



SENATE MEETING

Tuesday, September 11, 2018 4:00 – 6:00 pm
Capilano University – LB 322

AGENDA

Acknowledgments

We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.

1. **Welcome**
2. **Approval of the Agenda - Decision** Senate Members
3. **Approval of the August 21, 2018 Minutes – Decision** Senate Members
Schedule 3
4. **Senate Orientation** Debbie Schachter
5. **Correspondence Received – None**
6. **Business Arising**
 - 6.1 Volunteers for Senate Subcommittees – *Information* Majid Raja
Schedule 6.1
 - 6.2 By-election Update – *Information* Toran Savjord
7. **New Business**
 - 7.1 Call for Honorary Degree and Faculty Emeritus Candidates – *Information* Majid Raja
 - 7.2 S2015-03 Senate Student Appeals Policy
S2015-02 Senate Student Appeals Committee Mandate and Structure
S2015-02-01 Senate Student Appeals Committee Procedure
Motion to Rescind – *Decision* Laureen Styles
Schedule 7.2
 - 7.3 Graduates – *Decision* Toran Savjord
8. **Committee Reports**
 - 8.1 Academic Planning and Program Review Committee
8.1.1 Stage 1 – BA Major in English – *Decision* Michael Thoma
Schedule 8.1.1
 - 8.2 By-law, Policy and Procedure Committee – No Report



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| 8.3 Curriculum Committee –
August 17, 2018 – Agenda Package / August 17, 2018 Draft Minutes | Deb Jamison |
| 8.3.1 Resolution Memorandum – <i>Decision</i> | Schedule 8.3.1 |
| 8.4 Instructional Technologies Advisory Committee – No Report | |
| 9. Other Reports | |
| 9.1 Chair of Senate – <i>Information</i> | Paul Dangerfield |
| 9.2 Vice Chair of Senate – <i>Information</i> | Majid Raja |
| 9.3 VP Academic and Provost – <i>Information</i> | Laureen Styles |
| 9.4 Board Report – <i>Information</i> | Duncan Brown |
| 10. Discussion Items | |
| 11. Other Business | |
| 12. Information Items | |



SENATE MEETING

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MINUTES

Present: Paul Dangerfield (Chair), Sean Ashley, Duncan Brown, Brent Calvert, Dilnavaz Dhillon, Caroline Depatie, Marnie Findlater, Robin Furby, Kyle Guay, Michelle Gervais, Ted Gervan, Deb Jamison, Aurelea Mahood, Brad Martin, Joshua Millard, Lauren Moffatt, Corey Muench, Adam Sale, Debbie Schachter, Jaswinder Singh, Judy Snaydon, Laureen Styles, Toran Savjord, Michael Thoma, Diana Twiss, Halia Valladares, Mark Vaughan, Stephen Williams, Recording Secretary: Mary Jukich

Regrets: Cyndi Banks, David Fung, Aisha Lakhdhir, Majid Raja, Ekaterina Sergeeva, Graeme Sleep, Carleen Thomas, Stephanie Wells

Acknowledgement

We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.

The Chair called the meeting to order at 4:00 pm.

1. Welcome

In the absence of Stephanie Wells, Kyle Guay assumed voting rights for the Faculty of Global and Community Studies.

2. Approval of the Agenda

*Moved by Paul Dangerfield and seconded by Caroline Depatie:
To adopt the agenda.*

CARRIED

3. Approval of the Minutes

A typographical error was noted.

*Moved by Paul Dangerfield and seconded by Caroline Depatie:
To adopt the amended June 6, 2018 minutes.*

CARRIED

4. Correspondence Received

No correspondence was received.



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MINUTES

5. Business Arising

5.1 Senate Cap Core Implementation Ad Hoc Committee

Presented by: Laureen Styles

Laureen Styles reported that she met with Paul McMillan with regard to the work of the Senate Cap Core Implementation Ad Hoc Committee and the next steps for Cap Core.

Work is underway with sorting out the necessary and needed supports of Cap Core for students and faculty. The next phase will include repopulating a Cap Core committee to move forward this year that would be focussed on refining the implementation of degrees and work emerging from certificates and diplomas. As the work will be more on implementation and not on academic governance, it was suggested that it may be appropriate to have a working group struck by the VP Academic's Office. In this regard, although a motion was not presented, Senate indicated agreement that a working group be struck by the Office of the Vice President Academic & Provost to oversee the implementation of Cap Core.

5.2 Research Task Force

Presented by: Debbie Schachter

All members of the Research Ethics Board have been appointed by the President's Office, with the exception of the community member. There is an interim Chair in place and a permanent Chair will be elected by the Board.

5.3 Self-Evaluation Committee

Presented by: Paul Dangerfield

Recommendations from the recent Senate self-evaluation survey will be brought to the orientation. Senators were also invited to forward any further recommendations to the Chair, Vice-Chair and the Senate Administrative Assistant.

6. New Business

6.1 Senate Orientation

Presented by: Debbie Schachter



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Work is underway in preparing for the orientation scheduled for Tuesday, September 11th.

6.2 Volunteers for Senate Subcommittees

Presented by: Paul Dangerfield

Senators were requested to volunteer to serve on the various Senate subcommittees. A reminder email with a copy of the subcommittee listing will be distributed to Senators.

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Michael Thoma

Senate was presented with the Stage 1 – Bachelor of Human Kinetics. On review of the proposal, an error was noted between the Sustainability Worksheet (page 6 of 12) and the Proposal (page 20 of 26). The Sustainability Worksheet indicates instructional totals of 11.83 whereas the Proposal indicates a total of 12.08. It was reported that the budget presented in the Proposal will work, and the discrepancy will be sorted out. As a result of the noted error, it was suggested that further discussion is needed to refine the process between Academic Initiatives and the Senate Academic Planning and Program Review Committee, as well as determine responsibility for review of the Sustainability Worksheet.

On review of the proposal, the following recommendations were presented:

- HKIN add a reference to Cap Core in *Section A. System Context* in the System Coordination/Program Duplication section of the Stage 1 Proposal for the degree in advance of the document being presented to the Board on Tuesday, September 25.
- In terms of the program offerings and in terms of what makes this program unique and distinct, that inclusion of motion capture technology along with force place technology would give the program an additional unique capability that most other similar programs wouldn't have. Motion Capture technology is a key component these days in terms of analytics for movement specialists.



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Members were reminded that the Senate responsibility is the academic integrity of the program whereas the role of the VPA and Board is to make sure the budget and program is sustainable. As well, the proposal is at Stage 1, and there will be a Stage 2 and site visit which will continue to define the program. In this regard, Senate was requested to consider moving the Stage 1 forward to the Board.

Michael Thoma moved and Michelle Gervais seconded:

18/36 That Senate recommends to the board approval of the Stage 1 – Bachelor of Human Kinetics.

CARRIED

7.2 By-law, Policy and Procedure Committee

A report was not provided as members for the subcommittee are not yet in place.

7.3 Curriculum Committee

Presented by: Deb Jamison

7.3.1 Resolution Memorandum

The resolutions brought forward from the June 8th, 2018 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and Caroline Depatie seconded:

18/37 SCC resolutions 18/84 to 18/90 be adopted by Senate.

CARRIED

7.4 Instructional Technologies Advisory Committee

A report was not presented as members for the subcommittee are not yet in place.

8. Other Reports

8.1 Chair of Senate

Paul Dangerfield, President, reported that he had an opportunity to attend the recent new employee orientation wherein approximately 60 new employees



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MINUTES

were welcomed to the University. Significant progress continues to be made in filling positions at the University that have been vacant, including in IR, Centre for Teaching Excellence and the Deans' positions.

Work continues on the Operating Plan priorities, building capacity and more students on campus.

With regard to more students on campus, review of processes across the campus continues and work is underway on the academic review and implementation of recommendations. More detailed reports are being generated and there may be an opportunity in the coming year to consider some changes to processes, including a review of the registration process.

The University is halfway between Q1 and Q2; however, there are still many unknowns.

Many projects are underway with respect to retaining students and student success, including the student commons and other initiatives for more students on campus.

Everyone was invited to the President's Perspective, on Thursday, August 23rd in the Bosa Centre. Paul will present a recap on projects and accomplishments to date, the Operating Plan, ideas about innovations, and CapU's 50th anniversary celebration.

8.2 Vice Chair Senate

A report was not provided as the Vice Chair was absent.

8.3 VP Academic and Provost

Laureen Styles, VP Academic and Provost reported on her two key priorities; learning about Capilano University and moving initiatives forward.

The program review process is moving forward and collective work is underway with the reviews. Site visits are scheduled for the fall, and consultations are ongoing with the Deans with regard to the program review cycle.



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Work continues with Toran Savjord, VP, Strategic Planning, Assessment and Institutional Effectiveness on student enrolment.

8.4 Board Report

The following report was provided by Duncan Brown, Board Representative:

The Board met on June 19, 2018.

- The Board reviewed the 2018/19 Operational Plan and the draft Campus Master Plan.
- The Board approved the Bachelor of Science, General Stage 1 for Minister of Advanced Education, Skills and Training approval.
- The Board approved the Consolidated Financial Statements and the Executive Compensation Disclosure Statement for the year ended March 31, 2018 and appointed KPMG as the University's auditors for 2018/19.
- The Board reelected Soon Kim as Chair and Christopher Doll as Vice Chair.
- The Board dissolved its Academic Review Committee and requested a review of the University Act, Ministry of Advanced Education, Skills and Training procedures, and academic policies to ensure the process for academic matters is streamlined from Senate to the Board.
- The Board approved the Terms of Reference of its Executive Committee, Governance Committee, Policy and Planning Committee, Finance and Audit Committee and Investment Management Committee.
- The Board reviewed the Board's 2018 Self-Assessment Survey.
- The Board approved several new policies:
 - B.511 – Discrimination, Bullying and Harassment Policy
 - B.512 – Human Rights, Diversity, Inclusion and Equity Policy
 - B.202 – Policy on Tuition and Other Fees Policy
 - B.109 – Student Appeals Policy



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- The Board's Policy and Planning Committee sent Policy B.513 – Qualifications for Faculty to the Senate By-law, Policy and Procedure Committee to seek Senate's advice, as per the policy development process outlined in Section 5.2 of B.102 – Policy Development and Management.
- The Cap U Foundation held its AGM on June 21, 2018.

9. Discussion Items

Senators were requested to consider volunteering at student orientation on September 4th, and the Capfest Celebration on September 22nd.

10. Other Business

No other business was presented.

11. Information Items

No information items were presented.

There being no further business, and on motion duly made and seconded, the meeting was adjourned at 5:28 pm.

Next Meeting: Tuesday, September 11th, 2018

SENATE SUBCOMMITTEES
August 2018 – June 2019

Academic Planning and Program Review Committee

Membership: Senators and non-Senators

Meetings: 2nd Tuesday of the Month - 4:00 - 6:00 pm

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Majid Raja (BUS)
VP Academic & Provost	Laureen Styles
Dean	Brad Martin
Faculty	Michael Thoma (F&A)
Faculty	Tom Flower (A&S)
Faculty	Stephen Williams (EDU)
Faculty	Jane Raycraft (GLOB)
Faculty	Darcie Hillebrand (BUS)
Faculty	Mark Vaughan (A&S)
Faculty	Judy Snaydon (F&A)
Faculty*	
Staff	Marnie Findlater
Staff	Michelle Gervais
Student	
Student	
(Non-Voting) Resource Members	
Administrator	
Administrator	Jillian Feist
Manager, Institutional Research or Designate	Dan Kelly

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.

SENATE SUBCOMMITTEES
August 2018 – June 2019

Budget Advisory Committee

Membership: Senators

Meetings: November 2018 – March 2019;
Schedule is determined at first meeting

(Voting)	
Vice-Chair of Senate	Majid Raja
Administrator	
Administrator	
Faculty	Deb Jamison
Faculty	Michael Thoma
Faculty	Lauren Moffatt
Faculty*	
Staff	Marnie Findlater
Student	
Ex-Officio Member (Non-Voting)	
Chair of Senate	Paul Dangerfield
VP Finance and Administration	Jacqui Stewart

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.

SENATE SUBCOMMITTEES
August 2018 – June 2019

By-law, Policy and Procedure Committee

Membership: Senators and non-Senators

Meetings: 2nd and 4th Tuesday of the month – 1:00 – 2:30 pm.

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Majid Raja
Administrator	
Faculty	Stephen Williams
Faculty	
Faculty	
Faculty*	
Staff	Marnie Findlater
Student	
(Non-Voting) Resource Members	
Administrator	

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SENATE SUBCOMMITTEES
August 2018 – June 2019

Instructional Technologies Advisory Committee

Membership: Senators and non-Senators

Meetings: (Previously 4th Tuesdays)

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Majid Raja
Dean	Aurelea Mahood
University Librarian	Debbie Schachter
Faculty Members – Please note that the membership list of this committee is currently not final. SITAC may only have 5 voting members from faculty.	Adam Sale Brent Calvert Daniel Yasinski Karen Yip Lydia Watson Bill van Luven Michel Castagne
Faculty*	
Staff	Jaswinder Singh
Student	
(Non-Voting) Resource Members	
VP Academic and Provost	Laureen Styles
Chief Information Officer or Designate	
Registrar or Designate	Shelly Graff
Centre for Teaching Excellence Representative	
Manager, Web & Instructional Technology	Teodora Dotzeva
Student	

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SENATE SUBCOMMITTEES
August 2018 – June 2019

Vice-Chair Nominating Committee

Membership: Senators

Meetings: TBD - One or two meetings between May and June

Administrator	
Faculty	Lauren Moffatt
Faculty	Kyle Guay
Staff	Michelle Gervais
Student	

Self-Evaluation Committee

Membership: Senators

Meetings: TBD - One or two meetings between May and June

Administrator	Debbie Schachter
Faculty	Majid Raja
Faculty	Caroline Depatie
Faculty	
Staff	Michelle Gervais
Student	

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.

SENATE SUBCOMMITTEES
August 2018 – June 2019

Tributes Committee

Membership: Senators
Meetings: As and When

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Majid Raja
Administrator	
Faculty	Deb Jamison
Faculty	Corey Muench
Faculty	Kyle Guay
Faculty*	
Staff	Michelle Gervais
Student	
Ex-Officio Member (Non-voting)	
Executive Director, Advancement	Irene Chanin

Naming Opportunities Committee (Senators)

Membership: Senators
Meetings: As and When

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Majid Raja
Administrator	
Faculty	Deb Jamison
Faculty	Corey Muench
Faculty	Kyle Guay
Faculty*	
Staff	Jaswinder Singh
Student	
Ex-Officio Member (Non-Voting)	
Executive Director, Advancement	Irene Chanin


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SENATE SUBCOMMITTEES
August 2018 – June 2019

Curriculum Committee (Senators and non-Senators)

DAC Recommends to Senate (2 Year Term)	
(Voting)	
Humanities	(Vacant)
Social Sciences	Sean Ashley
Science, Technology, Engineering and Mathematics	Deanna Baxter
Motion Picture Arts	Seanna McPherson
Design	Pascal Milelli
Performing Arts	David Geary
Business, International Programs, Projects and Partnerships	Darcie Hillebrand
Applied Business, Legal Studies, Communications	Deb Jamison
Tourism and Outdoor Recreation Management	Caroline Depatie
Health and Education	Rachel Yu
Global Stewardship, Public Administration & Human Kinetics	Caroline Soo
Access and Academic Preparation	Michelle Gunness
Library	Jocelyn Hallman
Student Services	Keith Lam
Students (1 Year Term)	
Administrators (VP)	Laureen Styles
Dean	Brad Martin
Dean	Halia Valladares
Dean	
Registrar	(Vacant)
One Academic Advisor	Shahnaz Darayan
Director of Continuing Studies & Executive Education	(Vacant)
Chair or Vice-Chair of Senate	Paul Dangerfield / Majid Raja
(Non-voting)	
Chair	Deb Jamison

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2015-03	Vice-President Academic and Provost		
Policy Name			
Student Appeals			
Approved by	Replaces	Category	Next Review
Senate	S1999-03 Academic Appeals	B	2020
Date Issued	Date Revised	Related Policies, Reference	
May 2015	November 2015	S2015-02 SSAC Mandate and Structure	

1. OVERVIEW

- 1.1 This policy outlines when and how students can appeal academic determination or non-academic determinations.
- 1.2 Prior to filing an appeal under this policy, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by other Capilano University’s policies and procedures.

2. SCOPE

- 2.1 The original determination stays in effect unless and until it is overturned on appeal. This means that submitting an appeal will not prevent the decision being appealed from being enforced.
- 2.2 This policy has no jurisdiction to consider a decision where the sole question in the student’s appeal is based on a question of academic judgment.
- 2.3 Senate Student Appeals Committee (SSAC) has sole jurisdiction to hear and make a final adjudication of appeals based on an academic decision or non-academic appeal not otherwise delegated to another body.

3. DEFINITIONS

Academic Appeals include:

- Appeals regarding the procedural fairness on how the determination was made under the Final Grade Appeal Policy;

- Appeals regarding the procedural fairness on the determination of the sanctions imposed on students under the Student Academic Integrity Policy; or,
- Appeals regarding the procedural fairness on how the determination made under any other University Policy that impacts a student’s academic standing, including WE, admissions, and readmissions.

Appellant – the student who claims an injustice or error has occurred.

Balance of Probability – the standard of proof used to determine findings of fact, requiring the evidence shows that the initial violation is more likely than not to have occurred.

Non-Academic Appeals include:

- Appeals regarding the procedural fairness on the determination of sanctions imposed on students under the Student Code of Conduct Policy;
- Appeals regarding the procedural fairness on the determination of sanctions imposed on students under the Sexual Violence and Misconduct Policy; or,
- Appeals regarding the procedural fairness on the determination made under any other University Policy that impacts the student’s non-academic standing.

Respondent – the University instructor or administrator whose decision or determination is being appealed.

Procedural Fairness - is violated when the decision maker is biased or their conduct or statements raise a reasonable apprehension of bias. A student has the right to a fair and impartial hearing and a fair and impartial decision maker(s).

4. GROUNDS FOR AN APPEAL AND INITIATING AN APPEAL

4.1 In any appeal, the appellant must articulate the grounds for an appeal. All appeals are limited to the following grounds:

- On the balance of probabilities, that an injustice or error occurred when the decision was made;
- A policy was incorrectly applied; or,
- Important evidence was missing.

4.2 Within twenty-one (21) calendar days of receipt of the decision from the lower level, the appellant shall complete their application for appeal (see Student Appeals Procedures) and deliver it to the Registrar (see instructions online).

4.3 If the determination that is being appealed was made by the Registrar, the Vice-President Academic and Provost will appoint an administrator, who has received the relevant training, to act as Chair of the Senate Student Appeals Committee for the duration of the appeal. The Vice-

President Academic and Provost will inform the appellant of who is the Chair as soon as the decision is made.

4.4 No matter shall be referred to the Senate Student Appeals Committee (SSAC) unless the appellant has completed, to the satisfaction of the Registrar (or designate), the application for appeal. The Registrar (or designate) will notify the appellant, through their official email address, of any deficiencies in the application. If these deficiencies are not corrected within the timeframe specified by the Registrar (or designate), the appeal may be disallowed for lack of completeness or for non-compliance with procedures.

5. SENATE STUDENT APPEALS COMMITTEE

5.1 The SSAC will create impartial tribunals to hear and determine appeals on Academic Appeals or Non-Academic Appeals (see S2015-02).

5.2 The Chair of SSAC will be the Registrar (or designate).

5.3 Composition of the voting membership of SSAC will be as follows:

- Five faculty members, who are Senators, with a minimum of one from each Faculty;
- Five faculty members, who are not members of Senate, and are drawn from each Faculty;
- Two students who are Senators;
- Two students who are not Senators;
- One staff member who is a Senator; and,
- Two staff members who are not Senators.

The Vice President Academic and Provost and the Associate Vice-President Student Success will be ex officio members of SSAC.

5.4 The Registrar, in consultation with the Office of Student Affairs, will arrange for relevant annual training for all members of the committee.

6. TRIBUNALS


6.1 When an appeal is scheduled, the Registrar (or designate) will name a three member tribunal to hear and determine that appeal. The three members of the tribunal will be members of SSAC. The Registrar (or designate) will not sit on tribunals.

6.2 For Academic Appeals, the tribunal will consist of two faculty members and one student.

6.3 Normally for Non-Academic Appeals, the tribunal will consist of one faculty member, one staff member, and one student. In the case of a highly sensitive matter, such as an appeal under the

Sexual Violence and Misconduct Policy (B. 401) no student representatives will be included. In these cases, an extra faculty member will be added to the tribunal.

- 6.4 The tribunal will select a hearing chair from among the faculty members or staff members. Students are not able to chair tribunals.
- 6.5 The lack of availability of a student member will not prevent a tribunal from proceeding within the time frames required in the procedures.
- 6.6 If a faculty member or a staff member is not able to complete their duties on a tribunal, they must inform the Chair as soon as possible so that a new tribunal can be formed.
- 6.7 It is vitally important that the appeal tribunal be neutral, and to appear to be neutral, in the matter under consideration. Any actual or apparent conflict of interest will disqualify a SSAC member from sitting on a particular tribunal. The Registrar (or designate) will be responsible for ensuring that no tribunal member is in a conflict of interest. Examples of a conflict include situations where the member:
- teaches, works or is enrolled in the same program area as the appealing student;
 - has a personal relationship with the appealing student or the official who imposed the discipline or grade; or
 - has some personal experience or professional involvement with the matter under appeal.
- 6.8 If any SSAC member knows or suspects that any tribunal member has a conflict of interest that they have not declared, that SSAC member has a duty to report that conflict to the Registrar (or designate). The Registrar (or designate) will convene a meeting of SSAC to consider the report and, if necessary, vote on tribunal membership. The Registrar (or designate) will not vote. If external advice is required the Vice-President Academic and Provost will obtain that advice.
- 6.9 This same process will apply when a student complains of a conflict on the part of a tribunal member.

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2015-02	Vice President Academic and Provost		
Policy Name			
Senate Student Appeals Committee Mandate and Structure			
Approved by	Replaces	Category	Next Review
Senate	S1999-03 Academic Appeal	B	2020
Date Issued	Date Revised	Related Policies, Reference	
May 2015	May 2015	S2015-03 Senate Student Appeals Policy	

1. OVERVIEW

This policy establishes the Senate Student Appeals Committee (SSAC) and sets out its mandate and structure.

2. MANDATE AND LEGAL FRAMEWORK

Section 35.2(5)(j) of the University Act requires the Senate to “set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals”.

SSAC will create impartial tribunals to hear and determine appeals on grade and other academic matters and appeals regarding penalties imposed on students for academic misconduct. SSAC will also establish the final appeal tribunals for discipline imposed on students for general misconduct.

3. SSAC MEMBERSHIP

The Chair of SSAC will be nominated and elected as per the Senate By-Laws.

Members of SSAC other than the Chair will also be members of Senate and will be elected by Senate as per the Senate By-laws. SSAC will be composed of the Chair plus nine voting members, as follows:

- 3.1. Five faculty members, with a minimum of one from each Faculty;
- 3.2. Two staff members; and
- 3.3. Two students.

The Chair of SSAC will arrange for relevant annual training for all members of the committee, including the Chair.

The Registrar and Vice President Academic and Provost will be ex officio members of SSAC.

4. TRIBUNALS

When an appeal is scheduled, the Chair of SSAC will name a three member tribunal to hear and determine that appeal. The three members of the tribunal will be members of SSAC. The Chair of SSAC will not sit on tribunals.

The tribunal will consist of two faculty members and one student, or in the case of non-academic misconduct, one faculty member, one staff member, and one student. The tribunal will select a hearing chair from among themselves.

The lack of availability of a student member will not prevent a tribunal from proceeding within the time frames required in the procedures.

It is vitally important that the appeal tribunal be neutral, and to appear to be neutral, in the matter under consideration. Any actual or apparent conflict of interest will disqualify a SAC member from sitting on a particular tribunal. The Chair of SSAC will be responsible for ensuring that no tribunal member is in a conflict of interest. Examples of a conflict include situations where the member:

- 4.1. teaches, works or is enrolled in the same program area as the appealing student;
- 4.2. has a personal relationship with the appealing student or the official who imposed the discipline or grade; or
- 4.3. had some personal experience or professional involvement with the matter under appeal.

If any SSAC member knows or suspects that any tribunal member has a conflict of interest that he or she has not declared, that SSAC member has a duty to report that conflict to the Chair of SSAC. The Chair of SSAC will convene a meeting of SSAC to consider the report and, if necessary, vote on tribunal membership. The Chair will not vote. If external advice is required the Vice-President Academic and Provost will obtain that advice.

This same process will apply when a student complains of a conflict on the part of a tribunal member.

5. HEARING PROCEDURES

Senate will create written hearing procedures in consultation with the Vice-President Academic and Provost.


Hearing procedures will be guided by the principles of natural justice. In particular, students have the right to:

- 5.1. Know in advance who will be on the tribunal;
- 5.2. Make submissions to the tribunal in writing;
- 5.3. Receive copies of all submissions made to the tribunal;
- 5.4. Enter a written reply to all submissions;
- 5.5. Request an oral hearing and make written submissions in support of that request; and
- 5.6. Receive a timely, written decision that gives a final disposition of the appeal.

6. RECORD KEEPING

Each appeal file, including a copy of the final decision, will be kept by the Senate Committees Clerk.

The Registrar's office will place a copy of the decision letter sent to the appellant in the student's file.

 CAPILANO UNIVERSITY		PROCEDURE	
Procedure No.		Officer Responsible	
S2015-02-1			
Procedure Name			
Senate Student Appeals Committee Procedure			
Policy This Procedure is Under		Date of Next Policy Review	
S2015-02 Senate Student Appeals Committee Mandate and Structure S2015-03 Senate Student Appeals		January 2016	
Date Issued	Date Revised	Related Policies, Reference	
September 2015			

The Senate Student Appeals Committee (SSAC) Mandate and Structure (Policy S2015-02) requires the Senate to create written procedures in consultation with the Vice-President Academic and Provost. These procedures govern the conduct of an appeal.

1. An appeal form will be available online. The form will require students to provide the following information:
 - a. all relevant information regarding the appeal including all attempts to resolve the matter;
 - b. any supplemental materials;
 - c. the available grounds for appeal;
 - d. whether the student wants an oral hearing, and if so, for what reason; and,
 - e. the student's contact information.

The deadline for submitting the form is within 21 calendar days of the decision which is being appealed. This will be clearly stated on the form.

2. Students will file an appeal by completing the form and submitting it to the Chair, Senate Student Appeals Committee, along with any supplemental materials.
3. The Chair, SSAC will designate a person who, for the purposes of this procedure, will be named the Case Manager. The Case Manager will speak to the student by phone or in person before the appeal is submitted to SSAC. The purpose of the conversation is to ensure the student understands the

appeal process, possible outcomes, timelines, and the potentially limited grounds for appeal. The Case Manager must be from the following list:


- A dean except the dean from which the appeal originates;
 - Manager, Student Affairs and Services;
 - Harassment/Conflict Resolution Advisor, or;
 - Registrar.
4. The Case Manager must find out whether the student has retained counsel in the matter, or intends to. If the student has retained counsel, the Vice-President Administration and Finance must be informed by the Case Manager to determine whether the University should also retain counsel. All future communication with respect to the appeal will be with the student's lawyer, not with the student.
 5. The Case Manager will create a file containing the appeal form, any submitted supplemental materials, any history of prior discipline, and a summary of his or her conversation with the student. The file will be sent to the chair of SSAC.
 6. The chair of SSAC will review the file. If the student has requested an oral hearing, the chair will determine whether that is appropriate. The following factors will assist in that determination:
 - Whether credibility is in issue;
 - Whether there is relevant evidence that can only be received orally;
 - Whether an oral hearing will assist the tribunal in understanding the issues; and
 - The student's ability to communicate in writing.
 7. Each file will be adjudicated by a tribunal made up of three SSAC members, as per the requirements of Policy S2015-02. The chair will form a tribunal, taking into consideration the following:
 - Whether the appeal is academic or non-academic in nature;
 - Any conflicts of interest;
 - The availability and workload of each SSAC member; and
 - Whether a SSAC member is currently serving on a tribunal or tribunals.
 8. The chair will provide each tribunal member with a copy of the file. The tribunal members will elect a tribunal chair for the file from amongst themselves.
 9. The tribunal chair will then do the following:
 - identify all other parties relevant to the appeal;
 - contact those parties and ask for written submissions on the matter, to be provided within 15 calendar days;
 - once those submissions are made, provide copies to the student (or counsel) and ask for any written reply within 7 calendar days;

- provide reply materials to the other parties and, if appropriate, ask for a further response within 7 calendar days (i.e. if new issues or evidence are raised); and
- provide copies of all materials to the tribunal for review.

10. If an oral hearing is to be held, the tribunal will schedule that hearing within the next 30 calendar days and inform all parties in writing of their right to attend. The student appellant will be informed that his or her failure to attend will result in the appeal's denial. Oral hearings will be conducted under the Oral Hearing Procedures.

11. If no oral hearing is to be held, the tribunal will meet and make a determination of the issue.

The student, and any other relevant parties, will be informed of the tribunal's decision and reasons within 15 calendar days

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
B.109	Vice-President Academic and Provost		
Policy Name			
Student Appeals			
Approved by	Replaces	Category	Next Review
Board	S1999-03 Academic Appeals; S2015-03 Student Appeals	C	June 2023
Date Issued	Date Revised	Related Policies, Reference	
June 19, 2018		B.701 Student Code of Conduct B.401 Sexual Violence and Misconduct	

1 PURPOSE

- 1.1 This policy outlines when and how students can appeal academic determination(s) or non-academic determination(s).
- 1.2 Prior to filing an appeal under this policy, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by Capilano University's other policies and procedures.

2 DEFINITIONS

Academic Appeals include Appeals regarding:

- a. the procedural fairness in application of the Final Grade Appeal Policy;
- b. the procedural fairness on the determination of the sanctions imposed on students under the Student Academic Integrity Policy; or,
- c. the procedural fairness in application of any other University Policy that impacts a student's academic standing.

Appellant – a student who claims an injustice or error has occurred.

Balance of Probability – the standard of proof used to determine findings of fact, requiring the evidence to show that the initial violation is more likely than not to have occurred.

Determination – the conclusion of an appeal by the rendering of a final decision based on a balance of probabilities. Determinations include, but are not limited to, sanctions imposed by a dean, vice-president or president.

Non-Academic Appeals include Appeals regarding:

- a. the procedural and substantive fairness of the determination of sanctions imposed on students under the Student Code of Conduct Policy;
- b. the procedural and substantive fairness of the determination of sanctions imposed on students under the Sexual Violence and Misconduct Policy; or,
- c. the procedural and substantive fairness of the determination made under any other University Policy that impacts the student's non-academic standing.

Respondent – the University instructor or administrator whose decision or determination is being appealed.

3 SCOPE

- 3.1 The original determination stays in effect unless and until it is overturned on appeal. This means that submitting an appeal will not prevent the decision being appealed from being enforced.
- 3.2 This policy has no jurisdiction to consider a decision where the student's appeal is based on a question of academic judgment.
- 3.3 The Student Appeals Committee (SAC) has sole jurisdiction to hear and make a final adjudication of appeals based on academic decisions or non-academic decisions not otherwise delegated to another body.
- 3.4 SAC holds final decision-making authority regarding appeals it considers. The findings of SAC represent the final decision of the university.

4 GROUNDS FOR AN APPEAL

In any appeal, the appellant must articulate the grounds for an appeal. All appeals are limited to the following grounds:

- a. On the balance of probabilities, that an injustice or error occurred when the determination of fact was made;
- b. A policy was incorrectly applied;
- c. The adjudicating body exceeded its legitimate jurisdiction or authority; or,
- d. Important evidence was ignored.

5 INITIATING AN APPEAL

- 5.1 Within twenty-one (21) calendar days of receipt of the decision that the appellant wishes to appeal under this policy, the appellant shall complete their application for appeal (see B.109.1 Student Appeals Procedures) and deliver it to the Registrar (see instructions online).

- 5.2 If the determination that is being appealed was made by the Registrar, the Vice-President Academic and Provost will appoint an administrator who has received the relevant training to act as Chair of the SAC for the duration of the appeal. The Vice-President Academic and Provost will inform the appellant through their Capilano University email regarding whom the Chair is as soon as the decision is made.
- 5.3 No matter shall be referred to the SAC unless the appellant has completed to the satisfaction of the Registrar (or designate) the application for appeal.

6 STUDENT APPEALS COMMITTEE

- 6.1 The SAC will create impartial tribunals to hear and determine appeals.
- 6.2 The Chair of SAC will be the Registrar (or designate).
- 6.3 The voting membership of SAC will be as follows:
 - a. Faculty members who are Senators with a minimum of one from each Faculty;
 - b. Faculty members who are not Senators with a minimum of one from each Faculty;
 - c. One student who is a Senator;
 - d. Three students who are not Senators;
 - e. One staff member who is a Senator; and,
 - f. Two staff members who are not Senators.
- 6.4 The Registrar, in consultation with the Office of Student Affairs, will arrange for relevant annual training for all members of the committee.

7 TRIBUNALS

- 7.1 When an appeal is scheduled, the Registrar (or designate) will name a three-member tribunal to hear and determine that appeal. The three members of the tribunal will be members of SAC. The Registrar (or designate) will not sit on tribunals.
- 7.2 For Academic Appeals, the tribunal will consist of two faculty members and one student.
- 7.3 Normally, for Non-Academic Appeals, the tribunal will consist of one faculty member, one staff member and one student. In the case of a highly sensitive matter, such as an appeal under the Sexual Violence and Misconduct Policy (B. 401), no student representatives will be included. In these cases, an extra faculty member will be added to the tribunal.
- 7.4 The tribunal will select a hearing chair from among the faculty members or staff members. Students are not permitted to chair tribunals.

- 7.5 The lack of availability of a student member will not prevent a tribunal from proceeding within the time frames required in the procedures. A faculty or staff member will be added if no student member is available.
- 7.6 If a faculty member or a staff member is not able to complete their duties on a tribunal, they must inform the Chair as soon as possible so that a new tribunal can be formed.
- 7.7 The appeal tribunal must both appear to be and be neutral in the matter under consideration. Any actual or apparent conflict of interest will disqualify a SAC member from sitting on a particular tribunal. The Registrar (or designate) will be responsible for ensuring that no tribunal member is in a conflict of interest. Examples of a conflict include situations where the member
- a. teaches, works or is enrolled in the same program area as the appealing student;
 - b. has a personal relationship with the appealing student or the official who imposed the discipline or grade; or
 - c. has some personal experience or professional involvement with the matter under appeal.
- 7.8 If any SAC member knows or suspects that any tribunal member has a conflict of interest that they have not declared, that SAC member has a duty to report that conflict to the Registrar (or designate). The Registrar (or designate) will convene a meeting of SAC to consider the report and, if necessary, vote on tribunal membership. The Registrar (or designate) will not vote. If external advice is required, the Vice-President Academic and Provost will obtain that advice.
- 7.9 This same process will apply when a student complains of a conflict on the part of a tribunal member.

SENATE REPORT

AGENDA ITEM:	Stage 1, Bachelor of Arts with a Major in English, Honours in English, Minor in English, Minor in Creative Writing, and a Concentration in Creative Writing
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	September 11, 2018
PRESENTER:	M. Thoma

PURPOSE

The Bachelor of Arts: English Major is being developed to broaden degree options for Arts and Sciences students, broaden minor options for other degrees, to retain our existing Associate of Arts students and attract new domestic and international students.

BACKGROUND

The proposed credential is recommended in response to the institutional expansion of degree level offerings which currently include only 2 offerings under the Bachelor of Arts degree (a Major in Liberal Studies and a Major in Applied Behavioural Analysis – Autism). In terms of student demand, there has been high enrolment in upper-level English courses since Fall; 2011, and student surveys (2013, 2017) call for the development of an English Major, while the average number of applicants in both the English and Creative Writing courses have remained consistently high. The Major has been conservative in their enrolment projections based on current enrolment in the Associate of Arts degrees and historical data on past degree enrolment trends. The English Major will be self-funded through tuition.

DISCUSSION

The committee reviewed this proposal and made recommendations, which included clarification on how Honours is defined, as well as further consultation with the community and other post-secondary institutions.

RECOMMENDATION

THAT Senate approve the Stage 1 proposal for the following credentials move forward to the Board:

- Bachelor of Arts, Major in English
- Bachelor of Arts, Honours in English
- Bachelor of Arts, Minor in English
- Bachelor of Arts, Minor in Creative Writing
- Bachelor of Arts, Concentration in Creative Writing

The purpose of the Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as appendices.
- Use “n/a” or “non-applicable” for a criterion that does not apply and include a brief rationale.
- The submission should be concise and not exceed 12 pages or 4,000 words, excluding appendices.
- In red on to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION: Capilano University

PSIPS PROPOSAL #:

PROPOSED DEGREE: Bachelor of Arts, Major & Honours in English, with Minors and Concentration

Summary Description of Degree Program:

Capilano Faculty of Arts and Sciences is proposing a **Bachelor of Arts with a Major in English, Honours in English, a Minor in English, a Minor in Creative Writing, and a Concentration in Creative Writing**. This program is intended to create a range of English program options within the BA framework, to be completed in 8 semesters full-time but also accommodating part-time study.

Program curriculum and delivery model: Our Major program will train students in the fundamental areas of English literary scholarship across the global contexts of Anglophone literature from its canonical English “centre” to its vibrant outer-reaches. Students will develop skills in literary history, genre analysis, cultural studies, and other critical practices in a curriculum that is both traditional and forward-looking. The Major includes one 15-credit concentration in Creative Writing – a stream focused on community-grounded and professionally-oriented writing practices. As the program grows this will be followed by other concentrations in Indigenous Literatures, Gender and Sexuality Studies, Performance Studies, and Ecological Studies. Two 18-credit minors will use courses already offered in the Major and Concentration.

The program will be anchored by a series of three upper-level seminar courses of approximately 20 students: “Genres,” “Networks, Cultures, and Traditions,” and, in year four, “Critical and Creative Formations.” Under the rubric “Words in the World,” the seminars explore big questions and issues that span the subfields of English literature and anchor the degree’s literary breadth. They also impart high-value critical skills – accountable reading, shared inquiry, and collaborative critical dialogue – whose value our English Majors will be able to effectively communicate in contexts beyond the degree.¹ Experiential components also characterize the curriculum and delivery model, including practicums, tutoring positions, literary publications and series, symposia, field schools, and a capstone project dedicated to the collaborative production of a student anthology. While the majority of instruction will be conducted face-to-face, some online and mixed-mode options will provide flexibility for students unable to attend campus full-time.

Program learning outcomes: *By the end of the program, students will be able to*

- read literary texts and other cultural objects with care and sustained attention;
- interpret the historical and cultural forces at work in the production of local and global literatures;
- write for a range of audiences with sensitivity to discursive and cultural contexts;
- undertake rigorous research that integrates various methodologies and perspectives;
- produce original written, performed, digital, multimodal, and collaborative projects;
- analyze and model the power of language to delight, foster curiosity, and contribute to the formation and maintenance of communities and other social groupings;
- articulate the value of critical, creative and collaborative skills for future educational and professional pursuits.

Targeted students and employment prospects: Applications are expected from high school students, Associate of Arts students, transfer students, and international students, as well as students in the Sea-to-Sky Corridor and Lower Mainland who are drawn to the smaller classes and the experiential focus promised by Capilano, and who are likely to be further enticed by the prospect of studying literature via our program. The Major targets students with diverse backgrounds and interests who seek careers in, for example, teaching, writing and editing for both print and web publications, management, advertising, and academia, or who wish a versatile foundation degree.

The degree prepares students for postgraduate opportunities in a wide range of professional fields, addressing increases in demand for skills traditionally associated with study in the humanities. Both the 2016 edition of [Developing Canada’s future workforce: a survey of large private-sector employers](#) and the [British Columbia Labour Market Outlook: 2017 Edition](#), for example, register urgent calls for “soft skills” such as “collaboration and teamwork, communication skills, problem-solving skills and people and relationship-building skills,”² along with “competencies” in “critical thinking,” “creativity,” and “emotional intelligence.”³ In this climate, the Major is a potential pathbreaker with its dual emphasis on foundational skills in critical thinking, research, and literary analysis, as well as on innovative and applied techniques for both responding to and shaping the world with words.

INSTITUTIONAL MANDATE / CAPACITY <i>STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.</i>	
CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	<p>This program advances Capilano University’s mandate as a special purpose teaching university serving the geographical region of the North Shore and Sea-to-Sky Corridor. The only public post-secondary institution serving this growing region, its mandate includes providing a range of academic programs including baccalaureate degrees.</p> <p>Capilano University currently offers only two Bachelor of Arts degrees under its mandate, a Major in Liberal Studies, and a Major in Applied Behavioural Analysis – Autism, with many potential Arts majors instead transferring elsewhere to complete their undergraduate studies. The proposed English Major is a widely recognized, desirable, and relevant degree that responds to the priority which Capilano University currently places on increasing degree options that will attract and retain students.</p>
How does the proposed program support the current academic and strategic plan of the institution?	<p>The proposed English Major advances the 2014-2018 Academic Plan mission to offer a high-quality educational experience that prioritizes student success. The degree will purposefully advance the institutional goals relating to student education, career development, responsible citizenship, and the lifelong pursuit of knowledge.⁴</p> <p>The program curriculum will train students in the production of high-quality and sophisticated scholarship through its curricular emphases and in its modes of delivery, both of which are specifically tailored to produce graduates who will be</p>



	<p>“independent learners, thinkers, and doers actively contributing to their communities” (“Guiding Statements, “Vision” 34).</p> <p>The program curriculum and outcomes for students strongly align with Capilano’s institutional emphasis on the values of “empowered, confident, and intentional” learners who are strongly oriented to values of “diversity,” “a culture of inquiry,” and “open engagement with ideas and respectful engagement with each other” (Guiding Statements, “Values” 34).</p> <p>The English Major will be closely articulated with priority areas identified in the University’s 2014-2018 Strategic Plan. In addition to the distinctiveness and enhanced learning environment of the seminar series mentioned above, curriculum in the Major will link with the Capilano Writing Centre and Learning Commons with embedded opportunities for peer mentoring. As well, the Major intends to contribute to the University’s commitment to a deep and substantive connection to our local First Nations communities by offering courses and an eventual Concentration in Indigenous Literatures and by embracing elements of indigenous pedagogy in collaboration with the Kéxwusm-áyakn (First Nations) Student Centre, elements which may be compatible with the seminar model.</p>
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B. Capacity

<p>To what extent does the program build on the institution’s existing infrastructure, resources and experience from offering programs in related fields over the past three years?</p>	<p>The English major builds on current resources and experience for delivering the Associate of Arts – English and Associate of Arts – Creative Writing, which have long been recognized for providing robust foundations in literature and creative writing for students completing degrees elsewhere.</p> <p>The Department already offers upper-level courses that are integral to the Liberal Studies Major, and our courses also satisfy the Culture and Creative Expression requirements in the university’s Cap Core curriculum – our intentional and integrated program of elective options (see appendix A).</p> <p>Our teaching experience and scholarly activity currently spans the full range of discipline expertise and our instructional capacity of 22 faculty (87% having a PhD or equivalent in Creative Writing publications) can readily accommodate the English Major, Concentration, and Minors.</p>
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	<p>In terms of student evaluation of English degree curriculum, the 2016 BC Student Outcomes survey reports that “Program Satisfaction,” “Program Quality,” and “Skill Development” among both English Literature and Creative Writing students is higher than system-wide levels in most areas measured.⁵ At Capilano University, 659 respondents from our Faculty of Arts and Science Associate Degrees, Diplomas, and Certificates report a 90% satisfaction with education covering 2015-2017.⁶ Together, these statistics suggest significant unmet demand for a highly versatile and distinct degree program in the Humanities.</p>
<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p>	<p>A complete program sustainability study for the proposed program has been completed in detail in accordance with Capilano University degree development practices.</p> <p>No new hires will be needed to deliver the proposed credentials. The program conservatively predicts an enrollment of 20-30 full-time and part-time students in its first two full years, increasing to approximately 70 by year five. We expect enrollments to be viable from year one because the program is designed for courses to draw students with a range of program needs. Students in the Creative Writing Concentration will require courses identical to those required in the Minor, and, likewise, the English Major and Minor will share courses. This proposal’s literature and Creative Writing streams also share courses, and the program electives are likely to be taken by students fulfilling Cap Core requirements.</p> <p>The anticipated launch date is September 2020. In Spring 2022, we expect an initial graduating class of approximately 16 students, increasing to 22-27 in years three to four.</p>

<p style="text-align: center;"><i>SOCIAL AND ECONOMIC BENEFIT</i></p>	
<p><i>STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS:</p>
<p>A. Priority of Program Focus</p>	



<p>Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?</p>	<p>The program both provides social benefits and prepares graduates to meet the province’s economic and labour market goals.</p>
<p>B. Social Benefit</p>	
<p>What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?</p>	<p>As a teaching university serving the Sea-to-Sky corridor region, Capilano is committed to providing high-quality education for a diversity of students. Our institution’s small size, location, and mission attract a distinctive community of learners. Providing these students with the option to complete an undergraduate degree here at Capilano will be a significant benefit to the region, and to other students seeking an education at a small, student-oriented institution.</p> <p>English majors pursue careers in teaching, public relations, entertainment, and government; they enroll in Medical Schools in greater rates than do science majors (English is the seventh-most popular major among doctors),⁷ and are among the highest scoring majors in LSAT admissions to law school.⁸ Research and journalism frequently affirms English majors’ roles as responsible citizens, effective leaders, or instigators of social change, or that reading fiction and literature increases the brain’s capacity for empathy and social cognition.⁹ What enables English students to succeed across such diverse terrain is their serious attention to the imagination as a historical and cultural resource.</p> <p>This may also be key to their training for an uncertain future. By deepening capacities for critical thinking, political engagement, and social empathy, the proposed English program will equip our students to succeed in the knowledge economy as well as better navigate a possibly fractured and fractious public sphere, or mitigate an uncertain environmental and economic future, one the RBC report “Humans Wanted” calls “the age of disruption.”</p>
<p>How would the proposed program advance social goods or government priorities?</p>	<p>This Major program’s student-centered structure of core seminars and curricular emphases is designed to maximize student engagement with contemporary and historical social issues through the medium of literary form. For example,</p>



	<p>curricular emphases the program wishes to develop as it grows include Indigenous writing, ecologically focussed literature, and new media and digital rhetoric.</p> <p>In addition to thoughtfully targeted curricular strengths, the strong foundational skills that English majors acquire will allow mobility across jobs, regions, and platforms, a key government priority; these are a broad range of skills in high-level problem-solving, identified in an RBC report as “critical thinking, coordination, social perceptiveness, active listening and complex problem solving.”¹⁰ The proposed program’s particular attention to critical skills combined with its emphasis on relevant local and global cultural knowledge will advance social benefits.</p> <p>Tuition fees for this program will also be affordable for students, estimated to be roughly \$5,314 per 30-credit year, as compared to \$6,609 at SFU, and \$5,405 at Kwantlen (see Appendix C).</p>
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C. Economic Benefit

<p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?</p>	<p>Community, region or province: Graduates of the proposed program would have excellent employment prospects in many of the top occupations identified in the BC 2025 Labour Market Outlook, such as (NOC’s included) -</p> <ul style="list-style-type: none"> o Management occupations in communications, marketing, public relations (0013, 0124), broadcasting (0015), post-secondary administration (0421) o Occupations as authors and writers (5121), marketing researchers and consultants (4163), college and university instructors (4021, 4011), web designers and media developers (2174, 2175) <p>Students: In the 2016 Survey of 2014 Baccalaureate Outcomes, English Language and Literature students reported that levels of NOC useful skills (26a & b) and the levels of continuation on to Masters and PhD programs (15b) are highly comparable to levels system-wide.¹¹ Moreover, it also reveals that English graduates outperform system-wide post-secondary graduates in several employment categories, all of which are listed in the top 10 full-time NOC occupations (24):</p> <ul style="list-style-type: none"> o Business, Finance, & Administration (26% vs 24%) o Social Services, Education, Government, & Religion (35% vs 27%) o Art, Culture, Recreation, & Sport (15% vs 6%)
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	<ul style="list-style-type: none"> o Sales and Service (16% vs 12%) 																								
How would the proposed program support economic growth and/or government economic priorities?	The program aligns with economic priorities in the <i>2025 BC Labour Market Outlook</i> by producing graduates whose cultural knowledge and strong critical and social competencies give them a high degree of currency, mobility, and adaptability in labour market that is forecasting a demographic shift toward both fewer and younger workers, toward automation and toward employment uncertainty.																								
What labour market needs would the proposed program meet for the province?	<p>Sample NOCs from the <i>British Columbia Labour Market Outlook 2017</i> (see Appendix B for expanded list):</p> <table border="1"> <thead> <tr> <th>High demand occupation</th> <th>NOC code</th> <th>Jobs to 2025</th> <th>Median Wage</th> </tr> </thead> <tbody> <tr> <td>Professional occupations in business management consulting</td> <td>1122</td> <td>4,300</td> <td>\$36.00</td> </tr> <tr> <td>Professional occupations in advertising, marketing, and public relations</td> <td>1123</td> <td>3,600</td> <td>\$30.77</td> </tr> <tr> <td>Authors and writers</td> <td>5121</td> <td>2,200</td> <td>-</td> </tr> <tr> <td>Producers, directors, choreographers and related occupations</td> <td>5131</td> <td>3,100</td> <td>\$29.50</td> </tr> <tr> <td>Post-secondary teaching and research assistants</td> <td>4012</td> <td>1,600</td> <td>\$21.15</td> </tr> </tbody> </table>	High demand occupation	NOC code	Jobs to 2025	Median Wage	Professional occupations in business management consulting	1122	4,300	\$36.00	Professional occupations in advertising, marketing, and public relations	1123	3,600	\$30.77	Authors and writers	5121	2,200	-	Producers, directors, choreographers and related occupations	5131	3,100	\$29.50	Post-secondary teaching and research assistants	4012	1,600	\$21.15
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Do potential employers require a degree for graduates to gain employment in the field?	The proposed degree in English would provide: i) entry to the relevant graduate degree; ii) qualification for direct employment; or iii) significantly enhanced skills required for employment career areas. However, most potential employers identified in the NOC list provided, such as examples in the table above, will require at least a Bachelor's degree.																								
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	N/A																								
D. Consultation																									
What feedback from relevant community groups, employer	Consultations with community and professional groups will be ongoing with a full program design. At this stage, experiential and co-curricular elements																								

<p>groups, and professional organizations was incorporated into the proposed program?</p>	<p>(proposed internships, archive work, and writer-in-residence elements) have been discussed in consultation with editorial staff at <i>The Capilano Review</i>, (TCR) a major Canadian literary arts publication with strong community ties, including with Capilano University. TCR has expressed interest in forming links with the program to provide co-curricular and experiential opportunities for students (see Appendix D).</p> <p>More generally, the Program Advisory Committee for the Bachelor of Arts with a major in Liberal Studies has affirmed the potential benefits to the North Shore community of graduates with other degrees from Capilano University. This advisory group and also High School counsellors (in particular) say that students from the North Shore community appear to be choosing institutions where they can complete a BA or other undergraduate degree.¹²</p>
<p>If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?</p>	<p>n/a</p>

<p>SYSTEM COORDINATION / PROGRAM DUPLICATION</p> <p>STANDARD: <i>The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS:</p>
<p>A. System Context</p>	
<p>What differentiates the proposed program from all other related programs in the province?</p>	<p>This Major will offer students a distinct alternative to English degrees on offer at the larger universities nearby with its non-traditional program design, smaller cohort, and experiential and co-curricular emphases.</p>

	<p>This differentiation meaningfully aligns with Capilano’s mandate as a teaching university; the unique curricular organization will provide students with a transferable combination of cultural expertise, and intentionally developed critical, creative, and communication skills.</p>
<p><i>B. Consultation</i></p>	
<p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p>	<p>Six post-secondary institutions with English Majors (UBC, SFU, UVIC, VIU, KPU, UFV) were contacted both for system coordination and to consult in several areas: undergraduate preparedness for graduate programs; co-curricular activities; delivery models; and curricular design. Feedback was received from Chairs at SFU, VIU, and KPU, all supportive of a Capilano Major in English and offering valuable feedback which we may build on in stage two development.</p>
<p><i>C. Rationale for Duplication</i></p>	
<p>If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?</p>	<p>No degree in the Humanities is currently offered at Capilano, nor is an English Major offered elsewhere in the region we serve.</p> <p>English is a foundational discipline supporting many other Capilano programs with its courses, and there has long been a consistent demand for English and Creative writing courses in the two English Associate Degrees. A full degree would allow us to retain these students, for whom commuting to institutions outside the region is becoming increasingly challenging.</p>
<p><i>D. Collaboration</i></p>	
<p>To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?</p>	<p>Our Library is a member of the British Columbia Electronic Network (BC-ELN), a post-secondary library consortia which share resources and enables our library to resource subscriptions at consortia pricing; students have access to ARCA, a shared institutional repository platform, and Outlook Online (a union catalogue for all British Columbia library holdings). Capilano also has a reciprocal borrowing agreement with Council of Post-Secondary Library</p>



	<p>Directors, BC (CPSLD) enabling any institution to borrow books from any other.</p> <p>Program-specific resource sharing will be explored as part of curriculum development in Stage 2.</p>
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<p>STUDENT DEMAND AND OUTCOMES</p> <p><i>STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.</i></p>	
CRITERIA:	COMMENTS:
<p>A. Student Demand</p>	
<p>How robust is the demonstrated potential student demand to sustain the proposed program?</p>	<p>Our proposed program has significant potential to grow by virtue of our institution’s small size, location, and mission to attract a distinctive community of learners.</p> <p>Having two minors and a concentration built in, this major program will meet demand from students wishing to complement their primary fields of study with literature and writing, such as students in the University’s other culture industry-related degrees (film, theatre, and design and music), but also in Liberal Studies, Communications, or the sciences.</p> <p>Ongoing demand for a full undergraduate degree in English at Cap is evident in an internal 2017 Arts and Sciences Degree Development Survey Report Summary, in which 256 students at Capilano responded to the question, “If you can recommend ONE credential/program for CapU to offer in the future, what would it be?”¹³ Of these responses, English and Creative Writing credentials were the second most recommended program choice (after psychology) in the survey.</p>

	<p>On campus, three indicators of the demand for a major in English come from the Liberal Studies Major, whose program includes our upper level courses:</p> <ol style="list-style-type: none"> i. High enrollment in upper-level English courses since Fall 2011; [LSBA data] ii. Student surveys and focus groups—e.g. 2013 Liberal Studies Three Year Review and 2017 Arts and Sciences Development Survey—calling for the development of English; iii. A significant percentage of Liberal Studies Tutorials and Graduating Projects supervised by instructors housed in English Departments—e.g. in Fall 2017, 21% of the Tutorials and Graduating Projects are being supervised by English faculty. <p>We also expect that the Major’s unique seminar core will make the major attractive to international students and project roughly 10% international enrollment. The core seminars’ highly-structured focus on accountable reading and writing will have a high level of interaction and collaboration with other students and a high level of instructor support. International students will enjoy a meaningful cultural experience and valuable training in a conducive environment.</p>
<p><i>B. Benefit to Students</i></p>	
<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province?</p>	<p>Care has been taken in the program design to ensure that courses in the Major program will have full transferability within the BCCAT system, with which Capilano University already has long-standing articulation and transfer agreements, and has clear practices on assigning transfer credit. The new Major will be specifically designed to allow students to meet eligibility requirements to enter graduate degree programs in BC and elsewhere.</p>
<p>What opportunities are available to program graduates for further study in the field or in professional fields?</p>	<p>We expect our graduates to be strong applicants to graduate programs in English, both in BC and elsewhere. Other graduate programs suitable for English Majors are education (K-12 and post-secondary) law, communications, journalism, medicine, business administration, and information systems. Entry into teaching programs, whether elementary, middle, and secondary schools, would be greatly strengthened by either the Major or minor in English.</p>



	<p>Because of the added value of this program (see below), opportunities in professional fields are promising for graduates with this Major in English: advertising, marketing, public relations, Government and NGO employees, Social Policy Researcher, Technical Writers, Commercial Writers, Editors researchers, and website designers, for example.</p>
<p>What added value will the proposed program offer graduates in terms of employment opportunities?</p>	<p>The unique features of the Major were designed to add value in the following respects:</p> <ul style="list-style-type: none"> ○ Program graduates will be well-prepared for the workplace because of the core seminar delivery model, which will focus closely on accountable (ethical) reading, critical dialogue, and shared inquiry; ○ The program will not just impart the associated critical skills, but foster an explicit awareness of them as “marketable” in contexts beyond the degree. ○ The focus on collaborative, experiential and co-curricular assignments trains students to work collaboratively, understand teamwork and leadership, and to read, write, and think with notable versatility. ○ The program focus on locally and globally relevant social and historical content means students can bring significant cultural fluency to bear in an increasingly knowledge-based and international economy.

References

- ¹ For the importance of making critical skills explicit, see Edge, Jessica, Elizabeth Martin, and Matthew McKean (2018). *Getting to Work: Career Skills Development for Social Sciences and Humanities Graduates*. Ottawa: The Conference Board of Canada, pp. 5, 68.
- ² *Developing Canada's future workforce: a survey of large private-sector employers*. Business Council of Canada (Mar. 2016), 4. <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>
- ³ British Columbia (2017). *British Columbia Labour Market Outlook, 2025*, 22.
- ⁴ "Guiding Statements." [Capilano University Academic Plan 2014-18](#), 34.
- ⁵ [British Columbia Baccalaureate Outcomes Survey](#), CIP Code 23.1401: English Literature, General.; CIP Code 23.0501: English, Creative Writing. Retrieved June 14, 2018.
- ⁶ British Columbia Baccalaureate Outcomes Survey (2015-2017). Retrieved June 13, 2018. <http://www2.bcstats.gov.bc.ca/Dashboard/>
- ⁷ Abadi, Mark. "A Surprising Number of Doctors were Undergrad English Majors — and it's not Just About GPA." *Business Insider* 16 Nov. 2017. <http://www.businessinsider.com/english-major-medical-school-doctors-2017-11>
- ⁸ "Undergraduate Majors of Applicants to ABA-Approved Law Schools." The Law School Admission Council, [https://www.lsac.org/docs/default-source/data-\(lsac-resources\)-docs/2015-16_applicants-major.pdf](https://www.lsac.org/docs/default-source/data-(lsac-resources)-docs/2015-16_applicants-major.pdf)
- ⁹ See Kidd, David Comer and Emanuele Castano. "Reading Literary Fiction Improves Theory of Mind." *SCIENCE*, 18 OCT 2013: pp. 377-380; Tamir, D.I., Et. al. "Reading Fiction and Reading Minds: The Role of Simulation in the Default Network." *Social, Cognitive, and Affective Neuroscience*. 11(2) 2016: pp. 215-24. doi: 10.1093/scan/nsv114; Mumper, M. L., & Gerrig, R. J. Leisure Reading and Social Cognition: A Meta-Analysis. *Psychology of Aesthetics, Creativity, and the Arts* 11(1) 2017: pp. 109–20. doi: 10.1037/aca0000089; Oatley, K. (2016). Fiction: Simulation of Social Worlds. *Trends in Cognitive Sciences*, 20(8) 2016: pp. 618–628, doi: 10.1016/j.tics.2016.06.002
- ¹⁰ Royal Bank of Canada (RBC). 2018. Human's Wanted; How Canadian Youth can thrive in the age of disruption. <https://www.rbc.com/dms/enterprise/futurelaunch/assets-custom/pdf/RBC-Future-Skills-Report-FINAL-Singles.pdf>
- ¹¹ [B.C Student Outcomes, Baccalaureate Outcomes Survey](#) (2016). CIP Code 23.0101: English Language and Literature, General.
- ¹² Heslop, Joanne and R. Adamoski. (2017). The Student Transitions Project: Looking at Capilano University through an STP Lens. PowerPoint Presentation April 26, 2017.
- ¹³ 2017 Arts & Sciences Degree Development Survey Report Summary. Capilano University Institutional Research, ad hoc survey pp. 1-43.

Appendix A: The Cap Core curriculum

Cap Core is a framework that allows students to choose their elective courses in an intentional way and to integrate perspectives from curriculum across university. It is a way to ensure that graduates from CapU have a baseline of foundational and professional knowledge and skills required to succeed in academia and beyond.

Foundation courses taken in first year ensure students have basic numeracy and literacy skills that they will use and build on in subsequent courses.

Integration courses provide students with opportunities to explore the world from a range of disciplinary perspectives. These courses are grouped into the following broad subject areas:

- Science and Technology
- Self and Society
- Culture and Creative Expression

Experiential and **Capstone** courses, taken at the end of a student's program, are an opportunity for students to put their learning into practice. In Capstone courses, students integrate and synthesize their learning in a culminating experience.

Cap Core addresses the fact that a knowledge-based economy requires educated graduates who are also socially, interpersonally, and environmentally aware. Employers want to hire graduates with broad-based knowledge and understanding, who are critical and creative thinkers, effective communicators, and problem-solvers. The Cap Core curriculum introduces students to multiple perspectives and helps to prepare them for meaningful engagement with the world, no matter what their area of expertise or interest.

Appendix B: Selected High Demand Occupations, *British Columbia Labour Market Outlook*, 2017 Edition

Listed below are a selected high demand occupations for which an English degree could provide the necessary qualification or foundation degree for further professional training. See *Outlook*, pp. 17-18.

High demand occupations, Management	Job openings to 2027	Wage Rate Median 2016	Occupation Code (NOC)
Senior Managers – financial, communications and other business services	4,500	48.60	0013
Advertising, marketing, and public relations managers	3,700	33.65	0124
Senior Managers – trade, broadcasting, and other services n.e.c. [not elsewhere classified]	3,200	35.26	0015
Human resources managers	3,100	37.50	0112
Managers in social, community, and correctional services	2,900	37.00	0423
Administrators, post-secondary education and vocational training	1,800	36.89	0421
High demand occupations, Other			
College and other vocational instructors	6,300	32.00	4021
University professors and lecturers	4,600	38.46	4011
Professional occupations in business management consulting	4,300	36.00	1122
Professional occupations in advertising, marketing, and public relations	3,600	30.77	1123
Producers, directors, choreographers and related occupations	3,100	29.50	5131
Authors and writers	2,200	-	5121
Post-secondary teaching and research assistants	1,600	21.00	4012
Health policy researchers, consultants and program officers	1,600	33.88	4165

Appendix C: Tuition Costs (Office of Academic Initiatives and Planning, August 2018)

Institution	Tuition (per year)
UBC	\$6210
SFU	\$6609
UVIC	\$6250
VIU	\$5234
KPU	\$5405
UFV	\$5614

Source: Educationplannerbc.ca/search
 Criteria: Liberal Arts & Humanities / English/Literature Related

English Major, estimated tuition:

Year	Credits	Cost per credit	Surcharge	Total
1	30	\$130.26		\$3,907.80
2	30	\$130.26		\$3,907.80
3	30	\$130.26	\$46.87	\$5,313.90
4	30	\$130.26	\$46.87	\$5,313.90

Appendix D: Consultation, *The Capilano Review*

THE CAPILANO REVIEW

281 Industrial Avenue
Vancouver, BC V6A 2P2
604-783-9153

15 August 2018

Sheila M. Ross, PhD
Coordinator
Department of English
School of Humanities
Capilano University
North Vancouver BC V7J3H5

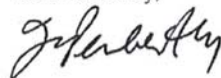
Dear Sheila,

The Capilano Review is enthusiastic about the English Major program proposed by Capilano University and very interested in continuing to liaise as it takes shape. In our conversations, we have indicated that we are able to offer Capilano students opportunities for experiential learning within the cultural-sector. *TCR's* current team has a wealth of experience to share with students via classroom presentations on the many skills associated with life in the publishing sector, e.g., archival work, web support, marketing, etc. We would be willing to facilitate an on-site writer-in-residence program that would give students access to established writers and their wide-ranging expertise.

Our long-established internship program would certainly be of benefit to Capilano student-interns who would be introduced to the full spectrum of hands-on tasks undertaken in any publishing enterprise. *TCR's* internship program has a strong record of providing experience to individuals who have gone on to steady gainful employment in the field.

We look forward to working with you and Capilano University as the program develops.

Yours sincerely,



Jenny Penberthy, PhD
Chair, Capilano Review Contemporary Arts Society

Proposed Program Name	Bachelor of Arts, Major & Honours in English, with Minors and Concentration
Faculty/School and Department Name	Faculty of Arts and Sciences, School of Humanities, Department of English
Anticipated Start Date	September, 2020
Delivery Method(s)	Primarily face-to-face, with some mixed-mode and on-line delivery
Institutional Contact	Dr. Sheila M. Ross, English

Description of Program

Institutional Alignment

The Bachelor of Arts Major in English was approved for development by the Faculty of Arts and Science in response to the institution's call to build capacity and retain students seeking degree options.

Our established two-year AA-English and AA-Creative Writing programs will provide the foundation courses that ladder into this Major and we hope to both retain these students for the full degree. We anticipate this degree will be an attractive choice for students who value the Capilano experience and commitment to learning as well as the degree's particular structure, which will have a notable skills emphasis as well as co-curricular and experiential features. We have also designed the program with a concentration and two minors, which will draw a range of students from other areas of the university into the degree's core courses. It is a structure designed to be responsive to future curricular priorities and student interests, including interdisciplinary linkages with other programs.

For fit with Capilano's Mandate and Academic & Strategic Plans, please see **Stage I BA Major in English Degree Proposal**, "Mandate," sections 1 and 2.

Market Analysis

Student and Labour Market Demand

For student and labour market demand, please see **Stage I BA Major in English Degree Proposal**, "Student Demand and Outcomes," sections A and B, page 10-12. Other student demand research used in this sustainability worksheet are current Key Performance Indicator

reports and enrollment data reports from Capilano Institutional Research, the approved Stage 1 Degree proposal for the Bachelor of Science, proposed BA General, and current SFU Academic Information Reports on English enrollment.

Program Sustainability

Projected Headcount

English Associates degrees: Recent patterns of intake as reported in Capilano’s KPI report for the AA English and AA Creative Writing averaged 76 students enrolled in both programs in each of the last 5 years, which lead us to estimate that in year one of the program, first, second, and third-year students will likely total approximately 80-90. This factors in some retention of second year students into the major at 3rd year. We conservatively estimate roughly 20-25 students from the AA – English and AA – Creative Writing will enter the English Major Program in 2020-21, this program intake increasing to from 30 to 40 students in the Major by year four. As with the BSc projections, headcounts assume a 75% retention. Total headcounts year-over-year might thus approximate the following:

Level	Academic Year				
	2020/21	2021/22	2022/23	2023/24	2024/25
1st Year - Domestic	35	55	66	70	75
1st Year - International	3	5	6	7	7
2nd Year - Domestic	20	30	40	45	50
2nd Year - International	2	3	4	4	5
3rd Year - Domestic	20	25	30	35	40
3rd Year - International	2	2	3	3	4
4th Year - Domestic	0	15	20	25	30
4th Year - International	0	1	2	2	3
Total Projected Domestic Headcount	20	40	50	60	70
Total Projected Int'l Headcount	2	3	5	5	7
Combined Domestic & Int'l Headcount	22	43	55	65	77
Total, years 1-5:	82	136	171	191	214

Other Capilano degrees: Another guide for the Major's projected headcount are other degrees at Capilano, and especially the single degree featuring Humanities curriculum – the Liberal Studies Major. Capilano's KPI Report on total (ie both lower and upper level) program headcounts shows Liberal Studies grew from 89 in its inaugural year to 171 in year five. The report provides other useful comparisons, presented below with the proposed English Major positioned among them (note these numbers include first and second-year students):

- Legal Studies grew from 18 in year one (2011) to 79 in year five;
- ECCE grew from 30 in year one (2010) to 152 in year five;
- Communications Studies grew from 66 in year one (2012) to 163 in year five;
- **English proposal projection: from approximately 82 in year one to 207 in year five;**
- Liberal Studies grew from 89 in its inaugural year (2011) to 171 in year five;
- MOPA grew from 28 in year one (2011) to 235 in year five.

Capilano's aggregate growth: headcount projections factor in some growth due to an anticipated growth overall in Capilano credential choices, whereby students from other new programs take English minors and English electives, a demand that we expect will help ensure courses in the Major are viable.

International student headcount: We expect that the Major's unique seminar core will make it attractive to international students, and project international enrollment at approximately 10%. International students will receive a meaningful cultural experience and valuable training in a conducive environment: the core seminars' highly-structured focus on reading and writing, the high level of interaction and collaboration with other students, and close instructor support due to this delivery model. The Centre for International Education at Capilano will be consulted in Stage Two on how to best market to these students.

Advertising and Promotion

The Major program will depend on the advertising and promotion package that the university budgets for all new and ongoing program marketing and promotion. Depending on the timing of possible DQAB approval, some of the Department's work on marketing and promotion could commence in Fall 2019, as students begin considering Major programs for the following (launch) year.

Advertising and promotion, one-time:

- One section of release time: Currently English has 1 staff member and 1 faculty member with limited resources. Working with Communications and Marketing, this release would be dedicated to the creation of copy for Department website content, including promotional video and the design and oversight of all corresponding print copy.
- \$1,000 for press releases and ads for online and paper publications, in liaison with Communication & Marketing as required.
- \$5,000 for advertising and promotion.

Advertising and promotion, ongoing:

- Communications and Marketing staff – no additional cost projected, but will consult in Stage Two
- \$1,000 annually for printing related to administering program using campus printer
- Recruitment Fairs – use current recruiters – no additional cost projected – but will consult with Recruitment Manager in Stage 2

Staffing Model

The Major program and its Creative Writing concentration will require an increase of two sections per year to existing Coordinator release to run the program effectively. The new program will require a reorganization and redistribution of coordinator duties in the English Department to include, for example, program advising and chairing ongoing curricular and co-curricular planning. A small increase to support staff of .25 FTE will also be needed.

Projected FTE	Year 1	Year 2	Year 3	Year 4
Projected Instructional Faculty	1.5	2	2	2
Coordinator/Convenor	0.25	0.25	0.25	0.25
Total Faculty	1.75	2.25	2.25	2.25
Lab Technician				
Office Administrative Support	0.25	0.25	0.25	0.25
Total Staff	.25	.25	.25	.25

Projected Revenue

Faculty resources:

The department currently has the expertise to teach all courses in the Major and initial Concentration. The department's recent hires have added period specializations in romanticism and renaissance studies, covering key Major requirements. Other recent hires with expertise in theatre, publishing, and fiction add additional breadth to creative writing expertise. The core seminar courses are designed to accommodate a range of faculty specializations, which will allow us flexibility in allocating faculty resources. Currently, the department has approximately two FTE of non-regular instructional capacity, which is sufficient to cover the needs of the new program in the early years, notwithstanding any incremental growth in enrollment in the immediate future.

The Major will be able to reallocate a small number of existing second-year sections by reorganizing the number of AA-English electives, and the Major will also include in its electives a currently running third-year course. As well, as headcounts permit, there will be Major elective capacity in upper level English courses currently offered as part of the Liberal Studies BA. This will reduce the net number of instructional sections required in the early years. As these reallocations are difficult to precisely determine, they are noted but not included in the costing at this time.

Demand:

We expect the program to grow slowly but steadily in the early years. There are several factors that will secure this growth. One is that the two Minors will draw additional students into the degree curriculum from outside the Major, students who wish to complement a degree program elsewhere at Cap. As well, increasing aggregate demand for electives from across Capilano will be a factor in the department's capacity to develop further envisioned program concentrations, such as a concentration in Indigenous literatures.

Tuition levels:

The program's core seminars may carry an additional surcharge to offset a smaller class size, as may new upper level Creative Writing courses; these surcharges will be determined once the final Major is planned and costed. Tuition levels are otherwise those set by the institution for a standard 35-student class size with no special requirements for equipment or supplies.

Four-year revenue projections:

Projected Domestic Revenue by Course	Year 1	Year 2	Year 3	Year 4	# of Credits	\$ per Credit	Surcharge	Year 1	Year 2	Year 3	Year 4	Total
300 and 400-level courses	20	40	50	60	33	\$127.71	\$46.87	\$115,222.80	\$230,445.60	\$288,057.00	\$345,668.40	\$979,393.80
Total	20	40	50	60	33			\$115,222.80	\$230,445.60	\$288,057.00	\$345,668.40	\$979,393.80
Projected International Revenue by Course	Year 1	Year 2	Year 3	Year 4	# of Credits	\$ per Credit	Surcharge	Year 1	Year 2	Year 3	Year 4	Total
300 and 400-level courses	2	3	5	5	33	\$572.00	\$46.87	\$40,845.42	\$61,268.13	\$102,113.55	\$102,113.55	\$306,340.65
Total	2	3	5	5	33			\$40,845.42	\$61,268.13	\$102,113.55	\$102,113.55	\$306,340.65
Grand Total	22	43	55	65	33			\$156,068.22	\$291,713.73	\$390,170.55	\$447,781.95	\$1,285,734.45

Projected Expenses

Overview

- Instructional & coordination: Estimated headcount projections are for a small program for the first several years, initially requiring single sections of the minimum number of required program courses, 16 courses (2 FTE). Additional coordination required is .25 FTE (two sections). With some reorganization of existing offerings, the net increase in instructional expenses may be reduced by .25 FTE (not factored in at this time). Other expenses are estimated below. The combined operating and honoraria estimates total \$8,000, an amount equal to the current operating budget for Liberal Studies.
- Space requirements: Existing classroom, office, and computer facilities are adequate for program delivery, though requiring an allocation of current multi-purpose classrooms which are reconfigurable for seminar delivery. The current Humanities Reading Room will be used for visiting speakers and scholars, and for co-curricular activities (meetings for *Liar* editorial staff, reading events, writer-in-residence); the Reading Room is an important hub for consolidating a sense of community among students in the English program, where events and activities can increase the profile of the program. It will require some furnishing and equipment, which we have budgeted for.

- **Instructional Technology:** The Centre of Teaching Excellence houses the University’s ePortfolio initiative, which is hosted on an IT-supported WordPress multisite. All Capilano students begin a foundational writing portfolio in English 100; English students will continue to expand and develop their individual portfolios over the course of their studies. WordPress and other open source platforms can be used to disseminate and archive program-related publications.
- **Library resources:** TBD – No extraordinary requirements anticipated; library estimate forthcoming in Stage Two.

Expenses, ongoing:

Description	Total
Instructional 2.0 FTE @ \$13,000 per FTE	\$208,000.00
Coordination increase .25 FTE @ \$13,000	\$26,000.00
Staff .25 FTE @ \$45,000	\$11,250.00
Visiting scholars and speakers, honoraria	\$1,000.00
Operating budget	\$7,000.00
Printing & Duplicating	\$1,000.00
Total	254,250.00

Expenses, one-time:

Description	Total
Coordination (launch) 1 section @ \$13,000	\$13,000.00
Furnishing and equipping flexible Humanities Reading Room	\$2,000.00
Library	TBD
Printing & Duplicating	\$1,000.00
Total	\$21,000.00

Expenses, four-year projection:

Projected Expenses, one-time							
	FTE	Cost	Year 0	Year 1	Year 2	Year 3	Year 4
Faculty	1.00	\$13,000.00	\$13,000.00				
Staff							
Advertising & Promotion			\$5,000.00				
Printing & Duplicating			\$1,000.00				
IT							
Library							
Facilities		\$2,000.00	\$2,000.00				
Equipment							
Total			\$21,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Ongoing expenses							
	FTE	Cost	Year 0	Year 1	Year 2	Year 3	Year 4
Faculty (instructional & coordin.)	1.75	\$13,000.00		\$182,000.00			
Faculty (instructional & coordin.)	2.25	\$13,000.00			\$234,000.00	\$234,000.00	\$234,000.00
Staff	0.25	\$45,000.00		\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00
Operating budget				\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Advertising & Promotion							
Honoraria				\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Printing & Duplicating				\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
IT							
Library							
Facilities							
Total			\$0.00	\$202,250.00	\$254,250.00	\$254,250.00	\$254,250.00
Grand Total			\$21,000.00	\$202,250.00	\$254,250.00	\$254,250.00	\$254,250.00

Summary of Sustainability

	Year 0	Year 1	Year 2	Year 3	Year 4	Total
Revenue		\$156,068.22	\$291,713.73	\$390,170.55	\$447,781.95	\$1,285,734.45
Expense	\$21,000.00	\$202,250.00	\$254,250.00	\$254,250.00	\$254,250.00	\$986,000.00
Variance	\$21,000.00	-\$46,181.78	\$37,463.73	\$135,920.55	\$193,531.95	\$299,734.45

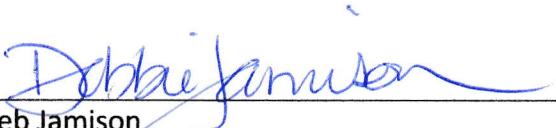


**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

DATE: August 21, 2018
TO: Paul Dangerfield, Chair, Senate
FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on August 17, 2018. Please acknowledge below that the Senate endorses its approval of the following motions:

- 18/91** ASTR 300 – Life in the Universe be recommended to Senate for approval as a new course, as well as designation as a science course and a Cap Core course under the heading *Science and Technology*.
- 18/92** MATH 139 – The Mathematics of Visual Art be recommended to Senate for approval as a new course, as well as designation as a quantitative/analytical course and as a Cap Core course under the heading *Numeracy*.
- 18/93** SOC 340 – Migration and Displacement be recommended to Senate for approval as a new course, as well as designation as a Cap Core course under the heading *Self and Society*.
- 18/94** The new course, PADM 210 – Management Fundamentals, be recommended to Senate for approval.
- 18/95** The revision to the Local Government Administration Certificate, Local Government Leadership Development Certificate, and Local Government Administration Diploma Program Profiles be recommended to Senate for approval.



Deb Jamison
Chair, Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: Aug. 21, 2018

Date: _____