 CAPILANO UNIVERSITY	<p>AGENDA</p> <p>OPEN MEETING OF THE BOARD</p> <p>Tuesday, September 24, 2024 4:45 pm to 6:45 pm Main Campus, Room BR126</p>
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We respectfully acknowledge the Lílwat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations on whose territories our campuses are located.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Welcome and Introduction – David Ayriss, Chair	Information	-	5 min	-
2. Approval of Agenda – David Ayriss, Chair MOTION: <i>THAT the Board approve the agenda as presented.</i>	Approval		2 min	Page 1
<i>(Disclaimer: The Consent Agenda includes the minutes of the Board's previous meeting, Committee reports since the previous Board meeting, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i>				
3. Consent Agenda – David Ayriss, Chair MOTION: <i>THAT the Board approves the following items on the Consent Agenda:</i>	Approval		2 min	
3.1. Minutes from the June 25, 2024 Board Meeting		3.1		Page 3
3.2. Board Committee Reports <i>(These reports summarize the draft minutes of the Committee's last meeting; any motions coming forward from the Committees are in the regular agenda.)</i>				
3.2.1 Audit and Risk Committee		3.2.1		Page 10
3.2.2 Executive and HR Committee		3.2.2		Page 11
3.2.3 Finance Committee		3.2.3		Page 12
3.2.4 Governance and Planning Committee		3.2.4		Page 18
3.3. Correspondence		-		-
4. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
5. Board Chair's Report – David Ayriss, Chair	Information	Verbal	3 min	-
6. Senate Reports				
6.1. Vice-Chair – Debbie Jamison	Information	Verbal	10 min	-
6.2. Senate Liaison – Amina El mantari	Information	Verbal		
7. President's Report – Paul Dangerfield, President	Information	Verbal	15 min	Page 19
8. Academics – Dr. Tracy Penny Light, Interim VP Academic & Provost 8.1 Proposed Discontinuance of the Bachelor of Performing Arts and Associated Courses – Dr. Tracy Penny Light, Interim VP Academic & Provost MOTION: <i>THAT the Board of Governors refer the recommendation to discontinue the Bachelor of Performing Arts and the associated BPAC (Bachelor of Performing Arts) courses to Senate for advice.</i>	Information/ Recommendation	Sch 8.1	10 min	Page 40
9. Executive and HR Committee – David Ayriss, Committee Chair 9.1 ARM 53 – Administrator Emeritus Policy – Melissa Nichol, Strat Dir, People, Culture & Diversity MOTION: <i>THAT the Board of Governors approve the rescission of ARM 53 – Administrator Emeritus Policy.</i>	Approval	Sch 9.1	10 min	Page 42

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
<p>10. Finance Committee – Shelley Frost, Committee Chair</p> <p>10.1 Statement of Financial Information, Fiscal 2023/24 – Tally Bains, VP Finance and Administration</p> <p>MOTION: <i>THAT the Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2024.</i></p>	Approval	Sch 10.1	5 min	Page 47
<p>11. Governance and Planning – RJ Wallia, Committee Chair</p> <p>11.1 Institutional Accountability Plan and Report (IAPR) – Joyce Ip, AVP Strategy, Analytics and Transformation</p> <p>MOTION: <i>THAT the Board of Governors approve the final Institutional Accountability Plan and Report (IAPR) for submission to the Ministry.</i></p> <p>11.2 B.109 Student Appeals Policy – Kyle Vuorinen, Registrar</p> <p>MOTION: <i>THAT the Board of Governors approve the revised B.109 Student Appeals Policy.</i></p> <p>11.3 Board Governance Manual – Tally Bains, VP Finance and Administration</p> <p>MOTION: <i>THAT the Board of Governors approve the revisions to the Board Governance Manual as presented.</i></p>	Approval	Sch 11.1	20 min	Page 101
	Approval	Sch 11.2	10 min	Page 173
	Approval	Sch 11.3	15 min	Page 190
<p>12. Meeting Close</p>	-	-	-	-

Next Board of Governors Meeting: November 26, 2024



MEETING MINUTES OF THE BOARD

Tuesday, June 25, 2024

4:45 pm to 6:45 pm

[In Person, BR126](#)

Board Members Present		Staff
David Ayriss, Chair	Patricia Heintzman	Kartik Bharadwa, VP People, Culture & Diversity
Rodger So, Vice Chair	Mayumi Izumi	Kari Wharton, Interim VP, University Relations
RJ Wallia, Vice Chair	Majid Raja	Aurelea Mahood, Vice-Provost & AVP Academic
Paul Dangerfield, President	Sam Teclé	Jacquetta Goy, Director Risk Management
Ash Amlani	Shreya Miglani	Joyce Ip, AVP Strategy, Analytics and Transformation
Janet Cox		Melissa Nichol, Strategic Director People, Culture & Diversity
		Narisha Jessani, Director Financial Services
		Ryan Blades, AVP Facilities Services and Campus Planning
		Lesley Cook, Executive Assistant, Board of Governors
		Angela Ruggles, Executive Assistant, VP of Finance & Admin
Regrets		
Troy Abromaitis	Yuri Fulmer	

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

The Chair called the meeting to order at 4:55 p.m.

1. Approval of Agenda

It was moved (RJ Wallia), seconded (Rodger So) and resolved;

THAT the agenda be approved as presented.

2. Consent Agenda

It was moved (Ash Amlani), seconded (Patricia Heintzman) and resolved;

THAT the Board approves the following items on the Consent Agenda:

2.1. Minutes from the April 30, 2024 Board Meeting

2.2. Board Committee Reports:

2.2.1 Audit and Risk Committee

2.2.2 Executive and Human Resources Committee

2.2.3 Finance Committee

2.2.4 Governance and Planning Committee

2.2.5 Investment Management Committee

2.3 Correspondence

3. Place Holder

There were no items pulled from the Consent Agenda for discussion.

4. Board Chair's Report

David Ayriss, Board Chair gave a verbal report. He thanked the Board for their support in his new role as Board Chair. He commented that this past year has been challenging due to having two vacancies on the Board of Governors. Without a full Board it's difficult for participating Board members to fill the gap at the Committee and Board level. David expressed how grateful he is for the Board's continued support, dedication and giving of their personal time.

Over the course of this academic year we were able to get the Squamish campus going, which has included three student housing buildings, and we look forward to seeing this campus grow. We also held a very successful Chancellor's dinner on April 17th at CapU Lonsdale. It was hosted by Chancellor Yuri Fulmer with 108 attendees and raised over \$182,000.

In the upcoming academic year of 2024-2025 we have a big challenge ahead of us, which is to choose the next Capilano University President. This will be the biggest decision that we make for the Capilano University community. We look forward to meeting our new leader, but it is with a heavy heart that we will eventually say farewell to President Paul Dangerfield.

David thanked the Administration, Management, and support staff for their time, effort and attention to detail in all the hard work that they brought to the Board over the year. Last but not least, he spoke about departing Board members Patricia Heintzman and Ash Amlani who have brought with them a wealth of knowledge and experience. Patricia and Ash will have each served their full term and we are grateful for their level of dedication and selfless commitment to the University. They will be missed.

5. Senate Reports

5.1 Vice Chair

Senate Vice Chair, Sue Dritmanis is away, and her report is included in the agenda package.

5.2 Senate Liaison

Patricia Heintzman, Senate Liaison and Board member commented that Sue wrote a great briefing which can't be outdone. She added that Senate meetings operate a little differently and that they do a great job of deliberating.

6. President's Report

President Paul Dangerfield provided a verbal report to the Board. He highlighted Convocation, June 5-7, 2024 with five Convocation ceremonies. He gave a shout out to those who volunteered, including Board member Janet Cox. It was a wonderful three days of celebration. Five individuals were recipients of honorary doctorate degrees. Elder Latash Nahanee was one of the recipients of an honorary degree. Three individuals were recipients of Faculty Emeritus. He encouraged the Board members to read the full report included in the agenda package.

Ryan Blades, AVP Facilities Services and Campus Planning updated the Board regarding the Capilano University closure, June 21-23, 2024. The Administration received a message from a faculty member on Thursday evening saying that a student had received a threat from another student and that there was an imminent harm to life. The campus was named as the place as where the threat was going to happen. The RCMP were contacted, and the Administration discussed the idea of closing the campus. As it got closer to Friday the Administration didn't have enough information from the

RCMP to announce the opening of the campus and the decision was made to keep the campus closed throughout the weekend.

On Saturday evening they received some information confirming that the threat was low. The RCMP had conducted a background check and met with the student who threatened the other student. Communications from the RCMP from that point forward provided enough information to allow the Administration to reopen the campus for Monday, June 24.

Student Affairs has had preliminary meetings with both students, and they will continue to meet with them over the course of the week to give each student a chance to speak and for the process to be followed. Ryan clarified that an RCMP officer is assigned to Capilano University as a liaison however, since the students don't live in North Vancouver the liaison officer doesn't have much scope.

Over the course of the next three weeks the Administration will have further details regarding the incident. It's important to the Administration that they gain a full sense of what the students and the community really felt. Some information has been gathered and a more fulsome briefing will be shared with the Board at their next meeting in September.

Action: Ryan Blades will provide further information to the Board of Governors at their September meeting regarding the Capilano University closure, June 21-24, 2024..

7. Audit and Risk Committee

7.1 B.605 Records Management Policy

Jacquetta Goy, Director Risk Management, provided background and rationale for the new policy B.605 Records Management Policy, which is aligned with B.700 Privacy and Access to Information Policy. As part of the development process a review of similar records management policies across the province's post-secondary institutions (PSIs) was conducted and helped to develop B.605. Further consultation was undertaken with key topic experts across the University's campus. This new policy is straightforward, providing directions and setting out responsibilities for the creation, maintenance, retention and destruction of records. The policy also commits the University to maintaining a directory of records and records management schedule.

It was moved (Rodger So), seconded (Patricia Heintzman) and resolved;

THAT the Board of Governors approve the new B.605 Records Management Policy.

7.2 B.604 Acceptable Use and Security of Digital Technology Policy

Jacquetta provided the background on this policy which was originally an operational policy approved by Senior Leadership Council (SLC). I came to light in May of 2024 that this policy's jurisdiction should move from SLC to the Board to better reflect its importance as part of the cyber security management system and is in line with best practices at other provincial PSIs. Like all policies it underwent a consultation process. It provides the expectations for all employees. All new employees must read and commit to following this policy as a part of their onboarding process. Existing employees will require a reminder of compliance.

It was moved (Mayumi Izumi), seconded (Sam Teclé) and resolved;

THAT the Board of Governors approve B.604 Acceptable Use and Security of Digital Technology Policy.

8. Executive and HR Committee

8.1 President and Vice-Chancellor Search Procedure

Melissa Nichol, Strategic Director, People, Culture & Diversity summarized the developmental journey for this procedure, and she went through the final set of changes. Of note, there are newly created guidelines concerning the key partner meetings and the re-appointment procedure has been removed, which is in keeping with legislation.

It was moved (Rodger So), seconded (RJ Wallia) and resolved;

THAT the Board of Governors approve the amended President and Vice Chancellor Search Procedure as presented.

9. Fiscal 2023-24 Draft Audited Financial Statements

Narisha Jessani, Director Financial Services, provided an overview of the Fiscal 2023-24 Draft Audited Financial Statements. The statements were approved on behalf of the Board at the June 17, 2024 Executive and HR Committee to expedite the submission to the Ministry. They show a final year end operating surplus of \$11.6 million, which includes a capital and operating restriction. The \$10 million capital restriction is allocated to the digital transformation project and Squamish campus capital costs. A further restriction of \$7 million has been set aside for renovations and deferred maintenance to the Squamish and North Vancouver campuses. A subsequent note of disclosure is required to disclose the purchase of the Squamish student housing.

Narisha explained that the annual surplus is deposited into the accumulated surplus, shown on the Consolidated Statement of Financial position, which is \$111.6 as at March 31, 2024. As part of a conservative approach and best practices, Management has focused on developing surplus budgets.

Narisha confirmed that KPMG acted independently as Capilano University's external auditors.

It was moved (Rodger So), seconded (Janet Cox) and resolved;

THAT the Board of Governors receives for information the Capilano University Consolidated Financial Statements for the Year Ended March 31, 2024, approved by the Executive and HR Committee.

10. Finance Committee

10.1 Integrated Planning – Fiscal 2023/24 Top Highlights from Draft Institutional Accountability Plan and Report (IAPR)

Joyce Ip, AVP Strategy, Analytics and Transformation, provided background regarding the Institutional Accountability Plan and Report. It's like a report card that CapU issues to the Ministry on an annual basis. She summarized the top ten highlights:

1. Chénchenstway
2. Degree Quality Assessment Board (DQAB) Exempt Status
3. Two new baccalaureate programs approved

4. New Interaction Design Diploma
5. \$1.5 million competitive grant from the Natural Sciences and Engineering Council (NSERC) to support research engaged with the UN Sustainability Goals (UN-SGDs)
6. Squamish campus
7. Childcare Centre construction
8. Student housing
9. The People Plan
10. Revision in sexual violence policy and procedures, and continued development of EDI activities to create a safer and more inclusive environment

The top 10 highlights included in this report are only 10 of the many, many, things that CapU has accomplished this year.

It was moved (Patricia Heintzman), seconded (Ash Amlani) and resolved;

THAT the Board of Governors receives for information the 2023/24 Institutional Accountability Plan and Report (IAPR) Top 10 Highlights.

10.2 Final Fiscal 2023/24 Financial Results

Narisha provided an overview of the final Fiscal 2023/24 financial results as previously reported to the Finance Committee at their June meeting and shared with the University on June 10 and the Senate Budget Advisory Committee on June 11.

Narisha went over the financial results. As previously noted the final year-end operating surplus is \$11.63 million. Narisha pointed out that the internal statement, not included in the audited financial statements, is included in the agenda package as Attachment 1 to this report. Also previously noted, the \$11.63 million surplus includes the restriction of the Ministry operating grant of \$17 million. The total surplus of \$11.63 also includes the \$1.29 million that will be set aside as a restriction for Student Success Support fee. She also went over the fiscal 2023/24 actuals compared to budget and summarized the fiscal 2023/24 forecast.

It was moved (Rodger So), seconded (RJ Wallia) and resolved;

THAT the Board of Governors receives for information the final Fiscal 2023/24 Financial results.

10.3 Executive Compensation Disclosure

VP People, Culture & Diversity, Kartik Bharadwa, reported to the Board of Governors that the Executive Compensation Disclosure Report is an annual report prepared in accordance with and for submission to the Public Sector Employers' Council Secretariat (PSEC). The report is comprised of all compensation paid to the Chief Executive Officer and the next four highest ranking or highest paid executives that earn an annual salary of \$125,000 or more. The compensation disclosure must also be accompanied by an attestation letter from the Board Chair confirming accuracy. Kartik noted that the two things that stand out in this report are the retirement and vacation pay for the previous VP University Relations.

Action: The Board of Governors requested that the Finance Committee have a discussion on living wages and that it be brought forward to the Executive and HR Committee.

It was moved (Patricia Heintzman), seconded (Ash Amlani) and resolved;

THAT the Board of Governors approve the Executive Compensation Disclosure Report for Fiscal Year 2023-24.

10.4 Five-Year Capital Plan 2025/26 – 2029/30

Ryan summarized the Five-Year Capital Plan 2025/26 – 2029/30. All post-secondary institutions submit these plans to the Ministry and the Ministry in turn uses them for planning. Annually the CapU team hosts the Ministry for a day at the North Vancouver campus to show them the projects that we're working on. Our team also meets with the Ministry annually in Victoria, at their office, and prior to submitting the Five-Year Plan to them. The 2025/26 – 2029/30 plan is a product of our team working with them to identify the Ministry's priorities.

He went over the top four projects which are:

1. Student Housing Building 4 Acquisition – Squamish,
2. Canoe Home for Indigenous Education and Affairs,
3. kálah-ay Campus Renewal and Expansion, and
4. Fir Building Revitalization of Envelope and Mechanical/Electrical Systems.

One of the Board members suggested incorporating funding origin information, such as philanthropic or government funding, within corresponding project plans and reports. Ryan noted that the funding source is included on the Dashboard that the BOG receives Quarterly. The Ministry does not request, or desire any information on philanthropic funds for the Five-year Capital Plan submission.

Board Chair David Ayriss expressed his thanks to Paul Dangerfield, Ryan Blades, Narisha Jessani and the team for the way in which they have carried out their work with the Ministry to formulate plans and capture funding.

It was moved (Sam Tecele), seconded (RJ Wallia) and resolved;

THAT the Board of Governors approve the Five-Year Capital Plan 2025/26 - 2029/30.

10.5 B.206 Budget Policy

Narisha summarized the rationale for rescinding B.206 Budget Policy. A policy isn't required in this area, the current policy is out of date and doesn't contain correct information. The decision to recommend rescission is as a result of a robust consultation process, including a peer PSI review and consultations with the Senate Budget Advisory Committee. The Finance team developed the financing and budgeting guidelines that are now on Frontlines, the University's intranet, which compliments the integrated planning and budget work that Tally Bains, VP Finance and Administration and Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness present to the Capilano University community regularly.

It was moved (RJ Wallia), seconded (Rodger So) and resolved;

THAT the Board of Governors approve the rescission of B.206 Budget Policy.

10.6 B.213 Travel, Business and Hospitality Expenses Policy

Narisha provided background on the changes made to B.213 Travel, Business and Hospitality Expenses Policy. The original policy was written in 1999 and was overdue for review. B.302 Expenses

Meetings and Hostings, Other Gatherings of Employees or Community Members and ARM 5503 Holiday Celebrations and Expenses were reviewed at the same time. The idea is to move relevant information from B.302 and ARM 5503 into the travel and business expenses policy, rescind both policies and rename B.213 to B.213 Travel, Business and Hospitality Expenses Policy.

The Finance team maintains a log regarding the payment, reimbursement of eligible travel business, and hospitality. As part of the review process Finance reviewed the ledgers and log, P-card expenditures (previously not covered by the policy), hospitality expenses, and reviewed peer PSI policy, all of which informed the revised policy.

It was moved (Patricia Heintzman), seconded (Sam Teclé) and resolved;

THAT the Board of Governors approve the revised B.213 Travel, Business and Hospitality Expense Policy as presented and approve the rescission of B.302 Expenses Meetings & Hostings /Other Gatherings of Employees or Community Members Policy.

11. Governance and Planning

RJ Wallia, Governance and Planning Committee Chair summarized the briefing note included in the agenda package. The recommendation to collapse the Investment Management Committee into the Finance Committee was brought to the Investment Management Committee and the Governance and Planning Committee at their June meetings. Both Committees approved of the collapse, the changes to the Finance Committee's Terms of Reference and the rescission of the Investment Management Committee's Terms of Reference. Upon the Board's approval of these motions, all investment information will be brought to the Finance Committee going forward.

It was moved (Rodger So), seconded (Janet Cox) and resolved;

THAT the Board of Governors approve the changes to the Finance Committee's Terms of Reference.

It was moved (Mayumi Izumi), seconded (Ash Amlani) and resolved;

THAT the Board of Governors rescind the Investment Management Committee's Terms of Reference and collapse the Investment Management Committee into the Finance Committee.

12. Meeting Close

The Open Meeting of the Board finished at 6:27 pm.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3.2.1: AUDIT AND RISK COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Amina El mantari, Audit and Risk Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Audit and Risk Committee (ARC) meeting that took place on September 5, 2024.

SUMMARY

The Committee received for information the minutes of the April 4, 2024 meeting that were approved by email in August 2024 and also discussed the following items:

- **Committee Terms of Reference and Orientation on Accountabilities:** Tally Bains, VP Finance and Administration, reviewed the Audit and Risk Committee Terms of Reference and accountabilities. Tally also presented the proposed changes to the Terms of Reference which were endorsed by the Committee and will proceed to the Governance and Planning Committee meeting in November for their review and recommendation to the Board of Governors for approval.
- **Review of the Committee's Annual Policy Priorities List:** Jacquetta Goy, Director Risk Management provided an overview of the board policies that are applicable to the Audit and Risk Committee's mandate as per the Terms of Reference and noted that there are no policies that require a review this year. The Committee passed a motion to receive this for information.
- **Risk Management Program and Risk Register Update:** Jacquetta presented the September update on the Risk Management Program and Risk Register Report. The Committee passed a motion to receive this for information.
- **Internal Audit Progress Report and Internal Audit Plan:** Jacquetta presented the update on the internal audit plan for 2024-25 and progress of the recommendations from the previous internal audit reports. The Committee passed a motion to receive this for information.
- **Cybersecurity Program and Activities Update:** Tally Bains provided an update on the university's cybersecurity program and activities. The Committee passed a motion to receive this for information.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3.2.2: EXECUTIVE AND HUMAN RESOURCES COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: David Ayriss, Executive and HR Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources Committee (EHRC) meeting that took place on September 11, 2024.

SUMMARY

The Committee received for information the minutes of the June 17, 2024 meeting that were approved by email in August 2024 and also discussed the following items:

- **Committee Terms of Reference and Orientation on Accountabilities:** Tally Bains, VP Finance and Administration, went over the purpose of the Executive and HR Committee Terms of Reference and accountabilities and the process for its annual review. Tally also presented the proposed changes to the Terms of Reference which were endorsed by the Committee and will proceed to the Governance and Planning Committee in November for approval.
- **Board Oversight**
 - **Board Direction, Annual Goals, and Priorities for 2024-25:** Committee Chair David Ayriss shared information regarding the Board's previous goals, information on the Board's annual self-assessment survey results, and discussed potential goals for 2024-25. The Committee passed a motion recommending that the Board discuss and approve the proposed 2024-25 goals and priorities at its closed meeting.
 - **2024-2025 Board of Governors and Committee Schedule:** The Committee received the 2024-2025 schedule for information only.
- **Policy**
 - **List of Annual Policy Priorities:** Melissa Nichol, Strategic Director, People, Culture and Diversity provided an overview of the report which included the board policies that are applicable to the Committee's mandate as per the terms of reference, the status of each policy and the workplan for the year. The Committee passed a motion to receive the list for information only.
 - **ARM 53 – Administration Emeritus Policy:** Melissa went over the policy's review process and the rationale for rescission. The Committee passed a motion recommending that the Board of Governors rescind ARM 53 – Administration Emeritus Policy. This item is provided under separate cover.
- **Living Wages:** Melissa Nichol provided the Committee with current industry information.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3.2.3: FINANCE COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Finance Committee meeting that took place on September 5, 2024.

SUMMARY

The Committee received for information the minutes of Finance Committee meeting held on June 10, 2024 and the minutes from the Investment Management Committee meeting held on June 12, 2024; minutes for these meetings were approved by email in August 2024. The Committee also discussed the following items:

- **Committee Terms of Reference and Orientation on Accountabilities:** Tally Bains, VP Finance and Administration reviewed the Finance Committee Terms of Reference and accountabilities. Tally also presented proposed changes to the Finance Committee Terms of Reference which were endorsed by the Committee and will now proceed to the Governance and Planning Committee meeting in November for their review and recommendation to the Board of Governors for approval.
- **Investment Portfolio Performance:** Mary Ann Booth, Foundation Board of Directors' Chair and Reya Lu, Ellement Investment Consultant joined the Finance Committee meeting for this item.
 - **Orientation on Investments** – Tally provided an overview of the Capilano University investment activities and investment management strategy.
 - **Ellement Consulting Risk and Investment Analytics Report** – Reya presented the overall performance report for Q2 as at June 30, 2024 for the University and Foundation portfolios. The Committee passed a motion to receive this report for information.
- **University Property and Capital Planning**
 - **Campus Planning Orientation:** Ryan Blades, AVP Facilities Services and Campus Planning presented information on the Facilities and Campus Planning Department, its plans and its processes.
 - **Real Estate Development Dashboard:** Ryan Blades provided an overview of construction projects for the committee. The Committee passed a motion to receive this for information.
- **Review of Annual Policy Priorities List:** Tally provided an overview of the board policies that are applicable to the Finance Committee's mandate as per the Terms of Reference and the list of policies that are scheduled to be reviewed during the year. The Committee passed a motion to receive this for information.



- **Financial Update:** Tally provided a financial update on the quarter 1 forecast Fiscal 2024-25. The Committee passed a motion to receive this report for information. This report is included as part of this consent agenda.
- **Statement of Financial Information, Fiscal 2023/2024:** Tally provided an overview of the Statement of Financial Information that is due to the Ministry by September 30, 2024. The Committee passed a motion to recommend the Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2024. This motion is presented to the Board under separate cover.
- **Fiscal 2025/26 Integrated Planning & Budgeting Process:** Tally provided an overview of the updated integrated planning process and reviewed the updated timelines. The Committee passed a motion to receive this for information.
- **Action Items:** The Committee reviewed the action items brought to the Finance Committee from the Open & Closed June 25th Board of Governors' meetings.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3.2.3.1: Financial Update Quarter 1 Forecast	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Shelley Frost, Committee Chair	

PURPOSE

At the September 5, 2024 Finance Committee meeting, management presented this briefing note on the quarter 1 forecast submitted to the Ministry and preliminary quarter 2 forecast information. The Committee passed a motion to receive the report for information and is sharing the information with the Board of Governors as part of the consent agenda.

QUARTER 1 FORECAST

The Statement of Operations with the quarter 1 forecast is included in this report as *Appendix 1* and summarized in the table below. The quarter 1 forecast is a surplus of \$10.6 million which is a \$7.5 million favourable variance compared to the Board approved surplus budget of \$3.1 million.

	Forecast vs Budget			
	Q1 Forecast	2024 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)
Revenue	186,173,641	177,394,655	8,778,986	4.9%
Salaries and benefits	117,889,691	119,091,130	1,201,440	1.0%
Operating expenses	57,722,246	55,196,860	(2,525,386)	-4.6%
Operating surplus/(deficit)	10,561,705	3,106,664	7,455,040	
Net restricted endowment contributions	-	-	-	
Surplus/(Deficit)	10,561,705	3,106,664	7,455,040	

The table below provides the internal category view of the financial forecast with an explanation of the major variances provided.

	2024/25 - Q1 Forecast							Fiscal 2024/25 Budget	Variance favourable/ (unfavourable)
	Enrollment	Staffing	Ancillary Operations	Restricted Funds	Capital Operating Impact	Other	Fiscal 2024/25 Q1 Forecast		
Revenue	97,304,089	-	7,949,001	7,602,023	4,728,613	68,589,915	187,153,312	177,394,655	8,778,986
Salaries and benefits	48,626,438	61,678,173	3,779,997	3,805,082	-	-	117,889,691	119,091,130	1,201,440
Operating Expenses	7,150,000	-	4,705,694	3,658,619	11,583,744	30,624,189	57,722,246	55,196,860	(2,525,386)
Operating Surplus/(deficit)	41,527,651	(61,678,173)	(536,690)	138,322	(6,855,131)	37,965,727	11,541,376	3,106,664	7,455,040
Budget 2024/25	39,691,757	(65,410,774)	(804,583)	(4,732)	(6,855,131)	36,490,128	3,106,664		
Variance Fav/(Unfav)	1,835,895	3,732,601	267,893	143,053	-	1,475,599	7,455,040		

Enrollment Category: Favorable variance of \$1.8m.

Tuition revenue is forecast to be \$5.3m favorable with domestic at \$2.1m favorable (+11%) and international at \$3.2m favorable (+5%). Please see *Appendix 2 – Q1 Tuition Revenue Analysis* for additional information.

Staffing Category: Favorable variance of \$3.7m, mainly due to budgeted vacant positions.

Other Category: Favorable variance of \$1.5m which is made up of an unfavourable variance related to Squamish campus and housing operating costs of \$1.8 million offset by favourable variances forecasted overall in operating expenses.

QUARTER 2 PRELIMINARY FORECAST

In Q1, we forecasted the Fall term would be 8% higher than budget in domestic enrollment and 3% higher than budget in international enrollment. Our preliminary results show the Fall term is currently 11% higher than budget for domestic enrollment and 6% higher than budget for international enrollment. Note this analysis is based on preliminary enrollment numbers, further work is required.

Attachment:

#	Name
1	Q1 Statement of Operations
2	Q1 Tuition Revenue and Sections Analysis

	Year to Date		Forecast vs Budget				2024 Actuals March 31
	2025 Actuals	Actuals YTD % of Q1 Forecast	Q1 Forecast	2025 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	
Revenue:							
Province of British Columbia	\$ 7,523,945	11.7%	\$ 64,446,578	\$ 61,502,597	\$ 2,943,981	4.8%	\$ 42,544,785
Tuition fees - Domestic	3,479,035	14.8%	23,542,142	21,703,966	1,838,176	8.5%	25,071,863
Tuition fees - International	12,313,851	16.0%	77,027,841	73,639,652	3,388,189	4.6%	72,338,633
Project and other revenue	1,426,176	16.0%	8,928,622	8,319,980	608,642	7.3%	9,848,970
Amortization of deferred capital contributions	764,176	16.2%	4,728,613	4,728,613	-	0.0%	3,921,151
Sales of goods	92,160	7.2%	1,281,250	1,281,250	-	0.0%	1,190,822
Parking, childcare and theatre	107,361	10.0%	1,071,940	1,071,940	-	0.0%	1,225,958
Donations and gifts-in-kind	204,162	68.7%	297,109	297,109	-	0.0%	850,730
Investment income	845,538	17.4%	4,849,547	4,849,547	-	0.0%	8,209,949
	26,756,404	14.4%	186,173,641	177,394,655	8,778,986	4.9%	165,202,861
Expenses:							
Salaries and benefits	18,461,803	15.7%	117,889,691	119,091,130	1,201,440	1.0%	104,858,780
Cost of goods sold	70,963	7.2%	986,563	986,563	-	0.0%	886,101
Buildings and grounds	689,090	7.7%	8,969,485	7,906,562	(1,062,923)	-13.4%	6,092,968
Student support	288,587	11.8%	2,449,269	2,325,027	(124,242)	-5.3%	2,117,192
Operating expenses	6,244,202	18.5%	33,768,899	32,430,678	(1,338,221)	-4.1%	31,687,503
Amortization of capital assets	1,316,144	11.4%	11,548,030	11,548,030	-	0.0%	7,931,238
	27,070,789	15.4%	175,611,936	174,287,990	(1,323,946)	-0.8%	153,573,782
Annual operating surplus/(deficit)	(314,385)		10,561,705	3,106,664	7,455,040		11,629,079
Net restricted endowment contributions	6,877			-	6,877		278,288
Annual surplus/(deficit)	(307,508)		10,561,705	3,106,664	7,461,917		11,907,367
Accumulated surplus, beginning of year	111,651,185		111,651,185	111,651,185	-		99,743,818
Accumulated surplus, end of year	\$ 111,343,677		\$ 122,212,890	\$ 114,757,849	\$ 7,461,917		\$ 111,651,185

Capilano University Tuition Revenue Analysis as at June 17th, 2024

Attachment 2

Table with columns: Enrollment (Actual 2023/24, Actual 2024/25, Unit Change, % Change, Budget 2024/25, Q1 Forecast 2024/25, Q1 Forecast vs Budget - 2024/25, Q1 Forecast vs Prior year actuals). Rows for Domestic, International, Total, and Dollar.

Table with columns: Enrollment (Actual 2023/24, Actual 2024/25, Unit Change, % Change, Budget 2024/25, Q1 Forecast 2024/25, Q1 Forecast vs Budget - 2024/25, Q1 Forecast vs Prior year actuals). Rows for Domestic, International, Total, and Dollar.

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Table with columns: Section (Actual 2023/24, Actual 2024/25, Unit Change, % Change, Budget 2024/25, Q1 Forecast 2024/25, Q1 Forecast - 2024/25 vs Budget - 2024/25, Q1 Forecast - 2024/25 vs Prior year actuals). Rows for Section, Lab Hours, PMI, Total, and Dollar.

Table with columns: Section (Actual 2023/24, Actual 2024/25, Unit Change, % Change, Budget 2024/25, Q1 Forecast 2024/25, Q1 Forecast - 2024/25 vs Budget - 2024/25, Q1 Forecast - 2024/25 vs Prior year actuals). Rows for Section, Lab Hours, PMI, Total, and Dollar.

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Table with columns: Section (Actual 2023/24, Actual 2024/25, Unit Change, % Change, Budget 2024/25, Q1 Forecast 2024/25, Q1 Forecast - 2024/25 vs Budget - 2024/25, Q1 Forecast - 2024/25 vs Prior year actuals). Rows for Section, Lab Hours, PMI, Total, and Dollar.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 3.2.4: GOVERNANCE AND PLANNING COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: RJ Wallia, Governance and Planning Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Governance and Planning Committee (GPC) meeting that took place on September 10, 2024.

SUMMARY

The Committee received for information the minutes of the June 13, 2024 meeting that were approved by email in August 2024 and discussed the following items:

- **Committee Terms of Reference and Orientation on Accountabilities:** Tally Bains, VP Finance and Administration, reviewed the Governance and Planning Committee Terms of Reference and accountabilities. Tally also presented the proposed changes to the Terms of Reference which were endorsed by the Committee and will proceed to the Board of Governors in November for approval.
- **Board Governance Manual:** Tally Bains went over the proposed changes to the Board Governance Manual. The Committee passed a motion to recommend that the Board approve the changes. This item is provided to the Board under separate cover.
- **Policy**
 - **List of Annual Policy Priorities List:** Jacquetta Goy, Director Risk Management provided an overview of the board policies that are applicable to the Governance and Planning Committee's mandate as per the Terms of Reference. The Committee passed a motion to receive this for information.
 - **B.109 Student Appeals Policy:** Kyle Vuorinen presented the B.109 Student Appeals Policy. The Committee passed a motion to recommend that the Board approve the revised B.109 Student Appeals Policy. This item is provided to the Board under separate cover.
- **Institutional Accountability Plan and Report (IAPR):** Joyce Ip, AVP Strategy, Analytics and Transformation summarized the IAPR timeline and the changes that have been made since the June submission. The Committee passed a motion to recommend that the Board approve the final IAPR for submission to the Ministry. This item is provided to the Board under separate cover.
- **Integrated Planning Fiscal 2025/26 Process:** Tally Bains provided the Committee with a summary of the integrated planning fiscal 2025/26 priorities, timeline, budget development process, and resource allocation principles. The Committee passed a motion to receive this for information.

RECOMMENDATION

This is for the Board's information only.

PRESIDENT'S REPORT TO THE BOARD

Reporting period from June 4 to September 3, 2024

PRESIDENT'S OFFICE

CapU proudly celebrated the achievements of the Class of 2024 during the spring convocation ceremonies held from June 5–7, 2024. We gathered with graduates, their families and friends to honor the successful completion of their academic journeys. We extend our heartfelt congratulations to these new alumni and wish them the very best in their future endeavors, hoping our paths will cross again.

I attended the meeting of British Columbia Association of Institutes and Universities (BCAIU) presidents in late June. The group discussed key priorities, including strategic planning process, an update from the ministry, B.C. Budget 2025, and the evolving business model for PSIs. The group meets again in mid-September.

The Squamish campus welcomed its inaugural cohort of students on September 3 for the Fall 2024 term. Currently in phase one of our start-up or soft launch, the campus was bustling with activity under the leadership of Brian Storey, AVP Squamish, throughout the summer to ensure a smooth beginning to the academic year.

ACADEMIC & PROVOST

We bid farewell to Laureen Styles who stepped down from her role as vice-president, academic & provost on August 5 after six years. She is currently in a special advisor role in the president's office for another year.

Welcome and congratulations to Tracy Penny Light who transitioned from dean, Faculty of Arts & Sciences to interim vice-president, academic & provost.

Lisa Storoz has transitioned from her position as executive assistant, vice-president, academic & provost, to become the manager of operations at the Squamish campus. The search for her replacement is currently in progress.

FACULTY OF ARTS & SCIENCES

- » Sarah Yercich, sociology and criminology instructor, was successful in her co-application for the \$600K Innovation Fund: Health Implementation Research Grant from the Canadian Institutes of Health Research (CIHR). This grant will fund Sarah and the rest of the [Alliance Against Violence and Adversity \(AVA\)](#) team to expand their existing work, increase their research capacity and support additional community agencies and partners. Specifically, the objective is to address the gender-based violence epidemic by undertaking community-engaged implementation science research to help the under-resourced community healthcare sector promote the health of girls, women and gender-diverse people who are at-risk or survivors of such violence.

- » Tong Z. Chow, an instructor in the Chinese Language department, presented at the IB Global Conference in July with 1,700 top educators from global schools and universities. Chow's presentation "Leadership in Innovative Language Acquisition Technology with Cross Cultural Communication" focuses on work for languages department and cross-cultural communication in interdisciplinary studies which supports *Envisioning 2030* and *Illuminating 2030*.
- » Susan Gardner from the Philosophy department presented a paper at the World Congress of Philosophy in Rome in August. Two former CapU students also presented papers that they co-wrote with Susan.
- » Susan successfully led another summer of the [Thinking Playground](#) summer camps, a joint effort between CapU and the University of the Fraser Valley Philosophy faculty. Students from both institutions are counsellors for the camp each year.



FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » The Truth and Reconciliation Commission called upon law schools to mandate at least one Indigenous course and require appropriate cultural training within their curriculum (TRC Calls to Action 27 and 28). As of Fall 2024, all Law degree and diploma students will be required to take LAW 331 Indigenous Peoples and the Law.
- » Alaa Al-Musalli, faculty of the School of Communication, presented on a panel at the 5th International Media Literacy Research Symposium on June 27. The panel included experts from Canada, the United Kingdom and the United States to discuss the future of media literacy education.
- » Adam Vincent, faculty and chair of the School of Communication, published *Poetic Inquiry Atlas Vol. 1: A survey of rigorous poetics*, an edited collection surrounding the use of poetic inquiry (a qualitative research approach using poetry as a facet of data gathering, processing and/or dissemination) featuring the work of poet-scholars from around the globe. Laurie Prange, faculty, School of Business, published "Reimagining the Language of Engagement in a Post-Stakeholder World" in peer-reviewed journal, *Sustainability Science*.
- » This year, Enactus Capilano, supported by the School of Business, developed three social enterprises that supported financial literacy in high schools on the North Shore, bettered student mental health at CapU, and promoted environmental thinking through innovative podcasts. These projects support the UN 17 Sustainable Development Goals and were presented at the Enactus Canada Regional (Calgary) and National (Toronto) competitions, where Enactus Capilano placed in the top 16 out of 76 colleges and universities across Canada.
- » In June, Dean of Business & Professional Studies, Laura Kinderman facilitated two sessions, "Disrupted Times, Many Needs: Teaching & Learning Strategy and Innovation" and "Listen to my Story: How Women Leaders Navigate Change in Knowledge Work" at the Society for Teaching and Learning in Higher Education conference in Niagara Fall, Ontario.



FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » The Department of Early Childhood Care and Education (ECCE) hired seven new faculty over the summer to meet growing student enrolment in the diploma and degree programs. Several of the new hires will teach in

the ECCE diploma and degree programs offered at the Squamish campus in Fall 2024.

- » With the leadership of Stephen Williams, Program Coordinator and the support of the Work-Integrated Learning Hub at CapU, the Music Therapy department was awarded a significant grant from Cooperative Education and Work-Integrated Learning (CEWIL) Canada to support student practicum placements in the degree program.
- » The Adult Basic Education (ABE) department experienced record-breaking student enrolment in Summer 2024. This enrolment increased 29 per cent over the previous summer and represents the highest summer enrolment in the department since 2015. ABE continues to be the second largest program area for domestic enrolment at CapU behind the Bachelor of Business Administration.
- » The Children's Centre created and filled four new lead educator positions. These positions will serve as pedagogical support for teams of educators who work with children aged 0–5 years in the centre. The positions were created to expand organizational support and supervisory structures to meet the operational needs of the current Childcare Centre and the opening of the new Centre for Childhood Studies on the North Vancouver campus in Fall 2025.

FACULTY OF FINE & APPLIED ARTS

- » Canada's first [GLC-1](#) digital piano lab was installed through an educational partnership with Roland, a premier digital musical instrument company. The lab features 22 advanced digital pianos and a GLC-1 lab conferencing system and significantly enhances the University's Music and Jazz programs, allowing students to achieve new levels of creativity and excellence.
- » CapU hosted the 2024 Vancouver Classical Guitar Festival in July at the North Vancouver main campus. The festival featured over 20 hours of lectures, masterclasses, workshops and two world-class concerts. This event establishes CapU as a centre for arts and community. Bursaries for students and young professionals highlighted CapU's commitment to developing the music community.
- » CapU alumni and employees have achieved notable successes. Gigi Saul Guerrero was selected for the WBD Access x Canadian Academy Directors Program and received the Alumni Award of Excellence. Rose Stiffarm was praised for her work as a camera operator at a Snoop Dogg concert. Rebeca Spiegel won the Best Writing Award at the Run N Gun 48-Hour Competition for her short film "Lost Media." Ava Stark will perform as Elsa and Rapunzel at Disney Shanghai Resort. Current student, Ryver Santos Cegnar, directed and produced the musical *Vanities* at CapU Arbutus Studio, with alumna Livia Cohen as musical director. Jazz Studies Instructor, Jared Burrows released a new album, *Thunder Lizard East Van Shimmy*. Michael Thoma, chair, School of Motion Picture Arts, published a book and co-produced the film *MY DAVID*, which will premiere at the 2024 SOHO International Film Festival.
- » The Theatre Department had an impressive summer, with students and alumni performing and working across the city and beyond. Our Acting for Stage and Screen and Musical Theatre alumni shone in productions at Theatre Under the Stars, while nearly a dozen Technical Theatre students and alumni contributed to the Bard on the Beach Shakespeare festival in various roles.



2024 Vancouver Classical Guitar Festival

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » On August 27, the Faculty of Global & Community Studies warmly welcomed Caroline Dépatie (she/her) as the new dean. Caroline, who taught at CapU for 15 years, is now returning home to lead the faculty. We also wish to express our deep appreciation to Natasha Mrkic-Subotic for her dedicated leadership as the acting dean over the past year.
- » The School of Kinesiology welcomes new faculty: Bassam Nyaeme, Jennifer Folkersen, Maria Parkes and Katija Pallot.
- » After much anticipation, the School of Kinesiology now has its very own lab space. This is a significant milestone, marking a new era of hands-on learning, innovative research and cutting-edge exploration. The new lab serves as a hub for students and faculty to push the boundaries of knowledge and make impactful discoveries in kinesiology. We couldn't be more excited about the opportunities this new space will bring!
- » The School of Outdoor Recreation Management welcomes Andrew Stegeman as the new convener and extends heartfelt thanks to Chris Ladner for his dedicated service as the previous convener of OREC.
- » Students and faculty from the School of Tourism Management visited Vietnam at the end of August for a two-week field school, alongside faculty from Film and students from 10 additional CapU programs.

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » Jessica Silvey, Indigenous faculty advisor and a Coast Salish weaver and fibre artist, hosted an open house: [Mapping the swiya](#) during the [District of Sechelt syiyaya Days](#). The workshop showcased the shíshálh History wall, a collaboration between CapU, kálax-ay campus and Emily Carr.
- » kálax-ay hosted a researcher and students from Huron University College, Ontario, as part of the Nation's syiyaya Days. The research topic was Changing the Way We See Canada Day: A talk and dialogue circle. The event was open to the public and xwash Steven Feschuk attended.
- » While the campus is relatively quiet over the summer, we had the opportunity to continue to provide service to the Welcoming Communities participants: Beginners Conversation Circle, Introduction to the English Language and Writing and Intermediate and Advanced Book Club.

SQUAMISH CAMPUS

- » Squamish campus welcomes Lisa Storoz, new operations manager. Reporting directly to the associate vice-president, Squamish, Lisa plays a key role in fostering strong relationships with university employees, external constituents and partners to contribute to a successful campus.
- » The end of August saw the Squamish students in student housing move in and participate in orientation with events ranging from Squamish Farmer's Market, Shannon Falls, Sea to Sky Gondola to a day trip to Whistler; finishing off with a meet and greet and a welcome BBQ catered by Whistler Cooks.
- » The campus opened its doors in September providing ECCE degree and diploma programs providing hands-on career training to address a lack of childcare workers in the Sea-to-Sky region. [Read more in Capsule](#)

- » CapU Squamish is excited to announce Whistler Cooks as the new food vendor on August 30. Whistler Cooks will support three students in housing, 35 students on campus, employees and the Squamish community.

TEACHING & LEARNING

- » Negar Elmieh joined the Centre for Teaching Excellence team as the new educational developer and learning strategist servicing the new CapU Squamish campus. We're excited to have Negar onboard as we launch programming there.
- » Twenty-seven new faculty participated in the New Faculty Orientation on August 27 and all 12 faculty teaching at CapU Squamish participated in orientation on August 28.
- » Sixty faculty completed the new Responding to Academic Misconduct eLearn module, preparing them to use the new academic integrity policy and procedure.
- » In July, all members of the Centre for Teaching Excellence completed the Sanyas Cultural Safety training, preparing us to be better community members and allies.

CREATIVE ACTIVITY, RESEARCH AND SCHOLARSHIP & GRADUATE STUDIES

- » Funded by a CARS and SSHRC Explore research grant, Sarah O'Sullivan, and instructor in the Department of Anthropology with the Faculty of Arts & Sciences, recently spent her summer in Uganda working on her research titled, *Living with HIV During the "end of AIDS" in Uganda*. Her research seeks to understand the socio-political implications of Uganda's Treatment as Prevention (TasP) success and how discourses of "success" and HIV treatment adherence come to bear in the lives of Ugandans. Sarah's project is a collaborative effort with a small community-based organization of HIV-positive activists based in Kampala, Uganda.
 
- » Funded by a CARS-NSERC grant, Cassandra Valenzuela Poon, an IDEA School of Design student, was awarded a research assistant role to develop visual content and provide design expertise focused on promoting the University's research. In collaboration with MDX and CARS, Cassie will create infographics and visually convey faculty research journeys.
- » Congratulations to Trevor McFadyen, a Faculty of Business & Professional Studies instructor, who was awarded a Faculty Advisor Research Grant from Enactus Canada. Enactus is a global network that uses team-based, experiential learning to help students develop entrepreneurial skills aimed at tackling pressing social and environmental issues. The award funds a student research assistant to help with Enactus team training and data collection.
- » Congratulations to Dean of Business & Professional Studies, Laura Kinderman, and Interim Vice-President, Academic & Provost, Tracy Penny Light, on being awarded an inaugural Research Fellowship Grant from Senior Women Academic Administrators of Canada (SWAAC). Their research project, *Listen to my story: How women leaders navigate change in knowledge work* aims to "create a formal space to surface liminal conversations that women academic leaders engage in as they move through their days."

FINANCE & ADMINISTRATION

The Board of Governors held their first meeting of the year on September 3 with CapU executive providing an orientation session to new and returning board members.

The University's Fiscal 2024/25 Q1 forecast submitted to the Ministry in July was a surplus of \$10.6 million which is a \$7.5 million favourable variance compared to the board approved surplus budget of \$3.1 million.

FINANCIAL SERVICES

- » Financial services welcomed two new financial planning and analysis advisors, Stephan Dryagin and Jaime Gutierrez Etchegaray. In addition, Tanaya Bedakar was promoted to manager, capital and restricted funds.

CORPORATE SERVICES

- » Corporate services said good-bye and congratulations to Paul Gruber who retired on July 31 after 15 years of leading the procurement and shipping & receiving departments. Iain Medcalf is serving as interim manager, procurement.

FACILITIES SERVICES & CAMPUS PLANNING

- » Facilities services & campus planning welcomed Shailen Nand as the new senior manager, facilities operations, for the Squamish campus and a new manager of safety & emergency management, Jon Arason.
- » The Squamish campus upgrades have progressed for the fall opening including replacing outdated mechanical systems with more energy-efficient alternatives, ensuring classrooms and office spaces planned for occupancy are ready, food services, new signage and wayfinding and a refinished gymnasium floor. Additionally, the artificial turf field replacement is progressing as planned.
- » Safety & emergency services represented CapU at the CAUBO 2024 conference in Montreal, with Natalia Skapski, director, safety & emergency services, presenting on social responsibility in continuity planning.
- » Campus planning is beginning on the Campus Wide Functional Programming Initiative. A consultant has been engaged to capture operational requirements, space demands, equipment used, co-dependencies with other areas, and the growth and business goals of all academic and administrative areas. The baseline data will be compared to BC Ministry Standards and similar programs in other universities and will be used to identify gaps, apply improvements and capture innovative ideas to meet the University's goals for *Envisioning 2030*, *Illuminating 2030* and the *Campus Master Plan*.
- » Construction for the two major projects on the North Vancouver main campus is progressing. The wood framing and timber panels are being constructed on Level 4 of the on-campus student housing. The construction of the Centre for Childhood Studies is progressing according to schedule with interior framing and boarding completed, and painting and millwork now in progress

DIGITAL TECHNOLOGY SERVICES

- » Digital Technology Services (DTS) welcomed four new managers: Will Laycraft (governance and policies), Michael Shi (audit and assessment), Harv Samra (cybersecurity program development and management),

and Ann Louise Filbert (business systems operations).

- » The DTS team is developing a digital roadmap in collaboration with the University community to support the digital transformation work required for the *Envisioning 2030* and *Illuminating 2030* strategic plans.
- » The Enterprise Resource Planning (ERP) project was initiated and is moving through a planning phase which includes establishing a project steering committee and completing procurement.
- » Integration services will be established in parallel to the ERP project. The RFP process to select an integration engine is in progress.
- » A cybersecurity program is being established to support the strengthening of CapU's cybersecurity position.
- » DTS implemented the digital infrastructure required to support the opening of the Squamish campus. This included creating a network strategy for student housing.

POLICY, PRIVACY & GOVERNANCE

- » Policy work remains in progress with four Board policies approved at the June board meeting.
- » As part of the maturing of the University's risk program, revisions to academic risks were reviewed by the Academic Leadership Council in August and incorporated into the updated risk register.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

- » Sally Olarte (she/her) joined the team in the new role, director, people analytics & total compensation. Sally will support HR systems, compensation & classification and abilities management. She comes with vast experience, including Enterprise Resource Planning Systems implementation, which will support the Workday project.
- » Nathan Gilmore (he/him) moved from a temporary role on the learning & development team to the permanent role of HR advisor, compensation & classification. Nathan has been able to leverage both his CapU knowledge and his previous experience to quickly and effectively support the function.
- » TJ Delegencia (he/him) joined the team as manager, Diversity, Equity and Inclusion (DEI). He will collaborate with leaders and employees at all levels to foster a supportive and inclusive work environment, develop CapU's DEI roadmap and lead DEI initiatives aligned with the *People Plan*.
- » The employee experience team welcomed Trevor Johnston onboard in June. Trevor's role is HR assistant mainly supporting the MoveUp/admin/exempt employee groups. Trevor is a CapU alumni from the Tourism Management program.
- » HR information systems were adjusted to accommodate the new academic year for regular faculty.

- » PowerBI Dashboards were created, and Academic Leadership Committee now have access to faculty dashboard information allowing for data driven decisions.
- » The New Employee Orientation occurred on August 28 with 28 new employees in attendance.

DIVERSITY, EQUITY & INCLUSION (DEI)

- » On August 2, the talent acquisition and DEI team, with support from student employee volunteers, sponsored and attended the Pride on the Pier event at The Pipe Shop in North Vancouver. This event demonstrated CapU's commitment to being an inclusive employer of choice and our dedication to DEI. Additionally, we raised a Pride flag on the campus flagpole to commemorate North Shore Pride Week.

TALENT ACQUISITION

- » The talent acquisition team attended the WorkBC career fairs and the Career Fair at the Aboriginal Friendship Center to promote CapU as an employer of choice.
- » In collaboration with heads of departments, we created customized employee value propositions specific to the five faculties and major operational units within CapU, used to standardize job postings and highlight the uniqueness of each of the areas to potential employees. In addition, an equal opportunity employer statement, land acknowledgement and an option for interview accommodations were added to job postings for inclusivity.
- » In collaboration with communications, we continue using LinkedIn Recruiter to promote CapU as an employer of choice and to highlight key open roles. Since August 2023, we gained 10,541 followers, increased the number of applicants that come through LinkedIn from 25 per cent to 33 per cent, and had 86 LinkedIn influenced hires.
- » To create a better candidate experience, the team launched their expanded support this August for recruiting Administrative/Exempt (Ad/Ex) roles by offering hands-on recruitment assistance, including job postings, direct candidate sourcing and candidate interview coordination. The *Frontlines* site for employees was revamped with updated processes, toolkits, user guides, templates, resources and best practices to help to streamline and standardize talent acquisition at CapU.

LABOUR RELATIONS

- » Labour Relations Training Part 1 & Part 2 was delivered on August 14 and 22 for administrators.

STRATEGIC PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » This year's integrated planning cycle is underway, and it includes ongoing conversations between vice-presidents and each of their portfolio leaders. The purpose of this continuous dialogue is to collaborate to refine submissions in the form of goals and priorities. As a result, vice-presidents will articulate a summary of initiatives and priorities at a portfolio level.

- » Included in the activities for the upcoming SLC Retreat on October 16, and due to the number of new SLC members, the integrated planning team is designing a facilitated discussion to allow participants to revisit positive and challenging elements of our planning process. The expected outcome is a list of recommendations that could inform refinements to integrated planning.
- » This fall will see a planning activity with vice-presidents and associate vice-presidents to follow-up on the environmental scan recently developed by them. An activity will be facilitated to make sure that initiatives and priorities capitalize on strengths and opportunities and support our efforts to overcome weaknesses and threats.

ENVISIONING 2030

- » The team is actively working to find alternative ways to store and make plan trackers available. There are draft trackers for *Envisioning 2030*, *Campus Master Plan*, *People Plan*, *Internationalization Plan* and *Digital Transformation Roadmap* being tested. The team is also supporting the development of a draft tracker for *Chénchenstway* that is expected to be ready for tests this fall.

STRATEGY, ANALYTICS & TRANSFORMATION

- » After a thorough search process, the team welcomed a new director of analytics and institutional research, Milad Fathi on August 19. Milad brings a rich background in analytics, data science and computer science. He's co-founded several technology companies and led analytics teams at various health authorities across the province and at the Ministry of Social Development and Poverty Reduction.
- » We submitted the final 2023/24 Institutional Accountability Plan and Report (IAPR) and FTE report and are waiting for the Board's sign off and the subsequent Ministry approval before posting the IAPR on the website.
- » Significant progress was made in the initial phases of Strategic Enrolment Management (SEM). The SEM seven-year model has led to more precise section estimates at the subject level which served as an additional data point for the faculties of arts & sciences and business & professional studies to mount the necessary courses to meet student demands. As a result of this close collaboration with academic leadership and faculty planning councils, we are seeing early indications of domestic enrolment growth and a dramatic decrease in the number of waitlisted seats.

INTERNATIONAL

- » International recruitment continues to be heavily impacted by the IRCC announcements about international caps back in January 2024, and with the ongoing commentary of potential changes to Post Graduate Work Permit conditions. The Professional International Educators (PIE) organization reports that applications for Canada are down 47 per cent across the country since June 2024. CapU has been impacted and we are expecting lower than SEM targets for the Spring term. Due to record intakes over the past two years and very high retention rates for international students, we anticipate we can weather this storm and our over spring international registration rate to be on target with budget estimates. We are eagerly awaiting clarity from the IRCC on PGWP conditions to help restore Canada's positive reputation for international education.
- » Despite the uncertainty and impacts on spring applications, new fall registration is on target with SEM estimates to balance international registration. We received 859 deposits and registered 559 new for a total 3996 international students in the current fall term. This compares with 4077 in Fall 2023. The relatively large 300 difference between deposits and registrations is largely due to slow visa processing and we anticipate that most students will register for the Spring term.

- » A key strategic priority for international registration is to diversify recruitment to different countries and regions to be more resilient to political, economic and environmental uncertainties, and create a diversified international learning experience at CapU. We expanded our regional recruitment representative team with Marian Kiilu from Nairobi, Kenya, in July and Marian and Chris Bottrill attended the ICEF recruitment event in Kigali, Rwanda where we interviewed and are in the process of onboarding over 30 new agencies throughout Africa.

- » This week we were thrilled to have our five regional recruitment representatives on campus for extensive meetings with departments and programs, plus visits to local agencies in Vancouver, and familiarization with our campuses and the high-quality learning experiences at CapU.



Pictured (from L to R): Akiko Takiguchi (NE Asia), Jesse Yang (manager, international recruitment Asia/MENA), Hoang Tran (SE Asia), Christine Melling (CIE), Chris Bottrill (AVP, international), Marian Kiilu (Sub Sahara Africa), Thays Afonso (Latin America), Tank Huang (Mainland China/HK), Stasa Adric (manager, global engagement)

- » We just completed a very successful field school to Vietnam. Chris Carnovale and Debra Rurak led 22 students from multiple programs on an incredible adventure to Ha Long Bay, Sapa, Hanoi and Pu Luong. One highlight is spending time with fellow students from our long-time partner institution, Hanoi Open University. Our next field school with 26 students already committed is to Ghana in December and January this year. Picture: feet cleaning the natural way in Ha Long Bay and building friendships with Hanoi Open University.



STUDENT SUCCESS

ACCESSIBILITY SERVICES

- » Accessibility Services is officially renamed to the Centre for Accessibility Services (CAS). The transition to a "centre" increases our visibility and recognizes the department's growth and evolution. The new designation highlights the breadth of support, collaboration and expertise offered. We work closely with administrators and employees to ensure equitable access and serve as a welcoming, resource-rich hub for students and employees. The change further reinforces CapU's commitment to access and inclusion.

CAREER DEVELOPMENT CENTRE

- » Career development advisors conducted 177 one-on-one student appointments, with just over 55 per cent done online. They delivered nine workshops in collaboration with the Faculty of Business & Professional Studies with a total of 107 students taking part. In addition, our employer engagement & experiential learning facilitator closely collaborated with a School of Business faculty to bring six industry representatives to a BADM 475 class, supporting the students with developing important salary negotiation skills.

- » Nina Zhang, career development advisor, in collaboration with the recruitment team, delivered two parent session presentations as part of the Experience CapU programming, introducing important career development topics including labour market information to 109 prospective students' parents.
- » The CDC team and career ambassador student employees actively participated in the Fall 2024 Student Orientation Welcome Fair introducing 174 new students to our services. In addition, the CDC team participated in Fall 2024 Welcome Wednesdays events delivering two Find Your Purpose & Meaningful Work workshops to a total of 64 new students.

- » Through our Explore with the CDC and Explore with the Dean Link Up initiatives, the CDC team supported student participation in two industry networking events - the 2024 Indigenous Partnerships Success Showcase and BC Business Top 100 2024. The students were accompanied by faculty and staff from CDC (Ning Zhang & Anna Kuziakina), Office of Indigenous Education & Affairs (Parveen Mann), Faculty of Global & Community Studies (Nazmi Kamal) and the Associate Dean of Faculty of Business & Professional Studies (Francisco Nogueira).



Photos: Link Up Explore with the CDC Indigenous Partnerships Success Showcase participants; and Link Up Explore with the Dean BC Business Top 100 2024 participants.

- » Our career ambassadors organized and participated in various engagement initiatives around campus such as CDC In-Class Intro Presentations and Welcome Wednesdays, reaching a total of 186 students, helping them develop a greater understanding of our services and programming.

COUNSELLING & LEARNING SUPPORT

- » Counsellor Audrey Wong is on parental leave. An extensive search took place in June and the successful candidate, Heather Hassenbein, starts at CapU in September. Heather Hassenbein holds a master's degree in counselling psychology with a specialization in art therapy from Adler University. She is a registered clinical counsellor and registered art therapist with over 20 years of experience in fostering safety, compassion and growth. Heather also supervises master-level counselling students.
- » Between June 4 and August 30, 200 50-min counselling appointments were booked. Twenty urgent drop-in counselling appointments took place between June 4 and August 29.
- » Melissa D'Agostino, learning strategist, developed a fresh new set of promotional and educational materials to drive awareness and the services and tools available.

STUDENT AFFAIRS & STUDENT LIFE

- » Elise Le Brun joins the student success team in the newly created role of manager, student life. Elise will provide strategic direction on the future of student life, co-curricular programming, student events, peer

leadership, sexual violence prevention and education, well-being programming, food security and orientation and transition activities.

- » Student affairs finished the production of CapU Student Services videos to be used as part of the orientation and transition programming. The eleven videos about student services on campus are aimed at providing information to students in a quick and engaging manner.



- » In June 2024, student life collaborated with recruitment to host the annual Experience CapU. Experience CapU was visited by 240 potential new students and 109 of their family. Experience CapU also recruited 29 student leaders who supported the facilitation of the event.



- » Student life coordinated three weeks of orientation activities for new students. On August 21 and August 27, we hosted our annual Welcome Wednesdays, with 233 and 281 students, respectively. Campus services such as financial aid, academic advising, Career Development Centre, CSU, and more have also provided a series of in-person and online workshops.



- » Student life collaborated with various CapU community members and clubs for our weekly Wellness Wednesdays over the summer. Collaborations with the CIE were for Cinco de Mayo, Asian Heritage Month, International Friendship Day and pride-themed Wellness Wednesdays. Student life also partnered with the library to make buttons and cards using recycled library materials and with EarthWorks for watercolour painting. The chess club, the outdoors club, anime club and pranks club also joined the student life team to create fun and engaging programming.



STUDENT HOUSING SERVICES

» NORTH VANCOUVER HOUSING

- Summer rental:** Summer operation saw a 6 per cent decrease in the number of students who chose to stay in housing over the summer. Our summer group rental also saw a decline in their numbers as a result of changes to visa requirements for Mexican visitors. The group was in housing for July and early August, with about 75 campers (about 30 per cent decrease from the prior year) staying in housing. The revenue from this summer rental continues to offset losses normally incurred in the summer months when we operate at about 25 per cent overall occupancy.
- Academic year housing application:** We are at capacity again this Fall term. During this application period, 788 students started their housing application and 660 completed their application. Over 300 students have cycled through our waitlist this year and about 83 students are currently waitlisted.
- Student housing move-in:** On August 28, housing services welcomed 254 students to housing with 45 more students expected to arrive within the following days for a total of 299 students. We were very happy to have over 60 student athletes help make our move in day efficient and stress free for both students and families as they helped unload and bring belongings to the students' new room.
- Housing orientation:** Residence advisors planned an action-packed housing orientation which took place from August 29 to September 2. Activities included a tour of the campus and the local area, a BBQ followed by an outdoor movie, a full day of games and activities (musical chairs, inflatable obstacle course, line dancing lessons, and an evening dance party), and a trip to Deep Cove to explore our local area (and of course try some of the famous Honey's Donuts). These events focused on creating connections within the housing community and to our local area.



» **SQUAMISH HOUSING**

- **New Squamish student housing update:** Student housing services worked hard with amazing campus partners to be ready to welcome students to the Serratus student housing building for the Fall 2024 term. To date, we have collaborated with



campus partners to ensure students have access to high-speed internet, new laundry facilities, beautiful and purposeful communal spaces with new furniture, enhanced safety and security measures, daily meal plan services and much more.

- **Move-in & orientation:** We welcomed our first students to Squamish student housing on August 30. The student housing team planned a boutique style orientation for students living in housing, as well as students attending CapU Squamish this fall, with the goal of creating a close student community and connecting students to the local Squamish community and surrounding areas. Orientation events took place from August 31–September 3. Activities included: scavenger hunt around campus, trip to the Squamish Farmers' Market & tour of downtown, trip to Shannon Falls followed by Sea to Sky Gondala ride to the top. We wrapped up orientation with a trip to Whistler and closed with a BBQ with employees.



FOOD SERVICES

- » **New food services operator for Squamish:** After rigorous assessment and intentional conversations, Whistler Cooks is the chosen food services operator for CapU Squamish. We are currently working with Whistler Cooks to set up the dining space and obtain the necessary food permit from Vancouver Coastal Health and they commence on campus operation. Whistler Cooks is currently providing meal delivery for students in housing and PMA students.
- » **Funding for plant-based catering (pilot):** CapU has been part of the Feed BC Post-Secondary Institution Partnership. We have applied for and been granted funding of \$15,000 for a pilot project on integrating local B.C. products into plant-based catering. In collaboration with the food services provider for the main campus (Chartwells), this fund brings local culinary expertise on plant-based cuisine to explore and create delicious meal offerings. This pilot will run in the North Vancouver student housing food operation.
- » **Launch of the reusable container program in the dining hall:** We partnered with Friendlier to launch a reusable container program at the main campus student housing dining hall and continue the fight against

single-use waste. This program reduces waste and embraces sustainable alternatives, encourages students and employees to adopt more eco-friendlier practices, supports broader environmental goals and contributes to reducing our carbon footprint.

REGISTRAR'S OFFICE

- » At the Senate meeting on September 3, 279 students were approved as CapU graduates. This is a 38 per cent increase over September 2023. A big thank you to the graduation and academic advising teams for their efforts to ensure these students met the requirements for their respective programs. These students will have the opportunity to cross the stage at the June 2025 convocation ceremonies. Congratulations graduates!

FINANCIAL AID & AWARDS

- » The financial aid and awards team was busy over the Summer 2024 term. Overall, \$101,900 was disbursed to 107 students during the term for scholarships, bursaries and awards. This was an increase of 28 per cent of funding and 47 per cent of recipients compared to Summer 2023. The team plans to continue efforts to increase award visibility in the hopes of increased applications and funding to CapU students.

RECRUITMENT & ADMISSIONS

- » As mentioned on page 12, the recruitment team partnered with student life to host a successful Experience CapU event for newly admitted students and their families. On June 12, we hosted 121 event attendees and June 15 we hosted 119 event attendees. The event agenda included presentations from academic advising, accessibility services, student life, campus tours and a variety of interactive activities so the newly admitted students could connect with current students and the campus community. The recruitment team also supported two Welcome Wednesdays events (Aug. 21 and Aug. 28) hosting campus tours for all incoming students.
- » Student recruitment advisors partnered with the CapU housing team and held three online Program & Housing Information Sessions for CapU Squamish on August 1, 7 & 12 as an additional promotional sprint increase Fall 2024 applications. These sessions were held in addition to ongoing one-on-one advising sessions for future students interested in Squamish and were scheduled with student recruitment advisors since March.
- » Strategic recruitment season planning for off-campus visits to high schools throughout B.C. and Alberta is now complete. The complete list of visits can be found on CapU's website [here](#). Most of the high schools listed last year are being revisited, commencing September 16, 2024. The intention is to promote CapU's programs and student services for the North Vancouver, Squamish and Sunshine Coast campuses. We are partnering with CapU's new Indigenous recruiter, Adrianna Bathurst, who will attend some of the post-secondary SBC visits and attend high school fairs with our team.
- » In preparation for the upcoming recruitment season of high school visits and education fairs, the team has attended 31 training sessions with reps from different CapU program and student service areas ensuring they



have the most current information to share with any future students they meet. The team has also prepared a new presentation, complete with information promoting campuses, programs, courses and student life.

SYSTEMS & SCHEDULING

- » On August 21, the scheduling unit soft-launched the new scheduling guidelines document. These guidelines represent an important first step towards standardizing scheduling processes, promoting consistency and transparency within the existing centralized scheduling model. This is a result of extensive consultation between the RO and the academic areas and a review of similar documents and policies at comparable institutions in B.C. With the guidelines now in place, CapU is better positioned to address the space utilization challenges that come with the increased demand for instructional spaces in a growing institution.
- » In August, the RO completed implementing the newest version of the EducationPlannerBC application for admission system, known as EPBC 3.0. The system now allows CapU to set-up rules to be assigned to program selection, fees and questions. We are now able to ask specific questions to domestic and international students for each program across CapU. This project was jointly done by the admissions, curriculum and CIE teams to ensure that all applicant needs were met. This will lead to a more customized and seamless user experience for all applicants to CapU.

REGISTRATION & STUDENT INFORMATION SERVICES

- » From June until the first week of September, the student information services team responded to over 3,000 student email inquiries and 5,000 phone calls.
- » 700 student CapCards were produced in advance of the Fall 2024 term to reduce long in-person line-ups during Welcome Wednesdays and the first week of the term.

UNIVERSITY RELATIONS

University relations includes the departments of communications, government relations & community engagement, marketing & digital experience, philanthropy & alumni relations and university events. University relations' goals are to: enhance the University's reputation and brand, develop positive relationships and secure resources to support University priorities, provide learners and employees an exceptional digital experience, market the university and bring the community together through various communication channels.

COMMUNICATIONS

- » Two new employees joined the communications team this summer—Linda Ong, director, communications, and Layne Christensen, senior communications officer, external. Linda Munro has moved into the role of manager, public affairs, in the government relations unit.
- » The communications team provided communications support to the Incident Operations Centre for two events involving campus security and the global IT outage, as well as Squamish campus activities.
- » Communications also shared several stories internally and externally, including:
 - [Capilano University announces Tracy Penny Light as Interim Vice-President, Academic & Provost](#),

- [Capilano University unveils Canada's first GLC-1 digital piano lab, BCIT, CapilanoU, SLCC partner on pathways for SLCC graduates](#)
- [CapU Blues celebrate 50 years of athletics with inaugural Hall of Fame.](#)

GOVERNMENT RELATIONS & COMMUNITY ENGAGEMENT

- » On July 26, CapU submitted a pre-budget submission report to the federal government, outlining the University's key recommendations for federal funding in the 2025 federal budget. This marks the second year CapU has prepared and provided a submission to raise the profile of the University and amplify the priorities of the post-secondary sector in Canada.
- » Working with CapU's government relations consultants, the University created summer/fall 2024 engagement plans for building relations with local municipal, provincial and federal government leaders. As part of ongoing engagement, CapU invited Terry Beech, MP Burnaby North-Seymour and North Vancouver MLAs Susie Chant and Bowinn Ma to visit the CapU Street Party on September 3.
- » CapU has confirmed dates in late October for President Paul Dangerfield and VP University Relations Kari Wharton to have meetings in Ottawa with key ministers and staff at federal ministries relevant to CapU.

MARKETING & DIGITAL EXPERIENCE (MDX)

- » Over the summer, the MDX team supported the Squamish campus launch with various promotional activities. We worked closely with the recruitment team to promote Squamish campus info sessions via Zoom. This included an advertising campaign on Meta and Google platforms and a bespoke landing page on the website. We also promoted three Adult Basic Education Squamish Info Sessions



through Meta and Google ads, print ads in the Squamish Chief and poster design. These sessions were a mix of in-person and online. MDX launched a digital ad campaign to support Spring 2025 enrolment for the Global Hospitality & Tourism Management and Business Administration diploma programs targeting international students in six countries, which will run until September 30, in conjunction with the program coordinators and the Centre for International Experience team.

- » MDX completed several new web content projects during this time:
 - MDX worked with the student housing team to rebuild the [Student Housing section](#) of the website. Previously, this section was based on a singular housing offering in North Vancouver. Restructuring of

current information and creation of room for additional locations to be seamlessly added allowed us to add Squamish housing and will be ready to add new on-campus housing in the future.

- In support of the new [Institute of Interdisciplinary Studies](#), MDX built and created content for the new webpage and created a program page for the new Bachelor of Environment and Society program.
- MDX collaborated with the Centre for International Experience (CIE) to refresh the [international student landing page](#), using data insights and input from CIE to drive international student interest in CapU.
- MDX completed a full audit and redesign of the [Our Locations](#) section of the website. With the arrival of the Squamish Campus, the team looked at building pages for each location that are more engaging and comprehensive, shared location information in a uniform way and created a more intuitive information architecture for the content hosted in this section.
- Working with the Dean, Business & Professional Studies, MDX built the first [Executive in Residence program showcase](#) page.

We created a page that could be replicated for other faculties or easily adapted to host more than one Executive profile should additional Executives join the program in future.



- » Since June, MDX published six new Capsule stories, including two focused on Squamish offerings, [ECCE programming](#) and [Housing on campus](#), [How to AI proof your education](#), a story about the new [Executive in Residence program](#), [Asian Heritage Month](#) on campus and the always popular “[CapU in Photos](#)” retrospective.
- » On the design side, MDX has been busy creating several materials for the upcoming recruitment cycle, both for domestic and international prospective students. This includes:
 - Student Guide
 - International Student Guide
 - Program poster outlining all academic offerings
 - Banners displaying images of student life and priority programs
 - Housing and entrance award posters
- » MDX supported convocation with several pieces of collateral. For the first time, we did not produce a printed convocation guide, but rather an online [digital guide](#). Graduates and attendees could choose to print their own commemorative book, if they desired. By not printing a program, the university saved over \$11,000. Other materials included digital screens to help orient graduands, a “congratulations” video, an honorary doctorate announcement ad in *North Shore News*, a poster for the Birch Building, screens for ceremony backdrops and web page updates. Our visual media specialist took photos of all ceremonies, and we worked with two Motion Picture Arts students to capture drone footage of the procession and grad cap toss for use in [this Instagram post](#) and in future University videos.

- » June was a big month for capturing imagery. MDX coordinated a large multi-student photography and video shoot on the main campus. We organized a dozen students from different programs and backgrounds. We scouted unique and iconic locations around the exterior of the campus to capture the student experience. Images and video b-roll will be used in marketing materials and social media. The team also coordinated and held a photo shoot for Squamish campus housing. We cast CapU students and hired an additional photographer to capture photos to use in promotions.



PHILANTHROPY & ALUMNI RELATIONS

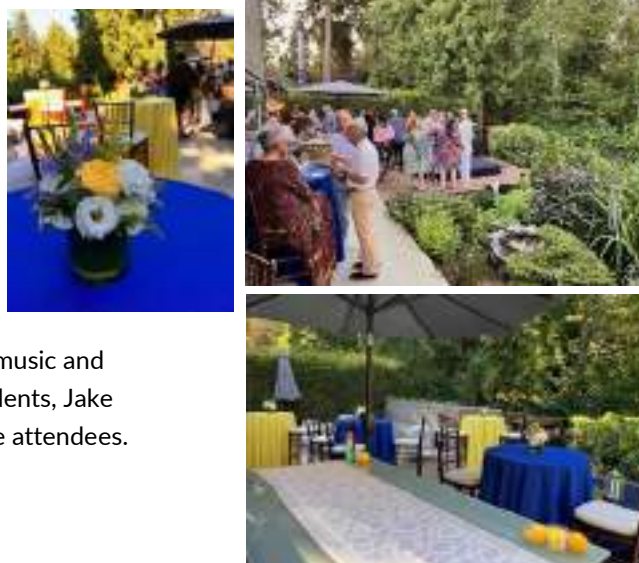
- » We are pleased to welcome Hazel Yeung to the Philanthropy & Alumni Relations (PAR) team as the new alumni relations officer.

- » CapU honoured five exemplary British Columbians with an honorary doctorate degree during the spring convocation ceremonies: Elder Latash Nahanee, Raymond Heung, Debra Doucette, Lisa Wolverton, and Alex Cuba. The honorary doctorate is CapU's highest form of recognition; it is given to individuals who have made significant contributions to others through their work, the University or voluntary pursuits.



- » A special thank you to CapU Alumni Association Board members, Amina El mantari, Milla Zaenker and Matthew Smith for their involvement in the 2024 Convocation ceremonies which included joining the platform party and providing speaking remarks.

- » On July 10, Paul and Catherine Dangerfield graciously provided their beautiful backyard to host the annual Evening with the Dangerfield's event. This summertime reception connects and appreciates supporters of the Paul & Catherine Dangerfield Women's Bursary and We Believe event. Thirty-five individuals attended and enjoyed an evening inspired by 'La Dolce Vita' with an Italian inspired menu, live music and community camaraderie. Talented CapU Jazz students, Jake Kostuchuk and David Caballero performed for the attendees.



- » On July 15, the alumni relations team planned an alumni luncheon in Toronto. Hosted by Paul Dangerfield, this gathering brought together CapU alumni within the area to connect, share their experiences and insights and hear about the latest developments at CapU.
- » On August 20, CapU Alumni Association partnered with Northeastern University to host an alumni social mixer event “launching your next chapter”. This event, which included 105 alumni attendees, welcomed our new 2024 graduates to the alumni association and featured a panel discussion with alumni from CapU and Northeastern. During the event, it was announced that Northeastern University, a current CapU premium alumni perks partner, have recently collaborated on a Memorandum of Understanding (MOU) to open cross-institutional pathways and collaborations providing CapU graduates opportunities to pursue master’s degrees at Northeastern’s Vancouver campus and across its global network. CapU graduates will receive a discount to pursue their graduate studies at Northeastern. We look forward to the impact this partnership will continue to have.
- » A new annual award, the Lisa Lambert Legacy Music Award, was generously created by Jolene Cumming to honour her friend’s significant contributions to Vancouver’s music community. Lisa Lambert was a talented, well-respected, trailblazing woman, drummer, percussionist, vocalist, mentor, and music teacher. The award supports female-identifying CapU students in the Bachelor of Music in Jazz Studies—Performance and Composition program, who demonstrate a committed focus on drum set.

UNIVERSITY EVENTS & CEREMONIES

- » Convocation took place on June 5, 6 & 7 and celebrated almost 1,000 graduates in person over five ceremonies. The festivities were attended by 3,500 family and friends and viewed online all over the world over 6,800 times. The events team were supported by 110 employee and student volunteers, and graduates were congratulated by faculty and executive both on and off the stage. This year, the events team elevated the grad experience by devising a new assembly area with thanks to the BlueShore Theatre, and implemented a live message wall where family, friends and employees sent messages of congratulations to graduates from all over the world.



- » At convocation this year, university events also facilitated the installation of five new honorary degree recipients. This highest form of recognition is given to acknowledge people who are distinguished by their significant contributions and accomplishments. Among these esteemed individuals, we were privileged to recognize CapU Elder Latash—Maurice Nahanee (*pictured right*) who received a standing ovation, after his thoughtful and touching speech to the graduands. During our final ceremony, graduates and their families in the Faculty of Fine & Applied Arts, were treated to surprise performance from HDR and CapU alum, Alex Cuba, which gifted our grads with an unforgettable convocation experience.



- » On July 10, events supported PAR to once again transform Paul and Catherine Dangerfield’s back yard into a themed event to gather supporters of their Women’s Bursary We Believe event, scheduled for later in the

fall. This year, the events team brought bold blue and lemon hues to the beautiful garden to evoke a Dolce Vita style landscape where guests enjoyed a Mediterranean inspired menu and live music from CapU Jazz students Jake Kostuchuk and David Caballero (*shown left*).



- » Once again, our new fall term kicked off in style with the CapU Street Party event on September 3, which hosted over 1,800 new and returning students to campus. The event, hosted by student affairs and supported by university events, featured fun and engaging activities, a welcome BBQ where students were served by members of the executive and access to CapU departments and community partners who provided valuable information and resources.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 8.1: Proposed Discontinuance of the Bachelor of Performing Arts and Associate Courses	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information/Recommendation <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Dr. Tracy Penny Light, Interim Vice-President, Academic and Provost	

PURPOSE

Review proposed discontinuation of the Bachelor of Performing Arts and BPAC courses preparatory to referral to Senate as per Board Policy [B.104: Discontinuance of Programs or Courses](#).

MOTIONS

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors refer the recommendation to discontinue the Bachelor of Performing Arts and associated BPAC (Bachelor of Performing Arts) courses to Senate for advice.*

BACKGROUND

The Bachelor of Performing Arts (BPA) was approved by the Ministry in 2008 as a unique one-year degree completion degree program to be co-delivered and conferred jointly by Capilano College (CapU), Douglas College (Douglas), Langara College (Langara) and Vancouver Community College (VCC). While the degree program was designed to be offered on a rotational basis by associated institutions (e.g., 2012-2014 – Capilano University; 2015-2018 – Douglas College; and 2019-2021 – Langara College), Langara and VCC exited the partnership without hosting the degree.

The rotation between the remaining two institutions led to a loss of institutional memory, decreased access to faculty talent and uneven stewardship. The significant change in 50% of the initial partnership resulted in a need to revisit substantive aspects of the degree program as conceived, not limited to admissions processes, and re-establishing classroom space and resources. When the degree program was scheduled to return to the School of Performing Arts (SPA) within the Faculty of Fine and Applied Arts (FFFA) at CapU in May 2019, the steering committee elected to postpone intake to January 2020 to address some of the concerns noted above and complete the CapU program review process, including a self-study report and external expert site visit.

While the final two intakes of the degree program in 2020 and 2021 were well enrolled, program intake was ultimately suspended by CapU and Douglas in September 2021 based on the shared agreement that the collaborative degree program was not operationally viable. As the original letter of ministerial approval dated July 31, 2008, makes explicit that “re-approval [is] required should any institution subsequently leave the Consortium,” it was not possible for CapU to offer the degree program



independent of Douglas without their support.

Based on this impasse, the two institutions decided to end the partnership and explore the development of distinct independently offered baccalaureate degree programs. Since then, with the objective of securing ministry approval to offer new baccalaureate degree serving the creative industries, the School of Performing Arts received Senate approval on May 14, 2024, to begin development on a bachelor's degree program proposal in creative industries.

Policy regarding program or course discontinuance:

This recommendation is put forward aligned with the Board Policy [B.104: Discontinuance of Programs or Courses](#) and the related Senate policy [S2013-02: Teaching Out Suspended or Discontinued Programs](#). As per Section 3 of policy B. 104, the Board may approve discontinuance of any course or program after seeking the advice of the Senate.

Review and approvals to date:

Building on spring 2024 dialogue with the Faculty of Fine and Applied Arts faculty council, the faculty council unanimously endorsed a motion supporting the Bachelor of Performing Arts program of study discontinuance proposal on June 10, 2024.

The discontinuance proposal provided by email to the Provost on June 11, 2024, confirmed that as the BPA was suspended in September 2021 there are no registered students and no teach out plan is required to comply with S2013-02 Teaching Out Discontinued Program.

In turn, the BPAC courses were exclusive to the BPA and their discontinuance does not effect other students, academic units, and programs of study offered elsewhere at the university.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 9.1: ARM 53 – Administrator Emeritus Policy	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Melissa Nichol, Strategic Director, People, Culture & Diversity	

PURPOSE:

The purpose of this report is to provide the Board of Governors with background information regarding this policy memo and the rationale for rescinding. This briefing note was presented to the Executive and HR Committee at their September 11, 2024 meeting. The Committee passed a motion to recommend that the Board of Governors approve the rescission of ARM 53 – Administrator Emeritus Policy.

MOTION:

The following motion is proposed for the Board of Governors.

Motion: *THAT the Board of Governors approve the rescission of ARM 53 – Administrator Emeritus Policy.*

BACKGROUND:

The table and report below provide a high-level summary of this policy.

Policy Number and Name:	ARM 53 – Administrator Emeritus Policy		
Approval Body	<input checked="" type="checkbox"/> Board <input type="checkbox"/> SLC <input type="checkbox"/> Senate	If Board is approval body, select applicable board committee: <input checked="" type="checkbox"/> Executive and HR Committee <input type="checkbox"/> Finance Committee <input type="checkbox"/> Audit and Risk Committee <input type="checkbox"/> Investment Management Committee <input type="checkbox"/> Governance and Planning Committee	
Category:	<input type="checkbox"/> New <input type="checkbox"/> Review <input checked="" type="checkbox"/> Rescind	If Review or Rescind selected, complete:	
		Issue Date:	Jun 24, 2008
		Revised Date:	n/a
		Next Review Date:	n/a
Procedure # and Name:	n/a		
VP Responsible:	Kartik Bharadwa, VP, People, Culture & Diversity		
Proponent Responsible:	Melissa Nichol, Strategic Director, People, Culture & Diversity		

Rationale for creation/review/rescinding

ARM 53 has been identified as an older policy to be reviewed for current relevance with a view to update or rescind if no longer necessary reviewed.



Context / Summary

This ARM created an Administrator Emeritus status to be granted to administrative employees on retirement. While Faculty Emeritus roles are long established, the granting of emeritus status to administrators is very unusual. There is only one individual who holds this status at present with no new appointees for many years. It is proposed that the existing post holder is given grandfather status so that they can continue to enjoy the benefits of emeritus status but that no new appointments are made, and the policy is rescinded.

Risk, Benefits and Strategy alignment

This policy memo does not appear to address any risks or add any value to the University.

Consultation

Paper review completed. Consultation not required beyond Human Resources team. Legal review determined not to be required.

Review and approval process timelines

Date	Committee or Group	Purpose
August 12, 2024	SLC Policy Subcommittee	Review and consider in principle
August 21, 2024	SLC	To approve rescission.
September 11, 2024	HR and Executive Committee	Review and recommend for Board decision to rescind.
September 24, 2024	Board	Final approval of decision to rescind.

Plan for associated training or awareness raising

Not applicable. There will be no changes to current practices on rescinding this policy.

Attachment:

#	Name
1	ARM 53 – Administrator Emeritus Policy

administration • reference memo

- keywords: • **BOARD POLICY**
- **ADMINISTRATOR EMERITUS POLICY**
-

Purpose

Administrator Emeritus appointments are for administrators retired from Capilano who have demonstrated outstanding service and who continue to be professionally active.

1. CRITERIA FOR CONSIDERATION

The specific criteria to be for consideration to be awarded Administrator Emeritus designation are as follows:

1.1 Retirement

Before an individual can be nominated for emeritus status, he/she must have been retired for at least one year.

1.2 Contribution to Capilano

An Administrator Emeritus will have:

- provided excellent vision, leadership and management in their area of responsibility at Capilano
- demonstrated a high degree of professionalism and expertise
- been valued as a mentor who motivates and inspires peers and other employees
- motivated and inspired others
- demonstrated a commitment to ethical conduct and strong work habits
- produced outstanding and superior work
- demonstrated exemplary service
- worked at Capilano for at least 15 years before retiring

administration • reference memo

- keywords:
- **BOARD POLICY**
 - **ADMINISTRATOR EMERITUS POLICY**
 -

1.3 Contribution to the Community

An Administrator Emeritus will have:

- contributed to Capilano's image in a positive way
- made a notable contribution to the post- secondary system or to civic life
- been recognized by community at large in any number of ways, such as membership on key committees, leadership roles, or artistic contributions
- brought honour and esteem to Capilano through their conduct

1.4 Current Commitment and Activity

An Administrator Emeritus will be an individual who continues to make a contribution to Capilano and community.

2. PROCEDURE

- 2.1** The nomination of a retiree should be in the form of a written submission endorsed by three current administrators.
- 2.2** The nomination should address the above criteria.
- 2.3** Nominations should be to the All Management Committee.
- 2.4** The All Management Committee will refer nomination to an ad hoc sub-committee established for the purpose of giving recommendations on Emeritus nominations.
- 2.5** The Administration Emeritus sub-committee shall consist of previous administrators emeriti, two members selected by the All Management Committee and the President.
- 2.6** The sub-committee should take back to the All Management Committee only those nominations which the sub-committee recommends for endorsement.

administration • reference memo

- keywords:
- **BOARD POLICY**
 - **ADMINISTRATOR EMERITUS POLICY**
 -

- 2.7** The All Management Committee will recommend to the Board whether to confer administrator emeritus status on the nominated retiree.
- 2.8** For nominations approved by the Board, the specific designation will be the person's last administrative title.
- 2.9** Since an Administrator Emeritus acts as an ambassador for Capilano, the Board may act to withdraw the honour if it deems that there are serious reasons for reassessing its provision.

3. RIGHTS AND HONOURS

The Administrator Emeritus has general access to Capilano facilities and access to the resources of Capilano as approved by Capilano Executive.

The specific rights and honours of Administrator Emeritus designation are:

- Inclusion of name in Capilano Calendar, accompanied by "Vice-President Emeritus", "Dean Emeritus", "Director Emeritus", or other designation as appropriate
- Provision of office space, if available, for periods of professional activity by the Administrator Emeritus
- Use of Capilano services such as library and email services
- Appropriate courtesies such as invitations to graduation and awards ceremonies and other Capilano events



BOARD OF GOVERNORS REPORT

AGENDA ITEM 10.1: Statement of Financial Information, Fiscal 2023/24	
	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Tally Bains, VP Finance and Administration	

PURPOSE

At the September 5, 2024 Finance Committee meeting, management presented this briefing note regarding the Statement of Financial Information, Fiscal 2023/24 and provided an overview of the Statement of Financial Information reporting requirements as set out in the *Financial Information Act*. The committee passed a motion that the Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2024.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2024.*

BACKGROUND

The *Financial Information Act* requires institutions prepare certain financial information within 6 months of the fiscal year end. The prescribed information includes:

- (a) Statement of assets and liabilities
- (b) Operational statement
- (c) Schedule of debts
- (d) Schedule of guarantee and indemnity agreements
- (e) Statement of severance agreements
- (f) Schedule of remuneration for board members
- (g) Schedule of employee remuneration exceeding \$75,000 plus expenses
- (h) Schedule of supplier goods and services exceeding \$25,000

The first two statements (statement of assets and liabilities and operational statement) are included in the audited financial statements along with the management representation letter and the auditors' report. The remaining schedules are not audited but include reconciliations to published information. The statements must be submitted to the Ministry by the September 30th deadline and will be posted on the University website once notice is received from Ministry to post.

Attachment:

#	Name
1	Capilano University Statement of Financial Information March 31, 2024



**CAPILANO
UNIVERSITY**

Statement of Financial Information

March 31, 2024

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

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September 25, 2024

Ms. Wendy Grondzil
Director, Post-Secondary Finance
Post Secondary Finance Branch
Ministry of Advanced Education, Skills and Training
PO Box 9134
Stn Prov Govt
Victoria, BC V8W 9B5

Re: Statement of Financial Information 2023/2024

Dear Ms. Grondzil,

Please find enclosed documentation in support of Capilano University's Financial Information Act reporting for the fiscal year ending March 31, 2024.

Should you require any further information, please do not hesitate to contact me at 604-984-4937 or tallybains@capilanou.ca.

Sincerely,

Tally Bains
Vice President, Finance & Administration



Financial Information Approval

The undersigned represents the Board of Governors of Capilano University and is authorized to sign the statements and schedules included in this Statement of Financial Information produced in accordance with the Financial Information Act of the Province of British Columbia.

David Ayriess

Chair, Board of Governors

September 24, 2024

Consolidated Financial Statements of

CAPILANO UNIVERSITY

And Independent Auditor's Report thereon

Year ended March 31, 2024



STATEMENT OF MANAGEMENT RESPONSIBILITY

Management is responsible for the preparation of the annual financial statements, and has prepared the accompanying consolidated financial statements for the year ended March 31, 2024 in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which judgment is required.

In discharging its responsibility for the integrity and fairness of the consolidated financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that assets are safeguarded and that the financial records provide a reliable basis for the preparation of the financial statements.

The Board of Governors of the University carries out its responsibility for review of the consolidated financial statements. The Audit and Risk Committee of the Board meets with management and the external auditors to discuss the results of audit examinations and financial reporting matters.

These consolidated financial statements have been reported on by KPMG LLP, the University's external auditors appointed by the Board of Governors. The external auditors have full access to the Board with and without the presence of management.

A handwritten signature in black ink, appearing to read "Paul Dangerfield".

Paul Dangerfield, President

A handwritten signature in blue ink, appearing to read "Tally Bains".

Tally Bains, VP Finance and Administration

June 17, 2024

**KPMG LLP**

PO Box 10426 777 Dunsmuir Street
 Vancouver BC V7Y 1K3
 Canada
 Telephone (604) 691-3000
 Fax (604) 691-3031

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Capilano University, and

To the Minister of the Ministry of Post-Secondary Education and Future Skills,
 Province of British Columbia

Opinion

We have audited the consolidated financial statements of Capilano University (the "Entity"), which comprise:

- the consolidated statement of financial position as at March 31, 2024
- the consolidated statement of operations and accumulated operating surplus for the year then ended
- the consolidated statement of changes in net financial assets (debt) for the year then ended
- the consolidated statement of cash flows for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2024 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditor's Responsibilities for the Audit of the Financial Statements***" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



Capilano University
Page 3

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants

Vancouver, Canada
June 17, 2024

CAPILANO UNIVERSITY

Consolidated Statement of Financial Position


March 31, 2024, with comparative information for 2023

	2024	2023
Financial Assets		
Cash	\$ 71,480,347	\$ 72,957,529
Investments (note 4)	73,479,723	74,934,709
Accounts receivable (note 5)	6,283,738	6,994,180
Other receivable (note 6)	4,265,452	2,000,000
Inventories	812,532	779,619
	<u>156,321,792</u>	<u>157,666,037</u>
Liabilities		
Accounts payable and accrued liabilities (note 7)	25,901,268	22,058,313
Employee future benefits (note 8(a))	1,788,800	1,680,800
Asset retirement obligation (note 9)	975,790	941,337
Deferred revenue	44,196,083	57,155,338
Deferred contributions (note 10)	18,827,901	10,416,338
Deferred capital contributions (note 11)	129,552,513	58,709,417
	<u>221,242,355</u>	<u>150,961,543</u>
Net financial assets (debt)	(64,920,563)	6,704,494
Non-Financial Assets		
Endowment investments (note 4)	14,165,218	13,886,930
Tangible capital assets (note 12)	164,911,650	80,462,782
Prepaid expenses	2,654,253	2,281,104
	<u>181,731,121</u>	<u>96,630,816</u>
Accumulated surplus	<u>\$ 116,810,558</u>	<u>\$ 103,335,310</u>
Accumulated surplus is comprised of:		
Accumulated operating surplus (note 18)	\$ 111,651,187	\$ 99,743,818
Accumulated remeasurement gains	5,159,371	3,591,492
	<u>\$ 116,810,558</u>	<u>\$ 103,335,310</u>

Contractual obligations (note 14)

See accompanying notes to consolidated financial statements.

Approved on behalf of the Board:



David Ayriss
Chair, Board of Governors



Rodger So
Chair, Audit and Risk Committee

CAPILANO UNIVERSITY

Consolidated Statement of Operations and Accumulated Operating Surplus

Year ended March 31, 2024, with comparative information for 2023

	Budget 2024	2024	2023
Revenue:			
Province of British Columbia	\$ 48,857,216	\$ 42,544,785	\$ 50,565,112
Tuition fees	70,479,756	97,410,496	67,311,860
Project and other revenue	7,447,522	9,848,970	9,250,396
Amortization of deferred capital contributions (note 11)	2,794,024	3,921,151	3,041,492
Sales of goods	1,265,750	1,190,822	1,282,133
Parking, childcare and theatre	973,840	1,225,958	1,699,003
Donations and gifts-in-kind	297,109	850,731	333,190
Investment income	4,115,062	8,209,949	4,156,840
	136,230,279	165,202,862	137,640,026
Expenses (note 15):			
Instruction and student support	84,258,436	96,846,099	80,716,749
Facilities and institutional support	48,050,925	49,530,059	47,348,670
Ancillary	7,263,285	7,197,623	7,168,136
	139,572,646	153,573,781	135,233,555
Annual operating surplus (deficit)	(3,342,367)	11,629,081	2,406,471
Endowment contributions	-	278,288	256,892
Annual surplus (deficit)	(3,342,367)	11,907,369	2,663,363
Accumulated operating surplus, beginning of year	99,743,818	99,743,818	97,080,455
Accumulated operating surplus, end of year	\$ 96,401,451	\$ 111,651,187	\$ 99,743,818

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Changes in Net Financial Assets (Debt)

Year ended March 31, 2024, with comparative information for 2023

	Budget 2024	2024	2023
Annual surplus (deficit)	\$ (3,342,367)	\$ 11,907,369	\$ 2,663,363
Acquisition of tangible capital assets	(73,713,279)	(92,380,106)	(9,252,356)
Amortization of tangible capital assets	7,677,422	7,931,238	7,428,728
	(66,035,857)	(84,448,868)	(1,823,628)
Acquisition of prepaid expense	-	(3,827,105)	(3,707,601)
Use of prepaid expenses	-	3,453,956	3,276,986
	-	(373,149)	(430,615)
Net remeasurement gains (losses)	-	1,567,879	(2,066,739)
Change in endowment investments	-	(278,288)	(6,892)
Change in net financial assets (debt)	(69,378,224)	(71,625,057)	(1,664,511)
Net financial assets, beginning of year	6,704,494	6,704,494	8,369,005
Net financial assets (debt), end of year	\$ (62,673,730)	\$ (64,920,563)	\$ 6,704,494

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Cash Flows

Year ended March 31, 2024, with comparative information for 2023

	2024	2023
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 11,907,369	\$ 2,663,363
Items not involving cash:		
Amortization of tangible capital assets	7,931,238	7,428,728
Loss on disposal of tangible capital assets	891,891	-
Revenue recognized from deferred capital contributions	(3,921,151)	(3,041,492)
Accretion expense	34,453	33,237
Changes in non-cash operating working capital:		
Accounts receivable	710,442	(2,373,937)
Other receivable	(2,265,452)	-
Prepaid expenses	(373,149)	(430,615)
Inventories	(32,913)	(68,301)
Accounts payable and accrued liabilities	3,842,955	4,058,974
Employee future benefits	108,000	51,400
Deferred revenue	(12,959,255)	27,743,896
Deferred contributions	8,411,563	62,898
	14,285,991	36,128,151
Capital activities:		
Purchase of tangible capital assets	(93,271,997)	(9,252,356)
Financing activities:		
Deferred capital contributions received	74,764,247	7,516,680
Investing activities:		
Net disposal (purchase) of investments	2,744,577	(1,961,072)
Increase (decrease) in cash	(1,477,182)	32,431,403
Cash, beginning of year	72,957,529	40,526,126
Cash, end of year	\$ 71,480,347	\$ 72,957,529

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2024, with comparative information for 2023

	2024	2023
Accumulated remeasurement gains, beginning of year	\$ 3,591,492	\$ 5,658,231
Unrealized gains (losses) attributed to fair value of investments	1,774,398	(2,258,362)
Amounts reclassified to investment income	(206,519)	191,623
Net remeasurement gains (losses)	1,567,879	(2,066,739)
Accumulated remeasurement gains, end of year	\$ 5,159,371	\$ 3,591,492

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

1. Purpose of the University:

Capilano University (the “University” or “Capilano”) is a post-secondary educational institution funded by the Provincial Government of British Columbia. The University is incorporated under the amended University Act (Bill 34 was enacted on September 1, 2008). The University is a special purpose teaching university and has regional campuses in the Province of British Columbia in North Vancouver, Squamish and the Sunshine Coast.

The University is a registered charity under the Income Tax Act and is exempt from income tax under Section 149 of the Income Tax Act.

These consolidated financial statements incorporate the financial position and results of operations and accumulated surplus and cash flows of the University and its controlled foundation, the Capilano University Foundation (the “Foundation”). The purpose of the Foundation is to raise funds for student financial assistance, capital needs, and program development at the University. The Foundation is a registered charity and is exempt from income taxes under Section 149 of the Income Tax Act.

2. Significant accounting policies:

These consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the University are as follows:

(a) Basis of accounting:

These consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for public sector organizations, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for public sector organizations as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers that do not contain a stipulation that creates a liability be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the Consolidated Statement of Operations and Accumulated Surplus and certain related deferred capital contributions in the Consolidated Statement of Financial Position would be recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or amortized cost.

(i) Fair value category:

Portfolio instruments that are quoted in an active market are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus and related balances reversed from the Consolidated Statement of Remeasurement Gains and Losses. Unrealized gains and losses on endowment investments where earnings are restricted as to use are recorded as deferred contributions and recognized in revenue when disposed and when related expenses are incurred.

These financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination.

These different levels are defined as follows:

- Level 1: Quoted prices in active markets for identical assets or liabilities;
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3: Inputs for the asset or liability that are not based on observable market data.

The University's investments, except for the TCC investments and donated insurance policy, are all considered to be Level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. The TCC investment and donated insurance policy are deemed Level 3 financial instruments as the inputs for the asset are not based on observable market data. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year, there were no significant transfers of securities between the different levels.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(c) Financial instruments (continued):

(ii) Amortized cost category:

Investments with specified or determinable maturity dates are measured at amortized cost using the effective interest rate method. Gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

Accounts receivable, other receivables, and accounts payable and accrued liabilities are measured at amortized cost using the effective interest rate method. Any gains, losses or interest expense is recorded in the annual surplus depending on the nature of the financial liability that gave rise to the gain, loss or expense. Valuation allowances are made when collection is in doubt.

(d) Inventories:

Inventories held for resale, including books and materials, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They may have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

- (i) *Tangible capital assets:* Tangible capital asset acquisitions are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Donated assets are recorded at fair value at the date of donation. In unusual circumstances where fair value cannot be reasonably determined, the tangible capital asset would be recognized at nominal value. Land is not amortized as it is deemed to have a permanent value. The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over their estimated useful lives shown below:

Asset	Rate
Buildings	40 years
Leasehold improvements	Lesser of lease term or 10 years
Computer equipment	4 years
Software	3 years
Office furniture and equipment	5 years
Public works	10 years
Vehicles	10 years

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(e) Non-financial assets (continued) :

(i) (continued):

Assets under construction are not amortized until the asset is available for productive use. Borrowing costs, if any, attributable to the construction of tangible capital assets are capitalized during the construction period.

Tangible capital assets are written down to net realizable value when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

- (ii) *Leased tangible capital assets*: Leases that transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred. As at March 31, 2024, the University did not have leased tangible capital assets (2023 - nil).

(f) Employee future benefits:

The University and its employees make contributions to the College Pension Plan and Municipal Pension Plan ("the Plans"), which are multi-employer jointly trusteed plans. These Plans are a defined benefit plan, providing a pension on retirement based on the member's age at retirement; length of service; and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the Plans are not segregated by institution, the Plans are accounted for as a defined contribution plan and any contributions of the University to the Plans are expensed as incurred.

The University also has a defined benefit plan for retired employees and employees on long-term disability. The University accrues its obligations under this defined benefit plan as the employees render the services necessary to earn these benefits and as employees on long-term disability become eligible for such benefits. Actuarial gains (losses) incurred are deferred and recognized into the Consolidated Statement of Operations and Accumulated Surplus over the estimated average remaining service life of the employee group. The effective date of the most recent valuation is December 31, 2021 and results have been extrapolated to March 31, 2024.

The University accrues vacation for employees as earned. However, revenue for funding for these is not accrued, as the Province does not provide special funding for vacations and retiring allowances. As the majority of employees are paid salaries, management anticipates that vacation accruals will be reversed when these employees take their standard vacations and that no additional funding will be required above authorized salaries.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(g) Revenue recognition:

Revenues from transactions with performance obligations are recognized when (at a point in time) or as (over a period of time) the University satisfies the performance obligations, which occurs when control of the benefits associated with the promised goods or services has passed to the payor. Revenues from transactions without performance obligations are recognized at realizable value when the University has the right to claim or retain an inflow of economic resources received or receivable and there is a past transaction or event that gives rise to the economic resources.

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured. Fees received prior to the year-end where the course is delivered subsequent to the year-end are recorded as deferred revenue.

Project revenue and expenses are recognized as the related activities are performed. The zero profit margin method is used when a contract's financial outcome is not reasonably determinable. This method of accounting requires that equal amounts of revenue and expense be recognized until the financial outcome of a contract can be reasonably estimated. Provision for anticipated losses is made in the period in which they become evident.

Unrestricted donations and grants are recorded as revenue when receivable, if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the University or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(g) Revenue recognition (continued):

(iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as endowment donations received on the Consolidated Statement of Operations and Accumulated Surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investment and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Contaminated sites:

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- (i) An environmental standard exists;
- (ii) Contamination exceeds the environmental standards;
- (iii) The University is directly responsible or accepts responsibility;
- (iv) It is expected that future economic benefits will be given up; and
- (v) A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

(i) Asset retirement obligation:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in buildings owned by the University has been recognized based on estimated future expenses on retirement of buildings. Under the modified retroactive application, the discount rate and assumptions used on initial recognition are those as of the date of adoption of the standard. Assumptions used in the subsequent calculations are revised yearly.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

2. Significant accounting policies (continued):

(i) Asset retirement obligation (continued):

The liability is discounted using a present value calculation and adjusted yearly for accretion expenses. The recognition of a liability resulted in an accompanying increase to the respective tangible capital assets. The buildings capital assets affected by the asbestos and other hazardous materials liability are being amortized with the building following the amortization accounting policies outlined in note 2(e).

(j) Use of estimates:

The preparation of these consolidated financial statements, in accordance with the accounting framework described in note 2(a), requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Management has made estimates and assumptions relating to the useful lives of tangible capital assets, fair value of investments, accrued liabilities and employee future benefits payable. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(k) Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 28, 2023. This budget is reflected in the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt).

(l) Foreign currency translation:

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currency are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the year-end date.

3. Changes in accounting policies:

(a) Adoption of PS 3400 Revenue Standard

On April 1, 2023, the University adopted Canadian Public Sector Accounting Standard PS 3400, Revenue ("PS 3400"). The new accounting standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. As at March 31, 2024, the University determined that the adoption of this new standard did not have an impact on the amounts presented in the financial statements.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

3. Changes in accounting policies (continued):

(b) Adoption of PSG-8, Purchased Intangibles

On April 1, 2023, the University adopted public sector guideline PSG-8 Purchased Intangibles (“PSG-8”). The new accounting guideline permits recognition of purchased intangibles that are acquired through an arm’s length exchange transaction between willing parties provided the purchased intangible meets the recognition criteria for an asset. The University has determined that it does not have any purchased intangible, and therefore, the new guideline did not have an impact on the amounts presented in the financial statements.

(c) Adoption of PS 3160 Public Private Partnerships

On April 1, 2023, the University adopted Canadian Public Sector Accounting Standard PS 3160, Public Private Partnerships (“PS 3160”). The new accounting standard addresses the recognition, measurement, presentation, and disclosure of infrastructure procured by public sector entities through certain types of public private partnership arrangements. The University has determined that it does not have any public private partnership arrangements, and therefore, the new standard did not have an impact on the amounts presented in the financial statements.

4. Financial instruments:

Financial assets and non-financial assets recorded are comprised of the following:

	2024	2023
Level 1:		
Fixed income investments	\$ 29,542,677	\$ 26,979,493
Canadian equity investments	12,543,905	11,584,130
Foreign equity investments	19,610,591	17,909,675
Guaranteed investment certificate	15,140,039	21,140,039
Cash	-	10,400,000
Real estate investments	407,729	417,302
	<u>77,244,941</u>	<u>88,430,639</u>
Level 3:		
Trans Canada Capital – alternative investments	10,400,000	-
Donated insurance policy	-	391,000
	<u>10,400,000</u>	<u>391,000</u>
Less: Endowment investments	(14,165,218)	(13,886,930)
Investments	\$ 73,479,723	\$ 74,934,709

As at year-end, a cash balance of nil (2023 - \$10,400,000) was earmarked for investment purposes, and was therefore included in the investments balance.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

5. Accounts receivable:

	2024	2023
Accounts receivable	\$ 8,123,634	\$ 8,486,798
Allowance for doubtful accounts	(1,839,896)	(1,492,618)
	\$ 6,283,738	\$ 6,994,180

6. Other receivable:

	2024	2023
The Loon Foundation (a)	\$ 2,000,000	\$ 2,000,000
District of North Vancouver (b)	2,265,452	-
Other Receivable	\$ 4,265,452	\$ 2,000,000

(a) The Loon Foundation

The Loon Foundation is a non-profit society that works to preserve and enhance the natural habitat and wildlife of the Ruby Lake Lagoon and the Sunshine Coast. The Loon Foundation operates the Pender Harbour Ocean Discovery Station ("PODS") and envisions this facility to conduct research and to monitor the surrounding marine and freshwater ecosystems and enhance the aquatic biodiversity in the harbour area.

In fiscal 2020, the Loon Foundation received a \$2.0 million donation to support educational and research efforts on the Sunshine Coast and donated these funds to the University. The University and the Loon Foundation entered into a partnership to collaborate in the development of PODS to support the University and students to participate in educational and research initiatives on the Sunshine Coast. The University provided an interest free loan of \$2.0 million to the Loon Foundation that is secured by a first mortgage against the Loon Foundation's property. The Loon Foundation commits to providing the University access to facilities, programs, services and recognition that will be used to offset the outstanding loan. The construction of the new PODS facility was to be completed in 2022 and the partnership and loan was anticipated to be fully satisfied in 2037. Construction is now estimated to be completed in 2026 and the loan anticipated to be fully satisfied in 2046.

(b) District of North Vancouver

In fiscal 2024, the University entered into an agreement with the District of North Vancouver ("DNV") for construction related to the Children's Centre and Student Housing Building. The University paid deposits of \$2,265,452 to DNV which are to be returned upon completion of the set conditions.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

7. Accounts payable and accrued liabilities:

	2024	2023
Accounts payable and accrued liabilities	\$ 8,980,189	\$ 5,901,508
Salaries and benefits payable	10,932,625	11,191,094
Accrued vacation pay	5,988,454	4,965,711
	\$ 25,901,268	\$ 22,058,313

8. Employee future benefits:

(a) Benefits for employees on long-term disability and faculty retirees:

Information about liabilities for the University's employee benefit plans is as follows:

	2024	2023
Accrued benefit obligation balance, beginning of year	\$ 1,943,900	\$ 1,973,200
Current service cost	23,300	24,800
Interest cost	18,300	13,300
Employee contributions	365,000	330,500
Benefit payments	(395,000)	(356,800)
Immediate recognition of continuation of benefits for disabled employees	71,000	8,700
Actuarial loss (gain)	(12,500)	(49,800)
Accrued benefit obligation balance, end of year	\$ 2,014,000	\$ 1,943,900
	2024	2023
Accrued benefit obligation	\$ 2,014,000	\$ 1,943,900
Unamortized actuarial (loss)	(225,200)	(263,100)
Accrued benefit liability	\$ 1,788,800	\$ 1,680,800

As the employee future benefit liability for long-term disability is an event-driven obligation, the expense (recovery) recorded in the Consolidated Statement of Operations and Accumulated Surplus is comprised only of the immediate recognition of the liability.

The significant actuarial assumptions adopted in measuring the University's accrued benefit obligation are as follows:

	2024	2023
Obligation discount rate	4.11%	3.78%
Healthcare cost trend rates	5.59%	5.68%
Estimated average remaining service life	9 years	9 years

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

8. Employee future benefits (Continued):

(b) Provincial pension plans:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The Board of Trustees for these Plans represent plan members and employers and are responsible for the management of the pension plan, including investment of the assets and administration of benefits. The pension plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2023, the College Pension Plan has about 17,200 active members and approximately 10,700 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan, as at August 31, 2021, indicated a \$202 million funding surplus for basic pension benefits. The most recent actuarial valuation for the Municipal Pension Plan, as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits. The next valuation for the College Pension Plan will be as at August 31, 2024 with results available in 2025. The next valuation for the Municipal Pension Plan will be as at December 31, 2024 with results available in 2025.

Employers participating in the Plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the Plans records accrued liabilities and accrued assets for the Plans in aggregate with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University records pension expense as cash contributions to the Plans are made. During the year, the University paid \$7,607,378 (2023 - \$6,582,774) for employer contributions to the above plans.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

9. Asset retirement obligation:

The University owns and operates buildings that are known to have asbestos and other hazardous materials, which represents a health hazard upon retirement of the building and there is a legal obligation to remove it. Following the adoption of PS3280 - Asset retirement obligations, the University recognized an obligation relating to the removal and post-removal care of the asbestos in these buildings as estimated at April 1, 2021. The buildings have an average estimated useful life of 21 years. Post-closure care is estimated to extend for up to a year post the closure of the building, while demolition and construction continues. Estimated costs have been discounted at the present value using a discount rate of 3.66% per annum (2023 – 3.66%).

Changes to the asset retirement obligation in the year are as follows:

	2024	2023
Beginning of year	\$ 941,337	\$ 908,100
Accretion expense	34,453	33,237
	<u>\$ 975,790</u>	<u>\$ 941,337</u>

10. Deferred contributions:

Deferred contributions consist of deferred government contributions and project and other revenue, deferred restricted donations and deferred restricted investment income as follows:

	2024	2023
Deferred government contributions and project and other revenue (a) and (b)	\$ 10,398,551	\$ 3,427,325
Restricted donations and investment income (c)	8,429,350	6,989,013
	<u>\$ 18,827,901</u>	<u>\$ 10,416,338</u>

(a) Included in deferred government contributions and project and other revenue is the following:

	2024	2023
Provincial contributions:		
Beginning of year	\$ 2,799,164	\$ 3,212,270
Amounts received during the year	9,339,923	1,875,310
Recognized as revenue	(2,683,314)	(2,288,416)
	<u>\$ 9,455,773</u>	<u>\$ 2,799,164</u>

Operating grants from the Province of British Columbia of \$39,861,471 (2023 - \$48,276,696) were immediately recognized as revenue in the Consolidated Statement of Operations and Accumulated Surplus when received. Amounts recognized as revenue are included in Province of British Columbia revenue in the Consolidated Statement of Operations and Accumulated Surplus.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

10. Deferred contributions (continued):

- (b) Included in deferred government contributions and project and other revenue is the following related to contributions revenue:

	2024	2023
Non-provincial contributions:		
Beginning of year	\$ 628,161	\$ 637,911
Amounts received during the year	1,971,928	1,906,571
Recognized as revenue	(1,657,311)	(1,916,321)
	\$ 942,778	\$ 628,161

- (c) Restricted donations and investment income is comprised of the following amounts from non-government organizations:

	2024	2023
Beginning of year	\$ 6,989,013	\$ 6,503,259
Amounts received during the year	1,626,979	1,916,529
Recognized as revenue	(186,642)	(1,430,775)
	\$ 8,429,350	\$ 6,989,013

11. Deferred capital contributions:

Contributions for capital are referred to as deferred capital contributions. Amounts are recognized as revenue over the useful life of the asset. Treasury Board provided direction on accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	2024	2023
Balance, beginning of year	\$ 58,709,417	\$ 54,234,229
Contributions received during the year	74,764,247	7,516,680
Revenue recognized from deferred capital contributions	(3,921,151)	(3,041,492)
Balance, end of year	\$ 129,552,513	\$ 58,709,417

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

11. Deferred capital contributions (continued):

Included in the above is the following related to government and non-government organizations:

	2024	2023
Provincial contributions:		
Beginning of year	\$ 44,438,923	\$ 40,395,308
Amounts received during the year	73,742,314	6,663,512
Recognized as revenue	(3,499,556)	(2,619,897)
	\$ 114,681,681	\$ 44,438,923
Federal contributions:		
Beginning of year	\$ 12,131,144	\$ 12,552,739
Recognized as revenue	(421,595)	(421,595)
	\$ 11,709,549	\$ 12,131,144
Other contributions:		
Beginning of year	\$ 2,139,350	\$ 1,286,182
Amounts received during the year	1,021,933	853,168
Recognized as revenue	-	-
	\$ 3,161,283	\$ 2,139,350

Revenue is recognized as amortization of deferred capital contributions on the Consolidated Statement of Operations and Accumulated Surplus. The deferred capital contributions balance at March 31, 2024 includes a \$11,500,000 operating grant restriction for capital projects (2023 - \$2,500,000).

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

12. Tangible capital assets:

Cost	Balance, March 31, 2023	Additions net of Transfers	Disposals	Balance, March 31, 2024
Land	\$ 10,000,370	\$ 17,967,674	\$ -	\$ 27,968,044
Buildings	125,911,273	50,411,243	-	176,322,516
Leasehold improvements	3,515,511	-	-	3,515,511
Computer equipment	21,587,381	1,600,875	-	23,188,256
Other furniture and equipment	18,366,193	918,831	-	19,285,024
Public works	2,182,307	-	-	2,182,307
Software	2,724,321	15,271	-	2,739,592
Vehicles	569,674	-	-	569,674
Assets under construction/renovation	10,275,257	22,358,103	891,891	31,741,469
	\$ 195,132,287	\$ 93,271,997	\$ 891,891	\$ 287,512,393

Accumulated amortization	Balance, March 31, 2023	Additions	Disposals	Balance, March 31, 2024
Land	\$ -	\$ -	\$ -	\$ -
Buildings	76,410,354	3,637,896	-	80,048,250
Leasehold improvements	1,170,743	351,551	-	1,522,294
Computer equipment	17,491,346	2,130,639	-	19,621,985
Other furniture and equipment	15,219,037	1,414,983	-	16,634,020
Public works	1,598,730	151,077	-	1,749,807
Software	2,379,086	216,255	-	2,595,341
Vehicles	400,209	28,837	-	429,046
	\$ 114,669,505	\$ 7,931,238	\$ -	\$ 122,600,743

Net book value	March 31, 2023	March 31, 2024
Land	\$ 10,000,370	\$ 27,968,044
Buildings	49,500,919	96,274,266
Leasehold improvements	2,344,768	1,993,217
Computer equipment	4,096,035	3,566,271
Other furniture and equipment	3,147,156	2,651,004
Public works	583,577	432,500
Software	345,235	144,251
Vehicles	169,465	140,628
Assets under construction/renovation	10,275,257	31,741,469
Total	\$ 80,462,782	\$ 164,911,650

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

13. Financial risk management:

The University has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the University consisting of cash and cash equivalents, investments, accounts receivable, and other receivable. The University assesses these financial assets on a continuous basis for any amounts that are not collectible or realizable.

(b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk, interest rate risk and other price risk.

- Currency risk:

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates.

- Interest rate risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

- Other price risk:

Other price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market.

The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk. The University manages market risk by adoption of an investment policy and adherence to this policy by an investment manager. Investments are in pooled funds and alternative investments in diversified portfolios in accordance with the University's investment policy.

It is management's opinion that the University is exposed to some market risk associated with its investments. The University monitors these investments on a continuous basis and ensures investments are within the parameters of the applicable investment policies.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

13. Financial risk management (continued):

(c) Liquidity risk:

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due.

The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

There has been no change to any of the risk exposure from the prior period.

14. Contractual obligations:

The nature of the University's activities results in multi-year contracts and obligations whereby the University is committed to make future payments. Significant contractual obligations related to facilities, security, parking and janitorial services that can be reasonably estimated are as follows:

2025	\$	5,875,600
2026		3,518,200
2027		3,052,900
2028		2,942,800
2029		1,943,700
	\$	17,333,200

15. Expenses by object:

The following is a summary of expenses by object:

	2024	2023
Amortization of tangible capital assets	\$ 7,931,238	\$ 7,428,728
Buildings and grounds maintenance	6,092,968	5,949,880
Cost of goods sold	886,101	987,334
Other operating expenses	31,687,502	24,834,415
Salaries and benefits	104,858,780	94,088,581
Student support activities	2,117,192	1,944,617
	\$ 153,573,781	\$ 135,233,555

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

16. Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 28, 2023. The budget is reflected in the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt) and is reconciled to the Consolidated Statement of Operations as follows:

	Approved Budget	Reallocation	Statement of Operations and Accumulated Surplus
Expenses by object:			
Amortization of tangible capital assets	\$ 7,677,422	\$ (7,677,422)	\$ -
Expenses	34,717,625	(34,717,625)	-
Salaries and benefits	97,177,598	(97,177,598)	-
	139,572,645	(139,572,645)	-
Expenses by function:			
	20		
Instruction and student support	-	84,258,436	84,258,436
Facility and institutional support	-	48,050,924	48,050,924
Ancillary	-	7,263,285	7,263,285
	-	139,572,645	139,572,645
	\$ 139,572,645	\$ -	\$ 139,572,645

17. Related party transactions:

The University is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities and crown corporations. Transactions with these related parties, unless disclosed otherwise, are considered to be in the normal course of operations and are recorded at their exchange amounts, which is the amount of consideration established and agreed to between the University and the related parties.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

18. Accumulated operating surplus:

Accumulated operating surplus is comprised of the following:

	2024	2023
Unrestricted	\$ 57,909,231	\$ 62,131,681
Invested in tangible capital assets (a)	35,359,137	21,753,365
Endowments (b)	14,165,218	13,886,930
Internally restricted (c)	4,217,601	1,971,842
	\$ 111,651,187	\$ 99,743,818

(a) Invested in tangible capital assets:

	2024	2023
Tangible capital assets	\$ 164,911,650	\$ 80,462,782
Amounts financed by deferred capital contributions	(129,552,513)	(58,709,417)
	\$ 35,359,137	\$ 21,753,365

(b) Endowment investments:

	2024	2023
Balance beginning of year	\$ 13,886,930	\$ 13,880,038
Contributions received during the year	278,288	256,892
Transfer to deferred contributions	-	(250,000)
	\$ 14,165,218	\$ 13,886,930

(c) Internally restricted:

	2024	2023
Student success support (i)	\$ 4,039,071	\$ 1,695,464
Creative activity, research and scholarship (ii)	178,530	276,378
	\$ 4,217,601	\$ 1,971,842

(i) The student success support fee is a targeted fee that focuses on services in three areas: successful transitions, student development, and student health and well-being. The fee was approved by the Board of Governors with an original commencement date of Fall 2020; however, due to the pandemic, the start date was delayed to Fall 2021.

(ii) The Creative Activity, Research and Scholarship (CARS) restriction are funds set aside to advance and support faculty CARS activity aligned with both the CARS plan/framework and Illuminating 2030.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2024

19. Subsequent event:

On January 25, 2024, the University entered into an agreement to purchase housing in Squamish, BC for a purchase price of \$47 million. The purchase closed on May 15, 2024.

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

Schedule of Debts

Capilano University does not have any existing long-term debt.

Schedule of Guarantee Agreements

The following is a list of vendors for which Capilano University has approved indemnities at March 31, 2024:

- British Columbia Hydro and Power Authority
- Nimbus Learning Inc.
- Meloche Monnex Inc.

- Chartwell Master Care LP
- KPMG LLP
- Rouge Media Group Inc. , An OOH division of Rogers Sports & Media
- WorkTango, Inc.
- SW Development LLC
- Sona Systems, Inc.

Prepared under the Financial Information Regulation, Schedule 1, subsection 5.

Statement of Severance Agreements

There were ten severance agreements under which payment commenced between Capilano University and its unionized and non-unionized employees during fiscal year 2023/2024. The length of the agreements ranged from about 2 weeks to 6 months of compensation.

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

Board of Governors Remuneration and Expenses

No remuneration has been paid to any member of the Board of Governors for Board activity. The remuneration and expenses of the President, Faculty or Staff who are also members of the Board, are listed in the Schedule of Employee Remuneration and Expenses.

Name	Position	Term Ended	Expenses
Chancellor and order-in-council members			
Ayriss, David	Chair, Order-in-Council		\$ -
So, Rodger	Vice Chair, Order-in-Council		
Fulmer, Yuri	Chancellor		
Amlani, Ash	Order-in-Council		
Abromaitis, Troy	Order-in-Council		
Heintzman, Patricia	Order-in-Council		
Wallia, RJ	Order-in-Council		
President, faculty and staff members			
Dangerfield, Paul J.	President & Vice-Chancellor		
Cox, Janet	Staff Member		
Raja, Majid	Faculty Member		
Tecele, Sam	Faculty Member		
Student members			
Izumi, Mayumi	Student Member		
Miglani, Shreya	Student Member		
			\$ -

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

Employee Remuneration and Expenses

Name	Remuneration	Expenses
Acimovic, Milica	113,249	-
Actis, Andrea	112,119	
Acton, Timothy	89,326	
Ahmed, Samantha	88,001	528
Aitken, Carol	80,017	517
Alards-Tomalín, Douglas	93,004	1,646
Alekson, Tania	76,803	-
Allison, Louise	102,614	64
Al-Musalli, Alaa	113,297	
Amiraslani, Amirhossein	114,908	
Amos, David	92,962	
Anderson, Marsha	116,920	
Anderson, Nathan	114,025	
Andric, Stasa	99,883	13,591
Anthony, Jeff	98,194	2
Anup, Amal	77,307	863
Arce Gonzalez, Enrique	109,509	
Argatoff, Lorraine	123,115	381
Argent, Adrienne	108,650	1,507
Aryamand, Mahdy	105,933	
Ashley, Sean	113,227	3,388
Atapour, Mahshid	117,867	2,500
Atkins, Stephen	116,129	-
Bacho, Mohamad	112,823	
Baichoo, Mohna	108,342	2,018
Bailly, Leah	116,032	125
Bains, Tally	180,963	1,520
Barber, Gillian	95,240	464
Baryshnikova, Olga	91,009	
Bassi, Amandeep	110,394	-
Baxter, Deanna	127,157	118
Beaver, Dwayne	109,509	-
Bedekar, Tanaya	81,900	5,529
Beltran-Sellitti, Elaine	91,458	3,907
Bentley, Don	96,139	-
Bercic, Sarah	95,088	
Berry, Matthew	90,332	
Bhalloo, Shafik	133,342	
Bharadwa, Kartik	180,963	56
Bird, Cari	99,988	1,366

Name	Remuneration	Expenses
Black, Fiona	113,485	3,065
Black, Julia	114,364	2,517
Blades, Ryan	179,867	25,513
Bottrill, Chris	167,522	124,701
Boyd, Joshua	114,382	534
Boyle, Bettina	115,650	1,486
Brand, Richard	122,063	
Brendel Pacheco, Caroline	111,237	
Broder, Darren	130,844	603
Brokenshire, Paul	96,700	
Brouwer, John	88,162	
Bruno, Carmen	111,566	-
Bryan, Jennifer	94,205	1,575
Burrows, Jared	114,812	
Campbell, Ryan	115,965	128
Cant, Annabella	116,096	1,233
Carmack, Elizabeth	122,713	
Carnovale, Chris	115,498	5,068
Carrera Gutierrez, Alejandro	106,157	
Castagne, Michel	103,507	
Chan, Mary Joy	90,278	
Chappells, Heather	112,008	
Charleson, Mary	76,828	
Chau, Camlon	108,104	
Cherwak, Craig	122,474	
Chin, Eunice	112,973	-
Chow, Tong	80,960	1,414
Chu, Eugene	103,407	
Chung, Henry	94,725	
Clarke, Jacqueline	110,245	47
Clay, Lorie	105,077	882
Colin, Shannon	78,011	167
Cook, Graham	117,124	58
Coon, Bill	82,694	
Cooper, Kyla	77,526	52
Copeland, Bobbi-Lee	106,632	
Coyes, Gregory	116,594	
Cresswell, Ian	92,193	
Crick, Jackson	97,848	
Cui, Yi	103,848	751
Cusanelli, Antonio	112,868	
d'Almeida, Claudia	110,800	
Dangerfield, Paul	243,127	55,410
Davies, John	113,201	
Davis, Jennifer	107,858	
de Dios, Florencio	141,307	307

Name	Remuneration	Expenses
de Jong Westman, Marja	113,376	
de Kraker, Michiel	113,297	65
Deines, Michelle	112,821	
Dhammi, Dilbagh	105,527	
Diening, Gertruda	127,693	272
Dignum, Tracy	109,177	
Dixon, Benjamin	104,511	
Djordjevic, Marija	100,542	493
Dodds, Christine	112,949	37
Dritmanis, Susan	116,146	
Dubord, Denis	103,444	-
Dunne, Andrea	100,917	2,498
Durodola, Oludamola	111,268	1,766
Eby, Andrea	97,610	1,272
El Rayess, Sara	121,510	-
Elfert, Miriam	108,327	1,034
El-Hanany, Efrat	84,711	
Esson, Dennis	92,065	478
Fahey, Alicia	122,715	253
Farr, Roger	107,912	
Fessenden, Bradley	111,778	
Findling, Pamela	120,949	357
Fitzgerald, Jenny	108,606	
Fleming, Michael	113,549	189
Flower, Thomas	113,415	932
Follmer, Bruno	106,839	1,804
Foo, Richard	101,430	12,145
Fortes da Silva, Ana Maria	98,787	
Fossett, Brenda	114,495	274
Fraser, Morna	92,671	-
Frazer, Robert	101,377	
French, Andrew	80,576	
Fresnoza, Eli Paolo	76,004	
Friesen, Suzanne	88,398	-
Fung, Kenny	148,875	1,536
Furby, Robin	116,710	-
Ganter, Brian	139,821	52
Garden, Jennifer	115,861	287
Garland, Adam	112,140	
Gaymond, Cary	145,336	8,239
Gbolonyo, Kofi	83,374	
Geary, David	113,482	2,424
Gelano, Victor	105,103	500
Genoway, Noel	114,077	
Ghaseminejad, Amir	109,250	
Ghoreishi, Mohammad	102,918	-

Name	Remuneration	Expenses
Gilker, Colin	109,385	
Gillard, Takako (Yoriko)	78,215	
Gingrich, Adrienne (Denise)	113,066	
Girardi, Alberta	115,972	
Gjerdalen, Greig	110,189	1,184
Gloor, Catherine	91,812	697
Godwyn, Martin	113,549	-
Goerzen, Christy	111,836	469
Goerzen, Jennifer	104,281	7
Gol Tabaghi, Shiva	113,757	
Gollner, Billy	78,936	
Gonokhova, Olga	80,432	
Gopaul, Nila	112,743	
Gordon, David	104,273	1,137
Goy, Jacquetta	136,700	350
Gratham, Christopher	106,172	
Greaves, Dara	125,421	-
Greenberg, Charles	113,517	1,160
Grewal Gill, Hasrat	119,219	1,677
Grittner, Colin	81,441	-
Gruber, Paul	115,924	4,256
Guay, Kyle	113,452	-
Gunness, Michelle	108,220	10
Haavaldsrud, Brittany	96,086	9,466
Hale, Alison	112,949	763
Hallman, Jocelyn	115,098	121
Hamilton, Edward	109,509	
Han, Angeline	106,987	59
Harries, Kathryn	99,988	
Harrison, Laura	113,555	
Harrison, Nicholas	109,934	
Hart, Sally	89,038	-
Hashemi Nouri, Haideh	81,933	214
Hauka, David	112,949	
Hazeri-Chabok, Shaya	85,760	522
Hebb, James	85,373	
Henderson, Raymond	104,371	5,559
Henry, Shawn	109,460	
Heron, Katrina	117,578	1,018
Herrmann, Karl	117,534	
Herrmann, Mathius	112,949	8,498
Hersog, Daniel	81,584	
Hill, Richard	120,949	
Ho, Patrick	96,345	1,217
Hockin, Tamarack	111,268	-
Holden, Peter	98,257	

Name	Remuneration	Expenses
Hooge, Charles	85,801	
Hooley, Daniel	122,687	
Horgas, Maja	78,527	2,369
Hoskins, Sarah	100,391	5,184
Howell, Derek	104,505	
Hughes, Wayne	112,947	
Hunter, Emily	112,001	2,556
Hunter, Holly	80,390	1,017
Hurlbut, Cheryl	115,947	7,754
Huron, Miranda	112,692	2,259
Huynh, Kenneth	84,116	
Ingham, Jennifer	150,589	10,740
Ingram, Heather	121,603	-
Ip, Joyce	169,403	21,989
Jackson, Christine	75,197	
Jagger, Joanna	75,497	2,649
Jamison, Debbie	115,533	-
Jangra, Urmila	86,234	
Jantzen, Roy	80,999	534
Jenks, Alan	111,572	-
Jennings, Nicholas	123,523	
Jessani, Narisha	140,340	2,334
Jhutti, Jaspreet	103,684	1,766
Johal, Harb	107,479	4,835
Johanson, Reg	111,014	
Johnson, Jennifer	115,528	
Johnson, Patricia	97,041	
Johnstone, Douglas	112,949	
Jones, David	94,002	
Jorgenson, Rachelle	121,933	
Jung, Carrie	102,465	206
Kaldestad, Stephen	113,297	
Kamal, Nazmi	113,379	1,834
Karnazes, Alexander	82,081	
Karpinska, Monika	97,977	2,500
Kasikovic, Nina	78,495	
Kendall, Nicholas	109,939	
Kennedy, Graeme	96,073	4,748
Khan Mohammad, Saman	103,885	422
Khosravi, Mahta	115,690	
Kiamanesh, Mitra	113,245	
Kim, Bo Sun	119,393	2,795
Kim, Grace	109,050	
Kim, Jiyeon	102,348	926
Kind, Sylvia	113,183	1,965
King, Stephen	113,379	50

Name	Remuneration	Expenses
Klein, Gregory	113,324	2,368
Kolisnyk, Lisa	79,597	
Kolytchev, Leonid	75,973	
Koolen, Mandy	115,528	
Kuch, David	128,351	
Kummen, Kathleen	113,489	
Labossiere, Danielle	110,298	-
Lajeunesse, Lisa	116,698	2,500
Lam, Ki-fung	100,447	
Lau, John	94,030	667
Laurence, Michael	93,354	403
Lawrence, Mark	106,392	1,025
Le Page, Matthew	97,470	
Lebeau, Michelle	109,678	325
Lee Kim Koon, Christina	110,244	-
Lee, Dana	90,285	
Leinweber, Sharon	114,050	
Leung, Yin	97,901	
Levangie, Daniel	167,992	5,954
Lewis, Kent	113,103	
Lockert, Matthew	130,101	
Lohmeyer, Juanita	109,825	1,663
Loken, Tania	107,068	1,343
Lovig, Jordon	103,724	-
Lucas, Nanci	129,055	
Lutgens, Danielle	111,023	
MacDougall, Ryan	84,657	1,089
Madar, Jason	92,655	
Magrill, Barry	113,808	2,949
Mahboubi, Pouyan	88,827	1,653
Mah'd Alsaleh, Rushdi	76,142	
Mahood, Aurelea	148,504	5,041
Malenstyn, Andrea	111,605	
Manhas, Ashley	102,099	-
Manuel, Doreen	138,331	23,480
Mardhani, Kashif	113,166	1,952
Markwick, Michael	94,578	
Mart, Karyn	98,030	-
Martens, Jason	107,235	
Martin, Brad	162,616	650
Mason, Michelle	106,961	
Mathur, Neil	109,079	-
Matijasevich, David	92,704	
May, Imelda	93,791	2,841
McCartney, Micki	132,203	7,063
McDougall, Kara	89,653	2,006

Name	Remuneration	Expenses
McEwan, Jamie	75,995	5,433
McFadden, Erin	99,423	
McGinnis, Karen	115,773	492
McIlveen, Kirsten	115,423	1,857
McLaughlin, Troy	84,890	
McMichael, David	97,679	-
McMillan, Paul	113,415	
McRae, Sandra	117,229	1,474
Meitz, Ann	96,378	-
Minty, Keri	94,825	2,500
Mitchell, Heather	88,718	-
Mitchell, Linh	75,524	
Moffatt, Lauren	108,289	
Mohammadi Fard, Nazanin	94,715	
Molendyk, John	112,794	
Molson, Michael	108,434	
Moolla, Alisha	123,972	1,469
Morrison, William	84,501	
Moscrip, Kathryn	113,110	211
Moses, Hilary	88,928	160
Mrkic-Subotic, Natasha	142,823	2,243
Muckle, Robert	115,528	-
Muench, Corey	112,868	-
Nabbali, Essya	95,624	
Neigel, Christina	146,358	1,201
Nelson, Lesley	103,403	8,672
Nesselroad, Jennifer	113,098	214
Nevay, Leigha	103,782	-
Newfield, Todd	106,070	
Ngai, Yvonne	89,791	
Nguyen, Tracy	81,403	
Nichol, Melissa	152,255	3,434
Nickolichuk, Natalie	111,004	
Nogueira, Francisco	124,792	
Nowak, Krystyna	112,449	2,532
Oceguera, Jorge	116,128	
Ogawa, Julia	115,131	
Oikawa, Leigh	87,579	
O'Neill, Corey	90,186	2,180
Ottaway, Paul	116,488	
Ozturk, Ebru	87,321	416
Pack, Bradshaw	110,808	2,000
Paris, Britney	137,086	5,068
Paul, Bethany	90,776	2,473
Penny Light, Tracy	158,505	
Pereira, Elizabeth	80,064	

Name	Remuneration	Expenses
Perro, Donald	109,008	5,170
Perry, Donna	112,970	119
Phillips, Bridget	76,994	3,268
Picken, Cassidy	113,738	87
Pokrishevsky, Edward	113,605	
Pop, Mirela	111,604	1,017
Poskitt, Patricia	78,242	
Prange, Laurie	120,350	
Queree, Claire	110,955	
Rai, Kestina	100,774	
Raycraft, Jane	108,712	2,500
Reed, Georgette	134,486	5,762
Reyes, Carlos	81,994	
Ringa, Notice	114,901	
Roache, Darcia	103,689	
Robbins, David	86,701	-
Robinson, Erin	116,285	2,853
Romeo-Gilbert, Susan	101,972	2,500
Ross, Jeff	93,044	
Ross, Vicky	82,587	
Roussy, Karen	114,855	28
Rowell, Blake	109,271	2,228
Rudolph, Gordon	92,995	2,500
Ruggles, Angela	78,083	586
Russell, Emma	120,245	52
Sale, Adam	112,352	386
Sanandaji, Houman	122,193	
Sanchez Alvarez, Alejandra	91,222	3,190
Savjord, Toran	195,009	272
Schimanski, Lesley	109,183	
Schreader, Cheryl	113,549	-
Schuster, Robert	116,217	226
Seekins, Sandra	97,417	-
Sellers, Wade	116,979	-
Sena, Jairo	116,095	221
Shadmehr, Ramin	151,480	6,054
Shafai, Azita	113,565	343
Shafieian, Nooshin	80,351	3,059
Shayan, Tahmina	115,529	2,473
Sherpa, Tenzing	88,982	-
Siddique, Zafrul	94,817	
Silberman, Jack	75,610	
Silva, Francisco	115,265	20,602
Silvestrone, Dennis	108,708	6
Simmons, Craig	113,522	5,514
Simpson, Carey	113,846	

Name	Remuneration	Expenses
Sjolander, Christine	115,528	1,541
Skapski, Natalia	147,591	4,667
Smith, Julie	84,043	1,152
Smith, Tia	109,850	351
Soo, Caroline	102,025	-
Steed, Andrew	130,345	
Stenson, Brenda	86,473	
Stewart, Fenn	83,484	
Stewart, Kymberley	112,949	3,381
Stock, Richard	118,199	474
Stone, Anne	101,778	
Storoz, Lisa	78,048	1,996
Styles, Laureen	213,472	23,262
Sunde, Kent	109,494	
Surjanovic, Ivan	112,949	
Sutherland, Sara	107,047	5,201
Sylvester, Glenn	113,387	1,207
Takei, Masaji	108,145	-
Tanimura, Chieko	107,620	1,120
Tanveer, Muhammad	109,250	
Thiessen, Calvin	113,549	
Thoma, Michael	113,160	9,362
Tomberli, Bruno	112,735	
Towill, Tammy	106,992	6,491
Trottier, Emma	101,132	
Turner, Brad	108,767	
Turner, Laura	112,384	1,017
Tu-Woodearth, Erik Isaac	103,016	
Twiss, Diana	101,329	755
Umunna, John	159,114	7,366
Vaid, Bhuvinder	93,912	
van Groll, Nancy	95,399	2,500
Van Luven, William	109,079	
Vandereyk, David	116,106	
Vasak, Mark	75,148	
Vaughan, Mark	114,356	-
Villalba, Luis	115,699	
Vincent, Adam	95,292	
Vuorinen, Kyle	146,107	
Wahl, Jeffrey	79,008	
Walker, Amanda	110,015	3,886
Walker, Kara	127,685	9,898
Walkowicz, Lucas	80,648	5,633
Wang, Audrey	82,293	1,132
Wang, Jo	112,088	
Watson, Judith	109,021	

Name	Remuneration	Expenses
Watson, Lydia	112,714	-
Watson, Shawn	80,433	208
Weber, Scott	76,123	-
Wharton, Kari	144,679	676
Whitworth, Dawn	171,760	14,403
Wight, Christine (Ki)	108,893	
Williams, Robin	95,902	
Williams, Stephen	126,945	1,019
Wills, Danielle	114,752	
Wilmot, Catherine	102,449	
Wilson, Danielle	137,603	
Wilson, Richard	108,233	
Witan, Andrzej	84,663	5
Witkowski, Elizabeth	112,143	-
Wong, Sabrina	108,650	-
Wrobleski, Tanya	96,889	3,092
Xhignesse, Michel-Antoine	106,018	630
Yaghmaie, Pegah	113,805	
Yang, Junjie	95,348	88,256
Yasinski, Daniel	79,156	
Yazdanpanah, Hojat	100,027	
Yen, Lily	76,257	
Yercich, Sarah	136,000	1,847
Yip, Karen	113,272	21
Young, Jeffrey	89,309	
Yu, Hye Won	122,913	
Zaenker, Lyudmyla	97,235	
Zhu, Allen	116,028	
Remuneration greater than or equal to \$75,000	\$ 47,160,390	\$ 804,888
Remuneration less than \$75,000	35,595,388	\$ 418,659
Total remuneration	\$ 82,755,778	\$ 1,223,547
Employer's Portion of CPP	3,799,491	
Employer's Portion of EI	1,327,900	
Total Employer's Portion of CPP and EI	\$ 5,127,391	

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

Payments to Suppliers for Goods and Services

Supplier Name	Amount
4th Utility Incorporated	61,782
Access Copyright	175,000
Amazon	127,136
Andrew Sheret Ltd.	47,896
Annex Pro	33,685
Aplicar Technologies Inc.	104,411
Apple Inc	410,185
ApplyBoard Inc	538,219
Asana, Inc.	61,757
Atlassian	33,872
B.A. Blackwell & Assoc.	32,494
Ball, Brian	29,610
BC Hydro & Power Authority	1,036,261
BCNet	753,586
Berube, Zanthia	29,095
Best Service Pros Ltd.	1,808,616
Bigger Productions Inc.	51,600
Biopac Systems Inc	56,459
Blackbaud, Inc.	78,215
Blue Empire Security Inc.	480,018
Blue Empire Services Inc.	207,246
Brite-Lite Lighting and Electrical Distributors Inc.	80,891
Broadway Camera (Vancouver)	35,528
Brooks Corning	153,703
C. F. Ventures	44,174
Canadian Edge International Corporation	64,220
Canadian International Student Services Inc.	104,811
Canadian Office Professional Employees, Local 378	294,925
Canadian Research Knowledge Network	147,837
Canam Consultants Ltd.	107,806
Capex Project Advisory Services Inc.	148,078
Capilano Students Union	5,457,040
Capilano University Faculty Association	1,029,551
CDW Canada	81,360
Cengage Learning Canada Inc	38,320
Cineplex	26,984
Clark Wilson LLP	751,656
Clark Wilson LLP, In Trust	68,175,000
Collective Healing Counselling and Consulting	29,190
College Pension Plan	6,037,215
Colleges and Institutes Canada	34,651
Colliman Construction	69,153

Supplier Name	Amount
Compass Group Canada	1,881,278
Compugen Inc.	1,974,635
Contemporary Office Interiors	107,258
Contstant Contact	38,182
Core PM Services Ltd.	197,868
Council of Prairie & Pacific Univ Libraries	28,858
Dafco Filtration Group	27,332
Darwin Group of Companies	742,809
Dell Computer Corporation	676,439
DFM Mechanical Design Inc.	96,057
District of North Vancouver	1,443,887
DMD and Associates Electrical Consultants Ltd.	493,177
EBSCO Canada Ltd.	92,526
E-Card ID Products Ltd.	46,430
Echo Glazing Ltd.	27,871
Eclipsys Solutions	49,770
Edified Services & Solutions Inc.	28,123
Electronic Health Library of BC	33,695
Elite Fire Protection Ltd.	153,816
Ellement Consulting Group	37,328
Emond Montgomery Publications Ltd.	25,382
Encore Business	74,125
Etro Construction	311,363
Evisions LLC	43,181
Flywire Payments Corp	10,448,798
Fortis BC	124,533
Gartner Canada Co.	223,843
GeeBee Education Pvt. Ltd.	56,945
Georgia Street Media Inc.	43,785
GFL Environmental Inc.	69,946
Global Strategic Communications	119,438
GOCOOOL International	25,598
Gravity Union Solutions Limited	39,966
Great West Life	4,358,515
GTL Professional Corporation	93,923
Guard Me International Insurance	406,969
Harris & Company	32,667
HDR Architecture Associates, Inc.	147,814
Hemlock Printers Ltd.	49,974
Heritage Office Furnishings Ltd.	100,538
Hoggan, Debra	46,420
Holmes & Brakel (B.C.) Inc.	153,114
Homewood Health Inc.	47,245
ICEF	34,089
IDP Connect Inc	30,000
IDP Education PTY Ltd.	444,203
Immigrant Services Society of BC	42,120
In Promosapien Promo	36,050
Indian River Consulting	28,602

Supplier Name	Amount
Indigo Park Canada Inc.	202,246
Infosilem Inc.	43,330
Innovative Interfaces, Inc.	74,548
Intralink Solutions	74,928
Inverter Technologies Ltd.	56,673
ITS Consulting Inc.	96,874
Jain Overseas Services Pvt. Ltd.	62,044
JAMF Software, LLC	31,158
Kanan International PVT. Ltd.	74,672
KC Overseas Education Pvt. Ltd.	79,695
Kindel, Dennis	37,052
KLB Consulting	34,913
KONE Inc.	115,688
KPMG LLP	160,732
Lamar Companies, The	56,308
Lil'wat Nation-Ts'zil Learning Centre	65,000
Lime Painting Ltd.	107,793
LinkedIn Corporation	154,273
Liu, Shanon	30,397
Logan Human Resources Management Inc.	35,175
Login Brothers Canada	49,348
Long View Systems Corporation	199,414
Lorne Lapham Sales & Rentals	199,309
M Square Business Solutions Inc.	4,009,977
Manuel, Doreen Mary	67,097
Manulife Financial	2,764,030
Massy Books	67,145
Maxon Computers Inc.	26,379
McGraw-Hill Ryerson Ltd.	276,421
MediaValet Inc.	36,389
Megamind Consultants Private Ltd.	58,409
Meltwater News Canada Inc.	42,336
Metis Provincial Council of BC	64,000
Microserve Business Computers	124,222
Miller, Tanya	34,272
Ministry of Children and Family Development	182,520
Ministry of Environment & Climate Change Strategy	36,225
Mitacs Inc.	51,300
Montpetit, Meagan Catherine	29,458
Movex	26,800
Municipal Pension Plan	1,570,164
MVCC Video Communications Corporation	131,639
Natraoro, Raymond	28,275
Netwrix Corporation	31,596
Norton Rose Fulbright Canada LLP	40,477
Occtam Solutions	65,625
OculusIT, LLC	25,845
Ollo Metrics Ltd.	471,139
Onside Restorations	74,239

Supplier Name	Amount
Opus Art Supplies Ltd	35,161
Orbis Communications Inc.	40,988
OverDrive, Inc.	52,463
Pacific Western Athletic Association	29,019
Paladin Security Group Ltd.	1,161,119
Paypal	27,621
Pearson Education Canada	92,154
Pemberton Leasing Services	93,442
Pinton Forrest & Madden	27,022
Plaid Consulting Inc.	34,073
Powerschool Canada ULC	67,342
Prime Engineering Ltd	1,172,645
Prism RBS	51,638
ProQuest LLC	90,043
Prostock Athletic Supply Ltd.	75,870
Public Architecture & Communication	453,223
Quadient Canada Ltd.	34,035
Ray Contracting Ltd.	26,959
RBC Global Asset Management Inc.	144,869
Receiver General	5,127,391
Receiver General - Canada Revenue Agency	43,129
Receiver General GST	27,313
Redcrow, Kaitlyn	74,542
Ricoh Canada Inc	100,386
Rightway Immigration and Education Services	44,629
Robinson, Cynthia	78,501
Roper Greyell LLP	207,457
Roth IAMS Ltd.	36,236
Salesforce.com Canada Corporation	83,891
Sasco Contractors Ltd.	39,948
Scott DB Services Ltd.	6,874,754
Sechelt Indian Band	37,281
SES Consulting Inc.	26,250
SFU-BC Electronic Library Network	278,268
Shell Energy North America (Canada) Inc.	117,077
Simply Ca	25,423
Skookum Janitorial Services	61,346
Smith Bros. & Wilson (B.C.) Ltd.	6,566,855
Softchoice Canada Inc.	76,650
Softlanding Solutions Inc.	120,578
SolarWinds	51,222
Squamish Nation	40,337
Squamish Nation Education, Employment & Training Dept.	50,000
Stantec Consulting Ltd.	413,850
Staples	365,825
StarRez Inc.	33,708
Steeves and Associates	25,480
Still Interpreting Inc.	45,203
Sunshine Coast Security	60,506

Supplier Name	Amount
Swanson, John	50,355
T.E.K. Roofing Ltd.	93,721
Takiguchi, Akiko	34,716
TargetX LLC	54,925
TELUS Communications Inc	156,216
Terminalfour	34,384
The Discovery Group	29,925
The Foundry	30,625
The Polygon Gallery	32,982
The Shipyards Development Ltd	485,682
Thompson Rivers University	81,516
Thomson Reuters Canada	57,081
Time Immigration Consultants Inc.	29,073
Toon Boom Animation Inc.	42,970
Total Energy Systems Ltd.	52,555
Tran, Hoang	69,586
Trans Power Construction (1999) Ltd.	35,336
Translink	2,809,579
Turner, Chris	42,524
Unibuddy Limited	30,707
Unilogik Systems Inc.	143,696
Universities Canada	55,149
University of the Fraser Valley	59,050
UPS Toronto	28,091
Visa Mondial	27,984
Waste Control Services Inc.	26,491
Weimer, Chris	25,811
West Pacific Consulting Group dba IT/IQ Tech Recruiters Inc.	74,390
Whistler Multicultural Society	34,463
Will Creative Inc.	248,710
Wood Wyant Inc.	43,038
WorksafeBC	214,199
WorkTango Inc.	42,866
Xerox Canada Ltd.	93,250
Zoom	49,905
<hr/>	
Vendor payments greater than \$25,000	157,548,543
Vendor payments less than \$25,000	7,681,236
<hr/>	
Total Vendor Payments	\$ 165,229,779

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2024

Reconciliation to Financial Statements

Employees' Remuneration	\$ 82,755,778
Employees' Expenses	1,223,547
Payments to Vendors	165,229,779
	<hr/> 249,209,104
Adjustments:	
Flow through payments (not recorded as expenses)	(11,136,929)
Accruals, tax and other reconciling items	(3,049,807)
Capital Purchases	(93,271,997)
Amortization of Capital Assets	7,931,238
	<hr/> 149,681,610
Change in prepaid expenses	(373,149)
Change in allowance for doubtful accounts	347,278
Change in employee future benefits	(32,913)
Change in inventories	108,000
Change in accrued liabilities	3,842,955
Total expenses per audited financial statements	<hr/> \$ 153,573,781 <hr/>



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11.1: Institutional Accountability Plan and Report (IAPR)	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Joyce Ip, AVP Strategy, Analytics and Transformation	

PURPOSE

At the September 10, 2024 Governance and Planning Committee meeting, management presented this briefing note on the changes to the Institutional Accountability Plan and Report (IAPR) since the June meeting to move forward in the process for Board approval. The Committee passed a motion recommending that the Board of Governors approve the final Institutional Accountability Plan and Report (IAPR) for submission to the Ministry.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the final Institutional Accountability Plan and Report (IAPR) for submission to the Ministry.*

SUMMARY

Since the June IAPR draft submission, the IR team has received and incorporated Rounds 2 and 3 of the official performance metrics. The team has also incorporated the final feedback received from the Ministry on August 28th, 2024. Attached in this package is the final graphic designed IAPR ready for sign off by the Board Chair and the President.



The following table provides a high-level overview of each section in the IAPR.

IAPR Section	Sub-Section & Notes	Section Same as Last Year's Plan
1. Accountability Statement	Not yet drafted	To be drafted for final report
2. Capilano University: Who We Are	No specific notes	Y (updated)
3. Strategic Direction	Our Vision/Purpose/Values/Envisioning 2030	Y
	Illuminating 2030	Y
	Chéñchenstway	N (new section)
	Internationalization Plan	Y
	Campus Master Plan	Y
	ká lax-ay Sunshine Coast Campus Action Plan	Y (updated)
	People Plan	N (new section)
	Squamish Campus	N (new section)
	City Studio	Y (updated)
	WIL-Co-Lab/Hub	Y (updated)
	Centre for Childhood Studies & Squamish Campus Childcare	Y (updated)
	Student Housing Project	N (new section)
Elder Protocol	N (new section)	
4. Strategic Context	No specific notes	Y
5. Mandate Letter Priorities	1. <i>Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</i>	N (new Ministry priorities and indicators guide)
	2. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.	N (new Ministry priorities and indicators guide)
	3. Developing and implementing protections for international students that support their fair treatment.	N (new Ministry priorities and indicators guide)
6. Performance Plan	No specific notes	Y (updated)
7. Institutional Surveys	No specific notes	Y (updated)
8. Financial Information	Link to CapU Website	Y
9. Appendices	No specific notes	Y (updated)

Attachment

#	Name
1	Institutional Accountability Plan and Report 2023 – 2024

Institutional Accountability Plan and Report 2023–2024

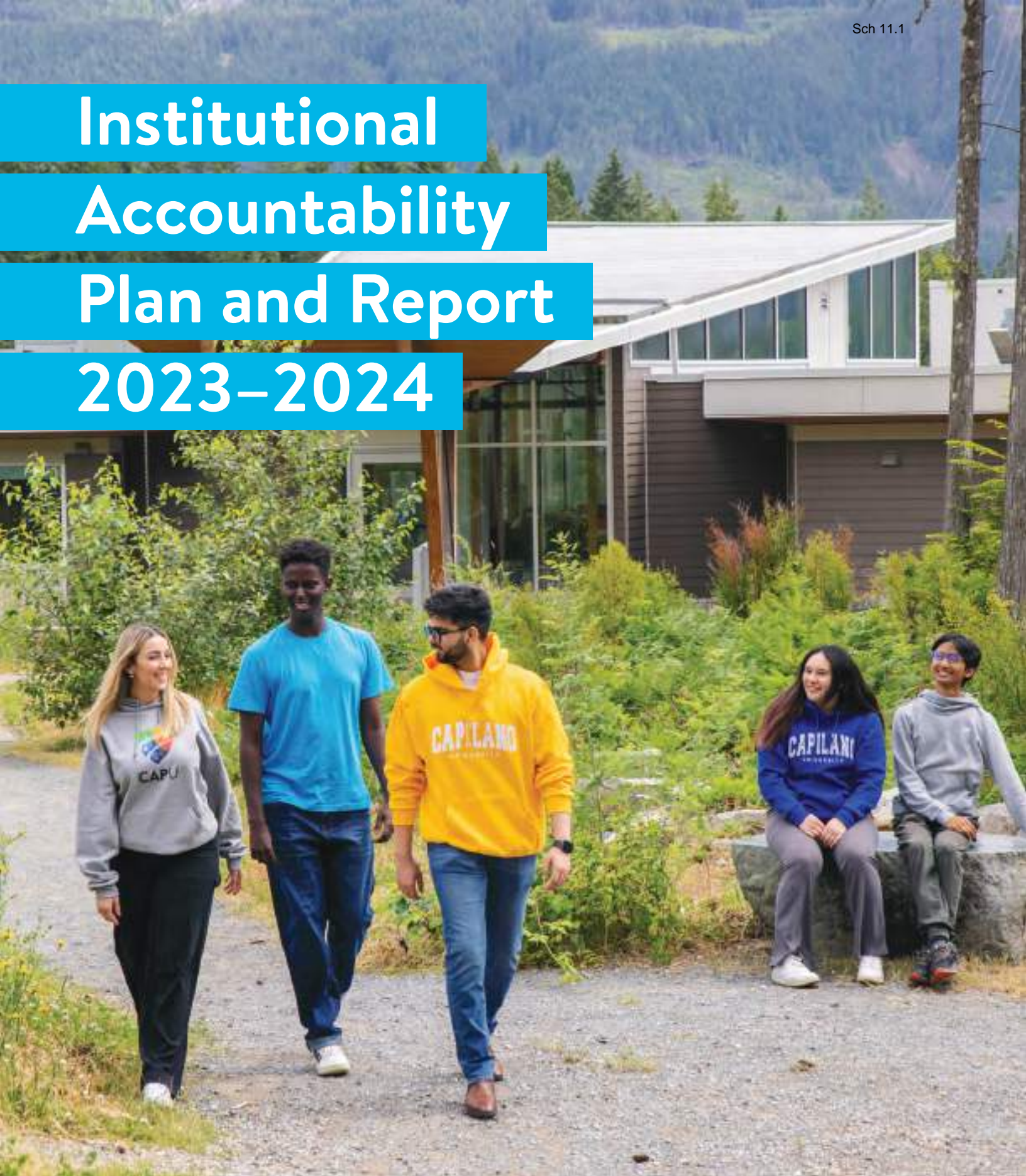


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1.

Accountability Statement



Accountability Statement

June 28, 2024
 Minister Lisa Beare
 Ministry of Post-Secondary Education and Future Skills
 Government of British Columbia

Dear Minister Beare,

We are pleased to submit Capilano University's (CapU) Institutional Accountability Plan and Report for 2023–2024. Our efforts in implementing Ministry's priorities—in particular, those activities supporting the StrongerBC Action Plan—are outlined in our responses the Mandate Letter. Our commitment to the learners of the Capilano catchment area is detailed throughout this report.

This commitment to our communities is reflected in our biggest change—the acquisition of a new regional campus in Squamish, serving the citizens of that district and residents along the Sea-to-Sky corridor. The campus, receiving its first students this coming Fall term, will provide not only a distinct university experience, but also on-campus student housing with over 300 beds. CapU is also exploring options to provide childcare spaces for over 70 children. Bringing CapU to communities such as Squamish helps reduce the geographic barriers to accessing higher education that impacts many regional communities.

In addition to taking significant steps forward in serving the needs of regional students, CapU has also made strides in strengthening our commitments to become a welcoming and safe place for Indigenous students. Building upon its commitment to being a canoe family, CapU released *Chérchenstway*, a living document outlining the University's commitment to truth and reconciliation. This living document has emerged after over two years of thoughtful consultation with the host Nations, Métis and Indigenous students, faculty and staff. *Chérchenstway* is accompanied by another resource, CapU's first *Elders' Protocol*, guiding faculty, staff and administration on how to work respectfully with the Elders of the five partner Nations as well as visiting Elders from other territories.

Despite the challenges of navigating an increasingly complex world, the University community continues to rise to meet these challenges. In addition to the accomplishments highlighted above, CapU received approvals for two new Bachelor's degrees and a \$1.5 million NSERC Mobilize grant for research on regional climate action in public and private sectors.

Yours sincerely,



David Ayriss
 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 56 years ago to serve the growing populations of the North Shore, the Sea-to-Sky corridor and the lower Sunshine Coast. Capilano University honours the people and territories of the Lílwat, x̣ṃəθḳẉəỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations where our campuses and learning locations are located.

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

Capilano University served 11,041 academic students¹ in the 2023-24 fiscal year, representing 3,468 domestic full-time equivalent (FTE) students and 3,702 international FTEs. International students at the University include citizens of 94 countries. The number of students enrolled in baccalaureate programs continues to grow (3,761), representing 35 per cent of CapU's raw headcount², while another 44 per cent were enrolled in two-year programs (associate degrees and diplomas) and 10 per cent in developmental or certificate-type programs.

Our mandate is to serve the communities of the Capilano College Region but domestic students at CapU 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 almost 1,400 employees, including over 750 faculty. For a fifth year in a row, the editors of Canada's Top Employers named CapU as one of the top 100 employers in BC, noting CapU's family-friendly environment, including on-site day care, flexible work options and support for continuing education.

Although the decline in domestic headcount and FTEs this year from the previous fiscal year is disappointing, CapU is engaged in a concerted effort to roll out strategic enrolment management, with domestic recruitment being one of the focal points. It must also be noted that both domestic FTEs and utilization rates³ have been declining over the last five years across the province, and particularly across special purpose, regionally-mandated teaching universities such as CapU. Some of this general

decline in domestic activity likely reflects a combination of reduced population growth in college-age citizens and an expansion in post-secondary opportunities. Not only have the number of private post-secondary institutions increased over the last five years, online learning opportunities have expanded even more dramatically. CapU is competing for a shrinking domestic pool against a growing competitor pool and has further challenged itself by raising its targets for this reporting year, further depressing the utilization rate.

There are, however, changes that took place in this reporting period that should address the decline in domestic enrolment and FTE utilization. The newly-acquired campus in Squamish should allow CapU to serve the catchment's regional students with more post-secondary opportunities than was available. The new Centre for Childhood Studies on the North Vancouver campus, which began construction in Summer 2023, will not only enhance the on-campus childcare opportunities for students and staff—removing barriers for learners with children—but will enrich the learning opportunities for students enrolled in CapU's early childhood care and education programs. Such enriched opportunities should help recruit more students to these already in-demand programs.

Efforts at Indigenization took steps forward this year with the arrival of CapU's first Indigenous education framework, *Ché̄nchenstway*. The framework has been developed by leaders from the Office of Indigenous Education and Affairs (IEA), who began an extensive consultative process in 2021 with leaders and Elders from the five host nations in our catchment—the Skwxwú7mesh, Lílwat, shíshálh and Səlílwətaʔ/Selilwitulh First Nations—as well as leaders from the Métis Nation and members from across the CapU canoe family. Along with *Ché̄nchenstway*, the IEA Office released CapU's first *Elder Protocol*. The protocol guides members of the CapU canoe family in understanding the role of Elders and the responsibilities of hosts when inviting or working with Elders to ensure proper procedures are respectfully followed. Such changes should make CapU a more welcoming place, not only to Indigenous students attending CapU, but also to Indigenous learners considering post-secondary education, particularly to those in the CapU catchment.

The 2023-24 academic year saw the launch of CapU's Interaction Design Diploma program, with 16 students

¹ 'Academic students' refers to students enrolled in courses and programs of study 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 39.

² Here, 'raw headcount' refers to total headcount across enrolments by credential type, rather than unduplicated headcount. See Table 7 on page 38.

³ 'Utilization rate' is the percentage of domestic FTE enrolment targets a publicly funded post-secondary institute has achieved.



enrolled in the first cohort. The two-year program connects design and technology, combining creativity, design thinking and problem-solving skills to the design of digital products.

In Spring 2024, CapU received approval for two new bachelor programs: the Bachelor of Environment and Society and the Bachelor of Arts with a Major in Writing and Literature. This makes six new baccalaureate programs approved since September 2020. Such growth in baccalaureate programming—along with new diploma and minor programs—allows CapU to reach the interests of a wider group of BC students than ever before. The growth in programming bodes well for growth in future domestic enrolment.

OUR PROGRAMS

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

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

These are part of the 97 academic credentials, and other programming that CapU offered in 2023-24, spanning five faculties and 19 schools. We serve students pursuing education and careers in a variety of fields and professions by providing 15 bachelor's degrees, seven minors and six post-baccalaureate programs.

QUALITY ASSURANCE AND PROGRAM DEVELOPMENT

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

Capilano University's policies and procedures abide by the principles and standards of the University Act, the Ministry of Post Secondary Education and Future Skills and its Degree Quality Assessment Board, the Capilano University Board of Governors and the Capilano University Senate.

In Fall 2022, our Quality Assurance Process Audit (QAPA) process was deemed complete. The QAPA process is administered by the DQAB—an independent advisory board to the Ministry—to ensure that that public post-secondary institutions conduct rigorous, ongoing program and institutional quality assessment. All British Columbian public institutions participate in a QAPA once every seven years. The summary report has been posted on [CapU's public website](#).

On the strength of the recent audit findings, and in collaboration with the University community, AIP has [updated CapU's academic review processes](#). The revised process launched in the 2023-24 academic year and will more closely align CapU's annual assessment and cyclical review activities—all in support of delivering high quality academic programming to current and future students.

CapU received exempt status at the baccalaureate level in Fall 2023, which will enable CapU's faculty and AIP to deliver quality degree programming with greater agility.





3.

Strategic Direction



ENVISIONING 2030: A STRATEGIC PLAN INSPIRED BY IMAGINATION

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

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

OUR VISION

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

OUR PURPOSE

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

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

OUR VALUES

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



ENVISIONING 2030 GOALS

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

The synergy between the transformative power of imagination and engagement with our communities will allow us to co-create a distinct university experience for our learners, employees and communities. By enhancing what we mean by the CapU experience, we are positioned to achieve better levels of health and well-being for all, further elevating our status as one of the most appealing places to work in the region. The relations among these plan components is illustrated in the figure on the left. The full plan, including specific action priorities, can be found at [Envisioning 2030](#). A summary version is [here](#).



IMAGINATION—?A?ITUT (“HAVE DREAMS”)

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

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

Goal 1: Learners, employees, alumni and communities embrace imagination as the foundational driver of positive change and innovation

Goal 2: Use imagination to drive CapU’s digital transformation

COMMUNITY

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

Goal 1: Identify and implement novel approaches to build closer connections and engagement with the communities we serve

Goal 2: Imagine and develop sustainable actions to minimize our ecological footprint

Goal 3: Instil a culture of equity, diversity and inclusion in all our operations and outreach

DISTINCT UNIVERSITY EXPERIENCE

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

Goal 1: Collaboratively instil a new CapU culture around the set of values outlined in the 2020–2030 Plan

Goal 2: Provide learners with imaginative, unique and life-enhancing learning experiences that give them the opportunity to actualize their passion and potential

Goal 3: Fulfil Capilano University’s health and wellness commitments as outlined in the Okanagan Charter

Goal 4: Indigenize and decolonize education and campuses, including First Nations language, culture and knowledge

Goal 5: Implement CapU’s Campus Master Plan

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



OTHER MAJOR PLANS

In addition to the Strategic Plan, CapU's development over the last year has been guided by several foundational planning documents. *Illuminating 2030* guides CapU's academic planning, and the *Internationalization Plan* outlines our priorities and goals for international education. In addition, planning efforts are guided by the *Campus Master Plan*; *Chérichenstway*; *People Plan*; *Digital Transformation Plan*; *Digital Learning Framework*; the *kálaḡ-ay | Sunshine Coast Campus Action Plan 2018–2023*, and the annual integrated planning efforts.

ILLUMINATING 2030 ACADEMIC PLAN

Capilano University's 10-year academic plan, *Illuminating 2030*, articulates our evolving commitment to learners, communities, knowledge development and knowledge sharing. The plan serves to create a shared understanding of academic directions and provides guidance to other CapU plans and our annual integrated planning activities. The full *Illuminating 2030* can be found on the [CapU website](#), along with a [plan summary](#).

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. *Illuminating 2030* has emerged respectful of our regional context on the unceded territories of the Líl'wat, x̣ṃəθḳ'əỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

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

In setting forth the University's academic direction for the decade ahead, the plan will inform the types of learning

opportunities and academic contributions that we will foster, as well as how we will cultivate imaginative and transformative learning.

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

Where We Are: Community

Inspired by imagination, we thrive in the intersections and possibilities that lie between land and sea, forest and city, urban and rural, theory and application, learning and making, knowledge and action, learners and communities. Our community-engaged learning, teaching, creative activity, research and scholarship take place throughout British Columbia's Howe Sound region and beyond, in collaboration with local and global partners.

We believe in the foundational importance of:

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

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

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



Who We Are: Imagination

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

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

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

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

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

What Learning Looks Like: Distinct University Experience

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

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

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

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

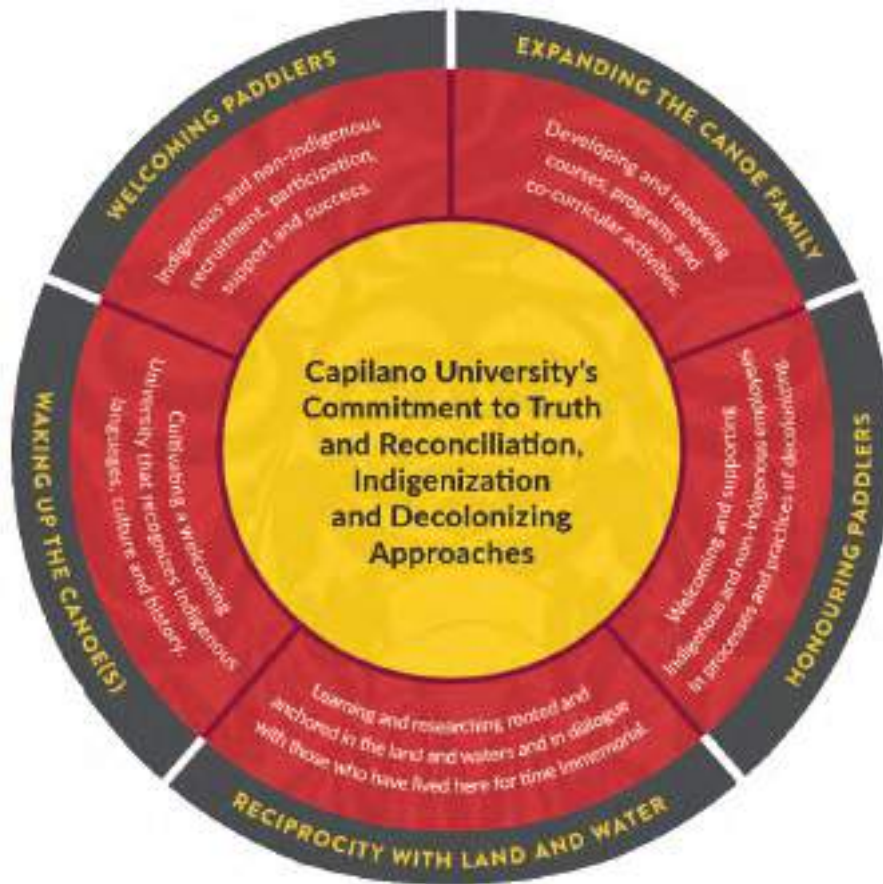
CHÉNCHENSTWAY

This year, CapU introduced *Chénchenstway*, a living document that guides the University's continued commitment and progress towards reconciliation. The name *Chénchenstway* was gifted to the University by the Skwxwú7mesh (Squamish) Elder Latash – Maurice Nahanee, and means 'to support and respect each other and to work together with a light heart that lifts everyone up to get the work done' in the Skwxwú7mesh language.

Chénchenstway is shaped by CapU's commitment as a canoe family, which began with the carving of the canoe Skw'cháys by Skwxwú7mesh carvers Ses siyam and Xats'alanexw siyam in the winter of 2019.

Work on *Chénchenstway* has been going on since 2021, largely under the guidance of the Office of Indigenous Education and Affairs (IEA) and the Elders of CapU. The IEA team, led by its director, Miranda Huron, invited University learners and employees to imagine what decolonization and Indigenization could look like at CapU, beginning a six-months conversation that elevated the voices of Indigenous learners and students, local host nations, CapU staff, academic units and members of CapU's five faculties. The host nations consulted included Líl'wat, xʷməθkʷəy̓əm





(Musqueam), shíshálh (Sechelt), Skwxwú7mesh, Səlílwətaʔ/ Selilwitulh (Tseil-Waututh) and Métis.

These initial discussions allowed the IEA team to map out aspirations and actions to advance reconciliation through Indigenous education and Indigenization and decolonizing approaches. This mapping was developed further under the leadership of Micki McCartney, acting director of IEA while the dialogue continued with multiple community members from across CapU's catchment. Dialogue was also facilitated by Donna Cole, Capilano Students' Union director of Indigenous initiatives.

The culmination of the extensive consultation resulted in a framework with the following five themes. Each theme is paired with a specific goal and a set of actions, including their respective intersections with *Illuminating 2030*.

- Welcoming Paddlers
- Honouring Paddlers
- Waking Up the Canoe(s)
- Expanding the Canoe Family
- Reciprocity with Land and Water

PURPOSE

Capilano University is committed to Indigenizing and decolonizing education at our campuses and learning locations, and to including First Nations language, culture and knowledge. This document guides the University in supporting Indigenous ways of knowing and strengthening its relationship with host nations and Métis. It also aligns the University's actions with its overall goals and those of the Ministry of Post-Secondary Education and Future Skills related to truth and reconciliation.

CANOE FAMILY

At CapU, each person is part of a canoe family—whether as a learner or alumni, staff or faculty member, administrator or community partner. All are paddling together towards healing, understanding and learning. This framework is built on the insights gathered from talking with members of our canoe family, including Indigenous learners and employees, Capilano Students' Union, Capilano Faculty Association and host nations and Métis.

Welcoming Paddlers

- Guided by specific definitions of key related terms that centre and privilege Indigenous dignity, increase



the number of Indigenous representations in faculty, learners, Elders and youth.

- Develop and offer relevant Indigenous learner supports and services including bursaries, internships and scholarships along with enhanced work-integrated learning opportunities.
- Plan and implement ongoing awareness and education to address anti-Indigenous racism.

Honouring Paddlers

- As part of the *People Plan*, create a plan for Indigenous recruitment, hiring, compensation and retention, including equity, diversity and inclusion (EDI) practices. Provide an onboarding session for every new employee that outlines efforts to decolonize the University.
- Implement supports and resources for Indigenous learners, employees, youth, women, two-spirit, CapU and Community Elders, host nations and Métis reflective of reciprocity and mutuality in community, learning and development that enable contributions to Indigenous Education Circles.
- Celebrate and showcase successful Indigenous learners and alumni to inspire others.

Waking Up the Canoe(s)

- Establish protocols and engagement processes to develop relationships with CapU Elders and for the use of Indigenous language and signage on campus and online. This process incorporates an Indigenous arts purchase plan, including Coast Salish and Métis art, with the guidance of an Indigenous Education Circle to promote the expression of Indigenous identity within our campuses. CapU encourages a permanent presence on campus of Indigenous artists.
- Develop a capital plan and timeline to build a canoe house(s).
- Explore appropriate ways to honour Chief Joe Capilano.

Expanding the Canoe Family

- Collaborate with local host nations and Métis on an annually updated community needs and aspirations assessment that informs short- and long-term programming and learner supports as we undertake dialogue and processes to establish model(s) for increasing Indigenous participation and representation.

- Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing.
- Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course.
- Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being.
- Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledge, decolonizing practices and Skw'cháys (canoe) cultural programming for learners and employees.
- Establish and maintain partnership and applied research agreements as desired by host nations and the Métis.

Reciprocity with Land and Water

- Develop and establish protocols, guiding principles, policies and procedures for respectful engagement and community-based research projects conducted with host nations and Métis, inclusive of Indigenous knowledge and cultural artifacts.
- Encourage research and learning grounded in ancestral, contemporary tools and OCAP (Ownership, Control, Access, Possession) training modules, offering courses on leadership to address systemic injustices, and integrating Indigenous perspectives into modern academia and using culturally-reflective classrooms with private meeting spaces for Indigenous learners. Ensure the development of guidebooks and resources for faculty and student researchers partaking in community-based projects.
- Establish adjunct faculty positions that will enable Indigenous entrepreneurs, Elders and scholars with specific areas of knowledge/expertise to co-teach in our courses and to provide insights around how First Nations culture and language fit into modern academia and vice versa.



INTERNATIONALIZATION PLAN

The *Internationalization Plan 2021* is the first internationalization plan for Capilano University. It maps out a journey to be engaged, relevant and globally progressive. It will help us fulfil our commitments to transformative and community-engaged learning at a local and global level and achieve our purpose of positively contributing to people and the planet. Building on the *Envisioning 2030* themes of imagination, community, and a distinct university experience, with health and well-being at the core, this plan identifies a range of strategies and actions that respond to a fast-evolving world, and can help us build a prosperous, connected and resilient future.

Themes and Vision of the Internationalization Plan

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

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

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

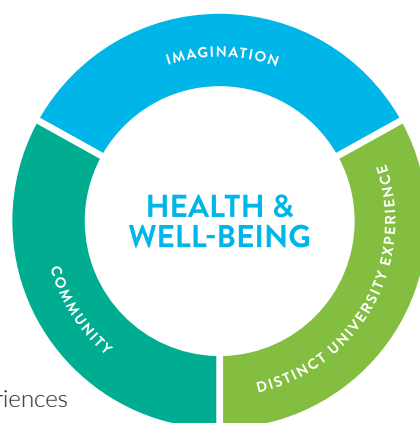
The key ingredients of the internationalization plan are outlined below. The full plan can be [downloaded](#).

Imagination

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

Community

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



Health and Wellbeing

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

Distinct University Experience

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



CAMPUS MASTER PLAN

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

The main campus' physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the lush surrounding landscape. The campus is highly walkable and connected year-round and it 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 and Resilience: Sustainability is a core value of Capilano University, and its physical spaces embody this value. Future development of buildings, open spaces and movement networks on campus embody sustainable best practice and provide opportunities for pedagogy. Future development is resilient and able to adapt to potential hazards and long-term change, including changes in climate, demographics, technology, the economy and other areas.

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

KÁLAX-AY CAMPUS ACTION PLAN 2018–2023

The kálax-ay campus has been situated on the Sunshine Coast since 1977, serving a regional population of 33,000. *Envisioning 2030*, *llumina ing 2030* and other strategic plans are the guides for the kálax-ay campus to develop a local plan grounded in the region and landscape. The campus strategy is informed by both academic expertise and CapU's commitment to the region to become a place where students and communities actively engage with the university.

The shísháhl Nation's relationship with the campus is significant and valued. CapU kálax-ay maintains a focus on supporting learners' access to education and contributing to Nation members' educational aspirations. Three themes have emerged from wide-ranging discussions:

- enhancing community relationships



- creating a welcoming campus based on pedagogy and an inclusive community
- identifying educational pathways

Actions under each of these themes have already been taken.

The Capilano *kálaḡ-ay* Advisory Council (CKAC) has representation from: the Sunshine Coast Regional Economic Development Organization (SCREDO), the Gibson's Chamber of Commerce, district mayors, Sunshine Coast Regional District, and School District 46. The university agreement with the Pender Harbour Ocean Discovery Station (PODS), a local research- and education-focused non-government organization, also affords additional learning and research opportunities. As a reflection of the strength of the relations between CapU and the Sunshine Coast communities, *kálaḡ-ay* campus leaders provided assistance to the Sunshine Coast Regional District in developing their first Official Community Plan.

The relationship with PODS has yielded a three-year activity plan, with the final year just finishing as of the writing of this report. The relationship has provided educational opportunities for faculty and students, some of whom were involved in the production of a documentary on PODS. Involvement with SCREDO has resulted in successful delivery of a micro-credential, Citizen Leaders: Growing the Community from Within. Two other local service organizations, Sunshine Coast Community Services and Open Door Group/WorkBC, were also part of the initial April 2022 cohort.

As the *kálaḡ-ay* campus develops the next action plan, CapU campus leaders will be engaging with the region's community and First Nations leaders to identify academic programming that serves the region's needs. Preliminary discussions have included: offering clearer pathways to programs offered at the North Vancouver campus; strengthening of existing programming such as Health Care Assistant, Early Childhood Care and Education, Indigenous Adult Basic Education (Pathways to Higher Learning), Adult Basic Education and literacy programming; two-year credentials such as Associate Degrees and Diplomas that fit the needs and learning styles of the community.

PEOPLE PLAN

Purpose

The *People Plan* provides a roadmap for Capilano University's people, culture and diversity journey into 2030. It is important to recognize that while the University's people, culture and diversity department is the custodian of the plan, the ability to move this plan forward is reliant on the work and activities of all employees at CapU.

At its core, the *People Plan* and its five pillars of employee engagement support the values, goals and strategic priorities in both *Envisioning 2030* and *Illuminating 2030*, and it commits the University to a set of actions over the next three years. By listening to all employees at CapU, we will work together to determine the best strategies to achieve the successful outcomes put forth in this plan.

To everyone who works at CapU, the *People Plan* represents the University's commitment to support all employees to create a distinct university experience for all learners.



The Five Pillars of Employee Engagement at CapU

The *People Plan* will focus its priorities and actions on the following five essential pillars of employee engagement.

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4	PILLAR 5
Trust in the University	Positive Work Environment	Meaningful Work	Growth Opportunities	Great Leadership
<p>CapU will deepen employee trust in the University by:</p> <ul style="list-style-type: none"> communicating in a transparent and honest manner aligning the University's actions with its values in everything we do continuously investing in the employees who work at CapU 	<p>CapU will ensure employees experience a positive work environment by:</p> <ul style="list-style-type: none"> promoting and supporting health and wellness initiatives and sustainable practices improving the comfort and functionality of physical workspaces creating a culture of recognition weaving EDI and a commitment to Truth and Reconciliation into the foundation of everything we do 	<p>CapU will prioritize creating meaningful work for employees by:</p> <ul style="list-style-type: none"> encouraging autonomy, imagination, continuous learning and empowering of teams placing best fit candidates in best fit roles promoting healthy work-life rhythm 	<p>CapU will enhance employee opportunities for growth by:</p> <ul style="list-style-type: none"> investing in training and on-the-job support establishing succession and development planning offering diverse learning and development opportunities 	<p>CapU will strive to develop great leadership throughout the University by:</p> <ul style="list-style-type: none"> encouraging continuous learning through professional development opportunities creating a culture of curiosity, imagination and reflective practice developing a modern and agile performance management program

Details of the People Plan can be found [here](#).

OTHER INITIATIVES

SQUAMISH CAMPUS

In Summer 2023, CapU's ability to provide quality post-secondary education to residents of the CapU catchment underwent a major development. Supported by a \$48 million grant from the provincial government, CapU was able to purchase an 18-acre, purpose-built campus in Squamish. This will serve the 24,000 residents of Squamish, and many more communities along the Sea-to-Sky Corridor.

The new project is supported by both the District of Squamish and the Sk̓wx̓wú7mesh Úxwumixw (Squamish Nation). "We are pleased to support the return of in-person learning to the District of Squamish. The new campus will provide opportunities for our youth in Squamish to seek post-secondary education close to home," said Sxwíxwtn (Wilson Williams), a spokesperson for the Sk̓wx̓wú7mesh Úxwumixw.

For K-12 education, the Squamish region is served by the Sea-to-Sky School District (SD #48). In January 2024, CapU and the Sea-to-Sky School District entered into a Memorandum of Understanding (MOU). The MOU formalizes their shared commitment to advance opportunities for learners in the Sea-to-Sky corridor, further enhancing the ability of the CapU to provide Squamish-area learners with quality education through the new campus. MOUs related to the Squamish campus have also been signed with the District of Squamish and the [Whistler Institute](#).

The MOUs provide a means for CapU to coordinate with community leaders in both Squamish and Whistler, not only to address community education needs but also to foster community-based applied research throughout the Sea-to-Sky region. As part of the MOU with the District of Squamish, CapU's faculty and administrators serve on several committees of the district.



Applications for programs opened in early December 2023, with academic programs scheduled to start in September 2024 with a target of 120 students. To prepare for the campus opening, CapU formed the Squamish Operations Working Group, a group of senior leaders from faculties and units across the university.

The first programs offered at the new campus are expansions of existing CapU programs. The first phase of academic programs consist of Adult Basic Education; Associate of Arts Degree (curated select courses, including those focussed on the environment and sustainability); Bachelor of Arts with a Major in Interdisciplinary Studies; Bachelor of Early Childhood Care and Education; Early Childhood Care & Education Diploma; and Tourism Management Co-operative Education Diploma.

In May 2024, Brian Storey joined the CapU community as the inaugural associate vice-president, Squamish. Storey will have the overall responsibility for the launch, growth and management of the CapU Squamish campus. He will play a pivotal role in shaping the campus's identity, fostering academic excellence and establishing a creative, vibrant and community connected university experience.

CITYSTUDIO

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

Now in its fifth year, CityStudio North Vancouver has cumulatively supported 638 applied research and co-curricular, community service-learning projects within 102 course collaborations involving over 2,400 students, 75 municipal partners, and 64 faculty champions. CityStudio has proven itself a valuable opportunity for work-integrated learning with substantial impact to the City of North Vancouver.

At the time of this report, 330 students collaborated with City of North Vancouver staff and its partners on 103 applied research and co-curricular, community-service-learning projects in in the 2023-24 academic year. Students across multiple disciplines engaged in a variety of project

subjects to create meaningful change in the community where they learn, live and thrive.

WIL CO-LAB

In the 2022-23 fiscal year, CapU successfully launched the WIL Co-Lab to enhance opportunities for students, faculty and community partners to engage in experiential and work-integrated learning (WIL). CapU's WIL Co-Lab is built on the resources and community partnerships developed with the support of provincial funding in 2021-22. In the 2023-24 fiscal year, the WIL Co-Lab upgraded its ability to provide WIL experiences by hiring a manager in Spring 2024. Prior to this, the WIL Co-Lab's efforts to coordinate WIL experiences was led by a part-time faculty lead.

The 2023-24 fiscal year also saw the WIL Co-Lab, including CityStudio North Vancouver, generate 837 student experiences. Community partners included the North Vancouver Chamber of Commerce (with which CapU has built an educational partnership called GrowthHub), and CityStudio North Vancouver partners, which includes the City of North Vancouver. Other community partners in the Fall 2023 term included The Summit (North Shore Intellectual Disabilities Society), Artona, CapU Talent Acquisition, and Lyft Commodity Trading. During the same fiscal year, the partnership with North Vancouver Chamber of Commerce, through *GrowthHub*, generated 140 student experiences. The community partners included Hear at Home, Ridgeway Immigration, North Vancouver Chamber of Commerce, Foundation for Integrated Health, and View Optometry.

In Fall 2023, the WIL Co-Lab piloted an anonymous online short course called "Intercultural Competency", which attracted participation from 12 community partners. A second cohort launched in Spring 2024, attracting 13 community partners. This offering includes gender diversity learning opportunities for the community partners working with faculty and students.

The 2023-24 fiscal year began with a celebration as the Association for Co-operative Education and Work-Integrated Learning (ACE-WIL), BC/Yukon accepted the WIL Co-Lab's nomination of Holiday Inn North Vancouver and awarded them the ACE-WIL Industry Partner of the Year Award 2023 for their long history of supportive partnership work with CapU. The CapU WIL Student of the Year 2023 award went to Tourism student Prabhkirat Kaur. CapU's WIL Co-Lab has been celebrating its students and community partners with the CapU WIL Awards since the 2022-23 fiscal year.



CENTRE FOR CHILDHOOD STUDIES & SQUAMISH CAMPUS CHILDCARE

Construction on the \$25.2 million Centre for Childhood Studies began on the North Vancouver campus in September 2023. CapU received \$11.46 million in funding for the project from the Province of BC, with support from both the Ministry of Early Childhood Care and the Ministry of Post-Secondary Education and Future Skills. The remaining \$13.74 million was contributed by CapU, with over \$5 million coming from CapU's Child Care Spaces campaign, CapU's largest fundraising campaign to date.

Scheduled to open in the fall of 2025, the purpose-built facility will house 74 childcare spaces, accommodate 20 practicum students and facilitate the integration of innovative early learning and care, research, and lab school education. The main floor will contain four learning spaces for children with access to forested outdoor play areas and a piazza for group activities including exhibits and public events. The second floor will house collaboration spaces, a studio, classrooms, large, flexible lab space, and faculty spaces. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement and innovative practice and inquiry in the field of early childhood care and education.

CapU is also preparing to supply childcare spaces at its new Squamish campus. CapU's Facilities Services and Campus Planning department has identified a space for the Squamish Childcare Centre. At the time of this report, CapU is updating its funding application to the Ministry of Early Childhood Care to seek a grant for the renovation of the space.

STUDENT HOUSING PROJECT

In 2022, CapU and the Ministry of Post-Secondary Education and Future Skills announced the first on-campus student housing project on the University's main campus. The housing will complement CapU's off-campus student housing, which provides accommodation for approximately 290 students in single and shared rooms. The new six-storey, 8,250 square metre complex will include 362 beds, a dining hall building with 250-seat capacity, a kitchen on each floor, resident support offices, a multipurpose room, an Indigenous-focused reflection space, laundry facilities, student study areas, lounge space and secure bike storage.

The Province is providing \$41.5 million towards the \$58.2-million project and CapU is investing \$16.7 million. Construction began in early summer 2023 and is expected

to complete in early 2025, with an anticipated opening in September 2025.

The project will help address the high demand for student housing at the University, which saw nearly 50 per cent more applicants than spaces available in Fall 2019 for its off-site leased accommodations. Designated for first- and second-year students, there will be priority access for Indigenous students. There will be a mix of single- and double-occupancy rooms, 12 of which will be accessible units.

In addition to helping student success and reducing barriers to enrolment, the new student housing will also offer part-time student employment as residence advisors. The building will be sustainably designed and aligned with the Province's CleanBC priorities and climate action goals. The new housing supplements additional off-campus student housing.

ELDER PROTOCOL

In 2023-24, CapU's IEA Office released the university's first Elder protocol. Elders are respected individuals who play vital roles in Indigenous communities. Elders are essential keepers of knowledge who help to ensure cultural continuity. As living connections to the past, Elders serve as teachers, healers, advisors and counsellors. Working with Elders is a formal situation, thus requiring protocols to ensure proper procedures are respectfully followed. The protocol aims at clarifying how to work respectfully with the Elders of CapU's five partner Nations, the Métis Nation and visiting Elders from other territories.

The protocol emerged out of hours of discussion with IEA team members and CapU's Elders, as well as leaders of host nations. Currently, Elders at CapU include Robert Joe (shishálh), Delhia Nahanee (Nisga'a and Sḵw̱x̱w̱7mesh), Latash Nahanee (Sḵw̱x̱w̱7mesh), Rose Nahanee (Sḵw̱x̱w̱7mesh), Christine Leo (Líl'wat), and Sabra Thompson (Métis). Elder Shane Point from x̱m̱əθḵ'əy̱əm (Musqueam) has agreed to visit CapU when invited.

Guiding the protocol is a commitment to cultural safety. CapU's cultural safety goal is for all people to feel respected and safe when interacting with members of the University community.



4.

Strategic Context



COMMUNITY CONTEXT

As a special-purpose, regionally-defined teaching university, Capilano University has been mandated by the provincial government to meet the post-secondary needs of learners in the Capilano College Region. CapU is also expected to serve learners throughout the province, country and beyond. CapU's region is large and diverse, and the needs of its learners are complex. As shown in Figure 1, the region embraces the North Shore of the Lower Mainland, the Sunshine Coast, and the municipalities of the Sea-to-Sky Highway. Communities range from the Lil'wat First Nation in the north to the southern estates of Lions Bay. The region is one of socio-economic contradictions. It is a community recovering from colonization, Indian residential schools, ongoing poverty, and inequities. At the same time, its demographic includes a disproportionate percentage of citizens who earn incomes of \$90,000 or more (34 per cent vs. 23 per cent provincially). The region places a high value on education, and the percentage of residents with a degree above bachelor's is higher than the provincial aggregate (15 per cent vs. 9 per cent provincially).

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, which can aid local recruitment efforts.

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

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

Figure 1: Capilano College Region.



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



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

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

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

Table 2 shows the 2021 Census population numbers for the main communities of the CapU catchment area. The data illustrates how concentrated the population is in the North Shore area, which includes not only West Vancouver, the City of North Vancouver and the District Municipality of North Vancouver, but also the communities of

Səlílwətaʔ/Selilwitulh First Nation, along with several of the Skwxwú7mesh communities. Together, these communities make up over 195,000 of the nearly 286,000 people living in the Capilano College Region, spread out over 13,000 square kilometres.

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

Major communities	2021 Population	% Change from 2016	Area, sq. km
North Vancouver, District municipality (DM)	88,168	2.9%	161
North Vancouver, City (CY)	58,120	9.9%	12
West Vancouver, DM	44,122	3.9%	87
Squamish, DM	23,819	22.2%	105
Whistler, DM	13,982	19%	240
Sechelt, DM	10,847	6.2%	39
Gibsons, Town (T)	4,758	3.3%	4
Bowen Island, Island municipality (IM)	4,256	15.7%	50
Skwxwú7mesh FN (9), Indian reserve (IR)	4,082	28.3%	22
Pemberton, Village (VL)	3,407	32.4%	61
Səlílwətaʔ/Selilwitulh FN, IR	2,373	10.8%	1
Lílwat FN (3), IR	1,492	-40%	31
Lions Bay, VL	1,390	4.2%	3
shíshálh (Part 2), Indian government district (IGD)	744	10.1%	11
Rest of Region	24,077	--	--
Total Region	285,637	5.0%	--
Total BC	5,000,879	7.6%	920,687
Region as % of BC population	5.7%		

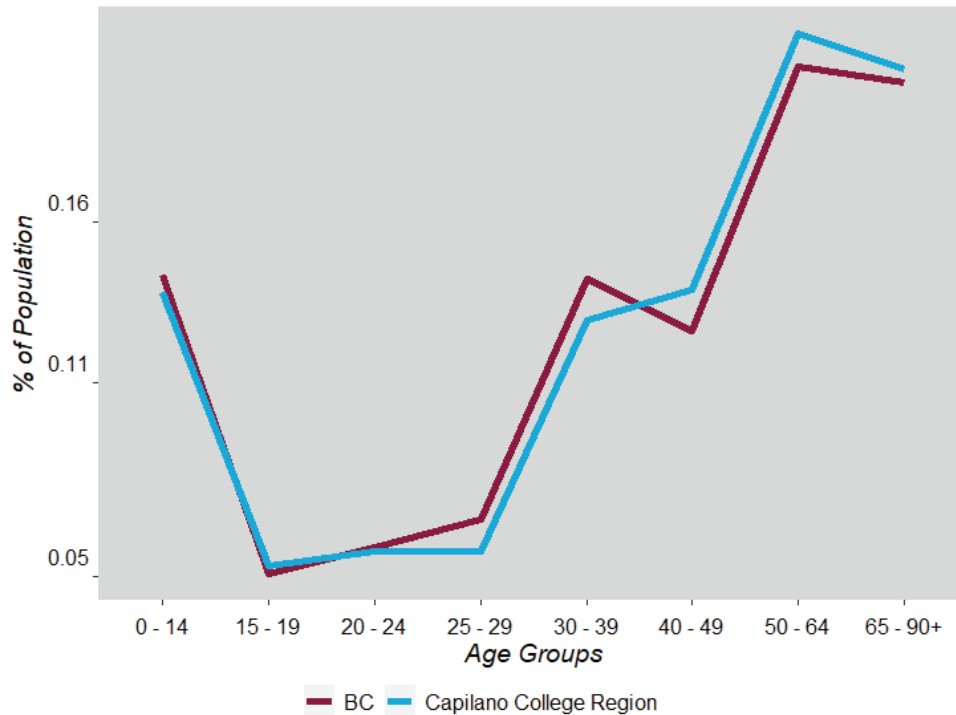
Notes: "Rest of Region" = Region total - sum of listed municipal populations. "Total Region" is from BC Stats Population Estimates & Projections website, <https://bcstats.shinyapps.io/popApp/>, accessed Dec. 6, 2022. Where more than one First Nation community exists within the catchment, we have aggregated the communities. The number of communities combined is given in parentheses. Only the Sunshine Coast part of the Sechelt Indian Government District (Part 2) falls within the Capilano College Region.

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_3.



As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 25 to 39 and a larger proportion of its population between the ages of 40 and 64. Although this older skew is modest, it does suggest a relatively smaller proportion of the domestic, late-college-age (25-29) population.

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



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

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

In recent years, Capilano University has been focused on Indigenizing its curriculum and University culture, not only to address the Truth and Reconciliation Commission's Calls to Action, but also to serve the needs of its communities. Table 3 shows how diverse catchment communities are in terms of the proportion of citizens who are Indigenous. The proportion of people identifying as Indigenous varies from 96 per cent for the Lílwat communities to one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities.



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

Community	Indigenous population	% of community population	Registered, Treaty Indigenous	% of Indigenous population	Non-Indigenous Population
Bowen Island	120	2.8%	45	38%	4,105
Gibsons Town	265	5.8%	110	42%	4,305
Lílwat FN (3)	1,445	96.3%	1,425	99%	55
Lions Bay	20	1.4%	0	0%	1,375
North Vancouver, DM	1,580	1.8%	585	37%	85,805
North Vancouver, CY	1,230	2.1%	575	47%	56,275
Pemberton	205	6.0%	60	29%	3,190
Sechelt, DM	525	4.9%	145	28%	10,085
Səlílwətaʔ/Selilwitulh FN	310	13.1%	235	76%	2,065
shíshálh (Part 2)	470	63.9%	440	94%	265
Skwxwú7mesh FN (9)	1,985	49.0%	1,885	95%	2,070
Squamish	920	3.9%	435	47%	22,625
West Vancouver	425	1.0%	115	27%	42,955
Whistler	145	1.1%	40	28%	13,280
Total, catchment communities	9,645	3.7%	6,095	63%	248,455
BC	290,210	5.9%	136,875	47%	4,625,735
Region as % of BC population	3.3%		4.5%		5.4%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_4204, v_CA21_4225, v_CA21_4231. Data drawn from a 25% sample of the 2021 Census

Within both Indigenous and non-Indigenous communities, there is considerable geographical variation. Indigenous communities include urban, North Shore communities of the Skwxwú7mesh and Səlílwətaʔ/Selilwitulh First Nations, which have an Indigenous population as low as 13 per cent. In contrast, the rural communities of Lílwat Nation are almost exclusively Indigenous. Even within the Skwxwú7mesh First Nation we can see similar diversity, with members living in rural reserve communities north of Skwxwú7mesh and others in urban reserve communities along the North Shore. Non-Indigenous communities range from rural district municipalities such as Pemberton to the City of North Vancouver, and from resort municipalities such as Whistler to the island municipality of Bowen Island.

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.

However, the median municipal results mask some significant differences.

EDUCATION, EMPLOYMENT AND INCOME

The communities of the college region are well educated, as illustrated in Table 4, with median municipal education levels equivalent to and slightly above provincial levels. Table 4 suggests that, for most communities, there is a



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

Community	High school diploma, equivalency or less	Apprenticeship or trades certificate or diploma	Undergraduate credential	Credentials above Bachelor degree
Bowen Island	30%	5%	46%	19%
Gibsons	33%	8%	50%	10%
Lílwat FN (3)	63%	11%	26%	1%
Lions Bay	30%	4%	47%	18%
North Vancouver, DM	29%	5%	50%	16%
North Vancouver, CY	29%	6%	51%	15%
Pemberton	28%	11%	54%	6%
Sechelt	25%	7%	53%	15%
Səlílwətaʔ/Selilwitulh FN	53%	11%	36%	0%
shisháhlh (Part 2)	38%	9%	45%	9%
Skwxwú7mesh FN (9)	43%	7%	38%	11%
Squamish	32%	8%	49%	11%
West Vancouver	30%	3%	46%	21%
Whistler	31%	7%	51%	11%
Municipal Median %	30%	7%	48%	11%
Aggregate %	31%	6%	49%	15%
BC	40%	7%	44%	9%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_5820, v_CA21_5823, v_CA21_5832, v_CA21_5829, v_CA21_5850, v_CA21_5853, v_CA21_5856, v_CA21_5859, v_CA21_5862. Data accessed: 2022-12-05. Data drawn from a 25% sample of the 2021 Census

North Vancouver, including both city and district municipality, and West Vancouver have no more than 30 per cent of their members without any post-secondary education, compared to the provincial level of 40 per cent. Similarly, between 46 per cent and 51 per cent of the three communities' adult populations have an undergraduate credential, compared to 44 per cent provincially. The level of post-baccalaureate education—including professional degrees and doctorates—varies between 16 per cent and 21 per cent across the three communities, versus nine per cent across the province.

However, substantive deviations from provincial education levels also occur in the opposite direction. First Nations communities suffer the greatest educational impoverishment. Among the Lílwat communities, 63 per cent have a high school diploma or less and only 26 per cent have an undergraduate credential, whether certificate, diploma or degree. Among both the shisháhlh and Skwxwú7mesh Nations, however, education levels are closer to those of the provincial levels.

Table 5 presents a summary of top occupational categories and top industries, colour-coded to show the different occupational/industry clusters. Across BC, most employment is in sales and service occupations, with the top industry being health care and social assistance. Within the catchment, however, the most common industries are professional, scientific and technical services.

This dominance of professional, scientific and technical services changes in more rural regions. In Pemberton and Whistler, for example, accommodation and food services is the top industry. In the First Nations communities, public administration (Lílwat & shisháhlh First Nations) and retail trade (Skwxwú7mesh First Nation) are dominant industries. In both West Vancouver and the nearby rural enclave of Lions Bay, the top occupations are business finance and administration occupations, with most employment happening in professional, scientific and technical services.



Table 5: Top occupations and industries across Capilano College Region communities, for population 15 years or older.

Community	Top Occupation	Top Industry
Bowen Island	Sales and service occupations: 20%	Professional, scientific and technical services: 15%
Gibsons	Sales and service occupations: 27%	Retail trade: 14%
Lílwat FN (3)	Sales and service occupations: 28%	Public administration: 19%
Lions Bay	Business, finance and administration occupations: 25%	Professional, scientific and technical services: 22%
North Vancouver, DM	Sales and service occupations: 22%	Professional, scientific and technical services: 16%
North Vancouver, CY	Sales and service occupations: 25%	Professional, scientific and technical services: 14%
Pemberton	Sales and service occupations: 32%	Accommodation and food services: 17%
Sechelt	Sales and service occupations: 30%	Health care and social assistance: 13%
Səlílwətaʔ/Selilwitulh FN	Sales and service occupations: 20%	Professional, scientific and technical services: 14%
shíshálh (Part 2)	Sales and service occupations: 29%	Public administration: 16%
Skwxwú7mesh FN (9)	Sales and service occupations: 30%	Retail trade: 18%
Squamish	Sales and service occupations: 26%	Professional, scientific and technical services: 12%
West Vancouver	Business, finance and administration occupations: 24%	Professional, scientific and technical services: 18%
Whistler	Sales and service occupations: 41%	Accommodation and food services: 28%
BC	Sales and service occupations: 26%	Health care and social assistance: 12%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_6570, v_CA21_6573, v_CA21_6576, v_CA21_6579, v_CA21_6582, v_CA21_6585, v_CA21_6588, v_CA21_6591, v_CA21_6594, v_CA21_6597, v_CA21_6609, v_CA21_6612, v_CA21_6615, v_CA21_6618, v_CA21_6621, v_CA21_6624, v_CA21_6627, v_CA21_6630, v_CA21_6633, v_CA21_6636, v_CA21_6639, v_CA21_6642, v_CA21_6645, v_CA21_6648, v_CA21_6651, v_CA21_6654, v_CA21_6657, v_CA21_6660, v_CA21_6663, v_CA21_6666. Data accessed: 2022-12-05. Occupations reflect the broadest category of the National Occupational Category (NOC) 2021 classification system. Industries likewise are described at the broadest category in the North American Industry Classification System (NAICS) 2017. Data drawn from a 25% sample of the 2021 Census. Data exclude both the miscellaneous categories "Occupation - not applicable" and "Industry - not applicable".

Finally, income level in Table 6 reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly-skilled and often in high-demand areas—have income levels well above provincial levels. In all these communities, the percentage of citizens earning \$90,000 or more is twice the provincial average, with West Vancouver's percentage double that of the BC rate. Those remaining communities show income distributions close to that of the BC distribution.

One exception is the Lílwat Nation communities, which are heavily skewed to the lower end of the income range. This low-income skew is also true for the Skwxwú7mesh and shíshálh First Nation communities. The Səlílwətaʔ/Selilwitulh First Nation community shows a distribution much closer to that of the urban parts of the catchment, and like them, has professional, scientific and technical services as the top industry. The inclusion of a larger percentage of non-Indigenous community members may well lift the aggregate measures of community income.



Table 6: Distribution of 2020 total income groups 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 & >
Bowen Island	9%	19%	22%	14%	36%
Gibsons	7%	26%	33%	15%	20%
Lílwat FN (3)	21%	38%	34%	7%	1%
Lions Bay	9%	17%	20%	13%	41%
North Vancouver, DM	9%	18%	21%	13%	39%
North Vancouver, CY	7%	20%	27%	16%	30%
Pemberton	6%	16%	34%	21%	22%
Sechelt	6%	28%	32%	15%	20%
Səlílwətaʔ/Selilwitulh FN	6%	15%	23%	16%	40%
shíshálh (Part 2)	14%	38%	32%	8%	8%
Skwxwú7mesh FN (9)	14%	35%	31%	9%	11%
Squamish	6%	17%	28%	18%	32%
West Vancouver	11%	19%	19%	11%	40%
Whistler	7%	17%	37%	14%	24%
Aggregate %	8%	19%	24%	14%	34%
BC	9%	24%	29%	15%	23%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_674, v_CA21_677, v_CA21_680, v_CA21_683, v_CA21_686, v_CA21_689, v_CA21_692, v_CA21_695, v_CA21_698, v_CA21_701, v_CA21_704, v_CA21_707, v_CA21_710.

This brief survey reveals the diversity of economies and resulting educational demands of CapU's catchment communities. 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.

suspended in the 2023-24 fiscal year. Academic domestic FTEs declined by 137 FTEs, or 3.8 per cent, of last year's total domestic FTEs. International FTEs, in contrast, increased by 1,510.83 FTEs over last year's FTEs, a 68.9 per cent increase. Domestic students made up 48 per cent and international students made up 52 per cent of the university's total FTEs.

UNIVERSITY CONTEXT

Capilano University served 10,781 students in the 2023-24 fiscal year, marking a substantial increase in enrolment of 17 per cent from 2022-23. Unfortunately, domestic academic headcount⁴ declined three per cent from the previous year, dropping from 6,086 to 5,874. In contrast, international headcount underwent a very large increase of 57 per cent from last fiscal, rising from 3,138 to 4,919.

The total domestic and international headcount corresponds to 7,170.6 FTEs. Domestic FTEs for students in academic programs decreased in 2023-24, as shown in Tables 7 and 8, with cost recovery programming being

4 This is domestic headcount excluding Continuing Studies enrolment, which is indefinitely suspended as of the 2023-24 fiscal.



Table 7: FTEs by fee type, last five fiscal years.

Fee Type	2019-20	2020-21	2021-22	2022-23	2023-24
Domestic	3,742.10	3,788.60	3,724.30	3,577.00	3,467.59
Domestic, cost recovery	44.5	25.5	35	28	NA
All Domestic	3,786.60	3,814.10	3,759.30	3,605.00	3,467.59
International	2,534.10	2,153.40	1,707.10	2,192.00	3,702.34

Source: CDW, as of Banner download April 05, 2024. All students, including PLA and Continuing Studies.

The decline in domestic FTEs is disappointing, especially since 2020-21 and 2021-22 numbers suggested a stabilization. CapU faculty, staff and administration have been working hard to bring in new academic programming and supporting infrastructure to change this trend.

Two new baccalaureate programs—the Bachelor in of Environment and Society and the Bachelor of Arts, Major in Writing and Literature—will have their first intakes in

the next academic year. Along with the new Squamish campus, CapU is offering more educational opportunities to catchment and Lower Mainland students than at any time in its history. Nonetheless, it must be acknowledged that raising awareness of these programs and changing the ingrained perceptions of CapU as a college may take more time.

Table 8: Percent change in domestic headcount and FTE from previous year, last five fiscal years.

Measure	2019-20	2020-21	2021-22	2022-23	2023-24
FTEs	-3%	1%	-1%	-5%	-4%
Headcount	-4%	-2%	2%	-14%	-16%

Source: CDW, as of Banner download April 05, 2024. All students, including PLA and Continuing Studies.

As shown in Table 9 below, Capilano University students enrol in programs distributed over 12 credential types, ranging from programs with no credential, such as Engineering Transfer, to post-baccalaureate diplomas, such as the Applied Behaviour Analysis program. Enrolments in

baccalaureate programming continued to grow in 2023-24, with 3,761 students enrolled in a bachelor program. As last year's numbers represented the highest single fiscal year baccalaureate in CapU's history, this year's enrolment represents another new record.

Table 9: Headcount by credential, last five fiscal years.

Credential	2019-20	2020-21	2021-22	2022-23	2023-24
None	1,572	1,445	1,303	1,110	1,031
Developmental	28	39	43	44	64
Short Certificate	63	8	64	65	38
Certificate	1,127	1,018	1,006	1,051	964
Advanced Certificate	3	1	1	0	0
Diploma & Advanced Diploma	1,802	1,683	1,559	1,764	2,300
Associate Degree	1,806	1,698	1,310	1,383	2,441
Baccalaureate Degree	2,946	3,081	3,393	3,614	3,761
Post-degree Certificate & Diploma	528	406	346	440	442
Graduate Certificate & Diploma	57	36	17	0	0
Total	9,932	9,415	9,042	9,471	11,041
Unique Total	9,558	9,121	8,725	9,216	10,781

Source: CDW, as of Banner download April 05, 2024. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.



The number of full-time students once again increased over that of previous year, as did the number of part-time enrolments, as shown in Table 10. The increase in full-time

students, however, was much larger than that of part-time students, resulting in the largest percentage of full-time students in over five years.

Table 10: Headcount and distribution across full-time, part-time status, last five fiscal years.

Status	2019-20	2020-21	2021-22	2022-23	2023-24
Full-time	13,329 71%	12,366 69%	12,198 70%	12,198 70%	16,214 75%
Part-time	5,456 29%	5,527 31%	5,207 30%	5,207 30%	5,411 25%

Source: CDW, as of Banner download April 05, 2024. All students, including PLA, excluding Continuing Studies. 'Full-time' refers to a term course load of nine or more credits.

As Table 11 indicates, the relative distribution of enrolments across terms in the fiscal year of 2023-24 continued its usual pattern, with Fall terms being the most highly enrolled, followed by Spring and then Summer terms. Not only did all terms produced a net increase over the previous year, but all terms were marked by the largest enrolments in the five-year reporting period.

However, in each term, the increase was entirely driven by increases in international enrolments. In both Fall and Spring terms, international enrolments surged, increasing 86 per cent and 58 per cent respectively over the previous fiscal year, rising to near equivalency with domestic enrolments. Proportionally, Summer 2023 saw the largest increase, with international enrolments increasing 97 per cent over Summer 2022, and actually exceeding domestic enrolments.

Table 11: Academic program headcount distribution across terms, last five fiscal years

Term	2019-20	2020-21	2021-22	2022-23	2023-24
Summer, domestic	1,779	1,788	2,209	1,780	1,653
Summer, international	1,723	1,803	1,323	1,267	2,502
Summer Total	3,502	3,591	3,532	3,047	4,155
Fall, domestic	5,228	5,063	5,017	5,014	4,850
Fall, international	2,675	2,315	1,780	2,183	4,063
Fall Total	7,903	7,378	6,797	7,197	8,913
Spring, domestic	4,746	4,924	4,681	4,572	4,467
Spring, international	2,634	2,000	1,655	2,589	4,090
Spring Total	7,380	6,924	6,336	7,161	8,557

Source: CDW, as of Banner download April 05, 2024. All students, including PLA, excluding Continuing Studies.

CapU's credentials awarded numbers increased marginally over the 2023-24 fiscal year, as seen in Table 12. The total number awarded increased by seven to 1,581 this year. However, baccalaureate credentials decreased by five to 452, and associate degrees awarded decreased by 23 awards, from 156 to 133. In contrast, the number of undergraduate diplomas awarded increased by 16, excluding advanced diplomas. The number of post-degree diplomas increased further, rising by 47 awards, from 145 last fiscal year to 192 this year.



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

Credential	2019-20	2020-21	2021-22	2022-23	2023-24
Short Certificate	17	13	13	5	4
Certificate	320	338	359	313	289
Diploma	541	564	715	454	470
Advanced Certificate	1	0	0	0	0
Advanced Diploma	24	5	2	2	1
Associate Degree	110	307	493	156	133
Baccalaureate Degree	456	463	492	457	452
Post-degree Certificate	4	9	6	5	6
Post-degree Diploma	237	302	147	145	192
Graduate Certificate	0	2	0	0	0
Graduate Diploma	10	10	15	1	0
Developmental	20	24	37	36	34
Total	1,740	2,037	2,281	1,574	1,581

Source: CDW, as of Banner download April 05, 2024. 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>





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 Post-Secondary Education and Future Skills' priorities for the current year, as laid out in the 2023-24 Mandate Letter.

Priority One: Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Micro-credentials

The Faculty of Arts and Sciences has been offering an engineering micro-credential program since Fall 2022. The program consists of three linked modules on rapid prototyping technology. The three, one-credit units-- APSC 111, 112 and 113--can be taken separately or in combination. Successful completion of each unit results in a micro-credential recognition. From Fall 2022 through to and including Spring 2024, 33 students have successfully completed at least one of the three courses, with 27 completing APSC 111, 16 completing APSC 112, and 10 completing APSC 113.

The program prepares students with a complete workflow experience for their new industry positions. In APSC 111, students learn how to use SolidWorks, 3D computer-aided design software popular in engineering, to create CAD models to represent the prototype design. The course also requires students to print out the models using 3D printers in the engineering lab. In APSC 112, students master the use of rapid prototyping tools, such as fused deposition modeling 3D printing. APSC 113 teaches students the overall strategy and management of prototyping projects and workflows. There are plans to expand the current program by adding another module exploring more CAD tools and applications, such as AutoCAD, a tool widely used in architecture and civil engineering. The micro-credentials, individually and as a program, are kept up to date with future job markets by undergoing review as part of CapU's regular unit review of academic offerings.

In 2021-22, Kálay-ay campus worked with CapU's Continuing Studies (CS) department and local organizations

to produce a micro-credential program called *Citizen Leaders: Growing the Community from Within*. The program was offered to members of volunteer or non-profit organizations, including Sunshine Coast Community Services, Open Door WorkBC, and Sunshine Coast Regional Economic Development Organization. Learners passing through the program earn digital badges, with program completion yielding a non-credit certificate of completion. The Ministry approved the program in December 2021, and it ran in Summer 2022. Of the 11 students enrolled, seven were financially sponsored by a total of three social service organizations. This resulted in a more economically diverse student group and has triggered ongoing conversations among CapU leaders on how to provide upskilling and reskilling to community members with few economic resources.

Work-integrated Learning

The [WIL Co-Lab](#) supports students, faculty and community partners engaged in experiential and work-integrated learning as described in the *Other Initiatives* subsection. The WIL Co-Lab coordinates the campus-wide identification, development and sharing of WIL resources. In 2023-24, the WIL Co-Lab received a full-time manager, and generated over 800 student experiences, with partners such as Chinese Canadian Museum, North Shore Sports Medicine, Lyft Commodity Trading, The City of North Vancouver, and the Lower Mainland Humane Society.

CapU's [CityStudio](#) project is now in its fifth year, as outlined in the *Other Initiatives* subsection, providing experiential and WIL projects to hundreds of students, who collaborate with City of North Vancouver staff. This year, 330 students worked on 91 applied research and co-curricular community service-learning projects, creating meaningful change in their community.

The Career Development Centre (CDC) is creating WIL opportunities on campus, with its Student to Employment Program (STEP). The program provides funding to CapU departments to hire students as peer tutors, Student Advisory Committee members and peer-assisted learning leaders. During their work terms, students develop competencies related to CDC's competency framework, which is aligned with the competency framework of WorkBC. Successful STEP applicants are also expected to integrate the high-impact reflection activity, CapU GROW, which provides a structured framework for students to reflect on their learning outcomes.

From April 1, 2023, to March 31, 2024, STEP disbursed \$112,649 to fund 42 student employees across eight



departments and programs: Writing Centre; PAL (Peer Assisted Learning funding for completion of 2022-23 student contracts); Marketing & Digital Experience; Centre for International Experience; University Events & Ceremonies; Computing & Data Science; School of Communication; and Department of Athletics & Recreation. The hours worked by student employees during 2023-24 fiscal year were reduced due to the job action, resulting in a drop of \$12,575 in fund distributions compared to the 2022-23 fiscal year.

Faculty, School and program level activities

All programs in the School of Allied Health have had practicums embedded within their curriculum. In the 2023-24 academic year (Fall and Summer terms), a total of 147 students in Allied Health programs enrolled in at least one practicum. University-wide, a total of 952 students from 31 programs across all five faculties enrolled in one or more of 38 practicums during the same time.

In 2021-22, the Capilano School of Business (CSB) received a \$200,000 grant from the Business + Higher Education Roundtable (B+HER) to expand WIL within the CSB, followed by a grant implemented in 2022-23. A total of 190 students and almost 90 employers participated in activities funded by the grants, including workshops, discussions with entrepreneurs-in-residence, visits to business accelerators throughout the Lower Mainland and a business pitch competition. B+HER, launched in 2015, is a non-profit organization representing some of Canada's largest companies and leading post-secondary institutions.

The Tourism Management Co-operative Education Diploma at CapU has been providing co-op-based WIL for many years. Last year, the program was recognized for its quality by the United Nations World Tourism Organization (UNWTO) with their TedQual certification. This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries. From Fall 2021 through Spring 2024, 81 students have started in the program; during the same time, 30 have graduated.

Members of the Faculty of Arts and Sciences are working on the *Certificate in Research for the Environment*, a cross-faculty program [detailed later in this section](#), which will incorporate community-based field work as a major component of the program.

In the 2023-24 fiscal year, 1,000 students were enrolled in at least one of 38 practicums offered across all five Faculties. Of these 1,000 students, 73.7 per cent identified as female, 26 per cent identified as male and 0.3 per cent identified as non-binary. Domestic students composed 66.5 per cent of the 2023-24 practicums students, while international student made up 33.5 per cent. Most of the practicum's students (96.7 per cent) did not disclose their Indigeneity, but 2.3 per cent identified as Indigenous and 1 per cent identified as non-Indigenous.

K-12 Transitions and Dual-Credit Programming

The 2023-24 year marked a time of discussions and planning between the leadership of catchment school districts and CapU Faculties regarding dual-credit programming. As of the writing of this report, the senior leaders from the Faculty of Business and Professional Studies are in the process of formalizing an agreement with the Sea-to-Sky School District (SD #48) for dual-credit participation through the Young Entrepreneur Leadership Launchpad (YELL) program. Leaders in the Faculty of Fine and Applied Arts are in talks with both the Sunshine Coast (SD # 46) and Seas-To-Sky School Districts regarding dual-credit opportunities related to film and to animation. The Faculty of Arts and Sciences has also been talking with leaders of the Sunshine Coast and Sea-to-Sky districts about dual credit opportunities in English.

Health Care Programming & Seat Expansion

A two-year, Ministry-supported expansion of the Rehabilitation Assistant Diploma program involving students from the Northern Health Authority was completed by May 2024. As of this writing, 15 students are expected to complete the program. The program has been highly successful in piloting a mode of hybrid delivery that supports students with online learning and travel to our North Vancouver campus to complete their skills training. Practicums have been held in the students' home communities.

In September 2024, CapU will launch another two-year Rehabilitation Assistant Diploma program expansion in partnership with Vancouver Island University. Students will be residents of the Island and it is expected they will move into local Rehabilitation Assistant roles upon completion of the program, helping to meet significant labour market shortages in the region.

In Summer 2021, CapU worked with the Ministry to offer a new Health Care Assistant Pathway (HCAP) for health care support workers without formal credentials to obtain a



Health Care Assistant certificate while working; 18 students completed the program that year. A second intake began in Fall 2021 at both the North Vancouver and kálaḡ-ay campuses. The kálaḡ-ay cohort yielded 16 graduates, and the North Vancouver cohort produced 18 graduates. Each campus held a new intake in Fall 2022; 11 students graduated from the kálaḡ-ay cohort, 18 from the North Vancouver cohort and one studying at the kálaḡ-ay campus. In 2023-24, CapU delivered two additional HCAP programs one at each of our kálaḡ-ay (Sunshine Coast and North Vancouver campuses); 19 students completed the program at the North Vancouver campus, seven students completed the program at the kálaḡ-ay campus. A third HCAP program (17 students) is underway in North Vancouver as of the writing of this report and will conclude in August 2024.

CapU's kálaḡ-ay campus is pursuing an HCA-to-LPN⁵ Access program in partnership with Vancouver Community College VCC, with a possible intake in 2024-2025 if there is enough student demand for the program. CapU and VCC faculty and staff conducted several information sessions during Spring 2024.

Tech Programming & Seat Expansion

Programs such as CapU's Animation and Digital Visual Effects provide learners with a command of cutting-edge skills, "providing the innovation and skills needed to fill the jobs of tomorrow faster" (p. 2, *Stronger BC Future Ready Action Plan*). Graduates of CapU's programs in animation and interactive media (e.g., 2D Animation & Visual Development; 3D Animation for Films and Games; Visual Effects for Film, Streaming and Immersive Media can find employment as programmers and interactive media developers, contained in the software developers and programmers occupational sector (NOC 21232), ranked fifth on the Labour Market Outlook 2023 High Opportunity Occupations for occupations at level 1 of the Training, Education, Experience and Responsibilities (TEER) scale⁶.

CapU launched its Interaction Design Diploma in Fall 2023 with an intake of 17 students, further enlarging our support for occupations in this area.

Support for Rural Learners: Sechelt and New Squamish Campus

"Improving training and education opportunities in rural and remote communities is a pillar for local economic development," (p.16, *StrongerBC Future Ready Skills*).

CapU's kálaḡ-ay and new Squamish campuses exist to bring training and education opportunities to these smaller communities and the learners in the rural regions surrounding them. As discussed in the *Other Initiatives* subsection, the kálaḡ-ay campus has been hosting a series of roundtable discussions with community business and non-profit groups to understand the skills needs and changing context of the Sunshine Coast communities to develop programming aimed at future skill needs. The most recent roundtable occurred in Summer 2023.

Out of these discussions has emerged a new community partnership model of education. Three community partners will now provide related services within the kálaḡ-ay campus: Sunshine Coast Community Services Society, Elder College and the shísháhl Nation. The kálaḡ-ay campus is preparing to augment current offerings with continued dialogue between CapU Faculties and kálaḡ-ay community members.

The acquisition of the Squamish campus will return public post-secondary learning opportunities to Squamish and its surrounding region. Starting in Fall 2024, students will be able to enrol in baccalaureate (Bachelor of Arts with a Major in Interdisciplinary Studies, Bachelor of Early Childhood Care and Education, associate degree (Associate of Arts, General, diploma (Early Childhood Care & Education, Tourism Management Co-operative Education and upgrading (Adult Basic Education) programs. Details on the new campus can be found in the *Other Initiatives* subsection.

Enhanced Childcare Worker Training (Childcare Centre)

CapU has a long-established commitment to students wanting employment as early childhood educators and assistants. This year, CapU's ability to train workers in this area advanced with the construction of the Centre for Childhood Education. This facility will provide both enhanced childcare for the CapU community and training for Early Childhood Care and Education (ECCE students).

Training of childcare workers will be enhanced further in the 2024-2025 year with the opening of the Squamish campus, which will include ECCE programs at the diploma and baccalaureate level. The Squamish campus is expected to support students, staff and faculty with a childcare centre in the future.

⁵ "LPN" = "licensed practical nurse"

⁶ B.C.'s Labour Market Outlook: 2023 Edition. TEER 1 occupations typically require a university degree (e.g., Bachelor's) or previous experience and expertise from a related occupation found in TEER 2.



BREAKING DOWN BARRIERS TO ACCESS

Support for Former Youth in Care

CapU continues to support former youth in care (FYIC) with tuition waivers. In the 2023-24 fiscal year, CapU saw 30 former youth in care students benefit from the BC Government's tuition waiver program, distributing \$127,657.62 in that time. This disbursement represents an increase of three per cent over last year. Our financial aid office has been providing outreach to students to access the tuition waiver program since 2019.

Eligibility for FYIC status and tuition waivers is set by the StudentAid BC and the Ministry of Post-Secondary Education and Future Skills (Ministry), which inform CapU of eligible students. Other funding resources available to FYIC include the Youth Educational Assistance Fund and Agreement with Young Adults, both of which are being replaced with more holistic programming offered by the [Strengthening Abilities and Journeys of Empowerment](#) (SAJE) program. CapU has adopted several measures to encourage students eligible for FYIC status to identify themselves in order to access the resources, including:

- Providing a Financial Aid & Awards website
- Sharing information related to FYIC programs with those student-service areas providing one-to-one support: Accessibility Services, Indigenous Student Services, Student Affairs and the YES program. As a student's care history is personal, private and can be traumatic, these service points provide students with the space to disclose this type of information. If the student discloses, they are referred to Financial Aid and given general information about FYIC resources.
- Working with both Accessibility Services and local organizations and social service partners such as Foundry North Shore and Hollyburn Family Services, supporting clients in care to refer them to Financial Aid at CapU if the student is interested in pursuing post-sec education with the University. This collaborative outreach includes workshops for clients at Foundry.
- Providing self-disclosure opportunities on CapU scholarships, bursaries, and awards applications through questions such as, "[a]re you or were you a Former Youth in Care?" When Financial Aid officers find a student who answers positively and does not have a FYIC funding record at CapU, the Financial Aid office will connect with them directly to see if they

are accessing these resources, in addition to assessing them for FYIC specific awards and bursaries.

CapU is about to expand these informational activities thanks to recently provided resources supplied by the Provincial government. CapU received \$17,000 in funding from the Ministry of Post-Secondary Education and Future Skills to provide on-campus support and programming specifically for FYIC. As of the writing of this report, CapU's Financial Aid and Student Affairs teams are working together to determine the best use of that funding. The Financial Aid office also recently received a variety of promotional material provided by the Ministry and SAJE. These posters, information cards, and promotional materials will be placed around campus and in the offices or the above-mentioned service areas.

Student Housing Expansion

A significant barrier to student participation is that of finding housing close to the campus. This is particularly true for the Lower Mainland, especially for students from outside the area wanting to relocate to pursue their program of study. In the 2023-24 fiscal year, CapU took a big step towards a major expansion of its existing 290-bed off-campus housing when construction began on a 362-bed on-campus housing facility. Details are provided in the 'Other Initiatives' section.

Access to international study experience

Access to international experiences, such as study abroad programs, can be difficult for low-income students. CapU's involvement with the Collaborative Online International Learning (COIL) program can help overcome those barriers, allowing students to get exposure to instructors from foreign schools or collaborate on projects with students in foreign countries without leaving the Lower Mainland. While many of the projects involve guest-lecturing and similar activities, in 2021 a group of CapU students partnered with a group of Danish students to produce a series of short films which was featured at a conference in Denmark.

To date, CapU's involvement with COIL involved seven projects with partner institutions in the UK, Spain, Mexico, Netherlands, Philippines, and Denmark. COIL thus provides both a global perspective for domestic students and a BC perspective for students in other countries. This last fiscal year, CapU made a commitment of \$50,000, which included training for 12 CapU faculty members to deliver COIL content.



This year also saw CapU receive a federal grant of \$472,000 to provide five years of support to domestic students to take part in global learning activities, either virtually through COIL or through physical study-abroad field schools. The fund is projected to help over 400 CapU domestic students. The funding from the Global Skills Opportunity fund is intended to reduce barriers and provide opportunities for all students to participate in global engagement. The GSO funding has a special emphasis on Indigenous, low-income, and students with disabilities and can include all costs of living and tuition. Since 2021, 60 students have received up to \$7,500 each.

Supporting vulnerable students

CapU's support for vulnerable students is not limited to supporting former youth in care. Broadly targeted wraparound supports include the Your Early Support (YES) Program for proactive engagement with students experiencing difficulties, mental health supports, supports for students with disabilities, emergency financial bursaries, and the Eat, Care, Share fund. CapU is actively working at expanding its support for student food security. A key area of support is that of CapU's sexualized violence prevention and response policies.

Sexualized Violence Prevention and Response Initiatives and Policy Review

Capilano University is committed to creating a safe and supportive campus community. As part of that, The Office of Student Affairs works toward prevention and education related to sexual violence. Philosophically and practically, CapU's current sexual-violence policy and procedures reflect a harm-reduction approach understood through an intersectional, decolonial, survivor-centered and trauma informed lens. CapU's approach recognizes the Truth and Reconciliation Commission's Calls to Action and the Missing and Murdered Indigenous Women and Girls' Calls to Justice as central components to the response to sexual violence and education initiatives.

The Office of Student Affairs continues to prioritize the promotion of CapU's sexual-violence support services to ensure that members of the university community are aware of the resources available to them. This priority is informed by the 2022 Sexual Violence Perceptions Survey, which found that the majority of CapU students do not know where to find on-campus resources to support them with experiences of sexual violence. During the last year, the Office of Student Affairs provided information about sexual-violence support services to over 3,500

CapU students through engagement at new-student and program-specific orientation events.

During the 2023-24 fiscal year, CapU undertook a number of actions in alignment with the Ministry's Sexualized Violence Action Plan. Following provincial mandates, CapU revised its [Sexual Violence Policy](#) and supporting [Sexual Violence Procedures](#) after a robust triennial review process that included robust community consultation and student feedback. The revised policy and procedures received Board approval in November 2023.

The key policy updates included an overhaul of the Definitions section to ensure relevant language was defined in alignment with the scope and application of the policy, and to acknowledge that online components of sexual violence are now within the University's jurisdiction. The policy also now mentions an online reporting option and the assessment and availability of interim safety measures to survivors who disclose, as well as report, sexual violence.

Over the month of January 2024, CapU's Student Affairs team hosted the University's third annual Sexual Violence Awareness Month (SVAM), with SVAM activities drawing 113 participants. Inspired by the theme of healthier relationships and sexuality, SVAM offered two asynchronous trainings, three virtual workshops, two passive engagement opportunities, and one in-person event. Programming included:

- *Instagram Live Conversation: Healthy Relationships and Sexuality*, an educational conversation that offered participants a chance to ask CapU's Sexual Violence Prevention and Well-being Facilitator anonymous questions related to healthy relationships and sexuality
- *Sexapalooza*, an evening hosted at the CapU off-campus residence, consisting of sex ed trivia, a free mocktail station, and sex-positive programming to engage the residence community in learning about consent, healthy relationships and sexuality
- *Trauma-Informed Responses to Sexual Violence*, a workshop for employees
- *CapU Safer Campuses for Everyone*, an online course completed by both students and employees

Several other learning events educating members of the CapU community about sexual violence and sexual safety took place throughout the 2023-24 fiscal year, including:

- *Supporting a Culture of Consent in Our Classrooms*, teaching and learning symposium



- *Sex Ed and Consent Event*, a student-focused event
- *Engaging Heart-Centered Learning to Create Cultural Change*, presented by the Student Affairs team at the at the Canadian Association of College & University Student Services (CACUSS) Conference
- *Sexual Violence Prevention and Response*, a training workshop for student research assistants

In consultation with CapU’s Sexual Violence Advisory Committee, CapU has also drafted a three-year Sexual Violence Prevention and Education Plan that is set to be implemented in August 2024. The Education Plan details relevant research, leading practices and context- and culture-specific recommendations. The Education Plan includes an action plan for implementing and enhancing sexual-violence prevention programming and education. Activities slated for the 2024-25 academic year include the implementation of quarterly responding-to-disclosures training for all employees (including student employees),

mandatory completion of the CapU Safer Campuses for Everyone online module by all incoming students, and the debut of annual Consent Awareness Week starting September 2024.

Mental health supports & the YES program

CapU’s counselling services provide crucial support for students with mental health challenges. CapU provides counselling in several formats: in-person, video and phone-based. Although most students prefer in-person appointments, video and phone appointments allow greater flexibility. As evidence of this greater flexibility, in-person sessions have higher cancellation and no-show rates than remote sessions, such that the number of in-person attended sessions is equal to that of the remote sessions, as shown in Table 12. The 1,073 attended sessions reported this year was slightly higher than for the same time period last year (994).

Table 12: Service level by appointment type, March 23, 2023– March 1, 2024

	In-person	Remote (video or phone)	Total
Scheduled	1035	810	1845
Attended	569 (55%)	504 (62.2%)	1073 (58.1%)
Cancelled	336 (32.5%)	231 (28.6%)	567 (30.7%)
No show	130 (12.5%)	75 (9.3%)	205 (11.1%)

Among the 396 students using counselling services during this period of time, 219 were returning users and 177 were first-time users. The number of returning students showed it was a valuable support for them and many required more than one or two appointments.

The most common issues students sought help with were anxiety, depression, relationship and trauma. Urgent issues with immediate impacts on student safety were also encountered; these are detailed in Table 13.

Table 13: Breakdown of counts of students seeking help for

Mental-health hospitalization	Partner violence	Sexual violence	Stalking	Suicide risk
4	5	2	4	20

YES program

An important tool for how CapU supports students in distress and those dealing with mental health challenges is the Your Early Support (YES), which launched in the 2022-23 academic year. When employees enter an alert to the system, the platform is flexible enough to indicate the nature and seriousness of their concerns. The alert allows a student-support advisor to follow up with the student directly and offer confidential support, information and referrals to relevant services. Students are not required or pressured to respond to alerts. In Spring 2024, CapU hired

an Indigenous student support advisor as part of the YES system.

The total number of students referred through alerts in the first year was 259, with 25 per cent choosing not to respond, and four per cent declining support. The challenges reported by these referrals included mental health and academic concerns, along with wide variety of other issues, including financial problems, food security, immigration and medical difficulties.



In 2023-24, the YES system experienced a slight increase in the number of students referred, with 276 students entered into the system. The challenges reported by these 276 referrals included:

- 147 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals and suicide concerns
- 199 academic concerns, including learning struggles and missed classes
- 111 other category concerns, including behavioural, financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns, and immigration or study permit issues, food insecurity and housing challenges.

Financial supports for under-represented groups and emergency financial bursaries

Since 2022 the CapU Foundation has created and maintained several financial supports for underrepresented groups. These include twelve annual awards with a total value of \$409,600, six endowments valued at \$642,000 and 17 scholarships, bursaries and awards with a total value of \$1,052,400.

Financial supports available in the 2023-24 academic year

- The BC Film Foundation Bursary was created as a \$25,000 endowment to support Indigenous students who demonstrate financial need and are enrolled in production courses within the Indigenous Independent Digital Filmmaking (IIDF) program.
- The [Paul and Catherine Dangerfield Women's Bursary](#) is maintained as a \$181,000 endowment and has distributed \$16,500 in 11 disbursements to support female CapU students who demonstrate financial need.
- The Eat Care Share Fund was created with fundraising of \$237,800 to support students who demonstrate food insecurity due to financial need, and has distributed \$19,050 in 31 disbursements.
- The BCLMA Bursary, which awards \$3,000 over the next three years to support students enrolled in a paralegal or legal administrative assistant program who demonstrate financial need, with a preference to those who identify as black, indigenous, or persons of colour, (BIPOC).
- The Harper Grey LLP Paralegal Degree Equity Award was created to award \$3,000 over the next three years and made its first disbursement of \$1,000 to support a student who identifies as BIPOC (black, indigenous, or people of colour) enrolled in the Paralegal Degree program.
- The Harper Grey LLP Legal Assistant Equity Award was created to award \$3,000 over the next three years and made its first disbursement of \$1,000 to support a student who identifies as BIPOC (black, indigenous, or people of colour) enrolled in the Legal Assistant Certificate program
- The [Barbara Cranmer Indigenous Film Bursary](#) is maintained as a \$38,600 endowment that has disbursed \$1,630 in two disbursements to support female identified indigenous film students with financial needs.
- The [CSU Support Fund for Trans, Two-Spirit, and Non-Binary Students](#) is maintained as part of a \$160,000 endowment and distributed \$1,000 in one disbursement to support full-time and part-time domestic and international trans, two-spirit, and non-binary students who demonstrate financial need.
- The [Chartwell's Indigenous Entrance Award](#) is maintained as a \$28,200 endowment which distributed \$3,340 in three disbursements to First Nations students who are beginning their studies at Capilano University, with a preference for students who are involved in their communities.
- The [HSBC Bank Canada Aboriginal Bursary](#) is maintained as a \$210,000 endowment which distributed \$12,730 in seven disbursements to Indigenous students who demonstrate financial need.
- The WarnerMedia Indigenous Film Fund, a \$70,000 fund which was renewed with a \$61,300 gift, distributed \$130,300 in 61 disbursements to Indigenous students with financial need who are pursuing a career in film, animation, visual effects or costuming.
- The Faith Dara Women's Award is maintained as a \$4,000 award to female students who achieve academic success and have demonstrated financial need.
- The Native Northwest Reconciliation Award distributed \$5,000 to support two Indigenous students enrolled in either the School of Fine and Applied Arts or the Faculty of Education, Health and Human Development.
- The Michael Makaroff Indigenous Film Bursary was distributed as a \$1,000 award to an Indigenous



student enrolled in the Indigenous Independent Filmmaking program and demonstrated financial need.

- The Canon Canada Indigenous Storytellers Award is maintained as an annual fund which will provide \$12,000 to support Indigenous students enrolled in the Indigenous Digital Filmmaking Diploma program at Capilano University who demonstrate financial need and academic excellence.
- The Will BIPOC Entrance Award was distributed as a one-time award of \$3,500 to support a student who demonstrated financial need and identified with an underrepresented group, including Black, Indigenous and People of Colour.
- The Techies of Tomorrow Bursary is maintained as an annual fund which will award \$3,000 to support Capilano University students from underrepresented groups (Indigenous, 2SLGBTQ+, women) enrolled in either School of Motion Picture Arts, School of Performing Arts or IDEA School of Design, based on student financial need.
- The Kasra Shadmehr Award is maintained as an annual fund which will award \$3,000 over the next three years to support Indigenous students at Capilano University enrolled in any program that demonstrates academic achievement and community involvement.

Food security supports

CapU has been supporting students facing food insecurity with its Eat Care Share Fund since the 2022-23 academic year. Since then, the fund has supported 33 students, disbursing a total of \$9,550 to help enhance food security.

CapU's Student Affairs office and the Capilano Student Union (CSU) are working together to provide students with non-perishable food items, which students can access anonymously through either the CSU Community Cupboard housed in the Library building or the Food Security Table in the Student Affairs office.

Support for students with disabilities

In the 2023-2024 fiscal year, approximately 675 students with disabilities received academic accommodations. Students scheduled an average of 40 appointments per week between CapU's two Accessibility Services advisors for the Fall 2023 and Spring 2024 terms, with additional appointment times in August leading up to the start of the fall term. A record number of students requested accommodated test evaluation invigilation in the 2023-24 fiscal year, resulting in staffing and space constraints.

Students can schedule appointments in-person or online, and appointments themselves can be done remotely or in-person. Drop-in appointments are also available. When using the Accessibility Services website, students can schedule appointments, make online accommodation requests, upload documents and arrange for accommodate exam invigilation.

The Centre for Sport and Wellness weight room equipment accommodates users with mobility challenges. As well, the Centre's fitness activity leaders are certified instructors whose training include knowledge of adaptations and modifications for varying abilities and levels. Beginning in Fall 2022, CapU Rec implemented a new approach aimed at increasing accessibility, with 20 per cent of recreation classes involving non-standard participation or operation conditions. Classes restricted to women and women-identifying members were added, as were noise-free periods for members with auditory or stimulation sensitivities. CapU Rec is also developing classes for members with physical disabilities and seniors.

CapU's School of Performing Arts began implementing relaxed performances at theatre productions, with one show of each production being performed under relaxed performance conditions. Relaxed performances are aimed at opening the theatre experience up to neurodivergent audience members, as well as those with anxiety disorders and others who may find standard productions to be overwhelming or stressful.

In a relaxed performance, sound and lights are brought down a level or two, so that the show is slightly darker and quieter, while the house lights are usually kept up. Other supports are introduced. Common supports include a sensory guide who gives an overview of the show prior to the performance and is available to the public, a chill-out room where people can go to get some quiet time, and sometimes the actors will introduce themselves to the audience before the show begins.

Decolonization and Indigenization

These are outlined in our response to Priority Three and in the Appendix.

EDI initiatives

EDI principles are woven throughout the [People Plan](#), the plan guiding people, culture and diversity activities at CapU described in the *Strategic Direction* section. To ensure that the action items of the *People Plan* are implemented in line with the plan's EDI principles, CapU posted an EDI manager position at the end of Spring 2024. The position is to help



operationalize the action items within the *People Plan*. The initiatives identified in the *People Plan* include developing metrics to recognize and reduce barriers to entry as well as employee training on unconscious biases, which will become part of the onboarding process for new hires.

In 2018, CapU began a [gender diversity audit](#). Since receiving the recommendations in 2019, campus units have initiated work on more than 75 per cent of the 36 recommendations. Students can now have their preferred name appear on rosters and class lists and can self-update their preferred name. The gender-neutral title Mx now appears as an option on the student-interface to CapU's record system, and a Gender Diversity webpage outlining options for students has been created. In residences, students can select room, floor, and roommate preferences regardless of legal gender or name status. Student housing offers gender-neutral communities and uses preferred names in all communications. CapU is in the process of shifting email addresses, student cards and system usernames for students to their preferred name. In 2022-23, CapU posted the recommended [gender transitions checklist](#) for employees.

Employees can now self-update their preferred name, personal pronouns and gender identification. With the ratification of the newest collective agreement, the University and union continued to support a specialized category of leave for transition-related procedures. Campus facilities expanded the number of all-gender washrooms and updated washroom signage. Gender-pronoun identification nametags have become part of standard practice of both student and staff orientations. Any institutional survey that has a gender question now uses the two-part format, and CapU's communications and marketing & digital experience (MDX) teams have updated the style guide with TNB2S-specific (Transgender, Non-Binary, and Two-Spirited) language, removed gender icons from the image lexicon, and now follow *The Radical Copyeditor's Style Guide* in their work to address inclusivity. Employee agreements now include support for gender-affirming care.



The CapU Bookstore has been selling pronoun pins produced by a Canadian company, Radley Prep, since

January 2022. These are sold for \$8.50 each and are available for faculty, staff, students and the university community to purchase. This initiative was preceded with extensive consultations with the 2SLGBTQ+ steering committee. Over the 2023-24 academic year, 14 pins have been sold: six she/her, three he/him, and five they/them pins, as of the end of the Spring term.

Beginning September 2023, free menstrual product dispensers have been placed in all washrooms across the North Vancouver campus.

Throughout 2023-24, faculty in the School of Legal Studies developed a course on Canadian Human and LGBTQ2+ Rights to teach students about both human rights in relation to the 2SLGBTQI+ community and the barriers faced by 2SLGBTQI+ persons. The elective should be available to students in the Bachelor of Legal Studies (Paralegal), Minor in Legal Studies and Paralegal Certificate programs by Fall 2024.

Work continues to expand the use of gender-neutral language in university policy, the enhancement of privacy features in all-gender washrooms found across campus and redesigned shower and locker room areas to create a much larger gender-inclusive universal space in the Centre for Sport and Wellness. Staff training to create safer spaces for TNB2S students and staff began with front-line staff in the Registrar's Office in early 2022, and a university-wide rollout followed at the end of that year. An online training module available for all employees launched in November 2022.

CapU has been updating several policies that include protections for marginalized and vulnerable members of the CapU canoe family, beginning with the updating of the Discrimination, Bullying and Harassment policy in Spring 2023. The Fall 2023 term saw an updated Student Code of Conduct passed by the Board, while an updated Human Rights, Diversity, Inclusion and Equity (HRDIE) policy underwent review by the HR committee and CapU Executive team in November 2023 and is undergoing changes as of the writing of this report. The HRDIE policy will be returning to both groups sometime in 2024.

The Student Success department—which includes the Student Affairs office, the Centre for Career Development and many other student-facing units—created an EDI advisor position, with a focus on working with and developing supports for students. Since their hiring in 2022-23, the advisor has introduced:



- training and educational programming for Black History Month
- consultation support for several incidents involving students
- educational workshops to support culture change in classes and spaces where incidents have occurred
- a community-care framework to support embedding EDI throughout Student programs and services
- a training plan for the Gender Diversity Audit
- bi-weekly educational sessions for students and employees.

Unfortunately, due to staff turnover, medical leaves and the job action, progress on the Student Success EDI initiatives for 2023-2024 were limited. The Student Affairs office continued to roll out *GDQI*, an online training module for employees. The online course has been completed by 88 employees. The Student Affairs office has also partnered with Qmunity to offer in-person workshops in gender diversity and queer inclusion. Approximately five workshops were hosted with 20 participants. Qmunity is a non-profit organization based in Vancouver, BC that works to improve queer, transgendered and Two-Spirit lives.

Beginning in Fall 2022, the inclusive marketing agency, AndHumanity, led an inclusive-marketing training session for members of MDX and other CapU staff. MDX also worked with AndHumanity to embed inclusive practices in CapU's brand strategy.

The School of Legal Studies added a new role to its leadership structure titled Black, Indigenous and Person of Colour (BIPOC) Student Success Convenor. The new convenor will help ensure that the interests of racialized students are considered at the School's most senior level. The role includes specific supports for Indigenous students. A faculty member has been elected to the role and will begin in it Fall 2024.

Beginning in 2022-23, The Registrar's Office (RO) made student registration and university-wide record-keeping more inclusive by revamping CapU's record system to allow students, faculty and staff to use their preferred name rather than legal name whenever possible. Along with these recording changes, RO has created [a webpage](#) for students explaining how to change their name, where their preferred name will appear, and where their legal name is still required until an official name change is completed by the student. All staff who meet with students in the Registrar's

Office receive a half-day of training on how to sensitively and compassionately assist students with diverse gender identities.

The Centre for Teaching Excellence (CTE) at CapU—which fosters excellence, innovation and collaboration in teaching—has offered several EDI-related workshops in this academic year to all faculty, as well as department-specific workshops. Workshops open to all faculty have included:

- *Inclusive Teaching Practices*, a required component of CapU's Certificate in University Teaching and Learning, helps faculty recognize their own beliefs and biases as a teacher.
- *Assessment of Evaluation and Learning*, a required component of CapU's Certificate in University Teaching and Learning, includes topics on grading bias and ethical assessment.

CTE ran two department-specific workshops with EDI-relevant topics:

- ethical and inclusive use of generative artificial intelligence
- assessing participation in fair and inclusive ways

EDI audit

The consulting firm Veza Global began an EDI audit Summer 2022. The purpose of the audit was to assess where CapU is in its EDI practices across academic and operational activities, including governance, human resources, educational supports and services, and academic activities. The audit produced a report to the Board and the wider CapU community that was released in Summer 2023.

The report concluded that CapU was performing on par with other organizations of its size. Areas of success included a 'human-centred' student experience with small class sizes that foster connections among students and "inclusive experiences tailored to each student," an international student service that takes seriously the needs of each student, and the accessible nature of CapU's education with its pathways and laddering: "Focus group participants lauded accessible and inclusive programs such as the Legal Administrative Assistant certificate and Paralegal diploma."

The report also lauded CapU's support for equity-deserving groups, noting that "[a]ccessibility considerations and Indigenous supports are a priority at CapU ... Focus group participants commended CapU's 2SLGBTQIA+ efforts." CapU was also praised in the report for embedding EDI principles into its hiring and



recruitment processes, its embrace of diversity and for its innovative and inclusive curriculum.

The report also concluded however, that more work needs to be done in some areas. CapU needs to enhance its intersectional diversity, including Indigenous recruitment of student, staff, and faculty members. Also needing improvement were CapU's efforts to foster cross-cultural understanding, with Veza Global recommending such actions as greater promotion of cultural events and celebrations, as well as more cultural education. Faculty could benefit from greater supports and training, and all members of the community could benefit from enhanced gender language training: "While there are systems in place for students, staff, and faculty to add in preferred names after enrolling at CapU, the University should emphasize the use of preferred names further with faculty members, especially when communicating with students via email."

Students, the report suggested, should go through mandatory IDEA+B (Inclusion, Diversity, Equity, Accessibility and Belonging) training. The report also suggested that CapU could be doing more to protect the psychological safety of students, with CapU "bolstering the current Discrimination, Bullying, and Harassment policy and providing more visibility and training on existing policies for staff. This should include creating learning opportunities and education on positive bystander action - such as reporting incidents and calling in when staff see unjust behaviours."

Many of CapU's support staff, the report noted, need to commute considerable distances, and this can impede their engagement and career advancement at CapU: "There is an economic differential for support staff who may have to commute further due to the cost of living and alignment of salaries. This impacts their career opportunities and involvement with committees and initiatives. Given the economic climate, review the possibility of expanding financial supports for commuters and providing additional resources."

CleanBC supports

"CleanBC is our government's climate action plan that is lowering emissions and supporting a healthier, cleaner economy. It includes actions across sectors to reduce emissions to targets of 40 per cent below 2007 levels by 2030," (p. 23, *StrongerBC Future Ready Action Plan*).

CapU took a big step forward in helping BC achieve the environmental goals of the *StrongerBC Future Ready Action*

Plan with the approval of CapU's proposed Bachelor of Environment and Society by the provincial government's Data Quality Assurance Board (DQAB). The Bachelor of Environment and Society is a multi-disciplinary 120-credit degree which addresses environmental issues and solutions through the lens of consilience – a unification of knowledge across disciplines. Scientific and socio-eco-political knowledge will be delivered via regional-based coursework, studio learning, place-based practice, and work-integrated learning. Students will have the opportunity to concentrate on the arts or the sciences depending on their academic interests and their career trajectory.

The Bachelor of Environment and Society will not be CapU's first program to have a significant environmental component. The Tourism Management Co-operative Education Diploma programs has long stressed responsible sustainable tourism. These efforts were recognized in the 2021-22 academic year by the United Nations World Tourism Organization (UNWTO) when they awarded it their TedQual certification.

UNWTO is responsible for promoting responsible, sustainable, and universally- accessible tourism. TedQual certification is an international certification assuring quality in tourism education and training at post-secondary institutions. CapU is only the second university in Canada and third in North America to receive this qualification. This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries.

Foundational work is underway to develop a potential new certificate related to sustainability-focused environmental research. CapU's Food Services has been supporting sustainability by shifting towards local and domestic food producers. From May 2022 through October 2023, 26 per cent of CapU's food purchases came from local producers.

STARS

In February 2022, CapU established a Sustainability Advisory Group (SAG), which includes six senior leaders. The purpose of the advisory group is to identify strategies for implementing a holistic sustainability framework at the University. Following a scan of the industry best practices, including other institutions that have implemented holistic sustainability efforts, the committee recommended the university complete the Sustainability Tracking, Assessment & Rating System™ (STARS®). STARS is a self-assessment framework adopted by colleges and universities worldwide



that will provide a baseline of current operations, which will allow CapU to set targets and priorities for change.

Following a pilot data collection for the Operations credit of STARS® in early 2023, SAG established detailed next steps, priorities, and timelines, which have been acted on throughout 2023 and 2024. The final STARS assessment is expected to be completed in Summer 2024.

Regional efforts: Átl'ka7tsem/Howe Sound Biosphere Region Initiative Society (HSBRIS) and PODS

In September 2021, the Átl'ka7tsem/Howe Sound Region, under the leadership of the Howe Sound Biosphere Region Initiative Society, was awarded the designation of a UNESCO biosphere region. This is the 19th region in Canada to receive such a designation. In Fall 2023, CapU formalized its ongoing partnership with HSBRIS with a joint Memorandum of Understanding, affirming a joint commitment to research, curricular and co-curricular activities across all academic Faculties. A joint CapU and HSBRIS Working Group chaired by the Office of Creative Activity, Research and Scholarship (CARS) at the University supports new opportunities promoting sustainable development, biodiversity conservation, reconciliation, and equity and inclusion.

The 2023-24 academic year saw the CapU Foundation partner with the CapU/HSBRIS Working Group to launch both a joint fundraising initiative and a web presence that supports faculty-led applied research projects across the Howe Sound region. CapU's faculty and administrative members support HSBRIS by sitting on the HSBRIS steering committee.

The HSBRIS partnership also supports applied research projects both inside and outside of classrooms. These include work with Howe Sound not-for-profit organizations, such as the Squamish Environment Society, as well as other organizations connected to HSBRIS projects. The latter include several provincial ministries—such as the Ministry of Forests and Ministry of Water, Land and Resource Stewardship— the Skwxwú7mesh Úxwumixw (Squamish Nation), Squamish Community Forest, BC Parks, UNBC, and private consulting companies.

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

The project, which is finishing its final year, has involved student research assistants from CapU.

Applied research projects

In August 2023, CapU was awarded a \$1.5 million competitive grant from the federal government research funding agency, the Natural Sciences and Engineering Council (NSERC) to support research engaged with the UN Sustainability Goals (UN-SDGS). This years' projects include partnerships with the HSBRIS, EarthWorks, BC Parks, Squamish Climate Action Network, Chartwell Consulting and Stamford Environmental. The renewable Mobilize grant will fund faculty and student research partnerships with the public and private sectors.

A major focus of the grant is the development of a Centre for Interdisciplinary Research on Sustainability (CIRS) that will draw in students and faculty from all campuses, Faculties and learning sites. The grant includes monies for student research positions as well as faculty teaching buyouts.

Priority Two: Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities

CapU does not currently offer trades programming.

Priority Three: Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

CapU took a major step forward this year towards incorporating an Indigenous perspective and understanding of learning as part of its culture with the emergence of *Chéichenstway*. Details of this living document are provided in the *Strategic Direction* section. To support the implementation of *Chéichenstway*, CapU hired an operations assistant in Spring 2024.

Chéichenstway builds on, and builds in, CapU's commitment to being a canoe family. Over the Summer 2024 term, members of CapU faculty will be meeting with representatives from the host nations to determine how best to strengthen CapU's ability to hold up the ceremonial obligations that come with being a canoe family.

More activities related to providing a culturally sensitive and safe learning environment are detailed either in the Appendix or in the following subsections.



Hiring Indigenous faculty

Between the fiscal years 2020-21 and 2022-23, CapU hired 19 faculty who identify as Indigenous. So far in the 2023-24 fiscal year, CapU has hired one, bringing the total number of self-identified Indigenous faculty to 20.

Although not a faculty position, an important position was filled in Spring 2024 with the hiring of an Indigenous student advisor. This person will have more advanced triage training to support students with complex issues.

Supporting language revitalization

CapU has two programs focused on protecting and promoting First Nations' languages. These are the Lil'Wat Nation Language and Culture Certificate and the Sechelt Nation Language and Culture Certificate programs.

Breaking down barriers to Indigenous learners

This year saw the launch of new initiatives at the kálax-ay campus designed to both foster traditional shíshálh cultural knowledge and create a cultural safe university experience for shíshálh learners, particularly those who have no prior post-secondary experience. The Carving Shed provides a space and resources to bring in shíshálh Knowledge Keepers to share knowledge about traditional carving techniques with shíshálh learners. This year also saw the launch of a non-credit course teaching the gathering and preparation of traditional shíshálh medicinal plants. While the carving takes place on campus, the lessons on plant gathering take place across the shíshálh land.

Both the Carving Shed and the medicinal plants are components of a project supported by a two-year grant from the House of Welcome Cultural Arts Centre out of Evergreen State College, Olympia Washington. The project is open to anyone within the Nation, regardless of whether they are CapU students. The first cohort started in Fall 2023, with 18 students in both the carving and medicinal plants sections. Another 10 students are returning for the medicinal plants section in the Spring 2024 term, with five of those returning from the Fall.

The kálax-ay campus is being physically altered to allow it to express shíshálh Nation within its space. Campus leaders received permission from the shíshálh Nation to fly both the First Nations and shíshálh Nation flags, and both have been marking the campus as part of shíshálh Nation since the Spring 2024 term. The campus is also began creating a physical expression of shíshálh history and temporal perspective with a campus-wide mural depicting not only the shíshálh Nation territories with shíshálh place names,

but also a historical timeline from the perspective of the shíshálh people. The shíshálh timeline is a partnership between CapU, shíshálh Nation and Emily Carr-Sunshine Coast Arts Council.

Since 2021-22, CapU's Registrar's Office has implemented a process allowing Indigenous students from the United States to register as domestic students, honouring the Jay Treaty.

CapU has several financial awards intended specifically to support Indigenous students. These have been detailed earlier, in this report's response to [Priority One](#).

Educating settler learners

Educating settlers is often understood in terms of adding information about Indigenous experiences, history and perspectives into existing courses, or creating new courses to provide Indigenous-based knowledge on topics. As described in the Appendix, such Indigenization of curriculum has been underway for some time, and continues this year. However, this year also saw the release of a new document intended to educate settler faculty, staff and administration in the proper ways of working respectfully with Elders.

Teaching future researchers—both settler and Indigenous—the appropriate way of handling data collected in collaboration with Indigenous partners is critical to ensuring the cultural integrity of Indigenous knowledge taught at CapU and other universities and to maintaining trust between university researchers and Indigenous communities. January 2024 marked the beginning of an NSERC-supported training program on the Ownership Control Access and Possession of Indigenous Data (OCAP). This program teaches faculty and students in data collection methods that support and recognize the rights of Indigenous peoples to control data, and how to use data in a way that honours that right. The principles of OCAP can be found at fnigc.ca. Over 25 faculty and one student have completed this training in 2024, as of the writing of this report.

The Elder Protocol document outlines how to invite, host and work with dedicated Elders at CapU, drawn from all five host nations and Métis. The living document is grounded in a commitment to cultural safety. The protocol should not only foster more positive interactions between settler members of the CapU canoe family and Elders, but should also ensure Indigenous students will see Elders and their cultural values treated with respect on a consistent basis.



The Capilano School of Business (CSB) created a workshop titled “Understanding Indigenization” that was delivered at each term’s orientation (Fall, Spring and Summer) in 2023-24. The workshop, delivered to both international and domestic students, explains what the CSB faculty and administrators mean by a commitment to Indigenization and decolonization. The workshops include a welcome by an Indigenous Business alumnus. In 2023-24, the CSB also created an online training module for faculty delivering courses with Indigenous content or who are working with Indigenous people. Up to 30 members of faculty are expected to take the course by the end of the academic year.

Progress on the Truth and Reconciliation Calls to Action, UNDRIP and In Plain Sight recommendations

Progress on the TRC Calls to Action, UNDRIP and the recommendations of the In Plain Sight report are detailed in the Appendix.

Priority Four: Developing and implementing protections for international students that support their fair treatment.

Ensuring that international students are supported and treated fairly is part of the purpose of CapU’s *Internationalization Plan 2021*. The plan builds on the themes of the University’s strategic plan, *Envisioning 2030*: imagination, community, and a distinct University experience. These themes are themselves connected with a fourth, central priority, health and well-being. The specific strategies and actions linked to each theme are outlined in the *Internationalization Plan 2021* subsection of the Strategic Direction section.

This academic year saw CapU hire three international student transition officers. These officers will focus on helping international students make a successful transition to living and learning in Canada. The transition officers are experienced in international education and have immigration advising certification. They can help explain CapU’s academic requirements, the local transit system and the requirements needed to keep their study visas in good order, among many other critical topics.

In Fall 2023, CapU hired two new regional representatives to monitor and support agent networks (hired November 2022- December 2023), bringing the number of regional managers to four, with plans for a fifth who would serve the continent of Africa. A crucial role for the managers in monitoring agents is to ensure they provide accurate

information to prospective international students and ensure their fair treatment.

Additional details regarding CapU’s commitment to supporting international students can be found in our [Internationalization Plan](#).

Priority Five: Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.

CapU did meet its FTE targets for the 2D and 3D Animation programs. It fell short, however, of the FTE targets for the Interaction Design Diploma, enrolling nine domestic FTEs instead of 18. Given that this was the first year of the program and that recruiting and marketing efforts were disrupted by the job action in the summer of 2023, there is good reason to expect domestic FTEs to grow for the coming year.

CapU enrolled 133 FTEs in the School of Allied Health in the 2023-24 fiscal year, short of its target of 200 FTEs. The shortfall has resulted primarily from two issues related to the Health Care Assistant Pathway program (HCAP). CapU has had to push two HCAP deliveries either to the Summer 2024 term, or to the 2024-25 academic year. Second, the 2023-24 enrolment in the *kálah-ay* cohort had lower student interest than expected.

Additional details regarding CapU’s overall domestic FTE actuals can be found in the *Performance Measures Reporting – Student Spaces* section.

Priority Six: Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

CapU has fully complied with the Tuition Limit Policy and continues to provide annual tuition and mandatory fees information to the Ministry.



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 Post Secondary Education and Future Skills. The tables also identify the relevant performance measures for each goal.

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

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

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

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

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

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

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



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

Ministry Objectives	CapU Performance Measure	System Performance Measure
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
	Welcome/Welcome Back Surveys	Unemployment rate
	Departure Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	

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

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



PERFORMANCE MEASURE REPORTING

SYSTEM MEASURES⁷

This section reports the 2023–24 Institutional Accountability Plan and Report framework performance measures and results provided by the Ministry of Post Secondary Education and Future Skills. 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: CAPACITY⁴

Student Spaces⁸

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

	2022–23 Actual	2023–24 Target	2023–24 Actual	Assessment	2024–25 Target	2025–26 Target	2026–27 Target
Domestic student FTE	3,605	5,669	3,473	Not Achieved	5,530	5,499	TBD
Nursing and allied health programs	126	208	139	Not Achieved			
Developmental programs	225	273	235	Not Achieved			

Note: "TBD" = "To be determined"

Capilano University did not meet its domestic FTE targets. This 3.7% per cent decline is the second consecutive decline following the rise in domestic FTEs in 2020–21. It is a modest decline, although larger than last year's one per cent.

To summarize points raised in the opening [Who We Are section](#): declining domestic enrolments and utilization rates are the focus of much of CapU's current efforts with strategic enrolment management initiatives. We hope the recently approved baccalaureate degrees along with the major in-flight capital projects (Squamish campus, student housing, Centre for Childhood Studies) will increase our ability to recruit and retain domestic students. Although below target, our health FTEs increased by 5 per cent compared to last fiscal's actuals.

Lastly, it must be noted that some of CapU's domestic decline reflects a system-wide decline among publicly-funded PSIs, particularly the regionally mandated teaching-intensive universities such as CapU, in an increasingly competitive PSI space.

⁷ Please consult the 2023-24 Standards Manual at https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf for a current description of each measure.

⁸ Results from the 2023-24 reporting year are based on data from the 2023-24 fiscal year; results from the 2022-23 reporting year are based on data from the 2022-23 fiscal year. Only Ministry funded Full-Time Equivalents are included.



Domestic Credentials Awarded⁹

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Bachelor	NA	≥409	378	Substantially Achieved			
Certificate	NA	≥307	274	Not Achieved			
Developmental	NA	≥23	33	Achieved			
Diploma	NA	≥417	321	Not Achieved	TBD	TBD	TBD
Graduate, First Professional and Post-Degree	NA	≥16	*	Not Achieved			
Short Certificate	NA	≥14	*	Not Achieved			
Total	1,172		1,016	Not Assessed			

CapU achieved the number of developmental credentials awarded for the averaged three-year period prior to 2023-24. The university also substantially achieved its Bachelor target. However, the remaining targets were not achieved. On the whole, the averaged credentials awarded did decrease compared to the 2022-23 actuals. This decrease is likely a reflection of the lower enrolments during the pandemic as the graduating students in this fiscal period would have experienced most of their education during that time. This would also explain why the declines are greater in the one- and two-year programs (certificate, diploma, graduate/post-baccalaureate, etc.).

Indigenous Student Spaces¹⁰

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Total Indigenous FTEs	239	≥ 241	260	Achieved	≥ 241	≥ 241	≥ 241
Ministry (PSEFS)	239	≥ 241	260	Achieved	≥ 241	≥ 241	≥ 241

CapU achieved on its Indigenous Student Spaces target, exceeding it, and last year's total Indigenous FTEs by 8 per cent. This is an encouraging sign that CapU's efforts at working with Rightsholder Nations in the catchment and ongoing Indigenization efforts are engaging more Indigenous learners. Continued efforts to develop programming that meets both the career and cultural needs of Indigenous members of the catchment communities—along with *Chénchenstway*, growth in CapU's skill in being a canoe family and growth in CapU's integration of Indigenous protocols and customs—should engage even more

⁹ Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year, and targets for the 2023-24 reporting year are a three-year average of the 2020-21, 2021-22, and 2022-23 fiscal years. Targets are set in the previous reporting year for the next reporting cycle.

"Certificate" includes certificate and advanced certificate credentials. "Diploma" includes diploma, advanced diploma and associate degree credentials. "Developmental" includes all credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates. "Graduate, First Professional and Post-Degree" includes doctorate, Master's degree, graduate diploma, graduate certificate, first professional degree, post-degree diploma and post-degree certificate.

¹⁰ For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year; results from the 2022-23 reporting year are based on data from the 2021-22 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces. The Ministry may report a higher number of Indigenous students at CapU than the University usually 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' BC public education history, including K-12.



Indigenous learners in the future. CapU's expansion in Squamish should also enhance its ability to reach Indigenous learners, as many of them live in the Sea-to-Sky region.

SYSTEM OBJECTIVE: QUALITY⁴

Student Outcome Measures¹¹

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, the University does not participate in the Apprenticeship Student Outcome Survey or the Trades Foundation Student Outcome Survey.

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

Student Satisfaction with Education

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Former diploma, associate degree & certificate students	92.1% +/- 1.5%	≥ 90	89.7% +/- 2.0%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	91.4% +/- 2.9%	≥ 90	92.1% +/- 3.3%	Achieved			

Overall satisfaction amongst our graduates of baccalaureate, diploma, associate and certificate programs continue to meet or exceed Ministry targets. Further, the overall satisfaction rate of our BGS students (92.1 per cent) is three percentage points higher than that of the satisfaction level among 2023 BGS respondents overall (89.1 per cent)¹². These results demonstrate our focus on providing quality education that is responsive to student needs.

Student Assessment of the Quality of Instruction

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Former diploma, associate degree & certificate students	95.1% +/- 1.2%	≥ 90	95.5% +/- 1.4%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	93.9% +/- 2.5%	≥ 90	94.0% +/- 2.9%	Achieved			

CapU's BGS students were also more likely to rate the quality of instruction positively (94.0 per cent) than respondents province-wide (90.9 per cent)⁹. The perception of the quality of instruction is slightly more positive yet for CapU's DAC

¹¹ Results from the 2023-24 reporting year are based on 2023 survey data; results from the 2022-23 reporting year are based on 2022 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%.

¹² 2023 BGS Performance Measures - CAPU.xlsx (March 2024). BC Stats, BC Student Outcomes.



respondents (95.5 percent), which marks a marginal increase over last year's results. CapU continues to deliver high-quality instruction that meets or exceeds provincial norms.

Student Assessment of Skill Development

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Former diploma, associate degree & certificate students	89.1% +/- 1.4%	≥ 85%	85.2% +/- 2.0%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	88.8% +/- 2.8%	≥ 85%	87.9% +/- 3.1%	Achieved			

Capilano University achieved Ministry targets for student assessment of its contribution to student skill development and did so for both DAC SO and BGS respondents. The assessments of skill development amongst both cohorts decreased slightly from last year. CapU's BGS respondents were more likely to rate their experience at CapU as helpful for skill development (87.9 per cent) than were BGS respondents across the province (83.9 per cent)⁸. A DACSO comparator for the aggregate assessment of skill development was not available at the time of this report.

SYSTEM OBJECTIVE: RELEVANCE⁴

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

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

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Former diploma, associate degree & certificate students	86.1% +/- 2.9%	≥ 90%	85.7% +/- 3.5%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	92.3% +/- 3.0%	≥ 90%	89.1% +/- 4.4%	Achieved			

CapU met its target for the graduate assessment of skill relevance among BGS respondents, and substantially achieved targets for DACSO respondents. There is a modest decline amongst BGS respondents, from 92.3 per cent to 89.31 per cent; the results from DACSO respondents, however, are largely stable with last year's performance (85.7 percent for 2023-24 vs. 86.1 per cent for 2022-23), with a marginal change of 0.4 percentage points.



Unemployment Rate

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.

	2022-23 Actual	2023-24 Target	2023-24 Actual	Assessment	2024-25 Target	2025-26 Target	2026-27 Target
Former diploma, associate degree & certificate students	6.4%	≤8.8%	6.8%	Achieved			
Baccalaureate graduates	+/- 1.9%		+/- 2.4%		≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
	5.7%	≤8.8%	10.4%	Achieved			
	+/- 2.5%		+/- 4.0%				

The unemployment rate among CapU respondents to both Student Outcome surveys was below that of the target, or within it given the margin of error in the case of respondents to the Baccalaureate Graduate Survey. The unemployment rate for the BGS respondents is much higher than that of last year's results, and above target, but the large margin of error (4.0 per cent) suggests a relatively small pool of BGS respondents to this question.

INTERNAL SURVEYS

In addition to the surveys of graduates conducted provincially, CapU conducts a series of internal student surveys every year. Students new to CapU are surveyed in the Welcome Survey, while returning or continuing students are surveyed in the Welcome Back Survey. Both surveys run each Fall term.

Welcome Survey (new students)

The Fall 2023 survey focused on new CapU students who first enrolled in the Summer or Fall 2023 terms. CapU invited 2,679 students to participate, with 557 students responding (21 per cent response rate) and 376 completing the survey (14 per cent completion rate). New students seemed positive about their CapU experience thus far. When asked how likely they were to recommend CapU to someone considering a postsecondary education, the average was just under eight on a scale of zero to 10.

Most surveyed students (34 per cent) were within the traditional university age—that is, 18-to-21-years old—with another 27 per cent aged under 18.

A plurality of respondents, 44 per cent, were enrolled in a degree program, with 27 per cent of respondents enrolled in a baccalaureate program and 17 per cent enrolled in an associate degree program. Diploma program enrolment was also popular with new students, with 26 per cent of respondents registering in a diploma program. Graduate students accounted for eight per cent of new student enrolments in 2023, compared to one per cent in 2022.

A third of new students surveyed in Fall 2023 were first-generation post-secondary students, and a majority (62 per cent) of new students were unemployed at the time of the survey, with 30 per cent working part-time and eight per cent working full-time while studying. Only 20 per cent of CapU's new students said they did not expect to work at all during the academic year, while 53 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 49 per cent expected they would spend 10 hours or less studying or preparing for class outside of class over the course of the academic year.

Despite being new students, nearly all (89 per cent) of survey respondents had clear career plans, with 48 per cent having a specific career in mind and 27 per cent considering several possible post-study careers.

Welcome Back Survey (returning students)

In Fall 2023, CapU invited 5,102 students who had completed at least two terms at CapU to participate in the Welcome Back Survey. The completed terms did not have to be consecutive. Of this population, 685 students responded (13 per cent response rate), with 492 complete responses (9.6 per cent completion rate). Like the new students of the Welcome Survey, CapU's returning students were positive about CapU, giving an average rating of seven on a zero-to-10 scale when asked likely they were to recommend CapU to someone considering a postsecondary education.

Unlike the new students in the Welcome Survey, most of the Welcome Back Survey respondents were enrolled



in a Bachelor program (52 per cent), with another 34 per cent enrolled in either an associate degree or diploma program. Graduate students represented five per cent of respondents.

Nearly four out of five (79 per cent) returning fall students planned on graduating at CapU. Eight per cent of students planned to transfer at some point, with UBC being the most popular destination, chosen by 46 per cent of those planning to transfer.

About a third of the Welcome Back respondents were first-generation post-secondary students, the same proportion as in the Welcome Survey. However, a much larger percentage were employed at the time of the survey (74 per cent). Sixteen per cent of the Welcome Back Survey respondents reported working full-time off campus, and an additional six per cent working full-time on campus. Only three per cent of respondents in the Welcome Back Survey did not expect to work at all during the academic year, while 51 per cent were working between eight and 24 hours per week during the 2023-24 academic year. Fifty per cent estimated they would spend 10 hours or less per week studying or preparing for class outside of the classroom.

An overwhelming majority (85 per cent) intended to find a job after graduation, but many planned at some point to pursue further education, with 54 per cent considering baccalaureate education and 35 per cent considering research-based post-graduate studies, such as a master's or Ph.D. degree. Almost three quarters had clear career plans, with 48 per cent having a specific career in mind, and 26 per cent considering a range of careers.

EXTERNAL SURVEYS

CUSC 2023 – Middle-Years Students

CapU also participates in external surveys as a supplementary source of information. Beginning in spring 2017, CapU 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 2023, 30 universities, including CapU, participated in the CUSC survey of middle-years students. The survey organizes universities into three groups, based primarily on programming. Group 1 (G1) universities are primarily

undergraduate schools, including CapU; in 2022, 21 of the 30 participating universities fell into the G1 category. Group 2 (G2) universities have substantial graduate programming (e.g., Simon Fraser University) and Group 3 (G3) universities have at least one professional program; no universities fell into the G3 category in the 2023 survey. These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools (i.e., the G1 schools).

Universities can also create their own custom group of peer universities for more precise comparisons. For the 2023 survey, CapU created a peer-comparison group (PCG) of five publicly funded G1 universities in Western Canada with undergraduate enrolments closest to CapU's, ranging from 9,000 – 15,000. The data from the PCG consists of 3,052 responses from five universities. CapU's data represents responses from 108 middle-years students. As the 2020 survey also focused on first-year students, CapU can also compare its 2023 results to our 2020 results.

The 2023 CUSC middle-years-students survey reveals several findings of note. First, evaluations of middle-years students' satisfaction with the quality of their teaching—as measured by the percentage who agree with the statement, “Generally, I am satisfied with the quality of teaching I have received”—reveals that CapU's respondents seem more positive than comparator groups, with 93 per cent agreeing or strongly agreeing (CapU 2020: 80 per cent, PCG: 80 per cent, G1: 78 per cent, All: 78 per cent).

Perhaps not surprisingly from that, CapU's 2023 middle-years respondents are also especially positive regarding how their expectations of university has aligned with their actual CapU experience. 85 per cent of CapU respondents said their expectations have been met or exceeded (CapU 2020: 80 per cent, PCG: 87 per cent, G1: 86 per cent, All: 83 per cent).

CUSC respondents assess their instructors across a range of instructor properties by indicating their level of agreement with a set of positively worded statements about their instructors (e.g., “Seem knowledgeable in their fields”). There are some areas that CapU's instructors do particularly well, and some areas where there can be improved. There are three properties in which CapU's 2023 respondents are particularly positive, and they seem to cluster around statements related to student engagement.

1. In response to the statement that their instructors “[e]ncourage students to participate in class discussion,” 94 per cent of CapU respondents agreed or strongly



agreed (CapU 2020: 91 per cent, PCG: 90 per cent, G1: 90 per cent, All: 87 per cent).

2. In response to the statement their instructors “[t]ake a personal interest in academic progress,” 70 per cent agreed or strongly agreed (CapU 2020: 70 per cent, PCG: 61 per cent, G1: 61 per cent, All: 54 per cent).
3. In response to the statement their instructors “[a]re intellectually stimulating in their teaching,” 87 per cent agree or strongly agree (CapU 2020: 76 per cent, PCG: 80 per cent, G1: 80 per cent, All: 75 per cent)

There are, however, four properties in which CapU’s respondents are markedly less enthusiastic than peers at other universities.

1. In response to the statement that their instructors “[a]re consistent in their grading,” 79 per cent of CapU respondents agreed or strongly agreed (CapU 2020: 75 per cent, PCG: 84 per cent, G1: 82 per cent, All: 81 per cent).
2. In response to the statement that their instructors “[a]re well-organized in their teaching,” 81 per cent of CapU respondents agreed or strongly agreed (CapU 2020: 73 per cent, PCG: 86 per cent, G1: 84 per cent, All: 82 per cent).
3. In response to the statement that their instructors “[t]reat students the same regardless of race,” 87 per cent of CapU respondents agreed or strongly agreed (CapU 2020: 89 per cent, PCG: 94 per cent, G1: 93 per cent, All: 94 per cent).
4. In response to the statement that their instructors “[a]re reasonably accessible outside of class,” 86 per cent of CapU respondents agreed or strongly agreed (CapU 2020: 83 per cent, PCG: 91 per cent, G1: 88 per cent, All: 89 per cent).

CUSC’s middle-years respondents are asked to assess whether their university has contributed to the development of a set of work-related skills. On most of these measures, CapU’s 2023 respondents were quite positive, being above all relevant comparator groups on all skills except for one: “[w]orking independently.” Here, 68 per cent of CapU’s respondents said CapU contributed much or very much to their development, versus 68 per cent of the PCG respondents, 67 per cent of G1 respondents, and 68 per cent of all respondents. For most of the other skills, CapU’s respondents were only marginally above comparator groups, but for three skills, CapU’s respondents were notably more will to attribute development to their university

1. In assessing the contribution CapU made to developing “[s]kills for planning and completing projects,” 62 per cent of CapU respondents said CapU contributed much or very much (CapU 2020: 60 per cent, PCG: 56 per cent, G1: 55 per cent, All: 53 per cent)
2. In assessing the contribution CapU made to developing “[k]nowledge of career options,” 44 per cent of CapU respondents said CapU contributed much or very much (CapU 2020: 42 per cent, PCG: 39 per cent, G1: 38 per cent, All: 37 per cent)
3. In assessing the contribution CapU made to developing “[c]ooperative interaction in groups,” 61 per cent of CapU respondents said CapU contributed much or very much (CapU 2020: 61 per cent, PCG: 51 per cent, G1: 49 per cent, All: 45 per cent)

Remarkably, 81 per cent of CapU’s 2023 middle-years respondents said they were debt free, versus 67 per cent of CapU’s 2020 respondents, 55 per cent of PCG respondents, 58 per cent of G1 respondents and 63 per cent overall.



7.

Financial Information

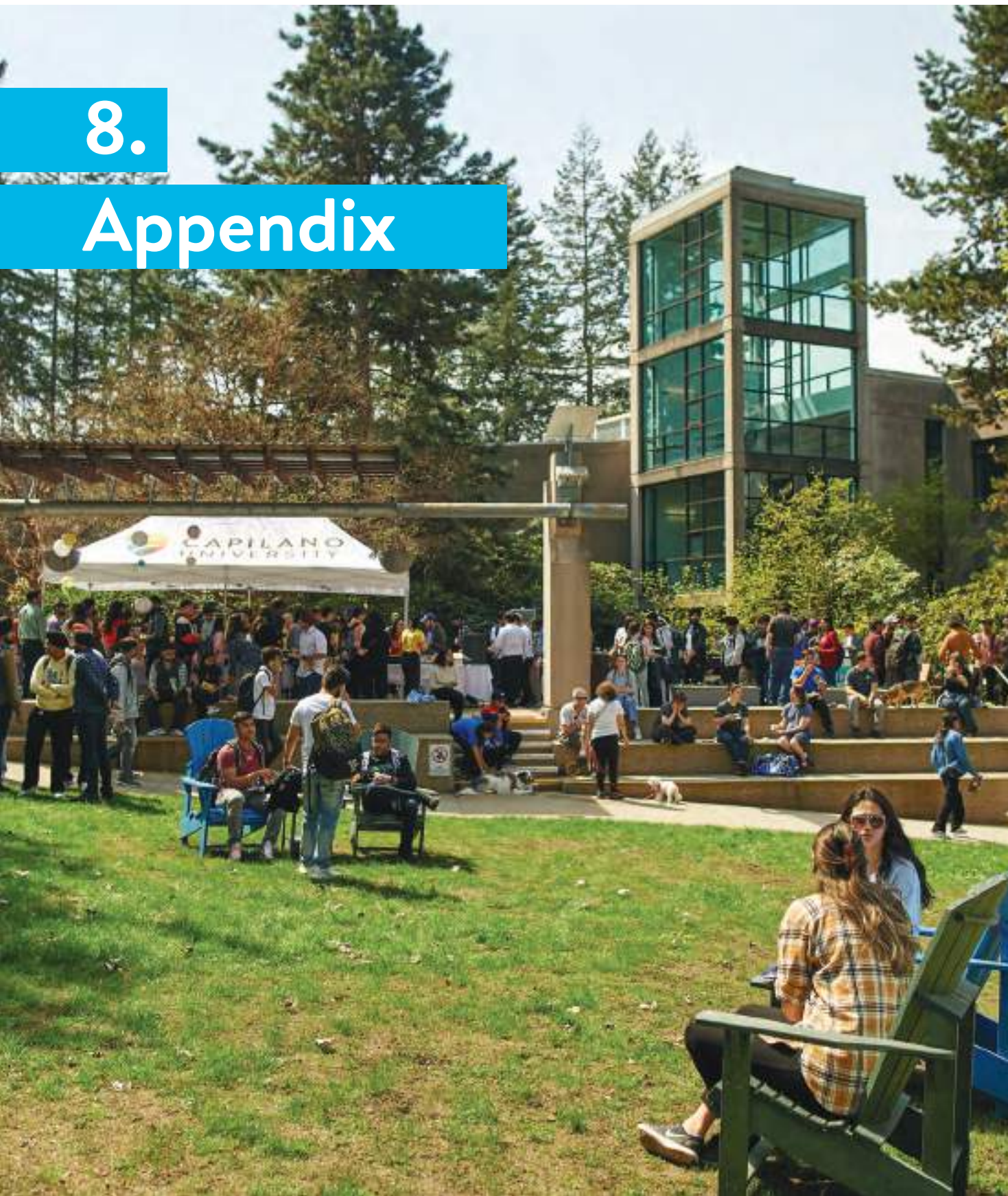


Financial Information

Audited Financial Statements for Capilano University are at capilano.ca/about-capu/governance/budget-plans-reports/financial-reports/



8. Appendix



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

TRC CALL TO ACTION¹³ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

PROGRESS

Identify whether the initiative is:

- New¹⁴
- Planned vs In Progress vs Implemented or
- Ongoing

If there is no relevant program show as N/A.

INITIATIVES AND PARTNERSHIPS

Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: SOCIAL WORK

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

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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.

New

CapU's ECCE Diploma program is in partnership with Kwantlen Polytechnic University (KPU) and the Métis Nation of BC (MNBC) to deliver its program at KPU. As part of the KPU delivery, both universities have partnered with MNBC to hire a Métis cultural specialist to Indigenize and deliver content. The collaboration launched Fall 2023 and is being supported with one-time funding from the Ministry of PSEFS.

¹³ "... " represents omitted text not related to post-secondary education from the original Call to Action.

¹⁴ 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.
Implemented	Two courses: LING 206 (First Nations Languages of BC) and LING 208 (Indigenous Languages of the World and their Speakers) are focused on Indigenous Knowledge, Indigenous history, and Indigenous scholars' work.
Implemented	BFNS 052 – First Nation Studies was customized in 2021-22 to focus on Skwxwú7mesh Úxwumixw (Squamish Nation) culture and history. It was initially designed to need for the Skwxwú7mesh Úxwumixw for courses previously delivered by the North Vancouver School District. In 2022-23 became a regular course providing a broad introduction to local and national issues related to the First Peoples, from the protocols used by host nations to family structures to family structures and child rearing practices.

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 curriculum in Music Therapy (MT) degree program, Health Care Assistant (HCA) certificate program, and Rehabilitation Assistant (RA) diploma program, with support from Capilano University Centre for Teaching Excellence. These efforts include the development of specialized cultural safety and humility training for faculty and students in the HCA program
Implemented	Hiring of an Indigenous advisor, a faculty member hired in 2022, to complete an Indigenization audit for the RA program. Audit report and recommendations received Fall 2023. Faculty members are reviewing recommendations at the time of this report. Although focus of the audit and report is on the RA program, expectations are that the recommendations will be applied to all programs in the School of Allied Health, where applicable
Implemented	Completed delivery of RA Diploma program for students from the Northern Health Region. This delivery, done in partnership with the Ministry of PSEFS, was carried out under the expectation that several of the students would be Indigenous; two of the eight students were Indigenous. The students completed their practicums in the Northern Health Region and travelled to our campus to complete the skills portion. The Northern delivery involved an accelerated version of the diploma program, completing in 18 months.

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A



28: LAW SCHOOLS

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

PROGRESS NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Implemented	<p>One new Indigenous-focused course, LAW-331 (Indigenous Peoples & the Law), debuted in 2022-23. In February 2024, the Faculty of Business & Professional studies approved it as a CapCore course, becoming required for completion in the Bachelor of Legal Studies program.</p> <p>The course introduces Indigenous case law and is taught by an Indigenous instructor who incorporates storytelling and her lived experience into instruction.</p>
New	LAW 332 – Colonization, Aboriginal Rights, and Reconciliation. To be offered in the 2024-25 Academic Year.
Ongoing	<p>The School of Legal Studies (SLS) is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses:</p> <p>LAW 340 – Company Law course contains a teaching module on Indigenous business models.</p> <p>LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing.</p> <p>LAW 140 – Family Law & Procedures course incorporates Indigenous case law.</p> <p>LAW 130 – Criminal Law course contains a module on Indigenous accused and sentencing and incorporates Indigenous case law throughout instruction.</p> <p>LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history. Textbook revised to include a section on Indigenousization.</p> <p>Instructors in SLS are encouraged to take Centre for Teaching Excellence courses on Indigenizing and decolonizing curriculum.</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	In summer 2020, the School of Public Administration—which has programs focused on local government—added a person who self-identifies as Métis to its Program Advisory Committee.
Ongoing	<p>The School of Public Administration has a program action plan that outlines a priority to decolonize the curriculum and include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that 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

New	<p>With the support of NSERC research grants, CapU began a training program on the Ownership Control Access and Possession of indigenous Data (OCAP) in January 2024. This program teaches faculty and students in data collection methods that support and recognize the right of Indigenous people to control data, and how to use data in a way that honours that right. The principles of OCAP can be found at fnigc.ca. Over 25 faculty and one student have completed this training in 2024, as of the writing of this report.</p> <p>The training is voluntary, but CapU encourages all faculty to participate. The University intends to offer this each year for the foreseeable future.</p>
Ongoing	<p>The English department hired an Indigenous faculty member who has been provided with some teaching release to allow them to provide peer mentorship for department peers on understanding Indigenous protocols, such as land acknowledgements and working with Elders. As well as educating the educators, the peer mentor is providing guidance related to Indigenization of curriculum content.</p>
In progress	<p>The planning for the delivery of the Education Assistant Program at the <u>k</u>álax-ay campus completed in 2022-23. The program coordinator and faculty members worked with the Indigenization advisor and representatives of School District 26 and the shíshálh Nation Education Department to revise curriculum and design a flexible delivery model with customized academic supports suitable for regional students and members of the shíshálh Nation.</p> <p>The program, however, remains on hold until funding can be secured.</p>



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

Implemented	<p>In 2021-22, Fine and Applied Arts (FAA) launched a program for Indigenous film professionals who would like to reskill and upskill their knowledge in film business affairs, management and leadership. The <u>Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA)</u> consisted of eleven two-day workshops that take place on weekends. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax). As film is a storytelling digital medium, the program is anticipated to contribute significantly to the telling of Indigenous cultural and community-based stories, as well as developing Indigenous job creation and business growth. Over 20 Indigenous filmmakers participated in FILMBA.</p> <p>In May 2022, several members of the 2021 FILMBA cohorts were able to attend the 2022 Cannes Film Festival. FILMBA alumni Eva Thomas (Ojibwe), Kelvin Redvers (Deninu Kų́ę́), Roger Boyer (Saulteaux/Ojibwe), Ryan Cooper (Ojibwe), Colin Van Loon (Blackfoot), and Dan Foreman (Métis) attended as a result of sponsorship provided by WarnerMedia and Creative BC, with Telefilm, Screen Pictures and the Indigenous Screen Office also helping.</p>
Ongoing	<p>FAA has one program focused on Indigenous knowledge, history and the work of Indigenous filmmakers and scholars: Indigenous Digital Filmmaking (IDF).</p>
Ongoing	<p>Across the three FAA schools (Performing Arts, Design and Motion Picture Arts and Animation), 43 courses have Indigenous content. Indigenization of curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language and stories, as well as legal considerations (e.g., treaties, tax law, etc.).</p>
Implemented	<p>In 2020-2021, CapU's IDF and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, "Response: Our Land Narrative" which highlighted a series of short videos created because of workshops between Indigenous Knowledge Keepers and artists.</p>



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>The School of Business hired an instructor in decolonization and Indigenization in 2023-24. 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 and Introduction to Management.</p> <p>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, the University hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p>
Implemented	<p>BADM 106 - Organizational Behaviour course, NABU 318 - Project Management course, NABU 504 - Strategic Management course. All courses include a presentation and group discussion on the findings and recommendations of the Truth and Reconciliation Commission as means of an "environmental analysis", particularly for the benefit of international students. Students are expected to reflect on how truth and reconciliation relates to business, workplace and themselves, and as new immigrants in general. The second activity (more so a teaching methodology) aimed at decolonization is to allow students to write one of their assignments in their native language and then translate it through group discussion.</p>
Implemented	<p>BADM 469 - Applied Understanding of Indigenous Entrepreneurship course offered since Spring 2022. Counts for CapCore Requirements.</p>
Implemented	<p>IBUS 255 Cross-Cultural Business - Formalized Indigenous content within the course, which is required for all Bachelor of Business Administration students. Includes a walk through the history of Indigenous peoples in Canada led by an Elder using the blanket exercise. Also recruits an Indigenous business professional to speak to challenges Indigenous businesses face.</p>
Ongoing	<p>The School of Business delivered its Accounting Assistant Certificate to 15 Lil'Wat Nation members in 2022-23. This offering was continued in 2023-24.</p>
New	<p>New BADM Certificate delivered in partnership with Sḵw̱w̱ú7mesh Úxwumixw (Squamish Nation), for Sḵw̱w̱ú7mesh Úxwumixw members. Memorandum is signed, with first launch expected in Fall 2024.</p> <p>A previous offering extended an existing BADM Certificate programming to Sḵw̱w̱ú7mesh Úxwumixw members. This offering has been designed in consultation with the Sḵw̱w̱ú7mesh Úxwumixw with the need of Úxwumixw members in mind.</p>
New	<p>The Capilano School of Business (CSB) created a workshop Understanding Indigenization delivered to each orientation (Fall, Spring and Summer) in 2023-24. The workshop, delivered to both international and domestic students, explains what the CSB faculty and administrators mean by a commitment to Indigenization and decolonization. The workshops include a welcome by an Indigenous Business alumnus.</p>
New	<p>In 2023-24, the CSB also created an online training course for faculty delivering courses with Indigenous content or who are working with Indigenous people. Up to 30 members of faculty are expected to take the course.</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

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

Article 21

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

PROGRESS NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

1. **Indigenous Advisory Circle (IAC):** These meetings are chaired by the University president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision. The IAC did not hold meetings in the 2023-24 academic year.
2. **Indigenous Education Steering Committee (IESC):** These meetings are chaired by the director of IEA and are in place to open strategic conversations between representatives from the territorial rights holder Nations and the Métis and the University in all academic and student-services-oriented affairs.
3. **Monthly individual meetings with the five territorial rights holder Nations:** These one-on-ones 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 US Indigenous students affected by colonial, imposed borders.

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

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.



UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION cont.
PROGRESS NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Implemented	CapU has developed an Indigenous framework, Chénchenstway, to meet the needs of Indigenous students, faculty and staff as well as the five host nations going forward.
Implemented	CapU has developed an Elder Protocol to ensure its relationship with Elders and Knowledge Keepers are respectful and in balance.
In progress	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. Over the Summer 2024 term, CapU academic partners and representatives of the host nations will hold talks to determine how to build CapU's capacity for the ceremonial obligations of being a canoe family.
Ongoing	In the 2021-22 academic year, Indigenized adult upgrading courses intended to help Squamish Nation students complete their BC Adult Graduation Diploma were designed and piloted through the Eslha7an Learning Centre in North Vancouver. Courses included Provincial Level English, Math, and Computer Studies. These are now regular course offerings.
Ongoing	CapU works with the Lílwat Nation to provide Nation-specific programming through the Nation's Ts'zil Learning Centre. This programming includes the Lílwat Nation Language and Culture Certificate, as well as Adult Basic Education offerings. The collaboration between the Nation and CapU has been guided by an affiliation agreement signed in 2019.
Ongoing	Nation-specific programming has also been offered through the <u>kálaḡ-ay</u> campus. Campus leaders have worked with the shíshálh Nation to design both an upgrading program, Pathways to Higher Learning, and a Sechelt Nation Language and Certificate.
In progress	In 2020-21, CapU received 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.
Implemented	The Office of Indigenous Education and Affairs hired a manager in the 2023-24 fiscal year. The manager directs the Kéxwusm-áyakn Student Centre.
In progress	CapU had filled the Indigenous counsellor position to address the specific needs of Indigenous students. At the time of this report, the position is again vacant.
Implemented	An Indigenous student advisor joined the Student Success team in Spring 2024. Their training includes advanced triaging skills to support students with complex issues.
Completed	CapU has received permission in 2023-24 from the shíshálh Nation to fly the First Nations flag and the shíshálh Nation flag at the <u>kálaḡ-ay</u> campus, and both have been added to the campus flagpole.
In progress	Beginning in 2022-23 academic year, CapU began a partnership with the shíshálh Nation and Emily Carr-Sunshine Coast Arts Council to create a campus-wide mural depicting the shíshálh Nation timeline at <u>kálaḡ-ay</u> campus. This mural presents the shíshálh view of their land and history.



In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
<p>Instructions: Please identify program area here.</p> <p>Example: Certified Medical Laboratory Assistant</p>	<p>Instructions: Identify whether the initiative is:</p> <ul style="list-style-type: none"> ▪ New (new this academic year and is ongoing). ▪ Ongoing (has been previously reported on and is ongoing) ▪ Completed (completed this year) <p>Example: New</p>	<p>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</p> <p>Example: One Indigenous professor recruited that will begin in Fall 2023.</p>
Rehabilitation Assistant (RA)	Completed	<ul style="list-style-type: none"> ▪ Indigenous faculty hired September 2022, and recruited to provide Indigenization audit.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Northern Health RA Diploma	No specific indigenous targets	Two of the eight-member cohort were Indigenous
Partnership with Squamish Nation for HCA delivery at Squamish & NV Campuses	Discussions ongoing	Discussions ongoing with VCH and Squamish Nation



In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
<p>Instructions: Please identify program area here.</p> <p>Example: Certified Medical Laboratory Assistant</p>	<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> ▪ New (new this academic year and is ongoing). ▪ Ongoing (has been previously reported on and is ongoing) ▪ Completed (completed this year) <p>Example: Completed</p>	<p>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</p> <p>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</p>
RA Diploma program	Completed	Indigenization audit lead by Indigenous faculty. Reviewing report and recommendations to be implemented in the 2024-25 academic year.
Health Care Assistant program	Ongoing	Cultural safety and humility training for students and faculty following guidelines and procedures laid out in Ministry directives. Specific actions include planning for a cross-department cultural safety training workshop involving students and faculty from the Health Care Assistant, Music Therapy, and Rehabilitation Assistant programs. The workshop will take place in the fall of 2024 and will be run by a qualified facilitator in a way that encourages inter-professional learning and collaboration







BOARD OF GOVERNORS REPORT

AGENDA ITEM: 11.2 B.109 Student Appeals Policy	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Kyle Vuorinen, Registrar	

PURPOSE:

At the September 10, 2024 Governance and Planning Committee meeting, management presented this briefing note on the background information regarding the updated B.109 Student Appeals Policy. The Committee passed a motion to recommend that the Board of Governors approve the revised B.109 Student Appeals Policy.

MOTION:

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the revised B.109 Student Appeals Policy.*

BACKGROUND:

The table below provides a high-level summary of this policy.

Policy Number and Name:	B.109 Student Appeals Policy		
Approval Body	<input checked="" type="checkbox"/> Board <input type="checkbox"/> SLC <input type="checkbox"/> Senate	If Board is approval body, select applicable board committee: <input type="checkbox"/> Executive and HR Committee <input type="checkbox"/> Finance Committee <input type="checkbox"/> Audit and Risk Committee <input type="checkbox"/> Investment Management Committee <input checked="" type="checkbox"/> Governance and Planning Committee	
Category:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Rescind	If Review or Rescind selected, complete:	
		Issue Date:	June 19, 2018
		Revised Date:	
		Next Review Date:	April 2029
Procedure # and Name:	B.109.1 Student Appeals Procedure		
VP Responsible:	Vice President, Strategic Planning, Assessment & Institutional Effectiveness Vice President, Academic and Provost		
Proponent Responsible:	Registrar		

Rationale for creation or review

B.109 was approved by the Board in June 2018, replacing S2015-03 Student Appeals when it was agreed that a single policy should be created for both academic and non academic appeals and that the approval body for this policy should change from the Senate to the Board. The policy was due routine (five year) review in June 2023.

Context / Summary

This policy and its associated procedure describe the university's approach to managing appeals of decisions and terminations made under both academic and non-academic policies, including S2018-01 Final Grade Appeal Policy, S2017-05 Academic Integrity Policy, B.701 Student Code of Conduct Policy, B.401 Sexual Violence and Misconduct Policy and any other University policies that impact a student's academic or non-academic standing.

Risk, Benefits and Strategy alignment

This policy complies with the University Act which states that the senate has the power and duty to establish a final appeal tribunal for appeals by students on academic appeals. The policy is a part of the university's student conduct related risk mitigation processes and is important in demonstrating the university's commitment to procedural fairness.

Changes

The following list describes the changes made to the policy:

- Explicit reference to a commitment to procedural fairness added to the purpose statement with a link to the Canadian Council of Parliamentary Ombudsman's Fairness by Design guidance.
- Adding the Vice President Strategic Planning, Assessment and Institutional Effectiveness as joint responsible officer together with the Vice-President Academic and Provost reflecting that appeals made under this policy may be academic or non academic in nature and the university's organizational structure. References have consequentially been changed throughout the policy.
- Change in terminology from Student Appeals Committee to Student Appeals pool
- Change to the requirement to train all members of the Student Appeals pool annually to regular training for new members reflecting current practice.
- Addition of the option to add a staff member to the tribunal pool where a student member is not appropriate (in line with the clause used when a student member is not available)
- Added language describing a personal relationship taken from the new Conflict of Interest Policy
- Added sections Related Policies and Guidance and References.
- Some clauses in the policy have moved sections for better flow and readability and for consistency across the policy suite.

The changes to the procedure are listed below:

- change to the Responsible officer as per the policy,
- change from referring to 'natural justice' to 'procedural fairness'
- change to reflect that communication under the procedure will be electronic (email)
- removal of the reference to the Manager, Policy, Privacy and Governance
- additional reference to the B.700 Privacy and Access to Information Policy
- Added sections Related Policies and Guidance and References
- Minor changes throughout for greater readability.

Consultation

As part of reviewing the current policy the Registrar reviewed current student appeals related practices and processes and determined that that no significant changes were required to either the policy or procedure. Consultation partners included the Associate Registrars, the Director, Risk Management, the AV student Success and the Associate Vice President, Strategy, Analytics and Transformation. The Vice President – Strategic Planning, Assessment & Institutional Effectiveness and Academic and Provost were consulted in relation to the transition of Responsible Officer. Three meetings of the Bylaws, Policy and Procedure Committee worked through policy and procedure changes and the final draft was then shared with the Capilano Student Union Executive.

This policy was presented to the Senate along with the supporting procedure. The Senate passed the policy with only very minor editorial changes requested for Board review and approval and approved the procedure pending Board approval of the policy. No recommendations beyond the editorial changes (which have been made) were made.

Review and approval process timelines

Date	Committee	Purpose
March 18, 2024 March 26, 2024 Jun 11, 2024	Senate By-law, Policy and Procedure Committee	Review, propose improvements and determine if ready for Senate consideration.
August 20, 2024	Senate	Review the policy and make recommendations for Board consideration. Approve the procedure pending Board approval of the policy
September 10, 2024	Governance and Planning Committee	Review, consider any Senate recommendations, amend if required and recommend for Board decision to approve.
September 26, 2024	Board	Final approval.


Plan for associated training or awareness raising

Training is provided to those directly involved in the student appeal process. The registrar's office maintains a dedicated page on the Capilano University website which provides guidance about the student appeal process including all of the individual underlying academic appeals processes. The Capilano Students Union' Student Rights Office also helps students understand and navigate the university's policies and procedures including those managing academic conflicts, complaints, sanctions and appeals.

Attachments:

As there have been many changes made to this policy during this revision the redlined document, a clean copy with all proposed changes made and the 2018 version of the policy are all provided for reference.

#	Name
1	B.109 Student Appeals Policy 2024 (redlined)
2	B.109 Student Appeals Policy 2024 (clean)
3	B.109 Student Appeals Policy 2018

 POLICY			
Policy No.	Officer Responsible		
B.109	Vice-President Academic and Provost <u>and Vice President, Strategic Planning, Assessment and Institutional Effectiveness</u>		
Policy Name			
Student Appeals			
Approved by	Replaces	Category	Next Review
Board	S1999-03 Academic Appeals; S2015-03 Student Appeals	<u>C-Student</u>	<u>June 2023</u>
Date Issued	Date Revised	Date in effect	Related Policies
June 19, 2018			B.701 Student Code of Conduct; B.401 Sexual Violence and Misconduct; S2018-01 Final Grade Appeal; S2017-05 Academic Integrity;

1. PURPOSE

1.1 In accordance with the *University Act* 35.2 (5) the Senate of Capilano University (the "University") has the power and duty to set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals.

1.1.2 This policy outlines when and how students can appeal **both** academic ~~determination(s)~~ **and/or** non-academic determination(s). **Appeals will be managed in a reasonable manner, in accordance with the principles of Procedural Fairness and in alignment with the guidance provided by the Canadian Council of Parliamentary Ombudsman.**

1.3 Prior to filing an appeal under this policy, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by ~~Capilano the~~ University's other policies and procedures **that relate to academic and non-academic standing. Appeals may only be made on the grounds of Procedural or Substantive Fairness relating to the previous process or determination. The grounds for appeal are outlined in section 4 of this policy. The appeal process under this policy is not intended to reopen previous hearings.**

2. DEFINITIONS

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

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

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

Procedural Fairness (fair process) relates to the steps taken before and after making a decision or responding to a complaint. Procedural Fairness requires that:

- a) those directly impacted are given advance notice and adequate information in order to be able to meaningfully participate, enabled to state their case or communicate their concerns and be heard in the decision-making process;
- b) decisions are timely, with well explained reasoning for decisions provided, including:
 - i) the decision-making criteria, policy or legislation (decision making rules);
 - ii) the information and evidence (the facts) considered; and
 - iii) how the decision-making rules were applied to the facts.
- c) decision makers are impartial, unbiased and free from any conflict of interest and
- d) there is an adequate appeal/review process.

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

Substantive Fairness (fair decisions) relates to the fairness of the decision itself. Substantive Fairness requires that organizations establish lawful and fair and just rules and decision-making criteria that are not oppressive, unreasonably burdensome or improperly discriminatory and that decision makers:

- a) make well informed and well reasoned decisions that are:
 - i) consistent with university policies and any applicable laws and legal requirements;
 - ii) reasonable and fair (justifiable, transparent and understandable to those impacted) and
- b) exercise discretionary power fairly and reasonably.

3. SCOPE

3.1 Academic Appeals include appeals regarding:

- a) the ~~procedural fairness in~~ application of S2018-01 Final Grade Appeal Policy;
- b) the ~~procedural fairness on the~~ determination of the sanctions imposed on students under S2017-05 Academic Integrity Policy; or,
- c) the ~~procedural fairness in~~ application of any other University Policy that impacts a student's academic standing.

3.2 This policy has no jurisdiction to consider a decision where the student's appeal is based on a question of academic judgment. Students may not appeal determinations that solely concern matters of academic judgment under this policy.

3.23.3 Non-Academic Appeals include appeals regarding:

- a) the ~~procedural and substantive fairness of the~~ determination of sanctions imposed on students under B.701 Student Code of Conduct Policy;

- b) the ~~procedural and substantive fairness of the~~ determination of sanctions imposed on students under B.401 Sexual Violence and Misconduct Policy; or
- c) the ~~procedural and substantive fairness of the~~ determination made under any other University policy that impacts the student's non-academic standing.

4. GROUNDS FOR AN APPEAL

4.1 In any appeal, the Appellant must articulate the grounds for an appeal. All appeals are limited to any or one of the following grounds:

- a) on the Balance of Probabilities, that an injustice or error occurred when the determination of fact was made;
- b) a University policy or procedure was incorrectly applied;
- c) the adjudicating body exceeded its legitimate jurisdiction or authority; or
- d) important evidence was ignored or not reasonably assessed.

5. INITIATING AN APPEAL

5.1 Within twenty-one (21) calendar days of receipt of the decision that the Appellant wishes to appeal under this policy, the Appellant ~~will~~shall complete their application for appeal (see B.109.1 Student Appeals Procedures Section 3) and ~~submit~~ deliver it to the Registrar (~~see instructions online~~).

5.2 ~~The original determination will stay in effect unless and until it is overturned by this appeal process. This means that submitting an appeal will not prevent the decision being appealed from being enforced.~~

5.3 If the determination that is being appealed was made by the Registrar, the Vice-President Academic and Provost ~~(for academic matters) or the Vice-President Strategic Planning, Assessment and Institutional Effectiveness (for non-academic matters)~~ will appoint an administrator who has received the relevant training to ~~oversee the appeals process~~act as Chair of the SAC for the duration of the appeal. The Vice-President Academic and Provost ~~or the Vice-President Strategic Planning, Assessment and Institutional Effectiveness~~ will inform the Appellant through their Capilano University email regarding who has been appointed to oversee the appeal process ~~in the Chair is~~ as soon as the decision is made.

~~5.15.4~~ No matter ~~shall~~will be referred to ~~an appeals tribunal~~the SAC unless the Appellant has completed to the satisfaction of the Registrar (or designate) or alternate as per 4.4 above the application for appeal.

6. STUDENT APPEALS TRIBUNAL COMMITTEEPOOL

6.1 ~~A pool of potential tribunal members (the "pool") will be created by the Registrar (or designate) for selection in~~ The SAC will create impartial tribunals to hear and determine appeals.

~~6.1~~ ~~The Chair of SAC will be the Registrar (or designate).~~

6.2 The ~~pool will be formed from~~ voting membership of SAC will be as follows:

- a) Faculty members who are Senators with a minimum of one from each Faculty;
 - b) Faculty members who are not Senators with a minimum of one from each Faculty;
 - c) ~~One~~ Student members who ~~are~~ is a Senators with a minimum of one;
 - d) ~~Three~~ Students members who are not Senators with a minimum of three;
 - e) ~~One~~ Staff members s who ~~are~~ is a Senators with a minimum of one; and,
 - f) ~~Two~~ Staff members who are not Senators with a minimum of three.
- 6.3 The Registrar, in consultation with the Office of Student Affairs, will arrange for ~~annual~~ regular training for all new members of the ~~pool committee~~ and additional training after any significant changes to this policy or its supporting procedure.

7. STUDENT APPEALS TRIBUNALS

6.47.1 The Student Appeals Tribunal holds the final decision-making authority regarding appeals held under this policy. The findings of the tribunal represent the final decision of the University.

7.2 When an appeal is scheduled, the Registrar (or designate) or their alternate as per 4.4 above will name a three-member tribunal selected from the student appeals tribunal pool to hear and determine that appeal. ~~The three members of the tribunal will be members of SAC.~~ The Registrar (or alternate/designate) will not sit on tribunals.

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

6.67.4 Normally, for Non-Academic Appeals, the tribunal will consist of one faculty member, one staff member and one student. In the case of a highly sensitive matter, such as an appeal under the Sexual Violence and Misconduct Policy (B. 401), no student representatives will be included. In these cases, an extra faculty or staff member will be added to the tribunal.

6.77.5 The tribunal will select a hearing chair from among the faculty members or staff members. Students are not permitted to chair tribunals.

6.87.6 The lack of availability of a student member will not prevent a tribunal from proceeding within the time frames required in the procedures. A faculty or staff member will be added if no student member is available.

6.97.7 If a faculty member or a staff member is not able to complete their duties on a tribunal, they must inform the Registrar or the hearing chair, as soon as possible so that a new tribunal can be formed.

6.107.8 The ~~appeal~~ tribunal must both appear to be and be neutral in the matter under consideration. The Registrar (or alternate/designate) will be responsible for ensuring that no tribunal member is in a conflict of interest. Any member of the pool selected for a tribunal must declare an actual, potential, or perceived or apparent conflict of interest to the Registrar (or alternate/designate) and step down from will disqualify a SAC member from sitting on ~~that a particular~~ tribunal. ~~The Registrar (or designate) will be responsible for ensuring that no tribunal member is in a conflict of interest.~~ Examples of a conflict include situations where the member:

- a) teaches, works or is enrolled in the same program of studyarea as the appealing student;
- b) has a personal relationship with the appealing student or the official instructor or administrator who imposed the discipline or grade; or
- b)c) has some personal experience or professional involvement with the matter under appeal.

6.117.9 If any SAC member of the pool knows or suspects that any tribunal member has a conflict of interest that they have not declared, that pool SAC member has a duty to report that conflict to the Registrar (or designate). The Registrar (or alternate/designate) will appoint a replacement tribunal member ~~convene a meeting of SAC to consider the report and, if necessary, vote on tribunal membership. The Registrar (or designate) will not vote.~~ If external advice is required, the Vice-President Academic and Provost or the Vice President Strategic Planning, Assessment and Institutional Effectiveness as applicable will obtain that advice.

6.127.10 This same process will apply when a student ~~complains-alleges that there is of~~ a conflict of interest on the part of a tribunal member.

8. DESIGNATED OFFICER

The Vice President, Academic and Provost and the Vice President, Strategic Planning, Assessment and Institutional Effectiveness are the Policy Owners, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the Registrar.

9. RELATED POLICIES AND GUIDANCE

B.701 Student Code of Conduct

B.401 Sexual Violence and Misconduct


S2018-01 Final Grade Appeal

S2017-05 Academic Integrity

10. REFERENCES

University Act, RBC 1996 s.35.2(5)(j)

Fairness by Design: An Administrative Fairness Assessment Guide. Canadian Council of Parliamentary Ombudsman (2022).

 POLICY			
Policy No.	Officer Responsible		
B.109	Vice-President Academic and Provost and Vice President, Strategic Planning, Assessment and Institutional Effectiveness		
Policy Name			
Student Appeals			
Approved by	Replaces	Category	Next Review
Board	S1999-03 Academic Appeals; S2015-03 Student Appeals	Student	
Date Issued	Date Revised	Date in effect	Related Policies
June 19, 2018			B.701 Student Code of Conduct; B.401 Sexual Violence and Misconduct; S2018-01 Final Grade Appeal; S2017-05 Academic Integrity;

1. PURPOSE

- 1.1 In accordance with the *University Act* 35.2 (5) the Senate of Capilano University (the "University") has the power and duty to set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals.
- 1.2 This policy outlines when and how students can appeal both academic and non-academic determination(s). Appeals will be managed in a reasonable manner, in accordance with the principles of Procedural Fairness and in alignment with the guidance provided by the Canadian Council of Parliamentary Ombudsman.
- 1.3 Prior to filing an appeal under this policy, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by the University's other policies and procedures that relate to academic and non-academic standing. Appeals may only be made on the grounds of Procedural or Substantive Fairness relating to the previous process or determination. The grounds for appeal are outlined in section 4 of this policy. The appeal process under this policy is not intended to reopen previous hearings.

2. DEFINITIONS

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

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

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- b) decisions are timely, with well explained reasoning for decisions provided, including:
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 - ii) the information and evidence (the facts) considered; and
 - iii) how the decision-making rules were applied to the facts.
- c) decision makers are impartial, unbiased and free from any conflict of interest and
- d) there is an adequate appeal/review process.

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

Substantive Fairness (fair decisions) relates to the fairness of the decision itself. Substantive Fairness requires that organizations establish lawful and fair and just rules and decision-making criteria that are not oppressive, unreasonably burdensome or improperly discriminatory and that decision makers:

- a) make well informed and well reasoned decisions that are:
 - i) consistent with university policies and any applicable laws and legal requirements;
 - ii) reasonable and fair (justifiable, transparent and understandable to those impacted) and
- b) exercise discretionary power fairly and reasonably.

3. SCOPE

3.1 **Academic Appeals** include appeals regarding:

- a) the application of S2018-01 Final Grade Appeal Policy;
- b) the determination of the sanctions imposed on students under S2017-05 Academic Integrity Policy; or,
- c) the application of any other University Policy that impacts a student's academic standing.

3.2 Students may not appeal determinations that solely concern matters of academic judgment under this policy.

3.3 **Non-Academic Appeals** include appeals regarding:

- a) the determination of sanctions imposed on students under B.701 Student Code of Conduct Policy;
- b) the determination of sanctions imposed on students under B.401 Sexual Violence and Misconduct Policy; or
- c) the determination made under any other University policy that impacts the student's non-academic standing.

4. GROUNDS FOR AN APPEAL

- 4.1 In any appeal, the Appellant must articulate the grounds for an appeal. All appeals are limited to any or one of the following grounds:
- a) on the Balance of Probabilities, that an injustice or error occurred when the determination of fact was made;
 - b) a University policy or procedure was incorrectly applied;
 - c) the adjudicating body exceeded its legitimate jurisdiction or authority; or
 - d) important evidence was ignored or not reasonably assessed.

5. INITIATING AN APPEAL

- 5.1 Within twenty-one (21) calendar days of receipt of the decision that the Appellant wishes to appeal under this policy, the Appellant will complete their application for appeal (see B.109.1 Student Appeals Procedures Section 3) and submit it to the Registrar.
- 5.2 The original determination will stay in effect unless and until it is overturned by this appeal process. This means that submitting an appeal will not prevent the decision being appealed from being enforced.
- 5.3 If the determination that is being appealed was made by the Registrar, the Vice-President Academic and Provost (for academic matters) or the Vice-President Strategic Planning, Assessment and Institutional Effectiveness (for non-academic matters) will appoint an administrator who has received the relevant training to oversee the appeals process. The Vice-President Academic and Provost or the Vice-President Strategic Planning, Assessment and Institutional Effectiveness will inform the Appellant through their Capilano University email regarding who has been appointed to oversee the appeal process as soon as the decision is made.
- 5.4 No matter will be referred to an appeals tribunal unless the Appellant has completed to the satisfaction of the Registrar (or designate) or alternate as per 4.4 above the application for appeal.

6. STUDENT APPEALS TRIBUNAL POOL

- 6.1 A pool of potential tribunal members (the "pool") will be created by the Registrar (or designate) for selection in impartial tribunals to hear and determine appeals.
- 6.2 The pool will be formed from :
- a) Faculty members who are Senators with a minimum of one from each Faculty;
 - b) Faculty members who are not Senators with a minimum of one from each Faculty;
 - c) Student members who are Senators with a minimum of one;
 - d) Student members who are not Senators with a minimum of three;
 - e) Staff members who are Senators with a minimum of one; and,
 - f) Staff members who are not Senators with a minimum of three.

6.3 The Registrar, in consultation with the Office of Student Affairs, will arrange for regular training for all new members of the pool and additional training after any significant changes to this policy or its supporting procedure.

7. STUDENT APPEALS TRIBUNALS

7.1 The Student Appeals Tribunal holds the final decision-making authority regarding appeals held under this policy. The findings of the tribunal represent the final decision of the University.

7.2 When an appeal is scheduled, the Registrar (or designate) or their alternate as per 4.4 above will name a three-member tribunal selected from the student appeals tribunal pool to hear and determine that appeal. The Registrar (or alternate/designate) will not sit on tribunals.

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

7.4 Normally, for Non-Academic Appeals, the tribunal will consist of one faculty member, one staff member and one student. In the case of a highly sensitive matter, such as an appeal under the Sexual Violence and Misconduct Policy (B. 401), no student representatives will be included. In these cases, an extra faculty or staff member will be added to the tribunal.

7.5 The tribunal will select a hearing chair from among the faculty members or staff members. Students are not permitted to chair tribunals.

7.6 The lack of availability of a student member will not prevent a tribunal from proceeding within the time frames required in the procedures. A faculty or staff member will be added if no student member is available.

7.7 If a faculty member or a staff member is not able to complete their duties on a tribunal, they must inform the Registrar or the hearing chair, as soon as possible so that a new tribunal can be formed.

7.8 The tribunal must both appear to be and be neutral in the matter under consideration. The Registrar (or alternate/designate) will be responsible for ensuring that no tribunal member is in a conflict of interest. Any member of the pool selected for a tribunal must declare an actual, potential, or perceived conflict of interest to the Registrar (or alternate/designate) and step down from sitting on that tribunal. Examples of a conflict include situations where the member:

- a) teaches, works or is enrolled in the same program of study as the appealing student;
- b) has a personal relationship with the appealing student or the instructor or administrator who imposed the discipline or grade; or
- c) has some personal experience or professional involvement with the matter under appeal.

7.9 If any member of the pool knows or suspects that any tribunal member has a conflict of interest that they have not declared, that pool member has a duty to report that conflict to the Registrar (or designate). The Registrar (or alternate/designate) will appoint a replacement tribunal member. If external advice is required, the Vice-President Academic and Provost or the Vice President

Strategic Planning, Assessment and Institutional Effectiveness as applicable will obtain that advice.

- 7.10 This same process will apply when a student alleges that there is a conflict of interest on the part of a tribunal member.

8. DESIGNATED OFFICER

The Vice President, Academic and Provost and the Vice President, Strategic Planning, Assessment and Institutional Effectiveness are the Policy Owners, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the Registrar.

9. RELATED POLICIES AND GUIDANCE

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B.401 Sexual Violence and Misconduct


S2018-01 Final Grade Appeal

S2017-05 Academic Integrity

10. REFERENCES

University Act, RBC 1996 s.35.2(5)(j)

Fairness by Design: An Administrative Fairness Assessment Guide. Canadian Council of Parliamentary Ombudsman (2022).

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
B.109	Vice-President Academic and Provost		
Policy Name			
Student Appeals			
Approved by	Replaces	Category	Next Review
Board	S1999-03 Academic Appeals; S2015-03 Student Appeals	C	June 2023
Date Issued	Date Revised	Related Policies, Reference	
June 19, 2018		B.701 Student Code of Conduct; B.401 Sexual Violence and Misconduct; S2018-01 Final Grade Appeal; S2017-05 Academic Integrity	

1 PURPOSE

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

2 DEFINITIONS

Academic Appeals include Appeals regarding:

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

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

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

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

Non-Academic Appeals include Appeals regarding:

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

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

3 SCOPE

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

4 GROUNDS FOR AN APPEAL

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

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

5 INITIATING AN APPEAL

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

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

6 STUDENT APPEALS COMMITTEE

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

7 TRIBUNALS

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

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



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11.3: Board Governance Manual	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: September 24, 2024	
PRESENTER: Tally Bains, Vice President Finance and Administration	

PURPOSE

At the September 10, 2024 Governance and Planning Committee meeting, management presented this briefing note on the changes made by the Secretariat team to the Board Governance Manual. As per the Governance and Planning Committee's (GPC) Terms of Reference, GPC is responsible for annually reviewing the Board Governance Manual for effectiveness, relevance and clarity. The Committee passed a motion to recommend that the Board approve the changes to the Board Governance Manual.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the revisions to the Board Governance Manual as presented.*

BACKGROUND

The following is a summary of the changes made to the manual or changes to the Secretariat processes.

- General housekeeping changes were made and are red-lined.
- Section B.11 Mandate Letter and Appendix B – Mandate Letter. Section 11 updated to include *"The mandate letters are signed by institution board chairs upon resolution of all board members. Signed letters are posted on the Ministry and university website."* and deleted reference to Appendix B as the appendix is a link to the website so not really an appendix.
- Section C.18.b Meetings – changed *"conference call"* to *"online format"*
- Section C.18.c.d updated statement to remove *"mission"* and add *"purpose"* in reference to the university's strategic plan.
- Section C.19. Capilano University Foundation – updated to include reference to the Foundation Bylaws as Appendix G.
- Section D.30 Officers of the Board – election and term – updated to remove reference to chairs and vice-chair elections taking place in June and effective date of July 31st as process has changed to support succession planning.
- Section D.32.a Conduct of Board Meetings – updated this section to include references to *"Board"* and *"Committee"* for asynchronous processes as this was a gap noticed last year.
- Section D.32.b Public input at board meetings – updated the timeline on when public needs to send requests to Board Secretariat from 7 days in advance of open meeting to 14 days in advance to allow time for submission/review and to add item to agenda prior to agenda packages being issued at the current target of 7 days in advance of meeting.
- Section D.32.g Minutes - added following clause as this process was implemented this year *"Due to the*



significant time between the last meetings in June and the first meetings in September and board composition changes that occur between academic years, the June standing committee and Board meeting minutes will be approved by email in July of the same academic year. Minutes will be sent to all board members in attendance at the respective meeting”

- Section D.35.d Work and Reporting – updated this section to reflect what is in each of the standing committees’ terms of reference and what the practice is.
 - Deleted: Each standing committee will develop its own terms of reference to be approved by the Board.
 - Replaced with: Each standing committee will review its Terms of Reference annually and propose any changes to the Governance and Planning Committee for review and recommendation to the full Board.
 - Deleted: Every standing committee will carry out the work assigned from time to time by the Board, will report to the Board, and may make recommendations to the Board. All recommendations presented to standing committees for consideration will be reported to the Board.
 - Replaced with: The standing committees will carry out the work assigned in the committee terms of reference as well as any additional mandates as approved from time to time by the Board. Standing committees will report to the Board on work completed and recommendations for Board’s approval.
- Section D.36 Officers of the University – Propose deleting this as it is covered in section 16(a)(f) “appointing or providing through policy for the appointment of faculty, staff and senior administrators”.

Attachments

#	Name
1	Capilano University Board Governance Manual (red-lined version)



CAPILANO UNIVERSITY BOARD GOVERNANCE MANUAL

APPROVED BY THE BOARD OF GOVERNORS

DATE ISSUED: JUNE 2, 2020

DATE REVISED: NOVEMBER 28, 2023

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Commented [TB1]: Propose to remove this as as Appendix as singed mandate letters are posted on the website thus the one attached in this document will not be the most recent.

A. INTRODUCTION

1. Board Manual

This Board Governance Manual (“Board Manual”) is approved by the Capilano University Board of Governors.

The Board Manual sets out the responsibilities of the Board and its members, and the governance structure pursuant to which the Board exercises its legislative duty to manage, administer and control the property, revenue, business and affairs of the University: *University Act* section 27.

The Board Manual reflects today’s best governance practices to ensure the University fulfills its mandate.

2. Definitions

In this Board Manual:

“Act” means the British Columbia *University Act*, R.S.B.C. 1996, c.468.

“Appointed Member” means a person appointed to the Board of Governors by the Lieutenant Governor in Council.

“Bylaws” means the rules and regulations by which the Board operates and governs.

“Board” means the Board of Governors of the University and includes committees of the Board.

“Board Member” means a duly elected, appointed or ex-officio member of the University’s Board of Governors.

“Elected Member” means a person elected to the Board of Governors by a constituency group.

“Ex-officio” means a person who holds an appointment by virtue of their position, e.g. the President and the Chancellor are ex-officio members of the Board of Governors.

“Officer of the University” means the University’s President, Vice-Presidents and Registrar.

“Senior Leadership” refers to the University administrators that are members of the Senior Leadership Council.

“President” means the President of Capilano University.

“University” means Capilano University.

“University Executive” includes the President and Vice-Presidents collectively.

3. Bicameral Governance Framework

The University is a publicly funded, special purpose, teaching university operating under a bicameral governance structure in accordance with the *Act*, with a division of powers among the Board and the Senate. Both the Board and the Senate are governing bodies of the University. Bicameral governance delineates the strategic oversight of the Board from the academic responsibility of the Senate.

Pursuant to section 27 the *Act*, the Board is responsible for the “management, administration and control of the property, revenue, business and affairs” of the University.

The Senate is responsible for academic and curriculum-related matters. The powers and duties of the Senate are set out in section 35.2 of the *Act*.

The *Act* provides for Board interaction with the Senate in a number of areas:

- a) the Senate must advise the Board and the Board must seek the advice of the Senate on the development of educational policy as outlined in section 35.2(6) of the *Act*;
- b) the Board must consider recommendation from the Senate for the establishment of faculties and departments with suitable teaching staff and courses of instruction: section 27(2)(i) of the *Act*;
- c) the Board must consult with the Senate on those matters as specified in sections 27 (2)(d) and (e) of the *Act*;
- d) the Board must get approval of the Senate on specified matters set out in sections 27(2)(f), (j), (k), and (r); and
- e) the *Act* also provides that the Board may appoint one member to be a non-voting member of the Senate to serve for one (1) year (section 35.2(2)(k)).

The President of the University is the chief executive officer and must generally supervise and direct the academic work of the University (section 59 of the *Act*). The President also has other powers and responsibilities as set out in sections 28 and 60-63 of the *Act*.

4. Precedence of the University Act

Where any provision of this Board Manual is at variance with the *Act* or at variance with regulations promulgated pursuant to the *Act*, the *Act* and the regulations will take precedence.

5. Commitment

To demonstrate determination and commitment, Board Members should annually review this Board Manual and make the Annual Declaration found at Appendix “C”.

6. Amendment of the Board Manual

This Board Manual, including the Board Bylaws set out in Part D, may be amended at any Board meeting by a two-thirds (2/3) majority vote, provided written notice of the proposed amendment has been forwarded to Board members prior to the date of the meeting.

7. Seal

The University has a common seal, which is in the custody of the President.

8. Execution of Documents

The execution of documents required to be in writing will be in accordance with the *Act* and the policies of the Board.

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9. Records

The public records of the Board are in the custody of the Executive Assistant to the Board at the North Vancouver campus and are open for inspection.

B. BOARD CHARTER AND MANDATE

10. Purpose

The Charter and Mandate explain the statutory authority and obligations, and statement of roles and responsibilities, of the Board and provide guidance to Board members in the performance of their duties.

11. Mandate of the Board

The source of the Board's legislative authority and mandate is the *Act*, under which the Board is responsible for strategic oversight of the business and affairs of the University: Part 6 and Part 10 of the *Act*.

The Board also receives a Mandate Letter from the BC Ministry responsible for post-secondary educational institutions ("Ministry") each year, outlining the respective accountabilities, roles and responsibilities of the University and Government. [The mandate letters are signed by institution board chairs upon resolution of all board members. Signed letters are posted on the Ministry and university website. The current Mandate Letter can be found at Appendix "B".](#)

Commented [TB2]: Board Manual is posted on the website as is the Mandate letter thus removing from Appendix as the mandate letter in this document may be outdated.

12. Role of the Board

The Board's role is one of governance and oversight of the University. The Board carries out its responsibilities under the *Act* through a stewardship role and is accountable for ensuring the University fulfills its mandate. The Board's role is to be informed about, but not supervise or direct, the day-to-day activities, risks and successes of the University. The Board sets the overall vision and strategic direction, periodically assesses the operational status relative to that direction, and leaves the day-to-day management and operation of the University to the President and senior leadership team. The Board is responsible for the business of the University – its administration, finances, operations, assets, role in the community and the integrity of such.

The Board's governance role involves a wide range of responsibilities, including:

- overseeing the development of the overarching strategic direction and policy framework for the University;
- approving the University's annual and long-term plans, including a strategic plan;
- ensuring the University's activities are consistent with its mandate;
- monitoring the University's performance;
- ensuring effective stewardship of institutional resources;
- ensuring senior leadership are appropriately qualified;
- ensuring an effective process for identifying, monitoring and managing institutional risk;
- selecting and evaluating the President; and
- overseeing a succession planning process to ensure continued leadership.

These duties are mainly discharged through oversight of the President and senior leadership, who are responsible for the management and day-to-day operations of the University and for implementation of the direction set by the Board.

13. Delegation of Authority

In the absence of a specific reservation of authority in the *Act* or otherwise, and subject to Board policies and Board policy directions, the management of the University and all necessary authority in connection with that is delegated to the President. The President will specify required actions and develop administrative regulations and policies under which the University will be operated. Such actions, regulations and policies give directions on how the University will meet the values, standards and expectations established by the Board and will be in every respect consistent with the policies of the Board. No such actions, regulations or policies will commit the University to expenditures beyond current budget projections.

Nothing in the foregoing will inhibit direct action by the Board when such action is deemed necessary and prudent.

14. Board Culture

The Board culture is advanced through the Board members' consistent practice and attention to the following tenets. The Board will:

- a) embrace leading practice and strive for continuous improvement in governance;
- b) ensure transparency and facilitate communication with stakeholders;
- c) cultivate a collegial and respectful atmosphere within its membership, and in its interactions with University stakeholders; and
- d) act ethically and prudently in regards to University interests.

15. Accountability

The Board is accountable for:

- a) adhering to the *Act* in the execution of its responsibilities;
- b) proactively supporting the University in the achievement of its mission and goals;
- c) focusing on strategic issues, and empowering the President and senior leadership team to manage the University's operations; and
- d) stewardship of the University's resources.

16. Duties and Key Responsibilities of the Board

The duties and key responsibilities of the Board are set out below.

a. Human Resources

The Board has human resources responsibilities including:

- a) in consultation with the Post-Secondary Employers' Association (PSEA) and the Public Sector Employers Council (PSEC), recruiting and appointing the President as chief executive officer of the University, approving the President's compensation, and defining the President's duties and tenure in office;
- b) monitoring and evaluating the President's performance;
- c) overseeing President succession planning and ensuring plans are in place to deal with a planned or emergency departure of the President;
- d) ensuring plans are made for senior leadership succession and development;
- e) providing support and advice to the President in the execution of the President's duties;
- f) appointing or providing through policy for the appointment of faculty, staff and senior administrators to the University;
- g) in consultation with PSEA, providing direction and approval for bargaining unit negotiations;
- h) monitoring the progress of bargaining unit negotiations and working with PSEA to confirm that all negotiated terms are within the scope of government guidelines, and are within the University's ability to pay and remain sustainable; and
- i) consulting with PSEA regarding direction and approval for any legal actions related to bargaining unit negotiations.

b. Communications

The Board has communications responsibilities including:

- a) ensuring the University has a plan in place to engage and communicate effectively with key stakeholders, including students, faculty and staff, senate, donors, alumni, government and communities;
- b) adhering to the Board Communications Protocol (Appendix D) to ensure consistency, accuracy and transparency in communications with stakeholders; and
- c) ensuring the only member authorized to speak on behalf of the Board is the Chair.

c. Strategy

The Board supports strategic planning by:

- a) reviewing and approving the vision, mission and values of the University in collaboration with the Senate;
- b) providing input, reviewing and approving the strategic plan and initiatives;
- c) reviewing and approving the annual operational and capital plans, and key performance indicators;
- d) monitoring, on a regular basis, performance against strategic and operational plans, with a focus on key risks and strategies;
- e) approving policies under the jurisdiction of the Board and major transactions;

- f) ensuring compliance with legal and regulatory requirements;
- g) annually reviewing the draft Institutional Accountability Plan and Report prior to its submission to the Ministry; and
- h) creating an excellent working relationship with the Minister and the Ministry to facilitate the University's progress in implementing approved strategies and plans.

d. Financial/Risk

As responsible stewards of University resources, the Board:

- a) understands the key risks affecting the University's operations;
- b) ensures senior leadership has established appropriate systems to manage these risks;
- c) annually reviews the University's risk reduction plans and progress;
- d) receives regular reports on the management of material risks to the University;
- e) reviews and approves annual audited financial statements;
- f) at least quarterly monitors the University's financial position;
- g) receives, reviews and monitors all investment reports related to funds of the University and the Capilano University Foundation; and
- h) ensures that controls, codes or guidelines are in place governing ethical conduct, conflict of interest, environmental protection, personal and public safety, equity and similar concerns.

17. Board Performance

The Board will:

- a) develop and implement a comprehensive orientation program for new members;
- b) conduct an annual performance evaluation the outcomes of which will be used to develop a plan to enhance performance and governance;
- c) oversee the development of the annual Board calendar;
- d) monitor the standing committees' work plans for progress and completion;
- e) develop an annual succession plan to prepare Board members to take on Chair, Vice Chair and committee chair roles; and
- f) set out the skills and characteristics required of future Board members to meet the University's strategic needs.

C. ROLES AND RESPONSIBILITIES

18. Board Members

a. Standards of Conduct

Board members will:

- a) adhere to and annually sign the Annual Declaration found at Appendix “C”;
- b) comply with policies and Bylaws of the Board and the University, including this Board Manual;
- c) comply with all applicable law, including the Act and regulations;
- d) make full and timely disclosure of any conflicts of interest; and
- e) keep confidential information confidential, including all information associated with closed and *in-camera* meetings. The duty to maintain information in confidence continues after a Board member ceases to be a Board member.

To support the Board in achieving its obligations, Board members will:

- f) act with integrity, in good faith and in the best interests of the University as a whole;
- g) act ethically and prudently in regard to University interests;
- h) represent the University as a whole, rather than the interest of individual constituents;
- i) cultivate a collegial and respectful atmosphere within the Board, and in its interactions with University stakeholders;
- j) engage with the University’s communities, facilitate communications with stakeholders and ensure transparency in communications;
- k) contribute to the advancement and objectives of the University;
- l) embrace leading practice and strive for continuous improvement in governance;
- m) strive to be constructive, resourceful and solution-oriented;
- n) respect that the Chair is the only authorized spokesperson for the Board; and
- o) avoid publicly speaking against or undermining any decision of the Board, regardless of whether the Board member agrees with or voted for that decision.

b. Meetings

To facilitate effective and efficient Board and Board Committee meetings, Board members will:

- a) be prepared and well-informed on relevant issues for all Board meetings, Committee meetings and planning sessions;
- b) strive for 100% attendance at Board and Committee meetings. Attendance in person is preferred, however, on occasion if circumstances warrant, a Board member may attend by

~~conference call~~ [an online format](#). The Act directs that a Board member who fails to attend at least half of the meetings of the Board in any year is deemed to have vacated their seat.

- c) Board members who are unable to attend a board or committee meeting are required to notify the Board or Committee Chair and the Executive Assistant to the Board to help determine if quorum will be met.
- d) where possible, provide notice to the Chair about emerging board meeting agenda issues;
- e) be prepared to discuss issues and ask relevant questions; and
- f) respect diversity of opinions and perspectives.

c. Board Orientation and Personal Development

Board members will:

- a) attend the Board's orientation program, and participate, as appropriate, in any professional development program made available by the University to Board members;
- b) take part in the Board's programs of self-assessment for the Board as a whole and for individual Board members;
- c) endeavour to become knowledgeable about the University; and
- d) be familiar with the University's strategic plan, ~~mission~~, vision, [purpose](#), values, operating environment and basic financial drivers.

Commented [LC3]: Is this still language that we're using?

Commented [TB4R3]: Language updated to remove vision and add purpose

19. Capilano University Foundation

The Capilano University Foundation is an independent non-profit society registered under the *British Columbia Society Act* and a public charitable foundation registered with the Canada Revenue Agency. The Foundation's Bylaws provide that Capilano University Board of Governors are members of the Foundation. As such, they appoint some of the Foundation's Directors and attend the Foundation's Annual General Meeting where they receive a report on the Foundation's activities and approve the Foundation's financial statements. [The Foundation Bylaws are Appendix "G" to this manual.](#)

20. Officers of the Board

a. Role of the Chair

The Chair of the Board provides leadership to the Board and the President.

The Chair will have excellent leadership, communication, negotiation, team building, and networking skills.

b. Responsibilities of the Chair

To fulfill the responsibilities of the position, the Chair will:

- a) act as the spokesperson for the Board;
- b) act as a signing officer on behalf of the Board;

- c) manage conflicts of interest;
- d) build a strong working relationship with the Minister and other government representatives;
- e) build succession for the position of Chair;
- f) build and maintain a sound working relationship with the President and senior leadership;
- g) provide the Board with updates regarding relations and negotiations with key stakeholders;
- h) be available to meet with and discuss issues with stakeholders;
- i) participate in key University events, as required;
- j) conduct committee and member evaluations;
- k) provide guidance and recommendations to Board members regarding roles, responsibilities and conduct; and
- l) perform such other duties as may from time to time be assigned by the Board.

To facilitate effective and efficient Board meetings, the Chair will:

- a) establish agendas for Board meetings and planning sessions, with input from the President;
- b) call meetings of the Board and preside at all meetings of the Board; and
- c) encourage participation of all Board members in discussions and questions.

To support the committees in achieving their obligations, the Chair will:

- a) appoint committee chairs and committee members;
- b) be ex-officio on all committees;
- c) act as a resource to all committee chairs; and
- d) ensure committees are fulfilling their responsibilities and reporting requirements.

c. Responsibilities of the Vice-Chair

To fulfill the responsibilities of the position, the Vice-Chair will:

- a) in the absence of the Chair, preside at Board meetings and perform the responsibilities of the Chair;
- b) act as a signing officer on behalf of the Board;
- c) serve on the Board Executive and Human Resources Committee;
- d) participate in key University events, as required; and
- e) perform such other duties as may from time to time be assigned by the Board.

21. President

a. Role of the President

In accordance with sections 59-63 of the *Act*, the President is the Chief Executive Officer and Vice-Chancellor of the University. The President is appointed by the Board and reports to and is accountable to the Board.

The President must generally supervise and direct the academic work of the University (section 59 of the *Act*). The President has the overall responsibility to lead the University in the development of strategic recommendations for the approval and direction of the Board, and in the day-to-day performance of its business and administration.

Subject to the *Act* and this Board Manual, the President or such person as they may designate, may appoint and define the duties and tenure of such employees as are necessary to carry on the business and operations of the University, other than those positions required by legislation to be appointed by the Board as indicated in section 27(2)(g) of the *Act*.

b. Duties and Responsibilities of the President

The duties and responsibilities of the President include:

Institutional Leadership

- a) leading the University in the day-to-day management, administration and functioning of the University ensuring compliance with all relevant laws, regulations, ~~and~~ standards of ethical behavior and university policies;
- b) leading the University in the development of strategic planning processes, including periodic assessments of operational performance relative to such goals, and recommending the strategic plan to the Board for review and approval;
- c) leading the University in developing and implementing the institutional goals set by the Board;
- d) the development and maintenance of an appropriate administrative organization and policy-making structure for the most efficient and effective utilization of University resources;
- e) fostering and enhancing a relationship of mutual trust and openness among the President, the senior leadership, faculty, staff, students and the Board;

Academic Leadership

- f) leading the University in developing and implementing the academic objectives, initiatives and goals of the University;
- g) suspensions and removal of students, subject to the right of appeal to the Senate as set out in section 61 of the *Act*;

Financial and Risk Management

- h) advising the Board on all institutional material risks, obligations and opportunities;

- i) developing and recommending the annual operational and capital plans and budgets to the Board for review and approval. Annual operational and capital plans and budgets are drafted in collaboration with senior leadership and other staff, key constituents and the Board;
- j) leading the appropriate fiscal management of the University, including allocation and supervision of all appropriated and other funds that finance any activities under the jurisdiction of the University;

Human Resources

- k) development and maintenance of a personnel system concerned with recruitment, selection, assignment, supervision, evaluation and promotion of all personnel employed by the University;
- l) supervising and directing the instructional, administrative and other staff of the University;
- m) establishing and maintaining a senior leadership development and succession plan for annual Board approval;
- n) suspension and removal of employees subject to the right of appeal to the Board as set out in section 60 of the *Act*;

External Relations

- o) acting as primary spokesperson and institutional representative for the University in all external matters, except in matters directly related to the Board which are the responsibility of the Chair;
- p) maintaining a positive working relationship with local, provincial and federal agencies and key stakeholders;

Annual Objectives

- q) establishing, in conjunction with the Executive and Human Resources Committee of the Board, an annual list of personal performance objectives (within the context of the strategic plan) to be achieved in the forthcoming year for approval by the Board; and
- r) exercising such powers and performing such other duties as are assigned by the Board.

c. Offices of the President

Pursuant to section 63 of the *Act*, the President:

- a) is a member of the Board and must attend Board meetings;
- b) is the chair of Senate;
- c) is a member of all standing committees of Senate, except the standing committee on appeals;
- d) is a member of each faculty; and
- e) in the absence of the Chancellor, is the chair of Convocation and must confer all degrees, honorary degrees, diplomas and certificates.

d. Compensation

The President is paid for services rendered in an amount determined by resolution of the Board, subject to the parameters set for executive compensation by the BC Public Sector Employers' Council.

The President will be reimbursed for any reasonable travelling and other out-of-pocket expenses necessarily incurred in the discharge of their duties in accordance with applicable University policies and procedures.

22. Board Secretary

The Board Secretary will be the University's Vice President of Finance and Administration, or such other person as the Board appoints.

23. Chancellor

The Chancellor is responsible for carrying out the ceremonial and official functions of the University. Under sections 5 and 17 of the *Act*, the Chancellor serves as the chair of Convocation, and confers all degrees, honorary degrees, diplomas and certificates.

The Chancellor is appointed by the Board on nomination by the Alumni Association and after consultation with Senate. The Chancellor is appointed for a term of three (3) years and after that until a successor is appointed.

The Chancellor may be appointed for a maximum of two consecutive terms.

In the absence of the Chancellor or where there is a vacancy in that office, the President will act in the Chancellor's place.

If the President is absent or unable to act, another person designated by the Board will act in the Chancellor's place.

D. BOARD BYLAWS

24. The Board of Governors

The powers and duties of the Board will be as defined in the *Act*.

The affairs of the University will be managed by the Board as set out in the *Act*.

Board members will be appointed or elected in the manner provided in section 19(1) of the *Act*.

The Chair will administer to each Board member, at the first Board meeting they attend, the Oath of Office - attached as Appendix "C".

25. Composition of the Board

Pursuant to section 19(1) of the *Act*, the Board is composed of 15 members as follows:

- a) the Chancellor;

- b) the President;
- c) two faculty members elected by faculty members;
- d) eight persons appointed by the Lieutenant Governor in Council, two of whom are appointed from individuals nominated by the alumni association;
- e) two students elected by students; and
- f) one person elected by and from University employees who are not faculty members.

26. Term of Office

Board members hold office for terms of varying lengths as set out in section 20 of the *Act*:

- a) Faculty and University employee representatives are elected for three-year terms;
- b) Student representatives are elected for one-year terms;
- c) Appointed members are appointed for term lengths up to three years at the Government's discretion; and
- d) The Chancellor and the President are ex officio members of the Board and, therefore, are members for so long as they hold their respective offices.

Appointed members are eligible for re-appointment and elected members are eligible for re-election, but those members may not hold office for more than six consecutive years (section 21 of the *Act*).

27. Eligibility

Pursuant to section 23 of the *Act*, the following persons are not eligible to be or remain Board members:

- a) members of the Parliament of Canada;
- b) members of the Executive Council or of the Legislative Assembly of British Columbia;
- c) a member of the public service in the ministry; and
- d) a member of the public service designated by the Minister.

28. Vacancies on the Board

Sections 24 and 25 of the *Act* set out the process for declaring and filling vacancies on the Board and the effect of the vacancy.

If a vacancy arises on the Board before the end of the term of the office for which a member has been appointed or elected, the Executive Assistant to the Board will enter the vacancy in the minutes of the Board.

If a vacancy exists in respect of an appointed member, the Lieutenant Governor in council will appoint a person to fill the vacancy. The Executive and Human Resources Committee of the Board develops recommendations for the appointment of Board members.

If a vacancy exists in respect of an elected member, the Registrar will conduct by-elections in accordance with the Capilano University Board Election Procedures and the Act.

Persons appointed or elected to fill a vacancy hold office for the remainder of the term for which the person's predecessor was appointed or elected.

A vacancy on the Board does not impair the authority of the remaining Board members to act.

29. Board Election Process

The election process is set out in the Capilano University Board Election Procedures ([Appendix E](#)). The Election Procedures have been developed to meet the requirements for elections as set out in the Act.

The elections are conducted by the Registrar.

30. Officers of the Board – Election and Term

The Chair and Vice-Chair(s) will be elected annually ~~in June~~ by the Board from among its appointed members, consistent with section 19.2(1) of the Act, ~~and having an effective date of July 31st.~~

Commented [TB5]: This has been updated to reflect change in practice

An Acting Chair, when necessary, will be elected from among the Board's appointed members, consistent with section 27.2(b) of the Act.

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The Chair and Vice-Chair will hold office for one (1) year or until a successor is elected.

The Chair and Vice-Chair are eligible for re-election.

The Chair and Vice-Chair may be removed from office by resolution of the Board.

The President will conduct the election [as per the process outlined in Appendix F](#).

31. Resignation and Removal

a. Form of Resignation

The resignation of a Board member will be made by notice in writing, addressed and delivered to the Chair or the President and, for appointed members, also delivered to the Minister designated under the Act. The resignation will take effect on the date specified in the notice.

b. Reporting

The Chair will report to the Board at Board meetings all resignations not previously reported to the Board.

c. Deemed Resignation

If a Board member fails to attend at least half of the Board's meetings in any year, the Board will consider whether to permit continued service of that Board member pursuant to section 22 ~~(2)~~ of the Act.

32. Conduct of Board and Committee Meetings

a. General Conduct

All Board and Committee meetings will be conducted in accordance with:

- a) the Act;
- b) these Bylaws; and
- c) Robert's Rules of Order Newly Revised in respect of procedural matters not governed by the Act, and where these Bylaws are silent.

Board meetings will entertain only those motions presented that are germane to the Board's responsibilities as set out in the Act.

Board members may participate in a Board meeting or any committee meeting by means of ~~conference telephones~~ online platforms or other communication facilities by which all participants in the meeting can understand and communicate with each other. A Board member participating in accordance with this provision will be deemed present at the meeting, will be counted in the quorum therefore, and will be entitled to speak and vote thereat.

Committee meetings may be held by electronic means when in person meetings are not practical. When synchronous meetings are held by electronic means the same rules as for in-person meetings will apply.

Asynchronous ~~Board and Board C~~ committee meetings may be held over email when synchronous meetings are not practical. To preserve the deliberative nature of committee proceedings held by email, the following rules will apply;

- a) The Chair of the Board or the Chair of the committee will establish a timeline for discussing and voting on a resolution when the Board or committee begins consideration of the resolution;
- b) All emails concerning the proposed motion will be sent to all Board or committee members, including designated resource people, and to no other person;
- c) To preserve the confidentiality of discussions, no committee member will forward emails to or from the Board's or committee's discussions;
- d) At the designated time, discussion will end and Board or committee members can propose amendments to the motion by emailing the Chair of the Board of the Board or of the committee;
- e) When the designated time for amendments has passed, the Chair of the Board or Chair of the committee will send the motion and all proposed amendments to all Board or committee members in a single email and request that they vote by indicating their support or otherwise for the motion and each amendment; and
- f) Voting will take place over three business days, by email.

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Commented [TB6]: Manual currently reflects asynchronous committee meetings; this has been updated for asynchronous board meeting.

b. Public Input at Open Board Meetings

At the discretion of the Chair, the Board may hear presentations or answer questions from a member or members of the University community or the public at an open Board meeting on matters within the purview of the Board. The rules governing public input are as follows:

- a) Any person who wants to make a presentation or ask a question will email the Board Secretary no fewer than ~~seven (7)~~ fourteen (14) days in advance of the scheduled open Board meeting;
- b) The email will contain the person's name, contact information and a submission outlining the topic and purpose of their presentation, or details of the question they intend to ask the Board;
- c) If permitted to speak, the person's presentation before the Board will be limited to five minutes; and
- d) If not permitted to speak, the email submission may be entered as correspondence for the Board's consideration.

Commented [TB7]: The agenda package is published 7 days in advance of board meeting thus increased time to allow for submission/review

c. Time, Place and Attendance

Board meetings will be held at one of the Capilano University campuses.

The Board will meet at least once every three months in accordance with section 26.(1) of the Act.

Board meetings will be held on Tuesdays unless otherwise determined by the Board.

Board member attendance at meetings will meet the requirements of the Act.

The Board will endeavour to connect periodically with local representatives and groups within the University's geographic region to discuss common concerns.

The Chair or the President will call a special meeting of the Board upon written request of a majority of Board members.

Any Board meeting may be adjourned to a specific time and place. Only items on the agenda of the meeting adjourned may be acted on at the adjourned meetings.

d. Board Meeting Types

i. Open Board Meetings

All Open Board meetings will be considered open to observers from the University community and members of the public unless specified.

ii. Closed Board Meetings

Closed meetings typically precede an Open Board meeting and may continue after the open meeting has concluded. Closed meetings are held in the absence of observers from the University community and members of the public. Closed meetings include members of the University executive and senior leadership as requested by the Board.

The following matters will be considered at the closed session (unless the meeting determines otherwise):

- a) matters relating to salaries, conditions of employment, and collective bargaining;
- b) matters relating to the employment of any particular person, including appointments, transfers, resignations, promotions, demotions, conduct, discipline or suspension;
- c) matters relating to the conduct, discipline, suspension or other dealings with any particular student;
- d) matters involving legal actions, negotiations or opinions, or that concern the liability or interests of the Board or Board members;
- e) matters relating to acquisition, disposition or security of real property;
- f) matters of a commercial nature where it is in the interest of the University to maintain confidentiality; or
- g) other matters contemplated by the Act, these Bylaws, or that are otherwise usually agreed to be confidential and not public.

By resolution of the Board any matter discussed at a closed session may be brought forward for discussion at an open meeting.

iii. *In-Camera* Board Meetings

After the Open session of a Board meeting, the Board will regularly debrief *in-camera* without any members of the University executive present to allow Board members to freely address any issues they wish to raise privately.

In addition, the following matters will be considered at the in-camera session:

- a) The internal functioning of the Board;
- b) the President's appointment, performance, evaluation or compensation;
- c) the President's annual goals; or
- d) President succession planning.

If discussing matters related to the President, in (b), (c) or (d), the President will also be excused.

Immediately following this debriefing session, the Chair will report to the President on issues discussed at the debriefing session, as appropriate.

No Board member will discuss any matter raised during an *in-camera* meeting outside that meeting.

e. Quorum and Voting

A quorum for the transaction of the business of the Board or Board Committee will be a majority of the Board members holding office at the time of the meeting.

Where there is not a quorum present after 10 minutes into a duly called meeting, the meeting will be cancelled. Time sensitive items that require approval will go directly to the Board of Governors or the Executive and Human Resources Committee, at the Board Chair's discretion. Items that are not time sensitive will be added to the next scheduled meeting.

The Chair has the same voting rights as other Board members. In the case of a tie vote on a motion, the motion is defeated and the Chair will so declare.

The President is an ex officio member of the Board (section 19_(1),(b) of the Act).

The Chancellor is an ex officio member of the Board (section 19_(1),(a) of the Act).

f. Agenda

The Chair in consultation with the President [and the Board Secretary](#) will prepare the agenda for each Board meeting. The Board Secretariat will forward copies of the agenda and all relevant documentation to Board members far enough in advance of the Board meeting that Board members can ask questions and give an informed vote, but at least 48 hours before each meeting.

The Chair, in consultation with the President [and Board Secretary](#), will prepare the initial portion of the agenda as a consent agenda:

- a) Items on the consent agenda will be matters that do not require discussion or debate.
- b) A single motion and vote will apply to all items on the consent agenda.
- c) Any Board member can request that an item be moved from the consent agenda to the open agenda for discussion and/or debate.
- d) All relevant documentation on consent agenda items, and the proposed motion, will be provided to Board members far enough in advance of the Board meeting that Board members can ask questions and give an informed vote.

The Chair will call for approval of the agenda as the first item of business of each Board meeting. Additions may be proposed by Board members and will be added to the agenda with the approval of the meeting.

For open Board meetings, the agenda and supporting materials are posted on the Board's webpage.

g. Minutes

Minutes of all Board meetings will be:

- a) a record of the formal actions undertaken at the meeting;
- b) stored electronically as a part of a minute book;
- c) circulated to Board members prior to the meeting at which they are to be adopted; and
- d) approved by the meeting of the Board at which they are adopted.

Minutes of open ~~and special~~ Board meetings will be adopted at the next open Board meeting. Minutes of closed meetings will be adopted at the next closed session. Minutes of *in-camera* meetings will be adopted at the next *in-camera* session.

Commented [TB8]: Removed as special meetings are applicable to open, closed, in camera – minutes will be adopted at the appropriate meeting

Due to the significant time between the last meetings in June and the first meetings in September and board composition changes that occur between academic years, the June standing committee and Board meeting minutes will be approved by email in July of the same academic year. Minutes will be sent to all board members in attendance at the respective meeting.

Commented [TB9]: This issue arose this year with the significant change in board members and committee composition. Emails approvals were inacted for committee meetings but not for the board meetings.

Copies of minutes of Board meetings will be circulated as determined by the Board from time to time and as required by law.

h. Recording and Communication Devices

The Board is responsible for creating a meeting environment that promotes full and frank discussion and the free exchange of ideas in their role of providing strategic oversight for the University. In order to provide an environment where Board members and participants are comfortable to comment, express their opinions and ask questions, any private or unauthorized use of a recording device during meetings of the Board is prohibited. Recording includes any equipment that can be used to record through photography, videotaping or audio recording, an image, a sound or a conversation, including cameras, cellular telephones, smartphones or any similar device.

Participants and guests are also required to turn off or put on silent mode any personal communication device during the meeting.

33. Oath of Office and Annual Declaration

The Oath of Office and the Annual Declaration for Board members is attached as Appendix “C” to this Board Manual.

The Oath of Office is normally to be affirmed or sworn, signed and dated before the Board at the commencement of all members’ first meeting with the Board. In cases where no meeting of the Board is imminent, and waiting for one will impede the ability of a new Board member to join into the work of the Board, the oath may be sworn before the Chair or designate, along with a staff member from the President’s Office.

34. Confidential Information

The details of any matter discussed at a closed, in-camera, or committee meeting of the Board will be held in strict confidence by all those in attendance. By resolution of the Board, any of the matters discussed at a closed, in-camera, or committee meeting may be brought forward for discussion at a open meeting.

35. Committees

a. Appointing Committees

To more efficiently and effectively carry out its functions and responsibilities, the Board will establish permanent committees that meet separately, each of which will have its own chair ("Standing Committees"). These committees meet to consider matters within their terms of reference before bringing these matters to the Board as a whole.

The Board may also from time to time appoint committees as follows:

- a) Committee of the Whole to allow less formal discussion of a complex or controversial issue which, nevertheless, needs some action to be taken; or
- b) ad hoc committees that are created and meet as necessary.

b. Standing Committees

The Board has ~~five~~ (four) Standing Committees:

Audit and Risk Committee
 Executive and Human Resources Committee
 Finance Committee
 Governance and Planning Committee
~~Investment Management Committee~~

Commented [TB10]: Committee merged with Finance committee effective 2024/25. Board approved in June 2024

c. Proceedings

Standing committee meetings are not public and will be attended by Board members only, with any guests invited by the committee Chair, and with University administrators assigned to serve as resource persons or who are requested to attend by the committee Chair.

All Board members may attend all meetings of any standing committee, except that only the members of the Executive and Human Resources Committee and the Audit and Risk Committee will attend meetings of those committees.

Matters discussed at standing committee meetings will be held in confidence, subject only to the following:

- a) all matters will be reported to the Board;
- b) matters described in the Part D Board Bylaws section 32 (d) (ii) will be treated as closed topics and be reported at the closed Board meeting;
- c) matters described in the Part D Board Bylaws 32 (d) (iii) will be treated as *in-camera* topics and be reported at the *in-camera* Board meeting;

d. Work and Reporting

Each standing committee will develop its own terms of reference to be approved by the Board. Each standing committee will review its Terms of Reference annually and propose any changes to the Governance and Planning Committee for review and recommendation to the full Board.

Commented [TB11]: Updated to reflect what is in the committees TOR

~~The standing committees will carry out the work assigned in the committee terms of reference as well as any additional mandates as approved from time to time by the Board. Standing committees will report to the Board on work completed and recommendations for Board’s approval.~~

~~Every standing committee will carry out the work assigned from time to time by the Board, will report to the Board, and may make recommendations to the Board. All recommendations presented to standing committees for consideration will be reported to the Board.~~

e. Members

The Chair will appoint members to each standing committee in accordance with the committee terms of reference. No standing committee will have fewer than four (4) members. Standing committee quorum will be a majority of the committee members. ~~The standing committees will carry out the work described in the committee terms of reference (as well as any additional mandates as approved from time to time by the Board).~~

Appointments are made based on qualifications and interest, and to avoid potential conflicts of interest.

f. Committee of the Whole

The purpose of a committee of the whole is to suspend a formal meeting in order to address a matter that can better be dealt with informally. Any votes taken during a committee of the whole session are not considered decisions of the Board, but recommendations to the Board (Robert’s Rules of Order). The rules are as follows:

- a) The Board members vote to go into committee of the whole.
- b) Committee of the whole functions as a real committee; when it convenes, the Board ceases to be in session.
- c) Committee of the whole can be chaired by a new Chair. The Chair of committee of the whole is appointed by the Chair.
- d) Committee of the whole votes to rise at the conclusion of its session.
- e) Rising implies that committee of the whole ceases to exist and the Board is back in session.

Proceedings of committee of the whole are not entered into the formal minutes of the Board meeting. A brief synopsis of the committee of the whole proceedings will be entered as an appendix to the minutes.

36. Officers of the University

~~The Officers of the University will exercise such powers and perform such duties as are assigned to them by the Board. Other officers, as the Board may from time to time determine, will be appointed by resolution of the Board.~~

37-36. Insurance and Indemnification

Under the Act, Board members are protected against actions for damages in respect of any act or omission in the course of their duties, except in acts of bad faith. Section 69(1) of the Act provides:

Commented [TB12]: Moved to work and reporting section above

Commented [TB13]: See section 16(a)(f) I think this is covered in that section. "appointing or providing through policy for the appointment of faculty, staff and senior administrators to the University"

An action or proceeding must not be brought against a member of a board, senate or faculties, or against an officer or employee of a university, in respect of an act or omission of a member of a board, senate or faculties, or officer or employee, of the university done or omitted in good faith in the course of the execution of the person's duties on behalf of the university.

Under the University, College and Institute Protection Program, Board members are provided with insurance coverage against liability claims while performing their duties and responsibilities in good faith, subject to the terms and conditions of the University's liability coverage agreement.

Indemnity

The University will indemnify a Board member against all costs, charges and expenses, including an amount paid to settle an action or satisfy a demand or judgment, reasonably incurred by the Board member in respect of any civil, criminal, administrative, investigative or other proceeding in which the Board member is involved because of their duties or responsibilities to the University, so long as the Board member acted honestly and in good faith with a view to the best interests of the University and except to the extent that any such costs, charges or expenses are occasioned by the Board member's own willful neglect or default.

Every Board member will be deemed to have assumed office on the express understanding that the University will be bound by the above Indemnity.

~~38.37.~~ Expenses

The University will reimburse Board members for expenses reasonably incurred to carry out duties of Board members, subject only to reasonable policies of the University from time to time.

E. CODE OF CONDUCT AND ETHICS

~~39.38.~~ Overview

The University should behave, and be perceived, as an ethical organization. The fundamental relationship between a Board member and the University is one of trust; essential to trust is a commitment to honesty and integrity. Ethical conduct within this relationship imposes certain obligations.

Section 19.1 of the *Act* states, "the members of the board of a university must act in the best interests of the university." In other words, Board members will ensure that their personal and professional interests, or obligations to third parties, do not conflict with their duty to the University.

This Code of Conduct and Ethics outlines how Board members will conduct themselves in accordance with the requirements of the law, the Crown Agencies and Board Resourcing Office (CABRO), Taxpayer Accountability Principles¹, and the Standards of Ethical Conduct Guidelines published by the provincial government.

¹ Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability (June 2014) [Accountability principles strengthen public sector governance | BC Gov News](#)

Each Board member should adhere to the minimum standards described herein and to the standards set out in applicable policies, guidelines or legislation.

40.39. Duties of a Board Member

All Board members owe certain duties to their organizations under the law. In addition, directors of public agencies in BC will comply with the requirements of the CABRO, which publishes Codes of Conduct from time to time.

Generally, a Board Member owes the following duties to the University:

- a) **Loyalty:** Board Members will act honestly, in good faith and in the best interests of the University. In placing the interests of the University ahead of their own personal or business interests, Board members will:
 - i. Be honest in their dealings with the University and with others on behalf of the University;
 - ii. Avoid situations where they could profit at the expense of the University, appropriate a business opportunity of the University or otherwise put themselves in a position of conflict between their own private interests and the best interests of the University;
 - iii. Remain impartial and loyal to the best interests of the University and not act as a delegate or representative of any interest, stakeholder or group;
 - iv. Avoid speaking against or undermining any decision of the Board, regardless of whether the Board member agrees with or voted for that decision; and
 - v. Avoid engaging in activity or speaking publicly on matters where this could be perceived as an official act or representation of the University unless specifically authorized to do so by the University.
- b) **Care:** Board members will exercise the degree of skill and diligence reasonably expected from an ordinary person of their knowledge and experience.
- c) **Confidentiality:** Board members will not divulge confidential information that they receive as Board members to any person unless authorized. The duty to maintain information in confidence continues after a Board member ceases to be a Board member.
- d) **Disclosure:** Board members who become aware of a matter which they have a duty to disclose or report will advise the Chair as soon as is reasonably practical.
- e) **Compliance:** Board members will comply with all applicable laws and regulations and with the University's Bylaws and policies adopted by the Board from time to time, including this Code of Conduct and Ethics. No Board member will commit or condone an illegal act or instruct another Board member to do so. All Board members are expected to follow the spirit as well as the letter of the law.
- f) **Knowledge:** Board members will be familiar with and generally knowledgeable about the University's mandate, vision, goals, strategic direction and operations; the community, business and political environment within which the University operates; and the relevant legislation applicable to the University and to Board members.

Any Board member who knows or suspects a breach of this Code of Conduct and Ethics has a responsibility to report it to the Chair.

41.40. Conflicts of Interest

a. Definitions

A conflict of interest arises when a Board member's private interests supersedes or competes with their dedication and obligations to the interests of the University. This could arise from actual, potential, or apparent conflict of interest for a Board member or related persons and may be financial or otherwise. For this purpose:

- i. **"actual conflict of interest"** occurs when a Board member exercises an official power or performs an official duty or responsibility and, at the same time, knows that in the performance of this duty or responsibility or in the exercise of power there is the opportunity to further a private interest.
- ii. **"potential conflict of interest"** occurs when there exists some private interest that could influence the performance of a Board member's duty or responsibility or in the exercise of power provided that they have not yet exercised that duty or responsibility.
- iii. **"apparent conflict of interest"** exists when there is possibility that a reasonably well-informed person is concerned that a real conflict of interest exists on the part of the Board member.
- iv. **"related person"** means a spouse, child, parent or sibling of a Board member.

b. General Principles

In general, a conflict of interest exists for Board members who use their position at the University to benefit themselves, friends or families.

A Board member should not use their position with the University to pursue or advance the Board member's personal interests, the interests of a related person, the Board member's business associate, corporation, union or partnership, or the interests of a person to whom the Board member owes an obligation.

A Board member should not directly or indirectly benefit from a transaction with the University over which a Board member can influence decisions made by the University.

A Board member should not take personal advantage of an opportunity available to the University unless the University has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.

A Board member should not use their position with the University to solicit clients for the Board member's business, or a business operated by a close friend, related person, business associate, corporation, union or partnership of the Board member, or a person to whom the Board member owes an obligation.

Every Board member should avoid any situation in which there is, or may appear to be, potential conflict which could appear to interfere with the Board member's judgment in making decisions in the University's best interest.

c. Conflict of Interest Situations

Some conflict of interest situations are quite clear, whereas others are less obvious. The following examples of conflict of interest are intended to provide general guidelines for declaring a conflict of interest. These examples should not necessarily be considered exhaustive. Instead, the definitions of conflict of interest and general principles described in sections 41(a) and (b) should be applied in determining the existence of a conflict of interest:

- i. influencing the purchase of goods or services for the University from a company or firm in which the Board member or a related person has financial interest;
- ii. using the position as Board member to obtain employment with the University;
- iii. using confidential or non-public information obtained as a Board member to further a private interest;
- iv. serving on the board of another organization and being in possession of information confidential to the University that is of importance to a matter being considered by the board of the other organization;
- v. assisting a related person, an associate, or an organization in its dealings with the University, when such intervention may result in real or apparent preferential treatment to that person or organization by the University;
- vi. participating in or attempting to influence the appointment, hiring, promotion or evaluation of a related person to positions within the University;
- vii. using the University's resources or facilities for a personal benefit or the benefit of related persons;
- viii. attempting to influence the outcome of a specific program or facility at the University to which the Board member or a related person has made a significant financial contribution; and
- ix. any employment, association, or activity, including political activity, that is, or may reasonably be seen to be, incompatible with the Board member's duties, or otherwise be seen to impair their ability to discharge their duties in an impartial fashion, or cast doubt on the integrity or impartiality of the Board or the University.

d. Constituency Membership

Board members who have been selected to the Board as a representative of a stakeholder group or region owe the same duties and loyalty to the University and when their duties conflict with the wishes of the stakeholder or constituent, their primary duty remains to act in the best interests of the University.

A conflict of interest due to representation of or relation to a specific constituency may occasionally arise. In general, voting on matters which have an effect on a broad group (i.e.

students staff, faculty) by a member of that group, who is not a director, officer, or member of the executive of that group, is not considered to be a conflict of interest. Conflict could reasonably be considered to exist however, for the following identified groups in the following situations:

- a) deliberations and decisions directly affecting a specific instructional program in which
 - a. student Board members are enrolled in the program;
 - b. faculty or staff Board members are employed in the program;
 - c. Board members with related persons are enrolled in or employed in the program;
- b) deliberations and decisions related to labour negotiations and labour relations
 - a. for faculty and support staff Board members
 - b. for Board members with related persons who hold faculty and/or support staff positions at the University;
 - c. for Board members with related persons who hold positions at other institutions who could be seen to gain benefit from information divulged on these matters;
- c) deliberations and decisions related to labour disputes regarding faculty and support staff
 - a. for faculty and support staff Board members who have the responsibility, or joint responsibility with others, to adjudicate disputes regarding faculty and support staff, represent faculty or support staff or their interests in disputes or are involved in any deliberations, decision-making or implementation of any such decisions by or on behalf of faculty or support staff associations;
 - b. deliberations and decisions related to any matter in which the University's interests may not be aligned with those of the faculty or staff association for Board members who hold executive positions with faculty and staff associations.

For the purposes of clarification, student Board members voting on issues related to tuition and fees other than for the specific instructional program in which they are enrolled, is not considered a conflict of interest.

e. Declaration of Conflict

Board members will arrange their private affairs and conduct themselves in a manner to avoid a conflict of interest. In cases where conflict cannot be avoided, a Board member has an obligation to declare a conflict of interest in writing to the Chair prior to discussion or decision of an issue.

Where a Board member is in doubt or unsure of whether a situation involves a conflict, the Board member will immediately seek the advice of the Chair.

If a Board member believes that another Board member is in a conflict of interest situation, the Board member will immediately identify the conflict to the other Board member and request that the conflict be declared. If the other Board member refuses to declare the conflict, the concerned Board member will immediately notify the Chair. If the situation involves a conflict of interest by the Chair, the issue will be referred to the Chair of the Governance and Planning Committee.

A Board member will declare the nature and extent of any conflict at the first meeting of the Board after which the facts leading to the conflict have come to that Board member's attention. Prior to

the approval of the agenda at each Board meeting, the Chair will request that Board members declare any conflicts of interest. The disclosure will be recorded in the minutes of the meeting. After declaring the conflict, the Board member:

- a) in an open, closed, or in-camera session, or committee meeting, will absent themselves from the proceedings by leaving the room during discussion and/or voting on the particular matter giving rise to the conflict;
- b) will not attempt, in any way or at any time, to influence the discussion or the voting of the Board on any question relating to the matter giving rise to the conflict; and
- c) will be counted in the quorum for a meeting at which the Board member attends, notwithstanding that the Board member is absented while any matter is considered in respect of which a conflict of interest exists for that Board member.

Where a conflict of interest is discovered after the consideration of a matter, the conflict will be declared to the Board and appropriately recorded at first opportunity. If the Board determines that the Board member in conflict influenced the Board's consideration or decision of the matter, the Board without further involvement of the said Board member, will reconsider the matter and may rescind, vary or confirm its decision.

f. Determining Conflicts of Interest

Where a potential conflict of interest has been identified to the Chair pursuant to section ~~39~~41 (e) above, the Board will determine by majority vote whether or not a conflict of interest exists. Prior to the vote, the Board will be provided with information regarding the nature of the perceived conflict and the Board member perceived to be in potential conflict will be given an opportunity to provide their perspective on whether or not a conflict of interest exists.

The Board member perceived to be in conflict will refrain from voting.

If the Board determines that the Board member is in conflict of interest, the Board member will act in accordance with section 41_(e) above.

~~42-41.~~ Outside Business Interests

Board members should declare possible conflicting outside business activities at the time of appointment. Notwithstanding any outside activities, Board members are required to act in the best interest of the University.

No Board member should hold a significant financial interest, either directly or through a related person or associate, or hold or accept a position as an officer or Board member in an organization in a material relationship with the University, where by virtue of their position in the University, the Board member could in any way benefit the other organization by influencing the purchasing, selling or other decisions of the University, unless that interest has been fully disclosed in writing to the University.

A "significant financial interest" in this context is any interest substantial enough that decisions of the University could result in a personal gain for the Board member.

These restrictions apply equally to interests in organizations that may compete with the University in all of its areas of activity.

43-42. Confidential Information

Confidential information includes proprietary technical, business, financial, legal, or any other information which the University treats as confidential (including all matters discussed at closed, in-camera and committee meetings). Board members should not either during, or following, their term as a Board member, disclose such information to any outside person unless authorized or required by law.

Similarly, Board members will never disclose or use confidential information gained by virtue of their association with the University for personal gain, or to benefit related persons, friends or associates.

A breach of confidentiality, whether unintended or deliberate, may result in disciplinary action up to and including removal from the Board in accordance with the Act.

If in doubt about what is considered confidential, a Board member should seek guidance from the Chair or the President.

44-43. Investment Activity

Board members will not, either directly or through related persons or associates, acquire or dispose of any interest, including publicly traded shares, in any company while having undisclosed confidential information obtained in the course of work at the University which could reasonably affect the value of such securities.

45-44. Outside Employment or Association

A Board member who accepts a position with any organization that could lead to a conflict of interest or situation prejudicial to the University's interests, will discuss the implications of accepting such a position with the Chair. Acceptance of such a position might require the Board member's resignation from the Board.

46-45. Entertainment, Gifts and Favours

It is essential to fair business practices that all those who associate with the University, as suppliers, contractors or Board members, have access to the University on equal terms.

Board members and their related persons will not accept entertainment, gifts, or favours that create or appear to create a favoured position for doing business with the University. Any person or entity offering such inducement should be asked to cease. Any such gifts received by a Board member should be returned to the donor.

Board members will not offer or solicit entertainment, gifts or favours in order to secure preferential treatment for themselves or the University.

Board members will not under any circumstances offer or receive cash, preferred loans, securities, or secret commissions in exchange for preferential treatment. Any Board member experiencing or witnessing such an offer should report the incident to the Chair immediately.

Gifts and entertainment should only be accepted or offered by a Board member where such practices are common exchanges to established business relationships for the University. An exchange of such gifts should create no sense of obligation on the part of the Board member.

Full and immediate disclosure to the Chair of borderline situations will always be taken as good-faith compliance with this Code of Conduct and Ethics.

47-46. Use of the University's Property

Board members may only use property owned by the University for personal purposes, or purchase property from the University, at the same cost and through the same processes available to the general public.

A Board member should not purchase property owned by the University if that Board member is involved in an official capacity in some aspect of the sale or purchase.

48-47. Breach

A Board member found to have breached their duty to the University by violating the minimum standards set out in this Code of Conduct and Ethics may be liable to censure or removal under section 22 of the Act.

49-48. Where to Seek Clarification

Normally, the Chair or the Chair of the Governance and Planning Committee should be responsible to provide guidance on any matter concerning standards of ethical behaviour.

APPENDIX “A”

Bicameral Governance under the University Act

Legislative Framework:

Capilano University is a publicly funded, special purpose, teaching university operating under a bicameral governance structure in accordance with the University Act (the Act), with a division of powers among the Board and the Senate.

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The management, administration and control of the property, revenue, business and affairs of the University are vested in the Board (section 27 of the Act).

The Senate is responsible for academic and curriculum-related matters. The powers and duties of the Senate are set out in section 35.2 of the Act.

The Senate must also advise the Board and the Board must seek the advice of the Senate on the development of educational policy as outlined in section 35.2(6) of the Act.

The President of the University is the chief executive officer and must generally supervise and direct the academic work of the University (section 59 of the Act). The President also has other powers and responsibilities as set out in sections 28 and 60-63 of the Act.

Board Manual - Section 15(c) Accountability:

One of the key responsibilities of the Board set out in the Board Charter and Mandate is that the Board is accountable for “focusing in strategic issues, and empowering the University’s President and executive team to manage the University’s operations”.

Board Manual - Section 13 Delegation of Authority:

In the absence of a specific reservation of authority in the Act or otherwise, and subject to Board policies and Board policy directions, the management of the University and all necessary authority in connection with that is delegated to the President. The President will specify required actions and develop administrative regulations and policies under which the University will be operated. Such actions, regulations and policies give directions on how the University will meet the values, standards and expectations established by the Board and will be in every respect consistent with the policies of the Board. No such actions, regulations or policies will commit the University to expenditures beyond current budget projections.

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Nothing in the foregoing will inhibit direct action by the Board when such action is deemed necessary and prudent.

Policy Development and Management

Under Policy B.102 Policy Development and Management, the Board and the Senate develop new and review existing policies in accordance with the respective powers and duties of each as set out in the Act as well as any other policies that the University might determinate-determine are best handled by one of these bodies.

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The Senior Leadership Council develops policies that fall outside the jurisdiction of the Board and the Senate, which normally are operational policies.

Powers and Duties of the Board

The management, administration and control of the property, revenue, business and affairs of the University as vested in the Board (section 27(1) of the Act).

Pursuant to section 27(2) of the Act, the Board exercises the following power and duties:

- s. 27(2)(a) to make rules for the meetings of the board and its transactions;
- s. 27(2)(b) to elect from among its members appointed by the Lieutenant Governor in Council a chair, and, when necessary, an acting chair;
- s. 27(2)(c) to appoint a secretary and committees it considers necessary to carry out the board's functions, including joint committees with the senate, and to confer on the committees power and authority to act for the board;
- s. 27(2)(g) subject to section 28, to appoint the president of the university, deans of all faculties, the librarian, the registrar, the bursar, the professors, associate professors, assistant professors, lecturers, instructors and other members of the teaching staff of the university, and the officers and employees the board considers necessary for the purpose of the university, and to set their salaries or remuneration, and to define their duties and their tenure of office or employment;
- s. 27(2)(h) if the president is absent or unable to act, or if there is a vacancy in that office, to appoint an acting president;
- s. 27(2)(l) to receive from the president and analyse and adopt with or without modifications the budgets for operating and capital expenditure for the university;
- s. 27(2)(m) to set, determine and collect the fees
 - i. to be paid for instruction, research and all other activities in the university,
 - ii. for extramural instruction,
 - iii. for public lecturing, library fees, and laboratory fees,
 - iv. for examinations, degrees and certificates,
 - v. for the use of any student or alumni organization in charge of student or alumni activities, and
 - vi. for the building and operation of a gymnasium or other athletic facilities;
- s. 27(2)(n) to pay over
 - i. the fees collected for a student or alumni organization that the organization may request, and
 - ii. in accordance with section 27.1, the fees collected for a student society or a provincial or national student organization;
- s. 27(2)(n.1) in accordance with section 27.1 (1.1),
 - i. to impose fees on and collect fees from students who are not members of a student society, and
 - ii. remit those fees to the student society;
- s. 27(2)(o) to administer funds, grants, fees, endowments and other assets;
- s. 27(2)(p) to select a seal and arms for the university and have sole custody and use of the seal;

- s. 27(2)(q) to provide for student loans;
- s. 27(2)(s) to enter into agreements on behalf of the university;
- s. 27(2)(t) to regulate, prohibit and impose requirements in relation to the use of real property, buildings, structures and personal property of the university, including in respect of
 - i. activities and events,
 - ii. vehicle traffic and parking, including bicycles and other conveyances, and
 - iii. pedestrian traffic;
- s. 27(2)(t.1) to regulate, prohibit and impose requirements in relation to noise on or in real property, buildings and structures of the university;
- s. 27(2)(u) to acquire and deal with
 - i. an invention or any interest in it, or a licence to make, use or sell the product of an invention, and
 - ii. a patent, copyright, trade mark, trade name or other proprietary right or any interest in it;
- s. 27(2)(v) to require, as a term of employment or assistance, that a person assign to the board an interest in an invention or an interest in a patent, copyright, trade mark, trade name or other proprietary right resulting from an invention
 - i. made by that person using the facilities, equipment or financial aid provided by the board, or
 - ii. made by that person while acting within the scope of the person's duties or employment, or resulting from or in connection with the person's duties or employment as an officer or employee of the university;
- s. 27(2)(w) to pay to a municipality incorporated under an Act a grant in a year not exceeding the lesser of
 - i. the amount that would be payable as general municipal taxes in the year on property of the university within the municipality if the property were not exempt from these taxes, and
 - ii. the amount specified by the minister or calculated in the manner specified by the minister;
- s. 27(2)(x) to make rules consistent with the powers conferred on the board by this Act;
- s. 27(2)(~~x~~.1) to impose and collect penalties, including fines, in relation to a contravention of a rule or other instrument made in the exercise of a power under this section;
- s. 27(2)(~~x~~.1) to provide for the hearing and determination of disputes arising in relation to
 - i. the contravention of a rule or other instrument made in the exercise of a power under this section, and
 - ii. the imposition of a penalty under paragraph (x.1);
- s. 27(2)(y) to do and perform all other matters and things that may be necessary or advisable for carrying out and advancing, directly or indirectly, the purposes of the university and the performance of any duty by the board or its officers prescribed by this Act or the *Sexual Violence and Misconduct Policy Act*.

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Powers and Duties of the Senate

Pursuant to sections 27(2) and 35.2 of the *Act*, the Senate exercises the following power and duties:

A. Powers with final authority resting with the Senate (s. 35.2(5)):

- s. 35.2(5)(a) regulate how its meetings and proceedings are conducted, including the quorum necessary to conduct business and how a vice chair, who is to chair meetings in the absence of the president, is elected;
- s. 35.2(5)(b) set criteria for awarding certificates, diplomas and degrees, including honorary degrees;
- s. 35.2(5)(c) set curriculum content for courses leading to certificates, diplomas and degrees;
- s. 35.2(5)(d) set qualifications for admission;
- s. 35.2(5)(e) set policies concerning examinations and evaluation of student performance;
- s. 35.2(5)(f) set residency requirements for awarding credentials for courses and programs;
- s. 35.2(5)(g) set policies concerning student withdrawal from courses, programs, or Capilano University;
- s. 35.2(5)(h) set criteria for academic standing, academic standards, and the grading system;
- s. 35.2(5)(i) set criteria for awards recognizing academic excellence;
- s. 35.2(5)(j) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals; and
- s. 35.2(5)(k) set policies on curriculum evaluation for determining whether:
 - i. courses or programs, or course credit from another university or body are equivalent to courses, programs, or course credit at Capilano University; and
 - ii. courses or programs, or course credit from one part of Capilano University are equivalent to courses or programs, or course credit in another part of Capilano University.

B. Advisory duties, with final authority given to the Board:

1. The Board must seek, and the Senate must give, advice on the development of educational policy for the following matters (s. 35.2(6)):
 - s. 35.2(6)(a) the mission statement and the educational goals, objectives, strategies, and priorities of the Capilano University;
 - s. 35.2(6)(b) the establishment, revision, or discontinuance of courses and programs at Capilano University;
 - s. 35.2(6)(c) the preparation and presentation of reports after implementation by Capilano University without prior review by the Senate of
 - i. new non-credit courses, or
 - ii. programs offered under service contract;
 - s. 35.2(6)(d) the priorities for implementation of new programs and courses leading to certificates, diplomas, or degrees;

- s. 35.2(6)(e) the establishment or discontinuance of faculties at Capilano University;
- s. 35.2(6)(f) the evaluation of programs and educational services;
- s. 35.2(6)(g) the library and resource centres;
- s. 35.2(6)(h) the setting of the academic schedule;
- s. 35.2(6)(i) the qualifications for faculty members;
- s. 35.2(6)(j) the adjudication procedure for appealable matters of student discipline;
- s. 35.2(6)(k) the terms for affiliation with other post-secondary bodies;
- s. 35.2(6)(l) the consultation with community and program advisory groups concerning Capilano University's educational programs; and
- s. 35.2(6)(m) other matters specified by the Board.

2. In addition, the **Board must consult with Senate on the following matters** (s. 27(2)):

- s. 27(2)(d) the maintenance and keep in proper order and condition the real property of the University, the erection and maintenance of the buildings and structures on it that in the opinion of the Board are necessary and advisable, and the rules respecting the management, government and control of the real property, buildings and structures;
- s. 27(2)(e) the conservation of the heritage sites of the University, including any heritage buildings, structures and land of the University;
- s. 27(2)(i) the establishment of faculties and departments with suitable teaching staff and courses of instruction; and
- s. 27(2)(k) providing for the chairs, institutes, fellowships, scholarships, exhibitions, bursaries and prizes the board and the senate consider advisable.

C. Powers with final authority resting with the Senate and the Board:

- s. 27(2)(f) the establishment of procedures for the recommendation and selection of candidates for president, deans, librarians, registrar and other senior academic administrators as the board may designate;
- s. 27(2)(j) the establishment of faculties and departments the board considers necessary; and
- s. 27(2)(r) the number of students that may in the opinion of the board, having regard to the resources available, be accommodated in the university or in any faculty of it, and to make rules considered advisable for limiting the admission or accommodation of students to the number so determined.

APPENDIX "B"

The Mandate Letters and Letter(s) of Direction for Capilano University are posted on the Capilano University website. Scroll to the bottom of the Budget page for Additional Information: [Budget – Capilano University](#)

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APPENDIX "C"

Oath of Office and Annual Declaration

OATH OF OFFICE

I, [name of Board Member], sincerely promise and swear (or affirm) that I will truly, faithfully and impartially, to the best of my ability, execute the duties and responsibilities of my position as a member of the Board of Governors of Capilano University. I have read and agree to abide by the Capilano University Board Governance Manual, including the Board of Governor’s Bylaws and Code of Conduct and Ethics.

Date at City, British Columbia, this date of month, year.

Signature of Board Member

Print Name

ANNUAL DECLARATION

I have read and considered the Capilano University Board Governance Manual, including the Bylaws and Code of Conduct and Ethics.

I understand and agree that:

- I will conduct myself in accordance with the provisions contained in the Board Governance Manual.
- I have disclosed all activity I am engaged in that could be perceived as a conflict of interest.
- I will not distribute Board and committee materials further, and I will keep in confidence the Board and committee materials designated as confidential and confidential conversations of the Board. I agree that my undertaking of confidentiality extends beyond my term on the Board into perpetuity.
- Should circumstances change, and in particular if a new potential conflict of interest arises, I will update the information in this declaration to disclose any such change as soon as possible.

I certify that the information provided above is true and complete to the best of my knowledge.

Date

Signature of Board Member

Print Name

APPENDIX “D”

Capilano University Board of Governors Communication Protocol

Purpose

Capilano University Board of Governors members (“Board members”) may be approached by members of the public with questions, or may receive requests for information related to Capilano University. Because activities and issues evolve over time and it is important that information provided to the community is consistent and as up-to-date as possible, the following communications protocol has been established. This protocol is intended to support Board members in their responsibility as representatives of Capilano University and to ensure that our response to the community is consistent, timely and accurate.

Protocol

- Key messages related to emerging issues or activities will be provided to Board members as necessary in the Board agenda package. Board members are asked to refer to the key messages to address questions that may be posed informally by community members (e.g. in a social setting).
- If a significant update is available prior to a board meeting, a briefing note, specific to that initiative/issue, will be emailed to all Board members by the President’s Office [or Board Secretariat](#).
- The only spokesperson for Board matters is the Chair or the Chair’s express delegate.
- The only spokesperson for senior leadership is the President or the President’s express delegate.
- Once the Board takes a decision after a fair and objective hearing of different opinions on an issue before it, Board members are expected to stand united in that decision in public.
- Board members are expected to communicate promptly and clearly to the Chair and the President any significant concern or complaint. Any subsequent response would be developed by the President, in consultation with the Chair and supported by knowledge experts and University communications.
- Occasionally, the Chair, or Board members, may be asked to respond to a media request or an inquiry from a representative group. All such inquiries should be directed to the Director, Communications via the Chair and then to the President’s Office. The Director, Communications will undertake any background research required and will work with the Chair, or appropriate spokesperson, to respond to the request. The Director, Communications will ensure the President’s Office remains the conduit to any final communications prepared, that the Board member who originally received the request is copied; and the entire Board is notified of the request and the response is included as part of the next Board meeting agenda package.
- The Board may be asked to receive a signed petition or other appeal, from a group or representative body. The sender receives confirmation of receipt from the Director, Communications and assurance of the process to present the petition to the Board and document it in the Board’s records management system.

APPENDIX "E"

Capilano University

Board Election Procedures

March 2016

Purpose:

The rules and procedures included in this document outline the process to be undertaken by Capilano University for all Board elections. The rules and procedures for elections are in accordance with the *University Act*. In the event of a disagreement between the procedures and the *University Act*, the *University Act* will prevail.

Schedule for Elections:

Regular elections will normally occur in late February. The Registrar is responsible for preparing the election schedule and will distribute the schedule to involved constituency groups prior to the election.

Procedural definitions:

Faculty: An academic educational administrative division of a university constituted by the Board as a Faculty under section 39 of the *University Act*, or the dean and faculty members of a Faculty, as the context requires.

At Capilano University there are five (5) Faculties: Arts and Sciences; Business and Professional Studies; Fine and Applied Arts; Education, Health and Human Development; and Global and Community Studies.

Faculty Member: A person employed by a university as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by Senate.

At Capilano University lab instructors, lab supervisors, private music instructors, instructional associates, special appointees, counselors, and librarians, have also been designated by Senate as faculty members.

Support Staff: Capilano University employees who are not faculty members, and who are staff, including exempt staff and administrators, excluding the President and Registrar.

Term of Office:**Support staff and faculty representatives**

The term of office for support staff and faculty representatives on the Board of Governors shall be three (3) years, normally commencing on August 1st.

Student representatives:

The term of office for student representatives on the Board of Governors shall be one (1) year, commencing on August 1st.

Orientation:

Orientation for all new members may occur prior to the official term commencement date. It is the responsibility of the representatives to ensure their participation in the orientation.

Eligibility to Nominate, Vote, Run and Hold Office:

Students

Eligibility to Nominate:

To nominate an individual, students must be enrolled in at least one credit course at Capilano University.

Eligibility to Vote*:

The voters list for the Board student representatives shall be comprised of all students enrolled in at least one credit course at Capilano University.

Eligibility to Stand for Election and Hold Office:

Students elected to the Board must be enrolled in at least one credit course and cannot have the current notation of 'Required to Withdraw' on their record. If an elected student's enrolment is terminated due to being 'Required to Withdraw', student conduct, or any other reason, the position will be declared vacant.

Support staff

Support staff members who are also employed under the category of faculty members shall be designated by the role that has the majority of the workload. If the workload is equal, in order to participate in elections the employee must choose, on a onetime-only basis, to be considered either a faculty member or a non-faculty member for purposes of Board voting and candidacy.

Support staff members who are also students cannot stand for election, nominate, or vote as students.

Eligibility to Nominate:

To nominate an individual, staff must meet the same criteria as those described for eligibility to vote.

Eligibility to Vote*:

The voters list for the Board support staff representatives shall be comprised of all support staff, exempt staff, and administrators who are not officers of the University (President, Registrar, and Vice-Presidents), deans, or faculty members.

Eligibility to Stand for Election and Hold Office:

Support staff elected to the Board of Governors must be employed continuously for the entire three (3) year term of office. If an elected support staff member's employment with the University is terminated for any reason, the position will be declared vacant.

Faculty

For purposes of voting and candidacy, an employee who has both a faculty and a non-faculty position shall be designated by the role that has the majority of the workload. If the workload is equal, in order to participate in elections the employee must choose, on a one time-only basis, to be considered either a faculty member or a non-faculty member for purposes of the Board voting and candidacy.

Eligibility to Nominate:

To nominate an individual, faculty must meet the same criteria as those described for eligibility to vote.

Eligibility to Vote*:

The voters list for the Board faculty representatives shall be comprised of all faculty members, as designated by Senate, with current appointments during the election period.

Eligibility to Stand for Election and Hold Office:

Faculty members elected to the Board of Governors must have appointments within one or more Faculties of Capilano University as constituted by the Board of Governors. If an elected faculty member's appointment with the University is terminated for any reason, the position will be declared vacant.

*The Registrar is responsible for both maintaining and having the final authority over the voters list. A copy of the voters list will be available for viewing in the Registrar's Office once an election or by-election has been called.

Election Timelines and Process

Timelines:

The Registrar is responsible for establishing timelines and shall post them on the Capilano University website.

Nomination period will be a two-week duration ending at 4:00 pm on the final day. The nomination results will be announced within two (2) working days from the end of the nomination period.

The nomination period must end at least one (1) week before the start of the voting period.

The voting period will be of one week duration beginning at 12:01 a.m. on the first day and ending at 11:59 p.m. on the final day. The voting results will be announced within two (2) working days from the end of the voting period.

Election Process

Nominations:

The Registrar will post timelines and nomination forms on the Capilano University website. Information required for nominations includes full name, signature, date and student ID (for students) or employee ID (for staff or faculty).

Candidates List:

The Registrar will post on the Capilano University website the list of candidates and their respective nomination statements (verbatim).

Campaigning:

A candidates' orientation will be held prior to the start of the campaign period. It is the sole responsibility of the candidate to ensure they are familiar with all the rules of the election, whether they attend the orientation or not.

Promotion of the election, excluding the Capilano University website, but including all-candidates' meeting is the responsibility of the constituent groups.

All campaign material will be in accordance with Human Rights Legislation.

Campaigning is allowed and is undertaken at the individual's expense and in their own time. Campaigning includes, but is not limited to, posters, signs, websites, social media, and telephone/email communications. Encouraging individuals to vote is not considered campaigning if there is no reference to an individual candidate or group of candidates.

Candidates may not abuse Capilano University's resources. All candidates are required to act with honesty and integrity.

Election Results:

The Registrar shall:

1. Post the election results within two (2) working days following each election
2. Inform the President of the results of the election
3. Report the Board election results at the first Board meeting following each election
4. Post results publicly on the University's website including names of candidates who were not successful.

If the number of candidates for a position matches the required number of candidates to be elected, the candidate(s) will be declared elected by acclamation.

If the number of candidates for a position is more than the required number of candidates to be elected, the candidate(s) with the most votes will be declared as elected.

In the case of tie votes, the following will take place:

Ties will be broken by the Registrar via a coin-toss that is administered in the presence of the tied candidates.

Appeals:

It is recognized that there may be challenges to the conduct of the elections. To consider these challenges, an Appeals Committee will be convened.

This committee will:

1. Be composed of one member of each constituent group, appointed by their executive (the member cannot have been a candidate in the election).
2. Be chaired by the Registrar or designate, or by the Vice President, Academic and Provost, or designate, as determined by the nature of the appeal. In either case, the Chair is non-voting.
3. Have a mandate to hear the appeals based on the rules for election.

Appeals Procedure:

All appeals must be received, signed and in writing to the Registrar's Office no later than 3:00 p.m. two (2) working days after the results of the election are announced.

All candidates of the affected constituent group will receive a copy of each appeal prior to the Appeals Committee hearing.

Each candidate will have an opportunity to respond to the appeal in writing. Appeals that question the conduct of candidates or the election process will be chaired by the Registrar or designate. In the case of an appeal against the conduct of the Registrar or designate, the Vice President, Academic and Provost, or designate, will chair the appeals committee. Each response will be signed and received in the Registrar's Office no later than 3:00 p.m. two (2) days after receipt of the appeal.

The Appeals Committee Chair will allow each of these candidates an opportunity to speak to the committee during the designated Appeals Committee Hearing. These candidates must confirm their attendance with the Registrar's Office 24 hours prior to the Appeals Committee Hearing. Time limitations and a schedule will be at the discretion of the Appeals Committee, taking into consideration the number of appeals and candidates wishing to address the committee.

Each confirmed candidate addressing the Appeals Committee will be allowed one support person at the Appeals Committee Hearing. This support person is not able to address the committee.

Once all confirmed candidates have addressed the committee, the committee will consider all evidence presented and take appropriate action, including:

- Over-ruling the objection
- Making recommendations to the Registrar with respect to future elections
- Ordering new procedures
- Requiring a new election

The Appeals Committee decision will be final. So there is no disruption in representation to the Board of

Governors, those who have been declared elected are confirmed in their positions until the appeals have been concluded.

Vacant Positions:

Vacant positions must be filled as soon as reasonably possible, taking into account both the length of time of the election/by-election process and the nature of the academic year. The rules for filling vacant positions will be:

1. By-elections will be held when a position is declared vacant prior to the end of term for that position except as follows:
2. If the vacancy occurs on November 1st, or later, and the person holding the position declared vacant is in the final year of their term, then the position will be filled through the normal elections process in the spring. The person elected will immediately assume the vacant position until July 31st, and then begin their elected term of office.

APPENDIX “F”

Board Chair and Vice Chair Election Procedures

PRESIDENT ASSUMES CHAIR

- | | |
|--|--|
| Election of Chair | <p>President calls for nominations
(Call twice or three times.)</p> <p>Ensure that those nominated are willing to stand.</p> |
| One nomination/Chair | <p>Motion: THAT...(name) be nominated as Chair of the Board.</p> <p>(A seconder is not necessary although any number of persons may wish to second the nomination to show support.)</p> <p>The President can then declare ...(name) to have been elected Chair by acclamation.</p> |
| OR More than one nomination/Chair | <p>President announces...is nominated and ...is nominated, etc.</p> <p>A motion is made and seconded to “close nominations”.</p> <p>Voting is carried out by ballot.</p> <p>Motion: THAT the Capilano University Board elect...(name) as its chair for the forthcoming year.</p> |
| Election of Vice-Chair | <p>Same procedure as for Chair.</p> |
| WARNING: | <p>The President is inclined at this point to succumb to a rush of enthusiasm and adjourn the meeting. Actually the new or re-elected Chair assumes the Chair and adjourns the meeting.</p> |

CHAIR TO ASSUME CHAIR

Chair says whatever he/she wishes to say. And the following motions must be made if there is a change in Chair.

- Motion: THAT the Capilano University Board rescind the appointment of...(name), past Chair, as a signing officer of the University and THAT the Capilano University Board appoint ...(name) Chair as a signing officer of the University.

THE MEETING CONTINUES

APPENDIX "G"
SOCIETIES ACT

CERTIFIED COPY
Of a document filed with the
Province of British Columbia
Registrar of Companies

REPLACEMENT BYLAWS
APPROVED AT FOUNDATION
AGM MAY 24TH, 2023
T.K. Sparks
T.K. SPARKS

**BYLAWS
OF THE
CAPILANO UNIVERSITY FOUNDATION**

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**BYLAWS
OF THE
CAPILANO UNIVERSITY FOUNDATION**

1. INTERPRETATION

1.1 Definitions

In these Bylaws and the Constitution of the Foundation, unless the context otherwise requires:

- (a) **“Act”** means the *Societies Act*, S.B.C. 2015, c. 18, as amended from time to time, and includes any successor legislation thereto;
- (b) **“Address of the Foundation”** means the registered office address of the Foundation on record from time to time with the Registrar;
- (c) **“Alumni Association”** means the “Capilano University Alumni Association”;
- (d) **“Board”** means the Directors collectively acting as authorized by the Act, the Constitution and these Bylaws in managing or supervising the management of the affairs of the Foundation and exercising the powers of the Foundation;
- (e) **“Board of Governors”** means those Persons who are serving as governors of the University from time to time, and ;
- (f) **“Board Resolution”** means:
 - (1) a resolution passed by a simple majority of the votes cast in respect of the resolution by the Directors entitled to vote on such matter:
 - (A) in person at a duly constituted meeting of the Board,
 - (B) by Electronic Means in accordance with these Bylaws, or
 - (C) by combined total of the votes cast in person and by Electronic Means; or
 - (2) a resolution that has been submitted to all Directors and consented to in writing by two-thirds (2/3) of the Directors who would have been entitled to vote on the resolution at a meeting of the Board,

and a Board Resolution approved by any of these methods is effective as though passed at a meeting of the Board;
- (g) **“Bylaws”** means the bylaws of the Foundation as filed with the Registrar;
- (h) **“Chair”** means the Person serving as the chair of the Board in accordance with these Bylaws;
- (i) **“Constitution”** means the constitution of the Foundation as filed with the Registrar;
- (j) **“Directors”** means those Persons who are, or who subsequently become, directors of the Foundation in accordance with these Bylaws and have not ceased to be directors, and includes the Ex-Officio Directors;

- (k) **“Electronic Means”** means any system or combination of systems, including but not limited to mail, telephonic, electronic, radio, computer or web-based technology or communication facility, that:
- (1) in relation to a meeting or proceeding, permits all participants to communicate with each other or otherwise participate contemporaneously, in a manner comparable, but not necessarily identical, to a meeting where all were present in the same location, and
 - (2) in relation to a vote, permits all eligible voters to cast a vote on the matter for determination in a manner that adequately discloses the intentions of the voters;
- (l) **“Ex-Officio Directors”** means those Persons who hold the positions within the University set out in Bylaw 6.5 and **“Ex-Officio Director”** means any one of them;
- (m) **“General Meeting”** means each annual general meeting and any extraordinary general meetings of the Foundation, but does not include any gatherings of members for purposes other than the conduct of official business of the Foundation;
- (n) **“Governor”** means a member of the Board of Governors;
- (o) **“Income Tax Act”** means the *Income Tax Act*, R.S.C. 1985 (5th Supp.), c.1 as amended from time to time;
- (p) **“Members”** means those Persons who are, or who subsequently become, members of the Foundation in accordance with these Bylaws and who, in either case, have not ceased to be members;
- (q) **“Ordinary Resolution”** means:
- (1) a resolution passed by a simple majority of the votes cast in respect of the resolution by those Members entitled to vote:
 - (A) in person at a duly constituted General Meeting, or
 - (B) by Electronic Means in accordance with these Bylaws, or
 - (C) by combined total of the votes cast in person at a General Meeting and the votes cast by Electronic Means; or
 - (2) a resolution that has been submitted to the Members and consented to in writing by at least two-thirds (2/3) of the voting Members,
- and an Ordinary Resolution approved by any one or more of these methods is effective as though passed at a General Meeting of the Foundation;
- (r) **“Person”** means a natural person;
- (s) **“Registered Address”** of a Member or Director means the address of that Person as recorded in the register of Members or the register of Directors;
- (t) **“Registrar”** means the Registrar of Companies of the Province of British Columbia;
- (u) **“Secretary”** means the Person serving as the secretary of the Board in accordance with these Bylaws;
- (v) **“Foundation”** means the “Capilano University Foundation”;

- (w) **“Special Resolution”** means:
- (1) a resolution, of which the notice required by the Act and these Bylaws has been provided, passed by at least two-thirds (2/3) of the votes cast in respect of the resolution by those Members entitled to vote:
 - (A) in person at a duly constituted General Meeting,
 - (B) by Electronic Means in accordance with these Bylaws, or
 - (C) by combined total of the votes cast in person at a General Meeting and the votes cast by Electronic Means; or
 - (2) a resolution that has been submitted to the Members and consented to in writing by every Member who would have been entitled to vote on the resolution in person at a General Meeting,
- and a Special Resolution approved by any one or more of these methods is effective as though passed at a General Meeting;
- (x) **“Treasurer”** means the Person serving as the treasurer of the Board in accordance with these Bylaws; and
- (y) **“University”** means Capilano University.

1.2 Societies Act Definitions

Except as otherwise provided, the definitions in the Act on the date these Bylaws become effective apply to these Bylaws and the Constitution.

1.3 Gender Neutral Language and Plural and Singular Forms

In these Bylaws:

- (a) the terms “they”, “them”, “their” and “themselves” will be used as gender neutral pronouns to denote a Person of any gender, regardless of the Person’s gender or preferred pronouns; and
- (b) a word defined in the plural form includes the singular and vice-versa.

2. MEMBERSHIP

2.1 Membership

The membership of the Foundation is composed of the Board of Governors of the University.

Each Person who is a Governor is automatically, and without further act, a Member and will continue as such until ceasing in accordance with Bylaw 2.7.

2.2 Membership not Transferable

Membership is not transferable by a Member to any other Person or entity.

2.3 Rights of Membership

In addition to any rights conferred by the Act, a Member has the following rights of membership:

- (a) to receive notice of, and to attend, all General Meetings;
- (b) to make or second motions at a General Meeting and to speak in debate on motions under consideration in accordance with such rules of order as may be adopted; and
- (c) to exercise a vote on matters for determination by the Members, whether at General Meetings or otherwise.

2.4 Dues and Standing of Members

There will be no annual membership dues and all Members are deemed to be in good standing.

2.5 Compliance with Constitution, Bylaws and Policies

Every Member will, at all times:

- (a) uphold the Constitution and comply with these Bylaws, the regulations and the policies of the Foundation in effect from time to time;
- (b) abide by such codes of conduct and ethics adopted by the Foundation; and
- (c) further and not hinder the purposes, aims and objects of the Foundation.

2.6 Expulsion of Member

A Member may be expelled by a Special Resolution.

Notice of a Special Resolution to expel a Member will be provided to all Members and will be accompanied by a brief statement of the reasons for the proposed expulsion.

The Member who is the subject of the proposed expulsion will be provided with an opportunity to respond to the statement of reasons at or before the time the Special Resolution for expulsion is considered by the Members.

2.7 Cessation of Membership

A Person will immediately cease to be a Member:

- (a) upon the date which is the later of:
 - (1) the date of delivering their resignation in writing to the Address of the Foundation; and
 - (2) the effective date of the resignation stated thereon;
- (b) upon the date which the Person ceases to be a member of the Board of Governors;
- (c) upon the Person's expulsion by Special Resolution; or
- (d) upon the Person's death.

2.8 No Distribution of Income to Members

The Foundation shall be operated exclusively as a charitable institution without financial gain to its members and all profits and other accretions to the assets of the Foundation shall be used to promote its purposes as set forth in the Constitution.

3. MEETINGS OF MEMBERS

3.1 Time and Place of General Meetings

The General Meetings of the Foundation will be held at such time and place, in accordance with the Act, as the Board decides.

3.2 Annual General Meetings

An annual general meeting will be held at least once in every calendar year and in accordance with the Act.

3.3 Annual Consent Resolution

An annual general meeting is deemed to have been held under the Act and these Bylaws if a resolution in writing is signed by each of the Members which deals with all of the matters that must, under the Act or these Bylaws, be dealt with at that meeting.

3.4 Business Required at Annual General Meeting

The following business is required to be conducted at each annual general meeting of the Foundation (or by resolution in lieu thereof):

- (a) the adoption of an agenda;
- (b) the approval of the minutes of the previous annual general meeting and any extraordinary general meetings held since the previous annual general meeting;
- (c) consideration of the approved annual financial statements and the report of the auditor thereon, if any;
- (d) the appointment of an auditor, or waiver of such appointment; and
- (e) such other business, if any, required by the Act or at law to be considered at an annual general meeting.

The annual general meeting may include other business as determined by the Board in its discretion.

3.5 Extraordinary General Meeting

Every General Meeting other than an annual general meeting is an extraordinary general meeting.

3.6 Calling of Extraordinary General Meeting

The Foundation will convene an extraordinary general meeting by providing notice in accordance with the Act and these Bylaws in any of the following circumstances:

- (a) at the call of the Chair;
- (b) when resolved by Board Resolution; or
- (c) when such a meeting is requisitioned by the Members in accordance with the Act.

3.7 Notice of General Meeting

The Foundation will, in accordance with Bylaw 15.1, send notice of every General Meeting to:

- (a) each Member shown on the register of Members on the date the notice is sent; and
- (b) the auditor of the Foundation, if any is appointed,

not less than fourteen (14) days and not more than sixty (60) days prior to the date of the General Meeting.

No other Person is entitled to be given notice of a General Meeting.

3.8 Contents of Notice

Notice of a General Meeting will specify the date, time and, if applicable, location of the meeting and will include the text of every Special Resolution to be proposed or considered at that meeting.

If the Board has decided to hold a General Meeting with participation by Electronic Means, the notice of that meeting must also contain instructions for attending and participating in the meeting by Electronic Means, including instructions for voting.

3.9 Omission of Notice

The accidental omission to give notice of a General Meeting to a Member, or the non-receipt of notice by a Member, does not invalidate proceedings at that meeting.

4. PROCEEDINGS AT GENERAL MEETINGS

4.1 Attendance at General Meetings

The following Persons are entitled to attend every General Meeting:

- (a) each Member;
- (b) each Director; and
- (c) the Foundation's auditor, if any.

In addition, the Board may invite any other Person or Persons to attend a General Meeting as observers and guests.

All observers and guests may only address the General Meeting assembly at the invitation of the Person presiding as chairperson, or by Ordinary Resolution.

4.2 Electronic Participation in General Meetings

The Board may decide, in its discretion, to hold any General Meeting in whole or in part by Electronic Means.

When a General Meeting is to be conducted using Electronic Means, the Board must take reasonable steps to ensure that all participants are able to communicate and participate in the

meeting adequately and, in particular, that remote participants are able to participate in a manner comparable to participants present in person, if any.

Persons participating by Electronic Means are deemed to be present at the General Meeting.

4.3 Quorum

A quorum at a General Meeting is five (5) Members.

No business, other than the election of a Person to chair the meeting and the adjournment or termination of the meeting, will be conducted at a General Meeting at a time when a quorum is not present. If at any time during a General Meeting there ceases to be a quorum present, business then in progress will be suspended until there is a quorum present or until the meeting is adjourned or terminated.

4.4 Lack of Quorum

If within thirty (30) minutes from the time appointed for a General Meeting a quorum is not present, the meeting, if convened on the requisition of Members, will be terminated, but in any other case it will stand adjourned to the next day, at the same time and place, and if at the adjourned meeting a quorum is not present within thirty (30) minutes from the time appointed for the meeting, the Members present will constitute a quorum and the meeting may proceed.

4.5 Chairperson at General Meetings

The Chair will, subject to a Board Resolution appointing another Person, preside as chairperson at all General Meetings.

If at any General Meeting the Chair or such alternate Person appointed by a Board Resolution, if any, is not present within fifteen (15) minutes after the time appointed for the meeting, the Members present may select one of themselves to preside as chairperson at that meeting.

4.6 Alternate Chairperson

If a Person presiding as chairperson of a General Meeting wishes to step down as chairperson for all or part of that meeting, they may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the Members present at such meeting, the designated alternate may preside as chairperson.

4.7 Chairperson to Determine Procedure

In the event of any doubt, dispute or ambiguity in relation to procedural matters or parliamentary process at a General Meeting, the Person presiding as chairperson will have the authority to interpret and apply such rules of order as the meeting has adopted, if any, and determine matters in accordance with those rules, as well as the Act and these Bylaws.

4.8 Adjournment

A General Meeting may be adjourned from time to time and from place to place, but no business will be transacted at an adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.

4.9 Notice of Adjournment

It is not necessary to give notice of an adjournment or of the business to be transacted at an adjourned meeting except where a meeting is adjourned for more than fourteen (14) days, in which case notice of the adjourned meeting will be given as in the case of the original meeting.

4.10 Minutes of General Meetings

The Secretary or such other Person designated by the Board will ensure that minutes are taken for all General Meetings.

5. DECISIONS OF MEMBERSHIP

5.1 Ordinary Resolution Sufficient

Unless the Act, these Bylaws or adopted rules of order provide otherwise, every issue for determination by a vote of the Members will be decided by an Ordinary Resolution.

5.2 Entitlement to Vote

Each Member is entitled to one (1) vote on matters for determination by the Members, whether at a General Meeting or otherwise. No other Person is entitled to vote on a matter for determination by the Members.

5.3 Voting Other than at General Meeting

The Board may, in its sole discretion, conduct a vote of the Members other than at a General Meeting, whether by mail-in ballot or Electronic Means (a “standalone vote”), provided in each case that the Foundation provides each Member with notice of:

- (a) the text of the resolutions to be voted on;
- (b) the open and closing dates for casting a vote; and
- (c) the means of voting and instructions on how a Member may cast a vote.

Members who wish to cast a vote in a standalone vote must vote by the means, and within the timeframes set out in the notice. A standalone vote will be a valid and effective vote where at least five (5) Members cast a valid vote. The results of the vote will be announced following the completion of the standalone vote.

5.4 Voting Methods

Voting by Members may occur by any one or more of the following methods, in the discretion of the Board:

- (a) by show of hands or voting cards;
- (b) by written ballot; or
- (c) by vote conducted by Electronic Means.

Where a vote is to be conducted by show of hands or voting cards, and prior to the question being put to a vote, a number of Members equal to not less than ten percent (10%) of the votes present may request a secret ballot, and where so requested the vote in question will then be conducted by written ballot or other means whereby the tallied votes can be presented anonymously in such a way that it is impossible for the assembly to discern how a given Member voted.

5.5 Voting by Chair

If the Person presiding as chairperson of a General Meeting is a Member, then they may, in their sole discretion, cast a vote on any motion or resolution under consideration at the same time as voting occurs by all Members. A Person presiding as chairperson who is not a Member has no vote.

The Person presiding as chairperson of a General Meeting does not have a second or a casting vote in the event of a tie and a motion or resolution that is tied is defeated.

5.6 Voting by Proxy

Voting by proxy is not permitted.

6. DIRECTORS

6.1 Management of Property and Affairs

The Board will have the authority and responsibility to manage, or supervise the management of, the property and the affairs of the Foundation.

6.2 Qualifications of Directors

Pursuant to the Act, a Person may not be nominated, elected or appointed to serve (or continue to serve) as a Director if the Person:

- (a) is less than eighteen (18) years of age;
- (b) has been found by any court, in Canada or elsewhere, to be incapable of managing their own affairs;
- (c) is an undischarged bankrupt; or
- (d) has been convicted of a prescribed offence within the prescribed period, for which no pardon has been granted, in accordance with the Act.

In addition to the foregoing, a Person may not be nominated, elected or appointed to serve (or continue to serve) as a Director if the Person is an "ineligible individual" as defined by section 149.1(1) of the *Income Tax Act* (Canada).

6.3 Composition of Board

The Board will be composed of not less than three (3) and not more than twelve (12) Directors, as follows:

- (a) the Ex-Officio Directors in accordance with Bylaw 6.5.

- (b) up to two (2) qualified Persons appointed as Directors by the Board of Governors in accordance with Bylaw 6.6.
- (c) up to one (1) qualified Person appointed as Director by the Alumni Association in accordance with Bylaw 6.7.
- (d) up to six (6) qualified Persons appointed as Directors by the Board in accordance with Bylaw 6.8.

6.4 Invalidation of Acts

No act or proceeding of the Board is invalid by reason only of there being fewer than the required number of Directors in office.

6.5 Ex-Officio Directors

A Person who holds one or more of the following positions at the University is, automatically a Director (with full voting rights) by virtue of holding such position (including the equivalent position by another title):

- (a) University President;
- (b) Vice-President, Finance and Administration; and
- (c) Vice President, University Relations.

Notwithstanding the foregoing automatic appointment, an Ex Officio Director may cease office as a Director by resignation in writing, by ceasing to meet the qualifications set out in Bylaw 6.2, or by removal, in accordance with these Bylaws.

6.6 Appointment of Director by Board of Governors

The Board of Governors may appoint a Person qualified in accordance with Bylaw 6.2 as a Director by delivering a written notice of appointment with the Person's full name and address to the Address of the Foundation, provided that there can be no more than two (2) Person's appointed pursuant to this Bylaw at any time. A notice of appointment must be dated and signed by the chair of the Board of Governors.

Persons appointed under this Bylaw will take office on the date of set out in the notice, or the date of receipt of notice by the Foundation, whichever is later. Appointment of new Directors by the Board of Governors will normally align with the appointment of Directors by the Foundation at or prior to an annual general meeting (or resolution in lieu).

The Board of Governors may revoke the appointment of a previously appointed Person at any time by notice in writing and delivered to the Address of the Foundation, and such revocation will be effective on the date of set out in the notice, or the date of receipt of notice by the Foundation, whichever is later.

6.7 Appointment of Director by Alumni Association

The Alumni Association may appoint a Person qualified in accordance with Bylaw 6.2 as a Director by delivering a written notice of appointment with the Person's full name and address to the

Address of the Foundation, provided that there can be no more than one (1) Person's appointed pursuant to this Bylaw at any time. A notice of appointment must be dated and signed by an authorized representative of the Alumni Association.

Persons appointed under this Bylaw will take office on the date of set out in the notice, or the date of receipt of notice by the Foundation, whichever is later. Appointment of new Directors by the Alumni Association will normally align with the appointment of Directors by the Foundation at or prior to an annual general meeting (or resolution in lieu).

The Alumni Association may revoke the appointment of a previously appointed Person at any time by notice in writing and delivered to the Address of the Foundation, and such revocation will be effective on the date of set out in the notice, or the date of receipt of notice by the Foundation, whichever is later.

6.8 Appointment of Directors by Board

The Board may, at any time and from time to time by Board Resolution, appoint one or more Persons as Directors, provided that no more than six (6) Directors appointed pursuant to this Bylaw at any time.

Persons appointed under this Bylaw must be qualified in accordance with Bylaw 6.2, and do not hold a position with the University, but have expertise, skills or knowledge that is beneficial to the Foundation as determined by the Board.

Persons appointed under this Bylaw will take office on the date of the Board Resolution, or such later date as may be set out therein. Normally, appoint of Directors by the Board will occur at or prior to an annual general meeting (or resolution in lieu), but the Board may appoint Directors at other times if its determines necessary.

6.9 Transition of Directors' Terms

Each Person who is a Director on the date these Bylaws come into force will continue as a Director until the conclusion of the next annual general meeting (or resolution in lieu) and may be appointed in accordance with these Bylaws to continue as a Director.

Any previous terms (or part terms) served by Directors prior to these Bylaws coming into force will be counted towards the term limits set out below.

6.10 Term of Directors

Ex-Officio Directors will continue as Directors without specific term, until ceasing in accordance with Bylaw 6.14.

The term of office of all other Directors will normally be three (3) years. However, the respective appointing body may determine that one or more of its valid appointments will have a term of less than three (3) years, the length of such term to be determined by that body in its discretion.

For purposes of calculating the duration of a Director's term of office:

- (a) if a Person is appointed on or before the date that is 90 days after the last annual general meeting, or resolution in lieu thereof, that Person's term will be deemed

to commence at the close of the annual General Meeting (or effective date of the resolution in lieu); and

- (b) if a Person is appointed after the date that is 90 days after the last annual general meeting, or resolution in lieu thereof, that Person's term will be deemed to have commenced at the close of the next annual General Meeting (or effective date of the resolution in lieu).

6.11 Consecutive Terms and Term Limits

With the exception of Ex-Officio Directors, Directors may serve for up to six (6) consecutive years, by any combination of terms. A Person who has served as a Director for six (6) consecutive years may not be re-elected for at least one (1) year following the expiry of their latest term.

6.12 Extension of Term to Maintain Minimum Number of Directors

Every Director serving a term of office will retire from office at the close of the annual general meeting (or resolution in lieu) in the year in which their term expires, provided that if insufficient successors are elected and the result is that the number of Directors would fall below three (3), the Person or Persons previously elected as Directors may, if they consent, continue to hold office, and the term of such Director or Directors is deemed to be extended, until such time as successor Directors are elected.

6.13 Removal of Director

The Members may remove a Director appointed pursuant to Bylaw 6.6 and Bylaw 6.7 before the expiration of such Director's term of office by Special Resolution and may elect a replacement Director by Ordinary Resolution to serve for the balance of the removed Director's term.

A Director elected pursuant to Bylaw 6.8 may be removed before the expiration of their term of office by Board Resolution. The Director proposed for removal has a conflict of interest and may not vote on the Board Resolution, but is entitled to not less than seven (7) days' advance notice in writing of the proposed Board Resolution and to address the Board prior to the vote on the resolution.

6.14 Ceasing to be a Director

A Person will immediately cease to be a Director:

- (a) upon the date which is the later of:
 - (1) the date of delivering their resignation in writing to the Chair or to the Address of the Foundation; and
 - (2) the effective date of the resignation stated therein;
- (b) upon the expiry of their term;
- (c) upon the date such Person is no longer qualified pursuant to Bylaw 6.2;
- (d) upon the Person's removal ; or
- (e) upon the Person's death.

7. POWERS AND RESPONSIBILITIES OF THE BOARD

7.1 Powers of Directors

The Board may exercise all such powers and do all such acts and things as the Foundation may exercise and do, and which are not by these Bylaws or by statute or otherwise lawfully directed or required to be exercised or done by the Members in General Meeting, but nevertheless subject to the provisions of:

- (a) all laws affecting the Foundation; and
- (b) these Bylaws and the Constitution.

Without limiting the generality of the foregoing, the Board will have the power to make expenditures, including grants, gifts and loans, whether or not secured or interest-bearing, in furtherance of the purposes of the Foundation. The Board will also have the power to enter into trust arrangements or contracts on behalf of the Foundation in furtherance of the purposes of the Foundation.

7.2 Duties of Directors

Pursuant to the Act, every Director will:

- (a) act honestly and in good faith with a view to the best interests of the Foundation;
- (b) exercise the care, diligence and skill that a reasonably prudent individual would exercise in comparable circumstances;
- (c) act in accordance with the Act and the regulations thereunder; and
- (d) subject to Bylaws 7.2(a) to 7.2(c), act in accordance with these Bylaws.

Without limiting Bylaws 7.2(a) to 7.2(d), a Director, when exercising the powers and performing the functions of a Director, must act with a view to the purposes of the Foundation.

7.3 Policies and Procedures

The Board may establish such rules, regulations, policies or procedures relating to the affairs of the Foundation as it deems expedient, provided that no rule, regulation, policy or procedure is valid to the extent that it is inconsistent with the Act, the Constitution or these Bylaws.

7.4 Remuneration of Directors and Officers and Reimbursement of Expenses

A Director is not entitled to any remuneration for acting as a Director. However, a Director may be reimbursed for all expenses necessarily and reasonably incurred by themselves while engaged in the affairs of the Foundation, provided that all claims for reimbursement are in accordance with established policies.

7.5 Investment of Property and Standard of Care

If the Board is required to invest funds on behalf of the Foundation, the Board may invest the property of the Foundation in any form of property or security in which a prudent investor might invest. The standard of care required of the Directors is that they will exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments in light of

the purposes and distribution requirements of the Foundation. The Board may establish further policies related to the investment of the Foundation's funds and property, provided that such policies are not contrary to the Act or these Bylaws.

7.6 Investment Advice

The Directors may obtain advice with respect to the investment of the property of the Foundation and may rely on such advice if a prudent investor would rely upon the advice in comparable circumstances.

7.7 Delegation of Investment Authority to Agent

The Directors may delegate to a stockbroker, investment dealer, or investment counsel the degree of authority with respect to the investment of the Foundation's property that a prudent investor might delegate in accordance with ordinary business practice.

8. PROCEEDINGS OF THE BOARD

8.1 Board Meetings

Meetings of the Board may be held at any time and place determined by the Board.

8.2 Regular Meetings

The Board may decide to hold regularly scheduled meetings to take place at dates and times set in advance by the Board. Once the schedule for regular meetings is determined and notice given to all Directors, no further notice of those meetings is required to be provided to a Director unless:

- (a) that Director was not in office at the time notice of regular meetings was provided;
or
- (b) the date, time or place of a regular meeting has been altered.

8.3 Ad Hoc Meetings

The Board may hold an ad hoc meeting in any of the following circumstances:

- (a) at the call of the Chair; or
- (b) by request of any two (2) or more Directors.

8.4 Notice of Board Meetings

At least two (2) days' notice will be sent to each Director of a board meeting.

However, no formal notice will be necessary if all Directors were present at the preceding meeting when the time and place of the meeting was decided or are present at the meeting or waive notice thereof in writing or give a prior verbal waiver to the Secretary.

For the purposes of the first meeting of the Board held immediately following the election of a Director or Directors conducted at a General Meeting, or for the purposes of a meeting of the Board at which a Director is appointed to fill a vacancy in the Board, it is not necessary to give notice of the meeting to the newly elected or appointed Director or Directors for the meeting to be properly constituted.

If a meeting of the Board will permit participation by Electronic Means, the notice of that meeting must inform Directors and other participants (if any) that they may participate by Electronic Means.

8.5 Attendance at Board Meetings

Every Director is entitled to attend each meeting of the Board.

No other Person is entitled to attend meetings of the Board, but the Board by Board Resolution may invite any Person or Persons to attend one or more meetings of the Board as advisors, observers or guests.

8.6 Participation by Electronic Means

The Board may determine, in its discretion, to hold any meeting or meetings of the Board in whole or in part by Electronic Means.

When a meeting of the Board is conducted by Electronic Means, the Foundation must take reasonable steps to ensure that all participants are able to communicate and participate in the meeting.

8.7 Quorum

Quorum for meetings of the Board will be a majority of the Directors currently in office.

8.8 Director Conflict of Interest

A Director who knows or reasonably ought to know that they have a direct or indirect material interest in a contract or transaction (whether existing or proposed) with the Foundation, or a matter for consideration by the Directors:

- (a) will be counted in the quorum at a meeting of the Board at which the contract, transaction or matter is considered;
- (b) will disclose fully and promptly the nature and extent of their interest in the contract, transaction or matter;
- (c) is not entitled to vote on the contract, transaction or matter;
- (d) will absent himself or herself from the meeting or portion thereof:
 - (1) at which the contract, transaction or matter is discussed, unless requested by the Board (by consensus or majority vote) to remain to provide relevant information; and
 - (2) in any case, during the vote on the contract, transaction or matter; and
- (e) refrain from any action intended to influence the discussion or vote.

The Board may establish further policies governing conflicts of interest of Directors and others, provided that such policies must not contradict the Act or these Bylaws.

8.9 Chairperson at Board Meetings

The Chair will, subject to a Board Resolution appointing another Person, preside as chairperson at all meetings of the Board.

If at any meeting of the Board the Chair or such alternate Person appointed by a Board Resolution, if any, is not present within fifteen (15) minutes after the time appointed for the meeting or requests that they not chair that meeting, the Directors present may choose one of their number to preside as chairperson at that meeting.

8.10 Alternate Chairperson

If the Person presiding as chairperson of a meeting of the Board wishes to step down as chairperson for all or part of that meeting, they may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the Directors present at such meeting, they may preside as chairperson.

8.11 Chairperson to Determine Procedure

In the event of any doubt, dispute or ambiguity in relation to procedural matters or parliamentary process at a meeting of the Board, the person presiding as chairperson will have the authority to interpret and apply such rules of order as the meeting has adopted, if any, and determine matters in accordance with those rules, as well as the Act and these Bylaws.

8.12 Minutes of Board Meetings

The Secretary or such other Person designated by the Board will ensure that minutes are taken for all meetings of the Board.

9. DECISION MAKING AT BOARD MEETINGS

9.1 Passing Resolutions and Motions

Any issue at a meeting of the Board which is not required by the Act, these Bylaws or such rules of order as may apply to be decided by a resolution requiring more than a simple majority will be decided by Board Resolution.

9.2 Resolution in Writing

A Board Resolution may be in two or more counterparts which together will be deemed to constitute one resolution in writing. Such resolution will be filed with minutes of the proceedings of the Board and will be deemed to be passed on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

9.3 Entitlement to Vote

Subject to Bylaw 8.8, each Director is entitled to one (1) vote on all matters at a meeting of Board. No other Person is entitled to a vote at a meeting of the Board.

9.4 Procedure for Voting

Except where expressly provided for in these Bylaws, voting on matters at a meeting of the Board may occur by any one or more of the following mechanisms, in the discretion of the Chair:

- (a) by show of hands;
- (b) by written ballot;

- (c) by roll-call vote or poll; or
- (d) by Electronic Means.

On the request of any one (1) or more Directors, a vote will be conducted by written ballot or other means whereby the tallied votes can be presented anonymously, in such a way that it is impossible for the assembly to discern how a given Director voted.

10. OFFICERS

10.1 Officers

The officers of the Foundation are the Chair, Secretary and Treasurer, together with such other officers, if any, as the Board, in its discretion, may create. All officers must be Directors.

The Board may, by Board Resolution, create and remove such other officers of the Foundation as it deems necessary and determine the duties and responsibilities of all officers.

10.2 Election of Officers

At each meeting of the Board immediately following an annual general meeting, the Board will elect the officers.

10.3 Term of Officer

The term of office for each officer will be one (1) year, commencing on the date the Director is elected as an officer in accordance with Bylaw 10.2 and continuing until the first meeting of the Board held after the next following annual general meeting. A Director may be elected as an officer for consecutive terms.

10.4 Removal of Officers

A Person may be removed as an officer by Board Resolution.

10.5 Replacement

Should the Chair or any other officer for any reason be unable to complete their term, the Board will remove such officer from their office and will elect a replacement without delay.

10.6 Duties of Chair

The Chair will oversee the other officers and all Directors in the execution of their duties and will preside at all meetings of the Foundation and of the Board.

10.7 Duties of Secretary

The Secretary will be responsible for making the necessary arrangements for:

- (a) the issuance of notices of meetings of the Foundation and the Board;
- (b) the keeping of minutes of all meetings of the Foundation and the Board;

- (c) the custody of all records and documents of the Foundation, except those required to be kept by the Treasurer;
- (d) the maintenance of the register of Members; and
- (e) the conduct of the correspondence of the Foundation.

10.8 Duties of Treasurer

The Treasurer will be responsible for making the necessary arrangements for:

- (a) the keeping of such financial records, reports and returns, including books of account, as are necessary to comply with the Act and the *Income Tax Act*; and
- (b) the rendering of financial statements to the Directors, Members and others, when required.

10.9 Absence of Secretary at Meeting

If the Secretary is absent from any General Meeting or meeting of the Board, the Directors present will appoint another Person to act as secretary at that meeting.

10.10 Combination of Offices of Secretary and Treasurer

The offices of Secretary and Treasurer may be held by one Person who will be known as the Secretary-Treasurer.

11. INDEMNIFICATION

11.1 Indemnification of Directors and Eligible Parties

To the extent permitted by the Act, each Director and eligible party (as defined by the Act) will be indemnified by the Foundation against all costs, charges and expenses, including legal and other fees, actually and reasonably incurred in connection with any legal proceeding or investigative action, whether current, threatened, pending or completed, to which that Person by reason of their holding or having held authority within the Foundation:

- (a) is or may be joined as a party to such legal proceeding or investigative action; or
- (b) is or may be liable for or in respect of a judgment, penalty or fine awarded or imposed in, or an amount paid in settlement of, such legal proceeding or investigative action.

11.2 Purchase of Insurance

The Foundation may purchase and maintain insurance for the benefit of any or all Directors, officers, employees or agents against personal liability incurred by any such Person as a Director, officer, employee or agent.

12. COMMITTEES

12.1 Creation and Delegation to Committees

The Board may create such standing and special committees, as may from time to time be required. Any such committee will limit its activities to the purpose or purposes for which it is appointed and will have no powers except those specifically conferred by Board Resolution.

The Board may delegate any, but not all, of its powers to committees which may be in whole or in part composed of Directors as it thinks fit.

12.2 Standing and Special Committees

Unless specifically designated as a standing committee, a committee is deemed to be a special committee and any special committee so created must be created for a specified time period.

A special committee will automatically be dissolved upon the earlier of the following:

- (a) the completion of the specified time period; or
- (b) the completion of the task for which it was created.

12.3 Terms of Reference

In the event the Board decides to create a committee, it must establish terms of reference for such committee. A committee, in the exercise of the powers delegated to it, will conform to any rules that may from time to time be imposed by the Board in the terms of reference or otherwise, and will report every act or thing done in exercise of those powers at the next meeting of the Board held after it has been done, or at such other time or times as the Board may determine.

12.4 Meetings

The members of a committee may meet and adjourn as they think proper and meetings of the committees will be governed by the rules set out in these Bylaws governing proceedings of the Board, with the necessary changes having been made to ensure that the language makes sense in the context.

12.5 Dissolution

The Board may dissolve a committee by Board Resolution except a committee required by these Bylaws.

13. EXECUTION OF INSTRUMENTS

13.1 Seal

The Foundation will not have a corporate seal.

13.2 Execution of Instruments

Contracts, documents or instruments in writing requiring execution by the Foundation may be signed as follows:

- (a) by the Chair, together with one (1) other Director, or
- (b) in the event that the Chair is unavailable, by any two (2) Directors,

and all contracts, documents and instruments in writing so signed will be binding upon the Foundation without any further authorization or formality.

The Board will have power from time to time by Board Resolution to appoint any officer or officers, or any Person or Persons, on behalf of the Foundation to sign contracts, documents and instruments in writing generally or to sign specific contracts, documents or instruments in writing.

13.3 Signing Officers

The Board will, from time to time by Board Resolution, appoint signing officers who are authorized to sign cheques and all banking documents on behalf of the Foundation.

14. FINANCIAL MATTERS AND REPORTING

14.1 Accounting Records

The Foundation will maintain such financial and accounting records and books of account as are required by the Act and applicable laws.

14.2 Borrowing Powers

In order to carry out the purposes of the Foundation, the Board may, on behalf of and in the name of the Foundation, raise, borrow or secure the payment or repayment of money in any manner it decides, including the granting of guarantees, and in particular, but without limiting the foregoing, by the issue of debentures.

14.3 Restrictions on Borrowing Powers

The Members may by Ordinary Resolution restrict the borrowing powers of the Board.

14.4 When Audit Required

The Foundation is not required by the Act to be audited. However, the Foundation will conduct an audit of its annual financial statements if:

- (a) the Directors determine to conduct an audit by Board Resolution; or
- (b) the Members require the appointment of an auditor by Ordinary Resolution,

in which case the Foundation will appoint an auditor qualified in accordance with Part 9 of the Act and these Bylaws.

14.5 Appointment of Auditor at Annual General Meeting

If the Foundation determines to conduct an audit, an auditor will be appointed at an annual general meeting to hold office until such auditor is reappointed at a subsequent annual general meeting or a successor is appointed in accordance with the procedures set out in the Act or until the Foundation no longer wishes to appoint an auditor.

14.6 Vacancy in Auditor

Except as provided in Bylaw 14.7, the Board will fill any vacancy occurring in the office of auditor and an auditor so appointed will hold office until the next annual general meeting.

14.7 Removal of Auditor

An auditor may be removed and replaced by Ordinary Resolution in accordance with the procedures set out in the Act.

14.8 Notice of Appointment

An auditor will be promptly informed in writing of such appointment or removal.

14.9 Auditor's Report

The auditor, if any, must prepare a report on the financial statements of the Foundation in accordance with the requirements of the Act and applicable law.

14.10 Participation in General Meetings

The auditor, if any, is entitled in respect of a General Meeting to:

- (a) receive every notice relating to a meeting to which a Member is entitled;
- (b) attend the meeting; and
- (c) be heard at the meeting on any part of the business of the meeting that deals with the auditor's duties or function.

An auditor who is present at a General Meeting at which the financial statements are considered must answer questions concerning those financial statements, the auditor's report, if any, and any other matter relating to the auditor's duties or function.

15. NOTICE GENERALLY

15.1 Method of Giving Notice

Except as otherwise provided in these Bylaws, a notice may be given to a Member or a Director either personally, by delivery, courier or by mail posted to such Person's Registered Address, or, where a Member or Director has provided a fax number or e-mail address, by fax or e-mail, respectively.

15.2 When Notice Deemed to have been Received

A notice sent by mail will be deemed to have been given on the day following that on which the notice was posted. In proving that notice has been given, it is sufficient to prove the notice was properly addressed and put in a Canadian Government post office receptacle with adequate postage affixed, provided that if, between the time of posting and the deemed giving of the notice, a mail strike or other labour dispute which might reasonably be expected to delay the delivery of such notice by the mails occurs, then such notice will only be effective when actually received.

Any notice delivered personally, by delivery or courier, facsimile, or electronic mail will be deemed to have been given on the day it was so delivered or sent.

15.3 Days to be Counted in Notice

If a number of days' notice or a notice extending over any other period is required to be given, the day the notice is given or deemed to have been given and the day on which the event for which notice is given will not be counted in the number of days required.

16. MISCELLANEOUS

16.1 Dissolution

Upon the winding-up or dissolution of the Foundation, any funds and property remaining after the payment of all costs, charges and expenses properly incurred in the winding-up or dissolution, including the remuneration of the liquidator, and the payment to employees of the Foundation of any arrears of salaries or wages, and after payment of any debts of the Foundation, will be distributed to such "qualified donees" as defined by the *Income Tax Act* as are designated by Ordinary Resolution. Any funds or property remaining received for specific purposes will, wherever possible, be distributed to "qualified donees" carrying on work of a similar nature to such specific purposes.

16.2 Inspection of Documents and Records

The documents and records of the Foundation, including the financial and accounting records and the minutes of General Meetings, committee meetings and meetings of the Board, will be open to the inspection of any Director at reasonable times and on reasonable notice.

A Member is entitled, upon providing not less than fourteen (14) days' notice in writing to the Foundation, to inspect any of the following documents and records of the Foundation at the Address of the Foundation during the Foundation's normal business hours:

- (a) the Constitution and these Bylaws, and any amendments thereto;
- (b) the statement of directors and registered office of the Foundation;
- (c) minutes of any General Meeting, including the text of each resolution passed at the meeting;
- (d) resolutions of the Members in writing, if any;
- (e) annual financial statements relating to a past fiscal year that have been received by the Members in a General Meeting;
- (f) the register of Directors;
- (g) the register of Members;
- (h) the Foundation's certificate of incorporation, and any other certificates, confirmations or records furnished to the Foundation by the Registrar;
- (i) copies of orders made by a court, tribunal or government body in respect of the Foundation;

- (j) the written consents of Directors to act as such and the written resignations of Directors; and
- (k) the disclosure of a Director or of a senior manager regarding a conflict of interest.

Except as expressly provided by statute or at law, a Member will not be entitled or have the right to inspect any other document or record of the Foundation. However, subject to such policies as the Board may establish, a Member may request, in writing delivered to the Address of the Foundation, to inspect any other document or record of the Foundation and the Board may allow the Member to inspect the document or a copy thereof, in whole or in part and subject to such redaction as the Board deems necessary, all in the Board's sole discretion.

Copies of documents which a Member is allowed to inspect may be provided on request by the Member for a fee to be determined by the Board, provided such fee does not exceed the limits prescribed in the Act.

16.3 Right to become Member of other Society

The Foundation will have the right to subscribe to, become a member of, and cooperate with any other society, collective or association whose purposes or objectives are in whole or in part similar or complementary to the Foundation's purposes.

17. BYLAWS

17.1 Entitlement of Members to copy of Constitution and Bylaws

On being admitted to membership, each Member is entitled to, and upon request the Foundation will provide them with, access to a copy of the Constitution and these Bylaws.

17.2 Special Resolution required to Alter Bylaws

These Bylaws will not be altered except by Special Resolution.

17.3 Effective Date of Alteration

Any alteration to the Bylaws or Constitution will take effect on the date the alteration application is filed with the Registrar in accordance with the Act.

THESE BYLAWS ADOPTED BY SPECIAL RESOLUTION DATED: _____, 2023.