



**CAPILANO**  
UNIVERSITY

# ILLUMINATING 2030

**Capilano University's  
10-year Academic Plan**

Published August 2021





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## HONOURING THE TERRITORIES

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səlilwətaɬ (Tsleil-Waututh), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.





## MESSAGE FROM THE PRESIDENT



For more than 50 years, Capilano University has exemplified innovative, responsive and community-minded academic programming. From our roots as a college to our evolution as a university, we have developed a reputation for relevant, unique and progressive programming that attracts students from around the world to become part of our learning community.

As educators, researchers and knowledge facilitators, faculty serve as the conduit between students and a future calling out for their creativity, energy, skills and knowledge. I am proud to commend everyone who provided their thoughts and ideas to this academic plan, and I am appreciative of everyone who will bring it to life. Thank you all for your efforts.

**Paul Dangerfield**  
President  
Capilano University





## MESSAGE FROM THE VICE-PRESIDENT—ACADEMIC & PROVOST



An academic plan is as much a journey as it is a destination. That journey begins in the collaborative development of the plan. Planning processes that are highly consultative bring a wide array of human dynamics to the fore. Relationships are built, tested and strengthened by how we work together in articulating shared values and common goals.

The path towards this plan was no exception. In our journey, we discovered what really matters now in the CapU experience and how we are preparing students for the future. Learning from each other is a transformative process for all who engage, and academic planning introduces us to priorities, realities and other ways

of seeing that we would not otherwise know. It is highly generative, and it positions us on the threshold of further learning and greater contributions to the communities we serve.

I believe that academic leadership is not the purview of the few—it is the dynamic confluence of the many. I am deeply grateful for the contribution of the diverse perspectives that combined to create this plan. Where we arrived is also where we begin: ongoing collaboration lies ahead. As we progress over the next decade, we now have a powerful articulation of what matters and how we will shape the future, through education, to benefit the greater good.

**Laureen Styles**

Vice President—Academic & Provost  
Capilano University



## ACADEMIC PLAN 2030 DEVELOPMENT PROCESS

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

Building on the extensive internal and external consultation during the development of [Envisioning 2030](#), the academic plan process involved many individuals from across the University community. The process, which launched in August 2020 with the sharing of a framing document, followed a four-phase approach: (i) idea generation and gathering; (ii) analysis and drafting; (iii) community feedback; and (iv) Senate and Board of Governors review and approvals.





## PLANNING IN A COMPLEX CONTEXT

This plan was developed and launched during the COVID-19 pandemic. Efforts to stop the spread of COVID-19 surfaced a range of complex human and ethical implications for educational institutions. Rapid technology-enabled change accentuated long-standing inequities, and shifted attention away from the global crisis of climate change.

Throughout this period, our University dialogue generated an academic plan of approaches and actions characterized by hope, inspiration and imagination. We

learned to consciously value the connection between physical and virtual environments. Today, we are confident that, through integrating scholarly, creative and research activity, we can contribute to a world that is more just, more humane and more sustainable.

Overseen by the Vice President—Academic & Provost and the Director, Academic Initiatives & Planning, this plan was developed with the participation of the five faculties and academic units through respective senior leadership and academic governance





committees, the Academic Plan Advisory Group (APAG), the Senate Academic Planning and Program Review Committee (SAPPRC) and the Academic Leadership Council (ALC). Throughout the fall of 2020, additional input and ideas were sought through an online series of University-wide themed events that were open to all employees. In addition to submissions from the Capilano Students' Union (CSU), focus groups organized through the CSU were held to facilitate student input.

Our planning context has underscored the imperative of a forward-looking approach that balances commitments with flexibility. To maintain relevance over the next decade, we will create University-wide opportunities to pause, reflect and review progress.

To this end, aligned with the University's integrated planning cycles and Envisioning 2030, we will pause to review and reflect on our progress in 2022–23 and 2025–2026.





# ACADEMIC PLAN 2030

## STATEMENT OF PURPOSE

Capilano University's Academic Plan 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.





## CONNECTING TO THE VISION

Anchored in [Envisioning 2030](#), and building on the University's previous academic plans, we reaffirm our commitment to learning and learners and our identity as a learning organization. This Academic Plan 2030 is a collaboratively developed framework and expression of our shared academic commitments to the acquisition, advancement and mobilization of knowledge.





## TRANSFORMATIONAL THINKING

Guided by Envisioning 2030's commitment to transformative learning experiences, the Academic Plan 2030 values the creation of rich opportunities for the learning and unlearning that precede new learning. Appreciating learners as imaginative co-participants and co-creators of their educational experience and future paths is central to our thinking. Within the context of the Plan, transformative learning is conceived as the creation of opportunities for fundamental change that occurs through examination, reflection and questioning mindsets. 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.





## ACTIONING OUR PRIORITIES

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 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 learners, communities and the land
- Taking actions for a sustainable healthy planet



Inspired by our community college origins, the diversity of 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 that 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.





# WHERE WE ARE: COMMUNITY ACTIONS

<div>1</div> <div>Guided by our Indigenous Education and Affairs (IEA) framework, and in partnership with territorial rights holders and the Indigenous Education &amp; Affairs Steering Committee, develop an academic action plan from the educational priorities and requirements of territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further reconciliation.</div>	<div>2</div> <div>Seek direction and guidance from the Squamish Nation on our responsibilities to Skw'cháys and translate these responsibilities into teaching, learning and scholarship.</div>	<div>3</div> <div>Establish a centre of experiential and work-integrated learning opportunities for all students, and link with faculty creative activity, research and scholarship.</div>
<div>4</div> <div>Expand CapU's partnerships with regional municipalities and districts, businesses and industries, not-for-profit and community organizations, and other interested partners aligned with University values.</div>	<div>5</div> <div>Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations.</div>	<div>6</div> <div>Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</div>
		<div>7</div> <div>Deepen and expand scholarly, research and creative collaborations with local and global educational partners for mutually beneficial community-engaged learning and research opportunities.</div>





## 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 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.



# WHO WE ARE: IMAGINATION ACTIONS

<p>1</p> <p>Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), the Office of Creative Activity, Research &amp; Scholarship (CARS) and the Office of Indigenous Education &amp; Affairs (IEA) to ensure that faculty and the wider university community have the supports and resources needed to explore and adopt the pedagogical orientations aligned with this plan.</p>	<p>2</p> <p>Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged flexible and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships, and immersive local and virtual deep learning).</p>	<p>3</p> <p>Contribute to the global open education movement through open knowledge mobilization initiatives involving the faculties, CARS, CTE, IEA and the University library.</p>
<p>4</p> <p>Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening the tools and platforms required for collaborating, curating and sharing evidence of learning.</p>	<p>5</p> <p>Embed opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.</p>	<p>6</p> <p>Develop and put into action a comprehensive approach to hiring, mentoring and coaching of faculty, academic leadership and academic staff.</p>





## WHAT LEARNING LOOKS LIKE: DISTINCT UNIVERSITY EXPERIENCE

In order to contribute as a university in an era of profound societal, cultural and global challenges and opportunities, we are dedicated to renewal and reinvention. Our social and environmental responsibilities extend to a climate in crisis, reconciliation with Indigenous Peoples, honouring diversity, addressing inequities, and thriving 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 as a whole, learners will be invited to engage as emerging knowledge mobilizers and makers. Their experiences will be influenced by land- and place-based learning, Indigenous 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.







Our dedication to creating opportunities for transformative learning and community engagement is rooted in the University's institutional commitments. These commitments include furtherance of the [Declaration on the Rights of Indigenous Peoples Act](#), [Truth and Reconciliation Commission of Canada's Calls to Action](#), [National Inquiry into Missing and Murdered Indigenous Women and Girls—Calls for Justice](#), [Dimensions: Equity, Diversity and Inclusion](#)

[Canada Charter](#), and [Okanagan Charter for Health Promoting Universities](#).

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



# WHAT LEARNING LOOKS LIKE: DISTINCT UNIVERSITY EXPERIENCE

## ACTIONS

<div>1</div> <div>Renew CapU learning outcomes for alignment with the Academic Plan 2030.</div>	<div>2</div> <div>Review and, as required, renew Cap Core, the University’s general education framework, for alignment with the Academic Plan 2030.</div>	<div>3</div> <div>Identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials.</div>
<div>4</div> <div>Create and implement a post-pandemic framework for online learning (based on a purposeful learning and learner-centred approach) that is reflective of leading practices.</div>	<div>5</div> <div>Harness the University’s quality assurance activities, including assessment of learning and program review, and faculty-based strategic planning committees, to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.</div>	<div>6</div> <div>Prioritize the development of flexible academic programs with options for individualized pathways through access to incorporating minors, certificates and microcredentials in addition to students’ primary areas of study.</div>





## POTENTIAL AND POSSIBILITY

Achievement and success take many forms, reflective of learners' diverse goals, aspirations, identities, backgrounds, capacities and lived experiences. Across the faculties, the University's evolution is expressed in the diversity of programs and unified in attentiveness to experiential and community-engaged learning.

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

Capilano University transforms the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential.

We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being, and positively contributes to people and the planet.

— (Envisioning 2030)





To support learners on their respective journeys and to build on the priorities established in the previous academic plan, the University will continue to foster exceptional experiences by providing a range of health and wellness approaches, equity and inclusion actions, along with academic and community support services and activities. In turn, a continued focus on strengthening the participation of Indigenous learners—alongside other learners who have been historically marginalized and under-represented at university—will contribute to the richness of academic activity and to university experiences where a sense of belonging is fostered.

As learning and creating are necessarily dynamic states, the University itself is dynamic. Our academic programs and learning opportunities will evolve through active, community-engaged teaching and learning practices and in parallel with the ongoing assessment of learning and shared institutional reflection practices. Attentive to disciplinary and sector-driven innovations, relevant and diverse pathways will continue to be a hallmark of University programs as we support learners in ways that are aligned with their evolving educational, professional and personal aspirations.





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