



Institutional Accountability Plan and Report 2019–2020

JULY 2020

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1.

Accountability Statement



Accountability Statement

June 24, 2020
Minister Melanie Mark
Ministry of Advanced Education, Skills and Training
Government of British Columbia

Dear Minister Mark,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2019–20. The Board of Governors and the University administration endorse the content of this report and affirm that, in accordance with Capilano University's governance structure, we are accountable for this report. This report provides the Capilano University's strategic direction and context, details on how we are implementing Mandate Letter priorities for both the 2019–20 and 2020–21 academic years, performance measures and targets, and our results for 2019–20. Our report also outlines how the challenges of COVID-19 have affected us, and how we have acted to mitigate its impact upon our students.

Although there are opportunities for improvement in terms of domestic and Indigenous enrolment, the University has performed well in the Ministry's target areas that address education quality and employment. Capilano University has also recorded the first increase in Aboriginal FTEs in over seven years, strong evidence that our efforts are having an effect.

Capilano University has reinvigorated its efforts to fulfil its mandate with a new vision following approval by the Board of Governors of its new strategic plan, Envisioning 2030. As befitting a university that has traditionally excelled at creative programming and the creative arts, Envisioning 2030 embraces the power of imagination to solve problems and unleash potential. The University is meeting the challenges posed by shifting educational demands with new internationalization priorities and a new strategic enrolment management initiative.

Capilano University continues to prioritize Indigenous learning in response to Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. We have created a new Office of Indigenous Education and Affairs, and implemented many measures to foster reconciliation, as detailed in our response to the Mandate Letters. Capilano University is working to increase its support of faculty research and scholarship with the creation of the Office of Creative Activity, Research and Scholarship. Our efforts to reach new learners and to support adult learning at all stages of career development got a major boost with the opening of our new campus in North Vancouver's beautiful Shipyards development.

We continue to welcome the opportunity to work with the Ministry of Advanced Education, Skills and Training on our shared mandate to elevate education quality and student success in the region we serve.

Yours sincerely,



Cherian Itty
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 52 years ago to serve the growing populations of the North Shore, the Sea-to-Sky corridor and the Sunshine Coast with campuses located in Squamish (Skwxwú7mesh), Sechelt (shíshálh) and North Vancouver. Capilano University operates within the traditional unceded territories of the Coast Salish peoples. We respectfully acknowledge the Lil'wat, Musqueam, Sechelt, Squamish and Tsleil-Waututh people on whose territories our campuses 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 9,932 academic students¹ in the 2019–20 fiscal year, representing 3,742 domestic FTE and 2,534 international FTEs. Our student body is diverse, with the majority of our domestic students coming from different regions in 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 1,000 employees, including over 600 regular and non-regular full- and part-time faculty members. For a second 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 and generous maternity leave.

The 2019–20 academic year has been a year of building and growth for Capilano University. In December 2019, President Paul Dangerfield opened our newest campus, the Lonsdale campus in North Vancouver's Shipyards district. Situated on the North Shore waterfront and a two-minute walk from the SeaBus terminal, the campus allows CapU to bring lifelong learning and reskilling opportunities to the most densely populated areas of the North Shore and Vancouver.

Internally, CapU created two new administrative offices, the Office of Indigenous Education and Affairs and the Office of Creative Activity, Research and Scholarship. The Office of Indigenous Education and Affairs brings a focus to CapU's efforts to Indigenize our campus, our curriculum and our community outreach, allowing better coordination of efforts while strengthening the connection between faculty and administrators with Indigenous students and community leaders. The Creative Activity, Research and Scholarship Office marks a new focus on supporting CapU faculty members as they pursue the activities that give back not only to CapU's local communities, but also to the bigger world around it.

Two other initiatives offering experiential, work-integrated learning took big steps forward. Capilano University's CityStudio project began with a running start, with nearly 500 students getting unique experiential learning opportunities by working with City of North Vancouver personnel in creating civic enhancement projects across the city. The Indigenous Digital Accelerator (IDA) project also took big steps forward, securing partnerships with TELUS STORYHIVE and Mitacs, the federal funding agency. Mitacs has provided a \$750,000 commitment, with the caveat that the amount must be matched by industry. The Mitacs funding will help provide paid student research assistant positions and a faculty research supervisor. These internships will provide Indigenous students opportunities for work-integrated learning in digital-based cultural and creative production companies. 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 to develop further their engagement with the digital economy.



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 and Canada's only Indigenous Independent Digital Filmmaking program. These programs offer unique and industry-relevant educational experiences that attract students from Western Canada and beyond. Our University One for Aboriginal Learners program is a particularly important recent development, debuting last year. University One provides critical bridging support for Indigenous learners whose previous education left them underprepared for the academic demands of university, helping to break down barriers that prevent many First Nations members of our communities from pursuing advanced education.

These are part of the 94 programs CapU offered in 2019–20, spanning five faculties and 17 schools, in addition to our Continuing Studies programs. We serve students pursuing careers in a variety of professions by providing 13 bachelor's degrees in Business Administration, Communication, Early Childhood Care and Education, Legal Studies, Motion Picture Arts, Music Therapy, Performing Arts (in collaboration with Douglas College) and Tourism Management, along with six post-baccalaureate programs.

QUALITY ASSURANCE AND PROGRAM DEVELOPMENT

Academic Initiatives and Planning (AIP) is responsible for leading and supporting the University-wide academic quality assurance activities and strategic initiatives central to the ongoing development and renewal of our academic programs to best serve our students and the region's communities. AIP oversees the University's academic quality assurance activities, including program development, assessment and review, as set out in our University policies and procedures, in addition to supporting new academic initiatives such as CityStudio North Vancouver, with the objective of maintaining and deepening the quality of the University's academic programming. In 2019–20, the unit began piloting expanded desk research support for program developers. AIP is also reviewing the program development processes, with the goal of optimizing the University's program mix.

Capilano University follows the policies and procedures set out by the University Act, the Ministry of Advanced Education, Skills and Training, our accreditation body (Northwest Commission on Colleges and Universities), the Capilano University Board of Governors and the Capilano University Senate.

CAPU AND COVID-19

Capilano University began implementing changes to operations to ensure student and staff safety in response to the COVID-19 crisis as early as March 6, 2020, with targeted communications on the outbreak and the establishment of an email hotline service to supply up-to-date information. By March 18, our major responses had been implemented. The T̓szil Learning Centre in Mount Currie and the CapU Lonsdale site were both closed. Staff at all campuses shifted to remote work except for those essential workers required to have a presence on campus, such as safety and security personnel.

All learning at the k̓álay̓ Sunshine Coast and North Vancouver campuses moved to remote, online delivery, which is continuing through the Summer term. Learning coordinated through Accessibility Services remained available within one building. For students taking courses in the spring term, the withdrawal period was extended and students receiving a final grade were given the option of taking that grade or a grade of 'CR' (credit). The CR grade counts towards program completion, but does not affect GPA.

With the crucial assistance of the Ministry, CapU was able to begin offering students emergency financial aid in early April. The emergency bursaries were non-repayable and continued to be available through the Summer term. The funding included \$140,000 to augment emergency financial assistance to students in financial distress and \$38,000 to supplement Indigenous emergency assistance funding. The average funding per student is expected to be \$500. The University also reached out to its staff, faculty and alumni for donations to add to the emergency funding.

Buildings at the main campus in North Vancouver remained open from 7:30 a.m. to 4:30 p.m. and service hours from 9 a.m. to 3 p.m., with food services shut down. Student housing remained open, with the bookstore offering both pickup and home delivery of books ordered online, with staff available online and via phone during service hours. IT services remain available, with most staff working remotely.

¹ 'Academic students' refers to students enrolled in courses and program linked to, or potentially contributing to, academic credentials, and thus excludes students in Continuing Studies programming.



Health services and the dental clinic closed, as did the Children's Centre, Library, First Nations Student Services and Learning Commons, with many library services being moved online. Dedicated computers and printers remained available at the campus for those students without personal access to such resources; the main floor of Birch Building remained open for students who needed a space to study with Wi-Fi connectivity. The Centre for Sport and Wellness closed all health programs, along with its gymnasium, weight room, change rooms and showers.

At this time, the University is preparing for an adjusted model of delivery for the Fall 2020 term, with courses and programs provided primarily online. In-person instruction will be facilitated to the degree that it can be done safely and in accordance with all provincial health directives and guidelines.

The University is currently in the process of revised budget forecasting and academic planning for the 2020–2021 academic year. Budgets will be revisited frequently throughout the year as the COVID-19 pandemic and the University's response continue to evolve.

International enrolment, and the tuition revenue it generates, remained stable not only for Spring term enrolments, but also for Summer enrolments, with international enrolment marginally (<1%) higher in Summer 2020 than in Summer 2019. Expected enrolment for 2020–21 is uncertain at the time of this report. Preliminary application numbers at this time are below recent years for this time of year; however, international application numbers do not typically stabilize at CapU until roughly mid-July, and so current application counts are a poor indicator of Fall enrolment.

CapU is still developing its strategies for mitigating any loss of international tuition, as much of the future context remains ambiguous. Particularly important is how and when international travel restrictions will evolve over the coming year. Our Wong and Trainor Centre for International Experience personnel have been in frequent consultations with their counterparts at other post-secondary institutions across the province to share information and strategies. A key contributor to our mitigation efforts will be expanding the number of countries in which we have field representatives to diversify the recruitment base. We expect this expansion to start in 2021.





3.

**Strategic
Direction**



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 in order 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: 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 collaborative process is a new 10-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 fast-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.



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 is illustrated in the figure below. Specific action priorities are given in Appendix C.



IMAGINATION—ᑭᑭᑭᑭᑭᑭ (“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 groundbreaking 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, by 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. Chief among these being the Integrated Plan 2020/2021–2022/2023, the Campus Master Plan, the Internationalization Priorities, the Aboriginal Service Plan and the *kálay-ay* | Sunshine Coast Campus Action Plan 2018–2023.

INTEGRATED PLAN, 2020/2021–2022/2023

This last year saw the culmination of several years of planning, reflecting and metric measuring in the emergence of the Integrated Plan, which will replace the Operations Plan in the guidance of daily operations across all University divisions, offices and units. The Integrated Plan is intended to guide how Capilano University engages over the next few years. The plan comprises five themes that translate the vision of the new strategic plan into the realities challenging operations: increasing domestic enrolment and the diversity of our student population; creating exceptional experiences; honouring our commitments to Truth and Reconciliation; engaging donors and new prospects to support student success and future growth; and honouring our commitments to the Okanagan Charter.

Increasing domestic enrolment and the diversity of our student population

Growth in program development is indicated by the five baccalaureate proposals at Stage 1 or Stage 2 development and an expanded Centre for Teaching Excellence (CTE). An enhanced Office of Academic Initiatives and Planning—itsself only two years old and now overseen by its own director—is working closely with faculties to revitalize the program development and renewal processes, while also piloting new student-led study sessions designed to help current students succeed in historically difficult courses. We are increasing the number of new cohorts of high-demand programs, such as Legal Studies and our animation programs.

CapU Lonsdale Campus opened its doors in January 2020, offering programming through the Continuing Studies (CS) in a densely populated, central location highly accessible not only to North Shore residents, but also to learners in Vancouver. From its opening to suspension due to the COVID-19 crisis, 176 students have taken courses under 15 open programs, with another 17 students taking a custom program developed with Ledcor Industries. The Lonsdale Campus also hosted a workshop series on digital marketing for small businesses in partnership with the North Vancouver Chamber of Commerce.

Building on the momentum from successfully implementing the recommendations in the Admissions Review, we will continue to implement changes that will increase the breadth and depth of outreach to domestic and international students. This will include expanding our national recruitment efforts outside of traditional catchment areas in British Columbia as well as diversifying our international recruitment efforts, particularly in Southeast Asia and South America, as well as investing in a recently reorganized marketing team to increase our ability to reach potential students digitally and through social media.

CapU is continuing to build the culture and infrastructure to enable data-informed decision across the organization by a major rollout of new online dashboards to provide decision-makers with almost instant access to key information. In the spring of 2020, the University conducted training sessions for key decision-makers to maximize the effectiveness of the new online data tools.

Creating exceptional experiences

In 2018, Capilano University significantly enhanced the quality of the student experience by the creation of the Centre for Student Success, which brought together social and study spaces with study resources and tutoring services. In February 2020, CapU began the second phase of the project. Once complete, Phase Two will increase visibility and accessibility of CapU's student-facing services, such as Academic Advising, the Career Development Centre, Financial Aid & Awards and the Registrar's Office. The expanded Centre will be better equipped to provide a holistic approach to student support and success while streamlining student-based processes and services, enabling more effective responses to student needs. Finally, the expanded Centre will revitalize campus facilities by creating a welcoming and modern space with café seating.

CapU faces a high-technology debt due to complex, siloed and out-of-date systems that ultimately lead to manual, inefficient, error-prone processes that disrupt some students' experience. A major IT initiative in 2020–21 includes partnering with the Registrar's Office and academic areas to further streamline the admissions process using The Lean Transformation Framework for business analysis. CapU's IT team has also been implementing a higher-education-focused customer relationship management (CRM) platform to support recruitment and persistence, making it easier to identify struggling students and to deliver the services students need when they need them. Another major initiative has CapU's IT team working



with Finance and Human Resource units to select and implement a higher-education-focused enterprise resource planning (ERP) platform to replace existing applications and processes, ensuring a student experience that is seamless and integrated across all technology applications.

Faced with a growing number of students and employees as well as increasing transportation and affordability issues in North Vancouver, CapU is continuing to invest in physical spaces that will enable the university community to thrive. There are currently over 25 major campus development projects in progress, with the top priority being the introduction of on-campus student housing. Student Housing received over 500 applications for Fall 2019, a 20% increase from Fall 2018, and well over its capacity of 293.

Honouring our commitments to Truth and Reconciliation

Capilano University continues to Indigenize and decolonize our culture and practices. These efforts are reported in detail in our response to the Mandate Letters, which are in the Performance Plan, and in Appendix B. Major initiatives in 2019–20 include the creation of the Office of Indigenous Education and Affairs, under Miranda Huron, and the development of the Indigenous Digital Accelerator, which will serve as a launching pad for Indigenous tech and creative businesses. The University plans to investigate place-based and land-based pedagogical approaches in the 2020–21 academic year that recognize the deep connection and relationship of Indigenous people to the land, as well as our unique position within the social and economic region of the Sea-to-Sky corridor. This work will engage community partners, including our local First Nations, elders and school districts, to document local approaches to decolonization through land-based education.

Engaging donors and new prospects to support student success and future growth

Building on the success from the past year, with over \$2.2 million raised, up to November 2019, CapU continues to strengthen its relationships with alumni and donors. Initiatives planned for 2020–21 include:

- Establishing Principal/Major Gifts programs to target gifts in excess of \$100K+;
- Establishing a Planned Gifts programs to address the aging baby boomer donor segment;

- Preparing the University for major capital campaigns;
- Formalizing a strategy to guide the President's fundraising activities; and
- Creating a stewardship plan and donor strategy for Chancellors and honorary degree recipients.

Honouring our commitments to the Okanagan Charter

In 2020–21, CapU is prioritizing our commitment to the Okanagan Charter, which calls upon post-secondary schools to embed health into all aspects of campus culture, and to lead health promotion action and collaboration locally and globally. Most significantly, CapU has approved a new student support fee that will greatly expand the resources available to students for health and wellness, and will support student transition and student development. The fee is expected to be implemented in spring 2021. Other initiatives include the implementation of external review recommendations for Counselling Services to better serve students, expanded efforts to better understand the needs of services related to health and well-being, and a deep commitment from the top down to promote a culture of health and well-being.

CAMPUS MASTER PLAN

Capilano University's Campus Master Plan 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. The campus respects the history of the First Nations relationship to these lands and celebrates their continued presence here.

The campus' 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, all week long and all year round. The campus is welcoming and accessible to all. The campus is a living lab with outdoor classrooms and learning opportunities that help to 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 Distinctive Experiences component, while the last three support Envisioning 2030's emphasis on health and wellness. One principle, preserving



natural areas, supports both the provision of distinctive 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 on campus.
- **Academic Community:** Capilano University celebrates the continued presence of the Indigenous community and actively works to incorporate Indigenous values and heritage into the physical campus. 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:** The entire campus is a place of pedagogy. Buildings, open spaces, paths and interior spaces support experiential learning and embody a pursuit of academic excellence and a rewarding academic experience.
- **Accessibility:** The physical campus is 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 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 by the physical campus through-paths for active modes of transportation, places for socialization and connection, access to conserved natural and cultural heritage, and other initiatives.
- **Sustainability & Resilience:** Sustainability is a core value of Capilano University, and the physical campus embodies this value and demonstrates CapU's leadership. 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 campus as a centre of animation, strengthen the quality of the existing public realm and prioritize pedestrians throughout the campus. These priorities are made concrete through three planning frameworks. The frameworks, their goals, action areas and implementation targets are described in detail in Appendix C.

INTERNATIONALIZATION PRIORITIES

Despite the flux and ambiguity in international enrolment introduced by the COVID-19 crisis, as outlined at the start of this report, Capilano University continues to develop its vision for how international education fits into our school over the years to come.

For Capilano University to excel in international education, it must have high-demand programming, quality services, high levels of student success, and an innovative and entrepreneurial approach to learning. This requires that the equation for international education at Capilano University must shift significantly from where it is today, which is predominantly to attract international student enrolment and to only marginally participate in international activities.

The vision for International Education at Capilano University can be summarized as: *Capilano University will be globally relevant and globally recognized.*

This vision will drive commitment toward international education, and it will guide our investments and the way we conduct ourselves internationally. To be globally relevant requires that we drive ourselves to be a contributor internationally. This means that we must have programming at global standards of excellence in selected fields and we participate actively in global organizations and endeavours. To be globally recognized requires that our contributions excel and that we build an international awareness of our institution that is immediately and widely identifiable.

According to the British Council, 2018, one of the 10 most prominent trends in international education is to build a global brand. This does not necessarily hinge on rank, but on distinctiveness, quality and commitment to global learning. Here is where Capilano University can excel. It is in direct alignment with the 2018/2019 Presidential initiatives



around leadership and innovation. With our capabilities and knowledge, we can apply an entrepreneurial spirit to build networks, utilize technologies and engage partners around the globe to become relevant and recognized in various fields of our current specializations and those we are in the process of developing.

The outcomes will be enhanced knowledge building within the institution, enhanced quality of programming, enhanced employment satisfaction and higher academic quality of international students who choose our university.

Principles

After consulting widely with staff and faculty on international education needs in the University, Capilano University has identified the principles that should guide our international endeavours and act as a basis for decision-making and evaluation. These principles are:

- High-quality standards and high-quality experiences;
- Integrity in what we promise and what we deliver;
- Equality and diversity among our global learners;
- Mutually beneficial outcomes for all our partners and participants;
- Innovative global practices to learn and grow as an institution;
- Respectful contribution towards our local and international communities; and
- Sustainability and responsibility in all facets of international education.

These principles will underlie a range of strategies to accomplish the vision of being globally recognized and globally relevant. They will help us select our initiatives, build our programming, develop our systems and enhance our community of international learning.

Core Strategies

There are five core strategies to guide international education at Capilano University over the next three years. Supporting activities for the strategies are given in Appendix C. Our guiding strategies are:

- Diversify and Stabilize our International Student Population;
- Ensure International Student Success;
- Increase Global Engagement across the Institution;
- Build a Global Brand for Quality and Innovation; and
- Secure Effective Procedures for international Education.

ABORIGINAL SERVICE PLAN 2018–2021

The current Aboriginal Service Plan (ASP) for CapU and the First Nations territories on which our campuses reside has been an essential vehicle for our shared growth and learning. It is much greater than a fund that provides services to learners and Indigenizes the University; it is a program of mutual ownership that has helped build trust and respect. It provides us with collective focus on how to continually improve pathways for Indigenous learners and how to improve education for all by incorporating the values and wisdom of Indigenous ways.

We understand the barrier that a lack of knowledge of opportunities presents to young people. The community-learning-facilitator model we have developed through the Coastal Corridor Consortium (C3) provides a critical means for individuals in the region to access and succeed in post-secondary education. Facilitators provide a friendly and supportive face to higher education and help address individual needs. This personalized support has reduced barriers of fear, distrust and lack of confidence while building a sense of support, care and commitment to learning that has changed the lives of many individuals in highly positive ways. The facilitator model is important for maintaining positive relations with First Nations and maintaining awareness of emerging issues and needs. This plan has introduced an annual Aboriginal Youth Summit, Inspiration Nation.

Although we have always consulted actively with communities, with this ASP, CapU continued to evaluate educational needs through surveys and focus groups. CapU has now implemented needs-analysis surveys in three



communities. We have also sought to deepen dialogue on how communities can find their own solutions to needs, with our support where relevant. This approach is evolving and may inform new ideas and initiatives to pursue in future ASPs. We learned, through our needs-analysis surveys, of additional barriers to accessing post-secondary education. Financial constraints, lack of information about educational opportunities, childcare and family well-being were among the impeding factors identified. The needs will form the basis of an ongoing trend analysis that the University will review annually. They also serve to inform community economic development initiatives and job creation efforts.

One of our proudest programming outcomes of the ASP is the success of the Sechelt, Squamish and Lil'wat language and culture programs. This has contributed significantly to revitalization of language and culture and related pride and personal enrichment. The Tsleil-Waututh Nation has requested that we begin developing a language and culture program for their community and we will be asking for assistance in completing current credentials and beginning a new program for Tsleil-Waututh in this year's ASP. In addition, we have worked with each of the communities to determine how to take immersion language studies to another level and we remain hopeful that this will be possible in future years. The language and culture programs have had a profound personal impact for many.

Once Indigenous learners reach university, they often face significant cultural barriers to learning and can be underprepared for independent study at a post-secondary level. We have found in the past that around 20% of Indigenous learners end up on academic probation in their first year of study. This causes an erosion of confidence and sets in motion ongoing barriers to academic success. Under a previous ASP, we piloted a University Study Skills for Aboriginal Learners (USSAL) workshop program that provided university support measures to learners in their first year to help them succeed. The success of this pilot program has resulted in the creation of a certificate program, University One for Aboriginal Learners. We have recorded higher participation in the individualized math and writing support offered in the Learning Centre. Aligned with this bridging program, we introduced peer mentor support for new learners in the institution. This led to personal connections and lines of support, with benefits for both new and experienced learners. We believe each of these approaches will result in stronger retention and ongoing success for all learners.

kálaḡ-ay SUNSHINE COAST CAMPUS ACTION PLAN 2018–2023

Since 1977, the kálaḡ-ay Sunshine Coast campus of Capilano University has served the communities of the Sunshine Coast by providing quality post-secondary education in the community. In Capilano University's 50th anniversary year, the faculty and staff of the kálaḡ-ay campus conducted an environmental scan engaged in extensive planning workshops and follow-up sessions. The result is the campus' five-year action plan for 2018–2023. This action plan serves as a foundation for development of annual operational plans and contributes to Envisioning 2030.

Drawing on research conducted by Southcott Strategy in the fall of 2017, five overarching themes inform and guide planning and actions at the kálaḡ-ay Sunshine Coast campus of Capilano University, in the context of overall university planning. These themes are:

- Expanding technology-supported learning opportunities;
- Indigenizing the campus and continuing to build on the affiliation agreement with the shishálh Nation;
- Enhancing community relationships;
- Creating new educational pathways; and
- Building the welcoming campus brand.

As a University with a regional mandate, there is a commitment to continue to evolve activities and approaches that contribute in a positive way to the social capacity and capital of the Sunshine Coast through education, training, community involvement and research. The five themes identified through the planning process undertaken in 2017–2018 will assist in meeting this regional mandate and afford additional opportunities to contribute positively to the vibrancy of communities on the Sunshine Coast.



OTHER INITIATIVES

CARS CREATION

At Capilano University, we consider creative activity, research and scholarship (CARS) integral to building and maintaining our culture of learning and innovation. Through involvement in CARS activities, we are creating an intellectually rich environment where educators and learners actively contribute to reimagining the ways of understanding and functioning in the world.

The newly launched CARS Office champions a broad range of creative activity, research and scholarship activities, and builds capacity for faculty and students to become engaged in individual, collective, multi- and trans-disciplinary CARS projects on, across and beyond all CapU campuses.

Collaborating with a rich network of academic and non-academic partners, the CARS Office facilitates research between faculty and industry, the not-for-profit sectors and other post-secondary institutions. Building strong relationships with federal and provincial research funding agencies (such as the Social Sciences and Humanities Research Council, the Natural Sciences and Engineering Research Council of Canada, and Mitacs), the CARS Office mentors faculty in securing external funding in the form of individual or team grants and funding for student research assistants. Biannually, the CARS Office runs theme-based internal research funding competitions. Recent competitions have accelerated faculty research partnerships with industry and not-for-profit organizations, as well as funding 30 student research assistants. The students who become involved in CARS activities gain valuable transferable skills under guided faculty mentorship and carry these into their future professional fields.

The CARS Office engages in policy and procedure development, guiding structures and governance for CapU's nascent university research centres and institutes, as well as the adoption of federal research programs in equity, diversity and inclusion. The new CARS Office prides itself in actively contributing to an intellectually rich university environment where educators and learners partner in reimagining the ways of understanding and functioning in the world.

OFFICE OF INDIGENOUS EDUCATION AND AFFAIRS

In January 2020, Capilano University took a big step forward in addressing the educational needs of Indigenous students, faculty and local First Nations communities with the creation of a new Office of Indigenous Education and Affairs (IEA), headed by its director, Miranda Huron. The IEA Office will help CapU respond more effectively to the Truth and Reconciliation Commission's (TRC) education-related Calls to Action and further the University's ability to engage in reconciliation between settler and Indigenous communities. In the two years before joining CapU, Huron worked for the Assembly of First Nations in Ottawa as Director of Language and Culture. Her team was instrumental in the federal government developing legislation on Indigenous languages that resulted in the passing of Bill C-91, the Indigenous Languages Act, in June 2019.

The Office of Indigenous Education and Affairs is focused on four key priorities:

- Organizational Review—Phase one of FNSS review—establishing and launching a new (iterative) delivery strategy for Indigenous supports, stemming from a base of land- and water-based teachings;
- Academic Review—Establishing Senate presence and process for curriculum review with the goal of Indigenizing the curriculum and decolonizing the classroom through the establishment of the Indigenization Working Group;
- Policy and Procedures Review—Engage with current policy review process, identify gaps in policies and procedures affecting Indigenous students. Review external post-secondary Indigenous strategies, develop initial framework for Cap U's response to the TRC's Calls to Action, the final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the UN Declaration of the Rights of Indigenous Peoples; and
- Re-engage the five territorial rights holder Nations, as well as urban Indigenous and Métis populations. Develop meaningful, relationship-based strategy for President's engagement.



SEM PLANNING

In October 2019, Capilano University introduced a Strategic Enrolment Management (SEM) Council as part of the University's efforts to continuously improve the student experience. The focus of SEM is to develop a long-term vision for student enrolment and success, and to create a plan with clear, actionable and measurable goals. The council is comprised of 17 representatives from academic and administrative areas across the University. Since October, three major activities have occurred to create a strong foundation for the University's SEM efforts.

First, as part of Integrated Planning in November and December 2019, the Senior Leadership Council identified close to 100 opportunities directly related to increasing domestic enrolment and the diversity of our student population. For example, one of these initiatives was to explore the use of artificial intelligence and machine learning to better understand the profiles and composition of current and past student populations.

Second, AACRAO Consulting was engaged in February 2020 to conduct an assessment of Capilano University's readiness for Strategic Enrolment Management. The AACRAO team (a division of the American Association of Collegiate Registrars and Admissions Officers) reviewed a number of the University's ongoing initiatives and conducted a two-day site visit. During this visit, AACRAO consultants met with the executive team and five cross-functional teams, and hosted a SEM Town Hall to provide an introduction to Strategic Enrolment Management. As a result, a SEM Assessment report was drafted, with five key areas of recommendation for Capilano University to further strengthen its SEM foundation.

Third, Lumen Consulting Inc. was engaged in March 2020 to assess student demand for Summer registration and to identify opportunities to increase Fall enrolment. The team conducted trend analyses on past and current application and registration data for the Summer and Fall terms, which provided the deans, the Registrar's Office and the Centre for International Experience (CIE) with the necessary insights to make data-informed decisions. Analyses performed enabled faculties to pinpoint course subject areas with unmet student demand, and to identify targeted recruiting strategies for the remainder of the Fall application period.

The University continues to be committed to SEM and is currently developing a Strategic Enrolment Management Plan based on the foundations of Envisioning 2030, the 2020–2023 Integrated Plan and the Strategic Academic Plan.

UC MEMBERSHIP

Capilano University took major steps forward in aligning its activities and procedures with the best practices followed by Canadian universities by vigorously pursuing membership in Universities Canada (UC). CapU is the only Canadian university that is not a member of this organization, which not only advocates on behalf of Canadian university interests, but also helps set standards for university policies and procedures, including in areas such as Indigenous education and promoting diversity and inclusion. Further, the organization helps schools connect with research, scholarly and academic resources. A key step towards receiving membership took place in February 2020 with a site visit by a UC team consisting of three university presidents and UC staff. At a town hall meeting with the UC team and CapU staff and faculty, responses from CapU faculty and staff were overwhelmingly enthusiastic, indicating the broad support for this step within the CapU community.

ADMISSION REVIEW

We have revamped our admissions and registration process following an independent review conducted two years ago, which has led to a more streamlined application process. CapU's Registrar's Office has been focused on professionalizing systems and processes through the support of technology and collaboration with faculty.

The implementation of a centralized model for admissions and registration has resulted in greater communication and collaboration between departments and the Registrar's Office, and has also led to quicker response times to student applications and inquiries. The new processes support the development of a holistic and strategic approach to enrolment management.

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 the co-creation of experimental projects, students gain employable skills and City staff receive support to advance strategic priorities in the community. In the 2019–20 academic year, nearly 500 students collaborated with City partners on 12 applied research and curricular community service learning projects.



INDIGENOUS DIGITAL ACCELERATOR

Over the last year, Capilano University's Indigenous Digital Accelerator (IDA) project has taken major steps forward. The project began with a \$1.93 million investment from the federal government in 2018–19. The IDA is intended to address significant gaps in the participation of local Indigenous peoples in the high technology, digital-creative and cultural sectors. The CapU Foundation has prioritized the IDA as a major project. They have increased staff support (grant writing expertise) and have grown the IDA donor prospects.

The IDA team has actively sought additional community and corporate sponsors such as the Indian Brotherhood Trust, TD Bank, the Congress of Aboriginal People and TELUS STORYHIVE. Already, these initial discussions have borne fruit, with TELUS STORYHIVE committed to work with CapU to broker multiple funding partnerships between CapU, the TELUS Indigenous Webisodic Series award recipients and Mitacs, the federal research funding agency. As a result, Mitacs will provide matching funds to private Indigenous film and media businesses. This funding is targeted at hiring student research assistants for accelerating Indigenous film and media production companies. Mitacs' \$750,000 funding will provide paid positions for student research assistants and a faculty research supervisor.

LONSDALE CAMPUS

In December 2019, Capilano University President Paul Dangerfield officially opened the University's new Lonsdale Campus in the Shipyards development of North Vancouver's waterfront. The new campus is located within North Vancouver's Lower Lonsdale neighbourhood, a fast-growing, high-density area. The campus is also within a few hundred metres not only of the Lonsdale Quay Market, but also the Lonsdale Quay SeaBus terminal. The location brings CapU's educational offering within easy reach of a large community of learners on both sides of Burrard Inlet.

In January 2020, the first classes began, focusing on CapU's Continuing Studies offerings. Since opening, the campus has hosted 15 programs teaching 176 students. Unfortunately, the COVID-19 crisis forced the temporary cancellation of another 23 programs. Included in the programming offered was a custom program, *Finance for Non-Financial Managers*, created for employees of Ledcor Industries, that helped 17 of its managers enhance critical skills, strengthening an important player in the Lower Mainland economy. Continuing Studies includes offerings to appeal to many of the managerial and entrepreneurial inhabitants of the Lonsdale and downtown Vancouver areas, with programs focusing on building business and entrepreneurial skills, and on the computer and digital technology skills that many high-demand occupations require, as well as arts and language programming that appeal to a wide community of learners.

The new location hosted a number of events since opening, including a series of workshops on digital marketing for small businesses that was created in collaboration with the North Vancouver Chamber of Commerce in celebration of International Women's Day. When our communities recover from the COVID-19 crisis, CapU's Lonsdale Campus is positioned to be an important part of that recovery for the North Shore communities, offering a place not just for learning new work-relevant skills, but also as a focus for rebuilding the community's social fabric.



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, as well as learners throughout the province, the country and beyond. The Capilano College 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 Mount Currie 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% vs. 4% provincially). The region places a high value on education, and the number of residents with a graduate degree is considerably higher than the provincial average (16% vs. 6% provincially).

For many students living in the catchment area of a teaching-intensive university, attending a research-intensive university often requires moving, a barrier that aids local recruitment efforts.

Even when compared to other Lower Mainland teaching-intensive universities, however, Capilano University sits close to both of BC's largest research-intensive universities: the University of British Columbia (Vancouver) and Simon Fraser University. 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: Capilano, Kwantlen (serving Kwantlen Polytechnic University) and the Fraser Valley (serving 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. This proxy measure may underestimate actual distances, however, particularly for the Kwantlen College Region, as Surrey city hall is located in the far north of the college region, putting it out of not only the population centre of the region, which includes nearby urban populations in Delta and Langley, but also likely outside of the population centre of Surrey itself. Furthermore, Table 1 focuses only on the two research schools' main campuses, while both universities have downtown campuses that are even closer to the North Shore—and further away from the other two teaching universities—than the main campuses of SFU and UBC.

Figure 1: Capilano College Region.



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



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 (93,865) than the District Municipality of North Vancouver (84,875).

In Table 2, we see the 2016 Census population numbers for the main communities of the Capilano College Region. This shows how concentrated the population is in the North Shore area, which includes not only the municipality of West Vancouver, the City of North Vancouver and the District Municipality of North Vancouver, but also the

reserve communities of the Musqueam and Tsleil-Waututh First Nations. Together, these communities make up over 180,000 of the roughly 262,000 people living in the Capilano College Regions, making for over 82,000 potential learners spread out over 13,000 square kilometres².

Table 2. 2016 Census Population estimates for Capilano College Region communities

Major communities	2016 Census population
North Vancouver, district municipality (DM)	84,875
North Vancouver, city (CY)	52,185
West Vancouver	41,680
Squamish, DM	19,512
Whistler, DM	11,854
Sechelt, DM	10,216
Gibsons, town	4,605
Squamish First Nation (FN), aggregated Indian Reserves (IRs) (5)	3,995
Bowen Island, island municipality	3,680
Pemberton	2,574
Musqueam FN, aggregated IRs	1,655
Lions Bay, village	1,334
Lil'wat FN, aggregated IRs (2)	1,420
shíshálh FN, aggregated Indian Government Districts (IGD, 2; partial data only)	665
Tsleil-Waututh FN	135
Rest of Region	22,414
Total Region	261,816
Total BC	4,648,055
Region as % of BC population	5.6%

Note: "Rest of Region" = Region total—sum of listed municipal populations. "Total Region" is from BC Stats PEOPLE database. Data for First Nations (FN) communities is from the 2016 Aboriginal Population Profile, based on long-form data from the 2016 Census, which is a 25% sample of the full census. Only partial data is available for the Sechelt Indian Government District areas. Where more than one FN community exists within the Capilano catchment region, we have aggregated the communities. Not all FN communities within the FN area, however, have data reported in the Aboriginal Population Profile.

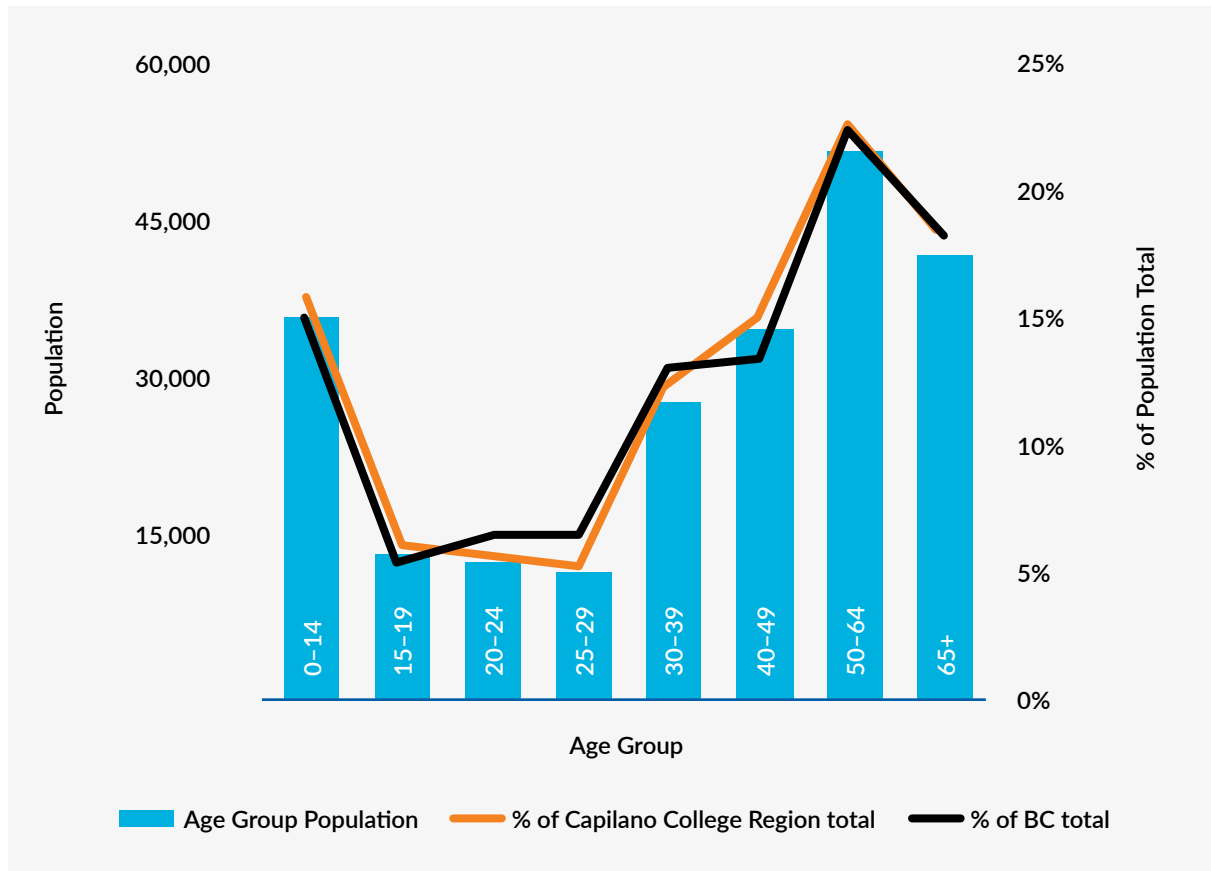
Sources: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; Aboriginal Population Profile, 2016 Census; BC PEOPLE database population projections application, <https://bcstats.shinyapps.io/popProjApp/>, accessed Feb. 08, 2019.

²Area data from College Region 2—Capilano Socio-Economic Profile, 2012, prepared by BC Stats.

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 20 to 39 and a larger proportion of its population between the ages of 40 and 49. The data in Figure 2, however, excludes information from the First Nations community reported in Table 1, as the 2016 Aboriginal Profile produced by Statistics Canada does not provide a breakdown by age group. Although

the mean and median age data for these communities in the 2016 Aboriginal Profile suggests that they skew much younger than the overall BC populations, the relatively small populations of these communities is unlikely to affect the age distribution of the overall Capilano College Region. Although this older skew is modest, it does point to another challenge facing Capilano University: a relatively smaller proportion of domestic, college-age population within its college region.

Figure 2: Age distribution across major Capilano College Region communities, excluding Indigenous communities.



Note: The 2016 Aboriginal Profile does not provide a breakdown of population by age group for Indigenously governed communities.

In recent years, Capilano University has been committed to Indigenizing its curriculum and school culture to not only address the TRC Calls to Action, but also to serve the needs of its communities. Table 3 shows how diverse those communities are across the college region in terms of their Indigenous base. The proportion of people identifying as Indigenous varies from 97% for the Lil'Wat reserve communities to under 1% in West Vancouver. This diversity in Indigeneity is not a simple matter of differences between Indigenous and non-Indigenous communities.

Within both Indigenous and non-Indigenous communities there is considerable variation. Indigenous communities within the Capilano College Region include the highly urbanized communities of the Tsleil-Waututh and Musqueam Nations, located within the urban heart of the North Shore and Vancouver, featuring a non-Indigenous population ranging from just over 50% to 80% and the rural communities of Lil'Wat Nation, which is almost exclusively Indigenous. The Squamish First Nation reflects this diversity as well, ranging from rural reserve communities north of Squamish to urban areas along the North Shore.

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

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%
Squamish FN, aggregated IRs (5)	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%
Musqueam FN, aggregated IRs	805	48.5%	855	51.5%
Lions Bay	0	0.0%	1,385	100.0%
Lil'wat FN, aggregated IRs (2)	1,380	96.8%	45	3.2%
shíshálh FN, aggregated IGDs (2, partial data only)	450	68.2%	210	31.8%
Tsleil-Waututh FN	365	19.7%	1,490	80.3%
Total, Capilano CR communities	9,855	4.1%	230,885	95.9%
BC	270,585	5.8%	4,289,655	92.3%
Region as % of BC population	5.6%			

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% of the 2016 Census.



EDUCATION, EMPLOYMENT AND INCOME

The communities of the college region are fairly well educated, as illustrated in Table 4, with median levels of education equivalent to and perhaps 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 as a whole. However, the median results mask some significant differences. In the non-Indigenous communities of the North Shore, which provide the largest population of learners, a substantially smaller percentage of the community populations have only a high school diploma or less. North Vancouver and West Vancouver have only 32% and 33%, respectively, of their members without any post-secondary education, compared to the provincial level of 45%. An equally wide gap appears when we look at the levels of university education. Between 29% and 32% of

the three communities' adult (age 15 and over) populations have an undergraduate credential, compared to 20% provincially, while post-baccalaureate education—including professional degrees and doctorates—varies between 12% and 20%, versus 9% across the province.

However, substantive deviations occur in the opposite direction, with First Nations communities suffering the greatest educational impoverishment. Among the Lil'Wat communities, 73% have a high school diploma or less and only 5% have an undergraduate credential, whether certificate, diploma or degree. Things are less pronounced in other First Nations communities, although the shísháhlh First Nation has 53% of their community members with a high school diploma or less, only 13% with some undergraduate diploma, and 4%—just under half of the provincial level—with a post-baccalaureate credential.

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

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%
Squamish FN, aggregated IRs (5)	45%	26%	20%	9%
Bowen Island	28%	21%	29%	21%
Pemberton	43%	30%	22%	5%
Musqueam FN, aggregated IRs	46%	22%	17%	15%
Lions Bay	24%	25%	29%	22%
Lil'wat FN, aggregated IRs (2)	73%	19%	5%	3%
shísháhlh FN, aggregated IGDs (2, partial data only)	53%	30%	13%	4%
Tsleil-Waututh FN	37%	31%	23%	9%
Median %	38%	26%	23%	10%
BC	45%	27%	20%	9%

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% of the 2016 Census.



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 Squamish First Nation).

Table 5: Top occupations and industries across Capilano College Region communities.

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 17%	Accommodation & food services 13%
Whistler	Management occupations 17%	Accommodation & food services 29%
Sechelt	Sales & service occupations 17%	Retail trade 14%
Gibsons	Sales & service occupations 14%	Retail trade 14%
Squamish FN, aggregated IRs	Sales & service occupations 15%	Retail trade 16%
Bowen Island	Management occupations 19%	Professional, scientific & technical services 16%
Pemberton	Sales & service occupations 24%	Accommodation & food services 20%
Musqueam FN, aggregated IRs	Occupations in education, law & social, community & government services 22%	Health care & social assistance 13%
Lions Bay	Management occupations 17%	Professional, scientific & technical services 18%
Lil'wat FN, aggregated IRs	Sales & service occupations 21%	Accommodation & food services 13%
shíshálh FN, aggregated IGDs (partial data only)	Sales & service occupations 26%	Health care & social assistance 13%
Tsleil-Waututh FN	Sales & service occupations 20%	Health care & social assistance 15%
BC	Sales & service occupations 25%	Retail trade 12%

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% sample of the 2016 Census.



The western edge of the North Shore non-Indigenous communities (West Vancouver, Lions Bay and Bowen Island) show 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 most common occupations. This may reflect a geographic stratification along class lines, 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 strung along the Sea-to-Sky Highway (Squamish, Whistler, Pemberton, Li'Wat First Nation) show a hospitality-related employment pattern, with sales and services occupations being the most common, for the most part, with much of that work taking place within accommodation and food services businesses. The minor exception to this is Whistler, where managerial occupations are more common than frontline sales and services.

For several First Nations communities, employment shows a health and community services pattern. For all of the Musqueam, Sechelt and Tsleil-Waututh 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. While the most common occupations for members of the Musqueam First Nations communities are those providing education and law, or social, community and government services, sales and service occupations are again the most common among the Tsleil-Waututh and shíshálh First Nations.

Finally when we look at income level in Table 6, it 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, with all communities having a percentage of citizens earning \$90,000 or more, which is twice the provincial average, with West Vancouver's percentage triple that of the overall BC rate. Those communities with a more typical economic profile—with a mercantile or hospitality-based profile—show income distributions very close to that of the overall BC distribution. One exception to this is the Lil'Wat Nation communities, which are much more heavily skewed to the lower end of the income range. This low-income skew is also true for the Squamish and shíshálh First Nation communities. The Tsleil-Waututh First Nation and Musqueam First Nation communities show 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 to 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 wealth, as the effects of colonization do not hamper their material success.



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

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%
Squamish FN, aggregated IRs (5)	31%	38%	24%	5%	2%
Bowen Island	19%	28%	28%	13%	12%
Pemberton	12%	31%	41%	13%	4%
Musqueam FN, aggregated IRs	23%	28%	28%	11%	10%
Lions Bay	18%	19%	30%	17%	17%
Lil'wat FN, aggregated IRs (2)	36%	40%	18%	5%	1%
shísháhl FN, aggregated IGDs (2, partial data only)	31%	43%	22%	2%	2%
Tsleil-Waututh FN	14%	28%	32%	19%	7%
BC	16%	34%	32%	12%	6%

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% sample of the full 2016 Census.

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 9,932 students in the 2019–20 fiscal year, an increase of 4% from the previous year, marking the third consecutive increase in headcount. This headcount corresponds to 6,320.7 FTEs for the 2019–20 fiscal year, of which 60% were domestic and 40% were international student FTEs. Domestic FTEs declined from the previous fiscal year by 3% while domestic headcount declined by 4%, marking the fifth consecutive fiscal year decline in domestic FTEs and headcount. The size of domestic declines in both FTEs and headcount, however, has been largely reducing since 2016–17.

As shown in Table 7 below, Capilano University students enrol in programs distributed over 12 different categories of credential type, ranging from programs with no credential, such as Engineering Transfer, to graduate diploma programs, such as Early Childhood Care and Education. Over the last five years, we have seen growth in enrolments for diploma, post-degree and graduate programs.

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

Credential	2015–16	2016–17	2017–18	2018–19	2019–20
None	1,865	1,855	1,948	1,857	1,572
Developmental	57	41	33	24	28
Short Certificate	32	31	61	100	63
Certificate	1,183	1,095	1,107	1,125	1,127
Advanced Certificate	12	23	18	11	3
Diploma/Advanced Diploma	1,605	1,633	1,666	1,744	1,802
Associate Degree	816	840	963	1,307	1,806
Baccalaureate Degree	2,866	2,836	2,815	2,809	2,946
Post-degree Certificate/Diploma	192	256	350	487	528
Graduate Certificate/Diploma	–	–	49	56	57
Total	8,628	8,610	9,010	9,520	9,932

Source: CDW, as of Banner download May 5, 2020. All students, including Prior Learning Assessment (PLA), except Continuing Studies.

Both full-time and part-time enrolment numbers have increased over the last two fiscal years, as shown in Table 8. Since 2017–19, however, the increase in enrolment by full-time students has been larger than that for part-time students, resulting in steady increase in the percentage of full-time students. The increased percentage of full-time students has been particularly marked over the last two years.

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

Status	2015–16	2016–17	2017–18	2018–19	2019–20
Full-time	10,172 66%	10,104 66%	10,691 67%	11,811 69%	13,32 71%
Part-time	5,294 34%	5,179 34%	5,235 33%	5,333 31%	5,456 29%

Source: CDW, as of Banner download May 5, 2020. All students, including PLA, except Continuing Studies. Counts are not unique within fiscal year.



As Table 9 shows, the relative distribution of enrolments across term has not substantially changed over the last five fiscal years, with fall terms being the most popular, followed by spring and then summer terms. However, summer enrolments have increased substantially over the last two fiscal years, increasing 15% in the Summer 2018 term over the Summer 2017 term, and increasing 20% in Summer 2019 over Summer 2018. Fall and Spring terms increased 8% and 6%, respectively, over the 2018–19 fiscal year, consistent with increases over the two previous fiscal years. As Table 9 also shows, this larger growth in summer enrolments is driven entirely by international students.

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

Term	2015–16	2016–17	2017–18	2018–19	2019–20
Summer, domestic	2,059	1,903	1,870	1,738	1,779
Summer, international	469	554	644	1,158	1,723
Summer Total	2,528	2,457	2,514	2,896	3,502
Fall, domestic	5,925	5,679	5,560	5,427	5,228
Fall, international	889	1,038	1,292	1,863	2,675
Fall Total	6,814	6,717	6,852	7,290	7,903
Spring, domestic	5,276	5,093	5,069	4,975	4,746
Spring, international	848	1,016	1,491	1,983	2,634
Spring Total	6,124	6,109	6,560	6,958	7,380

Source: CDW, as of Banner download May 5, 2020. All students, including PLA, except Continuing Studies.

FTEs have decreased for both standard domestic students and those in cost-recovery programs, as shown in Table 5. However, growth in international FTEs has been even larger, with international FTEs increasing 31%, 46% and 40% in each of the last three fiscal years (2017–18, 2018–19, 2019–20) respectively.

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

Fee Type	2015–16	2016–17	2017–18	2018–19	2019–20
Domestic	4,265.0	4,101.9	3,999.8	3,840.2	3,742.1
Domestic, cost recovery	106.6	59.3	55.3	45.6	44.5
All Domestic	4,371.6	4,161.2	4,055.1	3,885.8	3,786.6
International	823.2	947.9	1,243.9	1,814.7	2,534.1

Source: CDW, as of Banner download May 5, 2020. All students, including PLA.



These increases in international enrolments have offset smaller but persistent declines in domestic enrolments. As shown in Table 11, domestic headcount and FTEs have decreased steadily over the last five fiscal years. However, that rate of decline does seem itself to be slowing.

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

Measure	2015-16	2016-17	2017-18	2018-19	2019-20
FTEs	-9%	-5%	-3%	-4%	-3%
Headcount	-11%	-13%	-8%	-7%	-4%

Source: CDW, as of Banner download May 5, 2020. All students, including PLA.

Over the last five academic years, the number of graduates emerging from Capilano University has been largely stable, as shown in Table 12, especially over the last four years. The 2019-20 fiscal year saw a moderate rebound in numbers after a modest drop in 2018-19. The number of students graduating with certificates and advanced diplomas has declined over the last five years, although the number of certificate graduates seems to have plateaued. The number of students graduating with diplomas or degrees increased modestly in the last fiscal year, although trends have been largely stable, following a drop in all three credentials from 2015-16 to 2016-17. Notably, the number of students graduating with post-degree diplomas in the 2019-20 fiscal year has increased by 102% over 2018-19 and by more than 600% over 2015-16.

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

Credential	2015-16	2016-17	2017-18	2018-19	2019-20
Short Certificate		1	4	2	17
Certificate	586	444	443	334	320
Diploma	520	500	548	526	541
Advanced Certificate	1	3	3	1	1
Advanced Diploma	212	169	74	68	24
Associate Degree	103	85	87	98	110
Baccalaureate Degree	496	440	440	434	456
Post-degree Certificate					4
Post-degree Diploma	33	92	112	117	237
Graduate Certificate		2		1	
Graduate Diploma			3	17	10
Developmental	35	23	25	19	20
Total	1,986	1,759	1,739	1,617	1,740

Source: CDW, as of Banner download May 5, 2020. All students, including PLA, except 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. Reporting done in the 2018-19 IAPR did not break out developmental credentials from academic, as this current table does.



5.

Mandate

Letter

Priorities



ALIGNMENT OF UNIVERSITY GOALS, INITIATIVES AND OBJECTIVES WITH MANDATE LETTER

In this section, we outline Capilano University's alignment with the Ministry of Advanced Education, Skills and Training's priorities for the current (2019–20) and coming (2020–21) years. We respond first to the Ministry's current year priorities and then to next year's planning priorities. Where CapU's response to next year's priorities is consistent with this year's response, we will refer back to the 2019–20 response, rather than repeating the material again.

2019–20 MANDATE LETTER

1. IMPLEMENT THE EDUCATION-RELATED TRC CALLS TO ACTION... AND IMPLEMENT A COMPREHENSIVE STRATEGY THAT INCREASES STUDENT SUCCESS AND RESPONDS TO THE TRC CALLS TO ACTION AND UN DECLARATION.

We acknowledge our ethical responsibility as an educational institution to work to reverse the devastating legacy of residential schools and colonialism in Canada. CapU is now in its seventh year of dedicating a full week to Truth and Reconciliation awareness on campus, but we recognize that there is still work to do in order to consolidate systemic change in our educational system. Supporting this process is the newly created Office of Indigenous Education and Affairs, the President's First Nations and Indigenous Affairs Steering Committee, and the Indigenization Committee, which comprises members of administration, faculty and First Nations elders.

We have listed details of our response to the TRC Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples in the report template in Appendix B. Some highlights include the activities of the Indigenous Digital Accelerator; the acknowledgment of the right of Indigenous students to wear their traditional ceremonial regalia at Convocation; the central role of the Legacy Canoe, now named Skw'cháys, in the Cap50 celebrations; and the creation of University One for Aboriginal Learners to increase the University readiness of Indigenous students and to help them complete their programs.

Capilano University's Indigenization efforts continue to follow the eight goals initially laid out in its 2018–19 Operation Report.

Community outreach and learning facilitation

The Community Outreach and Learning Facilitators live in the community or area, understand the community dynamics (including barriers and opportunities) and are focused on the task of building access and retention of Indigenous learners. As part of the community outreach efforts, CapU created a full-time dedicated Indigenous recruiter position in 2018.

Systemic change

Systemic change activities within Capilano University are essential components of the changing cultural fabric of the institution and directly support Indigenous student access, retention and success. CapU's First Nation Student Services (FNSS) has been working closely with the executive to plan and consolidate the University's commitment, which includes increasing cultural knowledge and awareness throughout the institution, enhancing teaching skills for faculty to meet the needs of Indigenous learners, increasing the Indigenization of curriculum, influencing institutional policy and ensuring that the TRC recommendations are addressed.

Over the last year, we took several steps to advance systemic change. We engaged an educational developer focused on Indigenous pedagogies to develop and deliver an institution-wide strategy for decolonizing the classroom and Indigenizing the curriculum. CapU has hosted a canoe Sleeping Ceremony for Skw'cháys. The corresponding Awakening Ceremony and Launching Ceremony for Skw'cháys has been postponed due to COVID-19, but we are committed to our responsibility as a canoe family to deliver traditional water-based teachings. CapU also incorporates Skw'cháys into its Convocation ceremony. As part of the commitment to increasing Indigenous roles with impact, CapU has initiated an application process with the BC Human Rights Tribunal to engage Indigenous faculty to instruct content that requires Indigenous expertise and/or lived experience.

University One for Aboriginal Learners

University One for Aboriginal Learners is a two-term certificate aimed at giving Indigenous students a meaningful curriculum and educational context to develop key academic skills. The program, which has completed its third year serving students, emerged from consultations with the Sechelt and Squamish Nations and CapU's First Nations advisor on ways to increase Indigenous enrolment and



student success. This cohort program includes subjects like critical reading, academic writing, oral communication and quantitative reasoning ability.

CapU is looking at streamlining the pathway for students completing their Adult Basic Education (ABE) to move directly into University One, and then ladder into the program of their choice. Some scholarships have been provided to increase accessibility.

The kálax-ay Sunshine Coast campus has created another pathway program with the partnership of the shíshálh Nation. Now in its second year, the Pathways to Higher Learning program provides bridging support to help Indigenous students to engage successfully in ABE programs.

Inspiration Nation

CapU has hosted a youth summit for Indigenous learners, called Inspiration Nation, each spring since 2018. The summit allowed participants to explore issues of interest to Indigenous learners and introduced them to post-secondary options and learning experiences. Spring 2020 forced a major change in the format due to COVID-19 social distancing requirements. Instead of the usual Inspiration Nation event, remote engagements are being explored.

Success strategies for Indigenous learners

CapU is working towards introducing a retention-improvement program. All new Indigenous learners will be encouraged to participate; a key feature will be a peer mentorship element, allowing current students to support each other throughout their academic studies.

Community Education Needs Assessment

The Community Education Needs Assessment tool provides funding for the ongoing development of a consistent needs-analysis program in the communities. This will ensure productive and effective investment in programming that aligns with individual interests and community needs. The assessment is midway through its 2019–20 analysis. CapU is reviewing its ability to engage in this area through remote means in response to COVID-19.

Indigenous language and culture certificates and diplomas

CapU offers three certificates, focused on the Lil'wat Nation, shíshálh Nation or Squamish Nation language and culture. These programs highlight the ongoing commitment of CapU to Truth and Reconciliation and contribute to the regeneration of threatened Indigenous languages, enhance the pride and confidence of learners in their culture and traditions, and develop tangible skills for teaching the language within communities.

Language and Culture programming delivered in Mount Currie expanded significantly in the past year with the offering of additional courses in linguistics, First Nation Studies and conversational languages. The Mount Currie campus added a new faculty member in fall 2019 when Lil'wat Nation member Yvonne Wallace joined as an Ucwalmicwts Language and Culture Instructor. Spring 2019 saw Mount Currie register a record number of students in the introductory Ucwalmicwts course.

Career guidance workshops

An education and career guidance counsellor will conduct one-on-one consultations with individuals and provide workshops to groups to assist with this significant service gap in our communities. The counsellor will work primarily from Lil'wat Nation, as the need for this service was identified in the education needs analysis conducted in this community, but will also offer workshops in Sechelt, Squamish and Tseil-Waututh communities.

Additional initiatives

Capilano University and the Lil'wat Nation signed an affiliation agreement in the summer of 2019. Under the agreement, the Lil'wat Nation develops its own long-range educational plan while CapU supports it by offering advice and expertise. CapU continues to be active through the Tszil Learning Centre built at Mount Currie. The Education Assistant program, for example, was taught in the Spring 2019 term, the first time it has been offered at the Mount Currie campus. The first Mount Currie graduates of the program receive their credentials in June 2020, with more expected to graduate in the fall of 2020.

In 2019–20, there were 20 courses offered at CapU that explicitly focused on First Nations content. Just as important for the process of Indigenization, however, is building an understanding of Indigenous experience and



knowledge among the non-Indigenous members of our community. Progress has been made on this front as well. Beginning in the spring term of 2019, CapU First Nations Student Services staff began collaborating with faculty and staff to introduce the KAIROS Blanket Exercise into classes and staff workshops. The KAIROS Blanket Exercise has been developed by KAIROS Canada, a non-profit social justice organization, who describe the exercise as a “participatory history lesson—developed in collaboration with Indigenous Elders, knowledge keepers and educators—that fosters truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples.”

Many schools now have included or invited Indigenous community representatives into their program advisory committees to gain insights in knowledge perspectives, curricular topics and approaches relevant to programs, courses and pedagogy. Faculty curriculum committees work with Indigenous advisory groups to build representation of Indigenous perspectives and content into courses wherever possible. The CTE encouraged faculty to think about how they can weave land and place into curriculum with a land- and place-based learning dialogue series, including sessions such as *Land as Teacher* and *Cedar—a Living Resource*.

An Indigenous Learners Librarian is available for individual research support for Indigenous students and to conduct professional development workshops for faculty, both within the University and for the community groups the University supports, including the Lil’wat, Sechelt, Squamish and Tsleil-Waututh communities.

At both the North Vancouver and kálax-ay Sunshine Coast campuses, 2019 marked significant steps in Indigenizing one of students’ first university experiences: new student orientation. In late August, members of the First Nations Student Services guided Indigenous students through the North Vancouver campus’ first Indigenous Student Orientation. Almost a week later, students, faculty and staff attended the first Indigenized orientation at the shíshálh Nation Longhouse. The event included presentations from Elders and members of the Sechelt Council, as well as traditional dancing and food.

kálax-ay Sunshine Coast campus hosted a Truth and Reconciliation event in fall 2019 and hired an Indigenous Initiatives Faculty Advisor to help faculty with decolonizing curriculum, assisting in protocols for campus and cultural safety practices, and other initiatives. Campus faculty invited two shíshálh Nation community members to deliver a workshop on protocol. Campus members also participated in a shíshálh Nation Career Fair.

2. WORK CLOSELY WITH GOVERNMENT TO SUPPORT IMPLEMENTATION OF PRIORITY INITIATIVES, INCLUDING THOSE OUTLINED IN THE MINISTER’S MANDATE LETTER. SPECIFIC ACTIONS INCLUDE, BUT ARE NOT LIMITED TO:

a. Improving access to post-secondary education, with a focus on vulnerable and under-represented students.

With one-time funding from the Ministry of Advanced Education, Skills and Training, a new cohort of learners was welcomed into the Discover Employability program for fall 2019. Discover Employability provides students who have developmental disabilities with the opportunity to participate in post-secondary education and develop valuable skills to enter the workplace.

In 2019, Capilano University launched a first set of initiatives focused on former youth in care. The supports were offered jointly by our Financial Aid and Student Affairs teams. Elements of the initiative included:

- An awareness campaign;
- Open-ended reach-outs to students to engage the tuition waiver program; and
- Targeted support for self-identified students.

At this point, CapU has not created a Campus Navigator position or participated in the Campus Navigator program. We are currently reviewing student-focused positions and are considering this as a future option. A current initiative underway is the development of a wraparound support program that identifies students as they enter the University, targets needed supports at the outset of the University experience and allows voluntary partnering of new students and mentors.

The first Walls to Bridges course (Geology 100) ran in fall 2019 at the Fraser Valley Institution for Women. The course joined eight CapU students with eight inmate students at the correction centre, with tuition for the women at the correction centre waived for this inaugural offering. CapU is seeking sponsorship for its Walls to Bridges course to cover prison-student tuition for the next course offering. The goal is to have inmates complete a credential while in prison.

Capilano University saw a second straight increase in developmental FTEs since 2017–18, when Capilano University implemented priority initiatives, including Tuition-Free Adult Basic Education (ABE) and English Language Learning (ELL) to domestic students. CapU has planned for additional ABE course delivery at the Lonsdale Campus



for all 2020 terms and expects to offer four new courses in Squamish for Fall 2020. As mentioned in response to Priority 1, the Pathways to Higher Learning program is in its second year of helping Indigenous students gain the skills needed to successfully complete ABE programs.

Capilano University is committed to creating a campus learning environment that is accessible and inclusive to all community members, especially vulnerable and under-represented students. The CapU Centre for Student Success (Phase One) opened last year. The Centre applies best practices of a traditional learning commons while also adding other support programs into one central location at the heart of CapU's campus, increasing visibility of and access to tutors, advisors and other supports.

Phase Two of the Student Success Centre is slated to open in the summer of 2020. The expansion will further centralize and unify disparate services, creating a comprehensive and cohesive collection of University services. The expansion will enhance CapU's capacity to ensure strong continuity of care between units and thereby diminish the chances for students to miss out on crucial services, referrals and supports.

CapU's Accessibility Services Office strives to ensure that students with disabilities enjoy the same rights, opportunities and respect as all other students. Additionally, our Centre for Teaching Excellence has created programming, supports and a community of practice for faculty members who are developing courses using Universal Design for Learning principles.

Over the past year, Capilano University has expanded programming targeting some of our most vulnerable populations by creating a Positive Space program with outreach, awareness and education related to the LGBTQ2S+ community. Additionally, CapU's orientation and transition programming grew to include early support for mature learners, distinct programming for first generation students and increased integration of international learners. The programming has included an employee-focused forum aimed at starting a dialogue on diversity and inclusion of our LGBTQ2S+ community, along with a professional development day exploring how faculty can include and help build support through their teaching. Our student body has long been committed to building support for the LGBTQ2S+ community and has continued its now-traditional involvement in the Vancouver Pride Parade and Pride Month.

b. Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology and health).

Capilano University began expanding its tech-related programming in the Faculty of Fine and Applied Arts (FAA) in 2018–19 and this expansion continued in 2019–20. Notably, CapU has obtained grant funding from the Ministry to create an additional 50 seats in our 2D and 3D animation programs, which will be fully realized by 2020–21. CapU has expanded the class size of its two tech-related degrees: Design in Visual Communication, and Motion Picture Arts.

The Early Childhood Care and Education (ECCE) department launched a new diploma program in Squamish and expanded its existing certificate and diploma programs at the *kálahx-ay* Sunshine Coast campus in Fall 2019. ECCE's Health Care Assistant program collaborated with Vancouver Coastal Health to support learners and help students enrolled in the *kálahx-ay* Sunshine Coast campus secure employment. The Health Authority is covering full tuition and textbook costs for 11 students, with a commitment of employment for a minimum of 18 months upon graduation.

c. Expanding co-op and work-integrated learning opportunities for all students.

CapU has one co-op program (Tourism Management Cooperative Education) and another 35 programs that contain a practicum component, comprising 38 courses in the 2019–20 fiscal year. The length of these practica range from 40 hours (Associate of Arts, Global Stewardship) to 30 weeks (Early Childhood Care & Education Certificate), with another four programs having practica of six months' duration (Bachelor of Legal Studies, Bachelor of Music Therapy, North American Business Management Applied Post-Baccalaureate Diploma, Paralegal Diploma). Both the Bachelor of Legal Studies and the Paralegal Diploma are paid practica. CapU's Student Success and Retention Task Force created a working group to explore how to better implement and expand experiential learning. Both the Creative Tech Commons and Indigenous Digital Accelerator should increase opportunities for work-integrated learning when implemented.

3. IMPROVE STUDENT SAFETY AND OVERALL WELL-BEING IN THE AREAS OF MENTAL HEALTH AND THE PREVENTION OF SEXUAL VIOLENCE AND MISCONDUCT, INCLUDING CREATING GREATER AWARENESS OF AVAILABLE SUPPORTS.



Sexual Violence and Misconduct Policy Review

CapU initiated its Presidential Advisory Committee on Sexual Violence and Misconduct (SVM) in 2016–2017. The committee, composed of representatives from across the University community, develops University policy and procedures to protect students, staff and faculty from sexual violence and misconduct. As mandated by the Sexual Violence and Misconduct Policy Act, Capilano University began to review its policy and procedures after three years. The three-year review began in June 2019 with consultations with the student union (CSU) and University Human Resources (HR).

These initial consultations formed the basis of a review led by Student Affairs in collaboration with the CSU, which has been driven by recommendations from various representatives within the campus community, particularly student leaders. Timelines for the review are included in Appendix D. The review process included:

- research into new practices in policy development in the last three years;
- a critical scan of other post-secondary institutions policies;
- feedback from experts within the sector;
- discussions as part of a community of practice through the Ministry of Advanced Education; and
- consultation with various representatives including student groups, student leadership, student services.

The review process has included several drafts of the revised policy and procedures that were presented to the University's Executive Committee and CSU Board in March 2020. Based on feedback during those consultations, a longer consultation period was recommended, with the final policy and procedures to be approved by the Board in September 2020. Summer consultations will include discussions with the First Nations of the CapU catchment area and online consultations open to all campus community members.

CapU's review is seeking changes to reduce barriers accessing support for those impacted by sexual violence. The proposed revisions include:

- Commitment to a trauma-and-violence-informed approach to implement the policy;
- Commitment to funding for the portfolio;
- Commitment to a 3- to 5-year education plan aimed at all members of the campus community;

- Inclusion of alternative justice measures;
- A section added on respondent rights;
- Clearer information on interim measures for safety needs;
- Renaming the policy as 'sexual violence'; and
- Further clarity to inform survivors' expectations of the process for disclosing and reporting.

CapU expects to participate in the SVM Climate Survey and plans further consultations with members of our campus community to develop long-term, sustainable approaches to SVM prevention and response strategies that are tailored to our community's needs. We see these new approaches as involving both the revision of our sexual violence policy and procedures to include long-term strategies and the development of a three-to five-year education and prevention plan. We are also in the process of consulting with host First Nations of the Capilano catchment region to determine how best to decolonize sexual violence prevention and response procedures, leading to prevention and response procedures that are truly collaborative between Indigenous and settler communities.

Student Safety and Overall Well-Being

Capilano University is committed to creating a safer and more 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. Initiatives in involvement include:

Canadian Campus Wellbeing Survey

We are engaged to participate in the program for Fall 2020.

Healthy Minds Healthy Campuses

We currently use the Framework for Post-Secondary Student Mental Health as a guiding document in our mental health and well-being programming. Staff from CapU are currently members of the HMHC community of practice in BC.

Safe 2 Talk Program

CapU is launching promotion of the 24/7 mental health line. We are currently expanding and promoting our own capacity within our CapU Counselling Service and simultaneously promoting the new provincial service. The campaign, which launched in late June, will be repeated in early September to ensure that students in the Summer and Fall terms receive the same information.



Ongoing and current activities

The University's Student Affairs unit hired a staff member in 2019 to take sexual violence disclosures and reports. We have continued well-being programming for students, staff and faculty that is focused on responding to disclosures and consent education.

CapU developed a Supporting Students in Distress Guide that outlines the process for disclosures and reports of sexual violence for employees. CapU continued to educate by: conducting a day-long training workshop for CSU and CapU staff on trauma-informed investigations, implementing the Ministry's "Is Not Yes" poster campaign, a rebooted consent campaign for the Spring 2020 term entitled 'I Heart Consent'.

Student health and wellness has also been the focus of one of the working groups created by the Student Success and Retention Task Force. This has produced a report on student health and well-being and a strategy to promote both.

Capilano University continues to implement the commitments made in the Okanagan Charter for Health Promoting Universities and Colleges. CapU has created a working group on student wellness and, in 2018, assessed student health and wellness via the National College Health Assessment survey. The commitment to the Okanagan Charter has led to the following changes:

- The introduction of a well-being programming for students, staff and faculty that is focused on consent education and awareness in support of the sexual violence policy;
- Introduction of The Pledge to increase the CapU community's commitment to implementing the policy and to create a consent culture on campus, both for employees and for students (relaunched in fall 2019 orientation activities);
- Trained facilitators to lead SafeTalk awareness workshops for staff and students;
- An increase in the number of assist-certified staff on campus to help in crises;
- Hiring and guiding a faculty lead to develop a consultative campus well-being strategy, which was submitted to the executives in May 2019 and approved by CapU's Senior Leadership Council;
- Hosting the first well-being week in spring 2020, which showcased well-being resources on campus;

- Developing a framework for promoting student resiliency through a themed approach to promote problem-solving in academic supports, personal supports and involvement. The approach is modelled through the tagline "Connect. Engage. Take action"; and
- Applied Ministry funding for a well-being peer-ambassador program to oversee hiring, training and programming for 19 student peer helpers in sexual health, social health, physical health, academic well-being and mental health.

4. ENSURE THAT STUDENTS ARE ABLE TO SEAMLESSLY TRANSITION INTO POST-SECONDARY EDUCATION WITH THE IMPLEMENTATION OF THE NEW BC GRADUATION PROGRAM.

CapU has updated its recruitment processes and has been working to adapt program admission requirements and course prerequisites, as well as course content, to ensure a smooth transition for applicants, including high school graduates. To support this, deans and other academic administrators have held conversations with school district staff, educators and students across the catchment area. CapU's public website provides detailed information on current admission requirements.

Capilano University's Centre for Teaching Excellence (CTE) participated in the K-12 Action group organized by the BC Teaching and Learning Council, which developed and shared resources among BC post-secondary institutions to prepare faculty for the changes to the K-12 curriculum. The CTE has held a number of workshops and shared resources with faculty around the key changes in the K-12 curriculum, which included invited guests from the Superintendents' offices of local school districts. In 2019-20, CapU's CTE created a K-12 transitions faculty associate position to support faculty with workshops and resources.

5. CONTINUE TO ACTIVELY PARTICIPATE IN THE IMPLEMENTATION OF THE EDUCATIONPLANNERBC COMMON APPLICATION SYSTEM FOR ALL UNDERGRADUATE APPLICANTS.

Capilano University is actively involved in the development and implementation of the common application system for all public post-secondary institutions in the province. Applicants are now able to upload transcripts and other documentation with their application for admission through EducationPlannerBC.

CapU also participates in EducationPlannerBC's Transcript Services Reference Group committee.



6. WORK CLOSELY WITH THE MINISTRY TO DEVELOP A BALANCED APPROACH TO INTERNATIONAL EDUCATION, PARTICIPATING IN THE DEVELOPMENT AND IMPLEMENTATION OF A PROVINCIAL FRAMEWORK FOR INTERNATIONAL EDUCATION.

Between Fall 2018 and Fall 2019, total international enrolment increased by 42.5% from 1,877 to 2,675 (Fall headcount), where international students accounted for 34.4% of total enrolment and 42.3% of full-time enrolment in the University. The top 10 source countries of international students for Capilano University in relative order are India, China, Brazil, South Korea, Iran, Vietnam, Mexico, Japan, Russia and Germany. While the major market for Capilano University is India, we had increases from eight markets in our top 20 in 2019–20, with notable increases from Iran and moderate increases from Mexico, Russia and Turkey. We saw a continued pattern of decline from China.

Due to the high number of admissions over the past two years, our continuing student numbers in 2020 have been strong. To stabilize growth, we altered our strategy in key growth markets by only encouraging applications from well-prepared students. This resulted in an overall reduction of applications from Spring 2019 to Spring 2020 by 40% and an improved admission conversion rate. While our international enrolment grew by 33% from Spring 2019 to Spring 2020, this strategy helped improve student success and contributed to a more sustainable international enrolment pattern.

Capilano University engages consistently with the Ministry of Advanced Education, Skills and Training on international education matters. There are consistent communications with the Ministry, the Executive Director—Corporate Planning, International and Quality Assurance and AEST Director, International and Executive Director, BCCIE. Additionally, the Director, International CapU is the elected Vice Chair of the newly formed Heads of International group, which consists of Directors, Associate VPs and VPs of International Education for all BC public post-secondary colleges and teaching universities and institutes. Through direct engagement and through the BCHOI forum, regular updates and dialogue with AEST and BCCIE officials take place to mutually inform respective organizations of initiatives and actions to achieve a balanced and sustainable approach for international education in the province.

This year, we developed our internationalization priorities following considerable consultation with administration, faculty, staff and students throughout the University. However, the global COVID-19 crisis has required reorganization of priorities. Overall, our planning is designed to build resilience and sustain our international enrolment and engagement and, in fact, it laid out several strategies to withstand major disruptions to global shifts in demand and align with the Ministry goal of developing a balanced approach to international education. Core strategies include diversified and resilient enrolment, assured learning success, global engagement across the University, imaginative and innovative partnerships and approaches to learning, and effective systems and structures for international education. Our medium-term priorities feature 28 major actions to guide internationalization at Capilano University over the next three years. Within these, the following five major actions will be the subject of focus over the next year as we manage the changed global economic and social conditions resulting from the COVID-19 outbreak. These are:

1. Retention of currently enrolled international students, with a strong emphasis on completion of credentials.
2. Develop strategies to support international students' social, financial and mental well-being.
3. Maintain support and presence with our global recruitment network through online marketing, social media initiatives and webinars.
4. Enhance in-country recruitment representation in core markets to provide quality, efficient and proactive services to partners, agencies and prospective students.
5. Implement offshore program delivery strategies to create sustainable long-term international admission streams of well-prepared international students.

7. MEET OR EXCEED THE FINANCIAL TARGETS... INCLUDING MAINTAINING BALANCED OR SURPLUS FINANCIAL RESULTS.

Capilano University reported a surplus for 2019–20.

8. COMPLY WITH THE TUITION LIMIT POLICY.

The fee increase was 2%, which complies with the Ministry tuition policy. There were no new fees added in Fiscal 2019/20.



2020–21 MANDATE LETTER: PLANNING PRIORITIES FOR THE COMING YEAR

1. SUPPORT LASTING RECONCILIATION WITH INDIGENOUS PEOPLES, THROUGH INITIATIVES THAT INCREASE THE PARTICIPATION AND SUCCESS OF INDIGENOUS LEARNERS AND IMPLEMENTATION OF THE EDUCATION-RELATED CALLS TO ACTION OF THE TRUTH AND RECONCILIATION COMMISSION.

In addition to the activities and projects outlined in Appendix B and in our reply to the Priority 1 of the 2019–20 Mandate letter, the Community Education Needs Assessment Monitor will have been completed for 2019–2020. The completion of this assessment will likely entail a shift in those funds to further support the Language and Culture Certificates. These certificates are also currently under review and will be aligned to the needs of the Nations through a collaborative process, with further targets of incorporating modernized best practices and increasing accessibility.

The Systemic Change process will be strengthened through a transition to being rooted in a base of traditional teachings, focusing on both land- and water-based teaching. We will be providing workshops and teaching from Knowledge Keepers intended to deeply connect students and faculty to the First Nations territories upon which our campuses and locations operate, and imbue learners with a territorial responsibility and relationality that they will carry with them wherever they go.

kálax-ay Sunshine Coast campus administration has been talking with the shisháhl Nation to create a role for Traditional Knowledge Keepers within courses and services for students and employees, and particularly investigating how Traditional Knowledge Keepers can be involved with ABE. Campus members are also working with the shisháhl Nation to submit a proposal for ACBTP funding to deliver an Indigenous ABE–P2HL program. This program’s focus is on Indigenous learners and on developing Indigenous mythologies to deliver the courses. Faculty at kálax-ay Sunshine Coast are working at building out a suite of first-year courses—the Capilano Year Experience—with a thematic theme inclusive of the local community through the Environmental BIOL 105 course. The faculty, staff and administration of kálax-ay Sunshine Coast will continue to work with the shisháhl Nation through the Affiliation Agreement.

The Aboriginal Youth Summit funding will be moved to support the USSAL budget for Squamish Wellness

workshops. This is the result of collaborative discussions with Squamish Nation. Funding for a Youth Summit will be discussed internally at CapU as being potentially supported with funding outside of the ASP.

A proposal for a new Lil’wat Language and Culture Diploma is moving through our program development approval process. Faculties and schools will continue to work with and support Indigenous advisors working with faculty curriculum committees and program development committees.

2. CONTRIBUTE TO AN ACCESSIBLE AND RELEVANT POST-SECONDARY SYSTEM BY:

a. Implementing initiatives to increase participation and success of students, including vulnerable and under-represented groups and promoting gender parity.

In addition to the activities described in response to Priority 2 of the 2019–20 Mandate Letter, our institutional commitment to under-represented and vulnerable populations means that Capilano University is constantly developing new programming to meet the evolving needs of students. CapU has begun several initiatives that will be implemented in the 2020–2021 academic year. Some of those initiatives include:

- The development of supports and programming for former youth in care (including on-campus connections with peers, peer leaders and financial aid professionals, as well as off-campus supports from community organizations and provincial government supports;
- An expansion of campus supports via an early intervention system that uses intrusive advising principles to intervene and engage students who might benefit from academic or personal supports;
- Renewed and expanded intervention supports for Indigenous learners; and
- Expanding availability of accessibility-based supports and counselling via digital resources, online appointment booking capacity, and digital therapy and service.

CapU will also continue to ensure the recommendations of the Gender Diversity Audit are fully implemented. In 2019–20, departments involved in housing, communications and marketing changed procedures and training to ensure their services contribute to a welcoming university experience for all gender nonconforming, transgender and two-spirited students.



As well, the CTE developed a faculty-created resource on universal design for learning to support inclusive teaching practices.

b. Ensuring student safety and inclusion.

In addition to the activities and policies outlined in response to Priority 3 of the 2019–20 Mandate Letter, Capilano University is preparing several new programs, projects and policies that will enhance student safety—including mental health supports—and the inclusion and support for diverse and vulnerable populations. These works include:

- The creation of a campus-wide Equity, Diversity and Inclusion initiative that engages employees and students from all areas of campus life to lead programming and enhance a positive campus culture;
- A significant development of recreational and physical literacy programs (many of which are targeted towards international students);
- A planned addition of staff in Equity, Diversity and Inclusion as direct support to students;
- Planning for the expansion and growth of health service availability on campus, especially where those health services intersect with mental health as part of the collaborative care model; and
- The establishment of ‘back on track’ programming for students on academic probation. This program area will be focused on engaging students, identifying need and using asset-based development to help build their resilience and academic capacity.

c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.

Capilano University plans to continue its participation with the EducationPlannerBC online system, as outlined in our response to Priority 5 of the 2019–20 Mandate Letter. In 2019–20, CapU also began building new digital resources into its accessibility and counselling services. The new software will help CapU’s services achieve several important goals: simplifying the student intake process, improving student data, creating user-centred online access, developing a comprehensive note-taking system for student-support areas and moving the University closer to a paperless operation. CapU is also working towards

implementing DegreeWorks software to help monitor student progress and credential qualification.

In addition, the CapU Library has been enhancing its digital supports for learning. In 2019–20, it expanded its participation in a BC academic consortium, AskAway, a chat-based student-research help service supporting students across the province. The Library has also opened a chat-based online service to guide Capilano University students in their research questions. Library faculty converted their information literacy teaching to both synchronous and asynchronous modes for students enrolled in summer courses. This year, the Library purchased additional digital resources and e-textbooks to support courses newly moved online. As of this report, more than 88% of the Library collections are digital materials.

d. Providing programming that meets local, regional or provincial labour market and economic needs.

As mentioned in reply to Priority 2 of the 2019–20 Mandate Letter, Capilano University has expanded delivery of the Early Childhood Diploma to its Squamish and *kálay-ay* Sunshine Coast campuses in Fall 2019. This year has also seen the Health Care Assistant program operating at full capacity in the *kálay-ay* Sunshine Coast campus following a CapU-community partnership in recruitment. As noted in our reply to Priority 1 in the 2019–20 Mandate Letter, CapU has expanded delivery of the Education Assistant program to the T̓szil Learning Centre in Mount Currie, with the first Mount Currie graduates expected in Summer 2020.

The Academic Initiatives & Planning (AIP) office is reviewing CapU’s program development process to find ways of better supporting faculty in developing programs, leading to more nimble and efficient program development that improves CapU’s ability to respond to changes in market conditions and learners’ needs.



e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

In addition to the steps taken towards stabilizing and diversifying international enrolment outlined in our response to Priority 6 of the 2019–20 Mandate Letter, our key focus has been to accomplish successful international student transition to the University. We have implemented best practice pre-departure training, reaching over 1,000 incoming international students and their families in 2018–19, and we have boosted mentorship and support services to assist international student learning, living and well-being while in their studies here in Vancouver.

CapU's internationalization priorities include "Assured International Learner Success". This assurance is critical to the well-being of the student, the institution and the reputation of post-secondary education in British Columbia. A range of specific actions are identified, one of which includes integrated classrooms with diverse international and domestic student participation, where practical and possible, to achieve a positive and globally relevant learning experience. With high proportions of international students in our institutions, it is critical that the experience gained enriches the student in their knowledge and perspectives and broadens their capacity to succeed in a global community. These principles apply to pre- and post-COVID-19 educational learning environments.

We have also placed special emphasis on diversified study-abroad experiences for domestic students securing new partnerships in Indonesia, Vietnam, Macao, Australia, India and Mexico over the past year, and we remain focused on dynamic, diverse and captivating field schools for enriched learning experiences. We expect these opportunities to resume, in compliance with provincial and federal health guidelines and legislation, as Canadian and host country travel and border restrictions return to a facilitative state.

The Faculty of Arts & Sciences and the Registrar's Office collaborated on a pilot project to better balance course access by means of a reserve seat approach for domestic and international students.

3. DEVELOP AND RECOGNIZE FLEXIBLE LEARNING PATHWAYS FOR STUDENTS TO ACCESS POST-SECONDARY EDUCATION AND SKILLS TRAINING, INCLUDING:

a. Actively engaging with your local school districts to expand dual credit opportunities for students.

The deans of all CapU faculties have engaged with administrators of School District 48 over the 2019–20 academic year to explore how best to expand dual-credit opportunities for local students. Representatives from the *kálah̓-ay* Sunshine Coast have also engaged in talks with administrators of School District 46 to offer more opportunities for dual credit. Faculty and administration at the *kálah̓-ay* Sunshine Coast campus are delivering a dual-credit program for delivery of English 100 in 2020–21.

b. Supporting lifelong learning pathways across the public post-secondary system.

Supporting lifelong learning is a key part of Capilano University's Continuing Studies. All of Continuing Studies' open enrolment programming is offered evenings, weekends and online to be flexible for its target audience—adult learners. Courses include creative writing, digital marketing, bookkeeping, leadership, and certification for working in the movie industry. Continuing Studies also provides custom programs for organizations, further providing training for adult learners.

The Faculty of Fine & Applied Arts have undertaken a number of projects that support lifelong learning, student mobility and transfer in the BC system, including a film-producing concentration within the Bachelor of Motion Picture Arts to target skill development in film and business affairs (Fall 2020) and several block transfer agreements. Current block transfers include agreements between:

- Langara's diploma in Design Formation and CapU's Bachelor of Design in Visual Communication;
- Vancouver Film School's (VFS) Digital Design diploma program and CapU's Bachelor of Design in Visual Communication; and
- VFS' Acting for Film & Television diploma programs and CapU's Bachelor of Performing Arts.



c. Advancing and supporting open learning resources.

CapU's Centre for Teaching Excellence is leveraging a 2019 Open Education Sustainability grant worth \$32,250 from BCcampus to:

- Embed open-education resources into CapU's new degree programs where there is high enrolment;
- Increase the use of open non-disposable assignments and assessment tools;
- Raise awareness of CapU's existing open-education resources and open pedagogy; and
- Support faculty in their use of open-education resources.

In the short term, the CTE will be building to these goals with four planned actions. In collaboration with the Library, Capilano Student Union and academic faculties, CTE will be holding workshops for faculty and students on Creative Commons Licensing and Pressbook. Four Open Education Faculty Fellows positions will be created, acting as open-learning ambassadors by promoting awareness and use of open textbooks and open educational resources. CTE will also raise awareness and engage both faculty and students with the issues around open education work by hosting an Open Education Showcase. Finally, the CTE plans on starting a repository of non-disposable assignments by engaging faculty and students in a four-day open-pedagogy sprint. The assignments will be aligned with our institutional experiential education learning requirements.

4. STRENGTHEN WORKFORCE CONNECTIONS FOR STUDENT AND WORKER TRANSITIONS BY:

a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).

In addition to the programming discussed in response to Priority 2 of the 2019–20 Mandate Letter, other relevant new programming is being developed. Capilano University's Faculty of Education, Health and Human Development (EHHD) are working on developing a new Bachelor's of Health Studies degree. Researchers in EHHD's ECCE department have partnered with researchers at Western University to create the Early Childhood Pedagogy Network (ECPN), funded by a \$2 million grant from the BC Ministry of Children and Family Development. The ECPN is aimed

at improving ECCE education British Columbia; one of its first goals is developing the new role of pedagogist—an education theory and curriculum specialist. In the first phase of the project, approximately 30 pedagogists will be hired to engage early childhood educators to work with the BC Early Learning Framework and to design innovative pedagogies within their early years' programs.

CapU's Faculty of Fine and Applied Arts has worked closely with the film, tech and digital creative communities to identify in-demand sectors and jobs and is developing new programming informed by these consultations. The new programming includes a Film Producing Concentration within the Bachelor of Motion Picture Arts, a Bachelor of Digital Animation & Visual Effects, a Post-Baccalaureate in Design for Social Innovation, and diplomas in XR Design and Spatial Computing and Interactive Design. The University anticipates launching these priority credentials between the fall of 2020 and the fall of 2023.

b. Increasing co-op and work-integrated learning opportunities.

In Fall 2019, CapU's Career Development Centre hired a new employer engagement and experiential learning facilitator. Fall 2019 also saw the launch of the CityStudio of North Vancouver, a program that brought nearly 500 students together with city partners on 12 applied research and curricular community service learning projects. We expect that CityStudio will be able to offer hands-on learning experiences to even more students over the coming year.

Perhaps CapU's most innovative experiential and work-integrated learning opportunities are on the horizon, with the Memorandum of Understanding between the Ruby Lake Lagoon Society and Capilano University to open participation in the planned Pender Harbour Ocean Discovery Station (PODS) to CapU students, faculty and alumni. PODS is set to open at Irvines Landing in 2022 and promises to be an iconic learning and gathering space on the Sunshine Coast for research and education about coastal marine and freshwater ecosystems.

³www.workbc.ca/Labour-Market-Industry/Skills-for-the-Future-Workforce.aspx



c. Responding to the reskilling needs of British Columbians to support employment and career transitions.

Capilano University provides substantial reskilling opportunities through its Continuing Studies programming. Continuing Studies' offerings are heavily focused on the short-term, skills-based programs that enable people to quickly acquire needed job skills while working. Offerings include programs and courses on leadership and management, bookkeeping, digital marketing, and data analytics, along with courses and workshops providing executive skills upgrading in areas such as financial management, presentation skills and team leadership.

In Spring 2020, Continuing Studies hired two new program developers, who are rapidly developing new online programs aimed at adult learners starting in Fall 2020. Plans to launch a 10-course online science communication program had to be suspended due to the COVID-19 crisis, but will be relaunched as soon as possible.

The Faculty of Fine & Applied Arts has also begun developing reskilling-oriented programs, following consultations with industry, to design and develop new credentials for mature/lifelong/transitioning learners. The School of Motion Picture Arts (SMPA) is in the process of developing a Certificate in Producing and offering reskilling for industry professionals in related roles—such as film accounting, or production assistants—who wish to move into more senior business roles, with an anticipated rollout in Fall 2021. The Animation Department is working closely with Atomic Cartoons to develop a four-week reskilling credential for digital media professionals in 2D Animation.

CapU's ePortfolio program offers students an opportunity to gain experiential learning and to demonstrate their work-relevant learning experiences in a digital environment. This bridges the academic and career competencies and allows students to demonstrate their learning to future employers. CapU's CTE and CDC have expanded student ePortfolios into career competencies, and the program has been expanded across all five faculties.

d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

Capilano University's Career Development Centre (CDC) provides students with considerable support for career planning. In Fall 2019, the CDC launched CapU Launch, a self-paced, co-curricular program designed to help students build confidence, clarity and competencies that will help them to successfully launch their careers upon graduation. As part of the program, a foundational competency framework was developed to be used in documenting skills in the Co-Curricular Record. The competency framework broadly aligns with WorkBC's top 10 competencies for 2020³. The CDC regularly hosts career development workshops and talks, many of which highlight existing career-planning resources.



6.

Performance

Plan



ALIGNMENT OF MINISTRY AND UNIVERSITY GOALS AND OBJECTIVES

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

GOAL 1:

Student success in ongoing education

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access, Quality and Relevance	Annual Skills Gap Plans	Aboriginal student spaces
	National Survey of Student Engagement	Transition rate of high school students to public post-secondary education
	Canadian University Survey Consortium	Participation rate
	Course outcomes report	Loan repayment as a percentage of income
	Student Information Survey	Student outcome measures
	Welcome Survey	Unemployment rate
	Departure Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Institutional KPIs: application transition, enrolment and graduation rates	

GOAL 2:

Student success in chosen career

Ministry Objectives	CapU Performance Measure	System Performance Measure
Efficiency, Quality and Relevance	Annual Skills Gap Plans	Time to completion
	National Survey of Student Engagement	First-year retention rate
	Canadian University Survey Consortium	Student assessment of the usefulness of knowledge and skills in performing job
	Retention and persistence rates	Unemployment rate
	Alumni survey	Student assessment of the quality of instruction
	Departure Survey	Student satisfaction with education
	Student Information Survey	Student assessment of skill development
	Welcome Survey	



GOAL 3:

Student success in lifelong pursuit of knowledge

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access and Quality	National Survey of Student Engagement	Aboriginal student spaces
	Canadian University Survey Consortium	Transition rate of high school students to public post-secondary education
	National Survey of Student Engagement	Participation rate
	Alumni Survey	Loan repayment as a percentage of income
	Course outcomes reports	Student outcome measures
	Student Information Survey	
	Welcome Survey	

GOAL 4:

Student success in contributing as responsible citizens in a rapidly changing and diverse global community

Ministry Objectives	CapU Performance Measure	System Performance Measure
Quality, Capacity and Relevance	Indigenous student enrolment	Student spaces
	International student enrolment	Credentials awarded
	Institutional KPIs: application transition, enrolment, retention, FTEs, waitlist length and seat utilization	Sponsored research funding
	Leadership development	Credentials awarded to Indigenous students
	National Survey of Student Engagement	Student outcome measures
	Canadian University Survey Consortium	Unemployment rate
	Student Information Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Alumni Survey	



PERFORMANCE MEASURE REPORTING

SYSTEM MEASURES

This section reports the 2019–20 Institutional Accountability Plan and Report framework performance measures⁴ and results provided by the Ministry of Advanced Education and Skills Training. These are summarized also in a single table in Appendix A. Ministry assessments are based on the following scale.

GOAL 1:

Student success in ongoing education

Target assessment	Description
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

⁴Please consult the 2019–20 Standards Manual for a current description of each measure.

See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf.



SYSTEM OBJECTIVE: CAPACITY

Student Spaces⁵

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

	2018-2019 Actual	2018-2019 Target	2019-2020 Actual	Assessment	2020-2021 Target	2021-2022 Target	2022-2023 Target
Domestic student FTE	3,886	5,494	3,787	Not achieved	TBD	TBD	TBD
Nursing and allied health programs	118	138	118	Not achieved	TBD	TBD	TBD
Developmental programs	308	267	290	Achieved	TBD	TBD	TBD

Note: "TBD" = "To be determined"

Capilano University did meet its targets for developmental FTEs, but did not meet its targets for other domestic FTEs, either for overall or target health FTEs. Some of this decline is likely a reflection of a steady shift in demand for baccalaureate programming over certificate and diploma programs. CapU is actively engaged in building out its baccalaureate programming and, as of this report, CapU has three applications for new bachelor programs under review by the Ministry's Degree Quality Assurance Board. These programs comprise a BA, Psychology Major; a Bachelor of Science, General; and a BA in Human Kinetics. The Human Kinetics BA builds off CapU's popular Human Kinetics diploma program. The Academic Initiatives and Programming (AIP) office is reviewing CapU's program development procedures to streamline them and to provide a more effective support structure for faculty, which should result in improved program application, quicker development of programs and programming that is more responsive to changing community needs.

CapU continues to build towards a new Strategic Enrolment Management process, and to enhancing its high school recruitment strategy. The SEM process took a major step forward with the creation of a SEM committee, and the engagement of the Canadian business-intelligence consulting group, T4G. T4G has been examining how to harness machine learning approaches to building an applicant model that would, among other benefits, improve our knowledge of who and where our best applicants can be found. T4G's work should also, therefore, enhance local high school recruitment. By identifying the markers of our most successful applicants, it is hoped the modelling work will help with retention as well.

The opening of the Lonsdale Learning Centre should also help increase CapU's profile among members of the local communities. Although currently aimed at providing easier access to CapU's Continuing Studies offerings, the Lonsdale centre can be a gateway to CapU's other academic offerings, especially once in-person instruction resumes.

⁵Results from the 2018-19 reporting period are based on data from the 2018-19 fiscal year; results from the 2019-20 reporting period are based on data from the 2019-20 fiscal year



Credentials Awarded

The average⁶ number of credentials awarded over the most recent three years.

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Credentials awarded	1,527	1,468	1,371	Substantially achieved	TBD	TBD	TBD

Note: "TBD" = "To be determined"

The average number of credentials awarded for the three-year period prior to 2019–20 substantially achieved its target. The decline over previous year's average reflects declining domestic enrolments. These domestic declines are being tackled by the various initiatives, plans and goals laid out in this report, as raising enrolments is CapU's top priority.

Aboriginal Student Spaces⁷

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

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Total Aboriginal FTEs	207	Increase	250	Achieved	Increase	Maintain	TBI
Ministry (AEST)	207	Increase	250	Achieved	Increase	Maintain	TBI

Note: "TBI" = "To be determined by institute"

Capilano University increased the number of Aboriginal FTEs over last year by 21%, meeting its target of increasing Aboriginal FTEs. This brings CapU up to slightly above the number of Aboriginal student spaces for 2016–17, which marks the first increase in Aboriginal FTEs at CapU in at least seven years, and is the second-largest year-to-year change since the 31% drop in Aboriginal FTEs from 2013–14 to 2014–15. There is still a long way to go to return Aboriginal FTEs to where they were in 2014–15 (459), but this is a deeply encouraging sign that new programming, such as the University One For Aboriginal Learners and other steps to Indigenizing CapU, are making our school a welcoming and supportive environment for Indigenous learners.

⁶Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18 and 2018/19 fiscal years.

⁷Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year. 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. CapU receives no Industry Training Authority funding.



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 Baccaulaureate Graduates Survey (BGS). As CapU has no trades programming, it does not participate in the Apprenticeship Student Outcome Survey (APPSO).

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 summaries of the five-year datasets of these surveys. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

Student Satisfaction with Education⁸

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

	2018-2019 Actual	2018-2019 Target	2019-2020 Actual	Assessment	2020-2021 Target	2021-2022 Target	2022-2023 Target
Diploma, associate degree & certificate ⁹	92%	≥ 90%	91%	Achieved	≥ 90%	≥ 90%	≥ 90%
Baccaulaureate graduates	97%	≥ 90%	96%	Achieved	≥ 90%	≥ 90%	≥ 90%

CapU graduates continue to report high overall satisfaction levels, among both our baccaulaureate students and those taking shorter programs. These results demonstrate our focus on providing quality education that is responsive to the needs of students.

⁸ Results from the 2018-19 reporting year are based on 2018 survey data; results from the 2019-20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁹ As of the 2019-20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018-19 actuals have been restated using the revised student groupings.



Student Assessment of the Quality of Instruction⁶

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

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Diploma, associate degree & certificate ⁹	97%	≥ 90%	97%	Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	98%	≥ 90%	100%	Achieved	≥ 90%	≥ 90%	≥ 90%

The perception of the quality of instruction among Capilano University’s former students is even more positive than the level of satisfaction for their overall experience. Among baccalaureate graduates, positivity towards the quality of instruction achieved over 99%. The assessment of instructional quality among DACSO respondents is almost as enthusiastic. This level of positivity regarding the core function further reinforces our commitment to providing our students with an outstanding learning experience.

Student Assessment of Skill Development⁶

Percentage of students who indicated their education helped them to develop various skills.

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Diploma, associate degree & certificate ⁹	86%	≥ 85%	87%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate graduates	90%	≥ 85%	94%	Achieved	≥ 85%	≥ 85%	≥ 85%

Both DACSO and BGS students’ positivity regarding the contribution of Capilano University to developing their skills achieved Ministry targets. Furthermore, the assessments of skill development among BGS students are particularly high and, encouragingly, increasing. Despite the challenges facing CapU, the University continues to improve on its delivery of instruction. As Envisioning 2030 asserts, “[o]ur programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities.”

This measure is an average of seven components skills assessments. Results for the component skill assessments are provided in Appendix A.



SYSTEM OBJECTIVE: RELEVANCE

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job⁶

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

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Diploma, associate degree & certificate ⁹	84%	≥ 90%	84%	Substantially achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	93%	≥ 90%	94%	Achieved	≥ 90%	≥ 90%	≥ 90%

CapU met its target for the assessment of skill relevance among BGS respondents, and substantially achieved targets for DACSO respondents.

Unemployment Rate⁶

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.

	2018–2019 Actual	2018–2019 Target	2019–2020 Actual	Assessment	2020–2021 Target	2021–2022 Target	2022–2023 Target
Diploma, associate degree & certificate ⁹	6.5%	≤ 7.3%	5.9%	Achieved	≤ unemployment rate of individuals with high school credentials or less		
Baccalaureate graduates	1.8%		5.8%	Achieved			

CapU achieved its target for graduate unemployment for both BGS respondents and DACSO respondents.



EXTERNAL SURVEYS

Capilano University has committed itself to adopting a data-driven and student-centred approach to education. As part of those commitments, we conduct our own student surveys to assess students' satisfaction with the quality of the education and experience they receive at CapU. In the last two years, we have also resumed participating in surveys designed and implemented by external bodies.

Beginning in spring 2017, we began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC). In 2018, CapU resumed its involvement with the National Survey of Student Engagement (NSSE), for schools in the US, Canada and the Caribbean.

CUSC SURVEY

The annual CUSC surveys of baccalaureate students rotates its surveyed population every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again. In 2019, 46 universities, including Capilano University, participated in the CUSC survey of first-year students.

The survey also organizes universities into three groups, based primarily on programming. Group 1 universities are primarily undergraduate schools, including CapU; in 2019, 28 of the 46 participating universities fell into the Group 1 category. Group 2 universities have substantial graduate programming and Group 3 universities have at least one professional program. These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools, i.e., the Group 1 schools, and in particular, to a subset of five of the Group 1 schools similar to CapU, which we'll denote as Group 1*.

The 2019 CUSC first-year-students survey reveals four findings of note:

1. Compared to other Group 1* universities, CapU's first-year students are more likely to choose CapU for a specific job or career (41% CapU, 28% Group 1*). Our incoming baccalaureate students were also more likely to be studying full-time, compared to incoming students at other Group 1* universities (98% CapU, 83% Group 1*).
2. CapU's students, however, were also more likely to come in seeing CapU as a stepping stone than is true of both Group 1* and the Canadian schools overall, with 18% of CapU students planning to transfer, versus 12% for first-year students at other Group 1* schools and 10% of students at all Canadian schools. This transfer strategy among CapU first-year students presents CapU with greater challenges for retention than those faced by most undergraduate teaching schools, let alone larger schools.
3. CapU's first-year students were more enthusiastic about the quality of instruction than in Group 1* or in Canadian universities overall. When asked whether they agree that they are "generally satisfied with the quality of teaching", 98% of CapU first-year students either strongly agreed or agreed, versus 87% agreement among Group 1* first-year students and 88% agreement nationally. Moreover, most of that difference arises at the most intense response level, with 27% of CapU strongly agreeing they were satisfied, versus 12% of Group 1* students and 16% of Canadian students.
4. When asked to agree with a set of positive statements of specific instructor properties (e.g., "Professors treat students as individuals, not just numbers."), CapU's first-year bachelor's students' positivity was within one to three percentage points of peers at other universities, both across Canada overall and among Group 1* universities, on almost all traits. On several traits, however, large differences in positivity existed between CapU students and those at other universities. For all these large differences in positivity, CapU students' positivity was 10 or more percentage points greater than their peers. This included statements that their professors are intellectually stimulating (91% CapU, 76% Group 1*, 80% Canada overall) and that their professors take a personal interest in their academic progress (80% CapU, 51% Group 1*, 54% Canada overall).



NSSE SURVEY

The NSSE focuses on measures of student engagement and experience, but also assesses demographics and student satisfaction across different aspects of their education and support. The 2019 survey provided CapU with two comparison groups; one comparison group consisted of all participating Canadian schools, which includes some private and research-intensive schools, and the other group consisted of the other five BC schools, including one private university (Quest University) and the University of Northern BC. The results were encouraging in a number of areas.

Overall, Capilano University students are as satisfied with their education as students in both comparison groups. CapU students report being more likely to engage with people of a different ethnicity than the Canadian comparison group, with first-year students also reporting being more likely to engage with people of a different ethnicity than first-year students attending the BC comparison schools. Senior students report being more likely than senior students at either the Canadian or BC schools to interact with students of a different economic class. CapU students were not below Canadian or BC peers on any of the diversity measures.

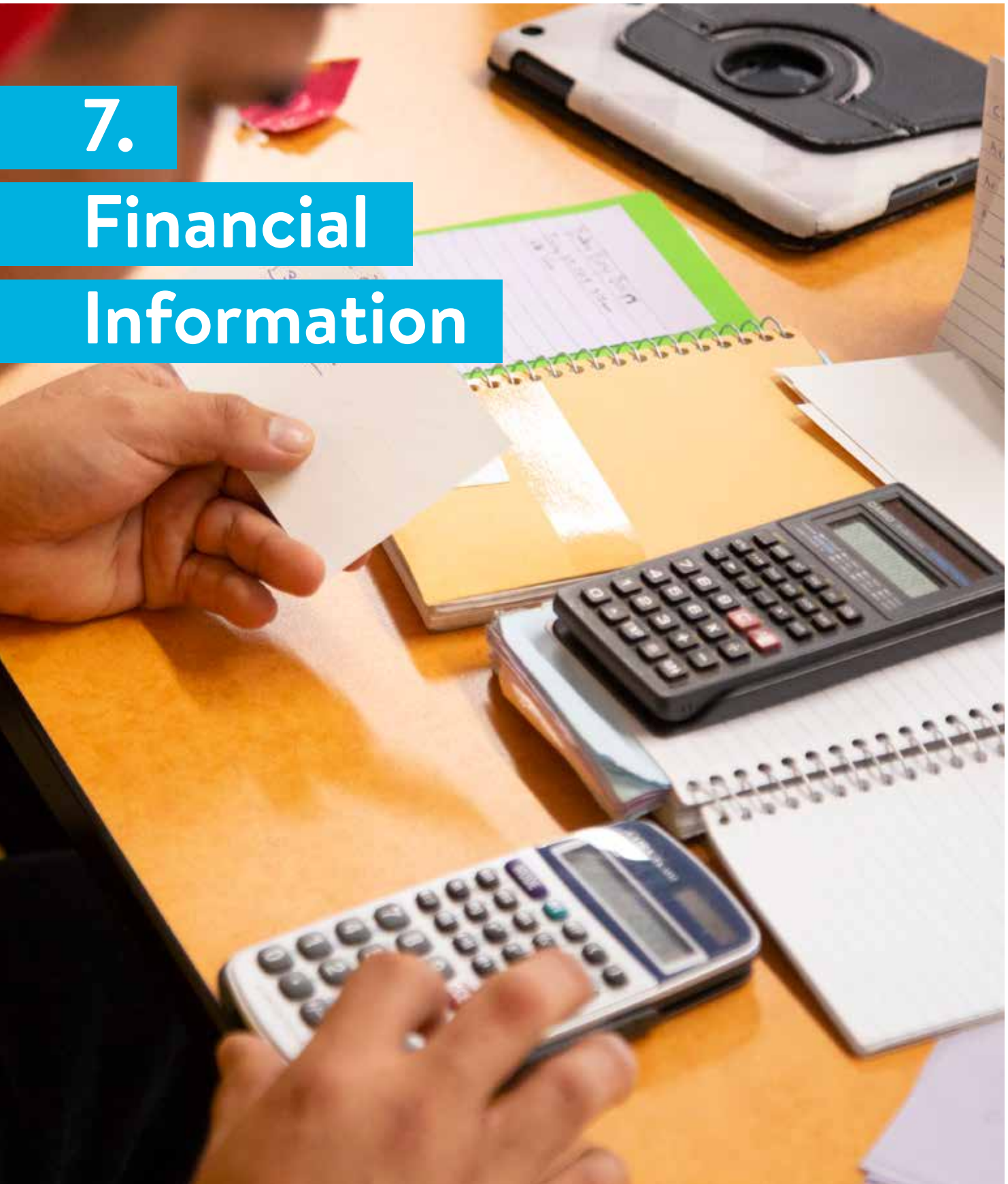
Both first-year and senior students reported being more likely than Canadian peers to engage in at least one of a number of collaborative learning activities, including to have explained material to a classmate, to have given a presentation to their class and to have worked with a classmate on a project. First-year students were more likely than their BC peers to have engaged in the same activities. Both first-year and senior students reported being more likely than their Canadian peers to ask questions in class or contribute to course discussion in other ways. One area of concern is that both first-year and senior students reported being less likely to have engaged in independent analysis of numerical material than peers across the US and Canada over 2018 and 2019 surveys. However, they did not differ from their current Canadian and BC peers.

The biggest area of concern found was with student assessments of the quality of interactions with non-faculty staff. Among both first- and second-year students, satisfaction with academic advisors, Registrar's staff and other support staff are below both BC and Canadian comparison groups for senior students, and below BC comparison groups for first-year students.



7.

Financial Information



Financial Information

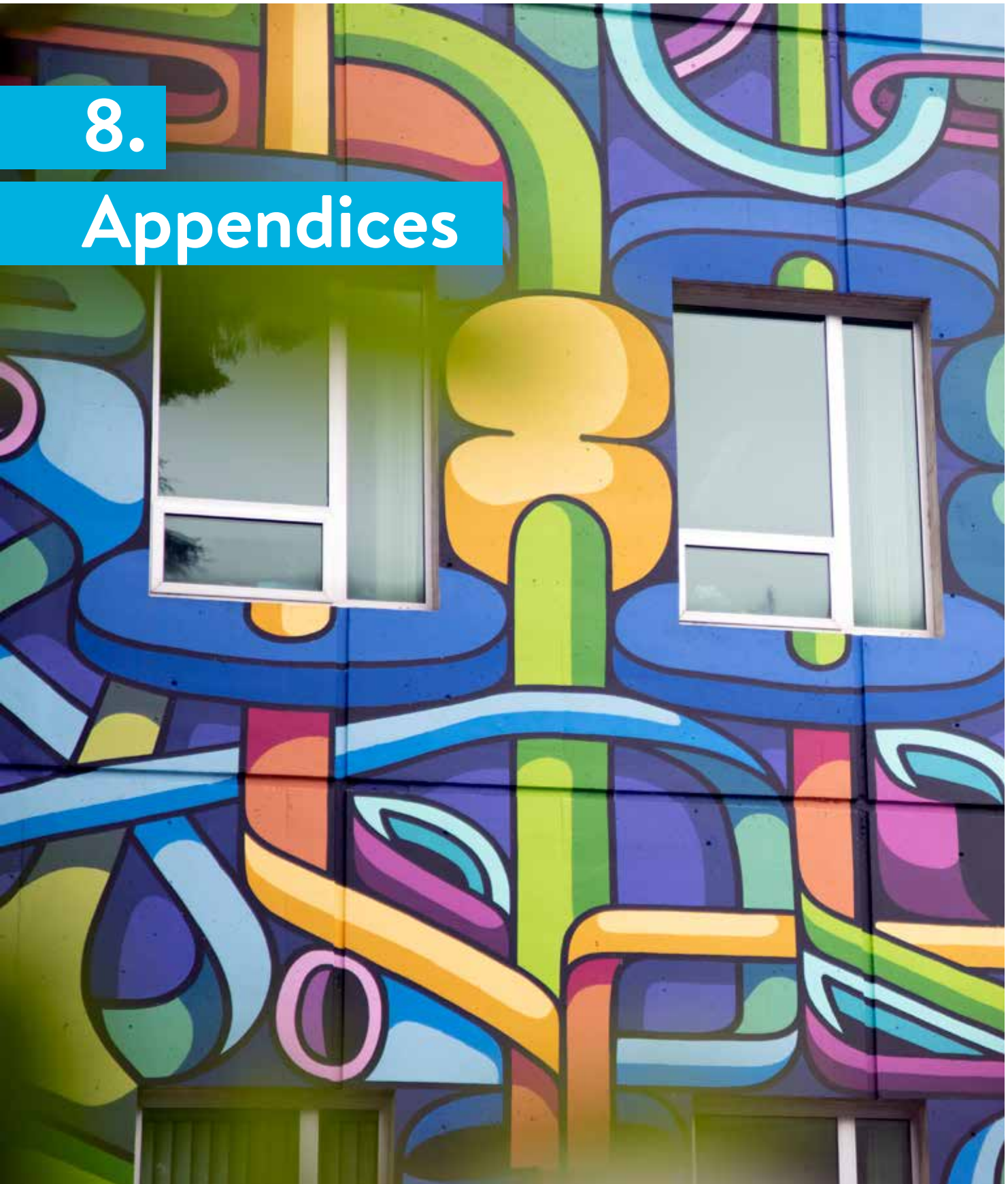
Audited Financial Statements for Capilano University are at

<https://www.capilanou.ca/about-capu/governance/budget-plans--reports/financial-reports/>



8.

Appendices



Appendix A: Capilano University's Performance Measure Specifications

Performance measure ¹	Reporting Year				
	2018/2019 Actual	2019/2020 Target	2019/2020 Actual	2019/2020 Assessment	
Student Spaces²					
Total student spaces	3,886	5,494	3,787		Not achieved
Nursing and other allied health programs	118	138	118		Not achieved
Developmental programs	308	267	290		Achieved
Credentials awarded³					
Number	1,527	1,468	1,371		Substantially achieved
Aboriginal student spaces⁴					
Total Aboriginal student spaces	207	TBI	250		TBI
Ministry (AEST)	207		250		
Industry Training Authority (ITA)	N/A		N/A		
Student satisfaction with education^{5,6}					
	%	+/-		%	+/-
Former diploma, associate degree and certificate students	91.7%	1.6%	≥ 90%	91.0%	1.5%
Bachelor degree graduates	96.6%	2.1%		96.3%	1.9%
Student assessment of the quality of instruction^{5,6}					
	%	+/-		%	+/-
Former diploma, associate degree and certificate students	96.7%	1.0%	≥ 90%	96.7%	1.0%
Bachelor degree graduates	98.3%	1.5%		99.5%	0.7%
Student assessment of skill development^{5,6}					
	%	+/-		%	+/-
Former diploma, associate degree and certificate students	86.1%	1.7%	≥ 85%	87.1%	1.6%
Bachelor degree graduates	89.9%	2.8%		94.0%	1.7%
Student assessment of usefulness of knowledge and skills in performing job^{5,6}					
	%	+/-		%	+/-
Former diploma, associate degree and certificate students	83.6%	3.6%	≥ 90%	84.1%	3.2%
Bachelor degree graduates	92.7%	3.2%		93.8%	2.6%
Unemployment Rate^{5,6}					
	%	+/-		%	+/-
Former diploma, associate degree and certificate students	6.5%	2.3%	≤ 7.3%	5.9%	2.0%
Bachelor degree graduates	1.8%	1.6%		5.8%	2.4%

Notes:

TBI—Institutions are required to include their target and assessment.

N/A—Not assessed

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

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

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

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

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

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

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

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



Detailed breakdown of component scores for Performance Measure #6, Student assessment of skill development.

Performance measure ¹	Reporting Year					
	2018/2019 Actual		2019/2020 Target	2019/2020 Actual		2019/2020 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.1%	1.7%	≥ 85%	87.1%	1.6%	Achieved
Written communication	84.9%	2.2%		86.8%	2.1%	
Oral communication	78.9%	2.5%		80.5%	2.4%	
Group collaboration	87.0%	1.9%		87.4%	1.8%	
Critical analysis	90.9%	1.6%		90.0%	1.6%	
Problem resolution	83.3%	2.2%		84.5%	2.0%	
Learn on your own	88.2%	1.9%		88.4%	1.8%	
Reading and comprehension	90.5%	1.7%		91.3%	1.6%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.9%	2.8%	≥ 85%	94.0%	1.7%	Achieved
Written communication	90.8%	3.4%		94.1%	2.4%	
Oral communication	91.3%	3.3%		94.6%	2.3%	
Group collaboration	92.6%	3.0%		95.2%	2.2%	
Critical analysis	93.2%	2.9%		95.7%	2.0%	
Problem resolution	82.5%	4.5%		90.5%	3.0%	
Learn on your own	90.8%	3.4%		94.7%	2.3%	
Reading and comprehension	89.7%	3.5%		94.5%	2.4%	

Appendix B: Mandate Priority #1 Progress Report

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 ¹⁰ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE		
<p>Progress (Please identify if New or Continuing and if N/A, In Progress, or Implemented)¹¹</p>	<p>New Initiatives and Partnerships (Please provide key details for new initiatives begun in 2019/2020 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. Please include links where relevant/possible.)</p>	<p>Continuing Initiatives and Partnerships (Please provide key progress details for initiatives begun prior to and continued through 2019/2020 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. Please include links where relevant/possible.)</p>

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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
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In progress

2: 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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
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In progress: program underway

Development and rural delivery of ECCE diploma, including Indigenous Learning Support Specialist. Location: Squamish.

In progress: program underway

Development and rural delivery of Indigenized ECCE diploma. Location: Sechelt.

In progress

Indigenization of all ECCE diploma/ Bachelor's degree courses.

¹⁰ "... represents omitted text from the original Call to Action that is not related to post-secondary education.

¹¹ Use N/A if there is no relevant program on this subject offered at institution.



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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
Implemented and evolving		Lil'wat Nation Language & Culture Certificate and language revitalization programming
Implemented and evolving		Sechelt Nation Language & Culture Certificate and language revitalization programming
Implemented		Squamish Nation Language & Culture Certificate
Consultation in progress		Development of Tsleil-Waututh Nation language revitalization plan
In development: concept paper	Lil'wat Nation Language and Culture Diploma	

23: HEALTH CARE PROFESSIONALS

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

Progress	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
Implemented 2018–19		Delivery of Indigenized Health Care Assistant certificate program in partnership with Squamish Nation.
In progress		Development and delivery of cultural safety and humility training for faculty and students in partnership with First Nations Health Authority. Integration of content into new Bachelor of Human Kinetics curriculum. http://www.fnha.ca/wellness/cultural-humility
In progress—concept paper stage		Development of new Bachelor of Health Studies degree, including significant Indigenized content



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 Initiatives and Partnerships	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 anti-racism.

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

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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
In progress—preliminary planning		Review of certificate and diploma programs in Public Administration—Local Governance to include increased content on Indigenous governance

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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
N/A		



86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of 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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
N/A		

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 Initiatives and Partnerships	Continuing Initiatives and Partnerships
Implemented		Some Communications classes (CMNS 325; CMNS 132) now teaching about residential schools (family and social impact, history) and media representations of Indigenous people.
Implemented		Many Communications faculty have participated in events to increase their own understanding of local Indigenous cultural practices (e.g., Indigenous-led discussions of land use and land relations, sessions on the role and use of storytelling in Indigenous cultures, participation in TRC events).
Implemented		Several Communications classes have introduced participation in TRC events as part of classwork (e.g., CMNS 133, CMNS 261), or have introduced content and practices focusing on educating students on Indigenous culture, or on works by Indigenous artists or scholars.

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

1. 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

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

Progress	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
Implemented		Provision of comprehensive Indigenous student support services through the First Nations Student Services Department (staffed by Indigenous employees), including counselling, research assistance, mentoring, orientation, early alert and tutoring
Implemented		Provision of faculty support and advising on curricular matters through the First Nation Student Services Department, the Centre for Teaching and Learning, the Capilano University Library and the Indigenizing the Academy Committee
Implemented		Creation of external advisory bodies involving partner Nations to guide University affairs and program development, including the First Nations Advisory Committee and the President's Advisory Committee on Indigenous Affairs
Implemented		Delivery of an array of Indigenous cultural programming through the First Student Services Department to raise awareness of Indigenous history and culture on campus and to support Indigenous faculty, staff and students, including drum-making, beading and blanket exercises

In progress	Development of Indigenous Cultural Competency training for senior administrators, faculty and staff
In progress	Development of policies and procedures regarding Elders on campus, Indigenous knowledge and ceremonial regalia at Convocation
Implemented	Using Aboriginal Service Plan funds to nurture relationships with regional First Nations, support systemic change in University operations and deliver community-based cultural, educational and capacity-building programs to Indigenous learners, including language revitalization, adult basic education, employment training and certificate, diploma, bachelor's degree and post-baccalaureate courses
Implemented	Creation of a new University logo through extensive consultations with local First Nation partners, reflecting First Nation histories and cultures
Implemented	Creation of new, permanent University positions dedicated to Indigenous education and affairs, including Director, Indigenous Education and Affairs; Indigenization Lead—North Vancouver campus; Indigenization Facilitator—Mount Currie and Sechelt; and Indigenous Learners Librarian—all campuses
Sechelt—Implemented Lil'wat—Implemented	Development of comprehensive affiliation agreements with partner Nations (Sechelt and Lil'wat) to guide collaboration and facilitate community input into University programming and affairs
Implemented	Creation of a comprehensive action plan in consultation with the Sechelt Nation to guide programming and operations at the Sunshine Coast—kálax-ay campus; one of the five themes is Indigenization

Implemented	Operating the Pathways to Higher Learning káíax-ay campus in collaboration with the shíshálh Nation
In progress—launch 2020	Through funding from Western Economic Diversification Canada, launch of an innovative Indigenous Digital Accelerator project to promote Indigenous business growth in the BC tech, digital-creative and cultural sectors: https://www.capilanou.ca/about-capu/connect-with-capu/indigenous-digital-accelerator/
Implemented	University grant of \$300,000 to the Lil'wat Nation for purchase of furnishings and equipment to support faculty and Indigenous learners at the Tszil Learning Centre in Mount Currie
Implemented	Launched University One for Indigenous Learners program and allocated \$12,000 for student financial support
In progress	Development of a comprehensive collections policy that takes into account the languages, cultures and territories of the Nations that the University serves, including the Lil'wat, Sechelt, Squamish and Tsleil-Waututh communities
In progress	TRC 63: Updating the library catalogue subject headings to reflect Indigenous frames of reference and principles of knowledge organization

Appendix C: Planning Priorities and Actions—Envisioning 2030, Campus Master Plan and Internationalization Priorities

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

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

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"> ▪ Continue to advance Capilano University's alumni engagement initiatives ▪ Continue to engage our communities in agile consultation processes to better understand needs and trends ▪ Communicate and explain our values to the communities we serve in order to build awareness and to increase interest in, and financial support of, Capilano University ▪ Continue to grow the number of touch points and partnerships with our communities ▪ 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 	<ul style="list-style-type: none"> ▪ Use innovative processes to identify opportunities to connect and engage with our communities in order to become a key problem-solving partner ▪ Translate CapU's engagement with our communities into learning and growing opportunities for all 	<ul style="list-style-type: none"> ▪ Maintain boundless interactions and outreach with communities by sharing talent, knowledge, capabilities and resources

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

GOAL 3:

Instill 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">▪ Continue to advance Capilano University's Human Rights, Diversity, Inclusion and Equity policies and initiatives▪ 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▪ Embrace the federal government's equity, diversity and inclusion framework for inclusive research through its Dimensions program▪ 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	<ul style="list-style-type: none">▪ Collaborate with our internal and external communities to advance equity, diversity and inclusion initiatives	<ul style="list-style-type: none">▪ Be recognized as leaders in best practices, policy, research and scholarly activity in equity, diversity and inclusion



DISTINCT UNIVERSITY EXPERIENCE

GOAL 1:

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

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

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



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"> ▪ 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 ▪ Develop and implement an action plan to integrate and coordinate diverse initiatives and efforts to indigenize and decolonize education and campuses at Capilano University ▪ 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 ▪ 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 	<ul style="list-style-type: none"> ▪ Update Capilano University's Indigenization and decolonizing plan by incorporating emergent trends and models, including Indigenous epistemologies and culture ▪ Continuously strengthen Capilano University's engagement and connection with our First Nations communities to better understand their needs 	<ul style="list-style-type: none"> ▪ Identify imaginative approaches through creative and scholarly activity and research to further Indigenize and decolonize education

GOAL 5:

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

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">▪ Promote the concept of continuous improvement as a way to actualize passion and potential▪ Generate and provide new strategies, frameworks and resources to enable reflective practice▪ 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	<ul style="list-style-type: none">▪ Assess the impact of reflective practice on the health and well-being of learners and employees▪ Assess the impact of reflective practice on learner satisfaction rates▪ Assess the impact of reflective practice on operational efficiencies	<ul style="list-style-type: none">▪ N/A

CAMPUS MASTER 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
Natural Areas	<ul style="list-style-type: none"> Enhanced natural connections Outdoor spaces for learning and socializing Restoration Drought-tolerant and native species Traditional uses Protected areas
Formal Landscaped Areas	<ul style="list-style-type: none"> Plazas Courtyards Outdoor classrooms Pavilions North-south spine East-to-west pedestrian promenade Greenways Community gardens Places for ceremony
Hydrology & Rainwater	<ul style="list-style-type: none"> Wetlands Integrated stormwater management Irrigation
Public Art	<ul style="list-style-type: none"> Public art
Programming Opportunities	<ul style="list-style-type: none"> Events Passive recreation Active recreation Living laboratory

Sense of Arrival

A clear sense of arrival:

- Northern Transit Exchange
- Purcell Way
- Southern Access Road

Potential Future Development Sites

Priority will be for sites that:

- Do not encroach on existing natural spaces;
- Serve to further animate the north end of campus, especially sites that are on existing surface parking;
- Reinforce and animate the Perimeter Road; and
- Enforce the concept of a compact campus, where building development encourages synergies.

Where needed or possible, expand existing buildings to reinforce open spaces and connections.

When possible, give priority to development that occurs on the north end of Campus or that takes place on existing building footprints.

Encourage mixed-use buildings to encourage a village-like environment.

Encourage future development to foster collaboration and knowledge exchange through the programming of buildings.

Active uses:

- 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.
- Outdoor classrooms.



Built Form Guidelines

Character:

- Development shall be responsive to the natural form and character of campus, including the topography;
- Materials should be locally sourced when possible, durable and sustainable, with a visually coherent palette;
- Development shall encourage expression of First Nations culture in building and site design; and
- New development should visually and spatially connect the indoors to the outdoors, encouraging interaction with nature and the environment.

Orientation and scale:

- Orient buildings to reinforce open spaces and pedestrian pathways by:
 - Providing entrances that connect directly to sidewalks and pathways;
 - Providing frontages that face open spaces;
 - Reducing setbacks along the Perimeter Road; and
 - Avoiding large blank walls, especially at ground level, and uninterrupted building massing.

Visual permeability:

- 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; and
- Buildings shall include broad windows to create a connection to surrounding natural areas.

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.

Energy & GHG Reduction

GHG reduction target of 67% below a 2007 baseline by 2020.

Building requirements and constraints:

- Passive-first approach;
- Building orientation;
- Shape and massing;
- Alternative energy sources;
- Integrated design;
- Integration with nature;
- Green building certification; and
- Life cycle of materials.



MOBILITY

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

ACTION FOCUS	IMPLEMENTATION TARGETS
Pedestrian Network	<p>Diverse circulation routes.</p> <p>Maintain the existing network of trails and paths throughout campus.</p> <p>Direct connection between major destinations on campus.</p> <p>Safety and security:</p> <ul style="list-style-type: none">▪ Ensure a sense of safety throughout campus through:<ul style="list-style-type: none">▪ Effective pedestrian-oriented lighting▪ Design future development to have transparent building facades, with orientation to allow for natural surveillance.▪ Apply the principles of crime prevention through environmental design (CPTED) in all future development on campus. <p>University Accessibility:</p> <ul style="list-style-type: none">▪ Enhance connections to better allow those who are differently-abled to move around campus freely and safely.▪ New development shall provide direct connections to the existing pedestrian network.▪ Improved connections to existing pedestrian trails and pathways in the surrounding community. <p>Access:</p> <ul style="list-style-type: none">▪ Provide a continuous pedestrian sidewalk and establish highly visible pedestrian crossings at key connection points around the Perimeter Road; and▪ Ensure that sidewalks connect effectively to the internal trail system.
Wayfinding	<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>
Cycling	<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 be located in a secure environment at all times.</p>

Transit

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.

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.

Digital information on routes and route timing shall be displayed in key areas around campus, such as in the Birch Cafeteria.

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.

Vehicular Circulation, Parking And Servicing

The future main vehicular access will be the South Access Road. Vehicular access will still be maintained through Purcell Way and Entrance 2.

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.

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.

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.

Service areas and loading bays shall be dispersed throughout campus, so as to minimize impact.

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.

Reduce the negative visual impacts of surface parking and inefficient use of space where possible by:

- Developing parking structures in conjunction with new development on the north end of campus, either within or under new buildings;
- Not providing a net increase of parking;
- Planting shall be provided to reduce the visual impact of surface parking lots, with consideration for clear sightlines to ensure safety;
- Priority placement of accessible parking;
- Parking lots shall be designed with consideration for CPTED principles; and
- Introduce rainwater management strategies for all campus parking lots.



Transportation Demand Measures (TDM)

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.

Other TDM:

- Set 5-year mode targets, which can be measured against transportation surveys;
- Review the feasibility of a bike-share program;
- Increase parking fees, with additional revenues set aside for TDM;
- Work with TransLink and Coast Mountain Bus Company to provide efficient, frequent and reliable transit service that supports the Northern Transit Exchange;
- Provide residences on campus to reduce commuting by students; and
- Improve pedestrian and cycling facilities and connections to the community and the District.

The Perimeter Road

Provide a continuous circulation loop around campus by reopening Skeena Road to connect to Purcell Way.

Future development should be located near the Perimeter Road, with minimal setbacks and entrances and plazas oriented to the street so as to enhance the circulation road as a people place.

Rename the Perimeter Road to underscore its continuity, exploring opportunities for inclusion of a name that honours North Shore Indigenous culture and communities.

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.



INTERNATIONALIZATION PRIORITIES

Diversify and Stabilize our International Student Population

- Develop strategic enrolment management targets and practices
- Establish international recruitment strategy and plan
- Generate international student scholarships
- Implement classroom management

Ensure International Student Success

- Enhance admissions and advising processes and practices
- Enhance pre-departure programming and engagement
- Enhance retention and engagement practices
- Maintain academic integrity
- Achieve strong success rates, standards and targets
- Enhance teaching and learning support for international learners

Increase Global Engagement across the Institution

- Revise and enhance balanced and beneficial international student and faculty exchange programs
- Enhance and diversify international field schools
- Engage internationalization of curriculum and programming across the University
- Engage faculty and administration in international conferences and organizations, and raise related global contributions and profile
- Increase global citizenship across the learning community
- Engage global alumni
- Develop an international student and activities fund

Build a Global Brand for Quality and Innovation

- Create quality and distinctive international programs that enhance global brand recognition for CapU
- Create mutually beneficial and engaging international program partnerships
- Generate and implement international projects for various areas of university specialization
- Develop international research activities and partnerships
- Create and implement CapU Gap Year programming and partnerships

Secure Effective Procedures for International Education

- Enhance policy framework for international contracts and practices
- Centralize international procedures and practices with the Centre for International Experience for clarity and continuity
- Enhance, diversify and communicate international risk management procedures and practices
- Develop effective Customer Relations Management (CRM) system for international education
- Enhance communications and marketing and related international digital media profile



Appendix D: Consultation Timelines for Capilano University Three-Year Review of Sexual Violence & Misconduct Policy

Consultation Action	Date	Collaborators
Initial consultation with CSU, HR and Student Affairs	September 2019	CSU/HR
Research into promising practices, review of other policies; Ministry discussions; discussions with campus partners to support policy revisions	September 2019–December 2019	Student Rights and Responsibilities Advisor research and outreach
Complete draft policy and procedures revisions	December 2019/March 2020	
Send policy drafts to Privacy Office for review	March 2020/May 2020	Privacy Office
Share drafts with CSU and CSU Board and Collectives for initial student feedback	March 2020	CSU
Exec team meeting	March 18, 2020	Exec members
Consult with various campus representatives through email and online meetings, including Sechelt and Tszil campuses and host Nations	March 2020–July 2020	Departments under Student Affairs, CIE, CTE, FNSS, Security, Library, CFA, student groups, etc.
Consult with external experts in trauma-informed practices	May–June 2020	Myrna McCallum, Natalie Clark
SLC meeting	August 12, 2020	Senior Leadership
Online open consultation	August 17–August 31, 2020	All campus community members
Posted through Frontlines, links on website, through CSU online and social media promotion		
Board Policy and Planning Committee meeting	September 9, 2020	Leadership
Board of Governors meeting	September 29, 2020	Board of Governors



