

Institutional Accountability Plan and Report 2023–2024

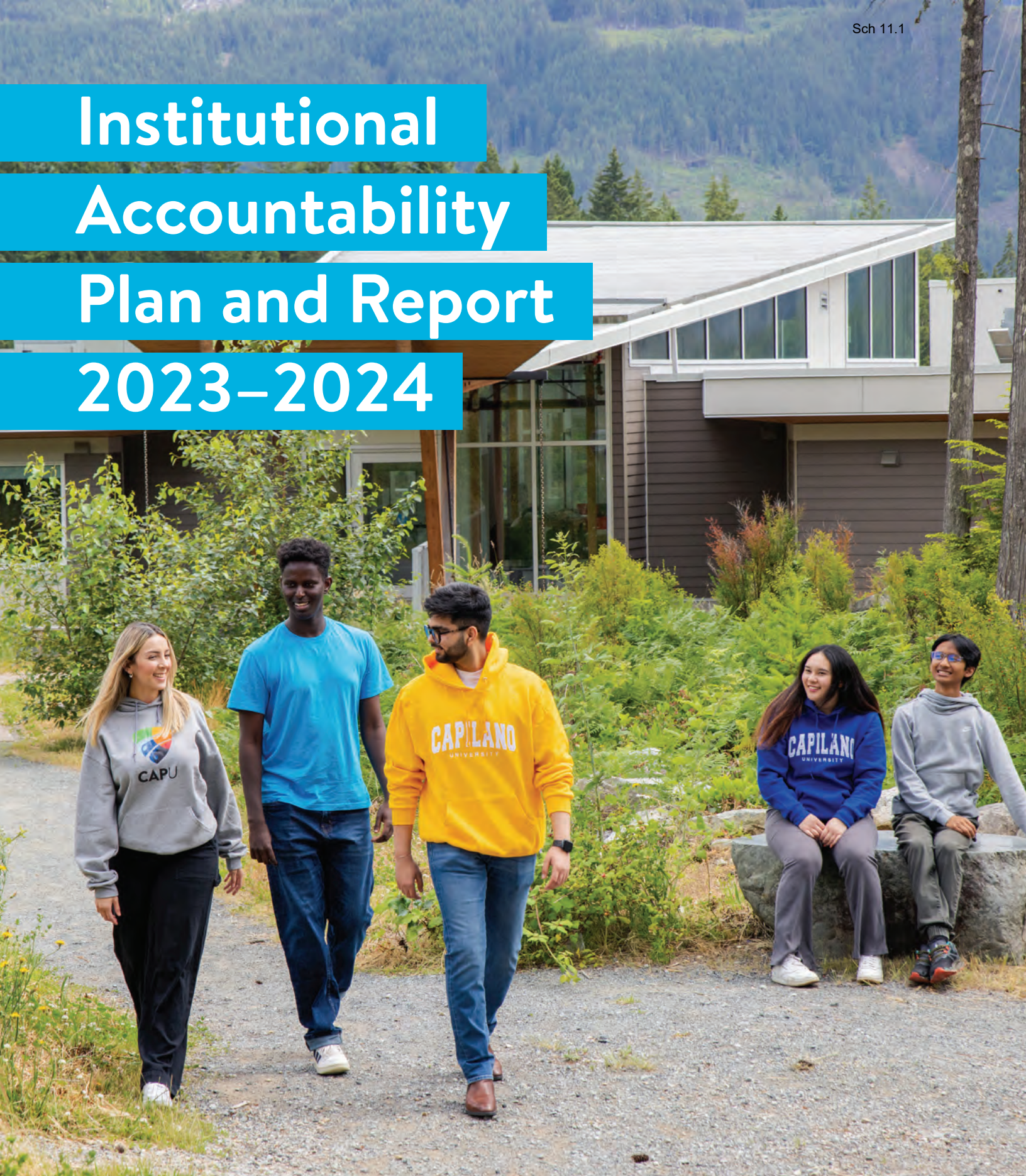


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1.

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 Líl'wat, x̣ṃəθḳ'əỵəm (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, *Ché̓nchenstway*. 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, Líl'wat, shíshálh and Səlílwətaʔ/Selilwitulh First Nations—as well as leaders from the Métis Nation and members from across the CapU canoe family. Along with *Ché̓nchenstway*, 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 *ká́lax-ay* | Sunshine Coast campus. The *ká́lax-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.

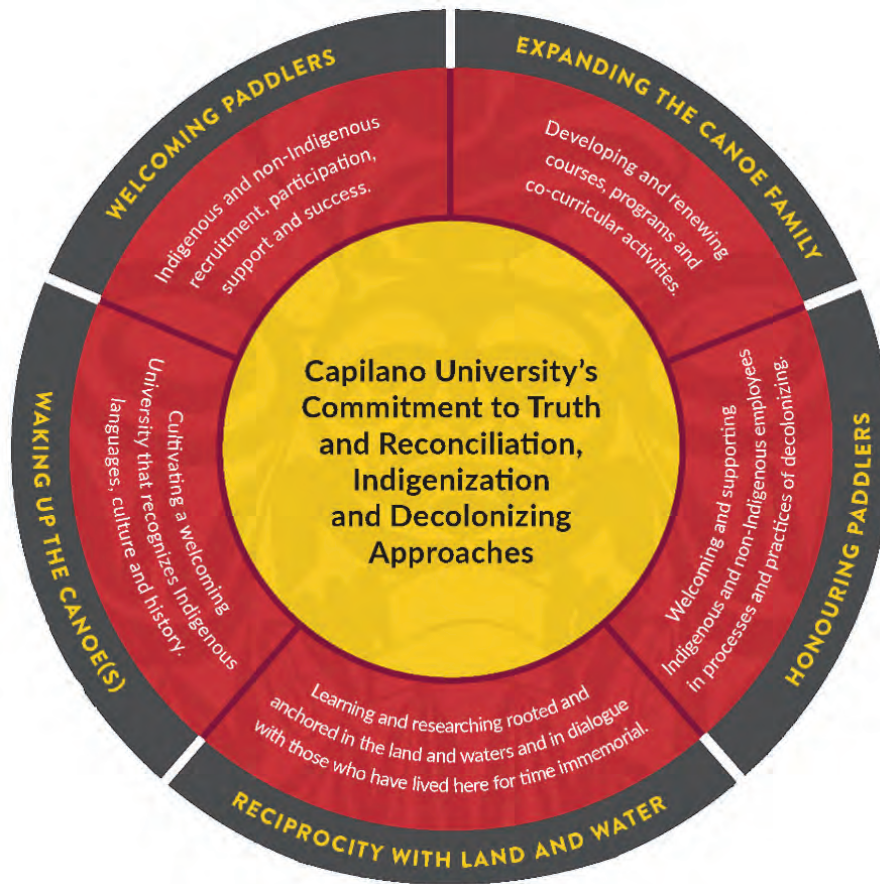
CHÉNCHENSTWAY

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, x^wməθk^wəyəm





(Musqueam), shíshálh (Sechelt), Skwxwú7mesh, Səlílwətaʔ/Selilwitulh (Tsleil-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 Sk̓w̓x̓w̓7mesh 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 Sk̓w̓x̓w̓7mesh 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%		

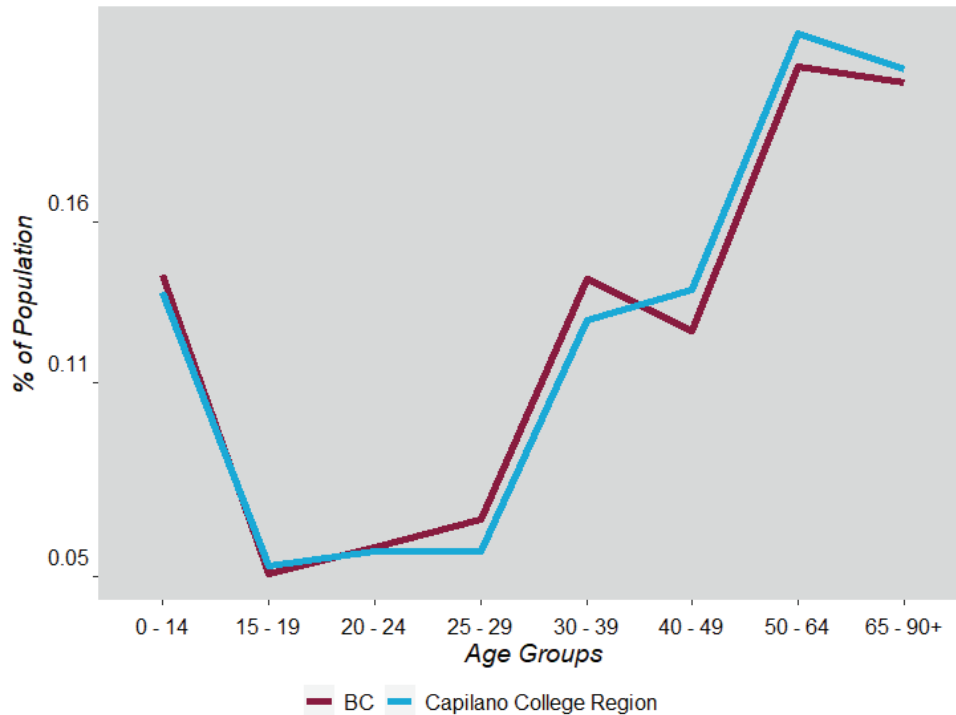
Notes: "Rest of Region" = Region total - sum of listed municipal populations. "Total Region" is from BC Stats Population Estimates & Projections website, <https://bcstats.shinyapps.io/popApp/>, accessed Dec. 6, 2022. Where more than one First Nation community exists within the catchment, we have aggregated 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%
shishálh (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 shishálh 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 & shishálh 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 programing 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 programing 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 Indigenousization 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 *ká-lax-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



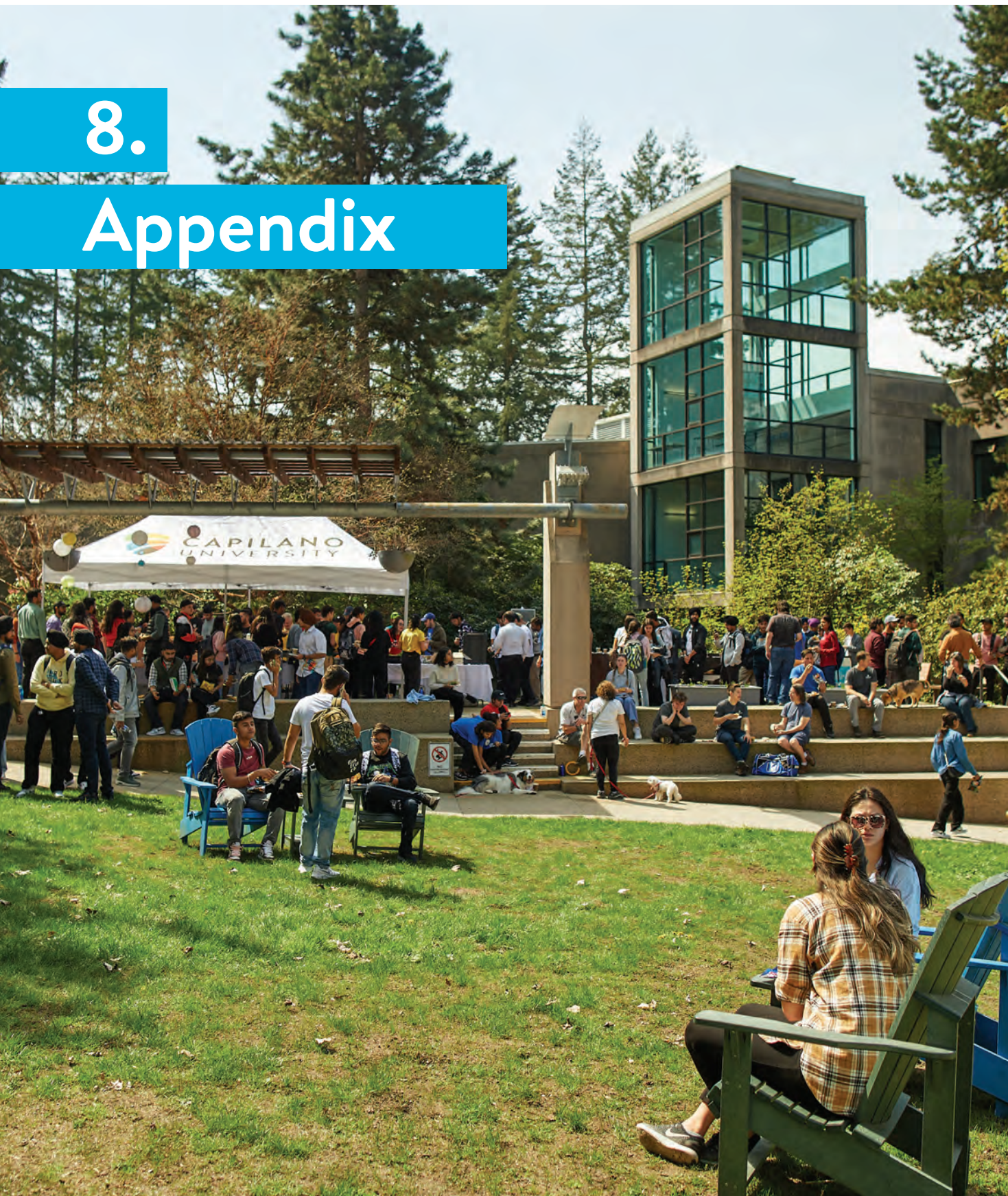
Financial Information

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 Indigenization.</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 Sḵw̓x̓wú7mesh Úxwumixw (Squamish Nation), for Sḵw̓x̓wú7mesh Úxwumixw members. Memorandum is signed, with first launch expected in Fall 2024.</p> <p>A previous offering extended an existing BADM Certificate programming to Sḵw̓x̓wú7mesh Úxwumixw members. This offering has been designed in consultation with the Sḵw̓x̓wú7mesh 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



