

Institutional Accountability Plan and Report 2020–2021

HERE & NOW

THIS MOMENT



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1.

Accountability Statement



Accountability Statement

June 29, 2021

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

Dear Minister Kang,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2020–2021. For Capilano University, this has been a year of challenges and opportunities. As a community, we have rallied together to transform our academic and service delivery during the pandemic to continue to deliver a distinct university experience for our students. Furthermore, this fiscal year was CapU's first year of growth in domestic FTEs since the 2012-13 fiscal year. We are particularly encouraged by this growth as it serves as a positive indicator for our strategic enrolment initiatives.

CapU also achieved new growth in baccalaureate programming, with three new bachelor programs approved by the Degree Quality Assurance Board this academic year. These new programs—in kinesiology, psychology and general science—serve as a strong foundation for continuous growth. The first of the approved programs, the Bachelor in Kinesiology, has already received a high level of interest from existing and prospective students. This year also saw substantial revisions to the program development process by the office of Academic Initiatives and Planning (AIP), which has helped streamline the development of degree proposals. This revised process will be an asset as we continue to develop new programming that speaks to the needs and interests of learners in our regional communities.

2020-2021 also marked the first full operating year for our Indigenous Education and Affairs (IEA) department. The department has been busy meeting with rights holders, Elders, students and faculty to foster the continuing Indigenization of our curriculum, campus and regional support for the Sea-to-Sky corridor. In the past year, significant focus has been placed on Indigenizing our curriculum, with most faculties standing up working groups to foster the Indigenization of curriculum. These efforts have been led by members of the IEA team and have been supported by members of the Centre for Teaching Excellence (CTE) and AIP. In addition, with the leadership of Squamish Nation Knowledge Keeper and master carver Ses siyám (Ray Natraoro) and Capilano University's community engagement facilitator, Joel Cardinal, CapU held the launching ceremony for Skw'chays on October 2020 at Cate's Park.

We are encouraged by our continued collaborations with the Squamish community. Specifically, we launched an additional intake of our Early Childhood Education Diploma in Squamish and have seen an increase in registered students from the Sea-to-Sky School District (No. 48). We look forward to ongoing discussions with the local Nations, the provincial government, and local community leaders to explore how we can return to the region with expanded, relevant and impactful post-secondary programming.

CapU's Continuing Studies department has also taken on major changes, implementing an entirely new framework for delivering instruction online and around the concept of stackable microcredentials. Microcredentials allow CapU to support reskilling the workforce through accessible, timely and verifiable skills training.

These are only some of the highlights that reflect the resilience, determination and dedication of the Capilano University community. We are excited about the future and look forward to serving the diverse needs of learners from all walks of life.

Yours sincerely,



Cherian Itty
Chair, Board of Governors



Paul Dangerfield
President and Vice Chancellor



2.

Capilano

University:

Who We Are



CAPILANO UNIVERSITY: WHO WE ARE

Capilano University (CapU) began 52 years ago to serve the growing populations of the North Shore, the Sea-to-Sky corridor and the Sunshine Coast. Capilano University honours the people and territories of the Líl'wat, x̣ṃəθḳ'əỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwítlh (Tseil-Waututh) Nations where our campuses are located.

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

Capilano University served 9,415 academic students¹ in the 2020-21 fiscal year, representing 3,789 domestic FTEs and 2,153 international FTEs. Despite a lower overall headcount, this year marked CapU's first increase in domestic FTEs since 2012-13. Despite the negative impacts of the pandemic, this domestic FTE increase demonstrates the positive impact of our coordinated strategic enrolment management efforts.

Although our mandate is to serve the communities of the Capilano College Region, our domestic students come from all over the Lower Mainland. Our largest international student populations were from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore, with more than 1,000 employees, including over 700 regular and non-regular, full- and part-time faculty members. For a third year in a row, the editors of Canada's Top Employers named CapU as one of the top 100 employers in BC, noting CapU's family-friendly environment, including on-site day care and a generous maternity leave top-up.

The 2020-21 academic year has been a year of challenge and pride. Despite the chaos threatened by COVID-19, we managed to keep students and employees safe and productive. We successfully moved our classes, ceremonies and workplaces to the virtual world. Although we experienced a decline in international headcount and FTEs, we saw growth in not only domestic FTES, but in the number of graduates. Our experiential learning hub, CityStudio, grew to nearly 1000 students. We also added a major new work-integrated learning project in collaboration with the North Vancouver Chamber of Commerce, and with the support of the provincially funded work-integrated core team.

Our Indigenous Digital Accelerator (IDA) joins faculty and partners from digital-based creative and cultural industries to work with local Indigenous students, with the goal of helping Indigenous communities further develop their engagement with the digital economy. This year, the IDA brought on board its first businesses, and completed its first project, while growing its funding and staff. Our efforts at Indigenization took major steps forward with the formation of new advisory bodies to guide the Indigenization of curriculum through existing resources and processes, including program review and development.

CapU's Continuing Studies department not only converted all offerings to online delivery, but also managed to develop new programs and courses, which include programs with a focus on high demand digital skills such as digital marketing and remote workplace leadership. The team also re-organized their overarching framework in the form of stackable microcredentials.

CapU added its first new bachelor's program in four years when it received approval in Fall 2020 for its Bachelor of Kinesiology, which will begin its first intake this coming fall term. Two more bachelor programs—the Bachelor of Arts, Psychology Major, and the Bachelor of Science, General—were approved in Summer 2021. Another four degree applications are currently under review by the Ministry. This current academic year also marked the debut of our newly revised program development process, which will ensure that CapU continues to develop attractive and relevant programming to help learners in our catchment regions and beyond.

1. 'Academic students' refers to students enrolled in courses and programs linked to, or potentially contributing to, academic credentials, and excludes students in Continuing Studies programming. For more details on FTEs, including Continuing Studies (i.e., cost-recovery) FTEs, see Table 10 on page 30.



OUR PROGRAMS

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

Our University One for Aboriginal Learners program is a particularly important recent development, returning after hiatus in Spring and Summer of 2020. University One provides critical bridging support for Indigenous learners whose previous education left them underprepared for the academic demands of university. This helps break down barriers that prevent many First Nations members of our communities from pursuing advanced education. This year, we expanded Elder support for the program, and added an Indigenous-focused Adult Basic Education program (ABE) at our kálaḡ-ay | Sunshine Coast campus. The kálaḡ-ay | Sunshine Coast campus also saw its version of University One, the Pathways 2 Higher Learning programming, continue in its second year.

These are part of the 95 academic credentials, and other programming that CapU offered in 2020–21, spanning five faculties and 18 schools, in addition to our Continuing Studies programs. We serve students pursuing careers in a variety of professions by providing 13 bachelor's degrees in Business Administration; Communication; Early Childhood Care and Education; Legal Studies; Motion Picture Arts; Music Therapy; Performing Arts (in collaboration with Douglas College) and Tourism Management; along with six post-baccalaureate programs.

QUALITY ASSURANCE AND PROGRAM DEVELOPMENT

Academic Initiatives and Planning (AIP) is responsible for leading and supporting the University-wide academic quality assurance activities and strategic initiatives central to the ongoing development and renewal of our academic programs to best serve our students and the region's communities. AIP oversees the University's academic quality assurance activities, including program development, assessment and review, as set out in our University policies and procedures. In addition, the team supports new academic initiatives such as CityStudio North Vancouver, with the objective of maintaining and deepening the quality of the University's academic programming.

This year, AIP made significant revisions to the program development process at CapU to enhance the success and speed of program development. Based on pilot work done in 2019-20, AIP made standard the provision of desk research support to program development teams, providing them with the labour-market research and data that is often outside their expertise. This support aids decision-making related to program design. AIP is also consulting with external partners to review the program development processes, with the goal of optimizing the University's program mix.

Second, AIP reformed program proposal requirements such that concept papers submitted for approval by Senate now must come from a working group of subject-matter experts, which will work with AIP across program development stages. This team approach strengthens the ability to complete internal and external consultations with comparator programs and sectoral experts, such as ensuring that proposals are in alignment with WorkBC projections and government priorities.

Capilano University's policies and procedures abide by the principles and standards of the University Act, the Ministry of Advanced Education and Skills Training, our accreditation body (Northwest Commission on Colleges and Universities), the Capilano University Board of Governors and the Capilano University Senate.

CAPU AND COVID-19

Following the provincial government's announcement, in March 2021, for post-secondary institutions to begin planning for the resumption of in-person instruction for the fall 2021 term, CapU's administrative leaders began consultations with external advisors, such as the Provincial Health Office, BC Centre for Disease Control, and WorkSafeBC, as well as increasing consultation with faculty members, employees, union leaders and members, and the Capilano Students' Union. Planning and implementing return-to-campus initiatives are now underway.

CapU's COVID-19 response communications began in March 2020. By March 18, 2020 our major responses had been established. The Tšzil Learning Centre in Mount Currie and the CapU Lonsdale site were both closed. Staff at all campuses shifted to remote work except for those essential workers required to have a presence on campus, such as safety and security personnel.

All learning at the kálaḡ-ay Sunshine Coast and North Vancouver campuses moved to remote, online delivery, which is continuing through the summer term. Learning



coordinated through Accessibility Services remained available within one building. Fall 2020 orientation was entirely online. For students taking courses in the spring 2020 term, the withdrawal period was extended and students receiving a final grade were given the option of taking that grade or a grade of 'CR' (credit). The CR grade counts towards program completion, but does not affect the student's GPA.

Working with the Ministry of Advanced Education and Skills Training, CapU began offering emergency financial aid for students in early April 2020. The emergency bursaries were non-repayable and continued to be available throughout the summer term. The funding originally included \$140,000 last year to augment emergency financial assistance to students in financial distress, and the Ministry provided an additional \$59,000. Another \$38,000 was originally provided to supplement Indigenous emergency assistance funding, and an additional \$5,000 was provided by the Ministry for this purpose. The University also reached out to its staff, faculty and alumni for donations to add to the emergency funding. In the first two terms of the 2020-21 academic year, CapU distributed \$36,850 in emergency financial aid to 41 students for an average of \$899 per student.

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

Health services and the dental clinic were closed, as were the Children's Centre, Library, First Nations Student Services and Learning Commons, with many library services being moved online. The Children's Centre was able to re-open at reduced capacity in April 2020; normal capacity returned in March 2021. Dedicated computers and printers remained available at the campus for those students without personal access to such resources; the main floor of the Birch Building remained open for students who needed a space to study with Wi-Fi connectivity. The Centre for Sport and Wellness closed all health programs, along with its gymnasium, weight room, change rooms and showers.

At this time, the University is preparing to return to in-person instruction for Fall 2021. Details of this implementation, including what options will be available for

international students unable, or unwilling, to leave their home country due to anxieties around remaining health risks and other concerns are being addressed as part of the return to campus planning efforts. Given the benefits of flexible instruction, the goal will be to retain both in-person and remote instruction wherever that is feasible. The University's senior leadership have commenced discussions with their respective staff regarding the future of work post pandemic. The goal is to allow flexibility in scheduling, with many, if not most, workers being able to have a balance of in-person and remote work. The precise balance will be decided based on discussions between employees and their managers, and will be based heavily on the nature of the employee's role.

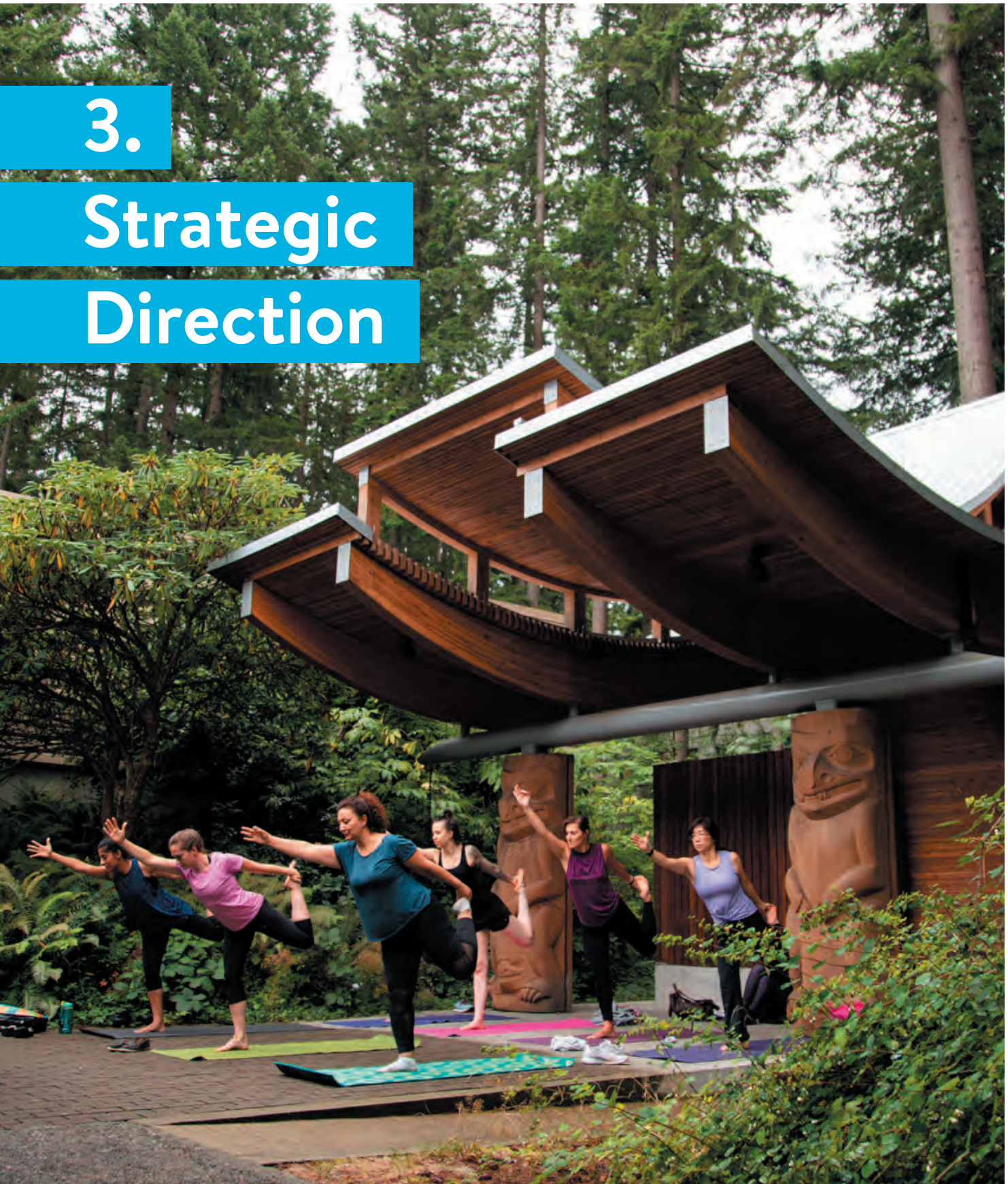
CapU has developed and implemented a range of strategies and actions to mitigate losses of international enrolment due to COVID-19. We are fully engaged in international education networks such as BC Heads of International (see below), BCCIE, CICan, CBIE, and Universities Canada to constantly monitor and evaluate changes in conditions and rules concerning international education. We maintain consistent communications with our students, and our agent networks globally to ensure there is up-to-date information that supports their needs.

We have refreshed and expanded our agent network in various places around the world as the COVID-19 pandemic has taken its toll on small business operations, and we have conducted proactive and more detailed agent training and support. We also implemented a social media campaign in Mexico, Colombia, Vietnam, Brazil, Bangladesh, and India to maintain presence in these key markets. We are currently evaluating the substantial increase in applications as a result of these campaigns. We are also establishing regional representative offices in Brazil and Vietnam to add to our sub-continent office in India, and we are planning on further regional office representation in Eurasia next year.



3.

Strategic Direction



OUR VISION

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

OUR PURPOSE

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

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

OUR VALUES

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

ENVISIONING 2030: A STRATEGIC PLAN INSPIRED BY IMAGINATION

At the beginning of 2019, Capilano University began a year of discussion, debate and dialogue among students, administration, faculty and community members to understand how best to align our mission, vision and values with the conditions and challenges of the coming decade. The result of this collaborative process is a new 10-year strategic plan, Envisioning 2030.

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



ENVISIONING 2030 GOALS

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

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



IMAGINATION—“HAVE DREAMS”

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

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

COMMUNITY

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

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

DISTINCT UNIVERSITY EXPERIENCE

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

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



- **Goal 5:** Implement CapU's Campus Master Plan
- **Goal 6:** Instil a culture of reflective practice and continuous improvement for learners and employees

OTHER MAJOR PLANS

In addition to the Strategic Plan, CapU's development over the last year has been guided by several other key planning documents. Chief among these being the 2021/2022–2023/2024 Integrated Plan, the Campus Master Plan, the Aboriginal Service Plan and the *kálaḡ-ay* | Sunshine Coast Campus Action Plan 2018–2023. This year, two new major plans were debuted to Capilano University community, the 2030 Academic Plan and Internationalization Plan.

INTEGRATED PLAN, 2021/2022–2023/2024

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

The result was a process and plan that emphasized simplicity, accountability, interdependencies and risk management. Each faculty and services area showcased the ways in which Envisioning 2030's Year 1-3 priorities will be implemented into action, with key dependencies and risks associated with each initiative, along with purposed actions. Each area plan featured future aspirations and addressed existing challenges. The following are highlights from the Integrated Plan which specifies the actions required to live out the goals of Envisioning 2030.

Imagination

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

- Reimagining learning environments and spaces (physical and virtual) through the Integrated Classroom Advancement Project and enhanced 3-year planning cycles
- Revamping our procurement program and shifting our approach towards social procurement which will re-direct CapU's purchasing dollars to support 'buy local', climate action, and EDI goals while balancing financial sustainability
- Forming a Global Engagement Centre to facilitate an engaged university community in global issues and educational affairs through workshops, webinars, guest lectures, and information sharing

Community

Continuing to grow the number of touch points and partnerships with our communities

- Launching the Alumni Ambassador Program to strengthen communications and connections between the university, local communities, and prospective students as well as to increase the CUAA's global network
- Continue collaborations between CTE, IEA and local First Nations to develop land and place-based pedagogical approaches and learning experiences
- Creating exceptional experience for our sponsors so they continue to feel connected to us and connect us to their communities

Distinct University Experience

Continue to develop creative and effective learner support models

- Explore starting a Collaborative Online International Learning (COIL) program that instructors can take part in by designing joint assignments with instructors in like programs in other cultures
- Explore new strategies, tools, and ideas to deliver engaging experiences and services both virtually and in-person to students and provide resources that are accessible to students. (e.g., digital/virtual tools, new workshops, virtual hiring fairs, speaker events etc.)
- Create a certificate in University Teaching and Learning that is aligned with core competencies and will be accredited by the Educational Developer's Caucus



ACADEMIC PLAN 2030

Capilano University's Academic Plan 2030 articulates our evolving commitment to learners, communities, knowledge development and knowledge sharing. Developed over eight months and approved in February 2021, the plan serves to create a shared understanding of academic directions and provides guidance to other CapU plans and annual integrated planning activities. This plan has emerged respectful of our regional context on the unceded territories of the Líl'wat, x̣ṃəθḳ'əỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

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

In setting forth the University's academic direction for the decade ahead, the Plan will inform the types of learning opportunities and academic contributions we will foster and how we will cultivate imaginative and transformative learning experiences. These directions aim to achieve the Plan's overarching commitment to individual, community, and collective health and well-being, as expressed through Envisioning 2030's three foundational components: community, imagination, and university experience.

In the three sections that follow, our desired academic future is described. We focus on Where We Are: Community; Who We Are: Imagination; and What Learning Looks Like: University Experience. The University's departments, academic offices and centers, Faculties and associated academic units will collaborate on the development and prioritization of these, and still to be imagined, academic activities and programs. Specific actions described in the plan are given in Appendix C.

Where We Are: Community

Inspired by imagination, we thrive in the intersections and possibilities that lie between land and sea, forest and city, urban and rural, theory and application, learning and making, knowledge and action, learners and communities. Located on the North Shore of Vancouver's Lower Mainland, our community-engaged learning, teaching, creative activity, research, and scholarship take place throughout British Columbia's Howe Sound region and beyond in collaboration with local and global partners. We believe in the foundational importance of:

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

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

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

Who We Are: Imagination

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

We are a collaborative university committed to community-engaged learning. With a purposeful blend of engaged learning approaches, including experiential learning and work-integrated learning, we are situated for impact. Through the creativity and ingenuity of learners, faculty, the



University community, and external partners, we collaborate to address key concepts and pressing issues of our time, and imagine new futures through established and emerging bodies of knowledge.

Imagining and reimagining, creating and sharing, extends to Capilano University's participation in the global open education movement; through our teaching, learning, scholarship, research, and creative activity, we will contribute to the democratization and acceleration of knowledge development and mobilization.

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

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

What Learning Looks Like: University Experience

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

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

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

Alongside the University community as a whole, learners will be invited to engage as emerging knowledge mobilizers and makers. Their experiences will be influenced by land-and place-based learning, Indigenous worldviews and ways of knowing in their academic and creative work. In turn, these approaches will also guide development and renewal of academic programming and learning opportunities. This will include expanded community-engaged programs and the incorporation of thoughtfully scaffolded experiential and work-integrated learning opportunities within our programs.

Our dedication to creating opportunities for transformative learning and community engagement is rooted in the University's institutional commitments; including furtherance of the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission of Canada's Calls to Action, Missing and Murdered Women and Girls Calls to Justice, Dimensions: Equity, Diversity, and Inclusion Canada Charter, and Okanagan Charter for Health Promoting Universities.

These commitments guide "what learning looks like," and, in turn, ensure that the University's academic activities contribute to local, regional and global efforts to improve people's lives and protect the planet as expressed by the United Nations' 2030 Sustainable Development Goals.

INTERNATIONALIZATION PLAN

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

Themes and Vision of the Internationalization Plan

While the internationalization plan must fulfill a wide array of needs and intersects many areas of operations, the Envisioning 2030 goal of enabling imagination for positive change and innovation in our university resonates closely with the opportunity and promise of internationalization. The engagement of our entire university and wider communities in global affairs and global activities can



contribute to a freedom of thought, broadening of perspectives, and investigation of globally advanced practices in teaching, research, student success, health and well-being and other factors that constitute our purpose. This knowledge and these experiences can help us reflect, imagine, and identify new opportunities and contribute to our communities through a truly distinctive and transformational university experience.

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

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

The key ingredients of the internationalization plan are illustrated below, with implementation details provided in Appendix C.

Imagination

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

Community

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



Health and Wellbeing

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

Distinct University Experience

Diverse and Resilient Global Enrolment
Inter-cultural learning
Globally Progressive Practices and Programs
Interculturalization

CAMPUS MASTER PLAN

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

The campus' physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the

lush surrounding landscape. The campus is highly walkable and connected, all year round. The campus is welcoming and accessible to all. The campus is a lab with outdoor classrooms and learning opportunities that help to embody a commitment to sustainability and wellness, and enhance the academic experience.

Helping to animate this vision are seven key principles. The first two support the Community component of Envisioning 2030, the next three support the Distinctive Experiences component, while the last three support Envisioning 2030's



emphasis on health and wellness. One principle, preserving natural areas, supports both the provision of distinctive experiences and the promotion of health and well-being.

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

Academic Community: Capilano University honours local Indigenous communities and actively works to incorporate Indigenous values and heritage into its physical places. Initiatives such as the provision of places for ceremony and gathering, and highly visible Indigenous place-naming embody a commitment to reconciliation and respect for Indigenous culture.

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

Accessibility: Locations are accessible to all. The physical campus provides a space that breaks down physical, economic, social and cultural barriers. CapU provides a sense of welcome for the internal and external community through physical spaces that enhance a feeling of security and well-being.

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

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

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

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

ABORIGINAL SERVICE PLAN 2018–2021

The current Aboriginal Service Plan (ASP) for CapU and the First Nations territories on which our campuses reside has been an essential vehicle for our shared growth and learning. The funding provides services to learners and supports the work of Indigenizing the University and the program is one of mutual ownership that has built trust and respect. It provides us with collective focus on how to improve pathways for Indigenous learners and how to improve education for all by incorporating the values and wisdom of Indigenous ways.

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

With the current ASP, CapU continued to evaluate educational needs through surveys and focus groups. CapU has now implemented needs-analysis surveys in three communities. We have also acted to deepen dialogue on how communities can find their own solutions to needs, with our support where appropriate. This approach is evolving and may inform new ideas and initiatives to pursue in future ASPs. We learned, through our needs-analysis surveys, of additional barriers to accessing post-secondary education. Financial constraints, lack of information about educational opportunities, childcare and family well-being were among the impeding factors identified. The needs will form the basis of an ongoing trend analysis that the University will review



annually. They also serve to inform community economic development initiatives and job creation efforts.

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

Once Indigenous learners reach university, cultural barriers and a lack of Indigenous-learners' support may limit their ability to use their strengths to progress academically. Under a previous ASP, we piloted a University Study Skills for Aboriginal Learners (USSAL) workshop program that provided university support measures to learners in their first year to help them succeed. The success of this pilot program resulted in the creation of a certificate program, University One for Aboriginal Learners.

Aligned with this bridging program, we introduced peer mentor support for new learners in the institution. This led to personal connections and lines of support, with benefits for both new and experienced learners. We have recorded higher participation in the individualized math and writing support offering in the Learning Centre and believe our approaches will result in stronger retention and ongoing success for all learners.

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

The kálaš-ay | Sunshine Coast campus is situated on the Sunshine Coast, supporting a population of 32,000 since 1977. Envisioning 2030, the Academic Plan and other strategic plans are the guides for the kálaš-ay campus to develop one plan grounded in our landscape. Campus planning is attuned not only to academic work, but also to our role as a regional campus – being a place where students and communities engage with the university. The shíshálh Nation's relationship is significant and valued. Our continued focus will be on supporting learners' access to education and contributing to Nation members' educational aspirations.

A 2017–2018 planning process identified five themes to implement the kálaš-ay | Sunshine Coast campus' mandate to increase the social capacity and capital of the Sunshine Coast through education, training, community involvement and research. Having completed a significant number of actions under the plan, campus leadership organized another round of planning in the past year to guide activities over the next three years.

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

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

The next three years will be an unfolding process for the regional campus. We are committed to continuing to deliver programs identified as responsive to the region's needs. These include programs and initiatives such as Health Care Assistant, Early Childhood Care and Education, Indigenous Adult Basic Education (aka Pathways 2 Higher Learning), Adult Basic Education, literacy programming, work-integrated learning opportunities and City Studio 'like' projects, research projects, and the First-Year Experience, which is suite of transferable, first-year courses. The campus is also co-developing pathways for learners to take courses at CapU and providing microcredentials to meet identified communities' needs, and to generate dialogue between the University and Sunshine Coast communities.

OTHER INITIATIVES

SEM PLANNING

In the past year, much of the focus of CapU's Strategic Enrolment Management (SEM) committee has been on adapting to and responding to the unprecedented impact of the global pandemic. As such, the SEM committee quickly shifted its focus to immediate operational needs in order to mitigate enrolment impacts. This coordinated, agile effort resulted in the first increase in domestic FTE's in the past 8 years, rising from 3,742 to 3,789. In addition, significant progress was made in five key areas, strengthening CapU's



readiness for Strategic Enrolment Management. These areas were recommended by AACRAO Consulting as part of the February 2020 SEM readiness report.

Develop attractive academic programs: As detailed in the AIP section, Fall 2021 will mark the first time that CapU has launched a new Bachelor's program since 2014. The new Bachelor of Kinesiology has generated significant interest from both existing and prospective students. In addition, four programs are currently under review with the Ministry of Advanced Education and Skills Training's Degree Quality Assurance Board, and two more have been approved shortly before the writing of this report.

Improve efficiency of application processes: The Registrar's Office implemented a more streamlined and coordinated process that significantly decreased the processing time for applications. Turnaround times improved from an average of 72hrs to within 24hrs. Additionally, the Admissions team fully integrated its system with the Education Planner British Columbia (EPBC) XML system, allowing ad-hoc, instantaneous downloads of applicant high school transcripts. Furthermore, the team established reoccurring meetings with faculty divisional supervisors and Deans to coordinate application reviews that include supplemental materials. The goal is to improve this process continuously such that prospective students receive timely updates and admission decisions as soon as possible.

Include faculty, students and alumni in recruitment: The marketing & digital experience and recruitment teams worked closely with academic program areas to create program-specific recruitment materials. This included program-specific support for 38 programs and the creation of 14 new feature videos. These feature videos include faculty, student and alumni testimonials. The videos were translated to 11 different languages to improve international recruitment efforts.

Co-locate student services to enhance experience: The Student Success Phase II project is set to complete by the end of 2021. This will create a cohesive space for student services such as cashier's office, academic advising, financial aid advising and general information. Not only will this provide an efficient experience for students, it will also make it easier for employees across the units to share knowledge and ideas on how to improve the student experience.

Establish data on registration and retention patterns: In July 2020, CapU welcomed a new director of strategy and analytics. The immediate priority for this new role was to create a robust set of analytics to improve data-informed decision making across the University. To date, eight full dashboard sets have been created to analyze trends across

the student life cycle. Specifically, the analyses include: application transitions, course registrations, enrolment changes, grade distributions, graduation rates, official FTE trends and retention rates. Looking ahead, the focus will be on establishing a strong foundation for strategic and predictive analytics.

UC MEMBERSHIP AND NWCCU ACCREDITATION

In Fall 2020, Capilano University took a big step forward in maximizing the effectiveness of its administrative leadership, faculty, researchers and institutional voice by earning membership in Universities Canada (UC). CapU's membership in the national organization brought the total number of member institutions to 96. UC's activities include advocating for higher education, providing data on higher education trends, sharing information on higher education, managing corporate scholarships, promoting Canadian universities and administering international programs. UC's current priorities are: international mobility; reconciliation; equity, diversity and inclusion; mental health; institutional autonomy; and international research.

The 2020-21 academic year also brought CapU a renewal of its accreditation as a member of the Northwest Commission on Colleges and Universities (NWCCU) after an evaluation in the fall. The NWCCU recognizes higher education institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington and British Columbia for performance, integrity and quality.

The Commission commended CapU for its sustained work in:

- promoting Indigenization and decolonization with a focus on Indigenous student success
- respecting the knowledge held by Indigenous elders and the connection to place
- maintaining a forward-looking, entrepreneurial spirit and willingness to respond to a changing external environment while keeping students and communities at the center of its operations
- holding transparent, inclusive and integrative planning processes that offer opportunities for comment by appropriate constituencies

In 2012, CapU was the first university in Canada to be accredited by NWCCU and has been a member ever since.



CITYSTUDIO

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

In the 2019–20 academic year, nearly 500 students collaborated with City partners on 12 applied research and curricular community service-learning projects. As the University wraps up its second year of collaborations with the City of North Vancouver, nearly 1000 students working alongside three dozen municipal partners and two dozen instructors have completed over 300 projects with the support of the CityStudio Project Lead and two student research assistants. On the strength of the 2019-20 pilot year and the 2020-21 projects, CapU and the City of North Vancouver formally signed a three-year agreement to continue our CityStudio partnership.

INDIGENOUS DIGITAL ACCELERATOR

Over the last year, Capilano University's Indigenous Digital Accelerator (IDA) project has continued to grow. The project began with a \$1.93 million investment from the federal government in 2018–19. The purpose of the IDA is to accelerate the participation of local Indigenous peoples in the high technology, digital-creative and cultural sectors.

This year, the IDA took on its first Indigenous-led business acceleration projects, Chastity Davis Consulting, Tokhapi Cinema, and Wapanatakh Media. The on-boarding of Chastity Davis Consulting resulted in another important first: completions of its first applied research project, developing the platform for Deyen—An Invitation to Transform. Deyen is one of a few online learning hubs in the world that educates through sharing the traditional knowledge, wisdom, worldviews, and lived experiences of Indigenous women.

The project was a collaboration between Chastity Davis Consulting and CapU's IDEA program, with Carol Aitken acting as faculty research lead and two paid student research assistants. This project was funded by a Mitacs grant. Mitacs is a research-oriented Canadian non-profit organization supporting research through partnerships with Canadian academics, governments and private industry. Chastity Davis

is an experienced consultant with a demonstrated history of working in the government relations industry.

In addition, the IDA collaborated with CapU's Continuing Studies faculty and Indigenous Digital Filmmaking program to produce a workshop-based program for mid-career Indigenous filmmakers focusing on the business side of film productions, from funding proposals to film distribution.

The IDA also grew in funding and staffing, which will allow it to take on more projects over the coming year. In total, the IDA created nine high-quality personnel jobs, including three Mitacs-funded student research assistants, two faculty research supervisors, a manager, lead administrator, a film and business affairs mentorship role and a business development director, with the latter position jointly funded by CapU and Mitacs. IDA funding grew with a \$450,000 donation from TD Bank Group, and a \$75,000 donation from the Indigenous Screen Office. Storyhive donated \$30,000 specifically for the development of the film-business program.

CREATIVE TECH COMMUNITY

The Creative Tech Community is a community integrated across Capilano University's campuses with a vision to become Canada's most progressive, vibrant and successful example of educational-industrial collaboration. The goals are to:

- attract industry leaders as CTC partners
- identify innovative collaborations such as new products, services, processes
- establish applied learning opportunities for our students, faculty and staff
- align with our Envisioning 2030 values

As part of the pilot phase, the CTC team has identified a concept of three spaces which will guide the selection and implementation of CTC initiatives. The first space focuses on the development of collaboration hubs – a nexus with shared resources and facilities that becomes a community focal point. The second space focuses on the integration of industry leaders on campus. Having companies on our campuses will increase the access to and vibrancy of work-integrated learning opportunities. The third space is focused on online collaborative opportunities. The goal is to leverage CapU's unique programming to extend the community such that it breaks the boundaries of the physical space.



The CTC members have initiated a number of pilot discussions across all three spaces. Examples include potential research projects with real-estate industry partners to explore energy controls and information management systems, potential development projects with virtual production industry partners to establish a collaborative production space and a longer-term strategy to invite industry leaders on campus.

CENTRE FOR CHILDHOOD STUDIES

For the third year in a row, the editors of Canada's Top 100 Employer have awarded CapU a spot among their list of BC's Top Employers. The editors consistently cite the family-friendly policies of CapU, which include on-campus childcare for employees. That childcare support will be growing soon, providing support not only for more families—student and employees—but more work-integrated learning opportunities for students in our early childhood care and education programs.

The new Centre for Childhood Studies is currently in the design phase and will be located on the North Vancouver campus of Capilano University. CapU is grateful for the initial government funding and has embarked on an ambitious \$5M Capital Campaign for philanthropic donations to support the new Centre. The purpose-built facility will house 74 childcare spaces, accommodate 20 practicum students, and facilitate the integration of innovative early learning and care, research, and lab school education. The main floor of the facility will contain four learning spaces for children with access to forested outdoor play areas, a piazza for group activities including exhibits and public events. The second floor will house collaboration spaces, studio, classroom, large, flexible lab space and faculty spaces. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement, and innovative practice and inquiry in the field of early childhood care and education.





4.

Strategic Context

COMMUNITY CONTEXT

As a special purpose, regionally defined teaching university, the provincial government has mandated that Capilano University meet the post-secondary needs of learners in the Capilano College Region, as well as learners throughout the province, the country and beyond. The Capilano College Region is large and diverse, and the needs of its learners are complex. As shown in Figure 1, the region embraces the North Shore of the Lower Mainland, the Sunshine Coast and the municipalities of the Sea-to-Sky Highway. Communities range from the Mount Currie First Nation in the north to the southern estates of Lions Bay. The region is one of socio-economic contradictions. It is a community recovering from colonization, Indian residential schools, ongoing poverty and inequities. At the same time, its demographic includes a disproportionate percentage of citizens who earn incomes of \$100,000 or more (15% vs. 4% provincially). The region places a high value on education, and the number of residents with a graduate degree is considerably higher than the provincial average (16% vs. 6% provincially).

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

Compared to other Lower Mainland teaching-intensive universities, however, Capilano University is situated closer to both of BC's largest research-intensive universities: the University of British Columbia (Vancouver) and Simon Fraser University. This competition pressure is illustrated in Table 1, which provides a comparison of the distances between UBC and SFU and the urban centres of three Lower Mainland teaching universities: Capilano University, Kwantlen Polytechnic University and the University of Fraser Valley.

Table 1 gives the shortest driving distance from the city hall of each of the cities hosting the main campus of the three teaching universities, used as a proxy for population centre. This proxy measure may underestimate actual distances, however, particularly for Kwantlen Polytechnic University, as Surrey city hall is located in the far north of the college region, putting it out of not only the population centre of the region, which includes nearby urban populations in Delta and Langley, but also likely outside of the population centre of Surrey itself. Furthermore, Table 1 focuses only on the two research schools' main campuses, although both universities have downtown satellite campuses that are closer to the North Shore.

Figure 1: Capilano College Region.



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



Table 1: Comparison of the distances between UBC and SFU and the urban centres (i.e. city halls) of three Lower Mainland teaching universities: Capilano University, Kwantlen Polytechnic University and the University of Fraser Valley.

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

Note: "Minimum driving distance" is the shortest driving distance in kilometres computed by Google Maps. North Vancouver City Hall is used as a proxy for the urban centre of the Capilano College Region, despite the city's smaller population than that of the District Municipality of North Vancouver because of its central location between the three major urban areas of West Vancouver, City of North Vancouver and District Municipality of North Vancouver. West Vancouver and the City of North Vancouver combined have a larger census population (93,865) than the District Municipality of North Vancouver (84,875).

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

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

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

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

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

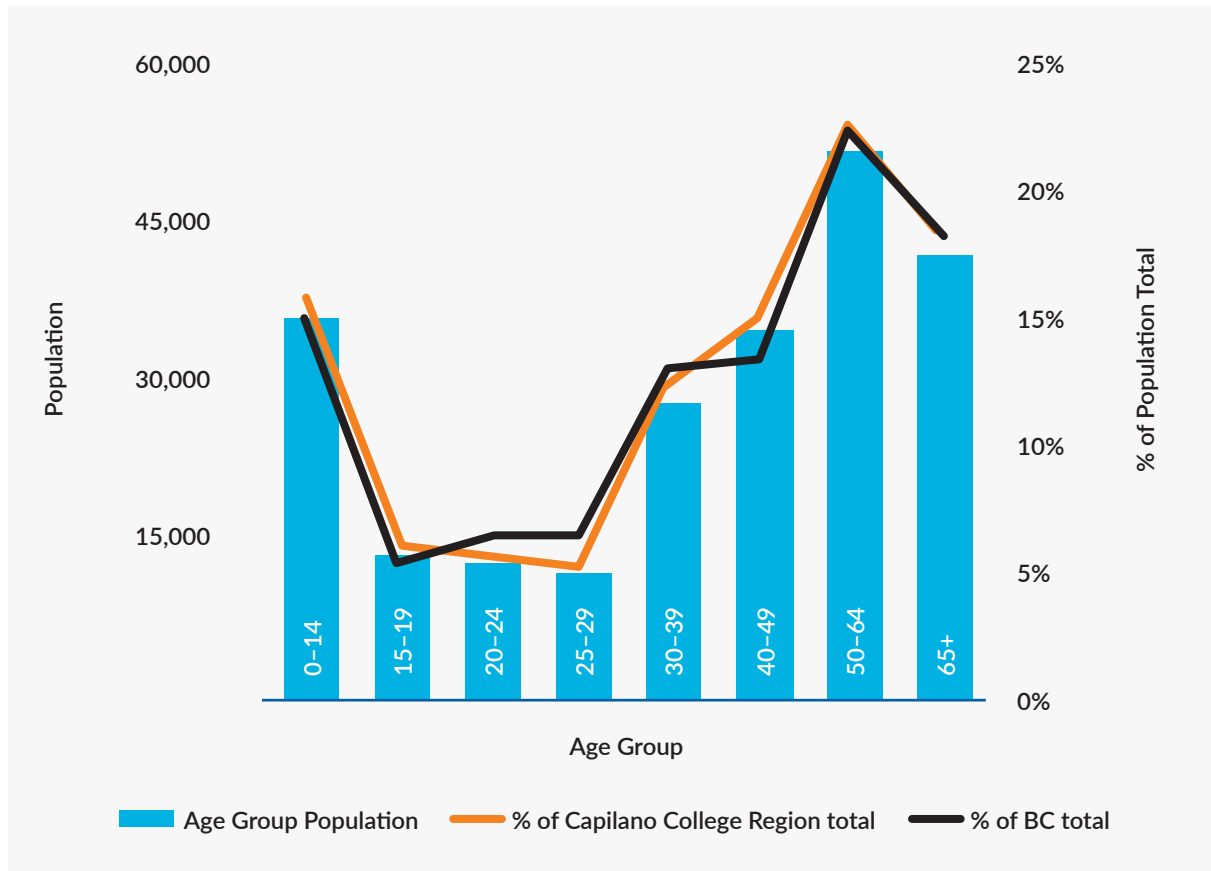
Sources: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001; Aboriginal Population Profile, 2016 Census; BC PEOPLE database population projections application, <https://bcstats.shinyapps.io/popProjApp/>, accessed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

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

As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 20 to 39 and a larger proportion of its population between the ages of 40 and 49. The data in Figure 2, however, excludes information from the First Nations community reported in Table 1, as the 2016 Aboriginal Profile produced by Statistics Canada does not provide a breakdown by age group.

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

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



Note: Data in this table represent estimates based on a 25% sample of 2016 census data. College Region estimates exclude First Nations communities, as a breakdown by age group within these communities is not available.

Sources: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016354; Statistics Canada Catalogue no. 98-316-X2016001.

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

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

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

Community	Indigenous population	% of population	Non-Indigenous population	% of population
North Vancouver, DM	1,355	1.6%	83,520	98.4%
North Vancouver, CY	1,155	2.2%	51,030	97.8%
West Vancouver	240	0.6%	41,440	99.4%
Squamish	955	5.0%	18,160	95.0%
Whistler	130	1.2%	11,115	98.8%
Sechelt	610	6.1%	9,400	93.9%
Gibsons	205	4.7%	4,195	95.3%
Squamish FN, aggregated IRs (5)	1,965	49.1%	2,040	50.9%
Bowen Island	70	1.9%	3,605	98.1%
Pemberton	170	6.6%	2,395	93.4%
Musqueam FN, aggregated IRs	805	48.5%	855	51.5%
Lions Bay	0	0.0%	1,385	100.0%
Lil'wat FN, aggregated IRs (2)	1,380	96.8%	45	3.2%
shíshálh FN, aggregated IGDs (2, partial data only)	450	68.2%	210	31.8%
Tsleil-Waututh FN	365	19.7%	1,490	80.3%
Total, Capilano CR communities	9,855	4.1%	230,885	95.9%
BC	270,585	5.8%	4,289,655	92.3%
Region as % of BC population	5.6%			

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

EDUCATION, EMPLOYMENT AND INCOME

The communities of the college region are fairly well educated, as illustrated in Table 4, with median levels of education equivalent to and perhaps slightly above provincial levels. Table 4 suggests that, across communities, there is a smaller percentage of community members with a high school diploma or less when compared to the provincial norms, and slightly higher levels of undergraduate and post-baccalaureate education than in BC as a whole. However, the median results mask some significant differences. In the non-Indigenous communities of the North Shore, which provide the largest population of learners, a substantially smaller percentage of the community populations have only a high school diploma or less.

North Vancouver and West Vancouver have only 32% and 33%, respectively, of their members without any post-

secondary education, compared to the provincial level of 45%. An equally wide gap appears when we look at the levels of university education. Between 29% and 32% of the three communities' adult (age 15 and over) populations have an undergraduate credential, compared to 20% provincially, while post-baccalaureate education—including professional degrees and doctorates—varies between 12% and 20%, versus 9% across the province.

However, substantive deviations occur in the opposite direction, with First Nations communities suffering the greatest educational impoverishment. Among the Lil'wat communities, 73% have a high school diploma or less, and only 5% have an undergraduate credential, whether certificate, diploma or degree. In the shíshálh First Nation 53% of community members have a high school diploma or less; only 13% hold an undergraduate diploma, and 4%—just under half of the provincial level—have a post-baccalaureate credential.

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

Community	High school diploma, equivalency or less	Non-undergraduate credential	Undergraduate certificate, diploma or degree	Post-baccalaureate credential
North Vancouver, DM	33%	23%	29%	15%
North Vancouver, CY	33%	26%	29%	12%
West Vancouver	32%	17%	32%	20%
Squamish	38%	30%	23%	9%
Whistler	31%	29%	30%	10%
Sechelt	44%	33%	16%	8%
Gibsons	41%	30%	18%	11%
Squamish FN, aggregated IRs (5)	45%	26%	20%	9%
Bowen Island	28%	21%	29%	21%
Pemberton	43%	30%	22%	5%
Musqueam FN, aggregated IRs	46%	22%	17%	15%
Lions Bay	24%	25%	29%	22%
Lil'wat FN, aggregated IRs (2)	73%	19%	5%	3%
shíshálh FN, aggregated IGDs (2, partial data only)	53%	30%	13%	4%
Tsleil-Waututh FN	37%	31%	23%	9%
Median %	38%	26%	23%	10%
BC	45%	27%	20%	9%

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



Table 5 presents a summary of top occupational categories and top industries, colour-coded to show the different occupational/industry clusters. Overall, BC employment reflects what could be called a mercantile employment pattern, with the top occupations being sales and service occupations and the top industry being the retail trade.

Thus, provincially, the most common employment situation should be retail trade sales and services. This pattern is found in several Capilano College Region communities in the Sunshine Coast region (Sechelt, Gibsons) and on the North Shore (City of North Vancouver and Squamish First Nation).

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

Community	Top Occupation	Top Industry
North Vancouver, DM	Sales & service occupations 21%	Professional, scientific & technical services 14%
North Vancouver, CY	Sales & service occupations 25%	Retail trade 12%
West Vancouver	Management occupations 21%	Professional, scientific & technical services 18%
Squamish	Sales & service occupations 25%	Accommodation & food services 13%
Whistler	Sales & service occupations 37%	Accommodation & food services 29%
Sechelt	Sales & service occupations 26%	Retail trade 14%
Gibsons	Sales & service occupations 25%	Retail trade 14%
Squamish FN, aggregated IRs	Sales & service occupations 33%	Retail trade 16%
Bowen Island	Management occupations 19%	Professional, scientific & technical services 16%
Pemberton	Sales & service occupations 24%	Accommodation & food services 20%
Musqueam FN, aggregated IRs	Occupations in education, law & social, community & government services 22%	Health care & social assistance 13%
Lions Bay	Management occupations 17%	Professional, scientific & technical services 18%
Lil'wat FN, aggregated IRs	Sales & service occupations 21%	Accommodation & food services 13%
shísháhl FN, aggregated IGDs (partial data only)	Sales & service occupations 26%	Health care & social assistance 13%
Tsleil-Waututh FN	Sales & service occupations 20%	Health care & social assistance 15%
BC	Sales & service occupations 25%	Retail trade 12%

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

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

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

For several First Nations communities, employment shows a health and community services pattern. For all of the Musqueam, Sechelt and Tsleil-Waututh First Nations, the top employers are health care and social assistance-focused organizations. Social-assistance is an industry grouping ranging from childcare to family services, which includes food and housing services, as well as job training/reskilling services. While the most common occupations for members of the Musqueam First Nations communities are

those providing education and law, or social, community and government services, sales and service occupations are again the most common among the Tsleil-Waututh and shíshálh First Nations.

Finally when we look at income level in Table 6, it reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly skilled and often in high-demand areas—have income levels well above provincial levels, with all communities having a percentage of citizens earning \$90,000 or more, which is twice the provincial average, with West Vancouver’s percentage triple that of the overall BC rate. Those communities with a more typical economic profile—with a mercantile or hospitality-based profile—show income distributions very close to that of

the overall BC distribution. One exception to this is the Lil’wat Nation communities, which are much more heavily skewed to the lower end of the income range. This low-income skew is also true for the Squamish and shíshálh First Nation communities. The Tsleil-Waututh First Nation and Musqueam First Nation communities show a distribution much closer to that of overall BC distribution than the others. Both First Nations have their current communities located in the urban areas of the Lower Mainland, allowing greater access to employment and to training. It also means a larger percentage of community members are non-Indigenous, as shown in Table 3; the inclusion of a larger percentage of non-Indigenous community members lifts the aggregate measures of community income.

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

Community	< \$10,000 (including loss)	\$10,000 to \$29,999	\$30,000 to \$59,999	\$60,000 to \$89,999	\$90,000 & >
North Vancouver, DM	16%	26%	28%	16%	13%
North Vancouver, CY	15%	31%	34%	13%	7%
West Vancouver	19%	27%	24%	10%	18%
Squamish	13%	29%	36%	11%	6%
Whistler	14%	33%	35%	11%	7%
Sechelt	12%	40%	33%	11%	4%
Gibsons	12%	39%	31%	13%	5%
Squamish FN, aggregated IRs (5)	31%	38%	24%	5%	2%
Bowen Island	19%	28%	28%	13%	12%
Pemberton	12%	31%	41%	13%	4%
Musqueam FN, aggregated IRs	23%	28%	28%	11%	10%
Lions Bay	18%	19%	30%	17%	17%
Lil’wat FN, aggregated IRs (2)	36%	40%	18%	5%	1%
shíshálh FN, aggregated IGDs (2, partial data only)	31%	43%	22%	2%	2%
Tsleil-Waututh FN	14%	28%	32%	19%	7%
BC	16%	34%	32%	12%	6%

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

Even this brief economic survey makes clear the diversity of the community economies, and therefore the educational demands, of the Capilano College Region. Finding the programming mix that can address the employment needs

and career aspirations of learners living in communities with such varied economies is part of the challenges Capilano University is rising to meet.

UNIVERSITY CONTEXT

Capilano University served 9,415 students in the 2020-21 fiscal year, a decrease of 5% from the previous year. This marked the first reduction after three consecutive years of increases in headcount. Like many changes in headcount in recent years, much of this reduction is due to a significant drop in international students as a result of the global pandemic and the abrupt shift to remote learning.

This headcount corresponds to 5,967.6 FTEs for the last fiscal year, of which 64% were domestic and 36% were international student FTEs. This marks a pronounced shift in our balance of domestic and international FTEs. Domestic FTEs actually increased from the previous fiscal year by 1% while international headcount declined by 15%. This also marks the first increase in domestic FTEs in eight

years, and the first decrease in international FTEs in the same time span.

As shown in Table 7 below, Capilano University students enrol in programs distributed over 12 different categories of credential types, ranging from programs with no credential, such as Engineering Transfer, to graduate diploma programs, such as Early Childhood Care and Education. Despite the pandemic, our enrolments in baccalaureate programming grew in 2020-21, topping 3,000 students, which represents the highest total in the last five years. Over four of the last five years, we had seen growth in enrolments for diploma, post-degree and graduate programs, but those numbers declined this year, for diploma and post-degree programming. However, this year's enrolments are still above those of 2017-18.

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

Credential	2016-17	2017-18	2018-19	2019-20	2020-21
None	1,855	1,948	1,857	1,572	1,445
Developmental	41	33	24	28	39
Short Certificate	31	61	100	63	8
Certificate	1,095	1,107	1,125	1,127	1,018
Advanced Certificate	23	18	11	3	1
Diploma/Advanced Diploma	1,633	1,666	1,744	1,802	1,683
Associate Degree	840	963	1,307	1,806	1,698
Baccalaureate Degree	2,836	2,815	2,809	2,946	3,081
Post-degree Certificate/Diploma	256	350	487	528	406
Graduate Certificate/Diploma	-	49	56	57	36
Total	8,610	9,010	9,520	9,932	9,415

Source: CDW, as of Banner download May 9, 2021. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

Although the number of full-time students decreased this year compared to last, the number of part-time enrolments increased, representing the largest part-time enrolment numbers in the last five years, as shown in Table 8.

Complications for students regarding COVID-19 not only dissuaded some students from attending, but likely also influenced a different pattern of enrolment, with a larger

percentage of student enrolling part time. This increase in the percentage of part-time students in 2020-21, however, marks the first reduction in relative full-time enrolment in over six years, and breaking the pattern of growth in the percentage of full-time students. The increased percentage of full-time students over the two years prior to COVID-19 was particularly strong.



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

Status	2016-17	2017-18	2018-19	2019-20	2020-21
Full-time	10,104 66%	10,691 67%	11,811 69%	13,329 71%	12,366 69%
Part-time	5,179 34%	5,235 33%	5,333 31%	5,456 29%	5,527 31%

Source: CDW, as of Banner download May 9, 2021. All students, including PLA, excluding Continuing Studies.

As Table 9 indicates, the relative distribution of enrolments across term has not substantially changed over the last five fiscal years, with fall terms being the most popular, followed by spring and then summer terms. However, summer enrolments have continued to increase over the last three fiscal years. Although in 2018-19 and 2019-20, the summer increase was entirely driven by international students, in the summer of 2020-21 FY, both domestic and international enrolments increased.

Both fall and spring term enrolments decreased for the 2020-21 FY, which is unsurprising given the pandemic. Table 9, however, shows that domestic enrolments actually increased over the previous spring, which is the first increase in spring domestic enrolment in over six years. Spring international enrolments decreased, which is the first decrease in spring enrolments in over six years. Although domestic enrolments decreased in the last fall term, the reduction is relatively modest compared to previous years, and may be entirely due to the pandemic.

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

Term	2016-17	2017-18	2018-19	2019-20	2020-21
Summer, domestic	1,903	1,870	1,738	1,779	1,788
Summer, international	554	644	1,158	1,723	1,803
Summer Total	2,457	2,514	2,896	3,502	3,591
Fall, domestic	5,679	5,560	5,427	5,228	5,063
Fall, international	1,038	1,292	1,863	2,675	2,315
Fall Total	6,717	6,852	7,290	7,903	7,378
Spring, domestic	5,093	5,069	4,975	4,746	4,924
Spring, international	1,016	1,491	1,983	2,634	2,000
Spring Total	6,109	6,560	6,958	7,380	6,924

Source: CDW, as of Banner download May 9, 2021. All students, including PLA, excluding Continuing Studies.

Over the last fiscal year, FTEs decreased for domestic students in cost-recovery programs compared to the previous year, as shown in Table 5. However, FTEs for domestic students in academic programs increased, leading to a net increase in domestic FTEs, the first increase since 2012-13. Unfortunately, international FTEs decreased 15%

from 2019-20. However, this is likely due to the global pandemic, as similar trends can be seen sector wide. In addition, international FTEs for 2020-21 were still above those for 2018-19, suggesting that international FTEs may return to 2019-20 levels, or greater, post-pandemic.



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

Fee Type	2016-17	2017-18	2018-19	2019-20	2020-21
Domestic	4,101.9	3,999.8	3,840.2	3,742.1	3,788.6
Domestic, cost recovery	59.3	55.3	45.6	44.5	25.5
All Domestic	4,161.2	4,055.1	3,885.8	3,786.6	3,814.1
International	947.9	1,243.9	1,814.7	2,534.1	2,153.4

Source: CDW, as of Banner download May 9, 2021. All students, including PLA.

Although domestic headcount actually decreased again in the 2020-21 fiscal year, largely due to the fall declines, Table 11 shows that these declines have been steadily decreasing. We can only speculate what the last fiscal

year's numbers for domestic students would have looked like without COVID-19 impacts, but the general trend is pointing towards stabilization and potential growth.

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

Measure	2016-17	2017-18	2018-19	2019-20	2020-21
FTEs	-5%	-3%	-4%	-3%	1%
Headcount	-13%	-8%	-7%	-4%	-2%

Source: CDW, as of Banner download May 9, 2021. All students, including PLA.

“Stabilization and growth” is a theme that applies to our graduation numbers as well, as seen in Table 12. The total number of students graduating in 2020-21 FY is the largest number in over six years. The number of baccalaureate graduates (463) is the largest since 2015-16. Substantial increases over the previous fiscal year have been recorded in nearly every credential category, with many showing a sustained patterns of growth. The number of students graduating with associate degrees increase by nearly 200% over the 2019-20 fiscal year, and marks the largest cohort

of associate degree graduates in a fiscal year in CapU's history.

We are especially optimistic about this growth in graduating students. This points to our ability to not only serve more learners but to serve them successfully. Our strategic enrolment focus will be on continuing this trend by not only recruiting more students, but also in retaining more students in order to support them in achieving their learning goals.



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

Credential	2016-17	2017-18	2018-19	2019-20	2020-21
Short Certificate	1	4	2	17	13
Certificate	444	443	334	320	338
Diploma	500	548	526	541	564
Advanced Certificate	3	3	1	1	
Advanced Diploma	169	74	68	24	5
Associate Degree	85	87	98	110	307
Baccalaureate Degree	440	440	434	456	463
Post-degree Certificate				4	9
Post-degree Diploma	92	112	117	237	302
Graduate Certificate	2		1		2
Graduate Diploma		3	17	10	10
Developmental	23	25	19	20	24
Total	1,759	1,739	1,617	1,740	2,037

Source: CDW, as of Banner download May 9, 2021. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>. Table data excludes records with the "NONE" CTYP code. Students could have more than one credential within a credential type in a fiscal year. Reporting done in the 2018-19 IAPR did not break out developmental credentials from academic, as this current table does.

5.

Mandate

Letter

Priorities



ALIGNMENT OF UNIVERSITY GOALS, INITIATIVES AND OBJECTIVES WITH MANDATE LETTER

In this section, we outline Capilano University's alignment with the Ministry of Advanced Education and Skills Training's priorities for the current year, as laid out in its 2020–21 Mandate Letter.

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

We acknowledge our ethical responsibility as a university to work to reverse the devastating legacy of residential schools and colonialism in Canada. This year, Indigenous Student Services hosted the Truth and Reconciliation Week virtually, with some in-person engagement, from November 2–10, with a keynote address from Orange Shirt Day founder Phyllis Webstad. Types of activities included traditional teachings, historical teachings about the territories, cultural awareness sessions and light-hearted activities such as youth storytelling and a comedy show. Participation through online access has significantly increased the number of people engaged in this annual week and raised interesting conversations regarding accessing cultural knowledge beyond the focused time of Truth and Reconciliation Week activities.

Capilano University is now in its eighth year of dedicating a full week to Truth and Reconciliation awareness on campus, but we recognize that there is still work to do in order to consolidate systemic change in our educational system. Supporting this process is the Office of Indigenous Education and Affairs—IEA, which began operating in January, 2020—the Indigenous Advisory Circle, the Indigenous Curriculum Advisory Working Group, and the Indigenous Education Steering Committee, which comprises members of administration, faculty and First Nations Elders. The Indigenous Advisory Circle and Indigenous Education Steering Committee both launched in 2020–21.

We have listed details of our response to the TRC Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples in the report template in Appendix B.

Some highlights include: the development of the Indigenous Digital Accelerator; the expansion of curricular changes; the introduction of a water- and land-based teaching and

the incorporation of Canoe teaching to shape not just instruction, but also our definition as a university; the expansion of Indigenous pathway programs and the *kálaḡ-ay* | Sunshine Coast campus being joined by its first Elder.

Most of our key activities, supports and programs defining CapU's efforts at reconciliation, Indigenization, and decolonization of our community falls into four main topics: systemic change, community outreach and learning facilitation, Indigenous programming, and success strategies for Indigenous learners, as well as miscellaneous supports and initiatives.

Systemic change

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

Beginning in 2019, we took several steps to advance systemic change. The Centre for Teaching Excellence (CTE) engaged an educational developer focused on Indigenous pedagogies to develop and deliver an institution-wide strategy for decolonizing the classroom and Indigenizing the curriculum. Work on Indigenizing/decolonizing curriculum has become very active in 2020–21, with the establishment of the Indigenous Education Steering Committee (IESC). The IESC is working with the Academic Initiatives and Planning (AIP) office to build Indigenization of curriculum into the program review and program development processes by ensuring that review and development teams consult with the CTE's education developer. This consultation process has already been applied to the program reviews of several programs in the Faculty of Education, Health and Human Development. The IESC is also providing advice to the Indigenous Curriculum Advisory Working Group—a CapU Senate subcommittee—on an ongoing basis.

The CTE's education developer has been working with faculty members across many of CapU's schools to help guide changes to specific courses. Indigenous representation is now incorporated into the Dean's Advisory



Councils of several faculties, and Indigenous representation has also been added to program advisory committees of several schools. In 2020-21, there were 16 courses offered at CapU that explicitly focused on First Nations content. However, as is evident in the inventory of activity provided in Appendix B, new Indigenous-focused courses are slated to launch over the coming year, ranging from a second-year law course on Indigenous law to a fourth-year business administration courses on Indigenous entrepreneurship.

The CTE also provides support for Indigenization of curriculum by providing faculty with a five-day microcourse: Introduction to Decolonizing and Indigenizing. The course assists faculty applying for a framework for Indigenizing curriculum and decolonizing approaches to teaching and learning in identifying colonial and Indigenous worldviews, developing a cultural humility plan, and applying the First People's Principles of Learning.

Systemic change is also being promoted through the introduction by IEA and the CTE of a water- and land-based learning framework, grounded in Canoe teachings. This framing of knowledge will be encouraged not only as curriculum is revised, but also as a way of framing our activity as members of a learning community, whether we act as instructors, staff or administrators. The CTE has workshops and supports for faculty to think about how they can weave land and place into curriculum with a learning dialogue series, including sessions such as Land as Teacher and Cedar—a Living Resource. IEA and the CTE are continuing to collaborate on developing more student supports that engage traditional knowledge, linked to seasonal ceremonial cycles and land- and water-based teachings. As part of grounding the understanding of our activity as a university in this framework, CapU will be providing workshops and teachings from Knowledge Keepers intended to deeply connect students and faculty to the First Nations territories upon which our campuses and locations operate and imbue learners with a territorial responsibility and relationality that they will carry with them wherever they go.

The systemic changes will take years to implement at CapU, just as with every other public institution in the province. In recognition of the scale of work, CapU is now working to guide these profound changes more strategically through the development of an Indigenization Plans, stewarded by the IEA office. This work is just beginning now, with IEA preparing information sessions and gathering information on existing gaps and the aspirations for Indigenization from across our community.

Community outreach and learning facilitation

One of our flagship projects for supporting the development of regional Indigenous communities continued to grow this year. The Indigenous Digital Accelerator (IDA) on-boarded its first Indigenous-led acceleration projects, Chastity Davis Consulting, Tokhapi Cinema, and Wapanatakh Media. Over 2021-22, the IDA has a goal the on-boarding of four to five new Indigenous digital businesses who will develop and implement business scale-up plans. By the end of Spring 2025, the goals for the IDA are to have worked with at least 15 Indigenous-led business clients.

The on-boarding of Chastity Davis Consulting resulted in another important first: completions of its first applied research project, the creation of an online platform called Deyen – An Invitation to Transform. Deyen is one of the few online learning hubs in the world that educates through sharing the traditional knowledge, wisdom, worldviews, and lived experiences of Indigenous women. Chastity Davis is an experienced principal consultant with a demonstrated history of working in the government relations industry. Chastity recently received two awards for her business: Young Entrepreneur of the Year, Outstanding Business Achievement (BC Aboriginal Business Awards); and Forty Under 40 (Business in Vancouver magazine).

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

The director of IEA has monthly meetings with the Education Teams from the five Rightsholder Nations (the Lii'wat, Musqueam, shíshálh, Squamish and Tsleil-Waututh) to maintain continuity of communication between the Five Nations and CapU. CapU representatives also participate in discussions with representatives of the Rightsholder Nations in regards to the Aboriginal Service Plan.

In Spring 2020, CapU's kálah-ay | Sunshine Coast campus welcomed Robert Joe as its first Elder. Born and raised in shíshálh territory, Robert is the son of Clarence Joe Junior and Diana Joe (nee Louie), and the grandson of Clarence Joe Senior, shíshálh band manager for 35 years and political activist. His grandfather instilled in Joe the importance of family, history, community and unity with neighbouring nations and nations across Canada. Robert spent much of his younger



life working in fishing and logging with his brothers and uncles. Later, he took up his grandfather's political and activist mantle, becoming a twice-elected Council official for the shishálh Nation and holding the role of Head of the shishálh Nation Rights and Title Department for 13 years.

Faculty working with kálaḡ-ay | Sunshine Coast campus leadership are building out a suite of first-year courses, the Capilano First-Year Experience, with a theme of local community inclusion. The faculty, staff and administration of kálaḡ-ay | Sunshine Coast continue to work with the shishálh Nation through the Affiliation Agreement.

This year brought tragedy to the community of Mount Currie with the tragic loss of two members of the Lil'wat Nation, Peter Oleski and son Leo River, during a backcountry excursion in the region. One of the deceased was a former CapU student, and remained well connected with students at the Ts'zil Learning Centre. The impact of these events on our faculty and learning community has been significant. CapU has provided support during this difficult time through a range of measures, including a talking circle facilitated by Jackie Tenute of Otter Daughters, working with IEA. Jackie has since hosted sessions to help with anxiety for members of the main campus, the kálaḡ-ay campus, and Ts'zil.

Capilano University and the Lil'wat Nation signed an affiliation agreement in the summer of 2019. Under the agreement, the Lil'wat Nation develops its own long-range educational plan while CapU supports it by offering advice and expertise. Since the 2019-20 academic year, Mount Currie students at the Ts'zil Learning Centre have enjoyed expanded language and culture programming with the offering of additional courses in linguistics, First Nation Studies and conversational languages. Faculty has expanded, also, with the addition of Lil'wat Nation member Yvonne Wallace joined as Ucwalmicwts Language and Culture Instructor. CapU continues to be active in providing conventional academic and career programming at Mount Currie as well. The Education Assistant program, for example, was offered at the Mount Currie campus for the first time in Spring 2019, with the first program graduates receiving their credentials in Summer 2020.

This year, a broad collaboration involving IEA, Alumni and University Relations, Information Technology office, faculty and private donors, including Neptune Terminals and Shaw Communications, worked to secure laptops for Indigenous students to assist with accessibility issues. This resulted in CapU obtaining 20 laptops reserved for long-term loan, bridging a significant gap for North Vancouver and Mount Currie students. Mount Currie students in particular had acute technology access issues.

Indigenous programming

Indigenization at CapU involved not only the Indigenization of course contents and the creation of courses presenting Indigenous perspectives or issues, but also programs of study either aimed at supporting Indigenous students and communities, or teaching Indigenous contents, such as language or culture. At CapU, these programs currently fall into three categories: language and culture programming, academic preparation and upgrading for Indigenous students, and programs aimed at supporting Indigenous communities by developing the occupational or cultural skills of their members.

CapU offers two language and culture certificates, focused on the Lil'wat and shishálh Nation. These programs highlight the ongoing commitment of CapU to Truth and Reconciliation and contribute to the regeneration of threatened Indigenous languages, enhance the pride and confidence of learners in their culture and traditions, and develop tangible skills for teaching the language within communities. A proposal for a new Lil'wat Language and Culture Diploma is moving through our program development approval process.

University One for Aboriginal Learners is a two-term certificate aimed at giving Indigenous students a meaningful curriculum and educational context to develop key academic skills. The program began in Fall 2018, following consultations with the shishálh and Squamish Nations and CapU's First Nations advisor on ways to increase Indigenous enrolment and student success. This cohort program includes subjects like critical reading, academic writing, oral communication and quantitative reasoning ability. It returned in Fall 2020 after a hiatus for the spring and summer terms of 2020, with revamped remote instruction and enhanced Elder support.

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

CapU's kálaḡ-ay | Sunshine Coast campus has created a pathway program with the partnership of the shishálh Nation. Now in its second year, the Pathways to Higher Learning program provides bridging support to help Indigenous students to engage successfully in ABE programs. This year saw the emergence of an Indigenous ABE program, with shared funding from Aboriginal Community-Based Training Partnerships



(ACBTP) provided through the shíshálh Nation. The partnership with the Nation and the Faculty of Education, Health & Human Developments dean has produced a program focusing on Indigenous learners and developing Indigenous mythologies.

The Faculty of Fine and Applied Arts offers both a certificate and diploma program in Indigenous Digital Filmmaking (IDF), which is open to Indigenous students and wholly focused on Indigenous knowledge, history, and the works of Indigenous filmmakers and scholars. In Spring 2021, North Vancouver's Polygon Gallery collaborated with faculty and students in CapU's IDF and Motion Picture Arts (MOPA) programs to present a short-film series, *Response: Our Land Narrative*, created as a result of workshops between Indigenous Knowledge Keepers and artists. The workshops were part of the Response program, a collaboration between The Polygon Gallery, CapU's Indigenous Student Services and the IDF program. In Fall 2020, an IDF alumna, Jessie Anthony, won the BC Emerging Filmmaker Award at the Vancouver International Film Festival for her film *Brother, I Cry*. The IDF program also helped Jessie obtain funding through IDF's partnership with Telefilm's Talent to Watch program, while CapU's Bosa Centre for Film and Animation also supported the film's production by loaning out equipment. Jessie in turn hired many IDF and MOPA graduates and students on the production.

A second Indigenous film program started in Summer 2021 and will run until December 2021, as part of a three-way collaboration between the Indigenous Digital Accelerator, the Bosa Centre and CapU's Continuing Studies (CS). This program consists of a set of 11-workshops designed to develop the management skills of mid-career Indigenous producers who own their own film production company, with a focus on the business side of film production. A total of 20 Indigenous filmmakers—the program's capacity, with learners drawn from across North America—are studying a wide range of film business topics, from funding models through contract negotiation and financial management to production proposals, intellectual property law and distribution. The program bridges the classroom and the film industry, increasing opportunities for Indigenous-led film production companies to influence the digital, creative and cultural sectors across Canada.

Success strategies for Indigenous learners

CapU has made progress in clarifying and streamlining university admissions and the funding processes for Indigenous students. Students receiving band funding will not be put on hold or receive late fees should their band funding be delayed. This work involved collaboration between the IEA office and the Registrar's Office to enhance communication regarding band-funded students. CapU is exploring the waiving of application fees for band-funded students, and preferably, all Indigenous students. Our Student Housing office has also worked with IEA to improve access for Indigenous students by revising the reserved-room process, and improving communication for band-sponsored Indigenous students.

At both the North Vancouver and *kálaḡ-ay* | Sunshine Coast campuses, CapU took a significant step in 2019 in Indigenizing one of the first university experiences, that help new students find their footing quickly: a new student orientation. That summer, members of Indigenous Student Services guided Indigenous students through the North Vancouver campus' first Indigenous Student Orientation. Shortly after, students, faculty and staff attended the first Indigenized orientation at the shíshálh Nation Longhouse. The event included presentations from Elders and members of the shíshálh Council, as well as traditional dancing and food. Despite the complications of COVID-19, the Indigenous Student Success team managed to continue Indigenous Student Orientation for Fall 2020, converting activities to an online format. CapU is working towards introducing a retention improvement program that will feature a peer mentorship element, allowing current students to support each other throughout their academic studies.

Additional initiatives

With the leadership of Squamish Nation Knowledge Keeper and master carver *Ses siyám* (Ray Natraoro) and Capilano University's community engagement facilitator, Joel Cardinal, CapU held the launching ceremony for Skw'chays on October 2020 at Cate's Park. This event was livestreamed with a safe, restricted number of in-person witnesses to the ceremony. The event included students from the Indigenous Digital Filmmaking program, including Cree students from Alberta who had their first experience with the ocean in paddling Skw'chays.

CapU hosted a canoe Sleeping Ceremony for Skw'cháys after the launch. The corresponding Awakening Ceremony and Launching Ceremony for Skw'cháys has been postponed due to COVID-19, but we are committed to our responsibility as a canoe family to deliver traditional water-



based teachings. Under cultural protocol, the University will host ceremonies to awaken Skw'cháys every spring and put the canoe to sleep every fall. CapU also incorporates Skw'cháys into its Convocation ceremony.

Until the shift to remote learning in March of 2020, CapU offered Indigenous students a lunch program. During this time, CapU continued to provide support by converting the remaining lunch budget to grocery cards which were distributed to Indigenous students in need.

Part of the process of Indigenization is building an understanding of Indigenous experience and knowledge among non-Indigenous members of our community. Beginning in Spring 2019, CapU's Indigenous Student Services staff began collaborating with faculty and staff to introduce the KAIROS Blanket Exercise into classes and staff workshops. The KAIROS Blanket Exercise has been developed by KAIROS Canada, a not-for-profit social justice organization, who describes the exercise as a "participatory history lesson"—developed in collaboration with Indigenous Elders, knowledge keepers and educators—that fosters truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples." Since its introduction, a large number of employees have participated, many of them more than once. With the success of the exercise, CapU is looking to add additional tools to continue the understanding of Indigenous cultures and experiences among the broader University community.

CapU's library has developed its Best Practices Guide for Indigenizing and Decolonizing Library Instruction this year, and is now available on the internal Library wiki. This guide was approved by Shawna Duncan of the CTE and presented to the librarians in late fall. In addition to sharing with current librarians, Kim Minkus, Indigenous learners librarian, has also been meeting with the new Librarians to ensure they are also familiar with the guidelines.

An Indigenous Learners Librarian is available for individual research support for Indigenous students and to conduct professional development workshops for faculty, both within the University and for the community groups that the University supports, including the Lílwat, x̣ṃəθḳẉəỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

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

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

The accessibility services office at Capilano University strives to ensure that students with disabilities enjoy the same rights, opportunities and respect as all other students. The office is currently revising CapU's Accommodation Policy and Procedures, to reflect current terminology and current practices. The revisions will enhance full and equitable access for students with documented disabilities to instruction and services by emphasizing that the entire institution is responsible for ensuring equal access. The revised policy provides greater clarity on student responsibilities, and more detail on how students can appeal decisions regarding academic accommodations.

CapU's Bachelor in Applied Behavioural Analysis (ABA) program, which trains students to work with people on the autistic spectrum, has collaborated with accessibility services to create a peer-mentoring program for students who identify as being on the autistic spectrum. The program pairs these students either with a student in the ABA program or with a self-identified peer in a specific program area that are further along in their education. CapU pays the peer mentors an honorarium at the end of each semester.

Accessibility's services work begins even before students arrive at CapU. CapU provides counsellors to advise local high school psychologists and counsellors, and sometimes students, on how to manage the transition to university, including how to access funding and document their requirements for academic access. CapU's advisors participate, and help host, an annual BC high school conference around student access and abilities. In the 2020-2021 fiscal year, Capilano University recorded its third consecutive increase in domestic developmental FTEs since 2017-2018, when Capilano University implemented priority initiatives including tuition-free Adult Basic Education (ABE) and English Language Learning to domestic students. CapU recorded 297 developmental FTEs for the 2020-2021 fiscal year, an increase of 2.4% over the 2019-2020 fiscal year.

In Fall 2020, CapU was able to renew offering ABE courses in Squamish since Spring 2013. The Pathways to Higher Learning program is now in its third year of helping Indigenous students at our *kálaḡ-ay* | Sunshine Coast campus, gain the skills needed to successfully complete ABE programs. The University One program expanded remote delivery of the program, resulting in



a full cohort for 2020-21. Current plans are to continue remote and mixed-mode delivery options after the return to in-person instruction in the Fall.

Many schools and programs are looking to continue or expand online offerings to reach students in remote areas. For example, the School of Business is planning on offering an online version of its Accounting Assistant program, in order to maintain access for students who cannot attend the in-person program.

CapU's Faculty of Education, Health and Human Development delivers two programs for students with developmental disabilities, the Education and Employment Access program and the Discover Employability program. In recent years, both programs have been full. The Dean's Office is currently in discussions with PSI counterparts, relevant school districts, community organizations, and local employers to develop an expanded work-experience component in the Discover Employability program for the 2021-22 academic year, drawing on funding from WorkBC. A comprehensive review of the Discover Employability program is also planned for 2021-22, with the intention of launching an updated and expanded version in 2022-23.

CapU's Student Affairs team has been developing an early intervention program for students in distress, the Your Early Support program (YESS), which CapU hopes to pilot in the Fall of 2021. YESS will be a campus-wide program to support students in distress through early intervention and response strategies. It includes creating an integrated and accessible case management system for the program, prevention education and awareness and a collaborative care model for how campus services connect to create a student support network.

CapU's tuition waiver program for former youth in care has grown from 9 students in 2017-18, 16 in 2018-19, 23 in 2019-20, to 33 in 2020-21. In 2019, our financial aid and student affairs teams began a set of initiatives to support the program. Elements of the initiatives include:

- an awareness campaign
- open-ended outreach to students to engage the tuition waiver program
- targeted support for self-identified students

b. Ensuring student safety and inclusion

Capilano University is committed to creating a safer and more supportive campus community. We have strong

involvement from employees and students across campus in initiatives and projects that promote mental health, support well-being and work towards prevention and education related to sexual violence.

After over a year of community consultation and research beginning in Summer 2019, CapU passed its updated Sexual Violence Policy in Fall 2020. The newly revised policy provides for the formation of an advisory committee. An invitation for members from the CapU community was released in Spring 2021.

Student Affairs has dedicated an employee to record sexual violence disclosures and reports since 2019. We have continued well-being programming for students, staff and faculty focused on responding to disclosures and consent education. CapU also has a *Supporting Students in Distress Guide* that outlines the process for disclosures and reports of sexual violence for employees.

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

Capilano University continues to implement the commitments made in the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015). CapU has created a student wellness working group and, in 2018, assessed student health and wellness via the National College Health Assessment survey. The commitment to the Okanagan Charter has led to the following initiatives:

- the introduction of a well-being programming for students, staff and faculty focused on consent education and awareness in support of the sexual violence policy
- introduction of The Pledge to increase the CapU community's commitment to implementing the policy and to create a consent culture on campus for both employees and students (relaunched in Fall 2019 orientation activities)
- trained facilitators to lead SafeTalk awareness workshops for staff and students
- an increase in the number of assist-certified staff on campus to help in crises
- hiring and guiding a faculty lead to develop a consultative campus well-being strategy



- hosting the first well-being week in Spring 2020, which showcased well-being resources on campus

“Connect. Engage. Take action.” is a framework approach to promote problem solving in academic supports, personal supports and involvement. The approach includes an application for government funding for a well-being peer-ambassador program to oversee training and programming, hiring 19 student peer helpers in sexual health, social health, physical health, academic well-being and mental health.

Other initiatives related to safety and wellbeing include:

Canadian Campus Wellbeing Survey (CCWS). Over 540 CapU students participated in the Spring 2021 CCWS, representing about 8% of the campus population, which is almost 200 more students than the minimum target needed for a meaningful sample.

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

Fostering inclusion

Capilano University’s Centre for Teaching Excellence, with support from Accessibility Services, has been creating programming, supports and a community of practice for faculty members who are developing courses using Universal Design for Learning principles. Universal Design for Learning is a framework aimed at making learning as inclusive and accessible as possible by basing the language of instruction around principles of engagement, representation, action and expression. The CTE has also developed a faculty-created resource on Universal Design for Learning to support inclusive teaching practices, called *Towards a Pedagogy of Inclusion*.

The CTE helped produce a new tool for fostering inclusion, the anti-racism hub. The Anti-Racism Hub, created through a CTE Teaching Innovation Grant awarded to faculty member Ki Wight and student research assistants, is a community hub for engaging with anti-racist educational practices, and other topics relating to race and a more socially just educational landscape. The themed sections contain readings, videos, podcasts, web links, free online courses, and other resources.

The Centre ran two workshops in 2020-21 on inclusive learning strategies, one addressing triggers and micro-aggressions in the learning environment and another on truth, reconciliation, and allyship for the faculty learning community. The CTE also offered individual and department-level consultations and its ongoing Introduction to Decolonizing and Indigenizing Curriculum.

CapU’s commitment to reaching traditionally under-served learners extends beyond its campus, with community-based adult-literacy programs offered by the community development and outreach (CDO) department to other regions with support from the provincial Community Adult Literacy Funding (CALP) funds. The CDO department fosters inclusion in the community through settlement and language services, and training for immigrants and newcomers. These activities are supported with funding from Immigration, Refugees and Citizenship Canada.

In 2020-21, the CDO department hired two Indigenous faculty to provide an Indigenous language revitalization project and community adult literacy program in the Sea-to-Sky Corridor communities of N’Quatqua, Skatin, Q’aLaTK7em, and Tipella. The department recently also received a one-time grant of \$22,500 to deliver anti-racism services and training as part of the Resilience BC Anti-Racism Network in Squamish/Whistler, Pemberton, and Mount Currie.

Summer 2020 witnessed the debut of CapU’s Equity, Diversity and Inclusion Action Group (EDI AG) under the aegis of the office of VP Academic & Provost. The EDI AG consists of employees and students. The EDI AG provides input and guidance on processes and activities to inform the development and/or expansion of EDI infrastructures and supports on campus. The goal of the group is to transform institutional structures and activities that have historically excluded or marginalized underrepresented populations and to develop an EDI recommendation document. Facilitated by the Canadian Centre for Diversity and Inclusion (CCDI), the action group will advise on EDI best practices across the spectrum of University activities, including: (1) policy and memberships, (2) well-being and accessibility, (3) student services, (4) curriculum and pedagogy, (5) hiring and evaluation practices, (6) training and education, and (7) dialogue, forums and communications.

The Faculty of Education, Health and Human Development is in the process of creating an EDI Action Group, and the Early Childhood and Education has established an anti-racism/EDI faculty learning circle. The Faculty of Fine and



Applied Arts is leading the design of an EDI consultancy pilot project and the RFP process will encompass many EDI training components suitable for foundational EDI training, which can be used not only within the Faculty, but across all faculties and units. Many academic hiring committees, including the CapU Library, include EDI language within postings and interviews. The School of Business will hold a session on Unconscious Bias for all School of Business faculty during the 2021 professional development period.

Staff in CapU's Library formed a Library EDI Working Group in Spring 2021. The Working Group has developed a draft purpose statement and terms of engagement, and has been successful in recruiting a student member. The EDI strategy will be developed by the group over the summer, with plans to be informed by the recommendations of the University's EDI Action Group (when available).

The Library has also begun a review of policies and practices with respect to the use of language and with a social justice lens, and is developing a plan to undertake subject analysis and classification review to address systemic racism and bias in description of works to minimize harm to those trying to locate resources.

During the Spring 2021 semester, the Library provided a project opportunity to a Langara Library Technician student to increase the accessibility of our research guides (LibGuides) to be compliant with the WCAG 2.1 AA section of the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) 2.2. These guidelines outline how to create accessible websites.

Compliance to the guidelines is based on levels (Level A being the lowest level of compliance and Level AAA the highest). The goal with the LibGuides project is to ensure all LibGuides are at the second level of compliance (Level AA) for our University community. The Library now has an Accessibility LibGuide based on the WCAG 2.2 guidelines, which will help creators build accessible LibGuides. The next step will be to review the Library's current LibGuides to identify which sections will need to be updated to conform to higher web accessibility (ideally a Level AA).

The student affairs team is developing an EDI training and education plan for students, to launch in Fall 2021. CapU expects the first specific EDI-education module will focus on awareness and education around diverse gender expressions and experiences, as well as information about campus supports for trans, two-spirit, and non-binary students. Student leaders also have received training on a variety of EDI topics.

The student affairs team, which handles conflict resolution and responds to conduct complaints from students, recorded an increase in complaints regarding racism throughout 2020. The team has responded by collaborating with the EDI Action Group to develop response strategies and provided advice and support. The Student Life Hub has also hosted dialogues focusing on the issue of racism.

The development and alumni relations (DAR) team increased EDI-focused programming supporting inclusivity, including a focus on First Nations language, culture & knowledge, such as the launch of the alumni-hosted book club featuring books by, and a Q&A session with, Indigenous authors. The office is also collaborating with EDI AG to create an Alumni-specific EDI working group, with the goal of developing a comprehensive action plan to integrate equity, diversity, and inclusivity into the Capilano University Alumni Association's activities.

Both the School of Public Administration and the Theatre department have built collaboration with students and staff into curriculum or program advisory committees. The School of Communications is in process of implementing a student advisory committee to allow diverse student voices to provide feedback to the School's faculty and administrators. The Faculty of Global and Community Studies, which houses the School of Public Administration, involves faculty, staff, and students in Faculty committee and sub-committee meetings, with all groups having a vote on their committees.

As part of CapU's commitment to creating a campus learning environment that is accessible and inclusive to all community members, we began re-organizing our physical space several years ago, beginning with the creation of the CapU Centre for Student Success in 2018. The Centre applies best practices of a traditional learning commons while also adding other support programs into one central location at the heart of CapU's campus, increasing visibility of and access to, tutors, advisors and other supports. By unifying student services, the Centre fosters a continuity of care between units, reducing the chances of students missing out on crucial services, referrals and supports.

Spring of 2021 has seen further enhancement of the Centre aimed specifically at enhancing its ability to support a diverse range of students, particularly those from marginalized, vulnerable and under-supported populations. The changes include:

- universal washrooms
- baby changing table



- automatic door openers
- student services counter at accessible height
- interior glazing given contrasting colour to enhance visual clarity

Outside the Student Centre, renovations have increased supports to students with children, particularly mothers, with a breastfeeding space added to the Cedar building and baby-changing tables added to the Birch 1st-floor washrooms.

Student success continues to shepherd the next phase of implementing the recommendations of the Gender Diversity Audit. As of Spring 2021, a working group, consisting of area leads from all of the major functional areas noted in the recommendations, has been collaborating to share best practices on implementation and development, as well as collectively provide training, education, and awareness to the campus community. Since receiving the recommendations in 2019, campus units have started work on more than 75% of the 36 recommendations.

Over the past three years, Capilano University has steadily expanded inclusivity initiatives focused on specific populations. We have created a Positive Space program with outreach, awareness and education related to the LGBTQ2S+ community. Additionally, CapU's orientation and transition programming includes early support for mature learners, distinct programming for first generation students and increased integration of international learners. These initiatives included an employee-focused forum aimed at starting a dialogue on the diversity and inclusion of our LGBTQ2S+ community, along with a professional development day exploring how faculty can help build support through their teaching.

Our student body has long been committed to building support for the LGBTQ2S+ community and has continued its now-traditional involvement in the Vancouver Pride Parade and Pride Month. This year, the Registrar's Office has changed procedures to allow students to use their preferred name across all systems, learning platforms and IDs.

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

Capilano University plans to continue its participation with the EducationPlannerBC (EPBC) online system. In 2020-2021, the Registrar's Office implemented the XML reporting functionality for transcripts submitted via the online system. This has decreased the time required to access and input transcript data, allowing CapU to update transcript records as soon as updates are available from the online system. The new XML functionality also allows CapU to more quickly make and communicate admission decisions to students.

A significant undertaking to restructure the student information database was finished this year in order to implement the DegreeWorks software. This software allows precise monitoring of student progress and credential qualifications, enabling academic advisors and students to chart each student's best trajectory to graduation. Since the reorganization was fully implemented in Spring 2021, CapU has started work on implementing DegreeWorks and expects to have it ready for regular use by early 2022.

CapU is in the process of implementing a software suite, TargetX, which will provide a case-management system for student services. This will enable, for example, counselling staff to better track the services provided to a student, outline the actions taken and outcomes achieved, resulting in more timely and effective interventions. The counselling and accessibility services offices began implementing the software in Spring 2021, and other student-facing teams are expected to implement it over the course of the year.

The CapU Library provides students with many digital supports for learning. It participates in Askaway, a BC academic consortium providing a chat-based, student-research help service supporting students across the province.

The Library has also opened a chat-based online service to guide Capilano University students in their research questions. Library faculty converted their information literacy teaching to both synchronous and asynchronous modes for students enrolled in summer courses. This year, the Library has successfully pivoted to fully digital operations.

In 2020-21, the CTE provided multiple approaches to supporting faculty for online instruction. These included a Teaching Continuity eLearn course with 372 faculty actively participating, daily virtual support, resources for remote teaching (including 30 videos on educational technology created over a two-month period), and a series of workshops on remote teaching and technology-enhanced



learning, a new student digital ambassador program, and expanded support for educational technology.

The Centre also produced a teaching continuity website with resources for teaching remotely, 40 videos on technology-enhanced learning, 78 workshops on teaching with technology (e.g., teaching with Zoom; creating effective online discussions; introduction to podcasting), two weekly drop-in support sessions, one focusing on technological supports and another specifically on elearning. The team also developed the largest Online Teaching Fundamentals course in the BC, which saw 182 faculty participate in the five-day course.

Supporting all of this has been the work of our IT department, which has not only been overseeing the digital and technological transformation in CapU's history, but has also been carrying the load to provide technological support for moving most instruction and staff to work remotely as a result of the pandemic.

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

CapU's academic initiatives & planning (AIP) office has extensively revised and streamlined the program development process. The new process now requires that program development proposals emerge from a working group before submitting a concept paper to Senate, ensuring the proposal is crafted by a team of subject-matter experts from its inception, rather than falling on the shoulders of single faculty members, as often happened previously. This not only ensures more rapid development of program proposals, it also strengthens capacity to complete internal and external consultations with comparator programs and sectoral experts. Further, AIP now provides development working groups with desk research support, thereby, lifting the work of labour-market research from the working groups themselves.

These changes have resulted in six Bachelor program applications being presented to the Degree Quality Assurance Board (DQAB) since June 2020. These six proposals include three STEM programs, including one related to environmental remediation and sustainability, the Bachelor of Science with a Major in Applied Clean Technology. Not only is environmental protection and climate change an important priority in the communities of the Capilano College Region, analyses such as that by the Royal Bank of Canada ("Navigating the 2020s") suggest that clean technology will be a major area of employment growth over the coming decade. According to

Statistics Canada, employment in clean technology doubled between 2015 and 2018.

Another of the six programs seeking Ministry approval has an environmental focus, the Bachelor of Environment and Society, which focuses on the intersection of social well-being, economic sustainability and ecosystem health. Not only will graduates be able to understand the environmental challenges of the CapU catchment and Lower Mainland regions—including issues related to resource industries, marine and land ecosystems, and waste management—they will also bring the skills needed to help carry out the provincial government's CleanBC strategy.

An additional program recently approved, is the Bachelor of Arts, Psychology major. Becoming a psychologist is considered a high-opportunity occupation in both the Lower Mainland and South West economic region and across the province, according to the 2019 edition of the Labour Market Outlook.

This summer, the Health Care Assistant department launched a new program, the Health Care Assistant Pathway, designed to rapidly train non-clinical health care support workers employed at local health authorities to become health care assistants, in response to high labour market demand in the context of COVID-19. The Health Career Access Program (HCAP) began in May 2021 at North Vancouver, with a kálaš-ay | Sunshine Coast cohort planned for September 2021, and a second North Vancouver cohort for November. Each cohort enrolls 20 students.

The director of the kálaš-ay | Sunshine Coast campus and dean of Business and Professional Studies are working on a proposal to offer a diploma-level business program focused on the aviation industry. If the proposal proves feasible, the program could launch as early as Fall 2021, possibly with an industry partner.

CapU has begun investigating how microcredentials can provide programming that meets regional economic needs. A microcredential is a short-term training program aligned with industry needs and recognized by employers. In Spring 2021 the Provost's Microcredential Advisory Committee formed with a mandate to formulate a framework and identify prospective pilot projects for implementing microcredentials. The committee includes representation from each Faculty, and areas such as Continuing Studies (CS), the CTE, and career services. Faculty in the School of Communications are enthusiastic about re-configuring several courses as microcredentials, and in our response to Priority 4(c), we review in detail the work CS has done in implementing microcredentials in 2020-21.



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

Total international enrolment decreased from Fall 2019 to Fall 2020 by 13%, from 2,675 to 2,315. Based on the preliminary data from the Student Transitions Project, CapU's Fall 2020 international headcount decline marked the smallest percentage decline in international headcount from Fall 2019 among teaching-intensive universities.

As noted in the outline of our pandemic response in the introduction, we took a number of measures to manage our international enrolment in response to the pandemic. We have refreshed and expanded our agent network in various places around the world as the COVID-19 pandemic has taken its toll on small business operations, and we have conducted proactive and more detailed agent training and support. We also implemented a social media campaign in Mexico, Colombia, Vietnam, Brazil, Bangladesh, and India to maintain presence in these key markets.

A limited number of CapU international students have arrived in Canada since the beginning of the COVID-19 pandemic. The Centre for International Experience (CIE) has been advising new and returning international students by informing them on current Canadian travel restrictions during the pandemic. Online immigration and study-permit-extension advice increased over the course of the pandemic, as well as webinars for new students about transition to a new country and well-being. In Spring 2021, the University extended the payment deadline for international students who were waiting to receive a resolution from their study permit application with Immigration, Refugees and Citizenship Canada (IRCC), this allowed students to continue their classes without being penalized.

Since the beginning of Summer 2020, the CIE has organized eight online pre-departure orientations and eight online orientations for new international students to provide relevant updates on services available at the University, including services such as registration, travel and medical insurance for those allowed to travel to Canada.

International students accounted for 31% of CapU's Fall 2020 enrolment and 38% of its full-time enrolment in this past fall.

The top ten countries for CapU international students in relative order are: India, China, Iran, Vietnam, Brazil, South Korea, Mexico, Bangladesh, Japan, and Russian. Although

the major market for Capilano University is India, we had increases from eight other markets in 2020-21 with notable increases from Mexico, Iran, and Bangladesh, and modest increases from the US and Vietnam. We saw a continued pattern of decline from China, while the increase from Iran marked the fourth consecutive increase, with enrolment increasing from 16 students in 2016-2017 to 131 in 2020-2021. Despite the challenges presented by COVID-19 we still were able to enroll over 700 new international students in the 2020-21 academic year. It is our goal now to increase international recruitment substantially over the coming year to reach and/or surpass pre-pandemic levels of enrolment.

Capilano University engages consistently with the Ministry of Advanced Education and Skills Training on international education matters. The Director, International CapU is the elected Chair of the BC Heads of International group (BCHOI), which consists of directors, associate VP's and VP's of international education for all BC public post-secondary colleges, teaching universities and institutes. Through direct engagement and through the BCHOI forum, regular updates and dialogue with AEST and BCCIE officials take place to mutually inform respective organizations of initiatives and actions to achieve a balanced and sustainable approach for international education in the province.

As noted earlier in this report, in 2021 CapU released its first Internationalization Plan. This was developed through an extensive consultative process and was approved by Senior Leadership Council, affirmed by Senate and presented to the Board of Governors in Spring 2021. The Internationalization Plan helps fulfill Envisioning 2030 and aligns with the Academic Plan. The vision of the plan is to "enable imagination through a globally engaged university". As articulated in the plan, Capilano University will be a globally engaged university that will provide opportunity to learners and employees to participate in global experiences through international education collaborations, transformative projects experiences, applied and progressive international research, and specialized sector internships, partnerships, and other learning experiences. Through dynamic operational units and centres we will generate engagement across the University community in global education. This will result in enhanced global networks, strong global knowledge of educational practices and technologies, increased global study experiences, enhanced service to international learners, and the highest possible recognition for service to our international and local communities. A globally engaged Capilano University will enable imagination that fosters innovation in our learning



community, and will make meaningful and significant contributions to people and the planet.

A complete description of the themes, strategies and actions supporting our goal of implementing a student-centred international education framework that supports the success of domestic and international students is given in Appendix C.

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

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

Three sections of ENGL 100 were offered in Spring 2021 at two secondary schools in School District 46—Sunshine Coast in collaboration with faculty and administration of the kálex-ay | Sunshine Coast campus. Members of CapU faculty are in discussion with representatives of the North Vancouver School District (SD 44) to explore a possible 100-level course in Interdisciplinary Studies.

Beyond dual credit, other collaborations with local school districts are underway that should aid students' transition from K-12 to post-secondary education. The Faculty of Arts and Sciences is collaborating on professional development opportunities for high school teachers focusing on problem-based learning. The School of Science, Technology, Engineering and Mathematics, is launching a Robotics Academy in partnership with Zen Maker Lab and SD 44; the project is slated to start Fall 2021. CapU has also signed a memorandum of understanding with the West Vancouver School District (SD 45) to develop a Robotics Academy for their students

b. Supporting lifelong learning pathways across the public postsecondary system

Supporting lifelong learning is a key part of Capilano University's Continuing Studies. In non-pandemic years, CS' open-enrolment programming is offered evenings, weekends and online to be flexible to its target audience—adult learners. During the last year, all offerings have been online. Courses include creative writing, digital marketing, bookkeeping, and organizational leadership. CS also provides custom programs for organizations, further providing training for adult learners.

This year has seen Capilano University put considerable effort in further aligning its CS programming with its undergraduate programming. This has taken two forms: first, the CS leadership is in discussion with several academic faculty leaders to expand

the range of CS programming that can count as prior learning and ladder into academic programming. Such prior learning assessment would make for an easier on-ramp to traditional academic learning for CS' learners, whose needs require more flexibility than CapU's typical undergraduate students do. This transition work so far consists of conversations between CS and academic leadership and establishing new means of serving the learning needs of Capilano U's catchment population.

CS has also begun leveraging the expertise of CapU's academic faculty to enhance the training of CS' learners, and to extend beyond the traditional post-secondary student profile. These efforts at integrating CapU faculty into CS instruction bore first fruit this year with the launch of the Tourism Business Enhancement Training program in Spring 2021. The five-week program is a collaboration between CS and the School of Tourism management to provide free training to tourism and hospitality workers impacted by COVID-19 to pivot their business.

Most of our faculties had block transfer agreements in place for 2020-21. Business and Professional studies had an agreement with the College of the Rockies for students entering the BBA program. Education, Health and Human Development had partial block transfer agreements based on certificates to practice for eight colleges—Douglas College, Langara College, Camosun College, Northern Lights College, College of the Rockies, Seneca College, Okanagan College, and George Brown College—and five universities: TRU, VIU, UFV, Grant McEwan University, and the University of Lethbridge.

Global and Community Studies (GCS) reached a block transfer agreement for admittance to its Bachelor of Tourism Management program with six colleges: Red River College, Sir Sanford Fleming College of Applied Arts and Technology, Eton College, Langara College, the Native Education College, and the Canadian Tourism College. GCS also had a block transfer agreement for entry into its Aboriginal Tourism Operations Certificate and Aboriginal Tourism Operations Diploma programs with the Native Education College.

Based on evidence that prior learning assessment has had very low pick up by students at the university and in alignment with the new Academic Plan, a special advisor was appointed under the office of the VP Academic & Provost to:

- review, revise and refresh policy, practices and approaches to prior learning assessment (PLA) at the University



- provide recommendation and facilitate steps for enhanced PLA activity
- coordinate beginning approaches for comprehensive learner assessment in keeping with a more welcoming university where all learning can count

The recommended revisions to the University's Prior Learning Assessment Policy was approved by Senate in Summer 2021, and a renewed approach to PLA will begin in the 2021-22 academic year.

c. Advancing and supporting open learning resources.

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

- embed open educational resources into CapU's new degree programs where there is high enrolment
- increase the use of open non-disposable assignments and assessment tools
- raise awareness of CapU's existing open-education resources and open pedagogy
- support faculty in their use of open-education resources

The CTE has held workshops for faculty and students on Creative Commons Licensing and Pressbook, including an Open Education Showcase in Spring 2020, just before the move to remote learning. In May 2021, the CTE organized a two-day open-education assignment sprint to co-create, with students, a repository of non-disposable assignments. New Open Education pages for students and faculty have been created on our website. Open Education faculty associates and faculty from Communication, Kinesiology, Psychology, and Science programs together identified further opportunities for open-education resources and textbooks.

In the 2020/21 academic year, the increase in adoption of open textbooks resulted in cost savings of over \$155,000 to students. Building on the success of our Open Education initiative, our Open Education faculty coordinator will continue to work with faculty and students to create open educational resources.

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

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

In addition to the proposed baccalaureate programming discussed in Priority 2 (d), Capilano University this year received approval to launch its new Bachelor of Kinesiology, which is taking applications for Fall 2021. The degree will produce graduates with an understanding of human health from a fitness and wellness perspective, and are well-placed to work in a variety of therapy and fitness occupations. The program can also be a stepping-stone to a Masters of Physiotherapy or Masters of Occupational Therapy, and careers in either profession.

The Bachelor of Kinesiology program has already generated considerable interest among potential students, with 22 students accepted by the end of Spring 2021. CapU expects to launch the program with full enrolment, anticipating enrolling roughly 70 students in Fall 2021, 60 in the following year, and about 40 students in Fall 2023.

Two other Bachelor programs were also approved this current academic year, with both the Bachelor of Arts, Psychology Major, and Bachelor of Science, General, receiving approval in Summer 2021. The Bachelor of Science, General will help provide a sound basis of knowledge for students pursuing a STEM-based career. The BA, Psychology prepares students for a career classified by the most recent Labour Market Outlook occupational projections⁴ as among the high-opportunity occupations in both the Lower Mainland/South West economic region and the province overall.

Other programming has recently seen expansions of offerings, particularly education, health and tech-related programming. In Fall 2019, CapU expanded delivery of the Education Assistant program to the Ts'zil Learning Centre in Mount Currie, and expanded delivery of the Early Childhood Diploma to its Squamish and *kálaḡ-ay* | Sunshine Coast campuses. CapU obtained grant funding from the Ministry to create an additional 50 seats in our 2D and 3D animation programs, which we realized by 2020-21.

Researchers in the Early Childhood Care and Education (ECCE) department of CapU's Faculty of Education, Health and Human Development (EHHD) have collaborated with researchers at Western University to create the

4. From the Govt. of B.C., Ministry of Advanced Education and Skills Training, Labour Market Outlook, last modified 2020-07-07. Accessed 2021-02-16



Early Childhood Pedagogy Network (ECPN), funded by a \$2 million grant from the BC Ministry of Children and Family Development. The ECPN is aimed at improving early childhood education in British Columbia; one of its first goals is developing the new role of a pedagogist, an education theory and curriculum specialist. In the first phase of the project, approximately 30 pedagogists will be hired to engage early childhood educators to work with the BC Early Learning Framework and to design innovative pedagogies within their early years' programs. Members of EHHD also continued their planning for a degree in the health field.

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

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

Capilano University currently offers one co-op program, the Tourism Management Co-operative Education Diploma, which is accredited by the Co-operative Education and Work-Integrated Learning Canada Accreditation Council, and two co-op courses outside of the program core, Outdoor Recreation Co-op Work Experience and Resort Management Co-op. The *káɫax̣-ay* | Sunshine Coast campus' also has two Communications work-integrated learning courses, one pairing students with businesses in Gibsons, and the other pairing them with Sechelt businesses.

CapU is recruiting for an educational planner with work-integrated learning responsibilities at the *káɫax̣-ay* | Sunshine Coast campus this summer. This will increase our commitment to experiential learning, building on the opportunities we enhanced last year by the presence of an employer engagement and experiential learning facilitator position in our Career Development Centre, along with the creation of CityStudio in Fall 2019.

CityStudio is a program that brings CapU students together with partners from the City of North Vancouver on 12 applied research and curricular community service learning projects. In its first year, CityStudio provided hands-on learning experiences to nearly 500 students. In 2020-21, City Studio grew, despite the disruption caused by COVID-19. This

academic year saw nearly 1000 students completing over 300 projects working with the City of North Vancouver. This growth likely takes CityStudio to its maximum capacity given the size of the City of North Vancouver. CapU and the City of North Vancouver now have a three-year agreement to continue our collaboration.

Students and faculty from CapU's *káɫax̣-ay* | Sunshine Coast campus' arts and science faculty are working on the first work-integrated learning project through our collaboration with the Pender Harbour Ocean Discovery Station (PODS) Irvines Landing. PODS is a learning and gathering space on the Sunshine Coast for research and education about coastal marine and freshwater ecosystems. CapU's involvement in PODS began in 2019/20 with the signing of a Memorandum of Understanding between the Ruby Lake Lagoon Society and CapU.

This summer marks the debut of a work-integrated learning project between CapU and the North Vancouver Chamber of Commerce. The project will support students and small business development, and is funded by a \$70,800 grant awarded to the University by the Business Higher Education Roundtable and Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). The pilot program will assist small business owners in developing solutions for the needs of their company. The project features a design challenge that will bring together local business with CapU courses across all five faculties. A design challenge will engage over 100 CapU students each semester in working with community and industry partners to solve real world challenges and support students in developing relevant skills and experiences in their program area. CapU hopes to be able to build on this project and the collaboration with the North Vancouver Chamber of Commerce by pursuing WIL collaborations with other Chambers of Commerce in our region.

For CapU faculty, this project represents a significant step forward in developing WIL opportunities for their students with the eventual goal of offering every CapU student a WIL opportunity as part of their studies. This goal took some big steps forward in 2020-21 with work done by AIP in collaboration with the provincially funded WIL core team, who helped CapU apply for grant funding through the Chamber of Commerce project. AIP and their collaborators, both provincial and internal, are now building from that experience to create CapU's Co-Lab. The Co-Lab is designed as a hub that brings together the resources needed to identify opportunities for work-integrated learning, coordinating students, faculty, and community partners, thereby expanding opportunities for all.



In addition to our co-op program, CapU offers another 35 programs that contain a practicum component, comprising of 34 courses in the 2020-21 fiscal year. These practica range in length from 45 hours to 32 weeks, with another four programs having practica of six months in duration (Bachelor of Legal Studies, Bachelor of Music Therapy, North American Business Management Applied Post-Baccalaureate Diploma, Paralegal Diploma). Both the Bachelor of Legal Studies and the Paralegal Diploma are paid practica. The Indigenous Digital Accelerator and newly begun Creative Tech Community will also provide opportunities for work-integrated learning when implemented. In addition, when the new Centre for Childhood Studies is completed—slated for 2023—more practicum placements will be available to students in the early childhood care and education programs.

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

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

Capilano University's CS department is devoted to providing learners in the Capilano communities with substantial reskilling and upskilling opportunities. Our CS' offerings focus on short-term, skills-based programs that enable people to acquire relevant and necessary job skills while working. Offerings include programs on digital marketing, leadership skills, bookkeeping, and data analytics, along with stand-alone courses and workshops providing skills upgrading in areas such as motion picture industry orientation and presentation skills. Plans to launch a ten-course, online science communication program were suspended due to the pandemic and our CS team expects to relaunch it in Fall 2021. As mentioned in response to Priority 3 (b), CS also offered the Tourism Business Enhancement Training program this last spring term to help reskill tourism and hospitality workers affected by COVID-19.

Fall 2020 saw CS introduce 22 new programs and 60 new courses, which included programs with a focus on high demand digital skills such as digital marketing and remote workplace leadership. Along with the new programs come an exciting framework, that of stackable microcredentials, to make reskilling easier to access for people in the Capilano region.

The microcredentials are short-term training programs aligned with industry needs. The programs fall into three credential levels: digital badges, awards of achievement and certificates of completion. Digital Badge programs consist of two or three courses, involving skill sets expected to typically take 30-45 hours to learn. Award of Achievement programs consist of four to seven courses, taking typically 60-105 hours to master. Certificate of Completion programs are skills sets taught in nine or more courses, typically taking about 135 hours to master. Learners in a program are evaluated on competencies, and the microcredential is issued once those competencies have been demonstrated.

The 'stackability' of the programs comes from the organization of the programs, as many of the shorter programs consist of courses contained within the larger ones. This allows learners to build up their skills base in a series of steps, at their own pace and schedule, while also allowing them to demonstrate their growing competency at each step. For example, a learner completing the four courses of the Data Analysis program earns its Award of Achievement. These four courses, moreover, are four of the eight courses required to earn a Certificate of Completion in the Data Analysis and Visualization program, along with two elective courses.

CapU's introduction of stackable microcredentials is part of a growing movement to foster such programming across Canada.

One reskilling-oriented academic program has already been described in Priority 2(d), the newly implemented Health Care Access Program, retraining non-clinical health-care support workers to be health care assistants.

The Faculty of Fine and Applied Arts has worked with CS to produce the FILMBA program described in our response to Priority 1, which provides intensive development of Indigenous filmmakers knowledge of the business side of film business. In another collaboration with CS, and supported by funding from the provincial government, the Faculty of Global and Community Studies has developed a five-week program for tourism and hospitality professionals displaced due to COVID-19. The goal was for participants to reimagine their products for post-COVID success.

5. SUPPORTING STUDENTS' AWARENESS OF CAREER PLANNING RESOURCES (SUCH AS THE LABOUR MARKET OUTLOOK).

Capilano University's Career Development Centre (CDC) provides students with considerable support for career planning. The CDC regularly hosts career development



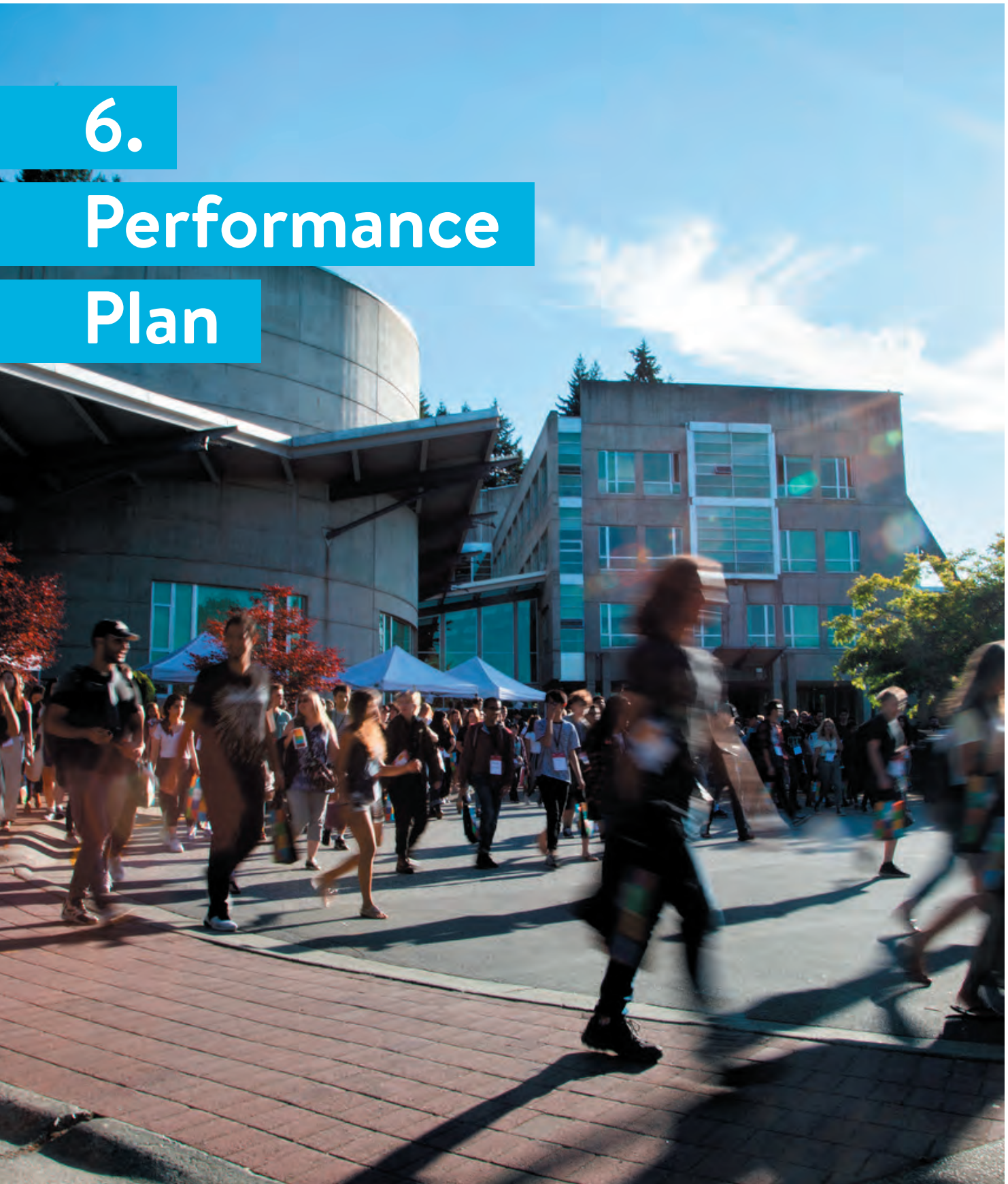
workshops and talks, many of which highlight existing career-planning resources, including the Labour Market Outlook and component products, such as CIP-based job projections. Particularly relevant is the CDC's CapU Launch, a self-paced, co-curricular program designed to help students build confidence, clarity and competencies that will help them successfully launch their careers upon graduation. Part of the program encourages students to apply a competency framework in documenting their skills in the Co-Curricular Record. The competency framework broadly aligns with WorkBC's top 10 competencies for 2020. The CDC's work with students and alumni also provides holistic career preparation ranging from program selection through career exploration and relationship building to personal brand establishment.



6.

Performance

Plan



ALIGNMENT OF MINISTRY AND UNIVERSITY GOALS AND OBJECTIVES

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

The selected goals are a subset of the full Envisioning 2030 goals that directly impact students' academic experience. The full set of goals, and actions to achieve them, can be found in Appendix C. Note that CapU performance measures (Column two in tables) do not necessarily match to System performance measures (Column three in tables).

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

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

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

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

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

Ministry Objectives	CapU Performance Measure	System Performance Measure
Quality	Alumni Survey	Student Outcomes Survey satisfaction measures
	Canadian University Survey Consortium	
	Student Information Survey	
	Departure Survey	



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

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

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

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

PERFORMANCE MEASURE REPORTING

SYSTEM MEASURES

This section reports the 2020–21 Institutional Accountability Plan and Report framework performance measures⁵ and results provided by the Ministry of Advanced Education and Skills Training. These are also summarized in a single table in Appendix A. Ministry assessments are based on the following scale.

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

SYSTEM OBJECTIVE: CAPACITY

Student Spaces⁶

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

	2019–20 Actual	2020–21 Target	2020–21 Actual	Assessment	2021–22 Target	2022–23 Target	2023–24 Target
Domestic student FTE	3,787	5,519	3,814	Not achieved	5,543	5,499	5,499
Nursing and allied health programs	118	138	110	Not achieved	158	TBD	TBD
Developmental programs	290	294	297	Achieved	270	TBD	TBD

Note: "TBD" = "To be determined"

Capilano University achieved its targets for developmental FTEs for the second year in a row, but did not meet its targets for other domestic FTEs, either for the overall or targeted health FTEs. However, this year marked the first year since the 2012-13 fiscal year that domestic student FTEs increased over the previous year. This is strong evidence that the efforts made by CapU leadership, faculty and staff are beginning to manifest. With new

baccalaureate programming coming online as soon as Fall 2021, and with more programs to follow shortly after, we anticipate that this positive trend will continue. Applications are currently being accepted for the new Bachelor of Kinesiology program. A soft launch of the Bachelor of Arts, Psychology major and Bachelor of Science, General will also begin in Fall 2021 with interest from students currently enrolled in the related associate degrees.

5. Please consult the 2020–21 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

6. Results from the 2020-21 reporting year are based on data from the 2020-21 fiscal year; results from the 2019-20 reporting period are based on data from the 2019-20 fiscal year. 2020-21 actuals and targets are as of June 1, 2021

The CapU Strategic Enrolment Management process is now well under way, with the SEM committee working with faculty to set targets and establish retention and growth strategies, and is developing an enrolment-planning model. CapU has engaged MNP to explore a machine-learning based retention model. This model can support faculty and administrative leaders to identify the factors that negatively and/or positively impact retention in order to better support students with the goal of improving retention, persistence and graduation rates.

We experienced a significant decline in FTEs for our health programming, specifically for the Health Care Assistant and Allied Health programs. The reason for this decline is due to concerns expressed by students about occupational health risks during the pandemic. The table below shows that the Rehabilitation Assistant program FTEs came in slightly above its FTE target, while our Allied Health program's (Bachelor of Music Therapy) FTEs came in 17% below target, and the Health Care Assistant program came in 51% below target.

CIP Code: Program	Target FTEs	Actual FTEs
51.0817: Rehabilitation Assistant	35	39.4
51.3902: Health Care Assistant	48	25.0
51.0000: Allied Health	55	45.7

Capilano University is taking steps to revitalize enrolment in health programming. As mentioned in our response to Priority 2(d) of the Mandate Letter, we are active participants in the new delivery of Health Care Assistant Pathway Programs in partnership with the Ministry of Advanced Education and Skills Training and the Ministry of Health. Our first program started in May 2021 in North Vancouver. Additional deliveries will start in September 2021 in Sechelt and November 2021 in North Vancouver,

with further deliveries planned for early 2022. CapU has convened a regional health planning table in Sechelt and are exploring opportunities for partnership and program development (including micro-credentials) in the areas of community mental health, youth mental health, elder care, trauma-informed practice and supported living with regional partners. We are also planning for a health degree, with a likely focus on the training areas outlined above.

Domestic Credentials Awarded

The average⁷ number of credentials awarded over the most recent three years.

	2019-20 Actual	2020-21 Target	2020-21 Actual	Assessment	2021-22 Target	2022-23 Target	2023-24 Target
Credentials awarded	1,371	1,328	1,276	Substantially Achieved	1,250	TBD	TBD

Note: "TBD" = "To be determined"

The average number of credentials awarded for the three-year period prior to 2020-21 substantially achieved its target. The decline over previous year's average reflects declining domestic enrolments over the 2017-18 through 2019-20 academic years. However, it should be noted that these declines themselves have been declining. The

2020-21 results are 97% of target; last year's results (1,371 credentials awarded) were 93% of their target (1468). As this year's domestic FTEs marked an increase over last year, we see the real possibility that next year's results will be even closer to, or above, target.

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

Aboriginal Student Spaces⁸

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

	2019-20 Actual	2020-21 Target	2020-21 Actual	Assessment	2021-22 Target	2022-23 Target	2023-24 Target
Total Aboriginal FTEs	250	Maintain	241	Substantially Achieved	≥ 241	≥ 241	≥ 241
Ministry (AEST)	250	Maintain	241	Substantially Achieved	≥ 241	≥ 241	≥ 241

The number of Aboriginal FTEs decreased by 4% from 2019-20, however, we still substantially achieved our target of Aboriginal FTEs. Last year's number marked the first increase in Aboriginal FTEs at CapU in at least seven years. There is still significant effort required to return to the 2013-14 Aboriginal FTEs number of 344. Nonetheless, it should be noted that we have been able to largely maintain these higher FTE numbers during the pandemic after years of decline which reinforces our confidence that we are making progress on creating a welcoming and supportive environment for Indigenous learners.

SYSTEM OBJECTIVE: QUALITY

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

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

8. Results from the 2020-21 reporting period are based on data from the 2019-20 fiscal year; result from the 2019-20 reporting year are based on data from the 2018-19 fiscal year. The Ministry reports a higher number of Indigenous students at CapU than the University does, as the University's numbers are based on self-identification of Indigenous status while at CapU, but the Ministry data is based on self-identification at any point in students' public education, including K-12.



Student Satisfaction with Education⁹

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

	2019–20 Actual	2020–21 Target	2020–21 Actual	Assessment	2021–22 Target	2022–23 Target	2023–24 Target
Diploma, associate degree & certificate ⁸	91.0%	≥ 90%	90.2%	Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	96.3%	≥ 90%	96.3%	Achieved	≥ 90%	≥ 90%	≥ 90%

CapU graduates continue to meet or exceed targets for overall satisfaction levels, among our baccalaureate students and those taking shorter programs. These results demonstrate our focus on providing quality education that is responsive to the needs of students.

Student Assessment of the Quality of Instruction⁵

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

	2019–20 Actual	2020–21 Target	2020–21 Actual	Assessment	2021–22 Target	2022–23 Target	2023–24 Target
Diploma, associate degree & certificate ⁸	96.7%	≥ 90%	95.8%	Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	99.5%	≥ 90%	96.7%	Achieved	≥ 90%	≥ 90%	≥ 90%

Although there is a minor decline for both DACSO and BGS respondents from the previous year, when over 96% of BGS respondent gave a positive rating to CapU's instructional quality, the perception of instructional quality among both is still well above target levels. This degree of positivity regarding the core function further reinforces our commitment to providing our students with an outstanding learning experience. As Envisioning 2030 asserts, CapU's "programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities."

Student Assessment of Skill Development⁵

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

	2019–20 Actual	2020–21 Target	2020–21 Actual	Assessment	2021–22 Target	2022–23 Target	2023–24 Target
Diploma, associate degree & certificate ⁸	87.1%	≥ 85%	86.0%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate graduates	94.0%	≥ 85%	90.5%	Achieved	≥ 85%	≥ 85%	≥ 85%



Capilano University met or exceeded Ministry targets for student assessment of its contribution to student skill development, and did so for both DACSO and BGS respondents. The assessments of skill development among former baccalaureate students are particularly high. This measure is an average of seven components skills assessments. Results for the component skill assessments are provided in Appendix A.

SYSTEM OBJECTIVE: RELEVANCE

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job⁵

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

	2019-20 Actual	2020-21 Target	2020-21 Actual	Assessment	2021-22 Target	2022-23 Target	2023-24 Target
Diploma, associate degree & certificate ⁸	84.1%	≥ 90%	82.6%	Substantially achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	93.8%	≥ 90%	94.1%	Achieved	≥ 90%	≥ 90%	≥ 90%

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

Unemployment Rate⁵

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

	2019-20 Actual	2020-21 Target	2020-21 Actual	Assessment	2021-22 Target	2022-23 Target	2023-24 Target
Diploma, associate degree & certificate ⁸	5.9%	≤ 18.9%	10.5%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	5.8%	≤ 18.9%	8.3%	Achieved			

CapU achieved its target for graduate unemployment for both BGS respondents and DACSO respondents. Although unemployment numbers rose relative to 2019-20, the unemployment rates are well below that of the target and the unemployment rates of people with high-school credentials, or less. A target that is close to 20% reflects the severe economic impacts of the pandemic.



EXTERNAL SURVEYS: CUSC

Capilano University believes in a student-centred and data-driven approach to education. As part of that approach, we conduct our own student surveys to assess students' satisfaction with the quality of the education and experience they received at CapU. In the last two years, we have also resumed participating in surveys designed and implemented by external bodies. Beginning in spring 2017, we began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC).

The annual CUSC surveys of baccalaureate students rotates its surveyed population every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again. In 2020, 29 universities, including Capilano University, participated in the CUSC survey of middle-year students.

The survey also organizes universities into three groups, based primarily on programming. Group 1 universities are primarily undergraduate schools, including CapU; in 2020, 19 of the 29 participating universities fell into the Group 1 category. Group 2 universities have substantial graduate programming (e.g., Simon Fraser University) and Group 3 universities have at least one professional program (e.g., McMaster University). These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools—i.e., the Group 1 (G1) schools. Universities can also create their own custom group of peer universities for more precise comparisons. For this report, we created a peer-comparison group (PCG) of five publicly funded, undergraduate-oriented, teaching-focused universities in Western Canada with undergraduate enrollments closest to CapU's, ranging from 9,000 – 15,000. As the 2017 survey also focused on middle-year students, we can compare our current results to our results from three years ago.

The 2020 CUSC middle-year-students survey reveals four findings of note. First, compared to either Group 1 or PCG universities, CapU's middle-year students are more likely to choose CapU for a specific job or career (44% CapU, 36% G1, 35% PCG). Interestingly, this 44% marked a large increase over that reported in 2017, when only 21% of CapU's middle-year students reported choosing CapU with a specific career goal. Compared to either G1 or PCG baccalaureate students, our students were more likely to be working off campus (63% CapU, 53% G1, 56% PCG). This seems to be a stable trait of CapU's middle-year students, as a very similar level (64%) reported working off campus while studying in the 2017 survey.

CapU's students, however, were also more likely to report planning to transfer to other institutions in 2021/2022 (13% CapU, 8% G1, 9% PCG). Although this is concerning, when taken at face value, comparison with the 2019 survey results yields a different interpretation. The 2019 survey sampled first-year students, and thus sample effectively the same cohort as those captured in 2020, but at the start of their CapU education. This previous survey found 18% of incoming CapU students' were planning to transfer the following year, and this result was also above the level for incoming students at G1 (12%). The 2019 result suggests that a greater percentage of baccalaureate students arrive at CapU with the intention of transferring to another university, potentially treating CapU as a stepping stone to larger universities and institutions. This is the role CapU played in the community prior to becoming a university, and suggests that this perception of CapU as a feeder school for the local research-intensive universities may still influence prospective students in our catchment region. Such perceptions clearly represent a challenge for retaining students, and one that we are trying to address with improved recruitment and marketing activities.

The 2020 survey revealed an overwhelming majority of CapU students (86%) who planned to complete their degree at CapU, which is encouraging, and only slightly below that of G1 and PCG universities (both 90%). However, 77% of CapU students also planned not to return next year, compared to 87% and 89% of G1 and PCG students, respectively. These results suggest that a significant percentage of CapU baccalaureate students are considering a hiatus, suggesting further retention difficulties in 2021/2022.

Overall satisfaction among CapU middle-year remains encouragingly high, with 86% of CapU students reporting being satisfied or very satisfied with their decision to attend CapU. However, this overall satisfaction is slightly down from our 2017 levels (91%) and from that G1 (90%) and PCG students (91%). Understanding these modest declines in student satisfaction constitutes an important focus for our senior leadership group.





7.

Financial

Information



Financial Information

Audited Financial Statements for Capilano University are at

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



8.

Appendices



Appendix A: Capilano University's Performance Measure Specifications

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially achieved	90%–99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Performance measure ¹	Reporting Year					
	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment		
Student Spaces²						
Total student spaces	3,787	5,519	3,814		Not achieved	
Nursing and other allied health programs	118	138	110		Not achieved	
Developmental programs	290	294	297		Achieved	
Credentials awarded³						
Number	1,371	1,328	1,276		Substantially achieved	
Aboriginal student spaces⁴						
Total Aboriginal student spaces	250	TBI	241		TBI	
Ministry (AEST)	250		241			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education^{5,6}						
Former diploma, associate degree and certificate students	91.0%	1.5%	≥ 90%	90.2%	1.7%	Achieved
Bachelor degree graduates	96.3%	1.9%		96.3%	1.8%	Achieved
Student assessment of the quality of instruction^{5,6}						
Former diploma, associate degree and certificate students	96.7%	1.0%	≥ 90%	95.8%	1.1%	Achieved
Bachelor degree graduates	99.5%	0.7%		96.7%	1.7%	Achieved
Student assessment of skill development^{5,6}						
Former diploma, associate degree and certificate students	87.1%	1.6%	≥ 85%	86.0%	1.7%	Achieved
Bachelor degree graduates	94.0%	1.7%		90.5%	2.4%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
Former diploma, associate degree and certificate students	84.1%	3.2%	≥ 90%	82.6%	3.9%	Substantially achieved
Bachelor degree graduates	93.8%	2.6%		94.1%	2.6%	Achieved
Unemployment Rate^{5,6}						
Former diploma, associate degree and certificate students	5.9%	2.0%	≤ 18.9%	10.5%	2.9%	Achieved
Bachelor degree graduates	5.8%	2.4%		8.3%	2.8%	Achieved



Notes:

N/A - Not assessed

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

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

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

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

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

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

6. As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.



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

Performance measure ¹	Reporting Year					
	2019-20 Actual		2020-21 Target	2020-21 Actual		2020-21 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.1%	1.6%	≥ 85%	86.0%	1.7%	Achieved
Written communication	86.8%	2.1%		85.8%	2.1%	
Oral communication	80.5%	2.4%		79.2%	2.5%	
Group collaboration	87.4%	1.8%		85.9%	2.0%	
Critical analysis	90.0%	1.6%		88.9%	1.8%	
Problem resolution	84.5%	2.0%		84.1%	2.2%	
Learn on your own	88.4%	1.8%		88.8%	1.8%	
Reading and comprehension	91.3%	1.6%		89.4%	1.8%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	94.0%	1.7%	≥ 85%	90.5%	2.4%	Achieved
Written communication	94.1%	2.4%		91.7%	2.8%	
Oral communication	94.6%	2.3%		91.4%	2.8%	
Group collaboration	95.2%	2.2%		91.7%	2.7%	
Critical analysis	95.7%	2.0%		94.8%	2.2%	
Problem resolution	90.5%	3.0%		87.1%	3.3%	
Learn on your own	94.7%	2.3%		89.7%	2.9%	
Reading and comprehension	94.5%	2.4%		87.9%	3.3%	

Appendix B: Mandate Priority #1 Progress Report

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

TRC CALL TO ACTION ¹¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>Progress</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> ▪ New¹² ▪ Planned vs In Progress vs Implemented or ▪ Ongoing <p>If there is no relevant program show as N/A.</p>	<p>Initiatives and Partnerships</p> <p>Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Indigenization of all ECE diploma and Bachelor's degree courses in partnership with BC Aboriginal Childcare Society and with support from Capilano University Office of Indigenous Education & Affairs and Centre for Teaching & Learning.
In progress	<p>Development of Indigenized Graduate Diploma in Early Childhood Studies.</p> <p>Rural delivery of Indigenized ECE diploma in partnership with shishálh Nation, including customized student practicums at mem7iman Child Development Centre. Location: Sechelt.</p>

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

12. New initiatives start in the current reporting year and have not been previously reported on



16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	Faculty of Arts and Sciences offers Lil'wat Nation Language and Culture Certificate and Sechelt Nation Language and Culture Certificate program. Two courses: LING 206 (First Nations Languages of BC) and LING208 (Indigenous Languages of the World and their Speakers) are wholly focused on Indigenous Knowledge, Indigenous history, and Indigenous Scholars' work.
In progress	The Lil'wat L&C Diploma, and the Sechelt L&C Diploma concept papers have been approved by SAPPRC and are waiting feedback from the VP Academic & Provost. Both diplomas are going through program review and the direction of diploma development will depend on these reviews.

23: HEALTH CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Indigenization of all courses in the Music Therapy degree program and Health Care Assistant (HCA) certificate program, with support from Capilano University Centre for Teaching & Learning and including development of specialized cultural safety and humility training for faculty and students in the HCA program.

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	



28: LAW SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	<p>The School of Legal Studies (“SLS”) is in the process of creating a Legal Studies degree of which there would be a concentration in Indigenous studies.</p> <p>The SLS is working on additional Indigenous studies courses one of which would be mandatory in the degree and diploma programs. Others would be offered as electives.</p> <p>The SLS is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses.</p> <p>LAW 2XX – <i>Indigenous Law</i> course.</p> <p>LAW 340 – <i>Company Law</i> course contains a teaching module on indigenous business models.</p> <p>LAW 210 – <i>Legal Research</i> course includes a teaching module on indigenous accused and sentencing.</p> <p>LAW 101 – <i>Introduction to Law</i> course includes a teaching module on indigenous rights and history.</p> <p>LAW 130 – <i>Criminal Law</i> course contains a module on indigenous accused and sentencing.</p>

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>In summer 2020, the School of Public Administration, which has programs focused in local government, added an Indigenous voice to its Program Advisory Committee with the invitation of a person who self-identifies as Métis.</p>
In progress	<p>The School of Public Administration is drafting an action plan that outlines a priority to decolonize the curriculum and to include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School plan to participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that focuses on Indigenous governments and local municipal government relationships.</p>



62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New or Planned	In 2020-21, The Fine and Applied Arts (FAA) planned and is currently developing a new program for Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA). FILMBA is for Indigenous film professionals who would like to re-skill and up-skill their knowledge in film business affairs, management, and leadership. FILMBA launches in the fall of 2021. The program fully sponsors 24 Indigenous film participants including tuition and other relevant learning expenses. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax for example). As film is a storytelling digital medium the program is anticipated to contribute significantly to Indigenous job creation, business growth, and the telling of Indigenous cultural and community-based stories.
Implemented or Ongoing	<p>In 2020-2021, CapU's Indigenous Digital Filmmaking (IDF) and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, Response: Our Land Narrative, which highlighted a series of short videos created as a result of workshops between Indigenous Knowledge Keepers and artists.</p> <p>The Fine and Applied Arts (FAA) has 1 program: Indigenous Digital Filmmaking (IDF) - wholly focused on Indigenous knowledge, history, and the work of Indigenous filmmakers and scholars.</p> <p>Across the 3 schools (Performing Arts, Design and Motion Picture Arts and Animation) in the FAA, 43 courses have Indigenous content. Indigenous curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language, stories, as well as legal considerations (e.g., treaties, tax law, etc).</p> <p>The FAA has strong participation in CapU's Indigenous Digital Accelerator (IDA) project including foundational membership, faculty research supervision and student research assistants who work collaboratively to support Indigenous digital business scale-up.</p>



86: JOURNALISM AND MEDIA SCHOOLS, cont'd

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented or Ongoing, cont'd	<p>The Director of the Bosa Centre, Doreen Manuel (Secwepemc/Ktunaxa) continues to fundraise for the Indigenous Digital Accelerator (IDA) and scholarships for the IDF program. In 2020-2021, working closely with the Development & Alumni Relations team, Doreen and the IDA were successful in raising over \$560,000 in commitments from TD Bank, TELUS STORYHIVE, the Indigenous Screen Office, and imaginATIVE.</p> <p>In 2020-2021, the IDA on-boarded the first Indigenous-led businesses: Chastity Davis Consulting, Tokhapi Cinema, and Wapanatakh Media. The first applied research project completed which includes a collaboration between Chastity Davis Consulting and Capilano University's Bachelor of Design program, with Carol Aitken (School Chair) acting as faculty research lead and two student researchers, with projects funded by a MITACS grant. Chastity is the founder and creative visionary of 'Deyen – An Invitation to Transform', one of the only online learning hubs in the world that educates through sharing the traditional knowledge, wisdom, worldviews, and lived experiences of Indigenous women. Developing the platform for Deyen was the focus of the acceleration project. Student research assistants received MITACS funding for their research on brand design, visual storytelling, and user-experience design for the Deyen platform.</p> <p>9 High Quality Personnel (HQP) jobs were created by the IDA in 2020-2021 including 3 Mitacs funded student research assistant positions, 2 Faculty Research Supervisors, 1 IDA Manager, 1 IDA Lead Administrator, and 1 MITACS Business Development Director (co-funded with other CapU units and in partnership with MITACS), and 1 Film and Business Affairs Mentorship. Accelerating businesses will begin reporting revenue growth this fiscal year. The current value of business expenditures in research and development (BERD) to date equals \$65,000 including \$45,000 (MITACS), \$7500 from Chastity Davis Consulting, \$7500 from Wapanatakh Media, and \$5000 for Film Producing Mentorship.</p>

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>BADM 106 - <i>Organizational Behaviour</i> course, NABU 318 – <i>Project Management</i> course, NABU 504 – <i>Strategic Management</i> course:</p> <p>All courses include a presentation and group discussion on the findings and recommendations of Truth and Reconciliation Commission as means of an “environmental analysis”, particularly for the benefit of international students. Students are expected to reflect on how T&R relates to business, workplace, themselves and as new immigrants in general. The second activity (more so teaching methodology) aimed at decolonization is to allow students to write one of their assignments in their native language and then translate it through group discussion.</p> <p>BADM 469 - <i>Applied Understanding of Indigenous Entrepreneurship</i> course to be offered in Spring 2022.</p>
In progress	<p>The School of Business is in the process of hiring an instructor in the area of Decolonization and Indigenization. The new position will instruct a broad range of courses within the School of Business, from lower-level to upper-level capstone courses, for a wide range of students. Instructors may be expected to teach courses such as Indigenous Entrepreneurship, Introduction to Management, etc. In addition, this role is anticipated to assume administrative section release within the School of Business, to advance program and curriculum development in support of Indigenous communities. In alignment with a Special Program approved by the BC Office of the Human Rights Commissioner, this position’s duties are focused on delivering Indigenous content and as such, we are hiring for applicants who self-identify as Indigenous or as having Indigenous ancestry.</p> <p>BADM 469 - <i>Applied Understanding of Indigenous Entrepreneurship</i> course to be offered in Spring 2022.</p> <p>In alignment with Envisioning 2030 and our commitment to Truth and Reconciliation, the School of Business is proposing formalizing the Indigenous content within IBUS 255 Cross-Cultural Business. As a required course for all BBA students, this is a natural course to provide a foundation of knowledge around Indigenous history and its impact on business. After consultation with Shawna Duncan, it was recommended that we bring in two guest speakers for each section. The first, an Elder, who would walk students through the history of Indigenous peoples in Canada using the blanket exercise. The second would be an Indigenous business professional who would speak to challenges Indigenous businesses face. We are piloting this in Spring 2021 with the plan to roll it out across all IBUS 225 classes starting in Fall 2021.</p>



UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples and in particular the articles related to education, which include the following:

Article 14

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

2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

Article 15

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

Article 21

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

PROGRESS

Implemented

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Indigenous education & affairs has three forums for meetings to ensure Nations are given opportunities to provide input and contribute to CapU's commitment to Indigenization and decolonizing approaches.

1. **Indigenous Advisory Circle (IAC):** These meetings are chaired by the president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision.
2. **Indigenous Education Steering Committee (IESC):** These meetings are chaired by the director of IEA and are in place to open strategic conversations between the Indigenous communities of the Lower Mainland and the University in all academic and student-services-oriented affairs.
3. **Monthly individual meetings with the five territorial Rights Holder Nations:** These 1-on-1s allow for individual input from each of the five territorial Rights Holder Nations.

CapU has housing prioritized for Indigenous students attending CapU.

CapU has formally acknowledged the Jay-Treaty by offering domestic tuition to Native American students affected by colonial, imposed borders.

In progress

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

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

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

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

CapU is hiring an Indigenous counsellor to serve the specific needs of our Indigenous students.



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

IMAGINATION—?A?ITUT (“HAVE DREAMS”)

GOAL 1:

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

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

GOAL 2:

Use imagination to drive CapU’s digital transformation

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

COMMUNITY

GOAL 1:

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

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

GOAL 2:

Imagine and develop sustainable actions to minimize our ecological footprint

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

GOAL 3:

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

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

DISTINCT UNIVERSITY EXPERIENCE

GOAL 1:

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

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

GOAL 2:

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

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

GOAL 3:

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

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



GOAL 4:

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

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

GOAL 5:

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

GOAL 6:

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

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



2030 ACADEMIC PLAN

THEME	ACTION
Where We Are: Community	<p>Develop, guided by Indigenous Education and Affairs framework¹³, in partnership with the territorial rights holders and the Indigenous Education & Affairs (IEA) Steering Committee, an academic action plan. The plan will address the educational priorities and requirements of the territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further reconciliation.</p> <p>Seek direction and guidance from the Squamish Nation on our responsibilities to Skw'cháys and translate these responsibilities into teaching, learning, and scholarship.</p> <p>Establish a centre of experiential and work-integrated learning opportunities for all students, and linked with faculty creative activity, research and scholarship.</p> <p>Expand CapU's partnerships with our region's municipalities and regional districts, businesses and industries, not-for-profit and community organizations, and other interested partners, aligned with University values.</p> <p>Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's local governments, leaders, and sector organizations.</p> <p>Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</p> <p>Deepen and expand scholarly, research, and creative activity collaborations with local and global educational partners for mutually beneficial community-engaged learning and research opportunities.</p>
Who We Are: Imagination	<p>Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), Office of Creative Activity, Research & Scholarship (CARS), and Office of Indigenous Education & Affairs (IEA) to ensure faculty and the wider university community have the supports and resources needed to explore and adopt the pedagogical orientations aligned with this plan.</p> <p>Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged, flexible, and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships, and immersive local and virtual deep learning).</p> <p>Contribute to the global open education movement through open knowledge mobilization initiatives involving the Faculties, CARS, CTE, IEA, and the University Library.</p> <p>Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening tools and platforms required for collaboration, curating and sharing evidence of learning.</p> <p>Embed opportunities to scaffold creative and community-based activity, research, and scholarship within all degree programs.</p> <p>In parallel with the Envisioning 2030 equity goals and hiring practices and the pedagogical commitments set out in the Plan, develop and put into action a comprehensive approach to hiring, mentoring, and coaching of faculty, academic leadership, and academic staff.</p>

13. In draft.



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

THEME: IMAGINATION

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



STRATEGIES**ACTIVITIES AND MEASURES**

Develop CapU International units for international business operations and wider university involvement in internationalization

Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training, and engagement by 2021

Establish CapU International as a broad business unit for long term project management and international educational services by 2022

Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022

Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities

Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022

Generate or assist global distance learning division by 2022

Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing

Establish Centre for Global Engagement (CGE) that coordinates and facilitates university wide global engagement. The Centre will provide International operational services in study abroad, exchange, projects, partnerships, learning support, and events, and will engage multiple institutional units and representatives in planning and implementation of community wide global engagement activities including forums, workshops, events, research activities, and celebrations

Engage a Global Engagement Group (GEG) consisting of university representatives to help craft and initiate the Centre in 2021

Identify initiatives and activities for Global Engagement of the University community and establish a schedule of activities in 2021

Foster engagement with various units of the Institution for support of shared initiatives and activities in 2021

Hold at least four events per year with the university community to generate global engagement from 2022 onwards

Foster participation of at least 500 university community members in global events and activities per annum by 2023

Engage global alumni with networking events and activities and proactive communications to maintain relationships, generate collective knowledge, enhance learner and employee networks and opportunities

Create global internship, coop, and practicum opportunities for learners to engage to build global networks and experiences



STRATEGIES**ACTIVITIES AND MEASURES**

Enhance CapU's global recognition through global brand development, a commitment to internationalization, and pursuit of awards and recognition to qualify our efforts.

Development and implementation of a diversified digital marketing program for international recruitment in 2021 and 2022 (see Distinct University Experience – balanced and resilient international enrolment)

Evaluation of awards and recognition requirements in 2021

Submission of at least two applications for awards and global recognition per year from 2023

Achieve QS global rating for Internationalization by 2023

Pursue International Association of University Internationalization badges by 2024

Determine approaches to proactively and progressively support global sustainability initiatives that contribute positively to people and the planet

Support Academic Plan initiatives around transformational and regional place based learning through appropriate international agency connections and networks

Evaluate and plan for carbon neutral international education activities by establishing benchmarks and identifying strategies to offset and reduce carbon consumption in travel and operations in 2021

Create a CapU Gap Year program in partnership with global partners by 2024 to enhance preparation of new learners, build new learner commitment to CapU, and inspire mid-way learners by participating in global programs that contribute to United Nation's Sustainability Development Goals.



THEME: DISTINCT UNIVERSITY EXPERIENCE

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

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

THEME: COMMUNITY

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

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

THEME: HEALTH AND WELLBEING

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

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

CAMPUS PLAN

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

OPEN SPACE AND NATURAL AREAS

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

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

ACTION FOCUS**IMPLEMENTATION TARGETS****Potential Future Development Sites**

Priority will be for sites that:

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

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

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

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

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

Active uses:

- Encourage active uses such as food services and other commercial activity to be on the ground floor, fronting open spaces and pedestrian walkways, with as much transparency as possible.
- Outdoor classrooms.

Built Form Guidelines

Character:

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

Orientation and scale:

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

Visual permeability:

- Transparent facades shall be provided at grade to encourage passive surveillance, natural light and visual interest within development occurring along pedestrian pathways, fronting on streets or open spaces; and
- Buildings shall include broad windows to create a connection to surrounding natural areas.

Weather protection for wet winter months shall be provided in the form of canopies, roof overhangs, short distances between new development when possible and siting buildings to connect to the existing pedestrian network.



ACTION FOCUS	IMPLEMENTATION TARGETS
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Energy & GHG Reduction

GHG reduction target of 67% below a 2007 baseline by 2020. Building requirements and constraints:

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

MOBILITY

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

ACTION FOCUS	IMPLEMENTATION TARGETS
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Pedestrian Network

Diverse circulation routes.

Maintain the existing network of trails and paths throughout campus. Direct connection between major destinations on campus.

Ensure a sense of safety throughout campus through:

- Effective pedestrian-oriented lighting
- Design future development to have transparent building facades, with orientation to allow for natural surveillance.
- Applying the principles of crime prevention through environmental design (CPTED) in all future development on campus.

University Accessibility:

- Enhance connections to better allow those who are differently abled to move around campus freely and safely.
- New development shall provide direct connections to the existing pedestrian network.
- Improved connections to existing pedestrian trails and pathways in the surrounding community.

Access:

- Provide a continuous pedestrian sidewalk and establish highly visible pedestrian crossings at key connection points around the Perimeter Road; and
- Ensure that sidewalks connect effectively to the internal trail system.

ACTION FOCUS**IMPLEMENTATION TARGETS****Wayfinding**

Develop a comprehensive signage and wayfinding strategy that sets forth a clear hierarchy of signage.

Strengthen the sense of arrival at the two major gateways—Purcell Way and the Transit Exchange—with future provision for a gateway at the entrance of the Southern Access Road.

The use of colour, landscape features and/or public art should be used strategically throughout campus as an element of wayfinding.

Reinforce connections between open and landscaped areas on campus.

Cycling

Enhance connections between the Perimeter Road and the internal road system on campus to the existing cycling network of the District.

Provide end-of-trip facilities at convenient locations on campus, including covered and secure locking stations located near campus gateways and building entrances when possible and where existing shower facilities are located.

Bicycle parking should be well lit at night and be located in a secure environment at all times.

Transit

The primary transit stop on campus will be at the Northern Transit Exchange. Capilano University will work with TransLink and Coast Mountain Bus Company to work towards a mutually beneficial solution to the elimination of the 239.

The Northern Transit Exchange will be enhanced as a major gateway to campus, with special consideration for pedestrian linkages and the interface with the open space between the Bosa Building and the proposed new plaza development at the Maple Building site.

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

This plan endorses the Southern Access Route, which will become the primary mode of access to campus for transit, once built. Buses will travel up Monashee Drive, with a stop midway to ensure accessibility.



ACTION FOCUS	IMPLEMENTATION TARGETS
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Vehicular Circulation, Parking and Servicing

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

The Perimeter Road shall be the primary continuous means of vehicular transportation around campus, with provision for the comfort and safety of pedestrians and cyclists.

Provide safe and marked drop-off areas that reduce conflict between different modes, especially at the Children’s Centre. Ensure access to all buildings for those who are differently abled.

Continue to support car share, carpooling and ride share through the provision of free parking for those who participate and commit to reducing single-occupancy vehicle use.

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

The supply of parking on campus needs to be reviewed in the context of a Transportation Demand Management (TDM) Strategy, allowing the reduction of supply with the increase in use of alternative commuting modes such as cycling and transit.

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

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

Transportation Demand Measures (TDM)

Continue to implement transportation-demand management strategies such as Capilano U Carpool Program, Jack Bell Ride-Share Program, Bike to Work Week, and Capilano Fleet Program.

Other TDM:

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

ACTION FOCUS	IMPLEMENTATION TARGETS
<p>The Perimeter Road</p>	<p>Provide a continuous circulation loop around campus by reopening Skeena Road to connect to Purcell Way.</p> <p>Future development should be located near the Perimeter Road, with minimal setbacks and entrances and plazas oriented to the street so as to enhance the circulation road as a people place.</p> <p>Rename the Perimeter Road to underscore its continuity, exploring opportunities for inclusion of a name that honours North Shore Indigenous culture and communities.</p> <p>This plan endorses the Southern Access Road, which will connect to the circulation road, becoming the primary vehicular gateway to campus, both for cars and transit.</p>

