



SENATE REGULAR MEETING

Tuesday, February 2, 2021 4:00 – 6:00 pm
VIA ZOOM

AGENDA

Acknowledgement

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

1. **Welcome**
2. **Approval of the Agenda - Decision** Senate Members
3. **Approval of the January 12, 2021 Minutes – Decision** Senate Members
Schedule 3
4. **Correspondence Received**
5. **Business Arising**
 - 5.1 Academic Continuity – *Information* Laureen Styles
 - 5.2 Academic Plan – *Decision* Laureen Styles
Schedule 5.2
6. **New Business**
 - 6.1 Internationalization Plan – *Information* Paul Dangerfield
Schedule 6.1
 - 6.2 Senate Elections Timelines – *Information* Kyle Vuorinen
Schedule 6.2
 - 6.3 Senate 2022 Meeting Schedule – *Decision* Paul Dangerfield
Schedule 6.3
7. **Committee Reports**
 - 7.1 Academic Planning and Program Review Committee – *(Decision)* Lauren Moffatt
 - 7.1.1 Concept Paper - Bachelor of Arts with a major in Philosophy, Politics, and Economics – [Link to Proposal](#) Schedule 7.1.1
 - 7.1.2 Concept Paper - Graduate Diploma in Early Childhood Studies – [Link to Proposal](#) Schedule 7.1.2



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|------------|---|-------------------------------|
| 7.1.3 | Concept Paper - Master of Music Therapy – Link to Proposal | Schedule 7.1.3 |
| 7.1.4 | Concept Paper - Diploma in Interactive Design – Link to Proposal | Schedule 7.1.4 |
| 7.2 | Bylaw, Policy and Procedure Committee - <i>Information</i> | Corey Muench |
| 7.3 | Curriculum Committee – <i>Decision</i> | Deb Jamison |
| 7.3.1 | Resolution Memo
January 15 Agenda / January 15 Minutes | Schedule 7.1.3 |
| 7.4 | Teaching and Learning Committee - <i>Information</i> | Stephen Williams |
| 7.5 | Budget Advisory Committee – <i>Information</i> | Michael Thoma
Schedule 7.5 |
| 8. | Other Reports | |
| 8.1 | Chair of Senate – <i>Information</i> | Paul Dangerfield |
| 8.2 | Vice Chair of Senate – <i>Information</i> | Stephen Williams |
| 8.3 | VP Academic and Provost – <i>Information</i> | Laureen Styles |
| 8.4 | Board Report – <i>Information</i> | Sonny Wong |
| 9. | Discussion Items | |
| 10. | Other Business | |
| 11. | Information Items | |



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VIA ZOOM

MINUTES

Present: Paul Dangerfield (Chair), Joel Cardinal, Pardis Daneshyar, Iana Dokuchaeva, Lara Duke, Ted Gervan, Kyle Guay, Bridget Stringer-Holden, Nazmi Kamal, deb Jamison, Pouyan Mahboubi, Anthea Mallinson, Lauren Moffatt, Corey Muench, Alea Rzeplinski, Debbie Schachter, Dennis Silvestrone, Laureen Styles, Michael Thoma, Robert Thomson, Diana Twiss, Mark Vaughan, Kyle Vuorinen, Stephanie Wells, David Weston, Stephen Williams, Sonny Wong, Recorder: Mary Jukich

Regrets: Theo Abbott, Miranda Huron, Ramandeep Kaur, Brad Martin, John Molendyk, Judy Snaydon

Acknowledgement

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

1. Welcome

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

The Chair recognized the students, faculty and staff who are working with the Nations in Mount Currie, and that within that community there are people who have contracted Covid-19, and the impact to the community with limited resources, and the challenges facing the First Nations and communities.

In the absence of John Molendyk, Robert Thomson assumed voting rights for the Faculty of Business and Professional Studies.

2. Approval of the Agenda

*Paul Dangerfield moved and Michael Thoma seconded:
To adopt the agenda.*

CARRIED

3. Approval of the Minutes

*Paul Dangerfield moved and Diana Twiss seconded:
To adopt the amended December 1, 2020 minutes.*

CARRIED

4. Correspondence Received

No correspondence was presented.



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5. Business Arising

5.1 Academic Continuity

Presented by: Laureen Styles

Laureen Styles, VP Academic and Provost, provided an update on academic continuity, which included the following highlights:

- The University continues in an adapted delivery mode and planning is underway for the summer. The intention for the summer is for a similar state with the additional opportunity of more mixed mode at the Lonsdale location with appropriate physical distancing in place.
- The University will continue in a modified state and attending to where direction may be going, but no new information is available at this time. In moving forward for the next academic year the approach for mode of delivery will be determined in the context of the post-secondary framework and guidelines which are governed through legislation.
- There continues to be regular meetings on academic continuity with provosts across the province and the Ministry, as well as other ongoing conversations to ensure the University is well informed about issues that may be emerging over the next few months.
- In terms of procedure, the processes that were used in the fall in terms of adaptations for courses will continue in that a summary is prepared and brought forward as a package to SCC.

5.2 Approach to Academic Continuity During Covid-19 – Survey Results

Presented by: Robert Thomson

A brief survey was developed to gather feedback from Senators on the University's commitment to keep Senate informed on how the University would move forward in a pandemic environment and the decision making.

Senate was informed that 16 responses to the survey were received and the responses were all positive. The comments in the survey also indicated a convergence of opinion from the participants and this was an encouraging statement to the people involved in continuity. Consistent themes in the



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recommendations were to continue to keep the University informed and the need to consult with students.

The Senate Chair indicated he will continue to work with the Vice-Chair of Senate, and the Chairs of the Senate Committees to look for ways to continue to improve and move forward, and make adjustments if necessary.

As Chair of Senate, and President of the University, Paul Dangerfield acknowledged and expressed appreciation to both Senators and the campus community for their good work.

6. New Business

6.1 Graduates

Presented by: Kyle Vuorinen

The Registrar submitted a list of 702 graduates, verified by the Registrar's Office, to have met the graduation requirements of their program. It was noted that this number was a significant increase from the 469 students who graduated last January.

Kyle Vuorinen moved and Deb Jamison seconded:

21/01 Senate approve the students from the five Faculties for their respective credentials for graduation.

CARRIED

6.2 Academic Plan

Presented by: Laureen Styles

Senate was provided with a presentation on the development of the draft 2030 Academic Plan. The development of the Academic Plan was shared work across the University and appreciation was noted for everyone involved.

In going forward, in addition to Senate advice, additional consultations are planned with Faculty Councils, and Senators were encouraged to provide any additional feedback.

6.3 Program Discontinuance – *Request from Board for Senate Advice*

Presented by: Paul Dangerfield



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At the November 24, 2020 Board of Governors meeting this item was brought forward by the Vice President Academic & Provost for the proposal of the discontinuance of the Business Administration Advanced Certificate, and the Board passed a motion to refer the recommendation to Senate.

Senate was informed that due to the low enrolment, the School of Business determined that the discontinuance of the Business Administration Advanced Certificate was in the best interest of the Department and University, and that only a total of 36 students have enrolled in this program in the last 8 years.

Paul Dangerfield moved and Ted Gervan seconded:

21/02 Senate recommends to the Board of Governors the discontinuance of the Business Administration Advanced Certificate.

CARRIED

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Lauren Moffatt

The Committee met with the Academic Plan Advisory Group on December 8, 2020 to review and provide feedback on the first draft of the Academic Plan.

At the meeting on December 16, 2020, the Committee reviewed two stage 1 proposals, the Bachelor of Science with a Major in Life Sciences with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment, and the Bachelor of Science with a Major in Applied Clean Technology. It was noted that with respect to the Life Sciences proposal, while consultation with post secondary institutions was included, there were some outstanding letters of support that had not been received from the consulting institutions.

At the meeting on January 4, 2021, the Committee met with the Academic Plan Advisory Group to review and provide feedback on the second draft of the Academic Plan and to also review the stage 1 proposal for Bachelor of Environment and Society.



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It was noted that the Faculty of Arts and Sciences has developed, and is implementing, a new Academic Model that influenced the three stage 1 proposals presented. In this regard, the Dean of Arts & Sciences provided Senate an overview of the three proposals.

7.1.1 Stage 1 - Bachelor of Science with a Major in Life Sciences with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment

Lauren Moffatt moved and Lara Duke seconded:

21/03 That Senate recommend the Stage 1 proposal for the Bachelor of Science with a Major in Life Sciences with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment be sent to the Board for approval with the understanding that outstanding in-progress post-secondary consultations be added to the Stage 1 proposal prior to submission to the Ministry. **CARRIED**

7.1.2 Stage 1 - Bachelor of Science with a Major in Applied Clean Technology

Lauren Moffatt moved and Anthea Mallinson seconded:

21/04 That Senate recommend the Stage 1 proposal for the Bachelor of Science with a Major in Applied Clean Technology be sent to the Board for approval. **CARRIED**

7.1.3 Stage 1 - Bachelor of Environment and Society

Lauren Moffatt moved and Dennis Silvestrone seconded:

21/05 That Senate recommend the Stage 1 proposal for the Bachelor of Environment and Society be sent to the Board for approval. **CARRIED**

7.2 Bylaw, Policy and Procedure Committee

Presented by: Stephen Williams



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The Committee met on January 12, 2021, and Corey Muench was elected as the new Chair of the Committee.

7.3 Curriculum Committee

Presented by: Deb Jamison

7.3.1 Resolution Memorandum

The resolutions brought forward from the December 11th, 2020 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and Stephanie Wells seconded:

21/06 SCC Resolution 20/55 to 20/61 be approved.

CARRIED

7.4 Teaching and Learning Committee

Presented by: Stephen Williams

The December 15, 2020 meeting was cancelled, and the next meeting is scheduled for January 26, 2021.

7.5 Budget Advisory Committee

Presented by: Michael Thoma

The Committee met on December 14, 2020 and reviewed the Integrated Planning Budget Update and provided with a verbal report on the Quarter 3 forecast. The next meeting is scheduled for January 21, 2021.

8. Other Reports

8.1 Senate Chair

Paul Dangerfield provided the Chair's report, including the following highlights:

- In terms of academic continuity and the authority to the Senate Chair to work with the Vice President Academic & Provost, the EOC and Senate to work outside of the cycle of normal monthly meetings and be able to, if necessary, make decisions on short notice will probably continue for the spring semester.



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However, consideration is underway for the University to transition out of this model towards the middle or end of this semester. Although we are not out of the pandemic, the University is out of the crisis component and waiting to understand what will happen around vaccines and how to respond.

- There is a modest increase of some of the in-person delivery at the Lonsdale campus and the preparations to deliver some of the courses at Lonsdale is positive. However, in the context of convocation, under the current circumstances, the winter convocation will not be in-person, but virtual, and ideas are being developed to celebrate the graduates, as well as to move forward with the Honorary Degree recipients Derek Lee and Susan Point.
- This fiscal year, the University will be taking forward a modest deficit in the range of \$1 million to \$2 million. Although government will be delaying the announcement for their budget to April/May, the University will continue with its processes and meeting the same timelines and anticipating to have a Board approved budget by the end of March.
- The Senate Chair, and Board Chair will be meeting shortly with Honourable Anne Kang, Minister of Advanced Education and Skills Training. Minister Kang has a [mandate letter](#) from the Premier which has been reviewed by the University. The mandate letter covers off some of the things that the University is moving forward with and shows the work that is being done at the University is aligned with society. It is anticipated that the key themes noted in the Minister's mandate letter will be the same in the University's mandate letter.

8.2 Senate Vice-Chair

Stephen Williams noted that the departure of Marnie Findlater has left a noticeable gap in the governance process as she was involved in most of the Senate Committees and her staff perspective and voice will be missed.

All Senators, as well as non-Senators who are involved in the Senate process were encouraged to honour Marnie's dedication and service by valuing and making room for all voices that make up the decision making process.

8.3 VP Academic and Provost



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Lauren Styles reported that work continues under Aurelea Mahood on the integrated learning project initiative.

8.4 Board Report

A report was not presented as the next Board meeting is on Tuesday, January 26, 2021.

9. Discussion Items

No discussion items were presented.

10. Other Business

No other business were presented.

11. Information Items

The Registrar reported that the timelines for Senators' terms who will be ending at the end of this academic year will be coming forward to the February Senate meeting.

There will be some follow up with the Ministry to determine whether the University can get an out of cycle process so that all Senators' terms do not end at the same time.

The meeting was adjourned at 6:00 pm.

Next Meeting: Tuesday, February 2, 2021

MEMO

To: Paul Dangerfield, Chair, Senate

From: Dr. Laureen Styles, VP, Academic & Provost and Dr. Aurelea Mahood, Director, Academic Planning and Initiatives

Subject: Academic Plan

Date: January 25, 2021

BACKGROUND

Academic plan development has been underway since August 2020. Throughout Fall 2020, regular updates were provided at Senate, with the draft plan being shared at the January, 2021 meeting for additional input and advice. Aligned with [Envisioning 2030](#) as the overall university plan, and building on the [2014-2018](#) academic plan, the 2030 Academic Plan sets out a framework for the next ten years, with actions for the next five years. Building on the extensive internal and external consultations with Envisioning 2030, the academic plan consultations focused on university community input and participation, including faculty, staff, students and administrators.

Consistent with the respective powers and responsibilities outlined in the [University Act \(BC\)](#), the academic plan is to be approved by the Board of Governors, with advice being sought from Senate.

35.2 (6) The senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:
(a) the mission statement and the educational goals, objectives, strategies and priorities of the special purpose, teaching university...

OVERVIEW

The plan sets our academic priorities for the decade ahead informing the types of learning and opportunities we will foster and support: ***Where We Are: Community; Who We Are: Imagination; and What Learning Looks Like: University Experience.*** These are established as academic priorities with an overarching commitment to our collective health and well-being as expressed through Envisioning 2030's three foundational components: community, imagination, and university experience.

As identified in the [Academic Plan Framing Document](#), the plan is both aspirational and concrete, serving to assist us in advancing the University vision as it connects to our core activity: transformative academic programming and learning opportunities. The plan also serves to inform choices, actions, decision-making and

resource allocation as they relate to academic programming and learning opportunities, including program renewal and expansion, and enhanced creative activity, research, and scholarship.

A number of cross-university actions are identified including: extending Indigenization and inclusion of Indigenous ways of knowing and scholarship; addressing equity gaps of learner participation and academic hiring/supportive approaches that foster a more inclusive university; purposeful regional learning focusing on land and place; and digital transformation of core academic activities grounded in learning- and learner-centered approaches to name a few. Most actions require collaboration across the university, and connection to some extent with external collaborators, capturing desired interdependencies, relationship, and connections of our academic aspirations.

IMPLEMENTATION

With actions identified for the next five years (2021-2026 range), and recognizing the planning context occurred during the global COVID-19 pandemic, regular reflection, review and resetting as needed or desired will occur, under leadership of the Vice President Academic & Provost's Office. Additional actions will be generated, in particular, moving into the next three-year cycle of Envisioning 2030 (2023-2026) building on successes of achieved actions. Updates to the academic framing document will also be undertaken as a way of continuing to focus on forward-looking actions. Annual summative reports will be brought to Senate as information on progress with the actions.

Next steps after Senate recommendation will be to the Board of Governors (through the Governance and Planning Committee). After approval, the finalized plan will be shared out first internally across the university, and then second, a stepped sharing out through university channels, particularly on the university website, in format(s) that animate the plan. Preparation for step two will be completed with the support of the University Relations and MDX, including review for readability and consistency with the Capilano University Style Guide.

MOTION FOR CONSIDERATION

THAT the academic plan (2030) be recommended to the Board of Governors for approval.





2030 Academic Plan

2030 Academic Plan Development Process

Academic planning in the decade ahead will unfold as Faculty- and unit-specific expressions of the vision, purpose, and values set out in [Envisioning 2030](#). The plan is both aspirational and concrete to assist us in advancing the University vision as it connects to our core activity: transformative academic programming and learning opportunities. The plan will inform choices, actions, decision-making and resource allocation as they relate to academic programming and teaching and learning, including program renewal and expansion, and enhanced creative activity, research, and scholarship.

Building on the extensive internal and external consultations during the development of [Envisioning 2030](#), the academic plan process was localized to the university community. The process launched with the sharing of a [framing document](#) and was followed by a four phased approach: (i) idea generation and gathering, (ii) analysis and drafting, (iii) constituents, committees and Faculties reviewing drafts and providing feedback, and (iv) Senate and Board of Governors review and approvals.

The plan has aimed to be attuned to the current and projected realities explored in the framing document. In the decade ahead, a complex nexus of external factors and trends can compellingly inform our thinking about the knowledge, skills, and competencies that will be required locally, regionally, and globally for the benefit of people's lives and the health of the planet. Centering on our humanness, creativity, ways of taking in and critically working with multiple sources of information, problem solving, working effectively with others, and seeing diversity as a strength will be important foci for those participating and working in higher education in the next decade.

In turn, the plan was developed during the global COVID-19 pandemic. This time of significant human stress and suffering, and radical change required as a result of pandemic-mitigation strategies, surfaced a range of complex human and ethical implications of rapid technology-enabled change, accentuated long standing inequities, and momentarily shifted world-wide attention away from the primary contemporary crisis, that of climate change. Our collective dialogue germinated an academic plan foregrounding approaches and actions focusing on hope, inspiration, imagination, valuing of connection in our physical and virtual environments, and positive impacts through university education, scholarly, creative, and research activity for a world that is more just, more humane, and more sustainable.

The pandemic context has reinforced the importance of, and desire for, a forward-looking approach that is both flexible and provides planned university-wide opportunities to pause, reflect, and review progress on academic plan actions and identify any needed shifts or adjustments. To that end, as a living plan aligned with the University's integrated planning cycles and [Envisioning 2030](#) timelines, reflection and review will occur during Year 3 (2022-2023 academic year), Year 6 (2025-2026 academic year), and Year 9 (2028/29) in preparation for the development of the University's next academic plan.

(Insert VISUAL of [Envisioning 2030](#) and annual planning cycles)



The 2030 academic plan has been developed under the leadership of the Vice President Academic & Provost and the Director, Academic Initiatives & Planning, with the participation of the Faculties and academic units (through academic governance committee/s and respective senior leadership), the Academic Plan Advisory Group (APAG), the Senate Academic Planning and Program Review Committee (SAPPRC), and the Academic Leadership Council (ALC). Throughout Fall 2020, additional input was sought through a series of themed university-wide events open to staff, faculty and administrators for idea generation, online crowd-sourcing input on key questions, options for written response to inquiry questions, and focus groups were held with students organized through the Capilano Students' Union.

2030 Academic Plan

Capilano University's 2030 Academic Plan is a living expression of our evolving commitment to our learners, communities, knowledge development and sharing, situated in our regional context on the unceded lands of the territorial rights holders. The plan serves to create a shared context for academic activities and provide guidance to other university plans in support of integrated planning activities.

(Insert VISUAL of integrated planning/connections of plans)

Anchored in Envisioning 2030, and building on the previous academic plan's commitment to learning, learners, and a learning university, the 2030 Academic Plan is a collaboratively-developed framework and expression of our shared academic commitments to the acquisition, advancement, and mobilization of knowledge and mutually beneficial engagement with local territorial rights holders and a wide range of community partners with the objective of enhancing the wellbeing of diverse communities.

Guided by Envisioning 2030's commitment to transformative learning experiences, the 2030 Academic Plan values the creation of rich opportunities for learning, unlearning, and relearning while foregrounding learners as imaginative co-participants and co-creators of their educational experience and future paths. Within the context of the academic plan, transformative learning is conceived as the provision of opportunities for fundamental change that occurs through examination, reflection and questioning mindsets (perspectival change) 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).

The 2030 Academic Plan sets the University's academic direction for the decade ahead, informing the types of learning opportunities and academic contributions we will foster and support aligned with imaginative and transformative learning. These directions have been selected in support of the overarching commitment to individual, community, and collective health and well-being expressed through Envisioning 2030's three foundational components: community, imagination, and university experience.

In the three sections that follow, our desired future is described and initial actions for the next five years are identified to enable us to deliver on the academic plan's learning priorities. 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, schools, Faculties and associated academic support units will collaborate on the development and prioritization of these, and yet to be imagined, academic activities and programs.



Our academic governance structures in combination with annual integrated planning activities will provide opportunities for the University as a whole to be "inspired by imagination" and support the fulfilment of the possibilities inherent in the 2030 Academic Plan and Envisioning 2030.

Where We Are: Community

Capilano University is a regional university on the Salish Sea in southwestern British Columbia.

Community-engaged learning, teaching, creative activity, research, and scholarship take place throughout Howe Sound 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 and the land; and taking actions for a sustainable healthy planet.

Inspired by our community college origins, our diverse learners and community partners connect us to the rich particularities of our region and potent global networks for the reciprocal exchange and development of ideas, knowledge, and skills.

Inspired by imagination, we thrive in the interplay of possibility found within the "between" places: The 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.

Learning is grounded in our connection to the planet, people, and place. The University's physical locations and virtual platforms in combination with the region as a whole are living-learning spaces where we acquire and rediscover, share and mobilize 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.

Actions: Opening Five Years

1. Seek direction and guidance of the Squamish Nation on our responsibilities to [Skw'cháy's](#) and translate these responsibilities into teaching, learning, and scholarship.
2. Guided by Indigenous Education and Affairs framework (under development), in partnership with the territorial rights holders and the Indigenous Education & Affairs (IEA) Steering Committee, develop an academic action plan emerging from the educational priorities and requirements of the territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further contribute to reconciliation.
3. Establish a centre to support university-wide community-engaged learning, focusing on the expansion of experiential and work-integrated learning opportunities for all students, and linked with faculty creative activity, research and scholarship.
4. Expand our partnerships with our region's municipalities and regional districts, businesses and industries, non-profit and community organizations, and other interested partners, aligned with university values.



5. Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's municipalities, local leadership and sector organizations.
6. Renew and deepen the role of advisory committees, including students and alumni voices, in the ongoing evolution of our academic programs, learning opportunities, and their relevance to our region and beyond.
7. Deepen and expand scholarly, research, and creative activity collaborations with local and global educational partners for meaningful and mutually beneficial community-engaged learning and research opportunities.

Who We Are: Imagination

Thoughtfully adopting land- and place-based learning practices informs academic programming, learning opportunities, and 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 locally and globally. With a purposeful blend of engaged learning approaches, including experiential learning and work-integrated learning, we are regionally situated for global impact through the creativity and ingenuity of learners, faculty, the university community, and external partners. Collaborations within, across, and beyond the University create the space to address key concepts and pressing issues of our time, and concurrently imagine new possible futures anchored in established and emerging bodies of knowledge.

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 ability to think and act through the knowledge, skills, and experiences acquired during their studies. This commitment to learning through reflecting and doing will extend to the University as 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.

Imagining and reimagining, creating and sharing, extends to participation in the global open education movement with its foci on open access, educational resources, data, education technology, practices, and science with the objective of contributing to the democratization and acceleration of knowledge mobilization and development through teaching, learning, scholarship, research, and creative activity.

Actions – Opening Five Years

1. 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 needed to explore and adopt the pedagogical orientations foregrounded in this plan.



2. 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, immersive local and virtual deep learning, etc.).
3. Advance university community familiarity with and contribute to the global open education movement through an open knowledge mobilization initiative involving the Faculties, CTE, CARS, IEA, and the University Library.
4. Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning that center learning and learners as emerging practitioners and knowledge mobilizers (e.g. tools and platforms required for collaboration and curating and sharing evidence of learning through project-based learning and learning activities).
5. Embed scaffolded opportunities for creative activity, research, and scholarship within all degree programs, including community-based activities.
6. In parallel with the Envisioning 2030 equity goals and hiring practices, develop and put into action a comprehensive approach to hiring, mentoring, and coaching of faculty, academic leadership, and academic staff aligned with supporting the University's established equity goals and the pedagogical priorities set out in the academic plan.

What Learning Looks Like: University Experience

In an era of profound societal, cultural and global challenges and opportunities, whether focusing on the climate crisis, reconciliation, creating a university as diverse as our learners, or responding to rapid technological change and disruption, we are committed to learner-centred academic programming and expanding opportunities for engaged learning and creative activity, research, and scholarship for learners and employees.

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

This includes strengthening approaches to prior learning recognition and learner competency assessments, increasing learner access to programs, accelerating time to completion, designing expanded community-engaged programs, and incorporating scaffolded experiential and work-integrated learning opportunities into our programs

Alongside the university community as a whole, learners will be invited into their learning as emerging knowledge mobilizers and makers. Their experiences will be characterized by applying 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.



Dedication to creating opportunities for transformative learning with learners, community partners, and the university itself imagining different possible futures is anchored in both legislated and institutional commitments, including the provincial legislation on the [Declaration on the Rights of Indigenous Peoples Act](#), Truth and Reconciliation Commission's [Calls to Action](#), Murdered and Missing Indigenous Women and Girls Calls to Justice, Dimensions, 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](#).

Actions – Opening Five Years

1. Renew university learning outcomes for alignment with the 2030 Academic Plan.
2. Review and, as required, renew, Cap Core, the university's general education framework, for alignment with the 2030 Academic Plan.
3. Identify, develop and implement governance and operational requirements for graduate-level credentials.
4. Create and implement a framework for online learning (purposeful learning and learner-centred approach) post-pandemic, reflective of leading practices.
5. Leverage the University's quality assurance activities, including assessment of learning, annual program assessment and program review, and activate Faculty-based strategic planning committees in support of aligning current programs with the 2030 Academic Plan priorities.
6. Prioritize the development of flexible academic programs with multiple entry and exit points and expand the options for the customizable learning pathways (e.g. opportunity to incorporate minors, certificates, micro-credentials into students' primary areas of study).

Learners and Learning

Reflective of learners' diverse goals, aspirations, identities, backgrounds, capacities, and lived experiences, achievement and success take many forms. Across the Faculties, the University's evolution from community college to teaching university is now expressed in its diversity of programs and unified in attentiveness to experiential and community-engaged learning.

Guided by the Envisioning 2030 vision, we focus on the rich interplay between learners, the university, and external communities. Facilitating learning while attentive to people and place is foundational to our conceptualization of Capilano University as a collaborative learning-focused university:

Capilano University transforms 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. ([Envisioning 2030](#) 3)



Always attentive to learners' diverse origins and experiences, the foregrounding of place and people situates and reinforces our understanding of ourselves as a learning university. As was foregrounded in the previous [academic plan](#), our unwavering attention to learners moving toward and meeting their goals will be demonstrated by consistent multi-year positive indicators of learner success and satisfaction with their education and achievement of program learning outcomes.

Because learning and creating are necessarily dynamic states, the university itself is dynamic. Through active community-engaged teaching and learning practices in our areas of specialization and in parallel with the ongoing assessment of learning and shared institutional reflection practices, our academic programs and learning opportunities will evolve. Attentive to disciplinary and sector-driven innovations, relevant and diverse learner pathways will continue to be a hallmark of university programs as we ensure learners have a variety of ways to navigate learning in keeping with their evolving educational, professional, and personal goals.

In turn, a continued focus on strengthening the participation of Indigenous learners, learners historically marginalized and under-represented at university, will contribute to the richness of academic activity and university experiences where a sense of belonging is fostered.

To support students on their respective learning journeys and building on the student success priorities established in the previous academic plan, the University will continue to nurture exceptional learner experiences by providing a range of learner health and wellness approaches, equity and inclusion actions, academic and community support services and activities. Through ongoing care and attention to student learning, we will activate the promise inherent in Envisioning 2030's commitment to bettering the health and well-being of people and the planet.

Internationalization Plan: Summary: DRAFT – Not for Distribution

January 10, 2021

The COVID-19 pandemic has heightened awareness of our susceptibility to multiple forces that can change international education quickly and with high impact. These include mobility, access, and affordability, immigration and admission services, the provision and perception of safety and security, along with capacity for socialization in times of distancing and isolation. These compound ongoing challenges of disruptive innovation in global education delivery, the forbidding climate crisis, and the need and the opportunity to address diversity and equity in society through a global, intercultural lens. The challenge is to be ready, to adapt our practices and to contribute reducing the challenges where possible.

The Internationalization Plan maps out a journey to be globally engaged, relevant, and progressive. It does not belong to any one unit of the institution, but everyone. As described by the Canadian Bureau of International Education (CBIE) 'Internationalization is the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions, and delivery of education'. This plan provides guidance through a range of strategies and actions in support of Envisioning 2030 themes of Imagination, Community, Health and Wellness, and a Distinctive Learning Experience. The strategies and actions are designed to be adaptive as global conditions change. Our ability to learn and adapt will be the true assessment of our success on the pathway to Internationalization. As Ernest Hemmingway noted, "it is good to have an end to journey toward; but is the journey that matters, in the end".

Vision for Internationalization at Capilano University

Enabling Imagination through a Globally Engaged University

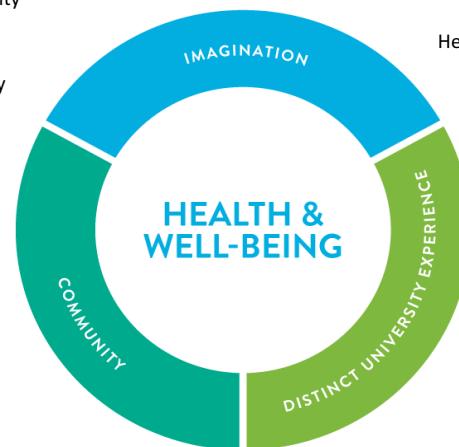
Key Strategies

Imagination

- Global Engagement of University
- Global Knowledge Building and Creativity
- Transformative Project Experiences
- Global Enterprises
- Digital Transformation – Global Delivery
- Global Recognition

Community

- Global Community Network
- Connections to Cultural Communities
- Globally Informed Problem Solving



Health and Wellbeing

- Effective Transition
- Supporting & Teaching International Learners
- Assessment and Continuous Improvement

Distinct Learning Experience

- Globally Relevant Educational Practices
- Diverse and Resilient Global Enrolment
- Diversity, Inclusivity, Equity

Internationalization Strategies and Actions to Fulfill Envisioning 2030: DRAFT – Not for Distribution

Envisioning Theme	Strategies	Actions
Imagination	<ul style="list-style-type: none"> • Global Engagement of University • Global Knowledge Building and Creativity • Transformative Project Experiences • Global Enterprises • Digital Transformation – Global Delivery • Global Recognition 	<ul style="list-style-type: none"> ➤ CapU Centre for Global Engagement and Globally Active Community ➤ International Education Collaborations ➤ Applied and Progressive International Research ➤ Strategic Global Knowledge Building and Expertise ➤ Specialized Sector Network Development ➤ Transformative Project Experiences for Students and Employees ➤ CapU International, and Global Pathway Institute ➤ Engaged Global Alumni ➤ International Distance Learning Division ➤ Global Brand Recognition, Awards, and Accreditation ➤ Carbon Neutral Internationalization
Distinct Learning Experience	<ul style="list-style-type: none"> • Globally Relevant Educational Practices • Diverse and Resilient Global Enrolment • Interculturalization 	<ul style="list-style-type: none"> ➤ Globally Progressive Credentials and Delivery Methods ➤ Sustained and Diversified International Enrolment through Deep Global Network and Effective and Productive Pathways ➤ Intercultural Knowledge Woven through Community Practices, Teaching and Learning Content and Delivery
Community	<ul style="list-style-type: none"> • Global Community Network • Connections to Cultural Communities • Globally Informed Problem Solving 	<ul style="list-style-type: none"> ➤ Diverse and Dynamic Study Abroad Experiences ➤ Dynamic Student and Employee Global Exchanges ➤ Strong CapU connections to local cultural communities ➤ Global Applications for our Regional Communities, Employers, and Civic Societies
Health and Wellbeing	<ul style="list-style-type: none"> • Effective Transition • Supporting & Teaching International Learners • Assessment and Continuous Improvement 	<ul style="list-style-type: none"> ➤ Progressive and Personalized Pre-departure, Orientation, Engagement, and Life Skills Programming ➤ Proactive admissions, academic, career and well-being advising ➤ Inter-cultural training and global experiences for employees ➤ Positive progression, retention, and graduation performance of International Learners ➤ Scholarships, support, and celebration of International Learners

MEMO

To: Paul Dangerfield, President and Chair of Senate
From: Kyle Vuorinen, Registrar
Subject: Senate Election timeline and seats up for election
Date: January 22, 2021

SPRING 2021 SENATE ELECTION TIMELINE

Date	Action	Duration
Thursday, February 25	Call for nominations	Two weeks
Thursday, March 11, 4pm	Call for nominations CLOSES	Four weeks
Friday, March 12,	Orientation (by request)	
Thursday, April 8, 12:01 am	Voting OPENS	One week
Wednesday, April 14, 11:59pm	Voting CLOSES	
Friday, April 16	Election Results Announced	

SPRING 2021 SENATE SEAT UP FOR ELECTION

Representatives	Seats	Term starts	Term ends
Student	4 Voting	August 1, 2021	July 31, 2022
Faculty of Arts and Sciences	2 Voting 1 Non-Voting (Alternate)	August 1, 2021	July 31, 2024
Faculty of Business & Professional Studies	2 Voting 1 Non-Voting (Alternate)	August 1, 2021	July 31, 2024
Faculty of Education, Health and Human	2 Voting 1 Non-Voting (Alternate)	August 1, 2021	July 31, 2024

Faculty of Fine and Applied Arts	2 Voting 1 Non-Voting (Alternate)	August 1, 2021	July 31, 2024
Faculty of Global and Community Studies	2 Voting 1 Non-Voting (Alternate)	August 1, 2021	July 31, 2024
Support Staff	1 Voting 1 Voting	Immediately August 1, 2021	July 31, 2024 July 31, 2024





**CAPILANO UNIVERSITY SENATE
2022 REGULAR MEETING SCHEDULE
ROOM – LB 322**

Meeting Date	Deadline for Submission of Agenda Items – 12:00 Noon
January 11 4:00 pm	January 4
February 1 4:00 pm	January 25
March 1 4:00 pm	February 22
April 5 4:00 pm	March 29
May 10 4:00 pm	May 3
June 7 4:00 pm	May 31
July – No Meeting	
August 16 4:00 pm	August 9
September 6 4:00 pm	August 30
October 4 4:00 pm	September 27
November 1 4:00 pm	October 25
December 6 4:00 pm	November 29

Late Additions - Late additions deny Senate members the opportunity to consider the matter prior to the meeting and are therefore discouraged. In general, they are approved only in unusual circumstances and require the approval of the Chair of Senate. The Senate Administrative Assistant may not approve late additions to the Agenda.

SENATE REPORT

AGENDA ITEM:	Concept Paper for Bachelor of Arts with a major in Philosophy, Politics, and Economics
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	Jan 19, 2021
PRESENTER:	Lauren Moffatt

PURPOSE

The Bachelor of Arts with a major Philosophy, Politics, and Economics is a 4 year degree that will provide a broad-based, applied, and interdisciplinary approach to the interconnected study of Philosophy, Politics, and Economics by exploring subjects of common concern to each.

BACKGROUND

The intent of this program is to provide students with an informed and critical basis from which to engage with, evaluate, and develop solutions to regional and global problems. This degree will use tools such as the social scientific method, empirical data collection techniques, and philosophically informed analytical and ethical frameworks.

Relevant topics in the curriculum will be relevant to the three disciplines (Philosophy, Politics, and Economics) may include public policy and governance; human welfare; human rights; the environment; citizenship and political institutions; local and global justice and equity issues; Indigenous epistemologies, land stewardship practices and the right to self-determination; and the economic consequences of global resource distribution and participation in trade, exchange, and employment

This degree also is designed within the framework of the Faculty of Arts and Sciences new Academic Model which will include work integrated learning

RECOMMENDATION

THAT Senate approve the Concept Paper for the Bachelor of Arts with a Major in Philosophy, Politics, and Economics.

SENATE REPORT

AGENDA ITEM:	Concept Paper for Graduate Diploma in Early Childhood Studies
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	Jan 19, 2021
PRESENTER:	Lauren Moffatt

PURPOSE

The Graduate Diploma in Early Childhood Studies will provide preparation for students to work as either a pedagogist or an atelierista via graduate-level courses with coursework and practice in designing and leading pedagogical projects with children and educators in the role of a pedagogist or atelierista.

This program aligns with the current need for innovation within early childhood education in Canada as shown in the BC Early Learning Framework and via BC's financial investment in the pedagogist position.

BACKGROUND

Atelierista: an educator who works with children and educators facilitating artistic engagements, small group arts-based projects, and various artistic interventions and events in addition to studio investigations and inventions. It is a role similar to an artist-in-residence.

Pedagogist: a professional responsible for helping to create and sustain quality early childhood education programs through supporting educators to continue to implement the B.C. Early Learning Framework; to design, execute, and evaluate inquiries/projects within their practice settings; and to engage in critically reflective dialogue about pedagogical practice through pedagogical narration.

RECOMMENDATION

THAT Senate approve the Concept Paper for the Graduate Diploma in Early Childhood Studies.

SENATE REPORT

AGENDA ITEM:	Concept Paper for Master of Music Therapy
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	Jan 19, 2021
PRESENTER:	Lauren Moffatt

PURPOSE

The Master of Music Therapy program will build upon the foundation of Capilano University's Bachelor of Music Therapy and provide advanced, graduate-level, education in the discipline of music therapy with the aim to create advanced level music therapists and leaders who will serve their clients and communities. This degree would be unique to BC, with only two graduate level degrees existing in Canada.

BACKGROUND

The Masters in Music Therapy will have admission requirements set specifically to attract potential students who have work experience in the field of music therapy and who looking to develop an advanced perspective in the field as well as an undergraduate degree in music therapy (as shown by NOC 3144). This will be a distinguishing feature in comparison to other Canadian graduate-level music therapy degrees.

Students of this program will have receive a process-oriented therapy viewpoint, allowing them to work in psychotherapy and mental health. Students will seek out and import their own specialty (6 to 9 credits) as part of the degree. This specialty would inform the philosophical and clinical approach, as well as the research thesis. This imported specialty will be another distinguishing feature of this program in comparison to other graduate-level music therapy degrees.

RECOMMENDATION

THAT Senate approve the Concept Paper for the Master in Music Therapy.

SENATE REPORT

AGENDA ITEM:	Concept Paper for Interactive Design Diploma
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	Jan 19, 2021
PRESENTER:	Lauren Moffatt

PURPOSE

This program will focus on human-centered interaction design — students will study how humans interact with technology and how to design for it. Curriculum will focus on user experience design, digital interface design, motion/interaction design and information architecture, however there will be space for study in the field of emerging technology such as Extended Reality, and Artificial Intelligence.

The credential will be a diploma with the ability to ladder into the third year of the Bachelor of Design in Visual Communications, and opportunities for micro credentials.

BACKGROUND

Based on a long history of consultation with industry, this diploma aims to create graduates with a blend of creativity, design thinking, and problem-solving skills that is desired by potential employers. Classroom instruction will be reinforced with industry exposure and Work Integrated Learning in the form of a practicum and the creation of a job-ready portfolio.

Students will receive a strong training in visual design foundations. Successful graduates will have a portfolio to showcase their work and will have the ability to conceptualize, prototype and build digital products.

Market labour demand is noted via NOC 2174, 2175, and 5241, and is reflected in the evident increase in Vancouver's reputation as a hub for creative technology.

RECOMMENDATION

THAT Senate approve the Concept Paper for the Interactive Design Diploma.



SENATE CURRICULUM COMMITTEE RESOLUTION MEMO

DATE: January 19, 2021
TO: Paul Dangerfield, Chair, Senate
FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on January 15th, 2021:

- 21/01** It be recommended to Senate for approval that the residency requirement for the Bachelor of Arts Degree – Applied Behaviour Analysis (Autism) continue to be reduced from 50% to 25% for distance students on a further interim basis, to be reviewed again in one year.
- 21/02** The revisions to the ENGL 1XX Prerequisites/English Diagnostic (EDT) Exemption List as set out in the memo attached to the January 15, 2021 SCC agenda be recommended to Senate for approval.
- 21/03** The revisions to the English Program and program profiles, as set out in the memo attached to the January 15, 2021 SCC agenda, including the new program names to:
- Bachelor of Arts with a Major in Writing & Literature – Critical and Creative Writing Concentration
 - Bachelor of Arts with a Major in Writing & Literature – Literature and Culture Concentration
 - Minor in Critical and Creative Writing Concentration
 - Minor in Literature and Culture Concentration
- be recommended to Senate for approval.
- 21/04** The two new courses, ENGL 398 – Creative Writing in the Digital Age and ENGL 399 Multi-Genre Creative Writing, as well as Cap Core designation under the heading *Culture & Creative Expression*, be recommended to Senate for approval.
- 21/05** The revision to the program title of the Music Diploma – Music Therapy Course Stream to Music Diploma – Music Therapy Preparatory Pathway be recommended to Senate for approval.
- 21/06** The revisions to the prerequisites for REC 115 – Connecting Outdoor Recreation to the Natural World be recommended to Senate for approval.
- 21/07** REC 260 – Outdoor Recreation Co-op Work Experience be recommended to Senate for approval for Cap Core designation under the heading *Experiential*.



**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- 21/08** TOUR 114 – Organizational Behaviour in Tourism be recommended to Senate for approval for Cap Core designation under the heading *Self and Society*.
- 21/09** TOUR 471 – Human Capital Development in Tourism Management be recommended to Senate for approval for Cap Core designation under the heading *Self and Society*.
- 21/10** The revisions to the prerequisites for TOUR 316 – Financial Management for Tourism be recommended to Senate for approval.

A handwritten signature in blue ink that reads "Deb Jamison".

Deb Jamison, Chair
Senate Curriculum Committee

Date: Jan. 19, 2021

Paul Dangerfield
Chair, Senate

Date: _____

SENATE REPORT

AGENDA ITEM:	Senate Budget Advisory Committee
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	February 2, 2021
PRESENTER:	Michael Thoma

PURPOSE

To report to Senate that a draft Operating and Capital budget was presented to the Committee for information and discussion, in accordance with Ministry guidelines and University policies, and that the Committee had accordingly fulfilled its mandate for the 2021/2022 budget process.

BACKGROUND

On Thursday January 21, 2021, the Committee was provided with the proposed Fiscal 2021/22 Operating and Capital Budget for information and discussion. A detailed presentation by Tally Bains, Director Financial Services, and Debbie Carter, VP Finance and Administration, provided a thorough review of the budget documents. It was noted that the Fiscal 2021/22 was informed by Integrated Planning 2021-2022 to introduce accountability into the process, to have a simplified top-down approach and to prioritize a plan that would align with Envisioning 2030.

DISCUSSION

The Committee's role is to review the University's annual budget with respect to its impact upon the University's programs and educational services, to provide recommendations to the President and to ensure that consultations on the budget took place with the various stakeholders. As per the Senate policy mandate (<https://capilanou.ca/about-capu/governance/senate/senate-policies--procedures/>), recommendations by the Committee are given to the President sufficiently in advance to allow SBAC's recommendations to be considered by the President in making budget decisions. The proposed Operating and Capital budget will now be presented to Senior Leadership Council, then executives of the Capilano Faculty Association, MoveUp, and Capilano Student Union, followed by the Finance and Audit Committee, and finally the Board on February 23, 2021.

RECOMMENDATION

THAT Senate accept for information the budget documents were reviewed by the Committee and that the Committee had accordingly fulfilled its mandate for the 2021/2022 budget process.