthen the north part of the main campus as a centre of animation, strengthen the quality of the existing public realm and prioritize pedestrians. These priorities are made concrete through three planning frameworks. The frameworks, their goals, action areas and implementation targets are described in detail in Appendix B.

## **KÁLAX-AY | SUNSHINE COAST CAMPUS ACTION PLAN 2018–2023**

The kálex-ay | Sunshine Coast campus has been situated on the Sunshine Coast since 1977, serving a regional population of 32,000. Envisioning 2030, Illuminating 2030 and other strategic plans are the guides for the kálex-ay campus to develop a local plan grounded in the region and landscape. The campus strategy is informed by both academic expertise and CapU's commitment to the region to become a place where students and communities actively engage with the university.

The shíshálh Nation's relationship with the campus is significant and valued. CapU kálex-ay | Sunshine Coast maintains a focus on supporting learners' access to





education and contributing to Nation members' educational aspirations.

A 2017–2018 planning process identified themes to implement at the ká̌lax̌-ay | Sunshine Coast campus with a mandate to increase the social capacity and capital of the Sunshine Coast. Having completed a significant number of actions under the plan, campus leadership organized another round of planning to guide activities over the next three years.

In fall 2020, the ká̌lax̌-ay | Sunshine Coast campus embarked on in-depth planning featuring two sessions with CapU senior leadership, a virtual retreat with campus employees, and discussions with the newly formed Capilano ká̌lax̌-ay | Sunshine Coast Advisory Council (CKAC), made up of local leaders and youth. The advisory council helps ensure CapU meets the coastal communities' needs and fulfils our regional mandate. Three themes emerged from these wide-ranging discussions:

- enhancing community relationships
- creating new educational pathways
- building the welcoming campus brand

The next three years will be an evolving process for the regional campus. Actions under each of these themes have already been taken. The formation of CKAC has helped build community, and the Council has been enhanced by campus representation on the Sunshine Coast Regional Economic Development Organization (SCREDO), the Gibson's Chamber of Commerce, and a recently-formed steering committee on emergency housing organized by local government representatives. The university agreement with the Pender Harbour Ocean Discovery Station (PODS), a local research- and education-focused non-government organization also affords additional learning and research opportunities.

These local relationships not only ground strategic initiatives but have also led to developments embodying the second theme: creating new educational pathways. Our relationship with PODS has yielded a three-year activity plan that will include the launching of two new biology courses, along with WIL projects. A partnership with Vancouver Island University that began in fall 2021 has resulted in ká̌lax̌-ay | Sunshine Coast campus as being the host for a certificate in mental health, expected to launch in January 2023. Involvement with SCREDO has resulted in an agreement to deliver the microcredential *Citizen Leaders: Growing the Community from Within*, in partnership

with CapU's Continuing Studies. Two other local service organizations, Sunshine Coast Community Services and Open Door WorkBC, are also part of the initial cohort (April 2022).

The ká̌lax̌-ay | Sunshine Coast campus has revamped its First-Year Experience (FYE), a suite of career-relevant online courses in the fields of engineering, art, business and others. In addition, students have clear pathways to programs offered at the North Vancouver campus. These new developments complement existing programming focused on local needs such as Health Care Assistant, Early Childhood Care and Education, Indigenous Adult Basic Education (Pathways to Higher Learning), Adult Basic Education, and literacy programming.

Our commitment to making ká̌lax̌-ay a welcoming campus resulted in reconfiguring how counselling services were offered this year given input from students with a resumption of in-person counselling sessions. Planning has also been undertaken in fall 2021 for campus renovations to create communal learning and shared spaces.

## OTHER INITIATIVES

### INDIGENIZATION PLAN

This year, the Indigenous Education and Affairs (IEA) department has been actively preparing the groundwork for CapU's first Indigenization framework. The plan that emerges will be guided by Envisioning 2030 and Illuminating 2030, and shaped by the knowledge and perspectives embodied in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation (TRC) Commission Calls to Action, the Missing and Murdered Indigenous Women and Girls Calls for Justice, the Indigenous Post-secondary Education Policy Framework, and the Colleges and Institutes Canada and Universities Canada Indigenous Education Principles. Weaving all these together in a way that is grounded in the values of local First Nations has required an extensive consultative process across the whole university.

Since summer 2021, consultation and engagement has involved discussion with Elders, faculty, Indigenous students, alumni, staff, union representatives, the Capilano Student Union leadership, senior administrators, the CapU Senate and Board of Governors, and representatives from local First Nation governments. In September 2021, IEA hosted a speaker series to provide a deeper contextual understanding of decolonization in an academic context among members of the university community. The speakers



included Lorna Wanosts'a7 Williams, a professor emerita of Indigenous education, curriculum and instruction at the University of Victoria and Canada research chair in education and linguistics. Also in September, IEA hosted a thought-sharing session on decolonization and Indigenization that was open to the campus community and conducted simultaneously in-person and remotely.

Discussions with faculty leaders have produced a survey of existing practices related to Indigenization and resulted in identifying short-, medium- and long-term priorities for almost all faculties at the time of this report. Similarly, discussions with academic support units, such as counselling and the library, have led to the identification of Indigenization priorities for most of these units. Further discussions with faculty leaders and academic units will continue, as will consultations with territorial rights holders, students, staff, administrators and members of CapU's Indigenous Advisory Circle and Indigenous Education Steering Committee.

## CITYSTUDIO

Launched in Fall 2019, CityStudio North Vancouver (CSNV) is an experimentation and innovation hub. Participating Capilano University students collaborate with the City of North Vancouver staff and partners to co-create projects that make the city more vibrant, sustainable and healthy. CSNV is a member of the CityStudio Network, a global movement of cities working with post-secondary institutions for civic benefit. Through co-creation of experimental projects, students gain employable skills and City staff receive support to advance strategic priorities in the community.

Now in its third year, CityStudio North Vancouver has supported 331 projects involving over 1,600 students, 50 municipal partners, and 36 faculty champions. CityStudio has proven itself a valuable opportunity for work-integrated learning with substantial impact to the City of North Vancouver.

At the time of this report, over 600 students collaborated with City of North Vancouver staff and its partners on 16 applied research and co-curricular, community-service-learning projects in the 2021-22 academic year. Students across multiple disciplines engaged in a variety of project subjects to create meaningful change in the community where they learn, live and thrive. CapU looks forward to continuing this partnership with the City of North Vancouver and exploring opportunities to create partnerships with neighbouring municipalities in the future.

## INDIGENOUS DIGITAL ACCELERATOR

The Indigenous Digital Accelerator (IDA) helps Indigenous-led businesses to scale-up, increasing business revenue, job creation, and community-based social impact as well as ensuring Indigenous businesses hold an equitable share in the screen, tech and cultural sectors. This last year saw the IDA move out of its setup phase and work with more Indigenous clients than ever before, delivering business-focused workshops, production help and support for developing Indigenous digital media operations.

The IDA collaborated with CapU's Continuing Studies and the Indigenous Digital Filmmaking program to develop and offer a [masterclass for mid-career Indigenous filmmakers](#) focused on the business side of film productions, from funding proposals to film distribution. Industry leaders shared their expertise with Indigenous producers. Twenty learners enrolled in the program, offered from May 2021 through to December 2021.

In October 2021, the IDA welcomed a new client, Jennifer Podemski's The Shine Network Institute (TSNI). TSNI is an Indigenous-owned and operated organization offering professional development, advocacy, consulting and mentorship for Indigenous women in the film, television and media sector. TSNI is a direct response to the chronic underrepresentation of Indigenous women onscreen and behind the camera in Canada's media production sector. The IDA has committed to helping TSNI expand their business from being a digital space used to share content created by Indigenous women into an institute of professional development and advocacy for Indigenous women.

IDA helped Tohkapi Cinema with their short film "Disappearing Moon," which launched at the October 2021 imagineNATIVE Film Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco and L.A. Skins Fest in Los Angeles and earned a nomination for Achievement in Short Filmmaking Award at the Native American film festival.

The IDA continues to work with Wapanatahk Media on developing their business plan to launch Red Media, an online network and digital platform linking all First Nations, Métis and Inuit communities in Canada. This will also serve as a digital hub for both scripted and unscripted Indigenous digital content, including channels for social influencers, web series, short-form entertainment and viral videos.

In addition to the Indigenous entrepreneurs being supported through the IDA and FILMBA program, there



have been additional employment positions created that have also provided an opportunity to develop employable skills. Chastity Davis-Alphonse, the first IDA client, was able to offer a direct hands-on learning opportunity for CapU students to support the launch of her online education platform, Deyen, which has continued as part-time employment. Four film production positions were available for *Disappearing Moon*, and one additional research position was created in the development of Wapanatahk's Red Media online network and digital platform. A mentoring opportunity was recently signed with Animikii Indigenous Technology to provide Wapanatahk with a business plan and online platform design.

## **WIL CO-LAB/HUB**

Building on the curricular WIL resources and community partnerships developed with the support of provincial funding in 2021-22, CapU is in the process of launching the WIL Co-Lab/Hub to support students, faculty, and community partners engaged in experiential and work-integrated learning. The WIL faculty lead facilitates a coordinated approach to the campus-wide identification, development and sharing of WIL resources and assist departments and schools with cultivating community partnerships in support of programmatic and/or course-based curricular WIL activities.

This work is supported by two term-limited staff funded through Ministry WIL-COWIL Phase 2. In addition, in summer 2022, the WIL Advisory Committee will host its inaugural meeting provide strategic advice and perspectives.

In addition to leading the CapU WIL Co-Lab Outreach Project (AEST funding), this year the WIL faculty lead is overseeing the configuration and implementation of a university-wide WIL database, organizing university-wide events in recognition of CEWIL's National Co-op and WIL Month, and fostering new community partnerships in support of curricular WIL at CapU.

New partnerships include CapU's GrowthHub initiative with the North Vancouver Chamber of Commerce. In fall 2021, over fifty students collaborated with four North Shore businesses to solve a challenge presented by the participating organizations, including the Holiday Inn North Vancouver and Coastal Cogs E-Bike Rentals.

## **CENTRE FOR CHILDHOOD STUDIES**

For the fourth year in a row, the editors of Canada's Top 100 Employer have awarded CapU a spot among their list of BC's Top Employers. The editors consistently cite

the family-friendly policies of CapU, which include on-campus childcare for employees. That childcare support will be growing soon, providing support not only for more families—students' and employees'—but more work-integrated learning opportunities for students in our early childhood care and education programs.

The new Centre for Childhood Studies is in the design phase and will be located on the main campus. CapU has received \$9.46 million in funding for the project from the Province of BC. As of March 2022, CapU has also raised over \$5 million in less than one year through its Centre for Childhood Studies Campaign. The campaign has already become CapU's largest capital fundraising campaign, with 59 donors contributing, 66 per cent of which were new donors to the university.

Scheduled to open in the fall of 2024, the purpose-built facility will house 74 childcare spaces, accommodate 20 practicum students, and facilitate the integration of innovative early learning and care, research, and lab school education. The main floor will contain four learning spaces for children with access to forested outdoor play areas and a piazza for group activities including exhibits and public events. The second floor will house collaboration spaces, a studio, classrooms, large, flexible lab space and faculty spaces. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement and innovative practice and inquiry in the field of early childhood care and education.

## **SQUAMISH CAMPUS LAND PURCHASE**

Delivering high-quality post-secondary education in the Sea-to-Sky corridor is a standing priority for CapU, and this year, we made significant progress towards planning for a campus located in Squamish. After exploring several options to re-establish a physical presence in the Sea-to-Sky region, CapU entered a land agreement process in March 2022 to buy two acres of waterfront property in the Oceanfront Squamish development.

Design plans for the Squamish campus, a purpose-built hub of higher education, are in very preliminary stages. The timing of the agreement allows CapU the opportunity to choose its preferred site location in the 100-acre mixed-use development incorporating new homes, businesses, industries and green spaces.





4.

## Strategic Context



## COMMUNITY CONTEXT

As a special-purpose, regionally-defined teaching university, the provincial government has mandated that Capilano University meet the post-secondary needs of learners in the Capilano College Region. CapU is also expected to serve learners throughout the province, country and beyond. CapU's region is large and diverse, and the needs of its learners are complex. As shown in Figure 1, the region embraces the North Shore of the Lower Mainland, the Sunshine Coast, and the municipalities of the Sea-to-Sky Highway. Communities range from the Lil'wat First Nation in the north to the southern estates of Lions Bay. The region is one of socio-economic contradictions. It is a community recovering from colonization, Indian residential schools, ongoing poverty, and inequities. At the same time, its demographic includes a disproportionate percentage of citizens who earn incomes of \$100,000 or more (15 per cent vs. four per cent provincially). The region places a high value on education, and the number of residents with a graduate degree is higher than the provincial average (16 per cent vs. six per cent provincially).

Figure 1: Capilano College Region.



Source: BC Stats, College Region 2—Capilano Socio-Economic Profile, 2012.

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, a barrier that limits local recruitment efforts. Compared to other Lower Mainland teaching-intensive universities, however, Capilano University is situated closer to both of BC's largest research-intensive universities: the University of British Columbia (UBC) (Vancouver) and Simon Fraser University (SFU). This competition pressure is illustrated in Table 1, which provides a comparison of the distances between UBC and SFU and the urban centres of the three college regions hosting the Lower Mainland's three teaching universities: the Capilano College Region, Kwantlen College Region (hosting Kwantlen Polytechnic University), and the Fraser Valley College Region (hosting the University of the Fraser Valley).

Table 1 gives the shortest driving distance from the city hall of each of the cities hosting the main campus of their college region university, used as a proxy for population centre. However, this proxy measure may underestimate actual distances, particularly for the Kwantlen College Region as Surrey City Hall is located in the far north of the college region. This location puts Surrey City Hall out of the population centre of the region, which includes Delta and Langley, and even likely outside of the population centre of Surrey itself. Furthermore, Table 1 focuses only on the two research schools' main campuses, although both universities have downtown satellite campuses that are closer to the North Shore.



Table 1: Shortest driving distances between city halls of the main urban centres of the Lower Mainland college regions' hosting teaching universities and the main campuses of the Lower Mainland's research universities.

City Hall	Minimum driving distance to UBC (main gates, W. 16th Ave.), km	Minimum driving distance to SFU (Gagardi Way & Burnaby Mtn. Pkwy.), km
North Vancouver, Lonsdale Ave. & 14th St.	20	17.5
Surrey, 13450 104 Ave.	38.5	16.3
Abbotsford, 32315 S. Fraser Way	75.7	56.5

Note: "Minimum driving distance" is the shortest driving distance in kilometres computed by Google Maps. North Vancouver City Hall is used as a proxy for the urban centre of the Capilano College Region, despite the city's smaller population than that of the District Municipality of North Vancouver because of its central location between the three major urban areas of West Vancouver, City of North Vancouver and District Municipality of North Vancouver. West Vancouver and the City of North Vancouver combined have a larger census population (102,242) than the District Municipality of North Vancouver (88,168).

In Table 2, we see the 2021 Census population numbers for the main communities of the CapU catchment area. This shows how concentrated the population is in the North Shore area, which includes not only West Vancouver, the City of North Vancouver and the District Municipality of North Vancouver, but also the communities of Səlilwətaʔ/

Selilwitulh First Nation, along with several of the Skwxwú7mesh communities. Together, these communities make up over 196,000 of the roughly 281,000 people living in the Capilano College Region, spread out over 13,000 square kilometres.

Table 2. 2021 Census Population estimates for Capilano College Region communities

Major communities	2021 population
North Vancouver, district municipality (DM)	88,168
North Vancouver, city (CY)	58,120
West Vancouver, DM	44,122
Squamish, DM	23,819
Whistler, DM	13,982
Sechelt, DM	10,847
Gibsons, town	4,758
Bowen Island, island municipality	4,256
Skwxwú7mesh First Nation (FN), aggregated Indian Reserves (IRs) (8)	4,065
Pemberton, village (VL)	3,407
Səlilwətaʔ/Selilwitulh FN, IR	2,373
Lions Bay, VL	1,390
Lílwat FN, aggregated IRs (2)	1,337
shíshálh FN, Indian Government District (IGD, Part 2 only)	744
Rest of Region	19,456
<b>Total Region</b>	<b>280,844</b>
<b>Total BC</b>	<b>5,000,879</b>
<b>Region as % of BC population</b>	<b>5.6%</b>

Note: "Rest of Region" = Region total - sum of listed municipal populations. "Total Region" is from BC Stats PEOPLE database. Only the Sunshine Coast part of the Sechelt Indian Government District (Part 2) falls within the Capilano College Region. Where more than one FN community exists within the catchment, we have aggregated the communities.

Sources: Statistics Canada. Table 98-10-0002-02, Population and dwelling counts: Canada, provinces and territories, and census subdivisions (municipalities); Census Profile. 2021 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released February 9 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>; BC PEOPLE database population projections application, <https://bcstats.shinyapps.io/popProjApp/>, accessed March 22, 2022.

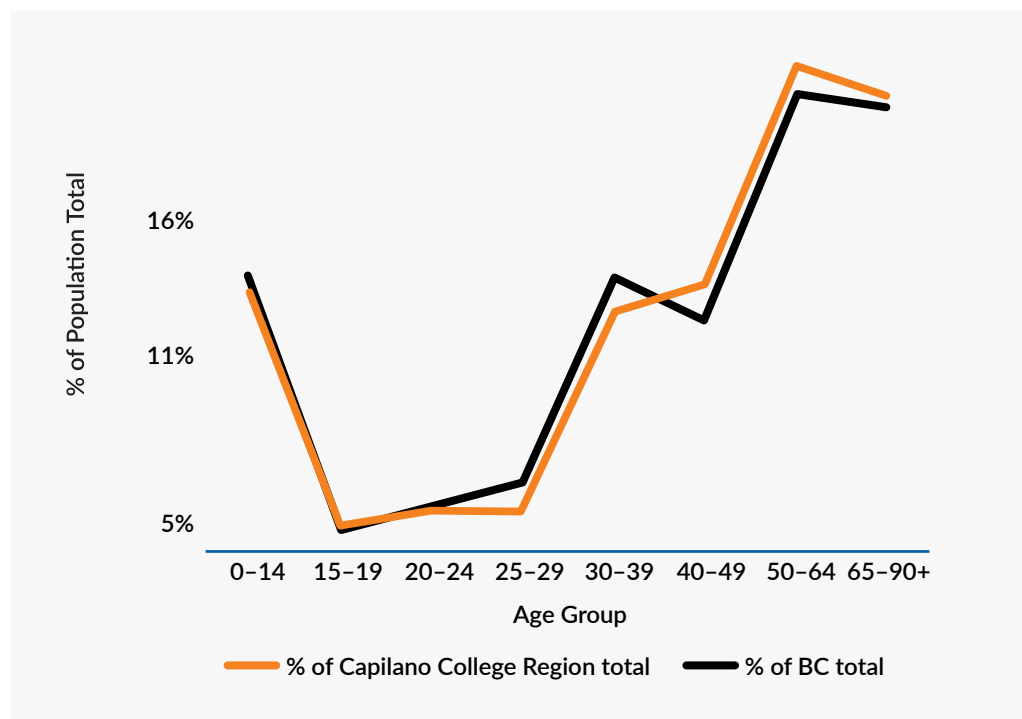




As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 25 to 39 and a

larger proportion of its population between the ages of 40 and 64. Although this older skew is modest, it does suggest a relatively smaller proportion of the domestic, late-college-age (25-29) population.

Figure 2: Age distribution across the Capilano College Region (orange line) or BC (black line), as a percentage of total population of geographic region.



Note: Data in this table represent estimates based on a 25 per cent sample of 2021 census data, and from population projections for the Capilano College Region for 2021 from BC Stats' PEOPLE database

Sources: PEOPLE Database (<https://bcstats.shinyapps.io/popApp>). Census Profile, 2021 Census. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released April 27, 2022. Downloaded April 28, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>.

In recent years, Capilano University has been focused on Indigenizing its curriculum and university culture, not only to address the Truth and Reconciliation Commission's Calls to Action but also to serve the needs of its communities. Table 3 shows how diverse those communities are across the Capilano College region in terms of their Indigenous base. The proportion of people identifying as Indigenous varies from 97 per cent for the Lílwat communities to under one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities. Note that the data in Table 3, and for all remaining tables in the community context section, is based on 2016 Census data, as data from the 2021 Census outside of population and age measures had not been released by Statistics Canada by the time of submission of this report to the Ministry.



Table 3: Proportion of populations identifying as Indigenous in major Capilano College Region communities (2016 Census).

Community	Indigenous population	% of population	Non-Indigenous population	% of population
North Vancouver, DM	1,355	1.6%	83,520	98.4%
North Vancouver, CY	1,155	2.2%	51,030	97.8%
West Vancouver	240	0.6%	41,440	99.4%
Squamish	955	5.0%	18,160	95.0%
Whistler	130	1.2%	11,115	98.8%
Sechelt	610	6.1%	9,400	93.9%
Gibsons	205	4.7%	4,195	95.3%
Skwxwú7mesh FN	1,965	49.1%	2,040	50.9%
Bowen Island	70	1.9%	3,605	98.1%
Pemberton	170	6.6%	2,395	93.4%
Lions Bay	0	0.0%	1,385	100.0%
Lílwat FN	1,380	96.8%	45	3.2%
shíshálh FN (Part 2)	450	68.2%	210	31.8%
Səlílwətaʔ/Selilwítlh FN	365	19.7%	1,490	80.3%
<b>Total, Capilano CR communities</b>	<b>9,855</b>	<b>4.1%</b>	<b>230,885</b>	<b>95.9%</b>
<b>BC</b>	<b>270,585</b>	<b>5.8%</b>	<b>4,289,655</b>	<b>92.3%</b>
<b>Region as % of BC population</b>	<b>5.6%</b>			

Sources: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; 2016 Aboriginal Population Profile. Data based on the long-form census, which is 25 per cent of the 2016 Census.

Note: 2021 Census data on Indigenous populations are scheduled for release on September 2022, after this report went into production.

Within both Indigenous and non-Indigenous communities there is considerable variation. Indigenous communities within the catchment include the highly urbanized communities of the Skwxwú7mesh and Səlílwətaʔ/Selilwítlh First Nations, located within the urban heart of the North Shore and featuring a Indigenous population of less than 50 per cent, and the rural communities of Lílwat Nation, which are almost exclusively Indigenous. The Skwxwú7mesh First Nation reflects this diversity as well, ranging from rural reserve communities north of Skwxwú7mesh to urban areas along the North Shore.

However, the median results mask some significant differences.

## EDUCATION, EMPLOYMENT AND INCOME

The communities of the college region are well-educated, as illustrated in Table 4, with median levels of education equivalent to and slightly above provincial levels. Table 4 suggests that across communities there is a smaller percentage of community members with a high school diploma or less when compared to the provincial norms, and slightly higher levels of undergraduate and post-baccalaureate education than in BC.



Table 4: Distribution of education levels in major Capilano College regions among persons aged 15 and older (2016 Census).

Community	High school diploma, equivalency or less	Non-undergraduate credential	Undergraduate certificate, diploma or degree	Post-baccalaureate credential
North Vancouver, DM	33%	23%	29%	15%
North Vancouver, CY	33%	26%	29%	12%
West Vancouver	32%	17%	32%	20%
Squamish	38%	30%	23%	9%
Whistler	31%	29%	30%	10%
Sechelt	44%	33%	16%	8%
Gibsons	41%	30%	18%	11%
Skwxwú7mesh FN	45%	26%	20%	9%
Bowen Island	28%	21%	29%	21%
Pemberton	43%	30%	22%	5%
Lions Bay	24%	25%	29%	22%
Lílwat FN	73%	19%	5%	3%
shíshálh FN (Part 2)	53%	30%	13%	4%
Səlílwətaʔ/Selilwitulh FN	37%	31%	23%	9%
<b>Median %</b>	<b>38%</b>	<b>26%</b>	<b>23%</b>	<b>10%</b>
<b>BC</b>	<b>45%</b>	<b>27%</b>	<b>20%</b>	<b>9%</b>

Sources: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; 2016 Aboriginal Population Profile. Data derived from the long-form census, which is 25 per cent of the 2016 Census.

Note: 2021 Census data on education levels are scheduled for release on November 2022, after this report went into production.

North Vancouver and West Vancouver have only 32 per cent and 33 per cent respectively of their members without any post-secondary education, compared to the provincial level of 45 per cent. An equally wide gap appears when we look at the levels of university education. Between 29 per cent and 32 per cent of the three communities' adult (age 15 and over) populations have an undergraduate credential, compared to 20 per cent provincially, while post-baccalaureate education—including professional degrees and doctorates—varies between 12 per cent and 20 per cent, versus nine per cent across the province.

However, substantive deviations occur in the opposite direction, with First Nations communities suffering the greatest educational impoverishment. Among the Lílwat communities, 73 per cent have a high school diploma or less and only five per cent have an undergraduate credential, whether certificate, diploma or degree. In the shíshálh First Nation, 53 per cent of community members have a high school diploma or less, 13 per cent hold an undergraduate diploma, and four per cent—just under half of the provincial level—have a post-baccalaureate credential.

Table 5 presents a summary of top occupational categories and top industries, colour-coded to show the different occupational/industry clusters. Overall, BC employment reflects what could be called a mercantile employment pattern, with the top occupations being sales and service occupations and the top industry being the retail trade. Thus, provincially, the most common employment situation should be retail trade sales and services. This pattern is found in several Capilano College Region communities in the Sunshine Coast region (Sechelt, Gibsons) and on the North Shore (City of North Vancouver and Skwxwú7mesh First Nation).





Table 5: Top occupations and industries across Capilano College Region communities (2016 Census).

Community	Top Occupation	Top Industry
North Vancouver, DM	Sales & service occupations 21%	Professional, scientific & technical services 14%
North Vancouver, CY	Sales & service occupations 25%	Retail trade 12%
West Vancouver	Management occupations 21%	Professional, scientific & technical services 18%
Squamish	Sales & service occupations 25%	Accommodation & food services 13%
Whistler	Sales & service occupations 37%	Accommodation & food services 29%
Sechelt	Sales & service occupations 26%	Retail trade 14%
Gibsons	Sales & service occupations 25%	Retail trade 14%
Skwxwú7mesh FN	Sales & service occupations 33%	Retail trade 16%
Bowen Island	Management occupations 19%	Professional, scientific & technical services 16%
Pemberton	Sales & service occupations 24%	Accommodation & food services 20%
Lions Bay	Management occupations 17%	Professional, scientific & technical services 18%
Lílwat FN	Sales & service occupations 21%	Accommodation & food services 13%
shíshálh FN (Part 2)	Sales & service occupations 26%	Health care & social assistance 13%
Səlílwətaʔ/Selilwitulh FN	Sales & service occupations 20%	Health care & social assistance 15%
<b>BC</b>	<b>Sales &amp; service occupations 25%</b>	<b>Retail trade 12%</b>

Sources & notes: Statistics Canada: 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; 2016 Aboriginal Population Profile. Occupations categorized by the National Occupational Classification (NOC) 2016. Industries organized using North American Industry Classification System (NAICS) 2012. Numbers are estimates based on long-form census data, which is a 25 per cent sample of the 2016 Census.

Note: 2021 Census data on the Canadian labour force are scheduled for release on November 2022, after this report went into production.

The western edge of the North Shore's communities (West Vancouver, Lions Bay and Bowen Island) shows a much more white-collar employment pattern, with the top occupations being management occupations, especially in professional, scientific and technical service companies. The District Municipality of North Vancouver shows a mixed pattern of employment, with the top industry again being professional, scientific and technical services, but with sales and services jobs being the most common occupations. This may reflect a geographic stratification, with frontline, customer-facing personnel—such as technicians and sales reps—for technical and professional companies living in the eastern strip of the North Shore and their managers and executives living in the western edge.

The more northerly communities along the Sea-to-Sky Highway (Squamish, Whistler, Pemberton, Lílwat First Nation) show a hospitality-related employment pattern, with sales and services occupations being the most common, with much of that work taking place within accommodation and food services businesses.

For several First Nations communities, employment shows a health and community services pattern. For all the shíshálh and Səlílwətaʔ/Selilwitulh First Nations, the top employers are health care and social assistance-focused

organizations. Social assistance is an industry grouping ranging from childcare to family services, which includes food and housing services, as well as job training/reskilling services. Sales and service occupations are again the most common among the Səlílwətaʔ/Selilwitulh and shíshálh First Nations.

Finally, income level in Table 6 reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly-skilled and often in high-demand areas—have income levels well above provincial levels. In all these communities, the percentage of citizens earning \$90,000 or more is twice the provincial average, with West Vancouver's percentage triple that of the BC rate. Those communities with a more typical economic profile—with a mercantile or hospitality-based profile—show income distributions close to that of the BC distribution. One exception is the Lílwat Nation communities, which are heavily skewed to the lower end of the income range.

This low-income skew is also true for the Skwxwú7mesh and shíshálh First Nation communities. The Səlílwətaʔ/Selilwitulh First Nation community shows a distribution much closer to that of overall BC distribution than the others. Both First Nations have their current communities



located in the urban areas of the Lower Mainland, allowing greater access to employment and training. It also means a larger percentage of community members are non-

Indigenous, as shown in Table 3; the inclusion of a larger percentage of non-Indigenous community members lifts the aggregate measures of community income.

Table 6: Income distribution in Capilano College Region communities, for population aged 15 years and older (2016 Census).

Community	< \$10,000 (including loss)	\$10,000 to \$29,999	\$30,000 to \$59,999	\$60,000 to \$89,999	\$90,000 & >
North Vancouver, DM	16%	26%	28%	16%	13%
North Vancouver, CY	15%	31%	34%	13%	7%
West Vancouver	19%	27%	24%	10%	18%
Squamish	13%	29%	36%	11%	6%
Whistler	14%	33%	35%	11%	7%
Sechelt	12%	40%	33%	11%	4%
Gibsons	12%	39%	31%	13%	5%
Skwxwú7mesh FN	31%	38%	24%	5%	2%
Bowen Island	19%	28%	28%	13%	12%
Pemberton	12%	31%	41%	13%	4%
Lions Bay	18%	19%	30%	17%	17%
Lílwat FN	36%	40%	18%	5%	1%
shíshálh FN (Part 2)	31%	43%	22%	2%	2%
Səlílwətaʔ/Selilwitulh	14%	28%	32%	19%	7%
<b>BC</b>	<b>16%</b>	<b>34%</b>	<b>32%</b>	<b>12%</b>	<b>6%</b>

Sources: Statistics Canada: 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; 2016 Aboriginal Population Profile. Data derived from the long-form census, a 25 per cent sample of the full 2016 Census.

Note: 2021 Census data on income levels are scheduled for release on July 13, 2022, after this report went into production.

Even this brief economic survey makes clear the diversity of the community economies, and therefore the educational demands, of the Capilano College Region. Finding the programming mix that can address the employment needs and career aspirations of learners living in communities with such varied economies is part of the challenges Capilano University is rising to meet.

## UNIVERSITY CONTEXT

Capilano University served 9,042 students in the 2021-22 fiscal year, a decrease of four per cent from the previous year. Like many changes in headcount in recent years, much of this reduction is due to a significant drop in international students because of the global pandemic and the abrupt shift to remote learning.

This headcount corresponds to 5,466.4 FTEs for the last fiscal year, of which 69 per cent were domestic and 31 per cent were international student FTEs. This marks a pronounced shift in our balance of domestic and

international FTEs, reflecting the highest proportion of domestic FTEs since 2017-18.

As shown in Table 7 below, Capilano University students enrol in programs distributed over 12 different categories of credential types, ranging from programs with no credential, such as Engineering Transfer, to graduate diploma programs, such as Early Childhood Care and Education. Despite the pandemic, our enrolments in baccalaureate programming grew in 2021-22, topping 3,093 students, which represents the highest total in a single fiscal year in CapU's history. The pandemic has negatively impacted enrolment in most other credential types, although the enrolment decline for several categories, particularly certificate and diploma programs, has been modest.



Table 7: Headcount by credential, last five fiscal years.

Credential	2017-18	2018-19	2019-20	2020-21	2021-22
None	1,948	1,857	1,572	1,445	1,303
Developmental	33	24	28	39	43
Short Certificate	61	100	63	8	64
Certificate	1,107	1,125	1,127	1,018	1,006
Advanced Certificate	18	11	3	1	1
Diploma/Advanced Diploma	1,666	1,744	1,802	1,683	1,559
Associate Degree	963	1,307	1,806	1,698	1,310
Baccalaureate Degree	2,815	2,809	2,946	3,081	3,393
Post-degree Certificate/Diploma	350	487	528	406	346
Graduate Certificate/Diploma	49	56	57	36	17
<b>Total</b>	<b>9,010</b>	<b>9,520</b>	<b>9,932</b>	<b>9,415</b>	<b>9,042</b>

Source: CDW, as of Banner download May 10, 2022. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

Although the number of full-time students decreased this year compared to last, the number of part-time enrolments increased for the second year in a row, as shown in Table 8, although this fiscal year's increase is small, particularly when compared to the 2020-21

increase. Overall, the percentage of full-time students slightly declined. It is possible that these declines in full-time students reflect the lingering effects of the pandemic, as students may be facing multiple challenges such as mental health, finance and overall engagement.

Table 8: Headcount and distribution across full-time, part-time status, last five fiscal years.

Status	2017-18	2018-19	2019-20	2020-21	2020-21
Full-time	10,691 67%	11,811 69%	13,329 71%	12,366 69%	11,113 67%
Part-time	5,235 33%	5,333 31%	5,456 29%	5,527 31%	5,552 33%

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies.

As Table 9 indicates, the relative distribution of enrolments across term has not changed over the last five fiscal years, with Fall terms being the most highly enrolled, followed by Spring and then Summer terms. However, summer enrolments declined slightly due to a substantial decline in international students. Domestic summer enrolments continued their third consecutive increase and marked the largest summer increase for domestic students in the last five fiscal years. However, this may be a result of the pandemic and not necessarily a sustained trend.

is an encouraging sign of stabilization despite the upheaval caused by the pandemic. The Spring term decline in both domestic and international headcount was primarily due to a smaller new enrolment compared to the previous year, rather than greater second-term attrition.

Both Fall and Spring term enrolments decreased for the 2021-22 fiscal year, with international student declines being the largest components in both terms, both on an absolute and relative basis. Domestic student enrolment in the Fall term declined by less than 50 students from the previous year, which is the smallest decline in Fall term domestic enrolments since at least the 2014-15 year. This



Table 9: Academic program headcount distribution across terms, last five fiscal years

Term	2017-18	2018-19	2019-20	2020-21	2021-22
Summer, domestic	1,870	1,738	1,779	1,788	2,209
Summer, international	644	1,158	1,723	1,803	1,323
<b>Summer Total</b>	<b>2,514</b>	<b>2,896</b>	<b>3,502</b>	<b>3,591</b>	<b>3,532</b>
Fall, domestic	5,560	5,427	5,228	5,063	5,017
Fall, international	1,292	1,863	2,675	2,315	1,780
<b>Fall Total</b>	<b>6,852</b>	<b>7,290</b>	<b>7,903</b>	<b>7,378</b>	<b>6,797</b>
Spring, domestic	5,069	4,975	4,746	4,924	4,681
Spring, international	1,491	1,983	2,634	2,000	1,655
<b>Spring Total</b>	<b>6,560</b>	<b>6,958</b>	<b>7,380</b>	<b>6,924</b>	<b>6,336</b>

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies.

Over the last fiscal year, FTEs increased for domestic students in cost-recovery programs compared to the previous year, as shown in Table 5. However, FTEs for domestic students in academic programs decreased, leading to a net decrease in domestic FTEs, reversing the increase CapU recorded in FY 2020-21. International FTEs

decreased 21 per cent from 2020-21, the second year of decline since the pandemic began. COVID-19 related travel restrictions and lingering uncertainty continues to be challenging for international student recruitment and enrolment.

Table 10: FTEs by fee type, last five fiscal years

Fee Type	2017-18	2018-19	2019-20	2020-21	2021-22
Domestic	3,999.8	3,840.2	3,742.1	3,788.6	3,724.3
Domestic, cost recovery	55.3	45.6	44.5	25.5	35
<b>All Domestic</b>	<b>4,055.1</b>	<b>3,885.8</b>	<b>3,786.6</b>	<b>3,814.1</b>	<b>3,759.3</b>
<b>International</b>	<b>1,243.9</b>	<b>1,814.7</b>	<b>2,534.1</b>	<b>2,153.4</b>	<b>1,707.1</b>

Source: CDW, as of Banner download May 10, 2022. All students, including PLA and Continuing Studies.

Although the modest decline in domestic FTEs is disappointing, the headcount data points to continued stabilization in domestic enrolments. As seen in Table 11, this fiscal year saw a small domestic headcount increase for the first time since 2012-13. The primary reason for this

increase is due to a growth in Continuing Studies enrolment. However, as the pandemic subsides, we look forward to seeing whether the growth in domestic headcount will continue as a trend.

Table 11: Percent change in domestic headcount and FTE from previous year, last five fiscal years.

Measure	2017-18	2018-19	2019-20	2020-21	2021-22
FTEs	-3%	-4%	-3%	1%	-1%
Headcount	-8%	-7%	-4%	-2%	2%

Source: CDW, as of Banner download May 10, 2022. All students, including PLA and Continuing Studies.

Although domestic and international FTE and headcount numbers are continuing to reflect the uncertainty of the pandemic, CapU's credentials awarded numbers show an unambiguously positive picture, as seen in Table 12. This marks the third consecutive fiscal year showing growth in this area and represents the largest number of credentials

awarded in over seven years. The number of baccalaureate credentials awarded in the last fiscal year is the largest number since 2015-16.

Substantial increases over the previous fiscal year have been recorded in nearly every major credential category,





except for post-degree diplomas. The number of students graduating with associate degrees increased by almost 200 awards over 2020-21, and that year saw the number of associate degrees conferred increased by nearly 200 per cent over the 2019-20 fiscal year.

We are especially optimistic about this growth in graduating students, as it points to our continued commitment to strategic enrolment management and student success.

Table 12: Graduates by credential type, last five fiscal years

Credential	2017-18	2018-19	2019-20	2020-21	2021-22
Short Certificate	4	2	17	13	13
Certificate	443	334	320	338	359
Diploma	548	526	541	564	715
Advanced Certificate	3	1	1		2
Advanced Diploma	74	68	24	5	2
Associate Degree	87	98	110	307	493
Baccalaureate Degree	440	434	456	463	492
Post-degree Certificate			4	9	6
Post-degree Diploma	112	117	237	302	147
Graduate Certificate		1		2	
Graduate Diploma	3	17	10	10	15
Developmental	25	19	20	24	37
<b>Total</b>	<b>1,739</b>	<b>1,617</b>	<b>1,740</b>	<b>2,037</b>	<b>2,281</b>

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>. Table data excludes records with the "NONE" CTYP code. Students could have more than one credential within a credential type in a fiscal year.





5.

# Mandate Letter Priorities



## ALIGNMENT OF UNIVERSITY GOALS, INITIATIVES AND OBJECTIVES WITH MANDATE LETTER AND MINISTER'S LETTER OF DIRECTION

In this section, we outline Capilano University's alignment with the Ministry of Advanced Education and Skills Training's priorities for the current year, as laid out in its 2021-22 Mandate Letter and the 2022-23 Minister's Letter of Direction.

**Priority One: Work with the ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the provincial health officer and the COVID-19 go-forward guidelines for BC's post-secondary sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.**

### COVID-19 Response

Capilano University's ongoing pandemic response reflects a commitment to the safety of all members of its learning community alongside a high value for in-person, experiential learning.

Timely, relevant and clear communications supported the University's Return to Campus (R2C) initiative for students and employees to begin the Fall 2021 term. The importance of vaccination against COVID-19 was prioritized regularly and consistently in messaging to all members of the CapU community, and in June of 2021, Capilano University joined the national Faster Together campaign—a voluntary effort to promote COVID-19 vaccine acceptance and pandemic recovery.

In August 2021, the University announced its plan for students and employees to confidentially self-disclose their COVID-19 vaccination status through the CapU Safe App. Throughout the fall, communicating this major initiative further served to promote the importance of vaccination while improving our ability to implement data-informed return-to-campus planning. As of December 14, 2021, 992 employees (78.5 per cent of total) and 4,219 students (63.4 per cent of total) submitted a vaccine self-declaration. Based on the submissions, 98.4 per cent of employees who responded and 95.8 per cent of students who responded reported being fully vaccinated.

Results of this major internal communications campaign achieved two important safety objectives: the highest subscription rate to the CapU Safe app since its inception and data indicating the very high rate of vaccination amongst CapU students and employees.

This information built confidence in the safety measures in place to support in-person experiences and the Fall term successfully delivered 69 per cent of classes either in-person or mixed mode (partially online) with 31 per cent provided online.

The University's flexibility was once again put to the test over the winter of 2021-22 with the rise of the Omicron variant of COVID-19. In response, the start of the Spring 2022 term was delayed from January 4, 2022 to January 10, 2022. As events related to Omicron unfolded rapidly over the winter break, it was necessary to communicate the delay with the CapU community using a variety of channels, including capilanou.ca, email and the CapU Safe App alerts function to reach individuals in advance. In the new year, direction was given that classes that could be delivered remotely would temporarily shift to online delivery. On January 31, 2022, CapU pivoted back to its Return to Campus objectives for in-person learning, and classes resumed in the delivery mode they were originally planned for when students registered for the spring term.

Beginning in January 2022, CapU employees could order KN95 masks either through the North Vancouver campus bookstore, or through their administrator. On March 11, 2022, following the direction of the Provincial Health Officer, Dr. Bonnie Henry, face masks became optional for students, employees and visitors at all CapU campuses and learning locations. Administrators began receiving packages of rapid antigen test kits on February 22, 2022. Administrators distributed the kits to their on-campus employees, with each employee receiving one five-test kit for symptomatic use.

During the pandemic, CapU Housing remained open to students, welcoming 290 students, both domestic and international, into housing in the fall 2021 term and 285 students in the spring 2022 term. CapU Housing piloted a rapid-testing program with Health Canada starting September 2021. From the start of the pandemic through December 2021, only a single positive case of COVID-19 emerged among the students in CapU Housing. From January through April 2022, during which the Omicron strain emerged, 35 students in housing self-reported COVID-19 infections.





## International education

CapU has developed and implemented a range of strategies and actions to mitigate losses of international enrolment due to COVID-19. It is fully engaged in international education networks such as BC Heads of International (see below), the BC Council for International Education (BCCIE), Colleges and Institutes Canada, the Canadian Bureau for International Education, and Universities Canada to constantly monitor and evaluate changes in conditions and rules concerning international education. We maintain consistent communications with our students and agent networks globally to ensure there is up-to-date information that supports their needs. Throughout the pandemic we were able to maintain a slightly reduced but consistent level of international registration, and we achieved exceptionally high retention and graduation rates. International registration has grown over the past two terms compared to the previous two years and fall 2022 offers and deposits are currently the highest on record.

To help diversify international enrolment, CapU has refreshed and expanded our agent network in various places around the world. CapU has also conducted proactive and more detailed agent training and support. It has expanded its South Asia operations by contracting MSquare Media (our recruitment management partner in India) for six additional countries: Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives. As a result, CapU has onboarded and trained over 100 new agents in the South Asia region.

Following the success of last year's campaign, CapU also implemented a second social media campaign in Mexico, Colombia, Vietnam and Brazil, and added the Philippines, Nepal and Pakistan to this year's campaign. Registration from the Philippines has grown during the pandemic, and Nepal and Pakistan are new markets that have demonstrated strong promise. The campaign generated 9.9 million views of our video and over 500,000 visits to our landing page. The campaign has won this year's BCCIE International Education Award for Excellence in International Marketing. CapU has reallocated resources within its international operations to increase recruitment staffing and is in the process of establishing regional representative offices in Brazil and Vietnam that the pandemic had delayed.

CapU's Board and Senate reviewed the University's first internationalization plan last summer, and this year the focus has shifted to its implementation. As indicated by the title, *Enabling Imagination through a Globally Engaged University*, strategies are built around Envisioning 2030's

themes of imagination, community, distinct university experience, and health and well-being. Specific actions are designed to help build intercultural learning through more diversified international student enrolment from different countries and regions around the world; enhanced study abroad opportunities and access for all learners; expanded global partnerships for intercultural and academic exchange; renewed international projects, community forums and workshops on global issues; and other initiatives.

## Flexible work pilot

Part of CapU's planned return to in-person work involved a substantial change in our working environment by allowing eligible employees to choose their balance of remote and on-campus work. CapU announced the flexible remote-work framework pilot program on June 15, 2021. Interested workers applied through their supervisor, submitting a proposed remote/in-person schedule, with final schedules submitted by July 2021. Employees and supervisors were guided by the requirements that remote work accommodations be operationally feasible, and that arrangements be considered within a student-first focus to ensure educational integrity and quality and that CapU's distinct student experience remains uncompromised. The pilot will be reviewed after December 2022. To ensure the program operated within the parameters of the union (MoveUP) collective agreement and university policies, CapU's Human Resources (HR) department consulted extensively with members of the MoveUP union and the Senior Leadership Council prior to the program's announcement. After the announcement, online question-and-answer sessions were held throughout the second half of June 2022, and HR advisors answered questions at departmental and office team meetings when requested.

Of the applications submitted, 25 per cent indicated their primary work location is on campus, 56 per cent indicated a remote location as their primary work location and 19 per cent indicated a 50/50 split of campus and remote. These numbers only reflect those who submitted requests, as positions that can only be on-campus did not need to submit requests. There are some fully-remote employees, but they work in areas where the entire department has chosen remote work, with ad hoc presence on campus. As of spring 2022, there are 291 employees enrolled in the program. This represents 58 per cent of all employees in the administrative, exempt and MoveUP groups.





## Student perceptions and experiences

Each fall, CapU surveys its new and returning/continuing students as detailed in the Performance Measures sub-section. During the pandemic, CapU added questions regarding students' perception of CapU's response to the pandemic and how the pandemic had affected them.

In the fall 2021 surveys, just over two-thirds of CapU's new student respondents (69 per cent) were satisfied or very satisfied with CapU's response to the pandemic, with a smaller majority (58 per cent) of returning and continuing students expressing satisfaction with CapU's response. CapU's returning and continuing student respondents were also much less comfortable with the idea of a return to in-person learning in the 2021-22 academic year, with slightly less than half (48 per cent) reporting they were comfortable or very comfortable with the provincially-mandated return to in-person instruction, while two-thirds (68 per cent) of students new to CapU expressed comfort at the idea of the return to in-person learning. This disparity is continued in the response to preferred forms of learning, with only 13 per cent of CapU's new students saying they learned best remotely, while twice that (26 per cent) proportion of returning and continuing students said they worked best remotely.

New and return/continuing students, however, were more similar in describing how COVID-19 affected them. A plurality of both new and returning/continuing students reported that the pandemic had not affected their costs (47 per cent new students, 44 per cent returning/continuing), and for both groups, more students reported that the pandemic has reduced their costs (32 per cent new, 35 per cent returning/continuing) rather than increased them (21 per cent both). When asked which financial obligations the pandemic had jeopardized<sup>2</sup>, responses were almost identical, with similar ordering of impacts. For both sets of students, the most affected payments were:

- tuition (60 per cent new students, 58 per cent returning/continuing)
- rent and utilities (45 per cent both sets)
- groceries (35 per cent new students, 36 per cent returning/continuing)
- transportation (28 per cent new students, 29 per cent returning/continuing)

- medical bills (17 per cent new students, 19 per cent returning/continuing)
- loan repayments (13 per cent new students, 17 per cent returning/continuing)
- other (13 per cent new students, 15 per cent returning/continuing)
- childcare (three per cent new students, two per cent returning/continuing)

Social impacts were also similar across both new and returning/continuing students. For both, a much larger percentage reported that the pandemic had more negative impacts than positive impacts. For both groups, two-thirds of respondents said the pandemic had made their social interactions with family and friends worse or much worse (67 per cent new students, 68 per cent returning/continuing). Even more concerning, 60 per cent of new students and 65 per cent of returning and continuing students said their mental health had become worse or much worse during the pandemic.

**Priority Two: Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.**

Over the last year, CapU has vigorously engaged with its partners in providing post-secondary education to the learners of the North Shore, Sunshine Coast and Sea-to-Sky communities. With our partners, we developed programs to help community members in hospitality and tourism who were negatively impacted by COVID-19 to pivot with new skills and opportunities. CapU developed programs to support Indigenous learners and their communities and ensure full access to learning for those with disabilities, while working assiduously to create a welcoming environment for women, 2SLGBTQ+ and gender nonconforming students and staff. CapU has supported vulnerable students in other ways—from working on improving education about and protections against sexual violence and misconduct to providing tuition waivers for former youth in care. We have continued to develop new programming to meet local economic and social needs, including health needs. Our many consultations

<sup>2</sup> Respondents in both surveys could select as many options as they wanted.



with community leaders in local government, business and education have led to work-integrated learning opportunities and microcredentials. We detail these, and other initiatives below.

### **Work-integrated learning and career planning initiatives**

The 2021-22 academic year marked a big development in CapU's delivery of work-integrated learning (WIL) experiences.

As described in the Strategic Directions section, provincial funding received this year has allowed CapU to begin work on the WIL Co-Lab/Hub. The Co-Lab/Hub will support students, faculty, and community partners engaged in experiential and work-integrated learning. The WIL faculty lead, a regular half-time position, chairs the WIL Co-Lab/Hub, facilitating a coordinated approach to the campus-wide identification, development and sharing of WIL resources. The Co-Lab/Hub personnel and resources will help departments and schools cultivate community partnerships supporting programmatic and course-based WIL activities.

The Co-Lab/Hub will help maintain and coordinate existing WIL projects, such as this year's Growth Hub initiative, which began in fall 2021. The Growth Hub initiative was a partnership with the North Vancouver Chamber of Commerce, involving over fifty students working with four North Shore businesses to solve a challenge presented by the participating organizations, including the Holiday Inn North Vancouver and Coastal Cogs E-Bike Rentals.

CapU's CityStudio project is now in its third year, as outlined in the Strategic Directions section, providing experiential and WIL projects to hundreds of students, who collaborate with City of North Vancouver staff. This year, over 600 students worked on 16 applied research and co-curricular community service-learning projects, creating meaningful change in their community.

The Capilano School of Business (CSB) received a \$200,000 grant from the Business Higher Education Roundtable to expand WIL within the CSB. The grant agreement outlines a target of 535 new WIL opportunities by July 15, 2022, with placements in the Lower Mainland and Sea-to-Sky Corridor. The Business Higher Education Roundtable, launched in 2015, is a non-profit organization representing some of Canada's largest companies and leading post-secondary institutions.

The Bachelor of Tourism and Tourism Management Co-operative Education Diploma at CapU has been providing co-op-based WIL for many years. In November 2021, the program's excellence in promoting responsible and sustainable tourism was recognized by the United Nations World Tourism Organization (UNWTO) with their TedQual certification. TedQual certification is an international certification assuring quality in tourism education and training at post-secondary institutions. This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries.

CapU signed an agreement in fall 2021 with Talent Basket to offer virtual work experience as a course elective for students in programs in the School of Tourism Management and School of Outdoor Recreation. Talent Basket operates as a global online marketplace. It connects businesses offering project-based work and training with educated young professionals who have the knowledge and expertise to deliver business services virtually and on-demand. The organization works with clients in countries around the world including Guam, Slovenia, Taiwan, Thailand, Canada and the United States. The international work experience is a three-credit, independent-study course with guided support from a School of Tourism Management faculty member and one of Talent Basket's talent captains.

The Career Development Centre (CDC) is creating WIL opportunities on campus, with its Student to Employment Program (STEP). The program provides funding to CapU departments to hire students as peer tutors, Student Advisory Committee members and peer-assisted learning leaders. During their work terms, students develop competencies related to CDC's competency framework, which is aligned with the competency framework of WorkBC. Successful STEP applicants are also expected to integrate the high-impact reflection activity, CapU GROW, which provides a structured framework for students to reflect on their learning outcomes. From April 1, 2021, to March 31, 2022, STEP disbursed \$67,041 to employ 15 students in four departments: English for Academic Purposes, the Writing Centre, the School of Communication and Student Housing Services.

This year, our ká lax-ay campus on the Sunshine Coast hired a WIL project liaison to develop WIL projects with partners amongst the Sunshine Coast communities. This will mark the first time WIL projects have operated in these communities.



## Microcredential initiatives

In 2021-22, kálah-ay campus worked with CapU's Continuing Studies (CS) department and local organizations to produce a microcredential program called *Citizen Leaders: Growing the Community from Within*. The program, approved in December 2021 by the Ministry, will run early in summer 2022 and is offered to members of volunteer or non-profit organizations, including Sunshine Coast Community Services, Open Door WorkBC, and Sunshine Coast Regional Economic Development Organization. Learners passing through the program earn digital badges, with program completion yielding a non-credit certificate of completion.

The CDC began offering stackable microcredentials through Continuing Studies in spring 2022. The program provides students who complete career preparation workshops and the Pathway to Meaningful Employment career preparation program with a digital badge. Students completing both receive a program badge, but each component has its own digital badge as well. A separate digital badge is associated with the CDC's CapU Launch program. Badges can be linked to students' LinkedIn profiles. CapU Launch helps students build workplace competencies such as communication skills, critical thinking and problem solving.

CapU's Fine and Applied Arts (FAA) faculty worked with DigiBC - The Creative Technology Association of British Columbia to develop two microcredentials in digital media, which will run in the next fiscal year through CapU's Continuing Studies department. The Ministry approved funding for FAA members to develop Virtual Production for Film, Streaming and Immersive Media and 2D Animation, Compositing and Rigging Using Toon Boom Harmony. Virtual Production is a suite of four laddering, fifteen-hour micro-courses that introduce students to game engines from the perspective of 3D, film, and visual-effect production. Toon Boom Harmony is an industry-standard 2D digital animation platform. The Toon Boom Harmony microcredential consists of one foundational thirty-hour micro-course and a choice of electives in three streams: Animation; Compositing; and Character, Design and Props builds.

## Expansion of health seats and programming

With Ministry support, CapU is preparing for a two-year expansion of our Rehabilitation Assistant Diploma, featuring a new 20-student cohort. The expansion has FTE targets of 10 in 2022-23 and 30 in 2023-24. The funding includes support for an Indigenous advisor to guide Indigenization of curriculum or delivery. The program has both online

and in-person components. The online components, along with funding for travel stipends, allows the program to be accessible to students living in communities outside of the North Shore, and provides these communities with needed healthcare workers.

Last year, CapU worked with the Ministry to offer a new Health Care Assistant Pathway (HCAP) for health care support workers without formal credentials to obtain a Health Care Assistant certificate while working; 18 students completed that program. A second intake began in November 2021, with 19 students enrolled at the time of this report, and a third intake is planned for summer 2022. The kálah-ay campus began its first intake of students in September 2021, with 16 students completing the program in spring 2022. Both campuses expect to begin new cohorts in fall 2022, while also continuing to offer the regular Health Care Assistant certificate program. The expansion of HCAP will help increase the availability of critical front-line health care workers in communities in the Capilano College Region.

Faculty at the kálah-ay campus are collaborating with colleagues at Vancouver Island University's Mental Health certificate program to develop a similar offering in the Sunshine Coast, increasing the supply of skilled mental health care workers in the local communities. The program is expected to launch in fall 2022.

## Expansion of technology seats

CapU faculty, along with the Office of Academic Initiatives and Planning, are developing new programming with a technology focus. As of the writing of this report, two proposals are under Ministry review. The Bachelor of Science with a Major in Applied Clean Technology program would not only provide training in technology-based skills, but also provide BC with skilled workers who can help BC and Canada combat climate change and build an environmentally sustainable economy.

The Diploma in Interactive Design explores the intersection of design and technology. Students will develop research, visual design and technical skills to create and optimize digital experiences.

The Faculty of Fine and Applied Arts has been developing digital media skills for many years with innovative animation programs—both its 2D Animation and Visual Effects and 3D Animation for Films and Games--and its Visual Effects for Film, Streaming, and Immersive Media. Enrollment in these three programs has been growing steadily. The 2021-22



academic year saw enrollment hit a record of 189 students across the three programs.

### **Ensuring education for vulnerable and underrepresented groups**

CapU continues to support former youth in care with tuition waivers. The number of students served by the program has increased by 244 per cent since 2017–18 when there were nine served. Since then, there were 33 served in 2020–21, totaling \$45,719, before dropping slightly to 31 in 2021–22, totaling \$45,650.

In addition, since 2019, our financial aid office has provided outreach to students to engage the tuition waiver program. Although the pandemic limited our ability to establish a Campus Navigator role during the 2021–22 fiscal year, the Student Success team is actively exploring ways to provide supporting services in the upcoming fiscal year.

### **Sexual violence and misconduct protections**

Capilano University is committed to creating a safe and supportive campus community. We have strong involvement from employees and students across campus in initiatives and projects that promote mental health, support well-being and work towards prevention and education related to sexual violence. In February 2022, CapU participated in the province-wide Sexual Violence and Misconduct survey; 158 students responded for a response rate of 2.5 per cent. Results are not available at the time of this report.

After over a year of community consultation and research beginning in summer 2019, CapU passed its updated Sexual Violence Policy in fall 2020. The newly-revised policy initiated the formation of an advisory committee. An invitation for members from the CapU community was released in spring 2021. Since it was established, the committee has met three times to provide feedback on sexual violence prevention programming and initiatives, with the most recent meeting, as of this report, held in March 2022. In fall 2021, training on the policy began for the staff of CapU's HR department and members of the Student Appeals Committee. In January 2022, CapU held its first Sexual Violence Awareness Month.

CapU's Student Affairs team includes an employee dedicated to recording sexual violence disclosures and reports since 2019. We have continued well-being programming for students, staff and faculty focused on responding to disclosures and consent education. CapU also has a Supporting Students in Distress Guide that outlines

the process for disclosures and reports of sexual violence for employees.

### **Equity, diversity and inclusion (EDI) initiatives**

In 2018, CapU began a gender diversity audit. Since receiving the recommendations in 2019, campus units have initiated work on more than 75 per cent of the 36 recommendations. Students can now have their preferred name appear on rosters and class lists, the gender-neutral title Mx now appears as an option on the student-interface to CapU's record system, and a Gender Diversity webpage outlining options for students has been created. In residences, students can select room, floor and roommate preferences regardless of legal gender or name status. Student housing offers gender-neutral communities and uses preferred names in all communications. CapU is in the process of shifting email addresses, student cards and system usernames for students to their preferred name.

Employees can now update their preferred name, personal pronouns and gender identification. With the ratification of the newest collective agreement, the University and union have included a specialized category of leave for transition-related procedures. Students, faculty and employees all benefit from recent expansions to all-gender washrooms and updated washroom signage. Gender-pronoun identification nametags have become part of standard practice of both student and staff orientations. Any institutional survey that has a gender question now uses the two-part format, and our Communications and Media and Digital Experience (MDX) teams have updated the communications style guide with TNB2S-specific (Transgender, Non-Binary, and Two-Spirited) language, removed gender icons from the image lexicon, and now follow The Radical Copyeditor's Style Guide in their work to address inclusivity.

Work continues to expand the use of preferred names; the use of gender-neutral language in university policy; the enhancement of privacy features in all-gender washrooms; and the redesigned shower and locker room areas to create a larger gender-inclusive universal space in the Centre for Sport and Wellness. Staff training to create safer spaces for with TNB2S students and staff has begun with front-line staff in the Registrar's Office (RO), and a university-wide rollout began April 2022. An online training module is currently being worked on.

This year marked a surge in activity related to enhancing equity, diversity and inclusion at CapU. The Student Success department—which includes the Student Affairs office, the





Centre for Career Development and many other student-facing units—created a new EDI advisor position, with a focus on working with and developing supports for students.

The advisor has begun developing

- a community-care framework to support embedding EDI throughout Student Success programs and services
- a training plan for the Gender Diversity Audit
- bi-weekly educational sessions for students and employees

The Student Success EDI advisor has already provided

- training and educational programming for Black History Month
- consultation support for several incidents involving students
- educational workshops to support culture change in classes and spaces where incidents have occurred

The RO has also moved to make student registration and university-wide record-keeping more inclusive by revamping CapU's record system to allow students, faculty and staff to use their preferred name rather than legal name whenever possible. This revamp is extensive and is in progress at the time of this report. Along with these recording changes, the RO has created [a webpage](#) for students explaining how to change their name, where their preferred name will appear, and where their legal name is still required until an official name change is completed by the student. All staff who meet with students in the Registrar's Office received a half-day of training on how to sensitively and compassionately assist students with diverse gender identities.

The CTE at CapU—which fosters excellence, innovation and collaboration in teaching—has offered several EDI-related workshops in this academic year to all faculty, as well as department-specific workshops. Workshops open to all faculty consisted of:

- an interactive workshop called *Inclusive Teaching Practices* in November 2021 to aid in the recognition of one's own beliefs and biases as a teacher
- an intensive 24-hour workshop called *Intercultural Pedagogy and Learning* in Feb 2022 to offer an in-depth introduction and analysis of EDI issues related to

disability, gender and sexuality, race and language, and decolonization and indigenization

- an interactive workshop called *Managing Challenging Topics in the Classroom* running in March through April 2022 to offer three specific facilitation techniques meant to foster dialogue about difficult topics
- an interactive workshop called *Microaggressions, Trigger Warnings, and the Inclusive Learning Environment* in late March through April 2022 to offer an introduction to how language operates at multiple unseen or unrecognized levels in a classroom that can create both inclusive and exclusive learning environments

Department-specific workshops run by the Centre for Teaching Excellence (CTE) included:

- an ongoing professional development series for Tourism and Recreation to develop assessment design which can meet the needs of diverse learners
- an ongoing consultation with the English department's EDI Working Group meant to address the challenges of difficult/offensive content in literature and the ensuing discomfort felt by some diverse learners, which will lead to a specific professional development series in the 2022–2023 fiscal year
- an ongoing consultation with the STEM coordinator/chairs meant to address EDI-related challenges faced by STEM departments and develop a specific professional development series in the 2022–2023 fiscal year

The consulting firm Veza Global begun an EDI audit summer 2022. As of this report, focus groups are being held with key stakeholders including student groups, the executive and Board members, and will run into the Fall term. Results and recommendations are due by December 2022. The purpose of the audit is to assess where CapU is in its EDI practices across academic and operational activities, including governance, human resources, educational supports and services, and academic activities. The audit, being conducted by Veza Global, will solicit input from students and employees, giving them a chance to share their thoughts on how CapU is doing and what they think we can be doing better to build a more inclusive campus. It will result in a report to the Board and the wider CapU community in spring 2023. The audit process, ongoing as of the writing of this report, includes:

- an HR audit of CapU's employee lifecycle, including a review of policies and procedures, hiring practices, training and resources



- demographic and organizational assessment and feedback forms that provide participants with anonymous and online opportunities to give input
- focus groups, with 30 sessions planned between the Spring 2022 and Fall 2021 terms



In January 2022, the CapU Bookstore began selling pronoun pins produced by a Canadian company, Radley Prep. These are sold for \$8.50 each and are available for faculty, staff, students and the university community to purchase. This initiative was preceded with extensive consultations with the 2SLGBTQ+ steering committee.

Chanelle Tye Consulting was contracted with to work with the Faculty of Fine and Applied Arts (FAA) to develop faculty-specific EDI training. Chanelle interviewed faculty about EDI trends in their classrooms, led faculty orientation training and is currently working with the HR development and engagement team and FAA chairs to customize future EDI training.

### **Access and support for persons with disabilities**

Accessibility Services' participation in the virtual Exhibitor Booth at CapU's Open House in November 2021 resulted in the team providing support for students with disabilities even before any enrolled at CapU. Accessibility Services advisors offered 26 incoming students a Smart Start Orientation webinar, *Stuff I Wish I Knew Sooner*, to help them arrange their academic accommodations.

In the 2021-22 fiscal year, 708 students with disabilities received academic accommodation, a record for CapU. All appointments occurred remotely. Pre-COVID, the Accessibility Services' interface with students was being revised and that multi-year work is near its conclusion. The new site offers students self-serve and web form options, including online academic accommodation requests, scheduling of remote or in-person appointments, document uploading and arranging of exam invigilation. These changes, combined with the TargetX case-management platform introduced last year, allow record-keeping to become fully digital. As a result, our student information system can now automatically generate instructor Notification of Accommodation letters from the academic accommodation data list. The students' self-serve option for

downloading their Notification of Accommodation letter will be possible soon.

The Centre for Sport and Wellness recently purchased new weight room equipment, creating a more inclusive weight room for wheelchair users or users with mobility challenges. As well, the Centre's fitness activity leaders are certified instructors whose training include knowledge of adaptations and modifications for varying abilities and levels. A combination of virtual and in-person delivery for fitness classes has created a more accessible environment for those who are studying remotely, immunocompromised, or struggling in social settings. January 2022 also saw improvements to the wheelchair access ramp to the Centre.

CapU's HR department invited the Canadian National Institute for the Blind (CNIB) to conduct an accessibility audit in summer 2021 to review the careers web page. Although the audit was done on the careers page, the deficiencies pointed out by CNIB auditor addressed changes applicable across the CapU website. Our IT and design staff continue to work to implement the recommended changes, with a focus on the high- and medium-impact issues, many of which have now been resolved. The remaining issues involve complex design issues related to the architecture of the CapU website. The goal is to strive to meet a Web Content Accessibility Guidelines (WCAG 2.0) AA standard, as this is the requirement for post-secondary websites based on the Accessibility for Ontarians with Disabilities Act (AODA), which is becoming a standard across Canada.

CNIB also presented recruitment best practices to the HR team that are being implemented. The University's IT department has also provided training to the HR team on how to make documents more globally accessible.

### **Mental health supports**

CapU's counselling services provide crucial support for students struggling with mental health challenges, some of which were exacerbated by the pandemic. The pandemic-driven move to remote counselling did make counselling services more widely available, particularly to students outside the North Shore. For fall 2021, students had access to video and phone appointments. As COVID-19 restrictions loosened, in-person crisis services were added in October 2021. In-person appointments were also restored for students who specifically request them. As shown in Tables 12 and 13 below, the level of engagement between counsellors and students is quite high.



Table 12: Service level by appointment type, April 2021 – February 2022.

Appointment Type	Count
Booked	1,603
Attended	1,012
Cancellation or no-show	591
Drop-in	160

Table 13: Service level by student type, April 2021 – February 2022.

Student Type	Count
Students new to counselling	381
Students continuing counselling	152
<b>Total students (with regular appointments)</b>	<b>533</b>

Note: Since drop-in students are not scheduled by TargetX software, which handles case management as well as appointment scheduling, it is not known if or how many drop-in appointments reflect students not included in the total.

An important development in how CapU supports students in distress and those dealing with mental health challenges is the launch of our new early alert program, Your Early Support (YES). This required the building of a collaborative-care model along with the acquisition and implementation of a case-management software system, TargetX. When faculty enter an alert to the system, the platform is flexible enough to indicate the nature and seriousness of their concerns. An alert in TargetX allows a student-support advisor to follow up with the student directly and offer confidential support, information and referrals to relevant services. Students are not required or pressured to respond to alerts.

A pilot rollout of the program started in fall 2021, with a campus-wide rollout in January 2022. Data collected as of March 2022 reveals a total of 63 referrals, with 60 coming from faculty and three self-referrals. Of these 63 referrals, challenges students are facing included:

- 40 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals, and suicide concerns
- 48 academic concerns, including academic learning struggles and missed classes
- 32 *other* category concerns, which encompassed financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns and immigration or study permit issues
- over one-third of the YES alerts (24) involved overlapping challenges in two or more areas, such as mental health and academic challenges

In addition to the numbers, comments from the students contacted by the YES program are revealing. These include comments include:

- “The only reason I’ve managed to get this far is because of your help, to which I’m very grateful for.”
- “Thank you for so much for all of your support; I can’t express how much stress this has taken off of me.”
- “I just wanted to take the time to thank you once again for connecting me with...and helping me find my next steps. I truly appreciate it.”

Most students who accessed support did not know about existing services, on or off campus, or did not know how to find or access them. Key referrals to on-campus services included: a learning support specialist, Counselling and Accessibility Services, the RO (Financial Aid; Student Information and Registration for Extenuating Withdraws), Centre for International Experience (Immigration Advising), the Writing Centre, English Language Support, Indigenous Education and Affairs and CSU Community Cupboard. Off-campus referrals included: 24/7 Here2Talk, BC Crisis Lines, Suicide Prevention Line, local food banks and local community services and resource centres near students’ home, community-based mental health clinics, or counselling practices.

### Support for Indigenous students

CapU is committed to a thorough Indigenization of its curriculum, campus and community. Most of those efforts are detailed in Appendix A. In addition to the work done in the program areas, we note that the RO has implemented



a process allowing Indigenous students from the United States to register as domestic students, honouring the Jay Treaty. One US Indigenous student was able to access this in 2021-22; this is in line with historic numbers of US students who identify as Indigenous.

### **Financial support for underrepresented groups**

Since the 2020-21 fiscal year, CapU has created several financial supports for underrepresented groups. These include six annual awards with a total value of \$36,000, one endowment of \$90,000 and six scholarships, bursaries and awards (SBA) with a total value of \$126,000. In the 2021-22 fiscal year alone, CapU saw the creation of:

- the Warner Media Indigenous Film Bursary, a \$70,000 endowment fund created to support Indigenous students with financial need who are pursuing a career in film, animation, visual effects or costuming
- the Will Creative BIPOC IDEA Program Fund, which provides an annual award of \$3,500 to support Black, Indigenous and Persons of Colour enrolled in CapU's IDEA program
- the Faith Dara Women's Award, a \$10,000 fund providing awards of \$2,000 for five years to female students who achieve academic success and have demonstrated financial need

Two more awards were in the process of being created at the time of this report:

- the Native Northwest Reconciliation Award, a one-time award of \$5,000 to support Indigenous students enrolled in either the School of Fine and Applied Arts or the Faculty of Education, Health and Human Development
- the Michael Makaroff Indigenous Film Bursary, which will award \$3,000 over the next three years to an Indigenous student enrolled in the Indigenous Independent Filmmaking program who demonstrates financial need.

### **Supports for high-opportunity occupations**

CapU has many programs supporting entry into the high-opportunity occupations (HOO) identified in the Labour Market Outlook 2022's list of top 60 HOO requiring post-secondary training. Graduates of CapU's programs in animation and interactive media (e.g., 2D Animation & Visual Development; 3D Animation for Films and Games; Visual Effects for Film, Streaming and Immersive Media)

can find employment in the computer programmers and interactive media developers sector (NOC 2174), ranked 26th on the list. CapU's Accounting Assistant Certificate is being reworked into a Bookkeeping program. Bookkeepers and accounting technicians (NOC 1311) is ranked fifth.

Our Outdoor Recreation Management Diploma support careers as program leaders in recreations, sports and fitness (NOC 5254), ranked 32nd. Students in our Bachelor of Business Administration program can lead to a professional occupation in business management consulting (NOC 1122), which holds the 19th spot. The Legal Administrative Assistant Certificate can lead to employment as legal administrative assistant (NOC 1242), ranked 36th.

Through its School of Education and Childhood Studies (ECCE), CapU has a long-established commitment to students wanting employment as early childhood educators and assistants (NOC 4214), ranked seventh in the top 60 HOO requiring a post-secondary education. This year, our ability to train workers in this area advanced with major funding and planning developments for the Centre for Childhood Education, a facility that will provide both enhanced childcare for the CapU community and training for ECCE students. Details of these developments are described in the Strategic Directions section.

CapU's Associate Degree in Creative Writing can help students develop into authors and writers (NOC 5121), which ranks 47th in the top 60 HOO requiring post-secondary training. The 2021-22 academic year saw the introduction of several new minors, including the Communications minor which provides core skills needed by professional occupations in advertising, marketing and public relations (NOC 1123), which is ranked 28th.

### **Supporting the implementation of Skilled Trades Certification**

CapU does not currently offer programming related to the 10 trades targeted by the Skilled Trades Certification initiative.

### **Coordinate and augment wrap-around supports on campus and linked to community supports**

CapU's Office of Indigenous Education and Affairs (IEA) has created a number of wrap-around supports to provide guidance from the First Nations communities. In addition to the Indigenous Advisory Circle and First Nations representation on the Indigenous Education Steering Committee, the director of IEA holds monthly meetings with the Education Teams of the five Rightsholder Nations. The





senior leaders of kalax-ay campus holds similar meetings with leaders from the shíshálh First Nation.

**Priority Three: Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.**

CapU has eagerly engaged with not only the provincial government, but also with local governments and community organizations to help build a more inclusive and environmentally-sustainable society, both on our campuses and in the surrounding communities. We have worked with stakeholders to enhance environmental protection and combat climate change, from developing new programs to helping preserve a key biosphere. We have worked to further Indigenize our campus and our communities through our continued implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, along with work on our Indigenization Plan and the implementation of Jay's Treaty. We continue to work towards an affordable education for all with the development of new programs. Our plans and actions support the key goals of the provincial economic plan, StrongerBC.

### **Cross-government and stakeholder collaboration supporting environmental protection and action on climate change**

In February 2022, CapU established a Sustainability Advisory Group, which includes six senior leaders. The purpose of the advisory group is to identify strategies for implementing a holistic sustainability framework at the University. The first action was led by Dr. Lara Duke, Dean of Global and Community studies who presented on the topic of holistic sustainability to the Senior Leadership Council. This was followed by the advisory group's audit of existing University plans and sustainability commitments to identify alignments and potential areas of coordinated opportunities. The advisory group then conducted a scan of industry best practices, including other institutions that have implemented holistic sustainability efforts. The committee has recommended the university complete

the Sustainability Tracking, Assessment & Rating System™ (STARS®), a common framework adopted by colleges and universities worldwide. The committee is recommending to the executive team four different options to advance the requisite STARS® community engagement and data collection activities.

In September 2022, CapU launched Skw'cháys (pronounced skwa cháys), the University's legacy canoe, to mark its success in working with the Howe Sound Biosphere Region Initiative Society (HSBRIS) to earn the Átl'ka7tsem/Howe Sound Region designation as a UNESCO biosphere reserve. This is the 19<sup>th</sup> region in Canada to receive such a designation. The launch ceremony took place adjacent to the Mamquam River in Squamish.

CapU's partnership with HSBRIS involves all academic faculties, the Office of Indigenous Affairs and Education and the Office of Creative Activity, Research and Scholarship (CARS) at the University. The partnership creates new opportunities for research and course-based undergraduate projects promoting sustainable development, biodiversity conservation, reconciliation, and equity and inclusion. CapU has also partnered with HSBRIS on in-class faculty-led student projects and research projects. This year, with grant funding from the federal funding agency Mitacs, two CapU students from the School of Business will work with HSBRIS as research assistants to examine logging practices in the area with Indigenous and non-Indigenous companies. Additional research opportunities are in development.

CapU supports environmental-focused research and education with the partnership between the Sunshine Coast PODS research group and the kalax-ay campus. As discussed in the section on the campus action plan, the PODS partnership is based on a three-year plan that includes biology courses and WIL projects.

As noted in the response to Mandate Priority Two, the University's commitment to sustainability also extends to the Bachelor of Tourism and Tourism Management Co-operative Education Diploma programs, which earned TEDQual certifications by the United Nations World Tourism Organization.

CapU's commitments to environmental protection and action to climate change continues to mature. Currently, the University's two new bachelor's degree proposals to the Degree Quality Assurance Board (DQAB) will equip local citizens with the skills to both to fight climate change and to adapt the BC economy to ensure a sustainable future. The Bachelor of Science, Major in Clean Technology, discussed in our response



to Mandate Priority Two, is aimed at building the skills necessary to predict and model environmental challenges, and to develop new solutions by combining clean technology and environmental justice. The Bachelor of Environment and Society addresses environmental issues and solutions through the lens of consilience—the unification of knowledge across disciplines. Scientific and socio-eco-political knowledge would be delivered through regional-based coursework, studio learning, place-based practice and work-integrated learning.

### **Cross-government and stakeholder collaboration supporting anti-racism and Indigenization**

Our commitment to equity, diversity and inclusivity was previously detailed in Mandate Priority Two. In addition, the HR Department is in the process of hiring a Director of Organizational Development/EDI; the position is to be filled by July 2022.

CapU has also developed programming aimed at fostering inclusion and equity throughout our communities. CapU's CS department began running an online, self-paced course titled *Diversity and inclusion: Understanding Unconscious Bias in the Workplace* in fall 2021. The instructor for this course also featured it as a short webinar in a Small Business Series offered in partnership with the North Vancouver Chamber in October 2021. At the same time, it began another online course, *Restorative Justice in Education*, for educators and community members who wish to explore how restorative justice in education can serve as a holistic and relational approach that puts anti-oppression, equity, justice and trauma-informed practices at the forefront of learning.

### **Progress in implementing the education-related TRC Calls to Action relevant to your institution.**

We have provided details of CapU's progress in implementing the education-related TRC Calls to Action in Appendix A.

### **The Future Ready: Skills for the Jobs of Tomorrow Plan**

As part of CapU's Strategic Enrolment Management planning, the Office of Institutional Research has leveraged the province's Labour Market Outlook, along with census data and other sources, to generate a multi-level labour market analysis for our catchment region. This effort resulted in two reports that outlined catchment-relevant future market/labour outlooks, along with a program gap analysis. In addition, the team has been invited by two of our five faculties to present on this information and is

actively working with the Office of Academic Initiatives and Planning to further disseminate this resource.

Our continued commitment to expand WIL and experiential learning opportunities, along with a growing portfolio of minors and global opportunities also creates a solid foundation for students to be future ready. Looking ahead, the University is well-positioned and eager to work with the Ministry on the continued development and implementation of The Future Ready: Skills for the Jobs of Tomorrow Plan.

### **CapU and Ministry funding formula review**

CapU has committed to full participation in the Ministry's funding review. As of this report, CapU has received formal notification from the Ministry and is gathering the necessary resources and information to support this effort.

### **CapU and Ministry sexual violence policy review**

Following the request from the Ministry received in 2019, CapU reviewed and updated its sexual violence policy in 2020, with the final revised policy and procedure completed in November 2020. Some of the details are also reported above in the response to Mandate Priority Two.

Philosophically and practically, the revised policy and procedures reflect a shift towards a harm-reduction, trauma-informed approach that recognizes the Truth and Reconciliation Commission's Calls to Action and the Missing and Murdered Indigenous Women and Girls' Calls to Justice as central components to the response to sexual violence and education initiatives. The proposed revisions were also based on lessons learned from the implementation of the previous policy and extensive community consultation over the last year that identified the need for:

- restorative and transformative justice options
- more support for those that cause harm
- more culturally-grounded supports for individuals impacted by sexual violence

In 2021, CapU convened the Sexual Violence Advisory Committee (SVAC) to provide guidance for the implementation of the revised policy and procedures. The SVAC includes members from the Capilano Students Union, Capilano Faculty Association, MoveUP union, Indigenous Education and Affairs, Counselling Services and other student and employee experts. SVAC will advise on the development of a three-year action plan, specifically focused on the areas of case management, reporting and



investigations protocols, alternative resolutions, education and assessment.

CapU is committed to collaborating with the Ministry on any further policy that may be necessary.

### **CapU tuition policy**

CapU continues to submit annual tuition and mandatory fees data to the Ministry.

### **Adopting the EducationPlannerBC application and transcript exchange service**

CapU participates fully with the EducationPlannerBC organization and website, participating in both application and transcript exchange services. We receive BC high school transcripts, as well as sending and receiving select post-secondary transcripts through the exchange. All applications to CapU are received in XML format on the exchange. CapU has sending status with Douglas College, Kwantlen Polytechnic University (KPU), Simon Fraser University (SFU), University of British Columbia (UBC), and the University of the Fraser Valley (UFV). It has receiving status with Douglas, KPU, SFU, UFV and Thompson Rivers University.

### **Digital learning tools: online, and in-person**

Since 2019, CapU's CTE has worked with funding from BCcampus in the form of an Open Education Sustainability grant to enhance the integration of open-education resources into CapU's new degree programs where there is high enrolment, including digital learning resource. The CTE has also used the grant to promote awareness of CapU's existing open-education resources and open pedagogy and support faculty in their use of open-education resources. In the 2020-2021 academic year alone, the increase in adoption of open textbooks resulted in cost savings of over \$337,000 to students.

CapU offers students extensive online and hybrid learning opportunities. In the 2021-22 academic year, 22 per cent of course sections were provided fully online, and five per cent were offered in a hybrid format. Students are supported in navigating digital tools and the online environment through a Student Digital Ambassador program for peer support begun in 2020.

### **CapU's cybersecurity alignment with Ministry**

CapU participates in the External Security Services activities and incorporate these activities into our

workflows. We are adhering to the principals of the provincial government's cybersecurity framework, and are working towards becoming fully compliant, as led by the Office of Information Technology Services.

### **Collaboration with the Degree Quality Assurance Board**

This year, CapU worked with members of the Ministry's Degree Quality Assurance Board and their appointed external assessors to carry out a thorough review of our academic quality assurance processes. The Quality Assurance Process Audit ensures we continue to provide the best possible educational experience for the learners in our catchment and beyond. Details of the review process are given in the section, *Capilano University: Who We Are*.

### **Alignment of CapU programs and plans with StrongerBC economic plan**

Much of CapU's programming—new, planned and well-established—have learning goals aligned with the vision of inclusive and clean growth that creates an economy built for all outlined in the new StrongerBC economic plan. The plan's emphasis on building economically robust communities resilient to climate change is reflected in the CapU's community concern for environmental sustainability, as exemplified in:

- our campus-wide sustainability initiative
- the two proposed environmentally-focused Bachelor programs
- our involvement with local environmental research and protection as reflected in our partnerships with HSBRS and PODS
- our Envisioning 2030 strategic plan, which urges the CapU community to "[i]magine and develop sustainable actions to minimize our ecological footprint" as one of the goals within the *Community* theme

StrongerBC's theme *Supporting People & Families* identifies increased health care and childcare services as priorities and has resonances with the Community theme of CapU's Envisioning 2030 and Illuminating 2030 plans. Our Faculty of Education, Health and Human Development is home to some of CapU's flagship programs, such as the Bachelor of Early Childhood Care and Education, Bachelor of Music Therapy and the Health Care Assistant Certificate. CapU also offers diploma and post-baccalaureate programming



to supply BC and the catchment region with skilled childcare workers from frontline to managerial level. As described in our *Other Initiatives* subsection of the Strategic Direction section, CapU has completed its most successful fundraising effort to-date in support of its new Centre for Childhood Studies, which will enhance the training our childcare students receive and provide the CapU community with expanded childcare services.

CapU has been supporting British Columbians' healthcare needs for over a decade through its Health Care Assistant program. This, as described in response to Priority Two, has been supplemented by the new Health Care Assistant Pathway program, which upskills uncredentialed frontline healthcare workers so they can become health care assistants. Further, as outlined in our response to Priority Two, our *kálawax*-ay campus is collaborating with Vancouver Island University to provide the Sunshine Coast communities with a new mental health certificate program. These are supplemented with the launch of our Bachelor of Kinesiology degree in fall 2021, which will provide foundational training for aspiring kinesiologists, occupational therapists, physiotherapists and other health care professionals.

StrongerBC's theme of *Advancing True, Lasting & Meaningful Reconciliation with Indigenous Peoples* is integral to CapU. A significant amount of our commitments to the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples are outlined in Appendix A and throughout this plan. However, additional work has been done on Indigenizing our campus, beginning with the creation of the Indigenous Education and Affairs (IEA) department two years ago. The team's director, Miranda Huron, from the Anishnaabe First Nations, has been strengthening our relationships with the local First Nations communities to ensure their voices are heard throughout the decision-making process of our university. IEA has been actively working with faculty, AIP and the CTE to guide the Indigenization of our curriculum. The department is now working on creating CapU's first Indigenization Plan.

The last two years have seen other subtler, but still important, expressions of Indigenization of CapU, from the creation of *Skw'cháys*, the legacy canoe, by Squamish Nation Knowledge Keeper and master carver *Ses siyám* (Ray Natraoro) to recognizing the right of Indigenous graduates to wear their traditional regalia during convocation. This year CapU was able to change its registration process to honour Jay's Treaty by recognizing Indigenous applicants from the United States as domestic students.





6.

# Performance Plan





## ALIGNMENT OF MINISTRY AND UNIVERSITY GOALS AND OBJECTIVES

The tables below show how Capilano University's goals align with the objectives of the Ministry of Advanced Education and Skills Training. The tables also identify the relevant performance measures for each goal.

The selected goals are a subset of the full Envisioning 2030 goals that directly impact students' academic experience. The full set of goals and actions to achieve them can be found in Appendix B. Note that CapU Performance Measures (column two in tables) are not intended to directly align with System Performance Measures (column three in tables).

### ENVISIONING 2030 GOAL: LEARNERS, EMPLOYEES, ALUMNI AND COMMUNITIES EMBRACE IMAGINATION AS THE FOUNDATIONAL DRIVER OF POSITIVE CHANGE AND INNOVATION.

Ministry Objectives	CapU Performance Measure	System Performance Measure
<b>Access, Quality and Relevance</b>	Canadian University Survey Consortium	Indigenous student spaces
	Departure Survey	Transition rate of high school students to public post-secondary education
	Welcome Back Survey	Participation rate
	Welcome Survey	Loan repayment as a percentage of income
	Course outcomes report	Undergraduate tuition and fees as a percent of median household income
	Institutional KPIs: application transition; enrolment; and graduation rate	Student Outcomes Survey satisfaction measures
		Unemployment rate
		Student assessment of the usefulness of knowledge and skills in performing job

### ENVISIONING 2030 GOAL: USE IMAGINATION TO DRIVE CAPU'S DIGITAL TRANSFORMATION.

Ministry Objectives	CapU Performance Measure	System Performance Measure
<b>Quality</b>	Canadian University Survey Consortium	Student Outcomes Survey satisfaction measures
	Alumni Survey	
	Departure Survey	

### ENVISIONING 2030 GOAL: INDIGENIZE AND DECOLONIZE EDUCATION AND CAMPUSES, INCLUDING FIRST NATIONS LANGUAGE, CULTURE AND KNOWLEDGE.

Ministry Objectives	CapU Performance Measure	System Performance Measure
<b>Access and Quality</b>	Indigenous student enrolment	Indigenous student spaces
	Canadian University Survey Consortium	Transition rate of high school students to public post-secondary education
	Alumni Survey	Participation rate
	Welcome/Welcome Back Surveys	Loan repayment as a percentage of income
	Course outcomes reports	Student Outcomes Survey satisfaction measures



**ENVISIONING 2030 GOAL: PROVIDE LEARNERS WITH IMAGINATIVE, UNIQUE AND LIFE-ENHANCING LEARNING EXPERIENCES THAT GIVE THEM THE OPPORTUNITY TO ACTUALIZE THEIR PASSION AND POTENTIAL.**

Ministry Objectives	CapU Performance Measure	System Performance Measure
<b>Quality, Capacity, and Relevance</b>	Indigenous student enrolment	Student spaces
	International student enrolment	Credentials awarded
	Leadership development	Sponsored research funding
	Alumni Survey	Credentials awarded to Indigenous students
	Canadian University Survey Consortium	Student Outcomes Survey satisfaction measures
	Welcome/Welcome Back Surveys	Unemployment rate
	Departure Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	

**ENVISIONING 2030 GOAL: INSTIL A CULTURE OF EQUITY, DIVERSITY AND INCLUSION IN ALL OUR OPERATIONS AND OUTREACH**

Ministry Objectives	CapU Performance Measure	System Performance Measure
<b>Quality, Capacity, and Relevance</b>	Indigenous student enrolment	Indigenous student spaces
	Course outcomes reports	Transition rate of high school students to public post-secondary education
	Welcome/Welcome Back Surveys	Participation rate
	Alumni survey	Loan repayment as a percent of income
	Departure Survey	Undergraduate tuition and fees as a percent of median household income
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	
		Student spaces
		Credentials awarded
		Sponsored research funding
		Credentials awarded to aboriginal students
		Student assessment of the usefulness of knowledge and skills in performing job
		Unemployment rate



# PERFORMANCE MEASURE REPORTING

## SYSTEM MEASURES

This section reports the 2021–22 Institutional Accountability Plan and Report framework performance measures<sup>3</sup> and results provided by the Ministry of Advanced Education and Skills Training. Ministry assessments are based on the following scale.

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

## SYSTEM OBJECTIVE: CAPACITY

### Student Spaces<sup>4</sup>

Number of full-time equivalent (FTEs) student enrolments delivered overall, in health and in developmental programs.

	2020–21 Actual	2021–22 Target	2021–22 Actual	Assessment	2022–23 Target	2023–24 Target	2024–25 Target
Domestic student FTE	3,814	5,534	3,759	Not achieved	5,558	5,529	5,499
Nursing and allied health programs	110	158	128	Not achieved	188		
Developmental programs	297	270	220	Not achieved	273		

Note: "TBD" = "To be determined"

Capilano University did not meet its domestic FTE targets. Much of the decline in overall domestic FTEs can be linked to a drop in developmental FTEs of 77 FTEs from the previous fiscal year, a decline of 19 per cent. This decline dropped CapU below its Developmental target for the first time in three years.

Nonetheless, there are several grounds for optimism. The decline in domestic FTEs from the previous year was small, however, at one per cent, and thus the overall numbers are close to stable. The 2020–21 year saw our first increase in domestic FTEs in well over five years. Although we strived for a second year of growth, merely holding stable in the face of the uncertainty created by the COVID-19 pandemic may be taken as a reasonable achievement. This year's soft launch of two new Bachelor programs—the BA, Psychology and BSc, General—was open largely to existing

CapU students, particularly those in the Associate Degree versions of the programs. The coming year will see the programs advertised in the Academic Calendar and on its web pages, reaching a wider pool of applicants. We hope that three more baccalaureate proposals will be approved by the Ministry as well, further increasing our ability to recruit domestic students.

Although below target, our health FTEs increased from the previous year's by 16 per cent and hit their highest level since 2017–18. The expansion of health programming at North Vancouver and káɫax̌-ay | Sunshine Coast campus, described in our response to Mandate Letter Priority Two, should help continue this positive trend.

The CapU Strategic Enrolment Management process is now well under way. Significant initiatives included the launch of the student early support program, a pilot of using

<sup>3</sup> Please consult the 2021–22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure

<sup>4</sup> Results from the 2021–22 reporting year are based on data from the 2021–22 fiscal year; results from the 2020–21 reporting period are based on data from the 2020–21 fiscal year. 2021–22 actuals and targets are as of June 1, 2022.



CapU Analytics for data-informed program reviews and

two machine learning projects to explore the prediction of retention and enrolment patterns.

## Domestic Credentials Awarded

The average<sup>5</sup> number of credentials awarded over the most recent three years.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Credentials awarded	1,276	≥1,250	1,179	Substantially Achieved	1,166	TBD	TBD

CapU's average number of credentials awarded for the three-year period prior to 2021-22 substantially achieved its target. The eight per cent decline over previous year's average reflects declining domestic enrolments over

the three-year period the credentials are averaged. As enrolment numbers stabilize and, hopefully, begin to grow, we expect to see stabilization and growth in the number of domestic credentials awarded as well.

## Indigenous Student Spaces<sup>6</sup>

Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Total Indigenous FTEs	241	≥ 241	239	Substantially Achieved	≥ 241	≥ 241	≥ 241
Ministry (AEST)	241	≥ 241	239	Substantially Achieved	≥ 241	≥ 241	≥ 241

The number of Indigenous FTEs decreased by less than one per cent from 2020-21, suggesting some stability in Indigenous enrolments, and resulting in CapU substantially achieving its target. Given that this stability has been achieved under the pressures of the pandemic, it reinforces our confidence that we are making progress on creating a welcoming and supportive environment for Indigenous learners. There is still significant effort required to return to the 2013-14 Indigenous FTEs number of 344. With a dynamic office dedicated to fostering Indigenous education and advocating for Indigenous students, along with the achievements described in Appendix A in answering the TRC Calls to Action, and the progress in developing CapU's first Indigenous Plan, we expect to see a return to our previous levels as a meaningful long-term goal.

## SYSTEM OBJECTIVE: QUALITY

Capilano University participates in two of the Ministry-generated student outcome surveys: the Diploma, Associate Degree and Certificate Student Outcomes Survey (DACSO) and the Baccalaureate Graduates Survey (BGS). As CapU has no trades programming, it does not participate in the Apprenticeship Student Outcome Survey.

Both the DACSO and BGS datasets are widely used at CapU. The survey results are widely disseminated to academic departments and faculties and to senior administrators. Decision-makers at CapU from the chair/manager level upwards can access online dashboard which summarizes five years of these surveys. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

<sup>5</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

<sup>6</sup> Results for the previous fiscal year are reported. Results from the 2021-22 reporting year are based on data from the 2020-21 fiscal year; results from the 2020-21 reporting year are based on data from the 2019-20 fiscal year. Institutions provide their own target and assessment for Indigenous Student Spaces. The Ministry reports a higher number of Indigenous students at CapU than the University does, as the University's numbers are based on self-identification of Indigenous status while at CapU, but the Ministry data is based on self-identification at any point in students' public education, including K-12.



## Student Satisfaction with Education

Percentage of students who were very satisfied or satisfied with the education they received.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	90.2% +/-1.7%	≥ 90	90.9% +/-1.5%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	96.3% +/-1.8%	≥ 90	94.2% +/-2.7%	Achieved	≥ 90	≥ 90	≥ 90

Overall satisfaction amongst both our graduates of baccalaureate, diploma, associate and certificate programs continue to meet or exceed Ministry targets. These results demonstrate our focus on providing quality education that is responsive to the needs of students.

## Student Assessment of the Quality of Instruction<sup>3</sup>

Percentage of students who rated the quality of instruction in their program positively.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	95.8% +/-1.1%	≥ 90	96.5% +/-0.9%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	96.7% +/-1.7%	≥ 90	92.5% +/-3.0%	Achieved	≥ 90	≥ 90	≥ 90

There is some decline among BGS respondents from the previous year, dropping from 96.7 per cent to 92.5 per cent. However, the perception of instructional quality is still above target for all graduates, substantially so for DACSO respondents. The BGS results in fact are slightly above the satisfaction with instruction across all BGS respondents (92.2 per cent), according to a summary by BC Stats<sup>7</sup>. This degree of positivity regarding the core function further reinforces our commitment to providing our students with an outstanding learning experience.

## Student Assessment of Skill Development<sup>3</sup>

Percentage of students who indicated their education helped them to develop various skills. This measure is an average of seven components skills assessments.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	86.0% +/-1.7%	≥ 85%	86.6% +/-1.5%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	90.5% +/-2.4%	≥ 85%	87.6% +/-2.9%	Achieved	≥ 85%	≥ 85%	≥ 85%

Capilano University met or exceeded Ministry targets for student assessment of its contribution to student skill development and did so for both DACSO and BGS respondents. The assessments of skill development among former baccalaureate students

<sup>7</sup> Baccalaureate Graduates Survey 2021 Performance Measures – CAPU.xlsx (March 2022). BC Stats, BC Student Outcomes





have declined from the previous years from 90.5 per cent to 87.6 per cent. However, we note that CapU's 2021-22 actual is still slightly above the provincial aggregate response on this measure, which is 85.0 per cent<sup>7</sup>.

## SYSTEM OBJECTIVE: RELEVANCE

### Student Assessment of the Usefulness of Knowledge and Skills in Performing Job<sup>3</sup>

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	82.6% +/- 3.9%	≥ 90%	79.7% +/- 3.6%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	94.1% +/- 2.6%	≥ 90%	94.4% +/- 2.8%	Achieved	≥ 90%	≥ 90%	≥ 90%

CapU met its target for the graduate assessment of skill relevance among BGS respondents, and substantially achieved targets for DACSO respondents. Although there is a slight decline amongst DACSO respondents, from 82.6 per cent to 79.7 per cent, the results from BGS respondents are encouraging given that the overall rating of skill relevance across all respondents was just under 87 per cent<sup>7</sup>.

### Unemployment Rate<sup>3</sup>

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or lower

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	10.5% +/- 2.9%	≤ 12.0%	8.7% +/- 2.3%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	8.3% +/- 2.8%	≤ 12.0%	3.6% +/- 2.2%	Achieved			

CapU achieved its target for graduate unemployment for both BGS respondents and DACSO respondents. Unemployment rates declined sharply relative to 2020-21, especially for BGS respondents. The improvement points to our graduates experiencing an economy recovering from the worst economic effects of the pandemic.

## INTERNAL SURVEYS

In addition to the surveys of graduates conducted provincially, CapU conducts a series of internal student surveys every year. Students new to CapU are surveyed in the Welcome Survey, while returning or continuing students are surveyed in the Welcome Back Survey. Both surveys run each Fall term<sup>8</sup>. Recently-graduated students are surveyed in the Graduation Survey. Unlike the provincial Student

Outcomes surveys, which survey former students two years after program completion, CapU's Graduation Survey is conducted twice a year within four weeks after the January and June convocations, and students at all credential levels are surveyed in the same survey<sup>9</sup>. The Alumni Survey, which usually runs each July, is administered to alumni who are at least two years out from program completion.

<sup>8</sup> The Welcome survey is also administered in the spring term to capture Spring-starting students. As this is a much smaller cohort, we discuss only the fall term survey.

<sup>9</sup> CapU usually holds convocations in February and June, with most students convoking in June. For this report, we focus on this June cohort, which includes students graduating in Fall and spring terms. In 2022, only a June convocation will be held.



## Welcome Survey (new students)

The fall 2021 CapU Welcome Survey ran in the first week of October 2021. The survey focused on new CapU students who first enrolled at the University in the Summer or Fall 2021 terms. CapU invited 2,195 students to participate, with 540 students responding (25 per cent response rate) and 334 completing the survey (15 per cent completion rate). New students seemed positive about their CapU experience thus far. When asked how likely they were to recommend CapU to someone considering a post-secondary education the average was just under eight (7.8) on a scale of zero to 10.

Most of CapU's 2021 new students have been out of high school for at least one year, with 38 per cent enrolling while in high school or shortly after. Just under a fifth (17 per cent) transferred from a previous post-secondary institution. A majority of surveyed students (53 per cent) were within the traditional university age—that is, 18-to-21-years old—with another 14 per cent aged 22 to 25.

Across all ages, just over a third of new students in 2021 were enrolled in a baccalaureate program (37 per cent), with another 13 per cent enrolled in an associate degree program. Degree program enrolments thus accounted for half of new student enrolments. Diploma programs were also popular with the 2021 cohort of new students, with 27 per cent enrolling in such programs. Graduate students accounted for only one per cent of new student enrolments in 2021.

Almost a third (27 per cent) of new students surveyed in fall 2021 were first-generation post-secondary students, and a near-majority (46 per cent) of new students were employed at the time of the survey, with 40 per cent working part-time and six per cent working full-time while studying. Only 28 per cent of CapU's new students said they did not expect to work at all during the academic year, while 48 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 48 per cent expected they would spend 10 hours or less studying or preparing for class outside of class over the course of the academic year.

CapU was the first choice for 71 per cent of new CapU students in fall 2021. The three most popular reasons for choosing CapU were: the reputation of a specific program (43 per cent), the recommendation of family, friends, etc. (40 per cent) and CapU's small class sizes (37 per cent). Despite being new students, nearly two-thirds (64 per cent) of survey respondents had clear career plans, with 31

per cent having a specific career in mind and 33 per cent considering several possible post-study careers.

## Welcome Back Survey (returning students)

This survey was administered at the end of September through to early October 2021. The survey invited 4,484 students who had completed at least two terms at CapU to participate. The completed terms did not have to be consecutive. Of this population, 796 students responded (18 per cent response rate), with 555 complete responses (12 per cent completion rate). Like the new students of the Welcome Survey, our returning students were enthusiastic about CapU, giving an average rating of 7.5 on a zero-to-10 scale when asked how likely they were to recommend CapU to someone considering a post-secondary education.

Nearly four out of five (78 per cent) returning fall students planned on graduating at CapU. One in ten students planned to transfer at some point, with UBC the most popular destination, chosen by 46 per cent of those planning to transfer.

Unlike the new students in the Welcome Survey, most of the respondents were enrolled in a bachelor's program (56 per cent), with another 15 per cent enrolled in either an associate degree or diploma program. Graduate students represented two per cent of respondents.

Like the new students in the Welcome survey, about a third were first-generation post-secondary students (32 per cent). However, a much larger percentage were employed at the time of the survey (69 per cent) with 11 per cent of continuing and returning students working full-time off campus, and an additional four per cent working full-time on campus. Only four per cent of students in the Welcome Back Survey did not expect to work at all during the academic year, while 61 per cent were working between eight and 24 hours per week during the 2021-22 academic year. Forty per cent estimated they would spend 10 hours or less per week studying or preparing for class outside of the classroom.

An overwhelming majority (86 per cent) intended to find a job after graduation, but many planned at some point to pursue further education, with 56 per cent considering baccalaureate education and 31 per cent considering research-based post-graduate studies, such as a master's or Ph.D. degree. Just over two-thirds had clear career plans, with 39 per cent having a specific career in mind, and 31 per cent considering a range of careers.



## Graduating Student Survey

The 2021 Summer Graduating Student Survey was administered during the middle weeks of June 2021. CapU invited 1,069 students who graduated in spring 2021 to take the survey and received 98 submitted complete responses (nine per cent completion rate). Graduated students gave an average rating of 7.8 on a zero-to-10 scale when asked to rate how likely they were to recommend CapU to someone considering a post-secondary education, identical with the results from the new students surveyed in the fall Welcome Survey.

As with both other surveys, roughly one-third of students were first-generation post-secondary students. Most graduates (51 per cent) completed a degree program, with 32 per cent completing a bachelor's degree and 19 per cent completing an associate degree. Another 31 per cent completing a diploma program.

Almost all respondents (91 per cent) agreed or strongly agreed that they were satisfied with their education, and a slightly smaller percentage (82 per cent) agreed or strongly agreed that their program met their expectations. Disappointment with the non-academic student experience, however, was higher, with only 56 per cent of graduated students agreeing or strongly agreeing that it had met their expectations.

Asked to rate aspects of their university experience, survey respondents were particularly positive regarding the knowledgeability of their professors, with 81 per cent rating it *Good* on a three-point scale (*Good*, *Adequate*, *Poor*), and both the approachability of instructors and their helpfulness outside of class were rated *Good* by over 70 per cent of students (79 per cent approachability; 71 per cent helpfulness). For all three attributes, no more than three per cent of students rated them as *Poor*. However, program organization was rated *Good* by only 56 per cent and 16 per cent rated the organization of their program as *Poor*. Course scheduling was rated *Good* by only 50 per cent, with 14 per cent rating it *Poor*.

Seventy-eight per cent of graduated students said they graduated within the time that they expected to, and a very large majority (84 per cent) were planning to start either a full-time (58 per cent) or part-time (26 per cent) job after graduation. For 70 per cent of those planning to start a job, the job was directly related to their studies. Nearly two-thirds (66 per cent) of those starting a job felt prepared for their career.

Continuing with their post-secondary education was on the list for most graduates, with 65 per cent planning on further studies. As with the continuing or returning students surveyed in the Fall Welcome Back Survey, further baccalaureate study was the most popular (35 per cent), with 20 per cent considering working on a master's degree. Nearly a quarter (24 per cent) were considering returning to CapU for additional studies; this was the most popular choice among those who had a specific destination for further study.

## Alumni Survey

The 2021 Capilano University Alumni Survey ran for most of July 2021. CapU invited 2,824 people who were between two and five years out of CapU, of whom 470 responded (16 per cent response rate), with 188 completing the survey (seven per cent completion rate). Enthusiasm remained consistent with the three previous surveys, with respondents giving an average rating of 7.9 on a zero-to-10 scale as to how likely they would be to recommend CapU to someone considering a post-secondary education. Enthusiasm for their program of study was similar, with respondents providing an average rating of 8.1.

Just under 40 per cent of alumni were first-generation post-secondary students. Roughly one-third (32 per cent) completed a bachelor's degree program, with 31 per cent completing a diploma and 19 per cent completing a certificate program.

Respondents overwhelmingly (88 per cent) agreed or strongly agreed that they were satisfied with their education, and a slightly smaller percentage (80 per cent) agreed or strongly agreed that their program met their expectations. Slightly less than half (49 per cent), however, agreed or strongly agreed that their non-academic university experiences had met their expectations.

Alumni were very positive on the extent to which they thought CapU had helped develop a battery of skills. Alumni were most positive about CapU's contribution to independent learning skills and to critical thinking skills, with 88 per cent of alumni rating CapU as being helpful or very helpful to developing both skills, and least positive about CapU's contribution to developing problem solving, where still 75 per cent rated CapU's contribution positively.

Almost all alumni were working (92 per cent) or not looking for work (3 per cent), for an unemployment rate of just under five per cent<sup>10</sup>. Of alumni who were

<sup>10</sup> Based only on those alumni working or looking for work.



working, most (60 per cent) reported working in a job directly related to their studies, and another 23 per cent described their work as somewhat related. Most alumni (59 per cent) felt CapU prepared them for their career very well or more than adequately. Nearly a third (32 per cent) found a job prior to graduation, with another fifth (21 per cent) who found a job within one month of graduation. Of the 171 willing to disclose salary, 39 per cent earned \$60,000 or more per year.

Over half of alumni (54 per cent) are either enrolled in further studies (31 per cent) or planning to enrol (23 per cent). Of the alumni currently enrolled in further studies, just under a fifth (17 per cent) have returned to CapU. Of the 46 alumni enrolled at another publicly funded post-secondary institute in BC, the most popular destination was UBC (28 per cent). Among those respondents pursuing or planning to pursue further education, the most popular credential was a master's degree (32 per cent), with an additional certificate being the second-most popular choice at 22 per cent. Bachelor's degrees were close in popularity to certificates, with 20 per cent of alumni currently pursuing one or planning to in the future.





# 7.

# Financial Information





## Financial Information

Audited Financial Statements for Capilano University are at  
<https://www.capilanou.ca/about-capu/governance/budget-plans--reports/financial-reports/>



8.

# Appendices



## Appendix A: Report on Capilano University's Response to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

### TRC CALL TO ACTION<sup>11</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS OF PEOPLES ARTICLE

Progress	Initiatives and Partnerships
Identify whether the initiative is: <ul style="list-style-type: none"> <li>▪ New<sup>12</sup></li> <li>▪ Planned vs In Progress vs Implemented or</li> <li>▪ Ongoing</li> </ul> <p>If there is no relevant program show as N/A.</p>	Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

#### 1: SOCIAL WORK

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.

#### Progress New and/or Continuing Initiatives And Partnerships

N/A

#### 12: EARLY CHILDHOOD EDUCATION

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

#### Progress New and/or Continuing Initiatives And Partnerships

Ongoing	Indigenization of all Early Childhood Education (ECE) diploma and bachelor's degree courses in partnership with BC Aboriginal Child Care Society and with support from Capilano University Office of Indigenous Education & Affairs and Centre for Teaching & Learning.
In progress	Development of Indigenized Graduate Diploma in Early Childhood Studies.  Rural delivery of Indigenized ECE diploma in partnership with shíshálh Nation, including customized student practicums at mem7iman Child Development Centre. Location: Sechelt.

<sup>11</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>12</sup> New initiatives start in the current reporting year and have not been previously reported on



## 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	Faculty of Arts and Sciences offers Lil'wat Nation Language and Culture Certificate and Sechelt Nation Language and Culture Certificate program. Two courses: LING 206 (First Nations Languages of BC) and LING208 (Indigenous Languages of the World and their Speakers) are focused on Indigenous Knowledge, Indigenous history, and Indigenous Scholars' work.
In progress	<p>The Lil'wat Nation Language and Culture Diploma, and the Sechelt Nation Language and Culture Diploma concept papers have been approved by Senate Academic Planning and Program Review Committee and are waiting feedback from the VP Academic &amp; Provost. Both diplomas are going through program review and the direction of diploma development will depend on these reviews.</p> <p>BFNS 052 – First Nation Studies was customized in 2021-22 to focus on Squamish Nation culture and history. Twelve students provided the program with stable enrolment, with others joining throughout the year to take courses in a self-paced manner. The program meets a need for the Squamish Nation for courses previously delivered by the North Vancouver School District, and plans are underway to offer in future years with additional support from the Squamish Nation relating to student recruitment and administration.</p>

## 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 healthcare professionals.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	Indigenization of all courses in the Music Therapy degree program and Health Care Assistant (HCA) certificate program, with support from Capilano University Centre for Teaching Excellence and including development of specialized cultural safety and humility training for faculty and students in the HCA program.

## 24: MEDICAL AND NURSING SCHOOLS

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.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	



## 28: LAW SCHOOLS

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

Progress	New and/or Continuing Initiatives and Partnerships
In progress	<p>The School of Legal Studies (SLS) is working on additional Indigenous studies courses one of which will be mandatory in the degree and diploma programs. Others would be offered as electives.</p> <p>The SLS is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses.</p> <p>LAW 2XX – <i>Indigenous Law</i> course.</p> <p>LAW 340 – <i>Company Law</i> course contains a teaching module on Indigenous business models.</p> <p>LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing.</p> <p>LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history.</p> <p>LAW 130 – <i>Criminal Law</i> course contains a module on Indigenous accused and sentencing.</p>

## 57: PUBLIC SERVANTS

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.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>In summer 2020, the School of Public Administration—which has programs focused on local government—added a person who self-identifies as Métis to its Program Advisory Committee.</p>
In progress	<p>The School of Public Administration has a program action plan that outlines a priority to decolonize the curriculum and include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that focusses on Indigenous governments and local municipal government relationships.</p>

## 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
In progress	The planning stage for the Indigenization of the Education Assistant program was completed by the end of summer 2021. The program coordinator and faculty members worked with the Indigenization Advisor at the Sunshine Coast Campus—as well as representatives of School District 26, CapU, and the shíshálh Nation Education Department—to revise curriculum and design a flexible delivery model with customized academic supports suitable for regional students and members of the shíshálh Nation. The planning team is currently pursuing funding, with the intention of delivering the program in the 2022-23 academic year.

## 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.

Progress	New and/or Continuing Initiatives and Partnerships
New or Planned	<p>Fine and Applied Arts (FAA) launched the first fall term of a new program for <a href="#">Filmmakers in Indigenous Leadership &amp; Management Business Affairs</a> (FILMBA). FILMBA is for Indigenous film professionals who would like to re-skill and up-skill their knowledge in film business affairs, management and leadership. Eight filmmakers have completed the program, which consists of eleven two-day workshops that take place on weekends. The summer term runs from May to June, and the fall term runs from September to December. Another 12 filmmakers took part in some of the workshops.</p> <p>The program fully sponsors 24 Indigenous film participants, including tuition and other relevant learning expenses. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax). As film is a storytelling digital medium, the program is anticipated to contribute significantly to the telling of Indigenous cultural and community-based stories, as well as developing Indigenous job creation and business growth.</p>



Implemented or Ongoing	<p>Fine and Applied Arts (FAA) has one program: Indigenous Digital Filmmaking (IDF), focused on Indigenous knowledge, history and the work of Indigenous filmmakers and scholars.</p> <p>Across the three schools (Performing Arts, Design and Motion Picture Arts and Animation) in the FAA, 43 courses have Indigenous content. Indigenous curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language and stories, as well as legal considerations (e.g., treaties, tax law, etc.).</p> <p>In 2020-2021, CapU's Indigenous Digital Filmmaking (IDF) and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, "Response: Our Land Narrative" which highlighted a series of short videos created because of workshops between Indigenous Knowledge Keepers and artists.</p> <p>The FAA has strong participation in CapU's Indigenous Digital Accelerator (IDA) project including foundational membership, faculty research supervision and student research assistants who work collaboratively to support Indigenous digital business scale-up.</p> <p>In 2020-2021, the IDA onboarded the first Indigenous-led businesses: Chastity Davis Consulting, Tokhapi Cinema, and Wapanatakh Media. The IDA also completed its first applied research project that year, a collaboration between Chastity Davis Consulting and Capilano University's Bachelor of Design program, with Carol Aitken (school chair) acting as faculty research lead and two student researchers, with projects funded by a MITACS grant.</p> <p>IDA helped Tokhapi Cinema with their short film Disappearing Moon, which launched at the October 2021 imagineNATIVE Film Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco and L.A. Skins Fest in Los Angeles and earned a nomination for Achievement in Short Filmmaking Award at the Native American film festival.</p> <p>The IDA welcomed a new client, Jennifer Podemski's The Shine Network Institute (TSNI), in fall 2021. TSNI is an Indigenous-owned and operated organization offering professional development, advocacy, consulting and mentorship for Indigenous women in the film, television and media sector.</p> <p>The IDA helped launch the FILMBA program, which cultivates the business skills of Indigenous filmmakers. FILMBA had its first intake begin in summer 2021, with its first fall intake running in September 2021.</p> <p>Nine High Quality Personnel (HQP) jobs were created by the IDA in 2020-2021 including three Mitacs-funded student research assistant positions, two faculty research supervisors, one IDA manager, one IDA lead administrator and one MITACS business development director (co-funded with other CapU units and in partnership with MITACS), and one film and business affairs mentorship.</p> <p>Accelerating businesses will begin reporting revenue growth this fiscal year. The current value of business expenditures in research and development (BERD) to date equals \$65,000: including \$45,000 from MITACS, \$7,500 from Chastity Davis Consulting, \$7,500 from Wapanatakh Media and \$5,000 for Film Producing Mentorship.</p> <p>Four film production positions were available for Disappearing Moon, and one additional research position was created in the development of Wapanatahk's Red Media online network and digital platform. A mentoring opportunity was recently signed with Animikii Indigenous Technology to provide Wapanatahk with a business plan and online platform design.</p>
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## 92: BUSINESS SCHOOLS

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>BADM 106 - <i>Organizational Behaviour</i> course, NABU 318 – <i>Project Management</i> course, NABU 504 – <i>Strategic Management</i> course:</p> <p>All courses include a presentation and group discussion on the findings and recommendations of the Truth and Reconciliation Commission as means of an environmental analysis, particularly for the benefit of international students. Students are expected to reflect on how truth and reconciliation relates to business, workplace and themselves, and as new immigrants in general. The second activity (more so a teaching methodology) aimed at decolonization is to allow students to write one of their assignments in their native language and then translate it through group discussion.</p> <p>BADM 469 - Applied Understanding of Indigenous Entrepreneurship course offered starting in spring 2022.</p>
In process	<p>The School of Business has hired an instructor in Decolonization and Indigenization. The new position will instruct a broad range of courses within the School of Business, from lower-level to upper-level capstone courses, for a wide range of students. Instructors may be expected to teach courses such as Indigenous Entrepreneurship, Introduction to Management, etc. In addition, this role is anticipated to assume administrative section release within the School of Business, to advance program and curriculum development in support of Indigenous communities. In alignment with a Special Program approved by the BC Office of the Human Rights Commissioner, this position's duties are focused on delivering Indigenous content and as such, CapU hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p> <p>BADM 469 - Applied Understanding of Indigenous Entrepreneurship course offered starting in spring 2022.</p> <p>In alignment with Envisioning 2030 and our commitment to Truth and Reconciliation, the School of Business is proposing formalizing the Indigenous content within IBUS 255 Cross-Cultural Business. As a required course for all Bachelor of Business Administration students, this is a natural course to provide a foundation of knowledge around Indigenous history and its impact on business. After consultation, it was recommended that we bring in two guest speakers for each section. The first, an Elder, who would walk students through the history of Indigenous peoples in Canada using the blanket exercise. The second would be an Indigenous business professional who would speak to challenges Indigenous businesses face. We piloted this in spring 2021 with the plan to roll it out across all IBUS 225 classes starting in fall 2021.</p>



## 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 the following:

### 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.

### Article 15

3. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.

### 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.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>Indigenous Education &amp; Affairs has three forums for meetings to ensure the Nations are given opportunities to provide input and contribute to CapU's commitment to Indigenization and decolonizing approaches.</p> <p><b>1. Indigenous Advisory Circle (IAC):</b> These meetings are chaired by the president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision.</p> <p><b>2. Indigenous Education Steering Committee (IESC):</b> These meetings are chaired by the director of IEA and are in place to open strategic conversations between the Indigenous communities of the Lower Mainland and the University in all academic and student-services-oriented affairs.</p> <p><b>3. Monthly individual meetings with the five territorial rights holder Nations:</b> These one-on-ones allow for individual input from each of the five territorial rights holder Nations.</p> <p>CapU has housing prioritized for Indigenous students attending CapU.</p> <p>CapU has formally acknowledged the Jay Treaty by offering domestic tuition to US Indigenous students affected by colonial, imposed borders.</p>



In Progress

CapU is in the process of developing an Indigenous Plan to meet the needs of Indigenous students, faculty and staff as well as the five territorial rights holders going forward.

CapU is in the process of developing an Elder Relationship Document to ensure its relationship with Elders and Knowledge Keepers are respectful and in balance.

CapU has begun a process of learning its responsibilities as a Canoe Family, and has begun to incorporate traditional, territorially linked teachings in its support services.

CapU has attained approval from the Human Rights Tribunal to initiate a five-year hiring process to increase its Indigenous employees. CapU is in the process of reviewing how to make its recruitment, onboarding and community more considerate and respectful of Indigenous employees.

CapU has hired an Indigenous counsellor to serve the specific needs of our Indigenous students.

In the 2021-22 academic year, Indigenized adult upgrading courses intended to help Squamish Nation students complete their BC Adult Graduation Diploma were designed and piloted through the Eslha7an Learning Centre in North Vancouver. Courses included Provincial Level English, Math, and Computer Studies.





## Appendix B: Planning Priorities, Strategies and Actions—Envisioning 2030, Illuminating 2030 Academic Plan, Internationalization Plan and Campus Master Plan

### IMAGINATION—CAPUT (“HAVE DREAMS”)

#### GOAL 1:

Learners, employees, alumni and communities embrace imagination as the foundational driver of positive change and innovation

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"> <li>▪ Instil an institutional culture of curiosity, risk-taking and learning</li> <li>▪ Provide physical and virtual spaces, resources, opportunities and incentives to allow imagination to flourish</li> <li>▪ Enable the collaborative use of existing resources to implement new approaches and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Embed imagination as a key programming component across disciplines</li> <li>▪ Collaboratively overcome institutional challenges by implementing pioneering solutions</li> <li>▪ Contribute to addressing local and global questions, issues and challenges through creative activity, research and scholarship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboratively identify and solve community challenges using leading methodologies as we embrace new ways of doing</li> <li>▪ Develop and deliver transferable models/ processes to enable the use of imagination as a positive transformative ability in other communities outside of Capilano University</li> </ul>

#### GOAL 2:

Use imagination to drive CapU's digital transformation

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"> <li>▪ Identify and implement ground-breaking uses of existing technological resources across our campuses</li> <li>▪ Use imagination as a key component of the process to develop and implement a University-wide digital transformation plan</li> <li>▪ Identify innovative ways for technology to enhance the digital experience for our communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use existing and new resources to implement the strategies outlined in our digital transformation plan</li> <li>▪ Invest in new resources, systems and processes to allow technology-enabled initiatives and change to evolve seamlessly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deepen actualization of CapU's digital transformation plan according to emergent technologies and trends</li> </ul>



## ENVISIONING 2030: COMMUNITY

### GOAL 1:

Identify and implement novel approaches to build closer connections and engagement with the communities we serve

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Continue to advance Capilano University's alumni engagement initiatives</li><li>▪ Continue to engage our communities in agile consultation processes to better understand needs and trends</li><li>▪ Communicate and explain our values to the communities we serve to build awareness and to increase interest in, and financial support of, Capilano University</li><li>▪ Continue to grow the number of touch points and partnerships with our communities</li><li>▪ As part of the HR People Plan, partner with local communities and organizations to drive positive workforce planning to develop an employee community that enhances the university experience of our learners</li></ul>	<ul style="list-style-type: none"><li>▪ Use innovative processes to identify opportunities to connect and engage with our communities to become a key problem-solving partner</li><li>▪ Translate CapU's engagement with our communities into learning and growing opportunities for all</li></ul>	<ul style="list-style-type: none"><li>▪ Maintain boundless interactions and outreach with communities by sharing talent, knowledge, capabilities and resources</li></ul>



## GOAL 2:

Imagine and develop sustainable actions to minimize our ecological footprint

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Continue to advance existing Capilano University sustainability policies and initiatives</li><li>▪ Take steps to plan the alignment of our operations using the CleanBC accountability framework along with the Climate Change Accountability Act</li><li>▪ Become an engaged partner in research questions and projects that tackle local, national and global sustainability issues and initiatives</li></ul>	<ul style="list-style-type: none"><li>▪ Collaborate with our communities in the implementation of regional sustainability initiatives</li><li>▪ Embed a holistic sustainability framework that looks at all aspects of University governance with a sustainability lens</li></ul>	<ul style="list-style-type: none"><li>▪ Lead breakthrough discussions and implement initiatives around sustainable actions in our region</li></ul>

## GOAL 3:

Instil a culture of equity, diversity and inclusion in all our operations and outreach

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Continue to advance Capilano University's Human Rights, Diversity, Inclusion and Equity policies and initiatives</li><li>▪ Establish a procedure to permanently update the existing Human Rights, Diversity, Inclusion and Equity policies according to related best practices, new approaches and scholarly activities</li><li>▪ Embrace the federal government's equity, diversity and inclusion framework for inclusive research through its Dimensions program</li><li>▪ As part of the HR People Plan, celebrate and enhance our equity, diversity and inclusion in ways that support all members of our campus community to feel seen, valued and heard</li></ul>	<ul style="list-style-type: none"><li>▪ Collaborate with our internal and external communities to advance equity, diversity and inclusion initiatives</li></ul>	<ul style="list-style-type: none"><li>▪ Be recognized as leaders in best practices, policy, research and scholarly activity in equity, diversity and inclusion</li></ul>



## ENVISIONING 2030: DISTINCT UNIVERSITY EXPERIENCE

### GOAL 1:

Collaboratively instil a new Capilano University culture around the set of values outlined in the 2020–2030 Plan

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Develop and implement a creative approach to share the new set of values and to strengthen Capilano University's experience for learners, employees and partners</li><li>▪ Provide strategies and resources to support our learners, employees, alumni and communities in the process of making our new values a living reality</li><li>▪ Plan and deliver cohesive and meaningful learning and development for all employees that supports the 2030 shared set of values and priorities</li><li>▪ Move from onboarding to socialization of employees by taking employee engagement to an employee experience second to none</li><li>▪ Strengthen creative activity, research and scholarship initiatives on and off campus</li><li>▪ Strengthen relationships with our partners and external community to further encourage investment</li></ul>	<ul style="list-style-type: none"><li>▪ Provide learners, employees, alumni and communities with a consistent second-to-none university experience driven by living our values</li><li>▪ Celebrate the achievement of the new CapU culture</li></ul>	<ul style="list-style-type: none"><li>▪ Identify and implement strategies to extend our institutional values into the region we serve to build stronger connections</li></ul>



## GOAL 2:

Provide learners with imaginative, unique and life-enhancing learning experiences that give them the opportunity to actualize their passion and potential

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Develop and implement academic programming systems and processes that enable the use of imagination as a foundational driver for curriculum innovation</li><li>▪ Achieve membership in Universities Canada</li><li>▪ Consolidate program review processes</li><li>▪ Develop and implement strategies to assess the quality and impact of learning experiences on the lives of our students and alumni</li><li>▪ Continue to develop creative and effective learner support models</li></ul>	<ul style="list-style-type: none"><li>▪ Develop innovative programming to support a smoother transition from K–12 to Capilano University, and to support existing and future required skills and knowledge</li><li>▪ Develop upgraded approaches that allow Capilano University to offer flexible and portable programming to a wider learner base</li><li>▪ Increase the number of work-based learning opportunities</li></ul>	<ul style="list-style-type: none"><li>▪ Create and implement an innovative Subscription University Model (SUM) that enables a diverse population to have access on demand to educational and training resources</li></ul>

## GOAL 3:

Fulfil Capilano University's health and wellness commitments as outlined in the Okanagan Charter

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Allocate resources to implement health-promoting initiatives</li><li>▪ Identify creative approaches and processes to update our Health and Well-Being Plan</li><li>▪ Plan and deliver increased programming for employees that enriches our overall well-being and resilience, both at work and at home</li></ul>	<ul style="list-style-type: none"><li>▪ Assess tangible progress achieved toward the fulfilment of the requirements outlined in the Okanagan Charter</li><li>▪ Continue to implement the updated Health and Well-Being Plan</li><li>▪ Embed health and well-being into the University's governance structure</li></ul>	<ul style="list-style-type: none"><li>▪ Develop transferable models of health and well-being for communities beyond Capilano University</li></ul>





## GOAL 4:

Indigenize and decolonize education and campuses, including First Nations language, culture and knowledge

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Continue to support the recently passed Declaration on the Rights of Indigenous Peoples Act, the Calls to Action of the Truth and Reconciliation Commission, and the United Nations Declaration of the Rights of Indigenous Peoples</li><li>▪ Develop and implement an action plan to integrate and coordinate diverse initiatives and efforts to Indigenize and decolonize education and campuses at Capilano University</li><li>▪ Deepen relationships to co-develop and implement processes to establish a continuous dialogue with First Nations communities on whose unceded territories the University is located</li><li>▪ Partner with Indigenous communities to better understand the challenges and opportunities that Indigenous employees face in recruitment and onboarding, and work to remove barriers to entry and provide increased access to resources</li></ul>	<ul style="list-style-type: none"><li>▪ Update Capilano University's Indigenization and decolonizing plan by incorporating emergent trends and models, including Indigenous epistemologies and culture</li><li>▪ Continuously strengthen Capilano University's engagement and connection with our First Nations communities to better understand their needs</li></ul>	<ul style="list-style-type: none"><li>▪ Identify imaginative approaches through creative and scholarly activity and research to further Indigenize and decolonize education</li></ul>



**GOAL 5:**

Implement CapU's Campus Master Plan (the Campus Master Plan is described in the section Other Plans and Initiatives)

**GOAL 6:**

Instil a culture of reflective practice and continuous improvement for learners and employees

Year 1–3 Priorities	Year 4–6 Priorities	Year 7–10 Priorities
<ul style="list-style-type: none"><li>▪ Promote the concept of continuous improvement to actualize passion and potential</li></ul>	<ul style="list-style-type: none"><li>▪ Assess the impact of reflective practice on the health and well-being of learners and employees</li></ul>	<ul style="list-style-type: none"><li>▪ N/A</li></ul>
<ul style="list-style-type: none"><li>▪ Generate and provide new strategies, frameworks and resources to enable reflective practice</li><li>▪ Enhance the current Performance and Development Program (PDP), employee recognition and career development opportunities for employees to instil a culture of continuous development and growth through reflective practice</li></ul>	<ul style="list-style-type: none"><li>▪ Assess the impact of reflective practice on learner satisfaction rates</li><li>▪ Assess the impact of reflective practice on operational efficiencies</li></ul>	



## ILLUMINATING 2030 ACADEMIC PLAN

Theme	Action
<b>Where We Are: Community</b>	<p>Develop, guided by Indigenous Education and Affairs (IEA) framework<sup>13</sup>, in partnership with the territorial rights holders and the Indigenous Education &amp; Affairs (IEA) Steering Committee, an academic action plan. The plan will address the educational priorities and requirements of the territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further reconciliation.</p> <p>Seek direction and guidance from the Squamish Nation on our responsibilities to <a href="#">Skw'cháy's</a> and translate these responsibilities into teaching, learning and scholarship.</p> <p>Establish a centre of experiential and work-integrated learning opportunities for all students, and linked with faculty creative activity, research and scholarship.</p> <p>Expand CapU's partnerships with our region's municipalities and regional districts, businesses and industries, not-for-profit and community organizations and other interested partners, aligned with University values.</p> <p>Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations.</p> <p>Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</p> <p>Deepen and expand scholarly, research and creative activity collaborations with local and global educational partners for mutually beneficial community-engaged learning and research opportunities.</p>

<sup>13</sup> In draft.



Theme	Action
<b>Who We Are: Imagination</b>	<p>Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), Office of Creative Activity, Research &amp; Scholarship (CARS), and Office of Indigenous Education &amp; Affairs (IEA) to ensure faculty and the wider university community have the supports and resources needed to explore and adopt the pedagogical orientations aligned with this plan.</p> <p>Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged, flexible and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships and immersive local and virtual deep learning).</p> <p>Contribute to the global open education movement through open knowledge mobilization initiatives involving the Faculties, CARS, CTE, IEA, and the University Library.</p> <p>Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening tools and platforms required for collaboration, curating and sharing evidence of learning.</p> <p>Embed opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.</p> <p>Develop and put into action a comprehensive approach to hiring, mentoring and coaching of faculty, academic leadership and academic staff.</p>
<b>Who We Are: Imagination</b>	<p>Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), Office of Creative Activity, Research &amp; Scholarship (CARS), and Office of Indigenous Education &amp; Affairs (IEA) to ensure faculty and the wider university community have the supports and resources needed to explore and adopt the pedagogical orientations aligned with this plan.</p> <p>Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged, flexible and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships and immersive local and virtual deep learning).</p> <p>Contribute to the global open education movement through open knowledge mobilization initiatives involving the Faculties, CARS, CTE, IEA, and the University Library.</p> <p>Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening tools and platforms required for collaboration, curating and sharing evidence of learning.</p> <p>Embed opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.</p> <p>Develop and put into action a comprehensive approach to hiring, mentoring and coaching of faculty, academic leadership and academic staff.</p>



Theme	Action
<b>What Learning Looks Like:</b> <b>University Experience</b>	<p>Renew CapU learning outcomes for alignment with the Academic Plan 2030.</p> <p>Review and, as required, renew Cap Core—the University's general education framework for alignment with the Academic Plan 2030.</p> <p>Identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials.</p> <p>Create and implement, post-pandemic, a framework for online learning (based on purposeful learning and learner-centred approach) reflective of leading practices.</p> <p>Harnessing the University's quality assurance activities (including assessment of learning and program review and Faculty-based strategic planning committees), strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.</p> <p>Prioritize the development of flexible academic programs with options for individualized pathways through access to incorporating minors, certificates and microcredentials in addition to students' primary areas of study.</p>





## INTERNATIONALIZATION PLAN

### Theme: Imagination

Strategies	Activities and Measures
Foster an enhanced level of inquiry, curiosity, and participation in internationalization.	<p>Increase employee engagement in global activities and events to at least 150 participants per annum by 2024.</p> <p>Implement dialogue series on globalizing programming and curriculum in 2021.</p> <p>Increase global content in programming and curriculum by at least 25 per cent by 2024.</p> <p>Host at least four cross-institutional global events per annum by 2023.</p> <p>Generate at least four new international educational partnerships per year.</p>
Generate a wide array of international collaborations with education, association, and industry organizations to increase knowledge, build capacity, expand networks, and learn and apply technology applications for innovation in program development and delivery.	<p>Create partnerships with educational providers or specialized sectors globally that enhance capacity for advanced educational delivery practices and performance.</p> <p>Create connections to international industry associations that provide insight to the future of work in a global context.</p> <p>Generate international research opportunities with global partners in 2021 and implement at least two projects per year from 2022.</p> <p>Build CapU leadership presence in relevant industry and education organizations on a global level.</p> <p>Implement CapU global program operations (see Distinct University Experiences – balanced and resilient International Enrolment).</p>
Build upon our experience and expertise in international development by creating international projects that provide a wide array of transformative learning opportunities for learners and exceptional professional development opportunities for employees and alumni.	<p>Build connections with project agencies, funding partners, foundations, and advocates of international development.</p> <p>Identify and pursue at least 10 project leads per year from 2021 and submit at least four proposals per year from 2021.</p> <p>Successfully implement at least two global projects per year from 2022.</p> <p>Generate at least one self-sustaining international project per year through educational collaborations from 2023 onwards.</p>



Strategies	Activities and Measures
Develop CapU International units for international business operations and wider university involvement in internationalization.	<p>Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training and engagement by 2021.</p> <p>Establish CapU International as a broad business unit for long-term project management and international educational services by 2022.</p> <p>Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022.</p> <p>Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities.</p> <p>Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022.</p> <p>Generate or assist global distance learning division by 2022.</p> <p>Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing.</p>
Develop CapU International units for international business operations and wider university involvement in internationalization.	<p>Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training and engagement by 2021.</p> <p>Establish CapU International as a broad business unit for long-term project management and international educational services by 2022.</p> <p>Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022.</p> <p>Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities.</p> <p>Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022.</p> <p>Generate or assist global distance learning division by 2022.</p> <p>Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing.</p>



Strategies	Activities and Measures
Develop CapU International units for international business operations and wider university involvement in internationalization.	<p>Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training and engagement by 2021.</p> <p>Establish CapU International as a broad business unit for long-term project management and international educational services by 2022.</p> <p>Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022.</p> <p>Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities.</p> <p>Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022.</p> <p>Generate or assist global distance learning division by 2022.</p> <p>Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing.</p>
Establish Centre for Global Engagement (CGE) that coordinates and facilitates university wide global engagement. The Centre will provide International operational services in study abroad, exchange, projects, partnerships, learning support, and events, and will engage multiple institutional units and representatives in planning and implementation of community wide global engagement activities including forums, workshops, events, research activities, and celebrations.	<p>Engage a Global Engagement Group (GEG) consisting of university representatives to help craft and initiate the Centre in 2021.</p> <p>Identify initiatives and activities for Global Engagement of the University community and establish a schedule of activities in 2021.</p> <p>Foster engagement with various units of the Institution for support of shared initiatives and activities in 2021.</p> <p>Hold at least four events per year with the university community to generate global engagement from 2022 onwards.</p> <p>Foster participation of at least 500 university community members in global events and activities per annum by 2023.</p> <p>Engage global alumni with networking events and activities and proactive communications to maintain relationships, generate collective knowledge, enhance learner and employee networks and opportunities.</p> <p>Create global internship, coop, and practicum opportunities for learners to engage to build global networks and experiences.</p>



Strategies	Activities and Measures
Enhance CapU's global recognition through global brand development, a commitment to internationalization, and pursuit of awards and recognition to qualify our efforts.	<p>Develop and implement a diversified digital marketing program for international recruitment in 2021 and 2022 (see Distinct University Experience – balanced and resilient international enrolment).</p> <p>Evaluate awards and recognition requirements in 2021.</p> <p>Submit at least two applications for awards and global recognition per year from 2023.</p> <p>Achieve QS global rating for Internationalization by 2023.</p> <p>Pursue International Association of University Internationalization badges by 2024.</p>
Determine approaches to proactively and progressively support global sustainability initiatives that contribute positively to people and the planet.	<p>Support Academic Plan initiatives around transformational and regional place-based learning through appropriate international agency connections and networks.</p> <p>Evaluate and plan for carbon neutral international education activities by establishing benchmarks and identifying strategies to offset and reduce carbon consumption in travel and operations in 2021.</p> <p>Create a CapU Gap Year program in partnership with global partners by 2024 to enhance preparation of new learners, build new learner commitment to CapU, and inspire mid-way learners by participating in global programs that contribute to United Nation's Sustainability Development Goals.</p>



## Theme: Distinct University Experience

Strategies	Activities and Measures
Achieve balanced and resilient international strategic enrolment that contributes to diversity, equity, and inclusion values of the university, global learning objectives, high international retention and graduation, and supports fiscal resilience of the institution for long term university-wide growth and service objectives	<p>Develop multiple-year international enrolment and financial targets in 2021 to inform international marketing and recruitment investment and performance objectives and maintain overall international enrolment at no less than 30 per cent, and no more than 40 per cent total enrolment FTE</p> <p>Maintain three-year outlook for the international marketing and recruitment strategy with effective leads management that builds brand and reputation and incorporates diversified digital marketing programs, customer relations strategies, partnerships, and B2B and B2C campaigns</p> <p>Enhance regional offices/representatives in South Asia, South America, Southeast Asia, Eurasia/MEA, and China by 2022 to enhance regional presence, support agency networks, generate partnerships, support student transition, and enhance student readiness for study at CapU</p> <p>Generate at least four pathway agreements with locally-operated international colleges and institutes for direct entry to university programs per year in 2021 and 2022.</p> <p>Create at least two international articulation agreements per year with selected international institutions to sustain international enrolment of well-prepared learners implement at least two globally operated CapU programs by 2023 in primary market jurisdictions to prepare and sustain international student transition to CapU and provide global learning and teaching opportunities for CapU employees</p> <p>Achieve overall International market distribution of 50 per cent South Asia (SA), 50 per cent Rest of World (ROW) by 2022, 40 per cent SA, 60 per cent ROW by 2023</p> <p>Utilizing control sections and proactive advising, manage up to 60 per cent international learners in general entry classes, and up to 80per cent representation from one non-Canada country market, unless the program is specifically targeted to one country by 2023</p>
Progressively identify and apply intercultural learning and knowledge into learning, campus life, and operations at the university	<p>Explore and identify global interculturalization concepts and applications and align where appropriate and practical with indigenization and EDI values and goals for the University</p> <p>Continue and build acknowledgment and celebration of cultural events and observations that respectfully promote inclusivity from across the campus community</p> <p>Generate further diverse and integrative inter-cultural learning approaches that foster transformative learning including international educational events, field schools, administrative and teaching exchange and international project experiences</p> <p>Conduct at least three learning sessions per year with the campus community to identify and integrate intercultural learning activities and content to curriculum, programming and operations</p> <p>Evaluate development of Intercultural Learning microcredentials by 2022 to complement existing programs of study and enable up-skilling for employees, global partners, and community members</p>





Strategies	Activities and Measures
Ensure CapU programming is globally progressive and competitive in terms of content, format, and delivery.	<p>Utilizing collaborative partnerships (See Imagination), regular monitoring and research, and through regular consultation amongst academic leadership, monitor and assess globally education programs and practices to ensure that CapU programming content and delivery achieves Academic Plan goals and is competitive, progressive, and attractive in a global context.</p> <p>Conduct annual evaluations of programs that are dependent on international enrolment for constant improvement and evolution to remain competitive and relevant.</p> <p>Monitor non-traditional education services to identify trends and new initiatives in content and delivery methods that could be applied to CapU programs.</p> <p>Evaluate international program opportunities to sustain international enrolment with the goal of implementing new graduate level programs.</p> <p>Launch programs in strong market jurisdictions to advance knowledge and skills for international program delivery (see: Imagination – partnerships).</p>

## Theme: Community

Strategies	Activities and Measures
Foster a strong global community network that facilitates innovation, inter-cultural learning, transformative learning experiences.	<p>Maintain and build diversity in our global community of education partners where we maintain relationships in over 80 countries with institutions, agencies, and organizations.</p> <p>With select partners generate innovative activities that benefit learners and provide unique global experiences such as global film and animation festivals, sports, outdoor recreation, and entertainment events, virtual conferences and other initiatives.</p> <p>Generate connections to global organizations to enhance relevance and application of local to global and place-based learning initiatives where appropriate and valuable.</p>
Achieve growth in outbound exchange mobility (subject to COVID-19 related travel and immigration conditions) over 2019 levels with a diverse and dynamic array of global education exchange.	<p>Ensure at least two high quality outbound exchange opportunities for all degree programs in at least two different countries and preferably two different regions of the world.</p> <p>Develop at least one high quality outbound exchange opportunity outside of Europe for all degree programs by 2023.</p> <p>Expand range of outbound exchange opportunities for non-degree programs</p> <p>Double outbound exchanges for CapU learners by 2024.</p> <p>Establish at least six active employee exchanges by 2024.</p>



Strategies	Activities and Measures
Create a sustainable and dynamic program of professionally delivered Field Schools for enhanced global experiences of faculty and learners.	<p>Create a new model of field-school operations in 2021 that facilitates a consistent and proactive three-year cycle of field school experiences to generate demand, provide broader university-wide opportunity for participation, plan appropriately to sustain operations and manage risks, and design and provide high quality transformative learning experiences.</p> <p>Utilize our partnership network to create and host at least one regularly held field schools per year with special emphasis on deepening connectivity to major international student markets (for example, India, Brazil, and Vietnam) for all learners and the CapU employee community.</p> <p>Increase participation in field schools by at least 150% over 2019 levels by 2023 with at least three field schools annually.</p> <p>Build upon the 2020 virtual field school experience with at least one annually operated virtual field school.</p>
Build strong Capilano University connections to local cultural communities.	Generate connections to local cultural communities where appropriate to generate stronger interconnectedness, support and sense of community for international learners.

## Theme: Health and Well-being

Strategies	Activities and Measures
Provide highly effective and proactive transition services to international learners to ensure that they are well prepared and well supported on their CapU educational journey.	<p>Ensure a consistent and exceptional customer service experience for all international learners with personalized 'application to classroom' transition services including program admissions and academic advising, life-skills training, pre-assessment of learning support needs, immigration and employment services, housing services, medical insurance support, and COVID-19 related special services such as quarantine and health care requirements.</p> <p>Continue and enhance virtual and in-person (when possible) pre-departure training for over 90% of incoming learners and their families to enhance readiness and assist in a smooth, effective, and well-supported community-based transition to Canada and CapU.</p> <p>Seamless integration of International, Registrar, Student Success, and Program Department services for international learners to ensure efficient and well-supported transition to university-based services.</p> <p>Develop program to strengthen international learner readiness for academic studies, or provide pathway back to academic studies through early alert mechanisms.</p> <p>Maintain and enhance international learner mentorship program (ILMP) to support transitioning and first year international learners.</p> <p>Increase overall retention of international learners to 80% by 2023 through more effective transition support .</p>



Strategies	Activities and Measures
Constantly monitor and assess international student academic, financial, social, physical, and mental well-being with special emphasis on conditions unique to international learners.	<p>Evaluate student well-being through regularly conducted international student satisfaction survey, plus monitor well-being of international learners through regularly held focus groups, as well as consultation with student services, student success, and departments where appropriate and relevant.</p> <p>Enhance sports and recreation programming and services for international learners to enhance health and well-being conditions and build sense of university community.</p> <p>Generate or invest in online crisis services tailored to international learners.</p>
Establish scholarships and awards of merit for international learners to attract high performing learners, contribute to EDI goals and values, and encourage and reward effort.	<p>Establish three non-academic merit-based full scholarships by 2023 for individuals from marginalized areas to facilitate learning and opportunity.</p> <p>Create at least 10 merit-based scholarships for international learners by 2023.</p> <p>Create, by 2023, at least 10 awards for international learners facing hardship and constraint to support EDI values and goals of the university.</p>
Continuous assessment and Improvement of International learner performance and teaching and learning conditions.	<p>Regular evaluation of student achievement, commitment to learning, and fulfillment of academic requirements.</p> <p>Continued and enhanced instruction and support on standards and practices to ensure academic integrity delivered in all pre-departure, orientation, and transition services for international learners.</p> <p>Enhanced inter-cultural learning for CapU community through workshops, webinars, presentations, events and other means to assist recognition and implementation of appropriate techniques and practices that facilitate positive learning and ensure high academic standards of international learners.</p> <p>Continuously improve positive learning and graduation achievement for international learners.</p>

## CAMPUS PLAN

Three conceptual frameworks organize Capilano University's Campus Master Plan. Each framework identifies a focused set of actions and an accompanying set of specific implementation targets or guidelines. These frameworks consist of open space and natural areas, land use and built forms, and mobility. Each of the three frameworks is listed, with action and attendant implementation targets or guidelines.

### OPEN SPACE AND NATURAL AREAS

This framework seeks to reinforce and protect existing open spaces, including forested areas, wetlands, formal courtyards and community gardens.



Action Focus	Implementation Targets
<b>Natural Areas</b>	<p>Enhanced natural connections</p> <p>Outdoor spaces for learning and socializing</p> <p>Restoration</p> <p>Drought-tolerant and native species</p> <p>Traditional uses</p> <p>Protected areas</p>
<b>Formal Landscaped Areas</b>	<p>Plazas</p> <p>Courtyards</p> <p>Outdoor classrooms</p> <p>Pavilions</p> <p>North-south spine</p> <p>East-to-west pedestrian promenade</p> <p>Greenways</p> <p>Community gardens</p> <p>Places for ceremony</p>
<b>Hydrology &amp; Rainwater</b>	<p>Wetlands</p> <p>Integrated stormwater management irrigation</p>
<b>Public Art</b>	Public art
<b>Programming Opportunities</b>	<p>Events</p> <p>Passive recreation</p> <p>Active recreation</p> <p>Living laboratory</p>
<b>Sense of Arrival</b>	<p>A clear sense of arrival:</p> <ul style="list-style-type: none"> <li>▪ Northern Transit Exchange</li> <li>▪ Purcell Way</li> <li>▪ Southern Access Road</li> </ul>



Action Focus	Implementation Targets
<b>Energy &amp; Greenhouse Gas (GHG) Reduction</b>	<p>GHG reduction target of 67 per cent below a 2007 baseline by 2020.</p> <p>Building requirements and constraints:</p> <ul style="list-style-type: none"> <li>▪ Passive-first approach</li> <li>▪ Building orientation</li> <li>▪ Shape and massing</li> <li>▪ Alternative energy sources</li> <li>▪ Integrated design</li> <li>▪ Integration with nature</li> <li>▪ Green building certification</li> <li>▪ Life cycle of materials</li> </ul>
<b>Potential Future Development Sites</b>	<p>Priority will be for sites that:</p> <ul style="list-style-type: none"> <li>▪ Do not encroach on existing natural spaces</li> <li>▪ Serve to further animate the north end of the main campus, especially sites that are on existing surface parking</li> <li>▪ Reinforce and animate the Perimeter Road</li> <li>▪ Enforce the concept of a compact campus, where building development encourages synergies</li> </ul> <p>Where needed or possible, expand existing buildings to reinforce open spaces and connections.</p> <p>When possible, give priority to development that occurs on the north end of campus or that takes place on existing building footprints.</p> <p>Encourage mixed-use buildings to create a village-like environment.</p> <p>Encourage future development to foster collaboration and knowledge exchange through the programming of buildings.</p> <p>Active uses:</p> <ul style="list-style-type: none"> <li>▪ Encourage active uses such as food services and other commercial activity to be on the ground floor, fronting open spaces and pedestrian walkways, with as much transparency as possible.</li> <li>▪ Outdoor classrooms.</li> </ul>



Action Focus	Implementation Targets
<b>Built Form Guidelines</b>	<p>Character:</p> <ul style="list-style-type: none"> <li>▪ Development shall be responsive to the natural form and character of campus, including the topography.</li> <li>▪ Materials should be locally-sourced when possible, durable and sustainable, with a visually coherent palette.</li> <li>▪ Development shall encourage expression of First Nations culture in building and site design.</li> <li>▪ New development should visually and spatially connect the indoors to the outdoors, encouraging interaction with nature and the environment.</li> </ul> <p>Orientation and scale:</p> <ul style="list-style-type: none"> <li>▪ Orient buildings to reinforce open spaces and pedestrian pathways by:</li> <li>▪ Providing entrances that connect directly to sidewalks and pathways</li> <li>▪ Providing frontages that face open spaces</li> <li>▪ Reducing setbacks along the Perimeter Road</li> <li>▪ Avoiding large blank walls, especially at ground level, and uninterrupted building massing</li> </ul> <p>Visual permeability:</p> <ul style="list-style-type: none"> <li>▪ Transparent facades shall be provided at grade to encourage passive surveillance, natural light and visual interest within development occurring along pedestrian pathways, fronting on streets or open spaces.</li> <li>▪ Buildings shall include broad windows to create a connection to surrounding natural areas.</li> </ul> <p>Weather protection for wet winter months shall be provided in the form of canopies, roof overhangs, short distances between new development when possible and siting buildings to connect to the existing pedestrian network.</p>





## CAMPUS PLAN: MOBILITY

The ambition of the mobility frameworks is intended to enhance the transportation experience on campus.

Action Focus	Implementation Targets
<b>Pedestrian Network</b>	<p>Diverse circulation routes.</p> <p>Maintain the existing network of trails and paths throughout campus. Direct connection between major destinations on campus.</p> <p>Ensure a sense of safety throughout campus through:</p> <ul style="list-style-type: none"> <li>▪ Effective pedestrian-oriented lighting.</li> <li>▪ Design future development to have transparent building facades, with orientation to allow for natural surveillance.</li> <li>▪ Apply the principles of crime prevention through environmental design (CPTED) in all future development on campus.</li> </ul> <p>University Accessibility:</p> <ul style="list-style-type: none"> <li>▪ Enhance connections to better allow those who are differently abled to move around campus freely and safely.</li> <li>▪ New development shall provide direct connections to the existing pedestrian network.</li> <li>▪ Improved connections to existing pedestrian trails and pathways in the surrounding community.</li> </ul> <p>Access:</p> <ul style="list-style-type: none"> <li>▪ Provide a continuous pedestrian sidewalk and establish highly visible pedestrian crossings at key connection points around the Perimeter Road.</li> <li>▪ Ensure that sidewalks connect effectively to the internal trail system.</li> </ul>
<b>Wayfinding</b>	<p>Develop a comprehensive signage and wayfinding strategy that sets forth a clear hierarchy of signage.</p> <p>Strengthen the sense of arrival at the two major gateways—Purcell Way and the Transit Exchange—with future provision for a gateway at the entrance of the Southern Access Road.</p> <p>The use of colour, landscape features and/or public art should be used strategically throughout campus as an element of wayfinding.</p> <p>Reinforce connections between open and landscaped areas on campus.</p>
<b>Cycling</b>	<p>Enhance connections between the Perimeter Road and the internal road system on campus to the existing cycling network of the District.</p> <p>Provide end-of-trip facilities at convenient locations on campus, including covered and secure locking stations located near campus gateways and building entrances when possible and where existing shower facilities are located.</p> <p>Bicycle parking should be well-lit at night and located in a secure environment at all times.</p>



Action Focus	Implementation Targets
<b>Transit</b>	<p>The primary transit stop on campus will be at the Northern Transit Exchange. Capilano University will work with TransLink and Coast Mountain Bus Company to work towards a mutually beneficial solution to the elimination of the 239.</p> <p>The Northern Transit Exchange will be enhanced as a major gateway to campus, with special consideration for pedestrian linkages and the interface with the open space between the Bosa Building and the proposed new plaza development at the Maple Building site.</p> <p>Digital information on routes and route timing shall be displayed in key areas around campus, such as in the Birch Cafeteria.</p> <p>This plan endorses the Southern Access Route, which will become the primary mode of access to campus for transit, once built. Buses will travel up Monashee Drive, with a stop midway to ensure accessibility.</p>
<b>Vehicular Circulation, Parking and Servicing</b>	<p>The future main vehicular access will be the South Access Road. Vehicular access will still be maintained through Purcell Way and Entrance 2.</p> <p>The Perimeter Road shall be the primary continuous means of vehicular transportation around campus, with provision for the comfort and safety of pedestrians and cyclists.</p> <p>Provide safe and marked drop-off areas that reduce conflict between different modes, especially at the Children's Centre. Ensure access to all buildings for those who are differently abled.</p> <p>Continue to support car share, carpooling and ride share through the provision of free parking for those who participate and commit to reducing single-occupancy vehicle use.</p> <p>Service areas and loading bays shall be dispersed throughout campus to minimize impact.</p> <p>The supply of parking on campus needs to be reviewed in the context of a Transportation Demand Management (TDM) Strategy, allowing the reduction of supply with the increase in use of alternative commuting modes such as cycling and transit.</p> <p>Reduce the negative visual impacts of surface parking and inefficient use of space where possible by:</p> <ul style="list-style-type: none"> <li>▪ Developing parking structures in conjunction with new development on the north end of campus, either within or under new buildings.</li> <li>▪ Not providing a net increase of parking.</li> <li>▪ Planting to reduce the visual impact of surface parking lots, with consideration for clear sightlines to ensure safety.</li> <li>▪ Priority placement of accessible parking.</li> <li>▪ Parking lots designed with consideration for CPTED principles.</li> <li>▪ Introduce rainwater management strategies for all campus parking lots.</li> </ul>



Action Focus	Implementation Targets
<b>Transportation Demand Measures (TDM)</b>	<p>Continue to implement transportation-demand management strategies such as Capilano U Carpool Program, Jack Bell Ride-Share Program, Bike to Work Week, and Capilano Fleet Program.</p> <ul style="list-style-type: none"> <li>▪ Set five-year mode targets, which can be measured against transportation surveys.</li> <li>▪ Review the feasibility of a bike-share program.</li> <li>▪ Increase parking fees, with additional revenues set aside for TDM.</li> <li>▪ Work with TransLink and Coast Mountain Bus Company to provide efficient, frequent and reliable transit service that supports the Northern Transit Exchange.</li> <li>▪ Provide student housing on campus to reduce commuting by students.</li> <li>▪ Improve pedestrian and cycling facilities and connections to the community and the District.</li> </ul>
<b>The Perimeter Road</b>	<p>Provide a continuous circulation loop around campus by reopening Skeena Road to connect to Purcell Way.</p> <p>Future development should be located near the Perimeter Road, with minimal setbacks and entrances and plazas oriented to the street to enhance the circulation road as a people place.</p> <p>Rename the Perimeter Road to underscore its continuity, exploring opportunities for inclusion of a name that honours North Shore Indigenous culture and communities.</p> <p>This plan endorses the Southern Access Road, which will connect to the circulation road, becoming the primary vehicular gateway to campus, both for cars and transit.</p>



