

 CAPILANO UNIVERSITY	<p>AGENDA</p> <p>REGULAR MEETING OF THE BOARD</p> <p>Tuesday, June 28, 2022 4:45 pm to 6:45 pm In Person</p>
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We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Approval of Agenda – Duncan Brown, Chair Motion: <i>THAT the Board approve the agenda as presented.</i>	Approval		2 min	Page 1
<i>(Disclaimer: The Consent Agenda includes the minutes of the Board's previous meeting, Committee reports since the previous Board meeting, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i>				
2. Consent Agenda – Duncan Brown, Chair Motion: <i>THAT the Board approves the following items on the Consent Agenda:</i>	Approval		3 min	
2.1. Minutes from the April 26, 2022 Board Meeting		2.1		Page 3
2.2. Board Committee Reports <i>(These reports summarize the draft minutes of the Committee's last meeting; any motions coming forward from the Committees are in the regular agenda.)</i>				
2.2.1 Audit and Risk Committee		2.2.1		Page 8
2.2.2 Executive and Human Resource Committee		2.2.2		Page 9
2.2.3 Finance Committee		2.2.3		Page 10
2.2.3.1 Fiscal 2021/22 Final FTE Results				
2.2.3.2 Integrated Planning - Fiscal 2021/22 - Top 10 Highlights				
2.2.3.3 Final Fiscal 2021/22 Financial Results				
2.2.4 Governance and Planning Committee		2.2.4		Page 43
2.2.5 Investment Management Committee		2.2.5		Page 44
2.3. Correspondence		2.3		Page 46
3. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
4. Board Chair's Report – Duncan Brown, Chair	Info	Verbal	3 min	-
5. Senate Reports				-
5.1. Vice-Chair – Stephen Williams	Info	Verbal	3 min	
5.2. Board Liaison – Sonny Wong	Info	Verbal		
6. President's Report – Paul Dangerfield, President	Info	Verbal	10 min	Page 51
7. Audit and Risk Committee – Rodger So, Committee Chair and Tally Bains, Dir. of Finance 7.1 Draft Audited Financial Statements	Approval	7.1	10 min	Page 76
Motion: <i>THAT the Board of Governors approve the internal restriction of the accumulated surplus in the amount of \$1,281,401 for student success support and to advance and support faculty creative activity, research, and scholarship activity.</i>				
Motion: <i>THAT the Board of Governors approve the Capilano University Consolidated Financial Statements for the Year Ended March 31, 2022.</i>				
8. Finance Committee – Patricia Heintzman, Committee Chair and Tally Bains, Dir. of Finance 8.1 Executive Compensation Disclosure Report for Fiscal 2021/22	Approval	8.1	2 min	Page 146
Motion: <i>THAT the Board of Governors approves the Executive Compensation Disclosure Report for Fiscal Year 2021-22.</i>				
9. Governance and Planning Committee – Duncan Brown, Chair 9.1 Institutional Accountability Plan and Report – Toran Savjord, VP of Strategic Plan, Assess & Inst. Effect	Approval	9.1	10 min	Page 152
Motion: <i>That the Board approves the Institutional Accountability Plan and Report for final submission upon inclusion of the official round 3 performance results and feedback from the Ministry's review of the draft.</i>				
9.2 Annual Report Regarding Legislative Policy – Kartik Bharadwa, VP of People, Culture and Diversity	Info	9.2	5 min	Page 240

<p>- B.401 Sexual Violence Policy Report</p> <p>Motion: <i>THAT the Board receive for information the Sexual Violence Annual Report.</i></p>				
<p>10 Mandate Letter – Paul Dangerfield, President and Duncan Brown, Chair</p> <p>Motion: <i>THAT the Board of Governors receive the 2022 Government Mandate Letter and the President’s report and advise the Board Chair to sign the Mandate Letter and post it publicly on CapU’s website as requested.</i></p>	Affirmation	10	2 min	Page 250
<p>11 Academic – Laureen Styles, VP of Academic and Provost</p> <p>11.1 Proposed Course Discontinuance (s) for The Faculty of Global and Community Studies and The Faculty of Arts and Sciences</p> <p>Motion: <i>THAT the Board of Governors, based on advice from Senate, approve the discontinuance of the courses listed below.</i></p> <p><i>Faculty of Global and Community Studies Courses: REC 107, 110, 149, 151, 157, 169, 175, 245, 255; SATO 205, 206, 305; TOUR 120, 134, 135, 137, 202, 212, 249, 301, 343, 350 422, 424</i></p> <p><i>Faculty of Arts and Sciences Courses: ENGL 301, 302, 326, 341, 308, 311, 314, 317, 356, 357, 410; GEOL 102, 107; POL 208; HIST 230, 249, 340</i></p> <p>11.2 Interaction Design Diploma Non-degree Proposal</p> <p>Motion: <i>THAT the proposed Interactive Design Diploma be approved.</i></p>	Approval	11.1	5 min	Page 255
	Approval	11.2	5 min	Page 257
<p>12 Board Chair and Vice Chair Election – Paul Dangerfield, President</p>	Election	-	10 min	-
<p>13 Meeting End</p>	-	-	-	-



MEETING MINUTES OF THE BOARD

Tuesday, April 26, 2022
1:15 pm to 3:15 pm
[kálax-ay Sunshine Coast Campus](#)

Board

Duncan Brown, Chair	Harmanjot Kaur (by telecon)
Ash Amlani, Vice Chair	Nanci Lucas
Rosie Anza-Burgess	Andrew Petrozzi (by telecon)
Oscar Blue	Majid Raja (by telecon)
Yuri Fulmer, Chancellor	Rodger So
Patricia Heintzman (by telecon)	Sonny Wong, Senate Liaison

Regrets

Paul Dangerfield, President
Cherian Itty

Staff

Lauren Styles, Acting President and VP Academic and Provost
Kartik Bharadwa, VP of People, Culture & Diversity
Debbie Carter, VP Finance & Administration
Toran Savjord, VP Strategic Plan, Assess & Inst. Effect
Lesley Cook, Recorder

Guest

Stephen Williams, Senate Vice Chair

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

The Chair called the meeting to order at 1:17 p.m.

1. Approval of Agenda

It was moved (Oscar Blue), seconded (Sonny Wong) and resolved;

THAT the agenda be approved as presented.

2. Consent Agenda

It was moved (Rosie Anza-Burgess), seconded (Sonny Wong) and resolved;

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

- 2.1. Minutes from the February 22, 2022 Board Meeting
- 2.2. Board Committee Reports:
 - 2.2.1. Executive and HR Committee
 - 2.2.2. Governance and Planning Committee
- 2.3 Correspondence

3. Place Holder

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

4. Board Chair's Report

Board Chair Duncan Brown welcomed everyone and noted that some Board members joined the meeting remotely.

He reported that he and President Paul Dangerfield has recently met with representatives of the Minister of Advanced Education and Skills Training and the Crown Agencies and Board Resourcing Office (CABRO) regarding Board appointments. The terms of several appointed Board members are expiring this July, including Ash Amlani, Patty Heintzman, Cherian Itty, Andrew Petrozzi, Rodger So, and himself. Unfortunately the Board of Governors must say goodbye to Cherian Itty who has fulfilled his six-year term. The Board also says goodbye to elected Board member and student representative, Oscar Blue, who has served the Board for two consecutive one-year terms. There is a possibility, therefore, of a large turnover of Board members this summer if those with expiring terms are not reappointed by the Ministry.

Duncan and Vice Chair Ash Amlani have had several meetings since February.

They met with Kartik Bharadwa, new VP of People, Culture & Diversity to welcome him to the University. They also met with President Paul Dangerfield and VP Bharadwa to discussion senior leadership succession and also the possibility of adjusting the timeline for the President's Annual Performance Review (APR) to align with the integrated plan and the fiscal year. Usually the Board and the President meet in November to address the President's APR and Annual Goals and KPIs for the upcoming year. This would now take place in the spring. This adjustment will also shorten the Board's November meeting, which is usually quite long.

They also met online with the new senior policy staff in the Advanced Education and Skills Training Minister's office and with members of the Capilano University Faculty Association and Duncan was a guest speaker at the Capilano Student Union's 50th Anniversary, held April 7th at the main campus.

Very recently the University has had two big announcements. Together with the Ministry of Advanced Education and Skills Training, it was announced in early April that Capilano University's first on-campus student housing will be built and provide a 362-bed accommodation. In March, Capilano University announced that it has entered into a purchase agreement with Oceanfront Squamish and will re-establish programming in the Sea-to-Sky region on the two acres of waterfront property.

A letter was received from the Ministry of Advanced Education and Skills Training regarding the Institutional Accountability Plan and Report (IAPR) for the 2020/21 cycle. The Ministry was very appreciative of the amount of work that went into that report. The administration and management team should be very proud.

There's been a slight change in the Ministry's approach to annual Mandate Letter this year. Usually post-secondary institutions (PSI) receive an annual Mandate Letter. This year each PSI received a Letter of Direction from Minister, which builds upon the priorities detailed in the 2021/22 Mandate Letter. This letter will be shared with the Board as part of their June package.

Duncan reminded Board members to please participate in the annual self-assessment survey.

5. Senate Reports

5.1 Vice Chair

Senate Vice Chair Stephen Williams reported to the Board. Student exams have started. The student Senator positions have been filled for the 2022/23 academic year.

A large volume of requests were processed by the Senate Curriculum Committee (SCC) at their

March meeting. SCC Chair Deb Jamison expressed her appreciation to the Curriculum Advisors of the Registrar's Office.

Senate approved the Stage 1 proposal for the Bachelor of Arts with a Major in Governance, Policy and Justice, which will be discussed as agenda item 9.

Senate's annual self-evaluation survey, which assess the inner mechanics of Senate and its sub-committees, was distributed shortly after Senate's March meeting.

5.2 Board Liaison

Board Liaison Sonny Wong commented that Senate is working very well and successfully with Stephen Williams as Senate Vice Chair. Unfortunately, Stephen's term is coming to an end. Sonny thanked him for his valued time and commitment to Senate.

6. President's Report

Acting President and VP of Academic & Provost, Dr. Laureen Styles, gave the President's Report to the Board of Governors. She reported that the work regarding Equity, Diversity, and Inclusion (EDI) audit continues throughout the Capilano University community, with leadership by Kartik Bharadwa, VP of People, Culture & Diversity.

A positive step with planning forward for a future campus in Squamish was shared with the announcement of entering in to a land purchase agreement and the recent event on campus with the Minister and others to announce funding for on-campus student housing was received positively.

Sadly the war in Ukraine continues and the University continues to support Ukrainian and Russian students. Academic concessions are available and being made for affected students and there is a continuous focus on health and wellness outreach to the student population. President Paul Dangerfield has reached out to several North Shore organizations to offer assistance with further needs.

Laureen provided detail regarding the April 22, 2022 correspondence from Don Wright, Engagement Lead for the Public Post-Secondary Funding Formula Review. The scope has been set and articulated, part of which includes groupings of post-secondary institutions. Capilano University is included in the British Columbia Association of Institutes and Universities (BCAIU) group. As a starting point, all provincial post-secondary institutions have been invited to respond by June 30, 2022 to an initial set of questions. It's an iterative multi-step approach that will become more defined as the review progresses. It's a great opportunity to focus on CapU's key priorities.

7. Governance and Planning

7.1 Board and Board Committee Roles and Responsibilities Regarding University Plans

Duncan Brown provided Board members with the highlights of the proposed amendments to the Board's Governance Manual and the Governance and Planning Committee's Terms of Reference to clarify the roles and responsibilities of the Board and the Committee with regard to University Plans.

- As per the *University Act*, the Board is responsible for approving the University's Academic Plan, *Illuminating 2030*. The Board's governance documents should include the Academic Plan and the Board's responsibility of approval.
- The Board Governance Manual refers to the University's "vision, mission and values." The word "mission" should be changed to "purpose," which aligns with the University's strategic plan, *Envisioning 2030*, and demonstrates the University's commitment to decolonization.
- The Board's governance documents should be updated to indicate that strategic initiatives and operational plans are for Board review, not approval. The Board's governance documents should also be revised to reflect its multi-year integrated planning.
- The Board's governance documents should indicate that performance monitoring involves weighing performance against strategic plans, not operational plans.

Part of the review process included consultation about the policy and practices of the UBC Board of Governors. Duncan and Board Vice Chair, Ash Amlani also discussed the proposed amendments with Paul Dangerfield and Toran Savjord, VP of Strategic Planning, Assessment & Institutional Effectiveness.

It was noted that, in addition to the proposed amendments in the documents, "capital plans" should also be removed from section 3(m) of the Committee's Terms of Reference, as this had been recently transferred to the Finance Committee from the Governance and Planning Committee.

It was moved (Duncan Brown), seconded (Nanci Lucas) and resolved;

THAT the Board amend the Board Governance Manual, as per Appendix "A."

It was moved (Duncan Brown), seconded (Nanci Lucas) and resolved;

THAT the Board amend the Governance and Planning Committee's Terms of Reference, as per Appendix "B, and also to delete "capital plans" for section 3(m).

7.2 Related Party Disclosure

VP of Finance and Administration, Debbie Carter provided an overview of the Related Party Disclosure. She asked that the forms be completed and submitted to the Executive Assistant to the Board of Governors today.

8. Investment Management

8.1 Socially Responsible Investing (SRI) and Environmental, Social, and Governance (ESG) Integration

Debbie gave an overview of ESG and SRI in accordance with the information in the agenda package. PH&N Investment Managers will attend the June Board meeting to provide further information regarding ESG and SRI to the Board.

It was moved (Ash Amlani), seconded (Oscar Blue) and resolved;

THAT the Board of Governors receive for information the report on Socially Responsible Investing and Environmental, Social and Governance (ESG) Integration.

9. Academic

9.1 Bachelor of Arts with a Major in Governance, Policy and Justice – Stage 1 Proposal

Dr. Laureen Styles, VP of Academic and Provost summarized the proposed new degree that has been developed in the Faculty of Arts and Sciences and is consistent with the university's Bachelor of Arts framework.

Board members were pleased to see this proposal and commented that it provides an opportunity for students to remain at Capilano University to complete their degree, an ongoing request from students.

It was moved (Rosie Anza-Burgess), seconded (Ash Amlani) and resolved;

THAT the Board of Governors approve the Bachelor of Arts with a Major in Governance, Policy and Justice Stage 1 proposal as presented for the consideration of the Minister of Advanced Education and Skills Training.

9.2 Proposed Course Discontinuance (s) for The Faculty of Global and Community Studies and The Faculty of Arts and Sciences

Dr. Laureen Styles, VP of Academic and Provost provided an overview of the proposed courses for discontinuance, listed on page 122 of the agenda package.

The discontinuance process is part of the regular programming review procedure, where faculties annually review their respective programs. In some cases courses will be dismantled and in others, transformed. This is a recommendation that will go to the Senate.

It was moved (Nanci Lucas), seconded (Ash Amlani) and resolved;

THAT the Board of Governors refer the recommendation of course discontinuances for the Faculties of Global and Community Studies and Arts and Sciences to the Senate for advice.

10. Meeting Closed

The Regular Meeting of the Board finished at 2:09 pm.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.1: AUDIT AND RISK COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Roger So, Audit and Risk Committee Chair	

PURPOSE

To provide the Board with a summary of the Audit and Risk Committee meeting that took place on May 19, 2022.

SUMMARY

The Committee approved the minutes of the February 10, 2022 meeting and discussed the following items:

- **Draft Audited Financial Statements and KPMG Draft Audit Findings Report for the Year Ended March 31, 2022.** – Tally Bains presented the draft audited financial statements and Tim Holloway, Engagement Partner and Fiona Reska, Manager at KPMG presented the draft audit findings report for the Fiscal 2021/22 financial statement audit. The Committee passed two motions recommending the Board of Governors approval. These reports and motions are presented to the Board under separate cover.
- **2021/21 Internal Audit Plan Review** – Debbie Carter provided an update on the internal audit plan.
- **Risk Management: Enterprise Risk Management and Risk Dashboard** – Debbie Carter provided an update.
- **Risk Management: Review Insurance Coverage of Material Risk and Uncertainties** – Debbie Carter provided the Committee with an overview of the insurance coverage.
- **Annual Review of Whistleblower Policy** – as per policy section 6 Annual Report of Wrongdoing, Debbie Carter provided a verbal update to the Committee.
- **Terms of Reference** – this item was deferred to the next meeting.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2: EXECUTIVE AND HUMAN RESOURCES COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Duncan Brown, Executive and HR Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources meeting that took place on June 15, 2022.

SUMMARY

The Executive and Human Resources Committee met on Wednesday, June 15, 2022. The following Committee members were in attendance: Committee Chair Duncan Brown, Ash Amlani, Patricia Heintzman and Roger So.

The Committee discussed senior leadership succession, Board succession, annual nominations for Board Chair and Vice Chair, correspondence from the President and CEO of the Public Sector Employers's Council (PSEC) regarding roles in relation to union and management/executive compensation matters, the Committee's Terms of Reference, EDI update, and the President's annual performance review and goal setting.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: FINANCE COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: May 19, 2022	
PRESENTER: Patricia Heintzman, Finance Committee Chair	

PURPOSE

To provide the Board with a summary of the Finance Committee meeting that took place on May 19, 2022.

SUMMARY

The Committee approved the minutes of the February 10, 2022 meeting and discussed the following items:

- **2021/22 Final Full-Time Equivalent (FTE) Report** – Toran Savjord and Joyce Ip provided an overview of the report. The Committee passed a motion to receive the report for information. This report is included as part of this consent agenda.
- **Integrated Planning Fiscal 2021/22:**
 - **Top 10 Highlights from draft Institutional Accountability Plan and Report (IAPR)**
 - **Final Fiscal 2021/22 Financial Results**

Continuing with the theme of connecting planning with budgeting, Toran Savjord and Joyce Ip presented the Top 10 Highlights from the IAPR and Tally Bains provided an overview of the Final Fiscal Financial Results. The Committee passed two motions to receive these two reports for information. These reports are included as part of this consent agenda.
- **Executive Compensation Disclosure Report for Fiscal 2021/22** – Debbie Carter provided an overview of the report. The Committee passed a motion recommending the Board approve the report. This report is provided under separate cover.
- **Terms of Reference** – this item was deferred to the next meeting.
- **Pubic Post-Secondary Funding Review** – Paul provided an overview of the letter received from the Ministry on this matter.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3.1: Fiscal 2021/22 Final FTE Results	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Patricia Heintzman, Finance Committee Chair	

PURPOSE

To provide the 2021/2022 final student full-time equivalent (FTE) enrolment results. This report was received by the Finance Committee at their May 19, 2022 meeting.

BACKGROUND

FTE Definition & Calculations: The definitions and reporting standards for enrolment reporting are established by the Ministry of Advanced Education, Skills and Training. This approach provides consistent and standardized reporting across the public post-secondary sector. The methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE over an academic year. The calculation divides the total number of credits or contact hours enrolled by a student in a fiscal year by a program divisor. The program divisor is the annual number of enrolled credits required in order to complete the program within the expected timeframe. For example, for the Bachelor of Business Administration (BBA) program, the program divisor is 30 credits (120 total credits divided by 4 years). Therefore, a BBA student who enrolled in 24 credits (approximately 8 courses) in 1 fiscal year equate to 0.8 FTE.

FTE Targets & Reporting: Annual FTE enrolment targets, along with key expansion areas are provided by the Ministry in the annual budget letter, these targets are only for domestic students. The annual budget letter also outlines the operating grant, accountabilities, roles and expectations.

Domestic and International FTE enrolments are reported twice during the fiscal year; an interim forecast in mid-November and final results in mid-May. Enrolments are one of the key performance indicators reported in the Institutional Accountability Plan and Report.

Fiscal Year 2021/2022 Final FTE Count & Past Year Trends

Domestic FTE & Ministry Target Achievement:

The final domestic FTE count for fiscal year 2021/2022 is 3759, 68% of the given Ministry Target. This reflects a 1% decline (net loss of 55 FTEs) from the previous fiscal year.

Funding Group (AVED/Developmental/Health) Analysis:

The largest decline can be attributed to a decline in developmental FTEs. This group experienced a net loss of 79 FTEs compared to previous fiscal, of which a loss of 59 FTEs can be attributed to the Adult Basic Education – General Upgrading program.

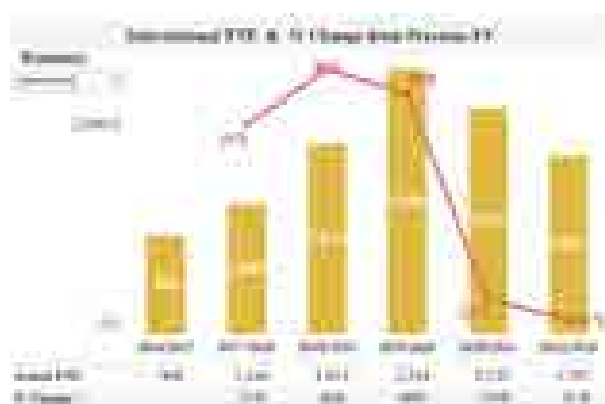
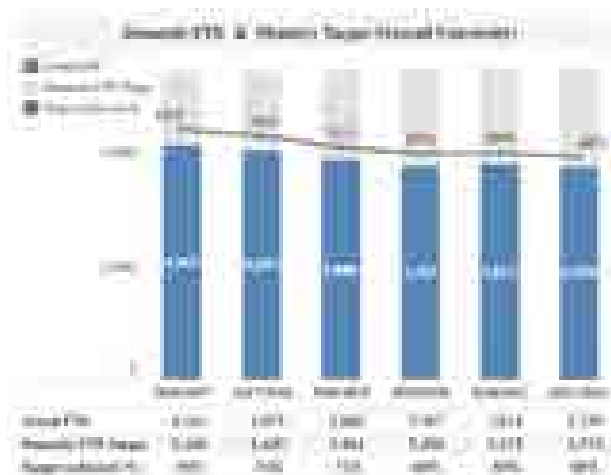
Faculty Analysis:

The Faculty of Business and Professional Studies and Education, Health & Human Development experienced the largest declines with a -7% (net loss of 73 FTEs) and -6% (net loss of 41 FTEs) change respectively. It should be noted however, that the Faculty of Arts and Sciences experienced a significant growth of 6% (net growth of 50 FTEs) this year, likely due to the launch of key programs such as the Bachelor of Arts with a Major in Psychology and the Bachelor of Science – General.

International FTE: The final international FTE count for fiscal year 2021/2022 is 1707, a 21% decrease (net loss of 446 FTEs) from the previous fiscal year. From a Faculty perspective, the Faculty of Arts and Sciences experienced the greatest decline with -46% (net loss of 373 FTEs), followed by the Faculty of Business and Professional Studies with -11% (net loss of 89 FTEs).

This decrease was primarily due a large graduating class, exacerbated by the impact of the pandemic on new enrolments. Although there has been growing interest from international students, as reflected by increases in applications for Fall 2022, many students are reliant on the back-logged visa processing times in their home countries and may not be able to enroll by September. Our team at the Centre of International Experience is working diligently to help as many students as possible.

Interim to Final: Annually, we submit an interim FTE to the Ministry mid-November. The submission from November 2021 forecasted a total of 3814 domestic FTEs and 1723 international FTEs. The difference between the interim and final FTE counts are -54 domestic FTEs and -16 international FTEs. This yields an accuracy rate of 98.54% for the domestic forecast and an accuracy rate of 99.06% for the international forecast.





BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3.2: Integrated Planning – Fiscal 2021/22 – Top 10 Highlights from draft Institutional Accountability Plan and Report (IAPR)	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Patricia Heintzman, Finance Committee Chair	

PURPOSE

The purpose of this report is to provide an overview of the top 10 highlights from the fiscal 2021/22 integrated planning cycle. Information is extracted from the draft Institutional Accountability Plan and Report (IAPR).

This report was received by the Finance Committee at their May 19, 2022 meeting.

INTEGRATED PLANNING HIGHLIGHTS

Indigenization Plan engagement

This year, the Indigenous Education and Affairs (IEA) department has been actively preparing the groundwork for CapU's first Indigenization Plan. The plan that emerges will be guided by Envisioning 2030 and Illuminating 2030, CapU's strategic and academic plans, respectively, and shaped by the knowledge and perspectives embodied in the UNDRIP legislation, the TRC Calls to Action, the MMIWG Calls for Justice, the Indigenous Post-secondary Education Policy Framework, and the Colleges and Institutes Canada and Universities Canada Indigenous Education Principles. Weaving all these together in a way that is grounded in the values of local First Nations has required an extensive consultative process across the whole university.

Since Summer 2021, that consultation and engagement has involved discussion with Elders, faculty, Indigenous students, alumni, staff, union representatives, the Capilano Student Union leadership, senior administrators, the CapU Senate and Board of Governors, and representatives from local First Nation governments. In September 2021, IEA hosted a speaker series to provide a deeper contextual understanding of decolonization in an academic context among members of the university community. The speakers included Lorna Wanosts'a7 Williams, a professor emerita of Indigenous education, curriculum and instruction at the University of Victoria and Canada Research chair in education and linguistics. Also in September, IEA hosted a thought-sharing session on decolonization and Indigenization open to all persons, and conducted simultaneously in-person and remotely.

Discussions with faculty leaders have produced a survey of existing practices related to Indigenization, and resulted in the identification of short-, medium and long-term priorities for almost all faculties at the time of this report. Similarly, discussions with academic support units, such as counselling and the library, have led to the identification of Indigenization priorities for most of these units. Further discussions with faculty leaders and academic units will continue, as will consultations with Territorial Rightsholders, students, staff, administrators, and members of CapU's Indigenous Advisory Circle and Indigenous Education Steering Committee.

WIL/Collaboratory

Building on the curricular WIL resources and community partnerships developed with the support of provincial funding in 2021-22, CapU is in the process of launching the WIL Co-Lab/Hub to support students, faculty, and

community partners engaged in experiential and work-integrated learning. The WIL Faculty Lead, a regular half-time position, chairs the WIL Co-Lab/Hub to facilitate a coordinated approach to the campus-wide identification, development, and sharing of WIL resources and assist departments/schools with the cultivation of community partnerships in support of programmatic and/or course-based curricular WIL activities.

This year in addition to leading the CapU WIL Co-Lab Outreach Project funded by the province, the WIL Faculty Lead is overseeing the configuration and implementation of university-wide WIL database, organizing university-wide events in recognition of CEWIL's National CO-OP and WIL Month, and continuing to foster new community partnerships in support of curricular WIL at CapU.

New partnerships include CapU's GrowthHub initiative with the North Vancouver Chamber of Commerce. In Fall 2021, over fifty students collaborated with four North Shore businesses to solve a challenge presented by the participating organizations, including the Holiday North Vancouver and Coastal Cogs eBike Rentals.

TargetX/YES deployment

An important development in how CapU supports students in distress and those dealing with mental health challenges is that of our new early alert program, Your Early Support (YES). This required the building of a collaborative care model along with the acquisition and implementation of a case management software system, TargetX, which began being implemented first as a scheduling system last year. Target X is an integrated case management system that allows record keeping of cases, and an alert system to alert Student Support Advisors of student mental health and well-being concerns. When an alert is entered into the system, there are multiple fields for faculty to fill out to highlight the concerns for a student and a way of categorizing the concerns and the level of concern. An alert in Target X 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.

A pilot roll-out of the program started in Fall 2021, with a campus-wide roll-out in January 2022. Data collected as of March 2, 2022 reveals a total of 63 referrals, with 60 coming from faculty and three self-referrals. Of these 63 referrals, challenges students are facing included:

- 40 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals, and suicide concerns
- 48 academic concerns, including academic learning struggles and missed classes
- 32 *other* category concerns, which encompassed financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns and immigration or study permit issues
- over one-third of the YES alerts (24) involved overlapping challenges in two or more areas, such as mental health and academic challenges.

In addition to the numbers, comments from the students contacted by the YES program are revealing. These include comments such as:

- "The only reason I've managed to get this far is because of your help, to which I'm very grateful for."
- "Thank you for so much for all of your support; I can't express how much stress this has taken off of me."
- "I just wanted to take the time to thank you once again for connecting me with...and helping me find my next steps. I truly appreciate it."

The majority of students who accessed support did not know about or did not know how to find or access support services on or off campus. Key referrals to on-campus services included: Learning Support Specialist, Counselling and Accessibility Services, Registrar's Office (Financial Aid; Student Information and Registration for Extenuating Withdraws), Centre for International Experience (Immigration Advising), Writing Centre, English Language Support, Indigenous Education and Affairs and CSU Community Cupboard. Off-campus referrals included: 24/7

Here2Talk, BC Crisis Lines, Suicide Prevention Line, local food banks and local community services and resource centres near students' home, community-based mental health clinics or counselling practices.

Squamish land purchase

Delivering high quality post-secondary education in Squamish is a standing priority for CapU, and in this year we made a big commitment to providing the community with a substantial campus. After exploring a number of options to re-establish a physical presence in the Sea-to-Sky region, CapU agreed March 2022 to buy two acres of waterfront property in the Oceanfront Squamish development. CapU last had a Squamish campus in 2015.

Design plans for the Squamish campus, a purpose-built hub of higher education, are in the very preliminary stages. The timing of the agreement allows CapU the opportunity to choose its preferred site location in the 100-acre mixed-use development incorporating new homes, businesses, industries and green spaces.

Expansion of Equity, Diversity and Inclusion measures

This year marked a surge in activity related to enhancing equity, diversity and inclusion at CapU. The Student Success department—which includes the Student Affairs office, the Centre for Career Development, and many other student-facing units—brought in an EDI advisor, with a focus on working with and developing supports for students. The advisor has begun developing :

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

The Registrar's Office (RO) has also moved to make 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. This revamp of systems is extensive, beginning with the back-end identity management system that controls and manages the flow of information from the authoritative source—the base student and human resource record systems—to our user facing technology systems, such as email, and is still in progress at the time of this report. Along with these recording changes, RO has created a web page 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 received a half-day of training on how to sensitively and compassionately assist students with diverse gender identities.

The Centre for Teaching Excellence 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 consisted of:

- an interactive workshop called Inclusive Teaching Practices in Nov 2021 to aid in the recognition of one's own beliefs and biases as a teacher,
- an intensive 24-hour workshop called Intercultural Pedagogy and Learning in Feb 2022 to offer an in-depth introduction and analysis of EDI issues related to disability, gender and sexuality, race and language, and decolonization and indigenization,
- an interactive workshop called Managing Challenging Topics in the Classroom running in March through April 2022 to offer three specific facilitation techniques meant to foster dialogue about difficult topics, and,

- an interactive workshop called Microaggressions, Trigger Warnings, and the Inclusive Learning Environment in late March through April 2022 to offer an introduction to how language operates at multiple unseen/unrecognized levels in a classroom that can create both inclusive and exclusive learning environments.

Department-specific workshops consisted of ongoing series that ran from either Summer 2021 through Spring 2022, or from Fall 2021 through the Spring term of 2022. Workshop series included:

- an ongoing professional development series for Tourism and Recreation to develop assessment design which can meet the needs of diverse learners,
- an ongoing consultation with the English department's EDI Working Group meant to address the challenges of difficult/offensive content (in literature) and the ensuing discomfort felt by some diverse learners, which will lead to a specific professional development series in the 2022-2023 fiscal year,
- an ongoing consultation with the STEM coordinator/chairs meant to address EDI-related challenges faced by STEM departments and develop a specific professional development series in the 2022-2023 fiscal year.

A contract has just been signed with consultant firm Veza Global to conduct an EDI assessment and audit with CapU. It is anticipated that this work will be undertaken with the University community within the academic year.

In January 22, The CapU Bookstore began selling pronoun pins produced by a Canadian company (Radley Prep). These are sold in the Bookstore 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.

Chanelle Tye Consulting was contracted with to work with the Faculty of Fine and Applied Arts (FAA) to develop faculty-specific EDI training. Chanelle interviewed faculty about EDI trends in their classrooms, led faculty orientation training and is currently working with the HR Development and Engagement (D&E) team and FAA Chairs to customize future EDI training

Childcare Centre:

The new Centre for Childhood Studies is currently in the design phase and will be located on the North Vancouver campus of Capilano University. CapU has received \$9.46 million in funding for the project from the Province of BC. As of March 2022, CapU has raised \$5.1 million in less than one year through its Child Care Spaces campaign. The campaign has already become CapU's largest fundraising campaign, with 59 donors contributing, 66% of which were new donors to the university.

Scheduled to open in the fall of 2024, 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, a piazza for group activities including exhibits and public events. The second floor will house collaboration spaces, studio, classroom, large, flexible lab space, and faculty spaces. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement, and innovative practice and inquiry in the field of early childhood care and education.

Growth in microcredentials and CS-academic collaboration

In 2021-22, Kálah-ay campus worked with CapU's Continuing Studies (CS) department and local organizations to produce a microcredential program in Community Leadership. The program, approved in December 2021 by AEST, runs early in Summer 2022, and is offered to members of volunteer or non-profit organizations: Sunshine Coast Community Services, Open Door WorkBC, Sunshine Coast Regional Economic Development Organization. Students passing through the program earn digital badges, with program completion yielding a non-credit certificate.

The Career Development Centre began offering stackable microcredentials through CanCred in Spring 2022. The program providing students who complete career preparation workshops and the Pathway to Meaningful Employment career preparation program with digital certification. Students completing both receive a program badge, but each component has its own digital badge as well. A separate digital badge is associated with the CDC's CapU Launch program. Badges can be linked to students' LinkedIn profile. CapU Launch helps students build workplace competencies such as communication skills, critical thinking and problem solving.

CapU's Fine and Applied Arts (FAA) faculty worked with DigiBC - The Creative Technology Association of British Columbia to develop two microcredentials in digital media, which will be launched in fiscal year 2022-23 through CapU's CS department. The Ministry approved funding for FAA members to develop Virtual Production for Creative Technology and Toon Boom Harmony. Virtual Production for Creative Technology is a suite of four laddering, fifteen-hour micro-courses that introduces students to game engines from the perspective of 3D, film, and visual-effect production. Toon Boom Harmony is an industry standard 2D digital animation platform. The Toon Boom Harmony microcredential consists of one foundational thirty-hour micro-course and three finishing streams - Animation, Compositing, and Character, Design and Props builds.

Growth in IDA, new FILMBA program

The Indigenous Digital Accelerator (IDA) helps Indigenous-led businesses to scale-up, increasing business revenue, job creation, and community-based social impact as well as ensuring Indigenous businesses hold an equitable share in the screen, tech, and cultural sectors. This last year saw the IDA truly move out of its set-up phase and work with more Indigenous clients than ever before, delivering business-focused workshops, production help and support for developing Indigenous digital media operations.

The IDA collaborated with CapU's CS and the Indigenous Digital Filmmaking program to develop and offer a [masterclass for mid-career Indigenous filmmakers](#) focusing on the business side of film productions, from funding proposals to film distribution. Industry leaders shared their expertise with Indigenous producers. Eight of the 20 learners successfully completed the program, offered from May 2021 through to December 2021.

In October 2021, the IDA welcomed a new client, Jennifer Podemski's The Shine Network Institute (TSNI). TSNI is an Indigenous owned and operated organization offering professional development, advocacy, consulting, and mentorship for Indigenous women in the film, television and media sector. TSNI is a direct response to the chronic underrepresentation of Indigenous women on screen and behind the camera in Canada's media production sector. The IDA has committed to helping TSNI expand their business from being a digital space used to share content created by Indigenous women into an institute of professional development and advocacy for Indigenous women.

IDA helped Tohkapi Cinema with their short film *Disappearing Moon*, which launch at the October 2021 imagineNATIVE Film Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco and L.A. Skins Fest in Los Angeles and earned a nomination for Achievement in Short Filmmaking Award at the Native American film festival.

The IDA continues to work with Wapanatahk Media on developing their business plan to launch Red Media, an online network and digital platform linking all First Nations, Métis and Inuit communities in Canada. This will also serve as a digital hub for both scripted and unscripted Indigenous digital content, including channels for social influencers, web series, short-form entertainment and viral videos.

In addition to the Indigenous entrepreneurs being supported through the IDA and FILMBA program, there have been additional employment positions created that have also provided an opportunity to develop employable skills. Chastity Davis-Alphonse, the first IDA client, was able to offer a direct hands-on learning opportunity for CapU students to support the launch of her online education platform, Deyen, which has continued as part-time employment. Four film production positions were available for *Disappearing Moon*, and one additional research

position was created in the development of Wapanatahk's Red Media online network and digital platform. A mentoring opportunity was recently signed with Animikii Indigenous Technology to provide Wapanatahk with a business plan and online platform design.

Growth in CityStudio

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

Now in its third year, CityStudio North Vancouver has to date supported 331 projects involving over 1600 students, 50 municipal partners, and 36 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, over 600 students collaborated with City of North Vancouver staff and its partners on 16 applied research and co-curricular, community-service-learning projects in its most recent full academic year (2020-21). Students across multiple disciplines engaged in a variety of project subjects to create meaningful change in the community where they learn, live, and thrive. CapU looks forward to continuing this partnership with the City of North Vancouver and exploring opportunities to create partnerships with neighbouring municipalities in the future.

Howe Sound Biosphere Region Initiative

In September 2022, CapU launched Skw'cháys (pronounced skwa cháys), the University's legacy canoe, to mark its success in working with the Howe Sound Biosphere Region Initiative Society (HSBRIS) to earn the Átl'ka7tsem/Howe Sound Region designation as a UNESCO biosphere reserve, the nineteenth region in Canada to receive such a designation. The launch ceremony took place adjacent to the Mamquam River in Squamish.

CapU's partnership with HSBRIS involves all academic faculties, the Office of Indigenous Affairs and Education and the Office of Creative Activity, Research and Scholarship (CARS) at the University. The partnership creates new opportunities for research and course-based undergraduate projects promoting sustainable development, biodiversity conservation, reconciliation, and equity and inclusion. CapU has also partnered with HSBRIS on in-class faculty-led student projects and research projects. This year, with grant funding from the federal funding agency Mitacs, two CapU students from the School of Business will work with HSBRIS as research assistants to examine logging practices in the area with Indigenous and non-Indigenous companies. Additional research opportunities are in development.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2.3: Final Fiscal 2021/22 Financial Results	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Patricia Heintzman, Finance Committee Chair	

PURPOSE

The purpose of this report is to provide the final Fiscal 2021/22 financial results. This report was received by the Finance Committee at their May 19, 2022 meeting.

FINANCIAL RESULTS

1. Fiscal 2021-22 High Level Overview

The final year-end operating surplus is \$1.6 million which is \$233 thousand higher than the January forecasted surplus of \$1.4 million. The internal Statement of Operations is included in this report as **Attachment 1** and is summarized in the table below. This internal statement shows additional information not included in the audited financial statement format including all the forecasts developed during the fiscal year and the variance from the final actual results in comparison to the last forecast, the Board approved budget, and the prior year actuals.

The final year-end surplus of \$1.6 million includes a capital restriction of \$1.5 million from the Ministry operating funding for the student housing building project. The impact of this restriction on the financial statements is revenue is reduced by \$1.5 million (thus explaining the variance from actuals to January forecast) resulting in a corresponding decrease in the surplus. The other side of the entry is to increase deferred capital contributions on the statement of financial position by \$1.5 million.

The total surplus of \$1.6 million includes \$1.3 million that will be set aside in the accumulated surplus as an internal restriction for:

- **Student Success Support fee \$1 million:** this is a targeted fee that focuses on services in three areas successful transitions, student development, and student health and well-being. The fee was approved by the Board of Governors with an original commencement date of Fall 2020; however, due to the pandemic, the start date was delayed to the Fall 2021 term.
- **Creative Activity, Research and Scholarship (CARS) restriction \$276K:** funds set aside to advance and support faculty CARS activity aligned with both the CARS plan/framework and Illuminating 2030.

2. Fiscal 2021-22 Actuals compared to Budget

The final operating surplus of \$1.6 million was \$6.8 million favourable compared to the deficit budget of \$5.2 million. The table below provides a summary of the variances by category groupings adopted by the Finance department. Please see **Attachment 2** which provides insights to the budget development methodology by category.

	2021-22 Actuals							2021-22 Budget	Variance (Actuals - Budget)
	Revenue	Expenses	Student Operations	Revenue Share	Capital Operating Budget	Other	Total Operating Surplus		
Revenue	\$1,008,000		\$554,720	\$1,012,000	\$1,007,000	\$9,875,000	\$12,312,000	\$12,000,000	\$312,000
Expenses and Expenses		\$6,802,000	\$1,112,000	\$1,000,000			\$9,000,000	\$9,000,000	\$2,802,000
Operating Surplus	\$1,008,000		\$442,720	\$1,012,000	\$1,007,000	\$9,875,000	\$3,312,000	\$3,000,000	\$312,000
Operating Surplus	\$1,008,000	\$6,802,000	\$442,720	\$1,012,000	\$1,007,000	\$9,875,000	\$3,312,000	\$3,000,000	\$312,000
Budget	\$9,000,000	\$14,200,000	\$1,700,000	\$1,000,000	\$1,000,000	\$9,875,000	\$5,125,000	\$5,125,000	\$6,800,000
Total Surplus/Deficit	\$9,008,000	\$14,202,000	\$1,642,720	\$1,012,000	\$1,007,000	\$9,884,875	\$8,324,000	\$8,125,000	\$1,999,000

Summary of variance explanation:

Revenue	<ul style="list-style-type: none"> Budget included revenues over 2021-2022's revenues that will be recognized Budget included revenues \$1.4 million that were budgeted but not recognized primarily due to a high number of unexpected students enrolling after leaving 2021 term and enrolling from the summer session in August of 2021 and to some students with a 100% course transfer from other institutions due to pandemic related issues Other revenue from faculty teaching and other services was \$1.4 million
Expenses	<ul style="list-style-type: none"> 2021-2022 revenue in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials 2021-2022 revenue in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials 2021-2022 revenue in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials
Operating Surplus	<ul style="list-style-type: none"> Budget included a decrease in other categories with a decrease of \$1.4 million Budget included a decrease in other categories with a decrease of \$1.4 million
Capital Operating Surplus	<ul style="list-style-type: none"> The budget included a surplus of \$1.2 million in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials The budget included a surplus of \$1.2 million in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials
Other	<ul style="list-style-type: none"> The budget included a surplus of \$1.2 million in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials The budget included a surplus of \$1.2 million in other categories that were budgeted but not recognized primarily due to a high amount of programs operated with equipment materials

3. Fiscal 2021-22 Forecasts Summary

Through-out the year, budgets were closely monitored, and updated forecasts were developed each quarter in partnership with budget managers. The final 'January' forecast was developed by Finance to update revenues based on the Spring term actual enrollment results and update expenditures based on a reasonableness assessment of December actuals and quarter 3 forecast.

Please see table below for summary of the forecasts, the variances and assumptions used. The following items reflected the change between forecast and final results:

- **central adjustment for estimated salary vacancies** was \$2 million in quarter 1, \$1 million in quarter 2 and zero in quarter 3. This adjustment was purposefully excluded to achieve a deficit budget as there were considerable unknowns related to enrollment projections and the impacts these forecasts would have on receiving Ministry approval to incur an operating deficit.
- **operating expenses forecast:** there is a *heavy reliance on input from budget owners*. The forecast was \$40K favourable in quarter 2, \$780K favourable in quarter 3, adjusted by Finance for the January forecast to \$3.1 million favourable. The final actual to budget variance was \$4.8 million favourable. The timing of when forecasts are developed plus the lack of systems tools available to help develop this forecast contribute to the challenges in developing this forecast.

Appendix 1: Fiscal 2021/22 Year in Review by Category

Appendix 1: Fiscal 2021/22 Year in Review by Category

This section provides the final results for the year in categories of enrollment, staffing, ancillary operations, restricted funds, capital and other.

The Financial Statement Category View is shown in the table below starting with the final actual results, the budget and the variance that occurred in each of these categories.

	Fiscal 2021/22 Actual	Fiscal 2021/22 Budget	Enrollment	Staffing	Business Operations	Restricted Funds	Capital Operating Assets	Other	Balance Forward
Revenue									
Revenue (1) Revenue (2) Revenue (3)	10,781,136	10,781,136			24,774	246,781		146,231	200,000
Revenue (4) Revenue (5)	20,281,977	20,281,977	11,122,851		69,124	69,124			67,000
Revenue (6) Revenue (7)	25,281,999	25,281,999	11,191,999			199,500			1,074,400
Revenue (8) Revenue (9)	1,681,611	1,681,611			2,110,001	674,750		1,611,000	1,000,000
Revenue (10) Revenue (11)	1,491,000	1,491,000	1,000,000			1,112,500			784,000
Revenue (12) Revenue (13)	1,000,000	1,000,000					141,000		100,000
Revenue (14) Revenue (15)	1,000,000	1,000,000			10,000				10,000
Revenue (16) Revenue (17)	1,000,000	1,000,000			10,000	10,000			100,000
Revenue (18) Revenue (19)	1,000,000	1,000,000						100,000	100,000
Revenue (20) Revenue (21)	1,000,000	1,000,000						100,000	100,000
Total Revenue	100,147,137	100,147,137	22,194,851	11,191,999	2,134,775	1,064,255	141,000	1,717,231	1,114,000
Expenses									
Enrollment and Staffing									
Enrollment and Staffing (1)	10,000,000	10,000,000	1,000,000		100,000	100,000			100,000
Enrollment and Staffing (2)	10,000,000	10,000,000		11,000,000	100,000	100,000			1,000,000
Enrollment and Staffing (3)	10,000,000	10,000,000		1,000,000	1,000,000	1,000,000			1,000,000
Enrollment and Staffing (4)	1,000,000	1,000,000		1,000,000	1,000,000	1,000,000			1,000,000
Enrollment and Staffing (5)	1,000,000	1,000,000		1,000,000	1,000,000	1,000,000			1,000,000
Total Enrollment and Staffing	10,000,000	10,000,000	1,000,000	11,000,000	1,000,000	1,000,000			1,000,000
Other Operating Expenses									
Other Operating Expenses (1)	10,000,000	10,000,000	1,000,000		100,000	100,000		1,000,000	1,000,000
Other Operating Expenses (2)	1,000,000	1,000,000					100,000		1,000,000
Total Other Operating Expenses	11,000,000	11,000,000	1,000,000		100,000	100,000	100,000		2,000,000
Capital Expenses									
Capital Expenses (1)	1,000,000	1,000,000					1,000,000		1,000,000
Capital Expenses (2)	1,000,000	1,000,000					1,000,000		1,000,000
Total Capital Expenses	2,000,000	2,000,000					2,000,000		2,000,000

CATEGORY 1: ENROLLMENT

The enrollment category includes tuition revenue, faculty teaching costs and international agent commission fees. Enrollment resulted in a favourable variance of \$4.4 million.

		Fiscal 2021 \$		
		Actual	Budget	Variance
Enrollment				
Tuition Revenue	Tuition Revenue (including Learning Fee)	10,000,000	10,000,000	0.00
Faculty Teaching Costs	Faculty Teaching Costs (including Learning Fee)	(10,000,000)	(10,000,000)	0.00
International Agent Commission Fees	International Agent Commission Fees	1,000,000	1,000,000	0.00
Enrollment Total		1,000,000	1,000,000	0.00
Faculty Teaching Costs		(10,000,000)	(10,000,000)	0.00
International Agent Commission Fees		1,000,000	1,000,000	0.00
Enrollment Total	The total amount used by enrollment is recorded against the budget for a fiscal year. The actual amount used is recorded against the budget for a fiscal year. The actual amount used is recorded against the budget for a fiscal year.	1,000,000	1,000,000	0.00
Total Enrollment		1,000,000	1,000,000	0.00

Enrollment Planning and Tuition Revenue

The table below shows the enrollment information included in each of categories.

	Enrollment Category			Faculty Teaching Costs			International Agent Commission Fees			Total		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Enrollment												
Tuition Revenue	10,000,000	10,000,000	0.00							10,000,000	10,000,000	0.00
Faculty Teaching Costs	(10,000,000)	(10,000,000)	0.00	(10,000,000)	(10,000,000)	0.00				(10,000,000)	(10,000,000)	0.00
International Agent Commission Fees	1,000,000	1,000,000	0.00				1,000,000	1,000,000	0.00	1,000,000	1,000,000	0.00
Enrollment Total	1,000,000	1,000,000	0.00	0.00	0.00	0.00	1,000,000	1,000,000	0.00	1,000,000	1,000,000	0.00

The breakdown of the revenue by units and dollars and an explanation of the variance is shown in the table below. See Attachment 3 for information by Faculty.

	Enrollment Category		Faculty Teaching Costs		International Agent Commission Fees		Total	
	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget
Enrollment								
Tuition Revenue	10,000,000	10,000,000					10,000,000	10,000,000
Faculty Teaching Costs	(10,000,000)	(10,000,000)	(10,000,000)	(10,000,000)			(10,000,000)	(10,000,000)
International Agent Commission Fees	1,000,000	1,000,000			1,000,000	1,000,000	1,000,000	1,000,000
Enrollment Total	1,000,000	1,000,000	0.00	0.00	1,000,000	1,000,000	1,000,000	1,000,000

- **Enrollment units:** Budget assumption used was to maintain Fiscal 2020/21 enrollment levels (actuals for summer & fall term plus Q2 forecast for Spring) + Dean’s estimate of increase/decrease by program. Actual enrollment units were lower than budgeted due to online mode of delivery, international travel restrictions and challenges with obtaining study permits. The impact of enrollment units decline was \$8 million reduction.
- **Fee increase:** The 2% fee increase resulted in \$1.1 million additional revenues.
- **Average rate:** the Fall term 2020 average rate by program was used to calculate tuition revenue (enrollment unit X average rate). The average rate had an overall \$385K additional revenues as actual average rate was higher than rate used in the budget.

Salaries: Faculty Teaching

The table below shows Faculty teaching costs that were incurred in each category.

	2021/22 Budget			2020/21 Actual			2019/20 Actual			2018/19 Actual		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Faculty Salaries	12,171,456	10,000,000	2,171,456	11,950,000	10,000,000	1,950,000	10,500,000	10,000,000	500,000	10,000,000	10,000,000	0
Faculty Benefits	2,100,000	2,000,000	100,000	2,000,000	2,000,000	0	1,900,000	2,000,000	100,000	1,900,000	2,000,000	100,000
Faculty Unallocated	1,000,000	1,000,000	0	1,000,000	1,000,000	0	1,000,000	1,000,000	0	1,000,000	1,000,000	0
Total	15,271,456	13,000,000	2,271,456	14,950,000	13,000,000	1,950,000	13,400,000	13,000,000	400,000	12,900,000	13,000,000	100,000

The breakdown of these costs by units and dollars and an explanation of the variance is shown in the table below. See Attachment 4 for additional faculty teaching cost information by Faculty. Faculty unallocated is centralized illness costs that are not tied to units.

	2021/22 Budget			2020/21 Actual			2019/20 Actual			2018/19 Actual	
	Units	Rate	Total	Units	Rate	Total	Units	Rate	Total	Units	Total
Faculty Salaries	1,200,000	11,822	14,186,400	1,150,000	11,822	13,600,500	1,100,000	11,822	13,004,400	1,100,000	13,004,400
Faculty Benefits	1,200,000	53.17	63,804,000	1,150,000	53.17	61,113,500	1,100,000	53.17	58,487,000	1,100,000	58,487,000
Faculty Unallocated	1,000,000	63.78	63,780,000	1,000,000	63.78	63,780,000	1,000,000	63.78	63,780,000	1,000,000	63,780,000
Total	3,400,000		268,770,400	3,300,000		265,500,000	3,200,000		255,271,400	3,200,000	255,271,400

- **Units:** 21/22 Budget for Spring ¼ - used 20/21 actual units; Summer, Fall, Spring ¾ - average calculation of historical ratio of enrollment headcount to units. Actual units used was lower than budgeted resulting in a favourable variance of \$1.7 million in each of the categories; this can be contributed to a decline in enrollment plus using an average calculation to derive the budget.
- **Rate:** 21/22 Budget used Step 2 rates effective April 1, 2021 (sections: \$11,822; lab hours \$53.17; PMI \$63.78). The actual rates were higher for sections and lower for lab hours and PMI resulting in an overall unfavourable variance of \$67K associated with the rate.

The graph below provides a visual of the enrollment actuals for 3 years plus the budget and forecast for Fiscal 2021/22.



The graph below provides the domestic and international breakdown of enrollment, FTE, and tuition revenue



CATEGORY 2: STAFFING

The staffing category includes salaries for faculty non-teaching and employees that are in the administration, exempt and staff (MoveUP) employee groups plus the related benefits; there was an overall \$1.3 million favourable variance in the staffing category as shown in the table below.

		Fiscal 2021		
		Actual	Budget	Variance
Staffing				
Faculty non-teaching	Salaries by faculty non-teaching employees	2,028,824	2,000,000	28,824
Admin, Exempt, Staff	Administrative & Exempt, mostly by individual employee groups (110)	1,719,424	1,700,000	19,424
Faculty	Salaries for faculty non-teaching faculty, but training address remains offset by amount of contract costs (Administrative & Exempt)	(1,180,000)	(1,170,000)	(10,000)
Total Staffing (including Faculty Training)		2,568,248	2,530,000	38,248

The table below shows salary costs for faculty non-teaching and administration, exempt and staff employee groups that were incurred in each category.

Category/Employee Group	Staffing Category (Fiscal 2021)			Staffing Category (Fiscal 2020)			Employee Cost (Fiscal 2021)			Cost (Fiscal 2020)		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Faculty non-teaching	2,028,824	2,000,000	28,824	1,980,000	2,000,000	(20,000)	2,028,824	2,000,000	28,824	2,028,824	2,000,000	28,824
Admin, Exempt, Staff	1,719,424	1,700,000	19,424	1,700,000	1,700,000	0	1,719,424	1,700,000	19,424	1,719,424	1,700,000	19,424
Faculty	(1,180,000)	(1,170,000)	(10,000)	(1,180,000)	(1,170,000)	(10,000)	(1,180,000)	(1,170,000)	(10,000)	(1,180,000)	(1,170,000)	(10,000)
Total	2,568,248	2,530,000	38,248	1,700,000	1,700,000	0	2,568,248	2,530,000	38,248	2,568,248	2,530,000	38,248

Salaries: Faculty Non-Teaching

Faculty non-teaching budget was developed with the Deans based on the previous fiscal year's budget plus any new sections provided during the Integrated Planning process. The breakdown of these costs by units and dollars and an explanation of the variance is shown in the table below; see Attachment 5 for additional faculty non-teaching cost information by Faculty.

Category	Actual (Fiscal 2021)			Budget (Fiscal 2021)			Variance (Fiscal 2021)			Actual (Fiscal 2020)			Variance (Fiscal 2020)		
	Units	Rate	\$	Units	Rate	\$	Units	Rate	\$	Units	Rate	\$	Units	Rate	\$
Sections	182	11,822	2,151,604	182	11,822	2,151,604	0	11,822	0	182	11,822	2,151,604	182	11,822	2,151,604
Lab Hours	17,000	53.17	903,989	17,000	53.17	903,989	0	53.17	0	17,000	53.17	903,989	17,000	53.17	903,989
PMI	1,000	63.78	63,780	1,000	63.78	63,780	0	63.78	0	1,000	63.78	63,780	1,000	63.78	63,780
Total	190,000	76.70	3,119,373	190,000	76.70	3,119,373	0	76.70	0	190,000	76.70	3,119,373	190,000	76.70	3,119,373

- **Units:** Budget used Spring ¼ and Summer actual units from Paylive; Fall and Spring ¾ based on forecasted units. The actual units were higher than budgeted for sections and lab hours and lower for PMI resulting in \$894K unfavourable variance related to units.
- **Rate:** Step 2 rates effective April 1, 2021 (sections: \$11,822; lab hours \$53.17; PMI \$63.78) was used in the budget; variance due to rate is \$141K unfavourable as actual rates were higher for sections and PMI offset by lower rate for lab hours.

The graph below provides a visual of the FTE and salary dollars for teaching and non-teaching for actuals (3 years), budget and forecasts for Fiscal 2021/22.



Salaries: Administration, Exempt, MoveUp

The table below shows a favourable variance of \$1.2 million for the Administration, Exempt and Move-Up staff employee groups; this variance is due to savings from vacancies that occurred during the year.

Category	2023					2024					Variance
	FTE	Budget	Actual	Budget	FTE	Budget	Actual	Budget	FTE		
Administration	108.00	\$,000,000	97.00	\$,000,000	110	\$,000,000	72.00	\$,000,000	110	\$,000,000	\$,000,000
Exempt	100.00	\$,000,000	90.00	\$,000,000	110	\$,000,000	60.00	\$,000,000	110	\$,000,000	\$,000,000
Staff	110.00	\$,000,000	100.00	\$,000,000	110	\$,000,000	100.00	\$,000,000	110	\$,000,000	\$,000,000

The graph below provides a visual of the FTE and salary dollars for this group for actuals, budget, and forecasts.



CATEGORY 3: ANCILLARY OPERATIONS

Ancillary operations made a recovery during the fiscal year as campus activity resumed. The final Fiscal 2021/22 actuals landed at \$.8 million deficit compared to a budget of \$2.5 million deficit and the prior year deficit of \$2.3 million.

	Fiscal 2021/2022			2020/21	2019/20
	Actual	Budget	Variance	Actual	Actual
Ancillary Operation					
Children's Centre	(545,988)	(426,754)	80,780	(480,736)	(268,678)
Performing Arts Theatre	28,094	15,188	10,906	(6,111)	(16,560)
Bookstore	(55,948)	(124,784)	68,836	(42,871)	172,709
Parking	876,896	(130,031)	1,006,927	(46,459)	712,218
Food Service	15,588	(71,181)	86,769	(96,604)	272,750
Facility and Land Rental	282,558	55,481	127,071	188,897	227,038
Student Housing	(421,949)	(1,104,215)	772,266	(1,238,884)	(558,249)
Continuing Studies	(186,403)	(729,164)	542,761	(197,380)	(479,434)
Secret Book Sales	218	-	218	-	-
FAA Studio and Equipment Revenue	958	-	958	-	-
Operating Surplus/(Deficit)	(427,800)	(2,505,511)	1,677,541	(2,111,359)	456,798

CATEGORY 4: Restricted Funds

The restricted fund tracks funding agreements and contracts where funding is restricted either internally or externally for a specific purpose. For external restrictions, revenue is recognized using the deferred contributions method (revenue recognized equal to expenses). The internal restrictions in Fund 28 are new for the university this fiscal year and represents the accumulated surplus that will be internally restricted for student success support \$1 million and Creative Activity, Research and Scholarship initiatives \$276K.

Finance continues to make improvements in managing this fund to ensure forecasting, budgeting, and reporting is timely and accurate. The table below provides a summary of the total fund and the number of contracts/agreements in each category.

Fund	Description	Number of Cost Centers			2021/22		
		Open	Closed	Total	Actual	Budget	Variance +/-
Fund 20	Unappropriated	19	88	107	25,294	173,373	148,079
Fund 21	External Grants	11	0	11	5,012	-	(5,012)
Fund 22	Field Schools & Consumables	19	2	21	234,008	-	(234,008)
Fund 23	Unified Grants (Internal)	57	1	58	258,552	-	(258,552)
Fund 24	Ministry Targeted Funds	27	1	28	82,797	-	(82,797)
Fund 25	Restricted Funds - Contracts	19	0	19	30,818	71,542	40,724
Fund 26	Restricted Funds - CA/R	58	0	58	(128,788)	(101,897)	26,891
Fund 27	Clearing	8	4	12	(3,092)	-	3,092
Fund 28	Internally Restricted	2	0	2	(1,282,901)	-	1,282,901
Total		214	94	308	1,141,196	101,516	1,242,712

The table below provides a financial statement view of the restricted fund. The year-over-year change is related to the new student success fee that commenced in Fall 2021 (under Fund 28 internally restricted).

	2021/22			2020/21			
	Actual	Budget	Variance +/-	Actual	Budget	Variance +/-	YTD Change +/-
Revenue (+)	1,174,014	1,111,997	62,017	1,114,347	1,115,901	(1,554)	1,099,497
Salaries (+)	1,813,299	1,177,243	636,056	1,402,323	788,150	614,173	650,313
Benefits (+)	181,408	188,426	(7,018)	133,667	181,097	(47,430)	(17,261)
Operating Expenses (+)	1,843,209	2,014,969	(171,760)	1,511,799	1,423,098	88,701	(911,279)
Operating Surplus/(deficit)	1,248,046	52,997	1,195,049	46,844	(188,490)	335,334	1,196,282

CATEGORY 5: Capital

The capital category contains the operating impact of the capital fund and is made up of the amortization of deferred capital contributions and the capital asset. The table below provides a summary of the capital fund asset additions made in Fiscal 2020/21 (broken down between internally funded and externally funded).

Description	2020/21						Variance (\$) Act/Def	2019/20
	Actual	Budget	Total	Actual	Budget	Total		
Hardware	1,150,000		1,150,000	1,150,000		1,150,000	950,000	1,150,000
Software	440,000		440,000	440,000		440,000	120,000	440,000
Equipment & Furniture	400,000	300,000	700,000	600,000	100,000	700,000	100,000	600,000
Deferred Maintenance	170,000		170,000	170,000		170,000	100,000	170,000
Buildings	400,000	3,000,000	3,400,000	3,400,000	3,000,000	400,000	3,000,000	3,400,000
Total	2,160,000	3,300,000	5,460,000	5,160,000	300,000	5,460,000	1,270,000	5,460,000

The table below shows the operating statement impact on capital; the total of \$4.6 million is the unfunded capital asset purchases (or internally funded). This annual impact will grow considerably when the major capital construction projects are completed and amortization commences. This impact will need to be considered when developing the budget.

Description	2020/21			2019/20
	Actual	Budget	Variance (\$) Act/Def	
Amortization of deferred capital contributions	3,282,016	3,484,474	202,458	3,482,348
Amortization of tangible capital assets	2,490,000	2,509,139	19,139	2,275,844
Total unfunded/deferred	5,772,016	5,993,613	221,597	5,758,192

CATEGORY 6: Other

The table below provides details on the variances in the Other category.

		Fiscal 2021/22		
		Actuals	Budget	Variance (adverse)
Revenues:				
Revenue of BC	Favorable mainly due to: \$1.5M favorable SSNM not included in budget but collected for 21/22 and \$50.8K increase from EOC funding (offset by \$0.5M capital restriction for the student housing building project).	44,020,710	\$ 42,482,316	\$ 1,538,394
Donations and gifts in kind	Variance is related to completion of Foundation results. Actual donations to \$1.9 million; consolidated to \$238.4K (shortfall) compared to expenses for restricted fund.	21,825	\$ 418,348	\$ - 396,523
Investment income	Conservative approach was used in developing the budget.	1,712,470	\$ 1,112,354	\$ 600,116
Project and office revenue	Favorable mainly due to new funding agreements not included in budget 2021/22	1,000,219	\$ 1,498,909	\$ - 498,690
Total Other Revenues		46,754,224	\$ 45,093,927	\$ 1,660,297
Total Operating Expenses - Other	Favorable due budget not spent under multiple GC categories like Student events, Maintenance - buildings, grounds and equipment and program supplies - external.	17,988,888	\$ 21,178,438	\$ - 3,189,550
Net Impact of Other		28,765,336	\$ 23,915,489	\$ 4,849,847

Attachments

Attachment 1: Internal Statement of Operations

Attachment 2: Budget Development Methodology

Attachment 3: Enrollment and Tuition Revenue

Attachment 4: Faculty Teaching

Attachment 5: Faculty Non-Teaching

Attachment 6: Dashboard

Capilano University

Attachment 1

Consolidated Statement of Operations and Accumulated Surplus
as at March 31, 2022, with comparative information for 2021

	Actuals vs Forecast				Actuals vs Budget				Forecasts				Prior Year Comparison		
	2022 Actuals	January Forecast	Variance \$ fav/(unfav)	Variance % fav/(unfav)	2022 Actuals	2022 Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	Q1 Forecast	Q2 Forecast	Q3 Forecast	January Forecast	2021 Actuals	Change \$ inc/(dec)	Change % inc/(dec)
Revenue:															
Province of British Columbia	\$ 46,055,147	\$ 47,463,896	\$ (1,408,749)	-3.0%	\$ 46,055,147	\$ 45,478,221	\$ 576,926	1.3%	\$ 46,958,696	\$ 46,588,066	\$ 47,463,896	\$ 47,463,896	\$ 46,542,936	\$ (487,789)	-1.0%
Tuition fees - Domestic	25,163,377	25,047,720	115,657	0.5%	25,163,377	24,285,683	877,694	3.6%	25,369,538	24,763,372	24,833,043	25,047,720	23,488,821	1,674,556	7.1%
Tuition fees - International	34,184,949	34,468,697	(283,748)	-0.8%	34,184,949	41,238,092	(7,053,143)	-17.1%	38,945,086	34,141,994	34,172,161	34,468,697	40,875,930	(6,690,981)	-16.4%
Project and other revenue	7,483,761	7,857,102	(373,341)	-4.8%	7,483,761	5,498,652	1,985,109	36.1%	5,708,135	7,054,628	7,959,958	7,857,102	5,064,647	2,419,114	47.8%
Amortization of deferred capital contributions	3,083,016	3,083,181	(165)	0.0%	3,083,016	3,484,474	(401,458)	-11.5%	3,087,278	3,086,591	3,083,181	3,083,181	3,482,346	(399,330)	-11.5%
Sales of goods	1,384,178	1,416,678	(32,500)	-2.3%	1,384,178	1,324,318	59,860	4.5%	1,324,318	1,363,410	1,416,678	1,416,678	1,417,667	(33,489)	-2.4%
Parking, childcare and theatre	1,406,003	1,426,101	(20,098)	-1.4%	1,406,003	1,025,852	380,151	37.1%	2,533,810	1,212,294	1,426,101	1,426,101	590,742	815,261	138.0%
Donations and gifts-in-kind	21,619	300,268	(278,649)	-92.8%	21,619	419,348	(397,729)	-94.8%	419,348	419,348	300,268	300,268	734,806	(713,187)	-97.1%
Investment income	3,751,470	2,717,992	1,033,478	38.0%	3,751,470	2,312,304	1,439,166	62.2%	2,688,130	2,610,824	2,717,992	2,717,992	3,014,189	737,281	24.5%
	122,533,520	123,781,635	(1,248,115)	-1.0%	122,533,520	125,066,944	(2,533,424)	-2.0%	127,034,339	121,240,527	123,373,278	123,781,635	125,212,084	(2,678,564)	-2.1%
Expenses:															
Salaries and benefits	86,950,607	87,497,146	546,539	0.6%	86,950,607	89,802,852	2,852,245	3.2%	87,586,816	87,758,134	89,650,723	87,497,146	82,264,865	4,685,742	5.70%
Cost of goods sold	1,088,314	1,046,933	(41,381)	-4.0%	1,088,314	1,013,878	(74,436)	-7.3%	1,013,878	1,042,102	1,046,933	1,046,933	1,126,789	(38,475)	-3.41%
Buildings and grounds	5,183,043	4,839,025	(344,018)	-7.1%	5,183,043	5,090,050	(92,993)	-1.8%	5,090,050	5,075,769	4,839,025	4,839,025	7,417,732	(2,234,689)	-30.13%
Student support	1,855,764	2,649,269	793,505	30.0%	1,855,764	2,491,236	635,472	25.5%	2,491,236	2,491,236	2,649,269	2,649,269	2,298,356	(442,592)	-19.26%
Operating expenses	18,221,084	18,761,919	540,835	2.9%	18,221,084	23,371,770	5,150,686	22.0%	23,008,963	22,221,663	21,944,345	18,761,919	18,101,522	119,562	0.66%
Amortization of capital assets	7,640,803	7,626,740	(14,063)	-0.2%	7,640,803	8,504,134	863,331	10.2%	7,637,211	7,735,857	7,626,740	7,626,740	8,075,643	(434,840)	-5.38%
	120,939,615	122,421,032	1,481,417	1.2%	120,939,615	130,273,920	9,334,305	7.2%	126,828,154	126,324,761	127,757,035	122,421,032	119,284,907	1,654,708	1.39%
Annual operating surplus/(deficit)	1,593,905	1,360,603	233,302		1,593,905	(5,206,976)	6,800,881		206,185	(5,084,234)	(4,383,757)	1,360,603	5,927,177	(4,333,272)	-73.1%
Net restricted endowment contributions	1,466,437	842,584	623,853		1,466,437	-	1,466,437		526,957	538,122	700,949	842,584	1,774,858	(308,422)	-17.4%
Annual surplus/(deficit)	3,060,342	2,203,187	857,155		3,060,342	(5,206,976)	8,267,318		733,142	(4,546,112)	(3,682,808)	2,203,187	7,702,035	(4,641,694)	-60.3%
Accumulated surplus, beginning of year	94,809,787	94,809,787	-		94,809,787	94,809,787	-		94,809,787	94,809,787	94,809,787	94,809,787	87,107,752	7,702,035	8.8%
Accumulated surplus, end of year	\$ 97,870,129	\$ 97,012,974	\$ 857,155		\$ 97,870,129	\$ 89,602,811	\$ 8,267,318		95,542,929	90,263,675	91,126,979	97,012,974	\$ 94,809,787	\$ 3,060,342	3.2%

Categories	Fiscal 2021/22 Budget Methodology
Enrollment	<p>Budget development methodology: enrollment planning information is used to develop tuition revenue, faculty teaching costs and international agent commission fees by each academic term.</p> <p>Enrollment: <i>maintain Fiscal 2020/21 enrollment levels</i> (actuals for summer & fall term plus Q2 forecast for Spring) + Dean's estimate of increase/decrease by program.</p> <p>Tuition revenue: enrollment X average rate for each program plus 2% tuition fee increase and commencement of new Student Success Fee (Fall 2021 term).</p> <p>Teaching costs:</p> <p>1) units: Spring ¼ - used 20/21 actual units; Summer, Fall, Spring ¾ - average calculation of historical ratio of enrollment headcount to units</p> <p>2) rate: used Step 2 rates effective April 1, 2021 (sections: \$11,822; lab hours \$53.17; PMI \$63.78).</p> <p>International agent commission fees: 21/22 Preliminary Draft Tuition Revenue X commission percentage X India student enrollment average.</p>
Staffing	<p>Administration, Exempt and Staff</p> <p>Budget development methodology: Budget is developed at the position level based on existing positions plus any new positions approved during the Integrated Planning Process. <i>Budget is not reduced for vacant positions.</i></p> <p>Salary is calculated based on employee's current rate or estimated rate for new position plus estimates for anticipated wage increases.</p> <p>Faculty Non-Teaching</p> <p>Budget development methodology: Budget is developed with the Deans based on current budget plus any new sections provided during the Integrated Planning Process.</p> <p>1) units: Spring ¼ an Summer based on actual units from Paylive; Fall and Spring ¾ based on forecasted units.</p> <p>2) rate: used Step 2 rates effective April 1, 2021 (sections: \$11,822; lab hours \$53.17; PMI \$63.78).</p>
Ancillary Operations	<p>Budget development methodology:</p> <p>Budget is developed jointly by Finance and budget owner for each ancillary operation. A conservative approach was used; each operation was reviewed based on current state at the time of budget development and the impacts of ongoing remote learning and working model. <i>Assumption made that each operation would be back to pre-pandemic levels for January 1, 2022.</i></p>
Restricted Fund	<p>This fund tracks contracts and funding agreements with external providers; deferred contributions method is used to record revenues as cash received is restricted for purposes setout in funding agreement.</p> <p>Budget development methodology: Budget is developed based on a review of current contracts and funding agreements with external providers. Net budget should approximate \$0 as revenue is recognized = expenses unless there is a CapU contribution in the agreement.</p>
Capital Assets (operating impact)	<p>This category includes amortization of deferred capital contributions and capital asset expense; the difference between these 2 items is the annual operating impact of the unfunded capital asset purchases.</p> <p>Budget development methodology: Deferred Capital Contributions and Capital Asset Amortization expense is calculated based on: 1) existing assets on the books + 2) forecast for remainder of current fiscal year + 3) Capital Asset Additions for new fiscal year. Capital asset amortization policy applied by each asset class</p>
Other	<p>This includes the Capilano University Foundation plus items from the Operating Fund not included in categories: Province Funding, Project and other revenues, Investments and operating expenses.</p>

Capilano University

Attachment 3

Fiscal Year 2021/22 Enrollment Report

1. Summary Statement

	2021/22 - BUDGET		Actual - Fiscal 2021/22		Variance									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Enrollment	\$	Enrollment	\$	Enrollment	\$	Enrollment	\$	Enrollment	\$
Domestic	42,146	24,285,683	41,466	25,163,377	444	304,465	1,019	205,378	(1,388)	(162,821)	(754)	530,671	(680)	877,694
International	20,849	41,238,092	16,864	34,184,949	(70)	810,054	(1,288)	(2,444,225)	(1,550)	(2,985,284)	(1,077)	(2,433,689)	(3,985)	(7,053,143)
TOTAL	62,995	65,523,775	58,330	59,348,325	374	1,114,519	(269)	(2,238,847)	(2,938)	(3,148,105)	(1,832)	(1,903,017)	(4,665)	(6,175,450)
Consumables		1,084,023		441,088										(642,935)
		66,607,798		59,789,414										(6,818,384)

2. Enrollment (Units and \$) by Faculty

	2021/22 - BUDGET		Actual - Fiscal 2021/22		Variances - Budget x Actual									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	18,401	19,830,887	14,667	12,839,050	9	(98,460)	(926)	(2,062,587)	(1,584)	(2,664,871)	(1,233)	(2,165,919)	(3,734)	(6,991,837)
Domestic	9,379	3,899,588	9,619	4,011,586	79	26,792	258	37,575	(75)	38,539	(22)	9,093	240	111,998
International	9,022	15,931,299	5,048	8,827,464	(70)	(125,252)	(1,184)	(2,100,161)	(1,509)	(2,703,410)	(1,211)	(2,175,012)	(3,974)	(7,103,835)
Business and Professional	17,703	18,645,148	16,706	17,168,242	109	(26,761)	(191)	(676,326)	(916)	(888,071)	0	114,252	(998)	(1,476,906)
Domestic	10,859	4,981,126	10,242	4,706,164	131	57,779	49	17,299	(701)	(323,943)	(96)	(26,096)	(617)	(274,962)
International	6,844	13,664,021	6,464	12,462,077	(22)	(84,539)	(240)	(693,624)	(215)	(564,128)	96	140,348	(381)	(1,201,944)
Education, Health and Human Services	8,430	4,735,959	8,576	4,807,826	77	(35,255)	604	203,360	(154)	25,912	(381)	(122,150)	146	71,867
Domestic	7,142	2,052,694	7,139	1,833,688	84	(16,176)	530	12,064	(210)	(83,709)	(407)	(131,185)	(3)	(219,006)
International	1,288	2,683,265	1,436	2,974,138	(7)	(19,079)	74	191,296	56	109,621	26	9,035	149	290,873
Fine and Applied Arts Faculty	11,673	12,571,280	12,463	13,815,755	142	184,573	188	111,474	105	711,942	354	236,487	790	1,244,475
Domestic	10,409	9,524,621	11,011	10,304,160	146	166,599	183	79,387	2	419,014	271	114,539	602	779,539
International	1,264	3,046,658	1,452	3,511,595	(4)	17,973	5	32,087	103	292,928	83	121,948	188	464,936
Global and Community Studies	6,788	7,148,585	5,920	6,943,583	36	106,006	56	156,271	(389)	(193,880)	(572)	(273,400)	(869)	(205,003)
Domestic	4,357	2,298,730	3,455	1,817,538	5	21,711	(1)	(9,018)	(404)	(232,164)	(501)	(261,721)	(902)	(481,192)
International	2,431	4,849,855	2,465	5,126,044	32	84,295	57	165,288	15	38,284	(71)	(11,678)	33	276,189
Continuing Studies	-	148,950	-	248,731	-	29,269	-	78,842	-	(19,750)	-	11,419	-	99,781
Domestic	-	148,950	-	248,731	-	29,269	-	78,842	-	(19,750)	-	11,419	-	99,781
International	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	62,995	63,080,809	58,330	55,823,186	374	159,373	(269)	(2,188,966)	(2,938)	(3,028,719)	(1,832)	(2,199,311)	(4,665)	(7,257,622)
Domestic	42,146	22,905,710	41,466	22,921,867	444	285,975	1,019	216,148	(1,388)	(202,013)	(754)	(283,952)	(680)	16,158
International	20,849	40,175,099	16,864	32,901,319	(70)	(126,601)	(1,288)	(2,405,114)	(1,550)	(2,826,705)	(1,077)	(1,915,359)	(3,985)	(7,273,780)
Other Fees	-	2,442,966	-	3,525,139	-	955,146	-	(49,881)	-	(119,386)	-	296,294	-	1,082,173
Domestic	-	1,379,973	-	2,241,509	-	18,491	-	(10,770)	-	39,192	-	814,623	-	861,536
International	-	1,062,993	-	1,283,630	-	936,655	-	(39,111)	-	(158,578)	-	(518,329)	-	220,637

Capilano University

Fiscal Year 2021/22 Faculty Teaching Costs

Attachment 4

1. Summary Statement

	Actual - Fiscal 2021/22		2021/22 - Budget		Variances									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
Section	2,270.13	27,097,149	2,365.01	28,111,931	(2.51)	104,805	(20.13)	164,969	54.91	13,211	62.60	731,796	94.88	1,014,782
Lab Hours	7,193.64	363,568	9,086.45	485,128	107.64	7,662	(332.06)	1,491	988.54	55,858	1,128.69	56,548	1,892.81	121,560
PMI	7,941.64	481,000	8,060.87	514,123	42.06	4,508	31.50	2,009	(387.43)	(2,010)	433.09	28,615	119.22	33,123
Faculty unallocated		153,199		526,000										372,801
Total	17,405.42	28,094,916	19,512.33	29,637,182	147.19	116,974	(320.69)	168,469	656.02	67,059	1,624.38	816,960	2,106.91	1,542,266

2. Section (Units and \$)

	Actual - Fiscal 2021/22		2021/22 - Budget		Variances									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
2.1 Academic program VP	-	-	2.00	23,644	1.00	11,822	1.00	11,822	-	-	-	-	2.00	23,644
2.1.1 CTE	-	-	10.00	118,220	-	-	-	-	5.00	59,110	5.00	59,110	10.00	118,220
2.1.3 Academic Initiatives and Planning	1.77	22,647	5.00	59,110	-	-	-	-	5.00	59,110	(1.77)	(22,647)	3.23	36,463
2.1.4 Indigenous Student Services	4.00	50,356	3.83	45,307	0.25	2,681	-	-	(1.00)	(13,418)	0.58	5,688	(0.17)	(5,049)
2.2 FAS	588.60	6,759,896	612.79	7,244,449	0.01	31,851	11.60	256,880	(3.11)	(3,041)	15.69	198,862	24.19	484,553
2.3 BPS	505.20	6,110,430	566.80	6,700,681	2.75	41,043	0.54	44,550	33.86	275,197	24.45	229,461	61.60	590,251
2.4 EHHD	433.08	4,977,503	348.80	4,123,518	0.31	7,140	(19.85)	(178,092)	(57.21)	(611,065)	(7.54)	(71,967)	(84.28)	(853,985)
2.5 Fine and Applied Art Faculty	505.45	6,461,259	541.87	6,405,974	(6.69)	(7,278)	(10.15)	(101,668)	63.65	149,535	(10.38)	(95,875)	36.42	(55,285)
2.5.1 Performing Arts Theatre	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.6 GCS	228.49	2,661,307	270.29	3,195,372	(0.87)	8,773	(4.84)	(41,196)	10.14	120,536	37.37	445,951	41.81	534,065
2.7 Sechelt	2.94	36,994	0.81	9,606	0.50	5,739	-	1	(1.50)	(18,930)	(1.13)	(14,198)	(2.13)	(27,388)
4.4.1 Central CapU	-	-	0.92	5,000	-	-	0.50	-	-	-	0.42	5,000	0.92	5,000
4.5.1 Central HR	0.61	16,756	0.43	150,600	(0.10)	(907)	0.41	151,634	0.08	(3,824)	(0.56)	(13,059)	(0.18)	133,844
5.3 CIE	-	-	1.46	30,450	0.33	3,941	0.67	21,039	-	-	0.46	5,471	1.46	30,450
TOTAL	2,270.13	27,097,149	2,365.01	28,111,931	(2.51)	104,805	(20.13)	164,969	54.91	13,211	62.60	731,796	94.88	1,014,782

3. Lab Hours (Units and \$)

	Actual - Fiscal 2021/22		2021/22 - Budget		Variances									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
2.2 FAS	6,532.56	330,541	8,577.97	456,092	97.68	7,236	(68.06)	8,816	973.33	52,169	1,042.46	57,331	2,045.41	125,551
2.3 BPS	104.75	5,899	238.25	12,668	(14.00)	(848)	-	-	51.76	2,752	95.74	4,864	133.50	6,769
2.5 Fine and Applied Art Faculty	263.58	13,743	118.50	6,301	23.63	1,256	-	-	(165.00)	(5,893)	(3.71)	(2,805)	(145.08)	(7,442)
2.6 GCS	-	-	151.73	8,067	0.33	18	-	-	128.45	6,830	22.94	1,220	151.73	8,067
4.5.1 Central HR	292.75	13,386	-	2,000	-	-	(264.00)	(7,324)	-	-	(28.75)	(4,062)	(292.75)	(11,386)
TOTAL	7,193.64	363,568.33	9,086.45	485,128	107.64	7,662	(332.06)	1,491	988.54	55,858	1,128.69	56,548	1,892.81	121,560

4. PMI (Units and \$)

	Actual - Fiscal 2021/22		2021/22 - Budget		Variances									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
2.5 Fine and Applied Art Faculty	7,941.64	481,000	8,060.87	514,123	42.06	4,508	31.50	2,009	(387.43)	(2,010)	433.09	28,615	119.22	33,123
TOTAL	7,941.64	481,000	8,060.87	514,123	42.06	4,508	31.50	2,009	(387.43)	(2,010)	433.09	28,615	119.22	33,123

Capilano University

Fiscal Year 2021/22 Faculty Non-Teaching Costs

Attachment 5

1. Summary Statement

	Actual - Fiscal 2021/22		2021/22 - Budget		Variance									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
Section	825.06	10,093,055	754.82	8,923,537	(11.57)	(158,857)	(7.62)	(75,798)	(35.79)	(381,763)	(15.25)	(553,102)	(70.23)	(1,169,518)
Lab Hours	27,087.24	1,204,623	23,049.75	1,225,591	(1,108.27)	(22,450)	(494.50)	(11,732)	(745.37)	50,482	(1,689.35)	4,666	(4,037.48)	20,968
PMI	386.14	29,913	2,253.00	143,696	(5.74)	(353)	(128.50)	(8,088)	865.78	54,094	1,135.32	68,130	1,866.86	113,783
Total	28,298.43	11,327,591	26,057.58	10,292,824	(1,125.58)	(181,659)	(630.618)	(95,618)	84.611	(277,187)	(569)	(480,307)	(2,240.85)	(1,034,767)

2. Section (Units and \$)

	Actual - Fiscal 2021/22		2021/22 - Budget		Variance									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
1.1 President	5.88	73,890	6.00	70,902	(0.19)	(2,463)	-	-	(1.00)	(14,216)	1.31	13,691	0.12	(2,988)
2.1 Academic program VP	7.27	87,570	5.00	59,124	2.32	27,096	0.07	684	(4.42)	(50,235)	(0.25)	(5,992)	(2.27)	(28,446)
2.1.1 CTE	41.66	541,764	47.00	555,633	(2.60)	(30,554)	2.17	21,458	7.55	87,522	(1.78)	(64,558)	5.34	13,869
2.1.2 CARS	9.04	112,737	6.00	70,932	(0.38)	(4,691)	0.18	3,214	(3.78)	(47,215)	0.93	6,887	(3.04)	(41,805)
2.1.3 Academic Initiatives and Planning	32.80	393,558	64.57	763,350	(0.30)	(3,974)	(2.59)	(26,603)	22.69	258,812	11.96	141,557	31.77	369,792
2.1.4 Indigenous Student Services	7.88	98,007	18.83	222,578	1.25	14,124	-	-	6.14	69,505	3.56	40,942	10.95	124,571
2.2 FAS	96.00	1,164,547	92.71	1,096,067	0.32	3,160	0.18	69	(0.59)	(23,155)	(3.21)	(48,551)	(3.29)	(68,480)
2.3 BPS	94.04	914,219	61.20	723,475	1.11	13,433	1.69	6,749	(25.96)	(49,605)	(9.68)	(161,322)	(32.84)	(190,744)
2.4 EHHD	144.39	1,685,759	135.98	1,607,566	(4.40)	(44,787)	(3.89)	(31,492)	(5.94)	(106,396)	5.83	104,481	(8.40)	(78,193)
2.5 Fine and Applied Art Faculty	90.93	1,159,174	88.17	1,042,394	(0.81)	(9,143)	0.15	3,678	1.25	(27,431)	(3.34)	(83,888)	(2.75)	(116,780)
2.5.1 Performing Arts Theatre	0.25	3,155	0.25	2,955	-	-	-	(200)	-	-	-	-	-	(200)
2.6 GCS	41.53	525,363	55.01	650,348	1.62	19,202	(1.14)	(12,091)	5.75	33,983	7.24	83,892	13.48	124,985
2.7 Sechelt	5.87	67,183	12.00	141,864	1.13	13,678	(0.03)	(5,757)	3.17	41,527	1.87	25,233	6.13	74,681
2.8 Library	66.50	763,640	63.00	744,787	0.54	10,817	2.33	30,851	1.34	34,148	(7.72)	(94,668)	(3.50)	(18,853)
4.4.1 Central CapU	(5.29)	211,909	-	-	-	(3,894)	(14.39)	(192,951)	19.43	195,928	0.25	(210,992)	5.29	(211,909)
4.5 HR	2.00	17,513	3.75	44,333	(0.25)	(3,093)	2.00	23,644	-	3,582	-	2,687	1.75	26,820
4.5.1 Central HR	99.74	1,253,914	0.00	-	(10.84)	(127,791)	3.93	41,313	(71.33)	(891,065)	(21.50)	(276,371)	(99.74)	(1,253,914)
5.1 SPVP	8.00	100,712	8.00	94,576	-	(550)	-	-	-	(3,192)	-	(2,394)	-	(6,136)
5.2 AVPSS	61.00	736,747	66.35	784,391	0.08	(1,116)	2.72	32,156	5.50	61,911	(2.95)	(45,308)	5.35	47,644
5.3 CIE	3.81	47,536	4.50	53,199	0.31	3,823	(1.00)	(12,620)	-	(1,197)	1.38	15,657	0.69	5,663
5.4 Continuing Studies	11.76	134,156	16.50	195,063	(0.50)	(32,132)	-	42,099	4.40	45,026	0.83	5,914	4.74	60,907
TOTAL	825.06	10,093,055	754.82	8,923,537	(11.57)	(158,857)	(7.62)	(75,798)	(35.79)	(381,763)	(15.25)	(553,102)	(70.23)	(1,169,518)

3. Lab Hours (Units and \$)

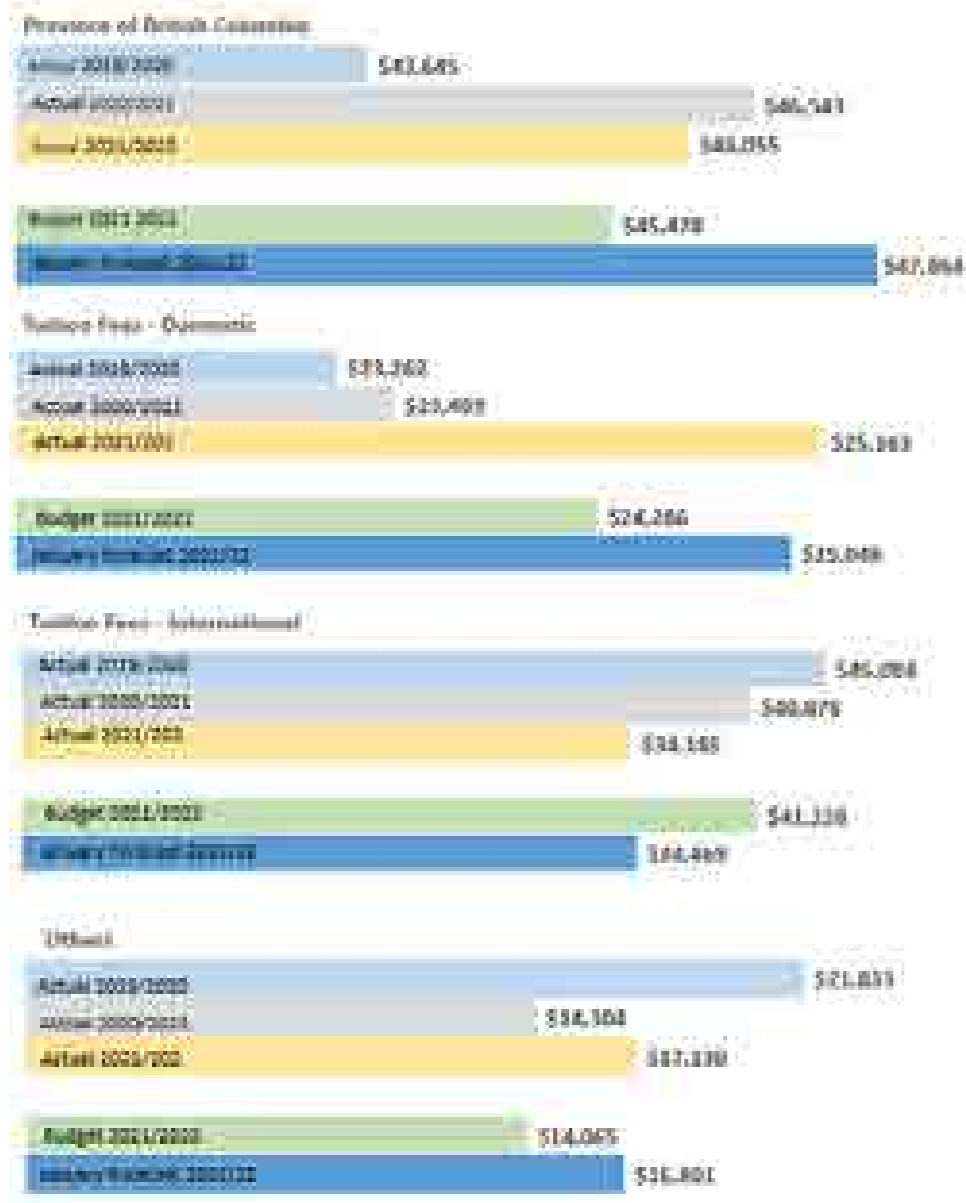
	Actual - Fiscal 2021/22		2021/22 - Budget		Variance									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
2.1.3 Academic Initiatives and Planning	6.62	368	-	-	(6.62)	(368)	-	-	-	-	-	-	(6.62)	(368)
2.2 FAS	3,984.49	225,988	4,245.70	225,778	(8.93)	(450)	46.86	3,122	215.85	(624)	7.42	(2,260)	261.20	(210)
2.3 BPS	986.35	43,108	1,144.88	60,873	10.00	2,037	70.00	7,227	(58.47)	(1,914)	137.00	10,416	158.53	17,765
2.5 Fine and Applied Art Faculty	21,879.41	922,287	17,659.18	938,940	(874.35)	(10,918)	(623.75)	(22,740)	(890.36)	53,679	(1,831.77)	(3,369)	(4,220.23)	16,653
4.5.1 Central HR	230.38	12,873	-	-	(228.38)	(12,751)	-	-	-	-	(2.00)	(122)	(230.38)	(12,873)
TOTAL	27,087.24	1,204,623	23,049.75	1,225,591	(1,108.27)	(22,450)	(494.50)	(11,732)	(745.37)	50,482	(1,689.35)	4,666	(4,037.48)	20,968

4. PMI (Units and \$)

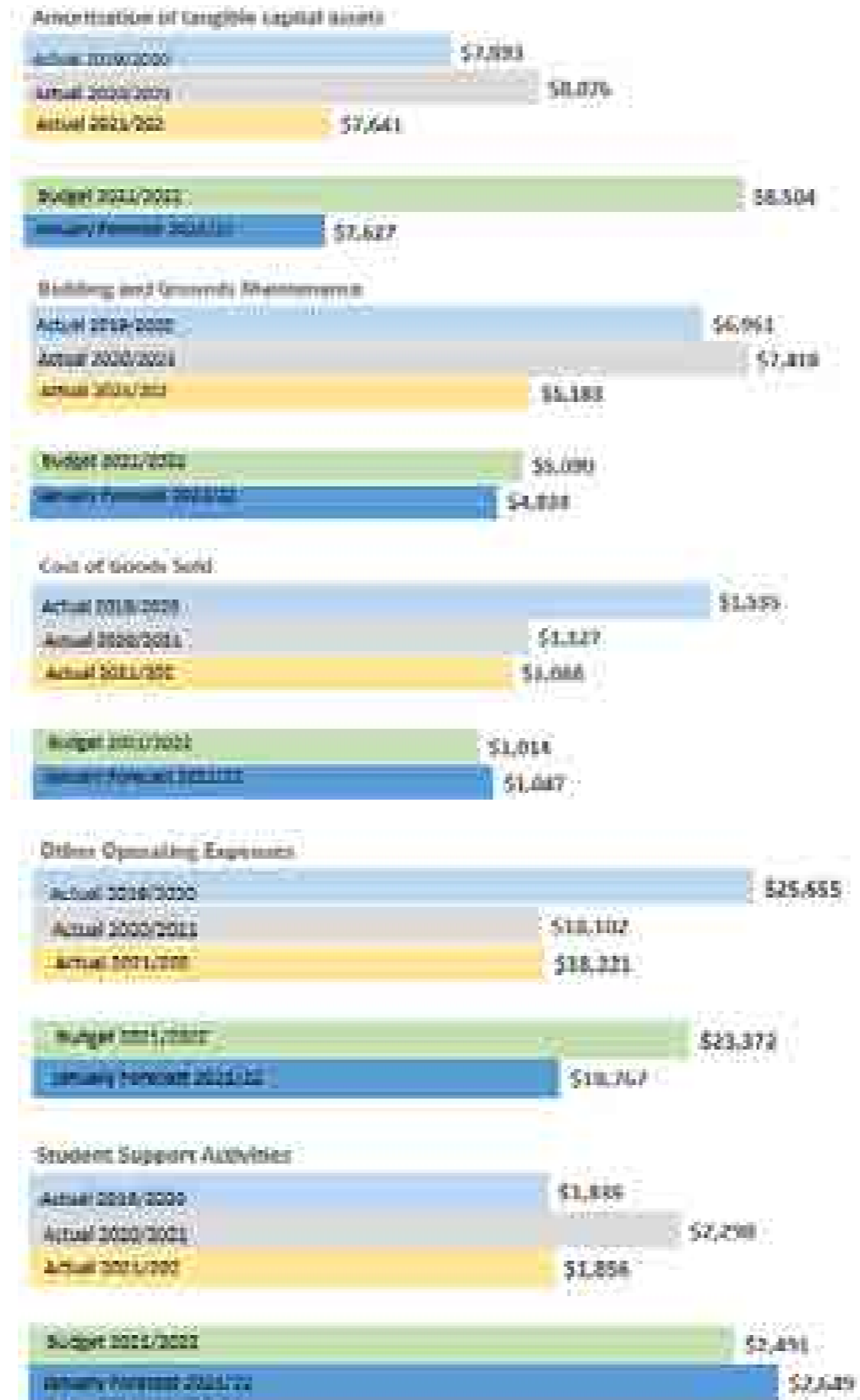
	Actual - Fiscal 2021/22		2021/22 - Budget		Variance									
	YEAR	YEAR	YEAR	YEAR	SPRING (1/4)		SUMMER		FALL		SPRING (3/4)		YEAR	
	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$	Units	\$
2.1.3 Academic Initiatives and Planning	57.50	3,667	-	-	-	-	-	-	(20.00)	(1,276)	(37.50)	(2,392)	(57.50)	(3,667)
2.5 Fine and Applied Art Faculty	328.64	25,815	2,253.00	143,696	(5.74)	(353)	(128.50)	(8,088)	885.78	55,369	1,172.82	70,952	1,924.36	117,881
4.5.1 Central HR	0.00	430.70	-	-	-	-	-	-	(0.00)	(0)	-	(431)	(0.00)	(431)
TOTAL	386.14	29,913	2,253.00	143,696	(5.74)	(353)	(128.50)	(8,088)	865.78	54,094	1,135.32	68,130	1,866.86	113,783

LEGEND: ■ 2019/20 Actual ■ 2020/21 Actual... ■ 2021/22 Actual... ■ 2021/22 Budget ■ 2021/22 January Forecast

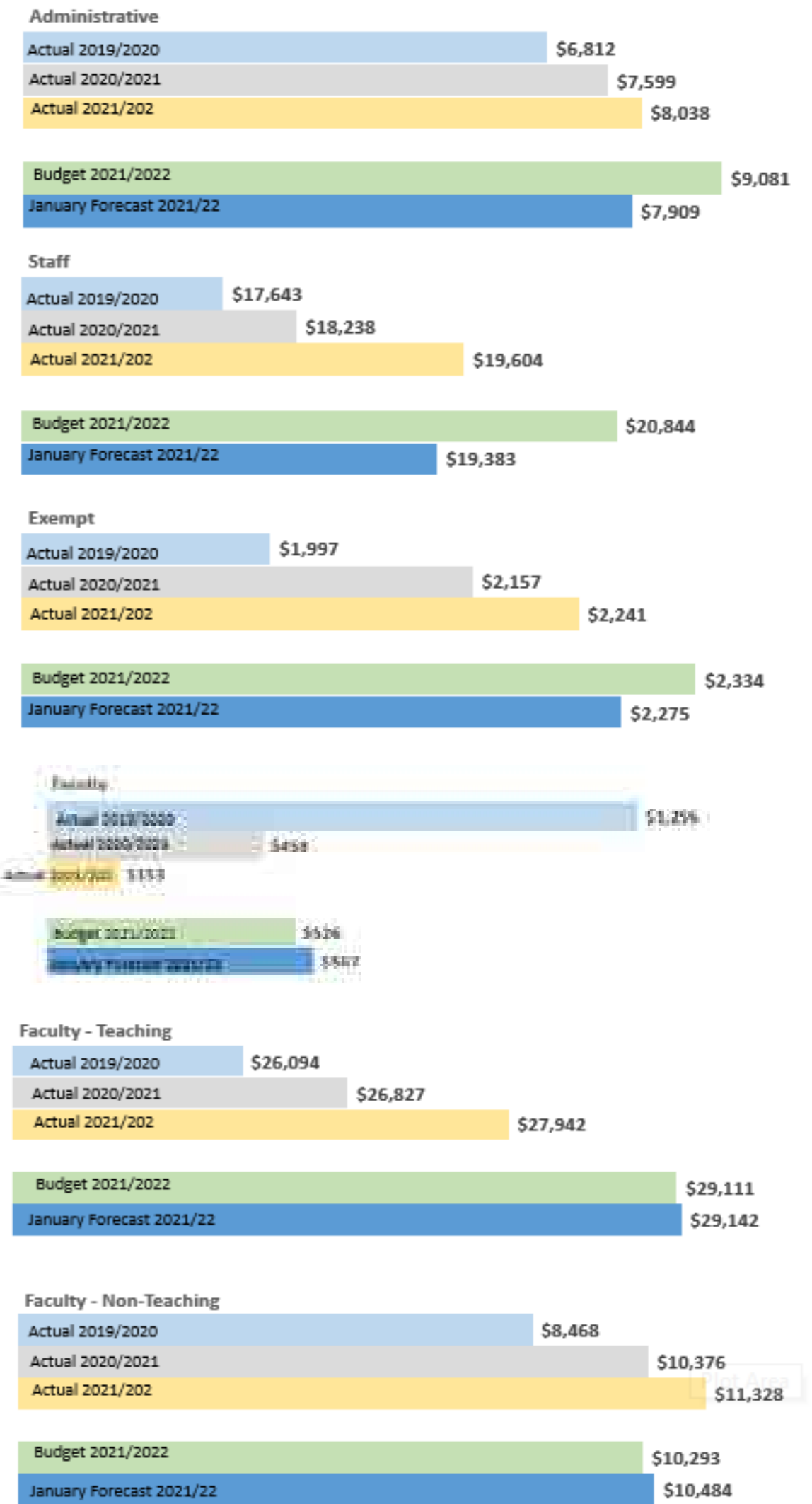
REVENUE BY CATEGORY



EXPENSES BY CATEGORY



SALARIES BY CATEGORY



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.4: Governance and Planning Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Duncan Brown, Governance and Planning Committee Chair	

PURPOSE

To provide the Board with a summary of the Governance and Planning Committee meeting that took place on June 9, 2022.

SUMMARY

The Committee met on June 9, 2022. The following Committee members were in attendance: Committee Chair Duncan Brown, Rosie Anza-Burgess, Oscar Blue, Harmanjot Kaur, Nanci Lucas, and Andrew Petrozzi.

The Committee approved the minutes of its April 7, 2022 meeting.

The Committee discussed the Board's 2022 self-assessment survey, and started discussions on the Board's September 2022 orientation.

The Committee heard from Toran Savjord, VP of Strategic Planning, Assessment & Institutional Effectiveness regarding the approach to developing the Envisioning 2030 progress report. The first progress report will be presented to the Committee and the Board of Governors in September.

Joyce Ip, Director of Strategy, Analytics and Institutional Research went over the April 19, 2022 letter of direction received from Minister Kang, following up on the Government's 2021/22 Mandate Letter (June 1, 2021). Information of how CapU has addressed the priorities in the Mandate Letter and the University's plans to address the indicators for the subsequent Ministry's letter of direction are included in this year's annual Institutional Accountability Plan and Report (IAPR). Board Chair Brown will sign the letter of direction discussed under separate cover as agenda item 11.

The Committee received a presentation from Joyce Ip and Toran Savjord regarding the Institutional Accountability Plan and Report. This is discussed under separate cover as agenda item 10.1.

The Committee also discussed legislative policies B.401 Sexual Violence and B.511 Discrimination, Bullying and Harassment. Policy B.511 with edits will be posted for feedback and brought to the Board as part of the policy review process. The report on the implementation of policy B.401 is discussed under separate cover as agenda item 10.2.

RECOMMENDATION

This is for the Board's information only.

BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.5: Investment Management Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Ash Amlani, Investment Management Committee Chair	

PURPOSE

To provide the Board with a summary of the Investment Management Committee meetings that took place on May 12 and May 30, 2022.

SUMMARY

The Committee members who attended the May 12 meeting were: Ash Amlani, Paul Dangerfield, David Ayriss, Oscar Blue, Duncan Brown, Yuri Fulmer, and Majid Raja. In attendance also were guests Graeme Baker and Andrew Sweeney of Phillips, Hager & North (PH&N). Also in attendance was guest Brad Bondy of Ellement Consulting Group. The Committee approved the minutes of the February 3, 2022 Committee meeting and discussed the following items:

- Phillips, Hager & North (PH&N) Presentation – The investment managers provided an overview of the Capilano University and Capilano Foundation portfolios. They presented the performance and asset mix as of March 31, 2022. They also presented information on Environmental, Social and Governance (ESG) investing, Socially Responsible Investing (SRI), and gave an overview of the global markets.
- 2022 Quarterly Performance Update – Brad Bondy from Ellement Consulting Group gave an overview of the Q1 Performance Update as at March 31. Although the total Foundation fund was down for the quarter, it significantly outperformed the custom benchmark and ranked in the first quartile. The total University fund provided a return for the quarter which outperformed the custom benchmark and ranked high in the second quartile. Fixed income and global equity outperformed the respective benchmarks of both portfolios and contributed to the relative value added.
- Asset Mix Implementation – Brad Bondy from Ellement Consulting Group summarized the implementation strategy of the new target mix for each portfolio as agreed by the Committee at their February meeting and he went through the steps and options for investing in the alternative assets. The Committee agreed to set aside time to discuss options for implementing alternative asset classes.
- Quarterly Investment Returns – Going forward, it was decided that this report prepared by Finance would be included in the meeting package but would not be presented as Ellement and PHN presentations provide the similar information. Finance will review PHN and Ellement reports to ensure information aligns with the Finance report.
- Review Terms of Reference – The Committee discussed changing the wording of section 3 (c) of the Terms of Reference so that it reflects the Committee’s previously approved change to the



asset mix review period, every three years. To ensure that changes are worded clearly and the needs of each portfolio continue to be met, the Committee agreed to discuss further at the next meeting.

The Committee held a special meeting on May 30, 2022. The members who attended were: Ash Amlani, Paul Dangerfield, David Ayriss, Oscar Blue, Yuri Fulmer, and Majid Raja. In attendance was guest Brad Bondy of Ellement Consulting Group. Also in attendance were guests from Trans-Canada Capital (TCC): David Alloune, Jean-François Milette, and Rahul Khasgiwale.

The purpose of the special meeting was to discuss the approach to implementing the alternative asset classes to each portfolio and to receive a presentation from Trans-Canada Capital (TCC).

TCC provided an overview of their firm, composition of the TCC Alternative Fund, management structure, and the benefits of investing in the fund. Key benefits to clients are the open investment structure, size and scale, true diversification, and operational peace of mind.

After TCC's presentation, the Committee discussed investing in the TCC Alternative Fund as it would benefit both the Foundation's and the University's investment portfolios. The Committee passed two motions recommending that the Foundation explore investing in the TCC Alternative Fund and that the Board also explore investing in the TCC Alternative Fund. This agenda item will be brought to the next Foundation meeting. Following the Foundation meeting, this item will be brought to the Board for discussion in the Fall.

RECOMMENDATION

This report is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.3: CORRESPONDENCE	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Duncan Brown, Board Chair	

PURPOSE

To inform the Board of correspondence received since the April Board of Governors meeting.

INFORMATION

The Board received a letter from Don Wright, Engagement Lead for the Post-Secondary Funding Formula Review on April 22, 2022. It's regarding the Public Post-Secondary Funding Review announced by Minister Anne Kang on March 31, 2022.

RECOMMENDATION

This is for the Board's information only.

April 22, 2022

All Public PSI Presidents:

Re: Public Post-Secondary Funding Review

I am writing to you regarding the Public Post-Secondary Funding Review announced by Minister Anne Kang on March 31, 2022. I wanted to share with you how we intend to engage with the post-secondary education system and ask you to start thinking about how your institution will participate in that engagement.

I do not come to this review with any pre-set notions of how the funding formula should be changed. I want to explore and discover together with you what the options might be. My approach will be one of “appreciative inquiry,” and it will be iterative. The review will be principles-based and will aim to:

1. Establish a funding model that fairly and impartially distributes provincial financial resources across the public post-secondary sector;
2. Align provincial funding with the education and skills training needs of British Columbians and the communities served by the 25 public post-secondary institutions;
3. Support student success by ensuring access to affordable, high-quality post-secondary education and expanding key student supports.

I intend to meet with each of the institutions individually between now and the end of June. I will attend as many of those meetings in person as possible, though logistics and timelines mean that I may have to meet with some institutions via video conference. We will be contacting you in the next two weeks to set up a convenient date for the discussion.

You are also invited to provide me with written submissions by June 30. To repeat, this process will be iterative, so you should not worry that this will be your “last chance” to get your advice into the process. But I would like to get an early sense of the challenges and opportunities facing individual institutions and the overall system. You can submit on behalf of your institution or, if you prefer, you could be part of a larger group submission. Submissions may be sent by email to aestfundingformulareview@gov.bc.ca.

I do not want to narrow the range of issues you raise in your submissions, and I fully expect that I will receive many suggestions and avenues for consideration that I would not have anticipated beforehand. I would, however, ask that, at a minimum, you answer each of the questions in the attachment to this letter.

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In addition to submissions from the public post-secondary institutions, we will be inviting submissions from other stakeholders and key sector partners, including student, labour, and sector associations.

The Ministry will be establishing a website which will be accessible to the public. In the interest of transparency, we will be posting all submissions received in this process. In addition, we will be posting discussion papers to elicit discussion of various issues regarding BC's post-secondary system.

I will close off with a few observations about BC's Public Post-Secondary Education System. I have personally benefited from our system as a student. I had the privilege of being president of one of the institutions of that system. I had the opportunity to think about the system when I was the deputy minister of the ministry that, at the time, had responsibility for both the K-12 system and the PSE system. I had the opportunity to think about the system's role in the overall economic, social, and environmental health of British Columbia when I was head of the public service from 2017-20. My views are informed by all those experiences.

I sincerely believe that British Columbia's PSE system compares very favourably to other systems in North America.

It truly is a system. It is a system that is appropriately differentiated. Institutions provide different types of education and services, reflecting different interests and plans of individuals, different needs of employers for skilled and knowledgeable employees, different needs of communities across the province, and different approaches to solving the province's challenges.

This differentiation is complemented by a well-articulated system. Collaboration across the different institutions is well-developed. I am not aware of any other jurisdiction in North America that has a transfer system that is as fully developed as the one administered by the BC Council on Admissions and Transfer (BCCAT). The flexibility and optionality provided by the transfer system is of significant value to BC students - each year more than 50,000 students transfer from one institution to another.

To some extent the scope and coherence of our system was by design, starting with UBC President John B. Macdonald's 1962 report *Higher Education in British Columbia and a Plan for the Future*, which outlined the basic framework for the system we have now.¹ Macdonald's plan has been supplemented with additional institutions, and modifications of the mandates of existing institutions over the past sixty years.

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¹ This report can be accessed at: <https://www.bccat.ca/Media/NEWBCCAT/pubs/HighEdBCPlan.pdf>
It is still worth a read, sixty years later.

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Macdonald's design, and the fact that provincial governments followed through on his recommendations, is a testament to the power of far-sighted vision and commitment. We should recognize, however, that systems also evolve naturally, without being consciously designed or engineered from the centre. That natural evolution sometimes resulted from the actions of individual or informal groups of institutions, sometimes from the actions of small groups of individuals, responding to changing needs, new opportunities, or new technologies.

Any changes in the funding formula must maintain the coherence of the PSE system, but also provide appropriate incentives to respond to changing circumstances and to collaboration across the system in how those responses are provided.

I look forward to working with you over the coming months in exploring how the funding formula can be modified to ensure that BC's public post-secondary system continues to provide the best possible returns for the public funds invested in it.

Sincerely,



Don Wright, Engagement Lead
Post-Secondary Funding Formula Review

Attachment

pc: All Board Chairs

Shannon Baskerville, Deputy Minister
Ministry of Advanced Education and Skills Training

Rachel Franklin, Executive Director
Funding Formula Review Project Office
Ministry of Advanced Education and Skills Training

Attachment

1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?
2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?
3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?
4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?
5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?
6. What stands in the way of you collaborating more with the rest of BC's PSE system?
7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?
8. How do you think the PSE system needs to evolve in response to those trends?
9. How does your institution need to evolve in response to those trends?
10. Considering the above, what modifications to the funding formula would you recommend?

PRESIDENT'S REPORT TO THE BOARD

Reporting period from April 1 to June 1, 2022

PRESIDENT'S OFFICE

It has been a busy spring. We were pleased to get back into the community again, participating in in-person activities throughout the region, including events with both North and West Vancouver Chambers of Commerce, Business Council of BC and Telus; and with our own CapU alumni events.

It was a pleasure to welcome 32 new employees who started working at CapU between March 1 and May 30.

On April 7, we celebrated this year's [Alumni Awards of Excellence](#) with five extraordinary recipients for each of our award categories that speak to CapU's brand essences: Luminous, Unified, Enduring, Confident and Creative. Hosted by Mo Amir, host of the podcast *This is VANCOLOUR*, we honoured: Legal Studies alum Karen Roussy with this year's Luminous Award; Business alum Dennis Thomas Whonoak with the Enduring Award; MOPA alum Gigi Saul Guerrero with the Confident Award; Business alum Andrew Kopecki with the Creative Award; and Maryam Antikchi with the Unified Award.

From May 24–27, the CapU community came together to celebrate Asian Heritage Month. Students and employees engaged in conversations about equity, inclusion and belonging at CapU; danced and celebrated while learning about the cultural experiences of Asian Canadians; and demonstrated unity in the face of anti-Asian racism. As this year's Asian Heritage Month draws to a close, we are reminded that our collective responsibility to listen and learn from the histories, contributions, achievements and lived experiences of Asian Canadians must continue beyond this month alone. As we endeavour to advance equity, diversity and inclusion at CapU, we look forward to more collaborations—like the ones demonstrated during this week—with students, alumni, scholars and employees.

Additionally, I posted my May 2022 edition of the [President's Letter](#), where I talk about how the issues of housing and homelessness are top of mind for so many—especially for young people—and how CapU is addressing the issue with the building of a new on-campus student housing project.

During the second week of June, we will be hosting live and in-person convocation ceremonies for first time in three years. We are happy to provide this rite of passage again, and extend our congratulations to all our graduates, including the ones who came back after graduating virtually due to the pandemic in 2020 and 2021. We are also excited to welcome more alumni to our ranks.

ACADEMIC & PROVOST

FACULTY OF ARTS & SCIENCES

- » CapUCreative Writing was awarded a grant from the Canada Council for the Arts in Public Outreach for the 2022–23 Open Text Visiting Writers Series. Next fall's authors will include playwright Christine Quintana, nonfiction author Dalton Higgins, poet Sally Ito and fiction writer Samantha Warwick. Creative Writing also launched the annual


literary journal, *The Liar* on May 5, 2022. This journal featured the work of 20 student authors, 13 student designers, and was produced by 22 student editors.

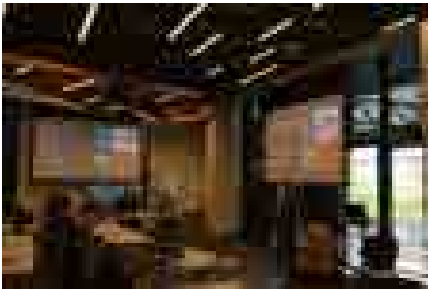
- » This April, the 12th season running of the Capilano Universe Lecture Series was successfully organized by Danielle Labossière, psychology coordinator. The series was made possible by faculty collaboration with community libraries of the North Shore and the Sunshine Coast. This years' talks included:
 - Secrets of the Sages: Trance Formations in the Ancient World, hosted by North Vancouver District Public Library
Leonard George, PhD
 - Encounters with Public Art: Self, Place, and Education, hosted by North Vancouver District Public Library—Parkgate Branch Tahmina Shayan, MS, MEd, ECE & Elaine Beltran-Selliti, MEd, PhD candidate
 - Slow Media—Decolonized Media, hosted by Gibsons and District Public Library
Gregory Coyes, BA, MFA
 - Choro! Empowering Older Adults and Family Caregivers, hosted by North Vancouver City Library
Karen Yip, BA, LLB
 - Wildlife Weekends in Southern British Columbia, hosted by West Vancouver Memorial Public Library
Roy Jantzen, MA, Dip. Outdoor Rec Mngmt, Wilderness Leadership. Cert.
 - The Inner Lives of Dogs: Demystifying Canine Thought, hosted by North Vancouver District Public Library—Capilano Branch Lesley Schimanski, PhD
- » Department of Psychology:
 - Psychology student Soroush Sharafzadeh successfully got to press their research completed during Interdisciplinary Studies Tutorial last summer, with the support and supervision of psychology faculty, Douglas Alards-Tomalin:
 - o Sharafzadeh, S. & Alards-Tomalin, D. (In Press). Perceived stress, belief in conspiracy theories and anti-vaccination attitudes in a Canadian Sample. *Canadian Journal of Undergraduate Research*
 - Douglas Alards-Tomalin will begin working on a co-authored textbook focusing on marginalized voices in the field of psychology (to be hosted in PressBooks), with the contributions of students in the framework of PSYC 303 (History of Psychology).

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » The student business Marketing Association (CAPUMA) Case Team was truly remarkable in the AMA Collegiate Case Competition in Chicago. Learn about the team's success in an article by the University: [CapU students earn top two finish in Case Competition at the American Marketing Association International Collegiate Conference](#)
- » The School of Business has started hosting employer panel discussions once a month to introduce students to different business concentrations and to assist when choosing a career path(s). The first employer panel, organized by Iana Dokuchaeva, WIL industry outreach liaison, focused on human resources and introduced the HR concentration. More than 50 students listened to the panelists speak about the changes in the HR industry, highlighting the importance of continuous education and networking with peers to remain current. Faculty member,

Robin Furby, did an amazing job moderating the panel of representatives from five varied employers, including: ICBC, FortisBC, Bench, NPower Canada and Independent HR Consultants.

- » **Capilano Cup eSports Tournament:** As part of a work-integrated learning course (BADM 322), the School of Business hosted the Capilano Cup eSports Tournament on April 16. Thirty-three teams, representing 165 individuals competed in the tournament ranging from local high schools to Canadian and American universities. The players competed for approximately \$3,600 in cash and prizes. The event was sponsored by Business + Higher Education Roundtable, Hyper X, Lynn Valley Lions Club, The Gaming Stadium, Red Bull, Bandits, and Octom Arcade. There were over 1,800 views of our live broadcast of the tournament which was streamed online via Twitch. 
- » Business faculty Andrea Eby published a handbook on how to integrate applied projects (focusing on work-integrated learning) into the classroom. Designed to address the questions of all participants, students, faculty and employer partners, this handbook provides research-supported best practices for creating meaningful experiences for students. Andrea presented this handbook at the CapU Teaching and Learning Symposium conference in May and available here: [Work-Integrated Learning \(WIL\) Applied Projects.pdf](#). This project was sponsored by the Business + Higher Education Roundtable.

- » On May 7, the School of Business held its final event, as part of the Business + Higher Education Roundtable sponsored Entrepreneurship series, at the CapU Lonsdale—a student entrepreneur pitch-off event. For this event, 13 CapU students from various programs presented their ideas, projects and ventures to a diverse panel of judges from various professional industries. Over 30 attendees were present for the Saturday event, including faculty and students from various program areas. Guest speaker, Gabriel Castanon, entrepreneur, 3D Design and 3D Printing, shared tips with the group followed by pitches. Organized by Cyri Jones, the judging panel included: Denis Silvestrone, dean of Business & Professional Studies; Susan Romeo-Gilbert, faculty, School of Business, CapU; John Schaub, chief product officer, Lynx Global Digital Finance Corporation; Erin Robinson, faculty & vice-chair administration, CapU; and Scott Sheng, CEO, Aikang Private Equity Group. Student Justin Malialis' presentation on his Indigenous Art Collective as the best pitch that afternoon. 

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » Recently conferred PhD (April 2022), **Alexandra Berry** (ECCE), Faculty of Education (Curriculum Studies) University of Western, successfully defended her dissertation with no revisions required. The dissertation links research-creation and curriculum-making to examine pedagogical responses to plastics with children and early childhood educators at a school in Ecuador.
- » **Award Recipient: Kathleen Kummen** (ECCE) Early Childhood Educators of BC (ECEBC) Gayle Davies Award Recipient (2022). The Gayle Davies Award was established in 1998 by the ECEBC Board of Directors to honour the life work of Gayle Davies, and to create a living legacy of her passion and commitment to the ECE field. Gayle is the former acting director of the Community Care Facilities Licensing Branch. She was, and remains, a strong and active advocate for quality early childhood practice and professionalism.
- » **Award Recipients: Victoria Lin (ECCE alumni)** Early Childhood Educators of BC (ECEBC) Sue Fraser Award Recipient (2021, presentation delayed due to COVID), **Aryanna Chartrand** (ECCE), Early Childhood Educators of BC (ECEBC)

Sue Fraser Award Recipient (2022). The ECEBC Sue Fraser Award recognizes the importance of ECE students to the early care and learning sector. Students represent a fresh perspective and possess the energy and passion to be an integral part in the future of our sector. ECEBC recognizes the importance of building upon and encouraging students to be an active part of the organization.

- » **Award Recipient: Kwang Dae (Mitsy) Chung (ECCE Alumni)** is one of the winners of the CAREC 2022 Master's Research Award. The title of her thesis, *Early Childhood Educators' Dialogical Engagement in an Artmaking Space*. Mitsy completed her studies at UBC under the supervision of Sandrine Han. Mitsy has also been accepted into the PhD program at Western University.
- » In April, 2022, the *kálaš-ay* campus Health Care Assistant (HCA) program graduated 15 students from the Health Care Access Pathway (HCAP) program, a partnership with the local health authorities, the Ministry of Health and the Ministry of Advanced Education and Skills Training. These students are guaranteed one year of work with Vancouver Coastal Health. The North Vancouver campus recently graduated 18 students from their second successful HCAP program delivery.
- » Planning continues for the delivery of a hybrid delivery of the Rehabilitation Assistant Diploma Program starting in January 2023. The delivery is supported with funding from the Ministry of Advanced Education Skills and Training and is designed for students based outside the Lower Mainland, primarily from the Northern and Island health regions. Students will take many of their courses online and will do practicums in their home communities, travelling to North Vancouver for a four-week period for a lab course.
- » In the Spring 2022 term, students in the University One for Indigenous Learners program completed a work-integrated learning project designed in connection with the Howe Sound Biosphere Region Initiative. The project emerged from a grant received by the University One math instructor Danielle Wills and resulted in presentations by the students on their experiences. [Click here](#) to see presentations.
- » When the pandemic paused in-person teaching, Tanina Williams, Kukw`stumc`kacw, from the Lil'wat Nation in Mount Currie, B.C., founded her own Indigenous inter-cultural communications consulting company. Her company *amawilc* (meaning *to come back to life* in Ucwalmicwts, the language of the Lil'wat people) provides cultural communication services and training. Her focus is "building bridges to connect one another" and improving connections between Indigenous and non-Indigenous people. In June, Tanina will walk across two stages: as a graduate from the Lil'wat Language and Culture Certificate program and with her high school diploma from Pemberton Secondary School.
- » Faculty and Literacy Outreach Coordinator, Amanda Walker, played a pivotal role in the planning and design of a large interpretive sign that was recently erected along Highway 99 between Pemberton and the Ts'zil Learning Centre. The purpose of sign is to educate the Pemberton community about the original name of Ts'zil Mountain (Mount Currie) and includes information on the colonial history of the region and its cultural significance to the Lil'wat Nation.

FACULTY OF FINE & APPLIED ARTS

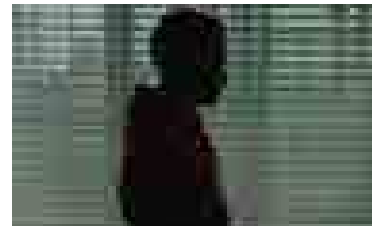
- » Six participants from Capilano University's Filmmakers in Indigenous Leadership and Management Business Affairs (FILMBA) and Indigenous Digital Accelerator (IDA) programs attended the 75th annual Cannes Film Festival/Festival de Cannes in France, the world's most prestigious film gathering, May 17–28, 2022. "It's important that Indigenous people are not excluded from career building opportunities due to generational poverty or lack of access caused by marginalization," said Doreen Manuel, director, Bosa Centre for Film & Animation and Inclusive Community Projects.

- » The CapU FILMBA participants attending Cannes Film Festival/Festival de Cannes are: Eva Thomas (Ojibwe), Kelvin Redvers (Deninu Kųé), Roger Boyer (Saulteaux/Ojibwe), Ryan Cooper (Ojibwe), Colin Van Loon (Blackfoot), and Dan Foreman (Metis). The delegation of six producers from across Canada were selected from the 20 FILMBA participants with current projects in production. Warner Media and Creative BC have provided the funding to sponsor this career-building opportunity. With additional support from Indigenous Screen Office (ISO), the Capilano University FILMBA graduates will attend the festival as the ISO/FILMBA delegation. Telefilm Canada will provide the ISO/FILMBA delegation with festival passes and opportunities to participate in numerous business networking opportunities with filmmakers, directors and producers from around the world. Developed and created by Manuel, the online FILMBA program launched on May 15, 2021. FILMBA aims to address the underrepresentation of Indigenous film producers in Canada.



<https://vancouversun.com/entertainment/local-arts/local-indigenous-filmmakers-set-to-attend-cannes-film-festival>

- » Animation student, JoWayne McFarlane, developed new techniques to better represent Black hair in animated productions. In early 2021, Vancouver-based Atomic Cartoons reached out to Mitacs, a national research organization, to secure research funding. Recognizing CapU animation programs for their strong focus on drawing, Atomic contacted the University to find a 2D animation student who understood Black hair and who could do the research. Faculty members in the animation department suggested McFarlane as the perfect fit, given their interest in the subject and artistic skills. In 2016, JoWayne earned a scholarship in CapU's summer Animation Fundamentals program and, in 2019, started the 2D Animation and Visual Development program.



- » A [video and Capsule feature story](#) have been created about JoWayne and this project.
- » Over a year in development, research and planning, the rollout of the Fine & Applied Arts EDI workshop series, hosted by Chanelle Tye, an equity and inclusion consultant, began with a first of a series of three workshops designed specifically for employees in the faculty. The first workshop was called *Importance of EDI (Equity, Diversity and Inclusivity)*. Part of her presentation included a video featuring interviews from faculty, students and alumni to inform the discussion. Following the presentation employees and students worked in breakout groups to discuss situational scenarios. The second workshop will take place in September 2022.
- » School of Motion Picture Arts has been shortlisted as a finalist for the PIEoneer Awards 2022 in the Progressive education delivery award category for its recent Global Coproduction Film Project. The PIEoneer Awards is an international program by Professionals in International Education (PIE) to celebrate innovation and achievement in

global education. Awards will be presented in London, United Kingdom, on September 9, 2022.

<https://www.capilanou.ca/about-capu/get-to-know-us/news/2022/title-4116111-en.php>

- » Two Bachelor of Motion Picture Arts grads from last year have had their fourth year student projects nominated for Best Student Film at this year's Leo Award: Spencer Zimmerman for *Darkside* and Raine LeMay for *Viper*.
- » The Bachelor of Design celebrated its first in-person grad show in two years on April 4 at a new venue, the Vancity Theatre. The new format saw the fifteen grads and their work showcased in a 25-minute film titled: *The Final Act*. Feedback from industry and alumni about the evening, venue and film, was enthusiastic.
- » The Association of Registered Graphic Designers (RGD) has a bi-annual, international design competition, the So(cial) Good Design Awards. This spring, no fewer than eight Bachelor of Design students were recognized for their submissions: 2022 grads Joyce Chan, Annika McFarlane, Rocio Palomar Robisco, Coralie Mayer, Atrin Yazdani-Biuki, and Mikaela Johnson, as well as 2023 grads Katherin Teh (who scored "Judge's Pick" for her "My Name, My History" campaign) and Marko Jones.
- » CityStudio North Vancouver is an annual collaboration between community partners and students, which addresses awareness needed around local issues. It culminates in HUBBUB, an online celebration where all final presentations are showcased (this year, a total of 14), and winners selected. The collaboration between second-year Bachelor of Design students and this year's client, the RCMP, resulted in two BDes student groups winning first and third place on April 28, and the latter also nabbing the People's Choice Award. Congratulations to Tiffany Zhong, Vylan Tran, Megan Lo, Alison Koo, Lucy Benson, Joanne Cuevas, Tara Asadi and Aibhlin Fowlie.
- » Bachelor of Music in Jazz Studies, presentation of 27 graduate recitals went really well. Our recent graduate, Julian Borkowski, will study at University of Oregon, this September, and another recent graduate, Ardeshir Pourkeramati will pursue his Doctorate of Musical Arts at University of Southern California this fall.
- » Jazz faculty Brad Turner performed in the all-star Canadian Jazz Orchestra in Calgary on April 28.
- » The Grad Showcase for Musical Theatre Diploma and Acting for Stage and Screen Diploma took place at the Performing Arts Lodge (PAL Vancouver). PAL Vancouver provides members of the professional arts and allied industries with both a safe, affordable home and a supportive dynamic environment where they can stay active and creatively engaged in the community. Hosting this graduation showcase at the lodge, connected the senior artists with the newest junior artists. Three of CapU's TECT graduates ran the sound and lighting.
- » The return of live performance means a great summer ahead for graduates of our theatre programs this year; including **Theatre Under the Stars—*Something Rotten***, **Theatre Under the Stars—*We Will Rock You*** and **Arts Club Theatre—*Kinky Boots***.
- » **Technical Theatre Grads** from 2020–22 are working in theatre, including Liam White—Michael J Fox Theatre as head technician; Stephanie Barclay—ASM Theatre Under the Stars; Zoe Collins—Uno Festival and Bard on the Beach; Jiho Park—Granville Island Arts Club and Matt Oviatt—Theatre Under the Stars as technical director.

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » The Tourism and Recreation Department held their end of academic year meeting on May 19 where students were invited to present on their research projects.

- » Nazmi Kamal, School of Tourism Management, presented to MONOVA on Iranian Food Guide on May 22 and another on Asian Heritage Month on May 25.
- » School of Kinesiology convened an employee retreat dedicated to collaborating as they implement fourth-year curriculum of the Bachelors of Kinesiology program. The program has an oversubscribed intake of students for fall 2022.
- » School of Public Administration has sent graduation recognition letters to employers for 36 PADM graduates in the 2021–2022 academic year. Eight PADM students received scholarships from the [Board of Examiners](#) to support their studies at the University.
- » Dean Lara Duke and Jorge Ocegüera (strategic planning lead) presented with two colleagues from Nova Scotia Community College at the April 2022 Colleges and Institutes Canada annual Conference in Halifax, Nova Scotia. The session was titled, “Looking Back and Planning Forward—Two Institutions, One Sustainability Journey.”

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » P2HL wrapped up the spring term with no student attrition and, with the support of the shísháhl Nation, all students are continuing their studies into the May/June summer term. With continued support from the University and the Nation, plans are underway to continue the program for the next academic year.
 - » “Citizen Leaders: Growing the Community from Within,” a microcredential course developed with local social service organizations to educate community members in effective community leadership, was launched on May 27. The course consists of three six-hour workshop days, facilitated by Catherine Leach, executive director of Sunshine Coast Community Services, and April Struthers, a local consultant specializing in community development and engagement. Students work together to create a square with a long rope, exploring their leadership style and values.
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- » A survey was developed by the kálah-ay campuses' Work-Integrated Liaison and Education Planning Officer, Jutta Agnus, to explore local businesses and organizations' interest in work-integrated learning. Once the data is received, we will be organizing the responses into CapU's database with the University to provide experiential learning opportunities for students across all five faculties.
 - » Two cohorts graduated from the Health Care Access Program (HCAP), funded by the Ministry of Health, Vancouver Health Authority and MAEST. In total, 32 HCA students can now help meet the urgent labour market needs in long-term care, assisted living and home support. Discussions continue to offer this program again in the fall for the North Vancouver and Sunshine Coast Campus.

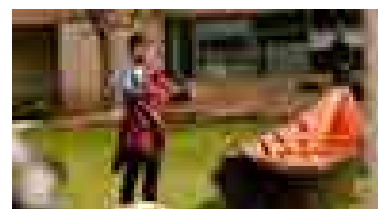
WORK-INTEGRATED LEARNING (WIL)

- » Mohna Baichoo, Sue Dritmanis, and Lydia Watson (faculty) in collaboration with Jacqueline Clarke, special appointee, planned and organized the WIL subtheme to the May 2022 Teaching and Learning Symposium theme, “Community Engaged Learning”.
- » Carrie Jung from the Faculty of Education Health & Human Development and Christine Sjolander from the Faculty of Business & Professional Studies are the successful recipients of Ministry WIL-COWIL Phase 2 release sections funding to further advance coordinated WIL initiatives.

- » Nancy Wang started a new staff role as WIL project liaison.
- » University-wide inaugural WIL Hub committee meeting convened May 9 2022. Few highlights of this meeting include:
 - Aurelea Mahood presented background information on WIL at the University along with works that has been carried out for Ministry COWIL Phase 1 Funding: Arts & Science Co-op and WIL Initiative and WIL Colab Initiative Project. The final reports was shared for distribution in the respective faculty.
 - Collection of data for CapU participation in CEWIL Beta version of a [national WIL directory](#).
 - Sharing of WIL Co-lab Open Resource e-learn page for employees. Members were advised to distribute to their areas.
- » Lara Duke confirmed membership for University-wide WIL advisory meeting and plans are underway for an inaugural meeting in June 2022 with our community partners.

INDIGENOUS EDUCATION & AFFAIRS

- » April 4–7, IEA hosted a launch week with events that included Skw'cháys Canoe Awakening Ceremony, Indigenous Youth Internship Program information session, LinkedIn: Your Online Presence (in partnership with CDS and we provided free professional headshots.
- » Many Paddles, One Canoe: CapU's Journey Forward Part II— student lunch and conversation was hosted on April 14 and students and employees joined for our Spring cultural workshops including;
 - Cedar Hat Weaving with Shy Watters
 - Drum making with Carman McKay
 - Bannock, Beads and Board Games event
 - ISPARC program celebration event

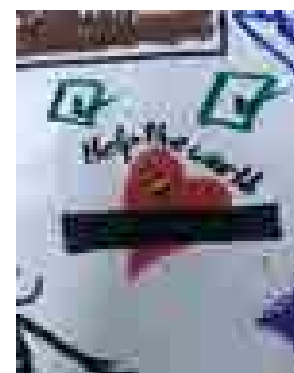


LIBRARY

Providing year-round service means the library is continually engaged in identifying, planning and delivering support to the CapU community. Some of our many noteworthy activities include:

TEACHING AND ENGAGEMENT

- » On Friday, May 27, we hosted 50 student visitors from Seymour Heights Elementary School's grade 6 and 7 classes. Led by Community Engagement Librarian, Ashley Manhas, students discussed the library of the past and of the present. Exploring the library's space and services, our young guests were invited to imagine themselves as future CapU students. Emphasizing that they felt welcomed and comfortable navigating CapU Library, many enthusiastically shared their interest in attending CapU.
- » Despite the challenges of the pandemic, the CapU Library continued to provide excellent support and service to the CapU community, as evidence by the Spring Library Services Survey. With more than 1,100 participants, we have learned that over the term:
 - o 78 per cent of respondents use the library's in-person service desk



Student drawing highlighting the vision of the CapU library of the future-- "help the world".

- o 92 per cent of respondents use the library's website
 - o 43 per cent use the library website daily or weekly
 - o 36 per cent of library classes were on campus
 - o 35 per cent of library classes were online
 - o 86 per cent of library class attendees would recommend our classes to another student taking the same course
- » 2022 Teaching & Learning Symposium included presentations from librarians Tania Alekson, Michel Castagne and Sabrina Wong on Building Course Resource Lists with Talis Aspire and showcasing creative activity and research in the CapU Institutional Repository.

SCHOLARSHIP

- » Librarians Sabrina Wong and Ashley Manhas have been invited to present at the Visible Minority Librarians of Canada (ViMLoC) Speaker Series in June and Maskwacis Cultural College Microlearning Series this fall to continue the dialogue on their work, "White Spaces, Asian Spaces: Onboarding for Racialized Academic Librarians".

ACCESS AND INCLUSION

- » Relying on a range of third-party products, the library is always working with our vendors and our internal experts to improve access and inclusion for our community. One of our latest technological improvements includes the use of preferred names for our library systems when communicating with students and employees. There are a number of other enhancements to improve access to various library tools in the pipeline, so stay tuned.

ACADEMIC INITIATIVES & PLANNING

- » CityStudio North Vancouver (CSNV) recently completed an exciting Spring 2022 term with 12 WIL projects in collaboration with City of North Vancouver and its partners. City and municipal partners this term included the NVRCMP, CNV Transportation Department, North Van Arts, North Shore Emergency Management, North Shore Neighbourhood House and more! HUBBUB #6, the end-of-term showcase, was a great success on April 28, 2022. With 18 student projects featured, there were over 125 attendees including City staff, municipal partners, CapU Deans, faculty and students as well as CityStudio community members. To learn more about what's happening in the Summer and Fall 2022 terms, please visit the CityStudio website www.citystudiocnv.com


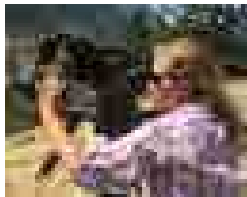
CENTRE FOR TEACHING EXCELLENCE

- » The CTE's in-person 2022 Teaching & Learning Symposium, *Community-engaged Teaching and Learning*, offered opportunities for faculty to connect with colleagues, become inspired by collaborative research projects, learn about the incredible work that many programs are undertaking in and with community, and garner many helpful teaching and learning ideas.
- The symposium began with a well-attended keynote by Ruth Simon, lead of the Howe Sound Biosphere Region Initiative Society responsible for the Átl'ka7tsem/Howe Sound UNESCO Biosphere Reserve. Her address entitled, *Community Engaged Teaching and Learning, An Aspiration Journey*, ignited participants' imagination through the examples she shared and the opportunities she presented that exist for CapU faculty, students and community partners to continue to engage in the important work of community engaged teaching and learning.

- WIL was a category theme of several symposium sessions, and all participants who attended the dialogue with the 2022 Excellence in Teaching Award recipients left truly inspired. Throughout the four-day symposium, 25 sessions were offered, with 98 faculty participating.
- » Mary Giovannetti, educational developer, will be presenting at the annual conference of the Society of Teaching and Learning in Higher Education held in Ottawa. Her presentation titled, *Peer Observation of Teaching and Learning: An Experiential Training Model* is based on the successful program started at CapU one year ago.
- » CapU's pilot of Turnitin, an online text-matching software that identifies similarities between a submitted document and existing online content has had a successful first year. The Centre for Teaching Excellence created orientation workshops and training resources for faculties, departments and individual instructors. Student feedback indicates that when used as a learning tool, Turnitin was a positive experience and helped them avoid plagiarism.



CREATIVE ACTIVITY, RESEARCH & SCHOLARSHIP

- » Congratulations to the following faculty who received **Mitacs Business Strategy applied research grants**:
 - Faculty of Business & Professional Studies, Susan Romero-Gilbert and student research assistant Gabriel Canuto, for their work with SAAM Towage, a multinational maritime towing organization. Their project will focus on the research and development of a set of recommendations for the replacement of the company's operating systems and business processes. 
 - Faculty of Global & Community Studies instructor, Allan Florendo and student research assistant Emma McGinnis, for their work with Camp Fircom (Gambia Island). Their project will focus on the research and development of a brand and marketing playbook. Their work aims to grow program registration, increase visitation and generate new sponsorship at Camp Fircom. 
 - Faculty of Fine & Applied Arts instructor, Mary Frymire and student research assistants, Zanthia Berube and Tailai Sun, for their work with the Loon Foundation. Their project will focus on the research and creation of a documentary film. The film will follow the foundations efforts to conserve biodiversity and foster environmental awareness on the Sunshine Coast. The documentary will focus primarily on a \$30Mil aquatic research and performance arts facility called the Pender Harbour Ocean Discovery Station (or PODS). 
- » The CARS Office extends its thanks to Mitacs (a national nonprofit research funding organization that supports research collaborations) for providing this year's Student Research Symposium winners with research awards and cash prizes. Congratulations to the recipients of the **2022 Mitacs Excellence in Student Research Award, listed below**:



- » Each year, the Student Research Symposium serves as a platform for students to share their capstone projects with peers, faculty, family, friends and the wider community. This year's Student Research Symposium featured the work of 80 students across diverse degrees and disciplines.

FINANCE & ADMINISTRATION

After the close of the previous fiscal year on March 31, 2022, work was completed to meet reporting deadlines, draft financial statements were finalized and the financial audit for that year was completed. The financial statements have been prepared according to year-end timelines prescribed by legislation. A schedule for monitoring and reporting on the current year results has been established to ensure that the University is on track to achieving the planning assumptions.

As a participating member of the BCAIU VPFs committee, VP Finance & Administration received updates from the PSEA as well as from the Ministry on program funding and a funding review at their most recent meeting.

CORPORATE SERVICES

- » Mimi Yong (she/her) will be joining the University in the newly-established role of manager, contract administration, and effective June 13, 2022. Mimi will be responsible for contract development and administration including drafting, reviewing and analysis of University contracts and agreements. She will work effectively with internal and external partners in documenting a variety of third-party contractual relationships, identifying process improvements, conducting regulatory research and managing cross-functional legal and compliance projects.
- » As well, Jacquetta Goy (she/her) will also be joining CapU in the role of director, risk management, on July 11, 2022. Jacquetta steps into a newly-evolved role (formerly director, corporate services) where she will provide operational oversight for enterprise risk management, procurement, contract administration, insurance and ancillary services. With her extensive experience in risk management, Jacquetta will fulfill the Board's priority around enterprise risk management by providing strategic direction to the leadership team and the Board.

FACILITIES SERVICES & CAMPUS PLANNING

FACILITIES OPERATIONS

- » In early May, a sprinkler head failed in the Library Building causing damage throughout the ground floor. Our team responded quickly conducting water extraction and clean up, helping to minimize damage. Restoration work continues with some displaced groups starting to move back into the building.

PROJECTS AND PLANNING

- » Design of the new student housing building and Centre for Childhood Studies continue. Both projects are on track and anticipating a building permit application submission this summer.
- » The Squamish Campus Business Case development is underway with a newly recruited design team conducting functional programming of the building to identify the size of the new facility.

OFFICE OF SAFETY & EMERGENCY SERVICES

- » A new manager of health, safety & emergency management has been successfully recruited, bolstering this area of the department. A key focus area for the new manager will be to support the University in preparing for future events that may impact operations.
- » A key security information reporting tool is being implemented to the Dollarton student housing and the Sunshine Coast campus.

INFORMATION TECHNOLOGY SERVICES

- » We are happy to report that we finalized the upgrade of our student's enterprise software that was a year in the making. This latest version permits us to leverage automation and self-served capabilities that allow a more streamlined experience for our students and the registrar's office.
- » This month saw a strong focus on cybersecurity, as numerous systems were updated with the latest security patches and the firewall architecture was improved to provide more coverage for key systems like *Frontlines*, ePortfolios, Library and Continuing Studies. This work required communication and coordination between many departments across the University to minimize the disruption to students and employees.
- » Network infrastructure has been upgraded on the main campus to ensure that our network has stable access to the fastest connections.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

ORGANIZATIONAL DEVELOPMENT & EDI

- Conducted a gap analysis with the SLC to determine the strengths and weaknesses of employee engagement efforts. This exercise also provided SLC members with the opportunity to provide suggestions on improving engagement.
- The talent acquisition team is currently conducting meet and greets with departments across the campus community to introduce themselves and new processes including, but not limited to, redesigned onboarding and orientation processes.

- The talent acquisition team is also partnering with learning & development to create an internal training deck for hiring managers and University Relation to increase its visibility with internal and external communities.
- Current programs and initiatives underway include Cheers for Peers, *HR Pulse* newsletter, Virtual Suggestion Box and the People Plan Engagement Strategy.
- Surveys concerning the Flex & Modified Work programs are currently underway.
- Canada's Top 100 application was submitted and a fulsome gaps analysis report was created and is under review as part of the overall engagement framework and people plan.

EMPLOYEE EXPERIENCE

- The *faculty evaluation process* has been moved to a digital platform Laserfiche (product by Ricoh). It launched on May 1, 2022. Training sessions were held for faculty, administrators and MoveUp employees and Loom videos have been created.
- *Reductions*—Nineteen faculty have been identified for reduction to be effective August 1, 2022. Five of the nineteen have access to severance.
- *Workplace Assessments*—One workplace assessment has been completed. Recommendations are under review for the creation of action planning. Two further workplace assessments are underway with an estimated completion date of June 30, 2022.
- *Grievances*—There are 23 outstanding grievances. Two of the 23 are in arbitration at the end of June. If settled, three more will possibly be resolved or withdrawn.

HR PROGRAMS AND SERVICES

- New programs and processes being created include the following:
 - o Abilities and wellness management;
 - o Accommodation processes;
 - o Ergonomic processes;
 - o Compensation and reclassifications; and
 - o A chatbot in MS Teams for employee FAQ's.
- In addition, the HRIS system is undergoing an evaluation and new ATS/HRIS systems are being explored for increased automation and efficiency.

EDI AUDIT

- » Veza Global has been retained to conduct an EDI Audit currently underway. The administration has reached out to all University stakeholder groups to participate. A set of EDI action recommendations are expected by December 2022.
- » Currently, a number of focus groups have been held with more planned for the fall.
- » An audit of HR processes is being conducted concurrently.

COLLECTIVE BARGAINING

MOVEUP BARGAINING

- The Protocol Agreement has been agreed to and signed by both parties.
- Bargaining proposals were exchanged on May 25, 2022.
- The next set of bargaining is scheduled to start on July 6, 2022.

CFA BARGAINING

- The Faculty Association has issued notice to bargain.
- It is anticipated that bargaining will commence in the fall of 2022.

STRATEGIC PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » End-year reflection reports were submitted by Senior Leadership Council (SLC) members in order to report progress and key achievements during the second half of Year 1, which extends from November 2021 to March 2022. Along with progress, area leaders were asked to provide high level details in relation to non-achieved goals and potential actions to get them back on track. The Integrated Planning Team will prepare an end-year reflection summary to be distributed among SLC members in order to enable better coordination around interdependencies and risk management.
- » One-on-one meetings were conducted with every SLC member to assist them in the process to conduct the end-year reflection. The conversation was structured around five questions primarily focused on their perception of each area's current situation, accuracy and relevance of existing areas of focus, perceived risks, recovery from pandemic losses and ways to improve the Integrated Planning process. The information gathered during the meetings will allow our team to identify potential themes and situations that require executive attention.
- » The Integrated Planning Team has been working in close collaboration with the group organizing the upcoming SLC retreat in mid-June. The objective is to incorporate key Integrated Planning concepts and elements into the retreat, including those related to revenue, expenses, resource allocation and budget planning.

ENVISIONING 2030

- » Ongoing efforts are in place to produce a first progress report including implementation achievements toward themes, goals and priorities from *Envisioning 2030*. It is expected that the upcoming SLC retreat, along with the Integrated Planning end-year reflection, will support the process for the team to complete this task.
- » Conversations are in place with MDX to collaborate in the process to ensure alignment between *Envisioning 2030*, particularly our vision, purpose and values, and the brand elements. This process, when complete, will enable consistent messaging around our value proposition, values and aspired future.

OFFICE OF STRATEGIC & ANALYTICS (INCLUDING INSTITUTIONAL RESEARCH AND STRATEGIC ENROLMENT MANAGEMENT)

- » The team has been deeply focused on the annual Ministry reporting requirements. The final domestic FTE count for fiscal year 2021/2022 is 3759, 68 per cent of the given Ministry Target. This reflects a 1 per cent decline (net loss of 55 FTEs) from the previous fiscal year. The Faculty of Business & Professional Studies and Education, Health & Human Development experienced the largest declines with a -7 per cent (net loss of 73 FTEs) and -6 per cent (net loss of 41 FTEs) change respectively. It should be noted however, that the Faculty of Arts & Sciences experienced a significant growth of 6 per cent (net growth of 50 FTEs) this year, likely due to the launch of key programs such as the Bachelor of Arts with a Major in Psychology and the Bachelor of Science—General. The final international FTE count for fiscal year 2021/2022 is 1707, a 21 per cent decrease (net loss of 446 FTEs) from the previous fiscal year. The Faculty of Arts & Sciences experienced the greatest decline with -46 per cent (net loss of 373 FTEs), followed by the Faculty of Business & Professional Studies with -11 per cent (net loss of 89 FTEs). This decrease was primarily due a large graduating class, exacerbated by the impact of the pandemic on new enrolments. We are currently waiting on the Ministry to release rounds 2 and 3 of the annual performance measures in order to complete the Institutional Accountability Plan and Report (Report).
- » The team has formally kicked-off Phase 3 of the retention ML project. Two major parallel streams are underway. The first is a technical refinement of the development phase. This includes refining the feature set, streamlining the data pipeline and retraining and evaluating the algorithm in preparation for deployment. The team is working closely with consulting data scientists to ensure that the model is explainable and reproducible. The second is a collaborative design of the A/B test. Currently, the Registrar's Office is engaged in defining the scope and timeline of the pilot deployment.
- » We are also working closely with the office of academic, initiatives & planning and the newly appointed associate vice-president academic & vice-provost to develop better ways to leverage quantitative (e.g., CapU Analytics etc.) and qualitative (e.g., BGS, DACSO, institutional surveys etc.) data for strategic enrolment management

CONTINUING STUDIES

- » The first AEST-funded non-credit micro credential was launched on May 27, 2022. Offered in partnership with the kála-ay Sunshine Coast Campus, the program, called *Citizen Leaders: Growing the Community from Within* targets volunteers and professionals who work in nonprofit service organizations on the Sunshine Coast. It aims to deepen their understanding of their community and the organizations that serve it and grow their leadership capabilities. The facilitators are leaders from the community and the program is offered to 11 adult learners.
- » All of our efforts currently focus on preparing for the return of in-person summer camps at pre-pandemic levels. This summer, we are working with new partners to offer camps in Lego animation and music video production. We also have new camps for teenagers in the creation of comic and graphic arts. The camps start July 4 and will last five weeks on the main North Vancouver campus. So far, we are seeing interest from the community that matches pre-pandemic levels, in terms of camp registrations, but also in the recruitment of high school volunteers who support camp activities while bolstering their leadership skills.

INTERNATIONAL

- » While cost of travel have increased and delays remain in study permit processing, the outlook for international registration is positive. Summer 2022 new registrations were the second highest on record, and notably twice as high as Summer 2021 and six times higher than summer 2020. Accepts for the Fall 2022 term were over 1250 on June 2, which is nearly 500 higher than Fall 2019, our previous highest record year.

- » Despite reduced applications and registrations throughout the pandemic, international registration still accounts for 29 per cent of total registration and 37 per cent of full-time registration at the University.
- » The international recruitment global target marketing campaign to Brazil, Mexico, Vietnam, Colombia, the Philippines, Nepal and Pakistan reached record levels this February with over 9.9 million video views and half a million landing page visits. This campaign has won the 2022 BCCIE International Education Marketing award for Excellence.
- » The Arms Across the Atlantic COIL film co-production project between MOPA and our partner institution, VIA University of Applied Sciences, Denmark has been nominated as a finalist in the prestigious Professionals in International Education (PIE) global awards in the progressive education category. The winner will be announced in September in London, England.
- » Recently a draft International Partnerships Plan was prepared and submitted to leadership for feedback. The plan supports the Internationalization Plan and features four distinct areas of partnership: exchange relationships; pathway and articulation; global programming; and global projects. In collaboration with deans, the director, international is pursuing a range of program exchange and articulation opportunities globally. The principle objective is to enrich registration for degree completion at the university and provide global engagement opportunities for students and employees.

STUDENT SUCCESS

ACCESSIBILITY SERVICES

- » In the past fiscal year, 809 students with disabilities received academic accommodations, this total is a new registrant high for CapU. It is a credit to the forward-looking work of the accessibility services team that successfully serving this number of students and predominantly remotely occurred smoothly. Pre-COVID-19, the accessibility services' interface with students was being revised and that multi-year work is near its conclusion. The redesign-revision offers a digital highway of self-serve and web form access options including online scheduling of remote or in person appointments, requesting academic accommodation, uploading documentation, giving informed consent and arranging exam invigilation. This, combined with the TargetX platform, facilitated a shift to electronic student folders and file notes. The Banner student information system now generates instructor Notification of Accommodation letters from the revised academic accommodation data list, a workplace efficiency. The students' self-serve option of downloading their Notification of Accommodation letter will be possible soon, another efficiency and higher level of service because students can self-serve 24/7. Now that we have effective contemporary systems and efficiencies to serve our students, we can turn our attention to the support of our instructors who are also noticing record numbers of our students in their courses when they receive an email with the large number of Notification of Accommodation letters attached.



ATHLETICS & RECREATION

- » New Athletic Director, Georgette Reed, began her tenure at CapU. She is extremely committed and excited to support all students and staff in their pursuits for performance, health and wellness.
- » Blues Athletics hosted the 2022 North Shore High School All-Star Basketball Game which featured the best senior players from across the North Shore, Squamish and Whistler. The annual event was coordinated by the North Shore

Secondary School Athletic Association (NSSSAA) and the Capilano University athletics department and was hosted at the Capilano University Centre for Sport & Wellness for the first time in three years. [Photos](#) & [Video](#).

- » CapU athletics & recreation hosted a pair of events this May introducing disc golf to the CapU community. Disc golf is the perfect solution for anyone that wants to teach, share and enjoy a lifetime sport. We hosted a disc golf instructional clinic on May 12 from noon–1:30 p.m. and a pop-up course on May 19 from 12–4 p.m.
- » Capilano University athletics & recreation will be offering summer camps for children and youth to get active and moving! Whether you're a young athlete looking to improve skills in a high-level coaching environment or looking for a recreation camp to spend some time outdoors, there is something for everyone. Camps: Active Adventures, Fast Break Basketball, Indoor Summer Volleyball, Disc Golf for Kids and Explore Outdoors.

CAREER DEVELOPMENT CENTRE

- » We introduced three new programs to connect students with community partners: mentorship; informational interview referral; and Link Up: Explore with the Dean programs.
- » Our career development advisors facilitated 12 in-class and four CDC workshops for 206 students.
- » Our career development advisors met with 126 students to provide support with resumes, career planning, career exploration, cover letters, mock interviews, general job search and social media presence. A majority of appointment requests were for remote appointments at 66 per cent.
- » We awarded six students with CapU badges this spring. The students earned CapU Launch Self-Discovery, Pathway to Meaningful Employment (P2ME), and CapU Launch Career Exploration and Research badges.
- » We organized a KPMG information session for CPA recruit students with 12 in attendance.
- » We received 326 new job opportunities for students.

COUNSELLING & LEARNING SUPPORT

- » Student contact mid-March, 2022 to mid-May, 2022
 - 198 counselling appointments attended
 - 36 drop in/same day appointments attended
 - Top personal concerns: anxiety, depression, trauma, relationships, family
 - Top academic concerns: academic difficulties, stress management, motivation, attention
- » On March 29 and 31, as part of the on-going training and development on diversity and the Indigenous Plan, counselling services invited Harlan Pruden to facilitate training on the following:
 - What do you mean Two-Spirit doesn't simply mean an LGBTQI+ Indigenous person?
 - What and Who is Two-Spirit Discussion?
- » Adam Vincent, Learning Strategist, has a new book coming out in June entitled, *Poetic Inquiry: Unearthing the Rhizomatic Array Between Art and Research* (<https://vernonpress.com/book/1418>). The book introduces facets of poetic inquiry, a research method/methodology/tool that uses poetry in the research process (information gathering, analysis and/or dissemination). Specifically, the book explores how and why it is in use, provides revelations around its unparalleled function(s) in research, and presents an exemplification of a close reading

approach, trialed in the study framed in the book, that can draw further knowledge from the products of poetic inquiry studies.

- » Due to lower summer enrolments, the focus in learning support services has been around offering students asynchronous online supports which include the use of Online Educational Resources (OER) that have been vetted by the learning strategist.
- » Further, the learning strategist has been creating the foundation of a cross-disciplinary peer-tutoring program at Capilano University. This program aims to supplement the quality services of the Writing Centre and the Math Learning Centre, already established at the University, by offering students an opportunity to engage with trained, ethical, peer tutors in their disciplinary area(s). The pilot of this program is set to begin in September 2022.

STUDENT AFFAIRS

- » In collaboration with CapU recreation, student affairs launched Wellness Wednesday Summer Games. This drop-in style social event occurs every Wednesday from noon–1:30 p.m. in the Cedar Courtyard (May 11–July 27) and provides the CapU community with an opportunity to play lawn games, socialize and de-stress.



- » In collaboration with the Centre for International Experience, student affairs welcomed new summer students on May 4–6, 2022 through virtual orientation webinars, guided campus tours, and outdoor games led by student leaders, with 188 students attending the orientation tour days.

- » The Your Early Support (YES) Program, coordinated by the Office of Student Affairs, has received 101 early alerts to date since the program's pilot launch in Fall 2021. This is a 27 per cent increase in early alerts referrals to the program since the last President's Board Report. Student concerns continue to be primarily about mental health and personal challenges that are impacting students' academic studies such as financial, food and housing insecurity, study permit issues for international students, transition to university life and social isolation. Recently, our student support advisors have made community referrals to legal aid and advocacy programs.



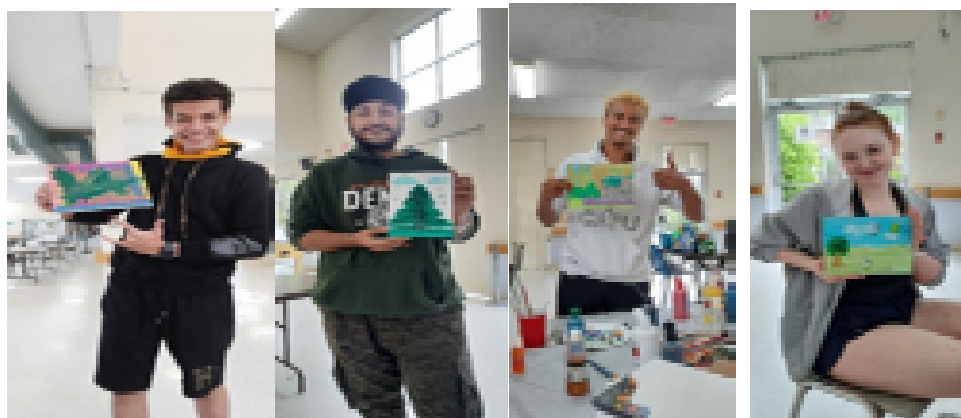
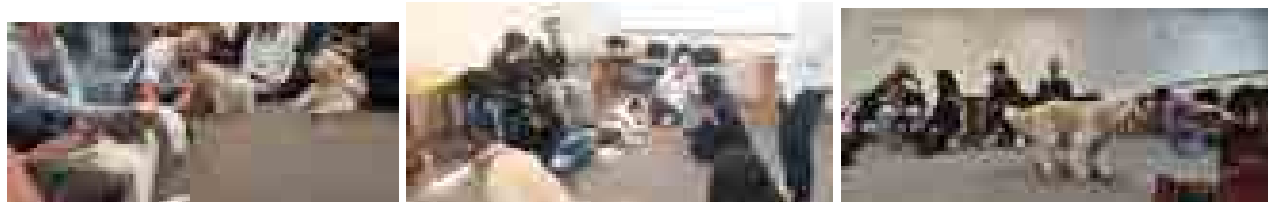
Summer program development plans include continued expansion of the YES Program to all faculties, departments and campus locations, as well as outreach to community organizations on the North Shore and across the Greater Vancouver region to build relationships for off-campus referral pathways.

STUDENT HOUSING SERVICES

SUMMER 2022 SEMESTER

- » Student Housing Services welcomed 39 new summer in-take students to housing in the month of May. Forty-five students continued into the summer term and remained in housing. This takes us to a total of 84 student currently in housing, which is double our pre-pandemic numbers for summer. To reduce our environmental foot print, we moved all students into our main building. We reduced our meal plan cost and dining hall operating hours. We have opened a shared community kitchen for students to have the option to make meals.

We continue to run in-person events and activities to engage various demographics in our community.



- » **Summer Conference Services:** We will have a summer camp group staying in housing in July and August. Revenue from this group will help offset some of our fixed costs over the summer.

APPLICATION FOR ACADEMIC YEAR 22/23

- » We received 310 applications for our priority application which closed on April 10, 2022. We have received an additional 112 applications from April 11 to date bringing total applications received for 22/23 academic year to 422, which is 14.8 per cent higher than our pre-pandemic numbers. With 281 spaces available we will have 140 students on the waitlist when we send out the first housing offers in June. We will continue to update our waitlist and offer available spaces throughout the summer. Housing will continue to work with Capilano University Student's Union and other external partners to help waitlisted students find accommodation for Fall 2022.
- » **Exchange and visiting student's application:** We opened the exchange and visiting students' application the first week of May, a month earlier than previous years. This allowed exchange students who have already received admission to commence plans such as accommodation.

REGISTRAR'S OFFICE

- » After many months of work, partnering with IT services, CapU has become one of the first institutions in the province to successfully implement all modules of Banner 9. On the weekend of May 28, we went live with the course registration module, which features an updated user interface and better course search functionality. It is anticipated that this implementation will result in an improved course planning and registration experience for students.
- » CapU has made significant additions to our engagement with the EducationPlannerBC transcript and application hub. We now receive all BC secondary school transcripts electronically, improving our application response times to students. We also have increased the number of post-secondary institutions that we are now able to electronically send and receive transcripts from. CapU has sending status with Douglas College, Kwantlen

Polytechnic University (KPU), Simon Fraser University (SFU), University of British Columbia (UBC), and the University of the Fraser Valley (UFV). It has receiving status with Douglas, KPU, SFU, UFV and Thompson Rivers University.

- » The registrar's office partnered with BCCAT to add just over 4000 new articulation agreements to the BC Transfer Guide. These agreements are course articulations between CapU and out-of-province and international institutions. In past years, students were not able to view this information online. Approximately 200 of these agreements are from BC institutions that were previously unpublished. This initiative has greatly increased transfer options for students coming to or transferring from CapU.
- » The graduation team presented 802 student names to Senate as our graduates for May of 2022. The University continues to see increases in the number of 4-year baccalaureate degrees that are being awarded.
- » For the Spring 2022 term, 544 scholarships, bursaries and awards were disbursed to 419 students. The total value of funding was over \$600,000. This funding goes a long way in helping CapU students pay for their education as well as supporting them with the costs of living as they complete their studies.
- » Several of our academic advisors attended the National Academic Advising Association (region 8) conference in Victoria from May 25–27. There were opportunities for the team to engage with other advisors from the US and Canadian institutions throughout the Pacific Northwest, and learn about current best practices in providing effective advising services to students.
- » We have partnered with MDX and provided content for upgrades to several program and admission pages and the viewbook will be transitioning from a paper-based recruitment tool, to a combination of less paper and more online information for prospective students to review when making their decision about coming to CapU.

UNIVERSITY RELATIONS

- » There were many activities over the past few months and new employee joining the portfolio.
- » **Philanthropy and Alumni Relations (PAR)** welcomed new and returning team members and celebrated the promotion of two existing members:
 - **Emily Solomon** is the new philanthropy officer, leadership giving. Emily is a CapU alumni and when she was a student, she was a CSU Board of Director and served on Senate as a student representative. Since graduating Emily has worked in financial administration with other post-secondary institutions.
 - **Nancy Wong** joins the CapU team as its new data analyst with over 32 years of experience in Customer Relations Management (CRM) data management. Previously Nancy has supported the fundraising activities of at Easter Seals, BC, BC Lions Society for Children with Disabilities and Science World.
 - PAR welcomes back **Brittany Haavaldsrud**, manager, alumni relations, from maternity leave. Brittany has done an outstanding job of leading the alumni relations team since 2019.
 - **Jennifer Bryan**, who filled for Brittany's maternity leave is now the philanthropy manager, annual and corporate relations
 - **Donna Pan** who joined us when Jennifer Bryan moved into the manager's role has now accepted a permanent full-time position as philanthropy officer, sponsorship & corporate relations.
- » University events & ceremonies welcomed **Katie Harries** as the new manager, university events & ceremonies. In her role, she will coordinate events, including convocations, across the University's various locations. Katie has

over a decade of experience in the events industry with highlights including the launch and production of the Squamish Valley Music Festival, talent management for the Vancouver 2010 Olympic Winter Games and project management for Sarah McLachlan's Summer Sessions (Ambleside benefit concert). Most recently, Katie was the office manager for Deep Cove Yacht & Sport Club.

COMMUNICATIONS & GOVERNMENT RELATIONS

- » CapU communications continued to be engaged in COVID-19 messaging as the webpage shifted from “Return to Campus” to “Campus Ready” on April 1.
- » At an on-campus media event on April 12, CapU announced its first on-campus student housing complex will be built on the main campus, featuring 363 beds, a 250-seat dining hall, laundry facilities, student study areas, lounge space and a kitchen on each floor. Local and provincial dignitaries attended, including Minister Kang who spoke at the event, noting that the Province is providing \$41.5 million towards the \$58.2-million project. Communications and university events collaborated on logistics, planning, materials and support for the announcement.
- » The May *President's Letter* built on the student housing announcement by talking about the significance of home and how CapU is working together to build a sense of home that supports the mental health and success of students.
- » The communications team provided support for preparations for convocation, including program content creation and editing, speeches and recognition of honorary doctorate degree recipients.
- » May was Asian Heritage Month, and communications provided support for promoting events and resources to celebrate.
- » A tweet by CapU picked up traction as online celebrity, Gurdeep Pandher of the Yukon, shared it on his account as well!
- » The communications team shared several stories with the community and media, including:
 - [Capilano University named a finalist for PIONEER Awards 2022](#)
 - [Indigenous film producers from Capilano University program to attend 2022 Cannes film Festival/Festival de Cannes](#)
 - [Bringing Indigenous ways of knowing and being to the classroom, community and boardroom](#)
 - [CapU students earn top two finish in Case Competition at the American marketing Association International Collegiate Conference](#)



MARKETING & DIGITAL EXPERIENCE

- » MDX completed a thorough review of CapU's 2021-22 domestic and international brand campaigns, looking at metrics and insights to inform our approach moving forward. In this year's domestic campaign, we put a greater focus on conversions over awareness, and subsequently saw a 48 per cent increase in program page visitors from Canada, a 217 per cent increase in conversions and a 56 per cent reduction in the cost-per-click from the year prior. For the international campaign, brand awareness results were strong with 54 million ad impressions, 9.9 million video views and 484,500 visits to the international campaign landing page.
- » The team supported University Events with marketing collateral for 2022 Spring Convocation. To celebrate the return to in-person ceremonies, we placed more emphasis on the emotional experience around convocation, using bold graphics and a focus on photos of graduates and campus.
- » A Fall 2022 boost campaign is in market on Facebook, Instagram and Google to advertise programs with extended application deadlines and those needing additional enrolment support. The campaign runs until July 2022.
- » MDX is working with the domestic and international recruitment teams on a new approach to the viewbook and student recruitment collateral. Changes will reflect a reduction in print material and a strong digital focus.
- » A new organizational structure has been successfully implemented for MDX, with two managers supporting the team (manager, marketing and manager, creative). The hiring process is also underway for a digital media specialist to lead paid advertising and social media management.
- » We are nearing the finish line on securing a new creative agency partner for 2022-23. Once complete, this agency will assist MDX with brand development and creative work for CapU's major marketing campaigns.
- » The past two months have been a time for MDX to connect with partner units across the University and plan strategic marketing initiatives for the year ahead. The team is conducting brainstorming sessions using a collaborative tool called MURAL. To date, we have led planning sessions with eight units to help align on goals and priorities. Our next steps are to translate learnings into succinct and actionable marketing plans.



PHILANTHROPY & ALUMNI RELATIONS

- » Work continued on the Centre for Childhood Studies (CCS) Capital Campaign as it moved into the Steward Phase. Additional ads for the “Good News” series were published, including two during May’s Childcare Month that featured gifts from both RBC and Scotiabank. On May 10, 2022, five representatives from RBC, the University’s banking partner, visited the North Vancouver campus for a tour of the future site of the Centre for Childhood Studies and to present their \$300K gift to the campaign and the ECCE program. The campaign has now raised over \$5.3M and planning on the Fall 2022 groundbreaking ceremony was initiated.



- » Scholarship, bursary and award renewals are 38.7 per cent higher in response rate year over year. \$129,800 was raised by the Foundation in Q1 for annual student scholarships, bursaries and awards.
- » A new endowment was established by the CapU Faculty Association with the support of additional donors to honour the memory of Ed Lavalle, a long-time member of the CapU community and instructor in the Political Sciences Department and the Continuing Studies’ Labour Studies program. The Eduard Lavalle Memorial Endowment will support students enrolled in the School of Social Science who demonstrate academic success and demonstrate community and campus engagement with an emphasis on social justice issues.
- » Additional new annual awards created during this reporting period include:
 - Michael Markaroff Indigenous Film Award
 - Native Northwest Reconciliation Award
 - Azaar Bijan Shadmehr Award
 - Kasra Shadmehr Award
 - Techies of Tomorrow Bursary

These awards represent \$17,000 in support to students over the next three years.

- » A \$12,000 gift from Creative BC, along with funding received from the WarnerMedia Indigenous Multimedia Arts Fund, sent six participants from the Filmmakers in Indigenous Leadership and Management Business Affairs (FILMBA) and Indigenous Digital Accelerator (IDA) programs to attend the 75th annual Cannes Film Festival/Festival de Cannes in France, the world’s most prestigious film gathering in May. Earned media in the [Vancouver Sun](#) and [North Shore News](#) featured the students and our funding partners.

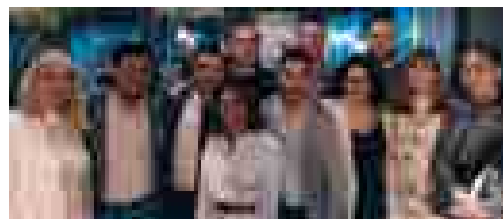


- » Fundraising with the Blues women's soccer team secured \$5,250 in gifts to the Adopt-A-Blue program.
- » G3 Terminal Vancouver renewed their commitment to CapU by pledging a \$5,000 sponsorship to the December We Believe Breakfast event and confirmed funding for five entrance grants of \$1,000 each for the University One for Indigenous Learners certificate program.
- » Sponsorship received from BlueShore Financial (\$13,000) supported the Faculty of Business & Professional Studies in hosting Work Integrated Learning (WIL) Month that included three separate events. BlueShore Financial was showcased as a presenting sponsor at the *Celebrating WIL at CapU* event that was held at the Pinnacle. This month-end celebratory networking event and career fair provided over 200 students with the opportunity to network with over 60 employees from 27 different industry partners. Ticket sales from the event garnered an additional \$2,000 in support to the event. BlueShore Financial has committed to providing sponsorship to support this as an annual event.
- » Renewed sponsorships in support of the Alumni Awards of Excellence included gifts from:
 - Neptune Terminals (Enduring Award Sponsor \$5,000)
 - North Shore News (Creative Award In-Kind Sponsor \$5,000 value in advertising)
 - DIALOG (Silver Sponsor \$1,000)
 - Showstream Technology Inc. (Production In-Kind Sponsor \$5,000 value)
- » New Alumni Perks partners included Moja Coffee and Park'N Fly as newly-added benefit providers of the Alumni Perks app.



UNIVERSITY EVENTS

- » University Events (UE) worked closely with Alumni Relations on the Alumni Excellence Awards on April 7, celebrating alumni achievements with the presentation of five awards. The viewing party allowed winners' guests and other invited alumni to watch the award show together and then celebrate with the winners afterwards.
- » Attendees enjoyed a spectacular performance from current CapU music student Jaymie Walker and alum Colin Weeks. There were over 50 people that attended the live viewing party. Feedback from the event was that the alumni community and CUAA was very happy to be able to reconnect in person.



- » UE collaborated with the communications department to host the announcement of the first on-campus student housing complex on April 12. Working closely with the governments' events teams, University Events managed logistics for local government representatives which included Anna Kang, Minister of Advanced Education and Skills Training; local MLAs Bowinn Ma and Susie Chant; and Mayors of the City of North Van, District of North Vancouver and West Vancouver. Due to last-minute inclement weather, the UE team had to pivot from an outdoor ceremony to hosting the event indoors on campus.



Anne Kang
Minister of Advanced Education and Skills Training

(From left to right) Ses Siyam, Ray Natroro, Indigenous Elder; Bowinn Ma, MLA North Vancouver-Lonsdale; Linda Buchanan, Mayor, City Of North Vancouver; Paul Dangerfield, CapU President; Mike Little, Mayor, Dist. Of North Vancouver; Anne Kang, Minister of Advanced Education and Skills Training; Susi Chant, MLA North Vancouver-Seymour; Mary-Ann Booth, Mayor, West Vancouver; Ishita Sharda, second year business student, CapU



BOARD OF GOVERNORS REPORT

AGENDA ITEM 7.1: Fiscal 2021/22 Financial Statement Audit	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Roger So, Audit and Risk Committee Chair	

PURPOSE

The purpose of this report is to provide to the Board of Governors two reports on the Capilano University's financial statement audit for the fiscal year 2021/22: the Audit Findings Report from KPMG and the Capilano University Draft Consolidated Financial Statements. These reports were received by the Audit and Risk Committee at their May 19, 2022 meeting.

MOTIONS

THAT the Board of Governors approve the internal restriction of the accumulated surplus in the amount of \$1,281,401 for student success support and to advance and support faculty creative activity, research, and scholarship activity.

THAT the Board of Governors approve the Capilano University Consolidated Financial Statements for the Year Ended March 31, 2022.

SUMMARY

The Audit and Risk Committee met with the university's auditors, KPMG and management to review the Draft Consolidated Financial Statements and the Audit Findings Report. Management provided the highlights on the draft consolidated financial statements which is shared below under Highlights Draft Audited Financial Statements section. KPMG reviewed their Audit Findings Report, acknowledged the support received from the Financial Services Department and confirmed their independence as required by professional standards.

The Audit and Risk Committee passed the above two motions recommending the Board of Governors approval.

HIGHLIGHTS DRAFT AUDITED FINANCIAL STATEMENTS

The draft audited financial statements are provided as an attachment to this briefing report and show the final year-end operating surplus of \$1.6 million. The final year-end surplus includes a capital restriction of \$1.5 million from the Ministry operating funding for the student housing building project. The impact of this restriction on the financial statements is revenue is reduced by \$1.5 million resulting in a corresponding decrease in the surplus. The other side of the entry is to increase deferred capital contributions on the statement of financial position by \$1.5 million.

The table below provides a high-level summary of the changes to format or presentation of each statement included in the draft consolidated financial statements compared to last fiscal year's audited statements.

Statement	Changes from previous fiscal year
Statement of Management Responsibility	no change
Independent Auditor's Report	no change
Consolidated Statement of Financial position	<ul style="list-style-type: none"> Deferred revenue and deferred contributions have been separated into separate line items. Endowment investments used to reflect market value of investments; changed for Fiscal 2021/22 to reflect the endowment principal plus the capitalized principal fund balance with the remaining amount captured under Investments to equal market value. The Endowment investments ties to accumulated surplus endowments note. This is part of the ongoing work between Finance and the Capilano University Foundation teams to improve Foundation processes and address legacy issues.
Consolidated Statement of Operations and Accumulated Operating Surplus	No change
Consolidated Statement of Changes in Net Financial Assets (Debt)	No change
Consolidated Statement of Cash Flows	Change in deferred revenue and deferred contributions shown on separate lines due to split of these two items on the statement of financial position
Consolidated Statement of Remeasurement Gains and Losses	No change
Notes to Consolidated Financial Statements	<ul style="list-style-type: none"> 2(e)(i) – Leasehold improvements rate updated from 10 years to lesser of lease term or 10 years 5 Other Receivables – Loon Foundation \$2 million receivable; delay in construction of PODS facility has had a corresponding impact on recognition of the partnership and loan.

Statement	Changes from previous fiscal year												
	<ul style="list-style-type: none"> Accumulated surplus – includes an internal restriction of \$1,281,401 that requires Board approval. <p>(c) Internally restricted:</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Student success support (i)</td> <td>\$ 1,000,000</td> <td>\$ -</td> </tr> <tr> <td>Creative activity, research and scholarship (ii)</td> <td>276,376</td> <td>-</td> </tr> <tr> <td></td> <td>\$ 1,281,401</td> <td>\$ -</td> </tr> </tbody> </table> <p>(i) The student success support fee is a targeted fee that focuses on services in three areas: successful transitions, student development, and student health and well-being. The fee was approved by the Board of Governors with an original commencement date of Fall 2020; however, due to the pandemic, the start date was delayed to Fall 2021.</p> <p>(ii) The Creative Activity, Research and Scholarship (CARS) restriction are funds set aside to advance and support faculty CARS activity aligned with both the CARS plan/framework and Illuminating 2030.</p>		2022	2021	Student success support (i)	\$ 1,000,000	\$ -	Creative activity, research and scholarship (ii)	276,376	-		\$ 1,281,401	\$ -
	2022	2021											
Student success support (i)	\$ 1,000,000	\$ -											
Creative activity, research and scholarship (ii)	276,376	-											
	\$ 1,281,401	\$ -											

The annual surplus is ‘deposited’ into the accumulated surplus which is shown on the Consolidated Statement of Financial position at \$97.8 million as at March 31, 2022. Note 16 provides additional insights on how much of the accumulated surplus is unrestricted and thus available to use and how much is already ‘committed’.

	2022	2021
Unrestricted	\$ 58,422,191	\$ 55,963,618
Invested in capital assets (a)	24,286,499	27,249,398
Endowments (b)	13,860,638	11,898,771
Internally restricted (c)	1,281,401	-
	\$ 97,870,129	\$ 94,909,787

The Unrestricted amount of \$58.4 million as at March 31, 2022 does not reflect the commitments that the University has already made for:

- the internal funded portion of the major capital projects estimated at \$28.8 million,
- infrastructure projects \$5.9 million in the Fiscal 2022/23 budget plus
- capital additions for hardware, software, furniture and equipment \$3.8 million in Fiscal 2022/23 budget.

These above commitments result in a ‘non-committed’ unrestricted amount of \$19.9 million. The university should:

- determine what minimum balance in the ‘non-committed’ unrestricted accumulated surplus is a ‘comfortable’ level and
- budget/plan for operating surplus to rebuild the accumulated surplus balance to fund future capital investments that are needed.

Consolidated Financial Statements of

CAPILANO UNIVERSITY

And Independent Auditors' Report thereon

Year ended March 31, 2022



STATEMENT OF MANAGEMENT RESPONSIBILITY

Management is responsible for the preparation of the annual financial statements, and has prepared the accompanying consolidated financial statements for the year ended March 31, 2022 in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which judgment is required.

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

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

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

Paul Dangerfield, President

Toran Savjord, Acting VP Finance and Administration

June ____, 2022



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

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Capilano University, and

To the Minister of the Ministry of Advanced Education and Skills Training,
Province of British Columbia

Opinion

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

- the consolidated statement of financial position as at March 31, 2022
- the consolidated statement of operations and accumulated operating surplus for the year then ended
- the consolidated statement of changes in net financial assets (debt) for the year then ended
- the consolidated statement of cash flows for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2022 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

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

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

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



Emphasis of Matter – Financial Reporting Framework

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

Our opinion is not modified in respect of this matter.

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

We also:

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

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



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

Chartered Professional Accountants

Vancouver, Canada

June __, 2022

CAPILANO UNIVERSITY

Consolidated Statement of Financial Position

March 31, 2022, with comparative information for 2021

	2022	2021
Financial Assets		
Cash and cash equivalents	\$ 40,526,126	\$ 31,033,079
Investments (note 3)	75,047,268	67,930,880
Accounts receivable (note 4)	4,620,243	3,308,319
Other receivable (note 5)	2,000,000	2,000,000
Inventories	711,318	652,373
	122,904,955	104,924,651
Liabilities		
Accounts payable and accrued liabilities (note 6)	17,999,339	20,128,845
Employee future benefits (note 7(a))	1,629,400	1,354,300
Deferred revenue	29,411,442	16,459,747
Deferred contributions (note 8)	10,353,440	7,881,655
Deferred capital contributions (note 9)	54,234,229	48,794,492
	113,627,850	94,619,039
Net financial assets	9,277,105	10,305,612
Non-Financial Assets		
Endowment investments (note 3)	13,880,038	11,896,771
Tangible capital assets (note 10)	78,520,728	76,043,890
Prepaid expenses	1,850,489	1,641,647
	94,251,255	89,582,308
Accumulated surplus	\$ 103,528,360	\$ 99,887,920
Accumulated surplus is comprised of:		
Accumulated operating surplus (note 16)	\$ 97,870,129	\$ 94,809,787
Accumulated remeasurement gains	5,658,231	5,078,133
	\$ 103,528,360	\$ 99,887,920

Contractual obligations (note 12)

See accompanying notes to consolidated financial statements.

Approved on behalf of the Board:

Duncan Brown
Chair, Board of Governors

Rodger So
Chair, Audit and Risk Committee

CAPILANO UNIVERSITY

Consolidated Statement of Operations and Accumulated Operating Surplus

Year ended March 31, 2022, with comparative information for 2021

	Budget 2022 (notes 2(j) and 14)	2022	2021
Revenue:			
Province of British Columbia	\$ 45,478,221	\$ 46,055,147	\$ 46,542,936
Tuition fees	65,523,775	59,348,326	64,364,751
Project and other revenue	5,498,652	7,483,761	5,064,647
Amortization of deferred capital contributions (note 9)	3,484,474	3,083,016	3,482,346
Sales of goods	1,324,318	1,384,178	1,417,667
Parking, childcare and theatre	1,025,852	1,406,003	590,742
Donations and gifts-in-kind	419,348	21,619	734,806
Investment income	2,312,304	3,751,470	3,014,189
	125,066,944	122,533,520	125,212,084
Expenses:			
Instruction and student support	79,099,837	73,055,078	69,343,206
Facilities and institutional support	45,546,389	41,383,206	44,460,735
Ancillary	5,627,694	6,501,331	5,480,966
	130,273,920	120,939,615	119,284,907
Annual operating surplus (deficit)	(5,206,976)	1,593,905	5,927,177
Net restricted endowment contributions	-	1,466,437	1,774,858
Annual surplus (deficit)	(5,206,976)	3,060,342	7,702,035
Accumulated operating surplus, beginning of year	94,809,787	94,809,787	87,107,752
Accumulated operating surplus, end of year	\$ 89,602,811	\$ 97,870,129	\$ 94,809,787

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Changes in Net Financial Assets (Debt)

Year ended March 31, 2022, with comparative information for 2021

	Budget 2022 (notes 2(j) and 14)	2022	2021
Annual surplus (deficit)	\$ (5,206,976)	\$ 3,060,342	\$ 7,702,035
Acquisition of tangible capital assets	(33,928,138)	(10,117,641)	(8,143,456)
Amortization of tangible capital assets	8,504,134	7,640,803	8,075,643
	(25,424,004)	(2,476,838)	(67,813)
Acquisition of prepaid expense	-	(2,976,063)	(2,462,333)
Use of prepaid expenses	-	2,767,221	2,544,364
	-	(208,842)	82,031
Remeasurement gains (losses)	-	580,098	5,083,882
Change in endowment investments	-	(1,983,267)	(1,907,863)
Change in net financial assets (debt)	(30,630,980)	(1,028,507)	10,892,272
Net financial assets (debt), beginning of year	10,305,612	10,305,612	(586,660)
Net financial assets (debt), end of year	\$ (20,325,368)	\$ 9,277,105	\$ 10,305,612

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Cash Flows

Year ended March 31, 2022, with comparative information for 2021

	2022	2021
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 3,060,342	\$ 7,702,035
Items not involving cash:		
Amortization of tangible capital assets	7,640,803	8,075,643
Revenue recognized from deferred capital contributions	(3,083,016)	(3,482,346)
Changes in non-cash operating working capital:		
Accounts receivable	(1,311,924)	(63,412)
Long term accounts receivable	-	2,100,000
Prepaid expenses	(208,842)	82,031
Inventories	(58,945)	15,508
Accounts payable and accrued liabilities	(2,129,506)	(2,050,768)
Employee future benefits	275,100	73,500
Deferred revenue	12,951,695	(661,205)
Deferred contributions	2,471,785	208,627
	19,607,492	11,999,613
Capital activities:		
Cash used to acquire tangible capital assets	(10,117,641)	(8,143,456)
Financing activities:		
Deferred capital contributions received	8,522,753	5,427,055
Investing activities:		
Net purchase of investments	(8,519,557)	(13,621,161)
Increase (decrease) in cash and cash equivalents	9,493,047	(4,337,949)
Cash and cash equivalents, beginning of year	31,033,079	35,371,028
Cash and cash equivalents, end of year	\$ 40,526,126	\$ 31,033,079

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2022, with comparative information for 2021

	2022	2021
Accumulated remeasurement gains (losses), beginning of year	\$ 5,078,133	\$ (5,749)
Unrealized gains attributed to fair value of investments	1,815,563	5,342,743
Amounts reclassified to investment income	(1,235,465)	(258,861)
Net remeasurement gains	580,098	5,083,882
Accumulated remeasurement gains, end of year	\$ 5,658,231	\$ 5,078,133

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2022

1. Purpose of the University:

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

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

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

2. Significant accounting policies:

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

(a) Basis of accounting:

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

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

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

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

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

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

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

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

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

(b) Cash and cash equivalents:

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(c) Financial instruments:

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

(i) Fair value category:

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

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

These different levels are defined as follows:

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

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(c) Financial instruments (continued):

(i) Amortized cost category:

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

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

(d) Inventories:

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

(e) Non-financial assets:

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

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

Asset	Rate
Buildings, concrete/steel	40 years
Buildings, wood frame	20 years
Leasehold improvements	Lesser of lease term or 10 years
Computer equipment	4 years
Software	3 years
Office furniture and equipment	5 years
Public works	10 years
Vehicles	10 years

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(e) Non-financial assets (continued) :

(i) (continued):

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

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

(ii) *Leased tangible capital assets*: Leases that transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred. As at March 31, 2022, the University did not have leased tangible capital assets (2021 - nil).

(f) Employee future benefits:

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

The University also has a defined benefit plan for retired employees and employees on long-term disability. The University accrues its obligations under this defined benefit plan as the employees render the services necessary to earn these benefits and as employees on long-term disability become eligible for such benefits. Actuarial gains (losses) incurred are deferred and recognized into the Consolidated Statement of Operations and Accumulated Surplus over the estimated average remaining service life of the employee group. The effective date of the most recent valuation is December 31, 2021 and results have been extrapolated to March 31, 2022.

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(g) Revenue recognition:

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

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

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

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

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

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

2. Significant accounting policies (continued):

(h) Contaminated sites:

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

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

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

(i) Use of estimates:

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

(j) Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 23, 2021. This budget is reflected in the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt).

(k) Foreign currency translation:

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

3. Financial instruments:

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

	2022	2021
Level 1:		
Fixed income investments	\$ 30,597,813	\$ 25,437,001
Canadian equity investments	20,867,970	18,896,636
Foreign equity investments	15,916,973	14,522,608
Guaranteed investment certificate	20,780,050	20,243,439
Real estate investments	373,500	336,967
Total Level 1 investments	88,536,306	79,436,651
Less: Endowment investments	(13,880,038)	(11,896,771)
	74,656,268	67,539,880
Level 3:		
Donated insurance policy	391,000	391,000
Investments	\$ 75,047,268	\$ 67,930,880

4. Accounts receivable:

	2022	2021
Accounts receivable	\$ 5,955,276	\$ 4,692,154
Allowance for doubtful accounts	(1,335,033)	(1,383,835)
	\$ 4,620,243	\$ 3,308,319

5. Other receivables:

	2022	2021
The Loon Foundation	\$ 2,000,000	\$ 2,000,000
	\$ 2,000,000	\$ 2,000,000

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

5. Other receivables (continued):

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

6. Accounts payable and accrued liabilities:

	2022	2021
Accounts payable and accrued liabilities	\$ 4,497,657	\$ 6,985,849
Salaries and benefits payable	8,597,363	8,423,457
Accrued vacation pay	4,904,319	4,719,539
	\$ 17,999,339	\$ 20,128,845

7. Employee future benefits:

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

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

	2022	2021
Accrued benefit obligation balance, beginning of year	\$ 1,277,000	\$ 1,194,200
Interest cost	1,800	1,700
Employee contributions	487,700	401,100
Benefit payments	(481,600)	(396,500)
Immediate recognition of continuation of benefits for disabled employees	281,500	81,000
Actuarial loss (gain)	406,800	(4,500)
Accrued benefit obligation balance, end of year	\$ 1,973,200	\$ 1,277,000
	2022	2021
Accrued benefit obligation	\$ 1,973,200	\$ 1,277,000
Unamortized actuarial gain (loss)	(343,800)	77,300
Accrued benefit liability	\$ 1,629,400	\$ 1,354,300

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

7. Employee future benefits (continued):

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

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

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

	2022	2021
Obligation discount rate	2.53%	1.78%
Healthcare cost trend rates	5.78%	5.98%
Estimated average remaining service life	9 years	9 years

(b) Provincial pension plans:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The Board of Trustees for these Plans represent plan members and employers and are responsible for the management of the pension plan, including investment of the assets and administration of benefits. The pension plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2021, the College Pension Plan has about 16,500 active members and approximately 9,500 retired members. As at December 31, 2020, the Municipal Pension Plan has about 220,000 active members.

The actuarial valuation for the College Pension Plan, as at August 31, 2018, indicated a \$303 million funding surplus for basic pension benefits. The actuarial valuation for the Municipal Pension Plan, as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits. The next valuation for the College Pension Plan will be as at August 31, 2021 with results available in 2022. The next valuation for the Municipal Pension Plan will be as at December 31, 2021 with results available in 2022.

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

The University records pension expense as cash contributions to the Plans are made. During the year, the University paid \$6,199,204 (2021 - \$6,031,843) for employer contributions to the above plans.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

8. Deferred contributions:

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

	2022	2021
Deferred government contributions and project and other revenue (a) and (b)	\$ 3,850,181	\$ 2,530,300
Restricted donations and investment income (c)	6,503,259	5,351,355
	<u>\$ 10,353,440</u>	<u>\$ 7,881,655</u>

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

	2022	2021
Provincial contributions:		
Beginning of year	\$ 2,185,159	\$ 1,797,702
Amounts received during the year	3,833,413	2,729,079
Recognized as revenue	(2,806,302)	(2,341,622)
	<u>\$ 3,212,270</u>	<u>\$ 2,185,159</u>

Operating grants from the Province of British Columbia of \$43,248,845 (2021 - \$44,201,314) were immediately recognized as revenue in the Consolidated Statement of Operations and Accumulated Surplus when received. Amounts recognized as revenue are included in the Province of British Columbia revenue in the Consolidated Statement of Operations and Accumulated Surplus.

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

	2022	2021
Non-provincial contributions:		
Beginning of year	\$ 345,141	\$ 612,643
Amounts received during the year	2,037,586	572,992
Recognized as revenue	(1,744,816)	(840,494)
	<u>\$ 637,911</u>	<u>\$ 345,141</u>

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

8. Deferred contributions (continued):

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

	2022	2021
Beginning of year	\$ 5,351,355	\$ 5,262,683
Amounts received during the year	1,795,319	772,386
Recognized as revenue	(643,415)	(683,714)
	<u>\$ 6,503,259</u>	<u>\$ 5,351,355</u>

9. Deferred capital contributions:

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

	2022	2021
Balance, beginning of year	\$ 48,794,492	\$ 46,849,783
Contributions received during the year	8,522,753	5,427,055
Revenue recognized from deferred capital contributions	(3,083,016)	(3,482,346)
Balance, end of year	<u>\$ 54,234,229</u>	<u>\$ 48,794,492</u>

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

	2022	2021
Provincial contributions:		
Beginning of year	\$ 35,785,003	\$ 33,453,854
Amounts received during the year	7,271,726	5,391,900
Recognized as revenue	(2,661,421)	(3,060,751)
	<u>\$ 40,395,308</u>	<u>\$ 35,785,003</u>

	2022	2021
Federal contributions:		
Beginning of year	\$ 12,974,334	\$ 13,395,929
Recognized as revenue	(421,595)	(421,595)
	<u>\$ 12,552,739</u>	<u>\$ 12,974,334</u>

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

9. Deferred capital contributions (continued):

	2022	2021
Other contributions:		
Beginning of year	\$ 35,155	\$ -
Amounts received during the year	1,251,027	35,155
Recognized as revenue	-	-
	\$ 1,286,182	\$ 35,155

Revenue is recognized as amortization of deferred capital contributions on the Consolidated Statement of Operations and Accumulated Surplus.

10. Tangible capital assets:

Cost	Balance, March 31, 2021	Additions net of Transfers	Disposals	Balance, March 31, 2022
Land	\$ 10,000,370	\$ -	\$ -	\$ 10,000,370
Buildings	120,033,597	5,504,505	-	125,538,102
Leasehold improvements	3,515,511	-	-	3,515,511
Computer equipment	17,546,698	2,334,849	-	19,881,547
Other furniture and equipment	16,570,551	943,030	6,000	17,507,581
Public works	2,192,949	(10,642)	-	2,182,307
Software	2,090,226	446,553	-	2,536,779
Vehicles	595,231	-	-	595,231
Assets under construction/renovation	2,950,567	899,346	-	3,849,913
Total	\$ 175,495,700	\$ 10,117,641	\$ 6,000	\$ 185,607,341

Accumulated amortization	Balance, March 31, 2021	Additions	Disposals	Balance, March 31, 2022
Land	\$ -	\$ -	\$ -	\$ -
Buildings	70,228,065	3,033,121	-	73,261,186
Leasehold improvements	467,641	351,551	-	819,192
Computer equipment	12,924,201	2,359,795	-	15,283,996
Other furniture and equipment	12,221,416	1,508,271	6,000	13,723,687
Public works	1,299,059	148,594	-	1,447,653
Software	1,977,721	188,007	-	2,165,728
Vehicles	333,707	51,464	-	385,171
Total	\$ 99,451,810	\$ 7,640,803	\$ 6,000	\$ 107,086,613

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

10. Tangible capital assets (continued):

Net book value	March 31, 2021	March 31, 2022
Land	\$ 10,000,370	\$ 10,000,370
Buildings	49,805,532	52,276,916
Leasehold improvements	3,047,870	2,696,319
Computer equipment	4,622,497	4,597,551
Other furniture and equipment	4,349,135	3,783,894
Public works	893,890	734,654
Software	112,505	371,051
Vehicles	261,524	210,060
Assets under construction/renovation	2,950,567	3,849,913
Total	\$ 76,043,890	\$ 78,520,728

11. Financial risk management:

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

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

(a) Credit risk:

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

(b) Market risk:

Market risk is the risk that changes in market prices, including interest rates, will affect University's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk. The University manages market risk by adoption of an investment policy and adherence to this policy by an investment manager. Investments are in pooled funds in a diversified portfolio in accordance with the University's investment policy.

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

It is management's opinion that the University is not exposed to significant market risk arising from its financial instruments.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

11. Financial risk management (continued):

(c) Liquidity risk:

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

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

12. Contractual obligations:

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

2023	\$	3,719,400
2024		1,604,100
2025		972,600
2026		541,400
2027		498,500
	\$	7,336,000

13. Expenses by object:

The following is a summary of expenses by object:

	2022	2021
Amortization of tangible capital assets	\$ 7,640,803	\$ 8,075,643
Buildings and grounds maintenance	5,183,043	7,417,732
Cost of goods sold	1,088,314	1,126,789
Other operating expenses	18,221,084	18,101,522
Salaries and benefits	86,950,607	82,264,865
Student support activities	1,855,764	2,298,356
	\$ 120,939,615	\$ 119,284,907

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

14. Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 23, 2021. The budget is reflected in the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt) and is reconciled to the Consolidated Statement of Operations as follows:

	Approved Budget	Reallocation	Statement of Operations and Accumulated Surplus
Expenses by object:			
Amortization of tangible capital assets	\$ 8,504,134	\$ (8,504,134)	\$ -
Expenses	31,966,934	(31,966,934)	-
Salaries and benefits	89,802,852	(89,802,852)	-
	130,273,920	(130,273,920)	-
Expenses by function:			
Instruction and student support	-	79,099,837	79,099,837
Facility and institutional support	-	45,546,389	45,546,389
Ancillary	-	5,627,694	5,627,694
	-	130,273,920	130,273,920
	\$ 130,273,920	\$ -	\$ 130,273,920

15. Related party transactions:

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

16. Accumulated operating surplus:

Accumulated operating surplus is comprised of the following:

	2022	2021
Unrestricted	\$ 58,422,191	\$ 55,663,618
Invested in capital assets (a)	24,286,499	27,249,398
Endowments (b)	13,880,038	11,896,771
Internally restricted (c)	1,281,401	-
	\$ 97,870,129	\$ 94,809,787

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

16. Accumulated operating surplus (continued):

(a) Invested in capital assets:

	2022	2021
Tangible capital assets	\$ 78,520,728	\$ 76,043,890
Amounts financed by deferred capital contributions	(54,234,229)	(48,794,492)
	\$ 24,286,499	\$ 27,249,398

(b) Endowments:

	2022	2021
Balance beginning of year	\$ 11,896,771	\$ 8,024,749
Contributions received during the year	1,416,016	2,239,691
Capitalized interest	567,251	1,632,331
	\$ 13,880,038	\$ 11,896,771

(c) Internally restricted:

	2022	2021
Student success support (i)	\$ 1,005,023	\$ -
Creative activity, research and scholarship (ii)	276,378	-
	\$ 1,281,401	\$ -

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

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

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2022

17. COVID-19 pandemic

The University continued operating primarily in a remote education delivery and working model for the majority of the year with a transition to an in-person learning model occurring on January 31, 2022 as per the advice from the provincial health officer and the ministry.

The University experienced declines in student enrollment due to online mode of delivery, international travel restrictions and challenges with obtaining study permits. In addition, reduced campus activity and closure of operations resulted in a decline in revenue from ancillary operations. However, the University continued to manage risk through ongoing tracking of enrolment statistics, adapting its services and reducing discretionary expenditures.

Management will continue to monitor the ongoing financial impacts and adjust operations as required with a focus on pandemic recovery initiatives.

18. Comparative information:

Certain comparative information has been reclassified to conform with the financial statement presentation adopted in the current year. There was no impact on the prior year annual surplus as a result of these reclassifications.



Capilano University

Audit Findings Report for the year ended
March 31, 2022

KPMG LLP

Prepared on May 10, 2022 for presentation on
May 19, 2022

kpmg.ca/audit

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Audit highlights

Purpose of this report

The purpose of this report is to assist you, as a member of the Audit and Risk Committee (the “Committee”), in your review of the results of our audit of the consolidated financial statements (“the financial statements”) of Capilano University (the “University”) as at and for the year ended March 31, 2022. This Audit Findings Report builds on the Audit Plan we presented to the Committee on February 10, 2022.

Status of the audit

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include:

- Completing our discussions with the Committee;
- Obtaining the signed management representation letter;
- Obtaining evidence of the Board of Governors’ approval of the financial statements; and,
- Completing subsequent event review procedures up to the date of the Board of Governors’ approval of the financial statements.

We will update the Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditors’ report, a draft of which is attached to the financial statements, will be dated upon the completion of any remaining procedures.

Significant changes from the audit plan

There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

Areas of audit focus

Our audit is risk-focused. We have not identified any significant risks, except for the presumed risk of management override (see page 10 for further details).

As part of our audit, we identified areas of audit focus which include:

- Financial reporting consideration of COVID-19 and going concern;
- Deferred capital contributions;
- Revenue, deferred revenue, and deferred contributions (non-capital);
- Investments;
- Endowments; and
- Employee future benefits

See pages 4 to 9 for the audit findings related to these areas of audit focus.

This report to the Committee is intended solely for the information and use of management, the Committee and the Board of Governors and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report to the Committee has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Audit highlights (continued)

Audit misstatements

Audit misstatements include presentation and disclosure misstatements, including omissions. Professional standards require that we request of management and the Committee that all identified audit misstatements be corrected. We have already made this request of management.

Uncorrected audit misstatements

The management representation letter includes the Summary of Uncorrected Audit Misstatements, which discloses the impact of all uncorrected misstatements considered to be other than clearly trivial, including the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole.

Based on both qualitative and quantitative considerations, management have decided not to correct certain misstatements and represented to us that the misstatements - individually and in the aggregate - are, in their judgment, not material to the financial statements. This management representation is included in the management representation letter.

We concur with management's representation that the uncorrected misstatements are not material to the financial statements. Accordingly, the uncorrected misstatements have no effect on our auditors' report.

Corrected audit misstatements

We did not identify any misstatements that were communicated to management and subsequently corrected in the financial statements.

Control deficiencies and other observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

We have identified other observations that we believe will be of interest to management and the Committee.

See pages 12 to 13 for further details.

Significant accounting policies and practices

There have been no initial selections of, or changes to, significant accounting policies and practices to bring to your attention.

See page 14 for further details.

Independence

We confirm that we are independent with respect to the University within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation from April 1, 2021 up to the date of this report.

Current developments

There have been no significant updates to the current developments included in our Audit Planning Report.

Please refer to Appendix 3 for insights and thought leadership relating to Environment, Social and Governance ("ESG").

Areas of audit focus

Area of audit focus	New or changed from Audit Planning Report?	Includes an estimate?
Financial reporting implications of COVID-19	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- We updated our understanding of the process activities and controls over each significant financial process to ensure controls are implemented as designed. In particular, we focused on changes to internal controls resulting from remote work arrangements and campus reopening.
- We obtained an understanding of the fluctuations in revenues and expenses resulting from the impacts of COVID-19 on the operations.
- We performed a review of the University's investment statements to understand the fluctuations in the fair value of investments.
- We obtained an understanding of changes in course delivery and timing to ensure that deferred revenues relate to courses and semesters occurring subsequent to March 31, 2022, and tuition revenue recognized relates to completed courses.
- We reviewed management's budget for fiscal 2023 and based on discussions with management and assessment during our audit, we concur with management that there is no material uncertainty that may cast significant doubt on the going concern assumption used in the preparation of the financial statements.
- We considered impacts to financial reporting due to the COVID-19 pandemic and the additional disclosures needed in the financial statements as a result of the pandemic.

There were no significant issues noted in the testing performed.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Deferred capital contributions (“DCC”)	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- During the year, the University received \$8.5M (2021 - \$5.4M) in contributions designated for capital projects, which was received directly from the Provincial government and other sources. The deferred capital contributions balance of \$54.2M (2021 - \$48.8M) represents contributions received from Provincial, Federal and other sources, which will be amortized over the remaining useful lives of the corresponding tangible capital assets. During the year, \$3.1M (2021-\$3.5M) was recognized as revenue.
- We updated our understanding of the process and controls over capital contributions received, the acquisition made or development of related tangible capital assets and amortization of the deferred capital contributions.
- We selected a sample of DCC additions and agreed them to supporting documentation such as the confirmation received from the Province of British Columbia or donor funding documentation.
- We performed a substantive analytical procedure over the DCC amortization relative to prior year to ensure the balance recorded at year-end was reasonable.
- We reviewed the financial statement note disclosures to ensure the DCC disclosures are accurate and complete.
- We reviewed the information provided by management related to DCC, which is used to support the additional reporting to the Office of the Auditor General.

There were no significant issues noted in the testing performed.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Revenue, deferred revenue, and deferred contributions (non-capital)	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- During the year, the University deferred a total of \$39.8M (2021 - \$24.3M) in revenue and contributions. The related revenue is recognized based on expenditures incurred in accordance with the underlying external restrictions.
- We updated our understanding of the process over contributions received, amounts spent as well as deferral of unspent contributions. We performed procedures over contributions received to ensure that revenues are appropriately recognized in line with the terms of the underlying agreement.
- We obtained a confirmation directly from the Ministry of Advanced Education and tested any significant reconciling items between the confirmation and the amounts recorded in the general ledger.
- We performed analytical procedures on tuition fees revenues and deferred tuition fees revenues using changes in registration dates, student mix and course fees. For any significant variances noted, we obtained corroborative evidence to ensure the balance recorded at year-end was accurate.
- We reviewed the financial statement note disclosures to ensure the deferred revenue and deferred contributions disclosures are accurate and complete.
- We reviewed the information provided by management related to deferred revenue and deferred contributions, which is used to support the additional reporting to the Office of the Auditor General.

There were no significant issues noted in the testing performed.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Investments	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- The investment balance of \$75.0M (2021 - \$67.9M) and the endowment investment balances of \$13.9M (2021 - \$11.9M) are comprised of fixed income, guaranteed investment certificates (“GIC”), real estate investments, and equity investments that will be used to fund future operations and capital projects, as necessary. The fixed income, real estate and equity investments are managed by Philips, Hager & North (“PH&N”). The GIC is held with Raymond James.
- We updated our understanding of the activities over recording and monitoring of investments by management.
- We also obtained third party confirmation directly from PH&N and Raymond James and ensured the investments were appropriately recorded and presented in the consolidated financial statements.
- We performed substantive analytical procedures over the investment income to ensure that the amount recognized is reasonable.
- We reviewed the accounting treatment and presentation of the unrealized gains and losses on investments on the statement of remeasurement gains and losses.
- We reviewed the financial statement note disclosures to ensure the investments disclosures are accurate and complete.

There were no significant issues noted in the testing performed.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Endowments	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- As at March 31, 2022, the University held \$13.9M (2021 - \$11.9M) in endowment investments.
- We reviewed a sample of endowment contributions received to ensure they were appropriately recognized within the appropriate fund.
- We reviewed a sample of distributions of investment earnings on endowment funds to ensure they were appropriately approved and used in accordance with the terms of the contribution.
- We reviewed management's allocation of investment income between the various endowment funds based on individual fund's proportional share of the investment portfolio.
- We selected a sample endowment agreement and its related annual statement to ensure the communication to donors was in line with the Foundation's endowment policy.

There were no significant issues noted in the testing performed.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Employee future benefits	No	No estimates with a risk of material misstatement other than remote

Results of our audit approach

- As at year-end, the University accrued \$1.6M (2021 - \$1.4M) for its obligations under the benefit plans for long-term disability and faculty retirees. An actuarial valuation is performed by Mercer Human Resources Consulting ("Mercer") to determine the year-end liability. The March 31, 2022 balance was calculated by Mercer based on data provided by the University as at December 31, 2021.
- We reviewed the actuarial report from Mercer and agreed the balances reported to the associated note disclosure in the consolidated financial statements.
- We reviewed the significant assumptions used in the actuarial report and tested the data provided by the University to Mercer for completeness and accuracy.
- We reviewed the financial statement note disclosures to ensure the employee future benefits disclosures are accurate and complete.

There were no significant issues noted in the testing performed.

Audit risks

Professional requirements

Presumption of the risk of fraud resulting from management override of controls.

Why is this significant?

Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities.

Our response

As the risk is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- Testing of journal entries and other adjustments. See page 11 for our use of Data & Analytics for this audit procedure.
- Performing a retrospective review of significant estimates.
- Evaluating the business rationale of significant unusual transactions.

Significant findings

There were no issues noted in our testing.

Data & Analytics in the audit

We have integrated Data & Analytics (“D&A”) into our audit approach. Use of innovative D&A allows us to analyze greater quantities of data, dig deeper and deliver more value from our audit. We believe that D&A improves both the quality and effectiveness of our audit by allowing us to analyze large volumes of financial information quickly, enhancing our understanding of your business as well as enabling us to design procedures that better target risks. We have summarized our use of D&A in the audit as follows:

Area of audit focus	D&A tools and routines	Our results
Journal entry testing	<ul style="list-style-type: none"> – Obtained a listing of the relevant journal entry populations and used Computer Assisted Auditing Techniques (“CAATs”) to analyze the completeness of the journal entry population through a roll forward of 100% of the account balance. – Used CAATs to analyze journal entries and apply certain criteria to identify potential high-risk journal entries for further testing. 	There were no issues noted in our testing.

Control and other observations

Consideration of internal control over financial reporting (“ICFR”)

A significant deficiency in internal control over financial reporting is a deficiency, or combination of deficiencies, in internal control that, in the auditor’s professional judgment, is of sufficient importance to merit the attention of those charged with governance.

In planning and performing our audit, we considered ICFR relevant to the University’s preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.

Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

We did not note any significant deficiencies in internal controls.

Update on prior year observations

Observation and implication	Recommendation	Current year update
<p>Consistent with prior year, we noted that the University has not retained a detailed capital asset register for all asset classes and additions are currently tracked manually using a spreadsheet.</p> <p>This manual process increases the likelihood of errors and can create difficulties in tracking individual capital items for amortization purposes resulting in inaccurate accounting records.</p>	<p>We recommend that management consider implementing a capital asset register for all asset classes. A capital asset register will help maintain a complete and accurate log of all capital assets, without the need for manual tracking processes.</p>	<p>Management agrees with the recommendation. During fiscal 2021/22, management commenced meetings with various departments to begin to assess whether the implementation of a capital register was feasible with the current technology available. However, it was noted that the current technology solution does not currently meet the data element requirements to meet all departments’ requirements. Therefore, these technology challenges will need to be addressed across departments.</p> <p>In addition, the capital policy and procedures are currently in draft format and planned to be finalized in fiscal 2022/23.</p>

Control deficiencies and other control observations (continued)

Current year observations

Observation and implication	Recommendation	Current year update
<p>During the current year audit, we noted that the process used by management for reconciling the general ledger accounts mappings to the Financial Planning & Analysis (FPA) file mappings is currently a manual process.</p> <p>The manual process increases the likelihood of human errors due to reallocations of cost centres or missed updates to the general ledger's chart of accounts, resulting in potentially inaccurate cost centre mappings for budget and/or financial statement purposes.</p>	<p>We recommend that management consider automating the FPA reconciliation process by including cost centre mapping in the general ledger software and automating the report generation process.</p>	<p>Management agrees with the recommendation. The implementation of the recommendation is dependent on identifying new technology solutions that would allow the tracking of cost centres within the accounting system and the generation of system reports.</p>

Significant accounting policies and practices



Significant accounting policies

- There were no initial selections of or changes to the new significant accounting policies and practices.
 - There were no significant accounting policies in controversial or emerging areas.
 - There were no issues noted with the timing of the University's transactions in relation to the period in which they were recorded.
 - There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
 - There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.
-



Significant accounting estimates

- There were no issues noted with management's identification of accounting estimates.
 - There were no issues noted with management's process for making accounting estimates.
 - There were no indicators of possible management bias.
 - There were no significant factors affecting the University's asset and liability carrying values.
-



Financial statement presentation and disclosure

- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
 - There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
 - There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.
-

Appendices

Appendix 1: Required communications

Appendix 2: Management representation letters

**Appendix 3: Considerations for Environment,
Social and Governance (“ESG”)**



Appendix 1: Required communications

Draft auditors' report

The conclusion of our audit is set out in our draft auditors' report attached to the draft financial statements.

Management representation letter

In accordance with professional standards, a copy of the management representation letter is included in Appendix 2.

Independence

In accordance with professional standards, we have confirmed our independence.

Appendix 2: Management representation letters

(Letterhead of Client)

KPMG LLP
Chartered Professional Accountants
777 Dunsmuir Street
Vancouver, BC V7Y 1K3

Date of Board Approval

Ladies and Gentlemen:

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the consolidated financial statements (hereinafter referred to as “financial statements”) of Capilano University (“the Entity”) as at and for the period ended March 31, 2022.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in [Attachment I](#) to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated October 28, 2021, including for:
 - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
 - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements (“relevant information”), such as financial records, documentation and other matters, including:
 - the names of all related parties and information regarding all relationships and transactions with related parties;
 - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of shareholders, board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
 - c) providing you with unrestricted access to such relevant information.
 - d) providing you with complete responses to all enquiries made by you during the engagement.

- e) providing you with additional information that you may request from us for the purpose of the engagement.
- f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

Internal control over financial reporting:

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

Fraud & non-compliance with laws and regulations:

- 3) We have disclosed to you:
 - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
 - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
 - management;
 - employees who have significant roles in internal control over financial reporting; or
 - others
 where such fraud or suspected fraud could have a material effect on the financial statements.
 - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
 - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
 - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

Related parties:

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

Estimates:

- 8) Measurement methods and significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.

Going concern:

- 9) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 10) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

Misstatements:

- 11) The effects of the uncorrected misstatements described in [Attachment II](#) are immaterial, both individually and in the aggregate, to the financial statements as a whole.

Non-SEC registrants or non-reporting issuers:

- 12) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 13) We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Yours very truly,

Mr. Paul Dangerfield, President

Mr. Toran Savjord, Acting VP Finance and Administration

Mrs. Tally Bains, Director of Finance

cc: Audit and Risk Committee

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material. Misstatements, including omissions, are considered to be material if they, individually or in the aggregate, could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. Judgments about materiality are made in light of surrounding circumstances, and are affected by the size or nature of a misstatement, or a combination of both.

Fraud & error

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

Related parties

In accordance with Public Sector Accounting Standards *related parties* is defined as

- When one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Two not-for-profit organizations are related parties if one has an economic interest in the other. Related parties also include management and immediate family members.

In accordance with Public Sector Accounting Standards a *related party transaction* is defined as

- A transfer of economic resources or obligations between related parties, or the provision of services by one part to a related party, regardless of whether any consideration is exchanged. The parties to the transaction are related prior to the transaction. When the relationship arises as a result of the transaction, the transaction is not one between related parties.

Attachment II – Summary of Audit Misstatements Schedule

Summary of Uncorrected Misstatements

#	Description	Debit (Credit)			
		Assets <i>Increase (Decrease)</i>	Liabilities <i>Decrease (Increase)</i>	Annual Surplus <i>Decrease (Increase)</i>	Opening Accumulated Surplus <i>Decrease (Increase)</i>
1	Dr. Opening accumulated surplus Cr. Salaries and benefits expense <i>To recognize the impact of recording fiscal 2020 and fiscal 2021 accruals relating to the CFA initiatives in the current year.</i>	-	-	-	278,000
		-	-	(278,000)	-
	Total	-	-	(278,000)	278,000

(Letterhead of Client)

KPMG LLP
Chartered Professional Accountants
777 Dunsmuir Street
Vancouver, BC V7Y 1K3

Date of Board Approval

Ladies and Gentlemen:

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the consolidated financial statements (hereinafter referred to as “financial statements”) of Capilano University (“the Entity”) as at and for the period ended March 31, 2021.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in [Attachment I](#) to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated December 18, 2019, including for:
 - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
 - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements (“relevant information”), such as financial records, documentation and other matters, including:
 - the names of all related parties and information regarding all relationships and transactions with related parties;
 - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of shareholders, board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
 - c) providing you with unrestricted access to such relevant information.
 - d) providing you with complete responses to all enquiries made by you during the engagement.

- e) providing you with additional information that you may request from us for the purpose of the engagement.
- f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

Internal control over financial reporting:

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

Fraud & non-compliance with laws and regulations:

- 3) We have disclosed to you:
 - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
 - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
 - management;
 - employees who have significant roles in internal control over financial reporting; or
 - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
 - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
 - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
 - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

Related parties:

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

Estimates:

- 8) Measurement methods and significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.

Going concern:

- 9) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 10) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

Misstatements:

- 11) The effects of the uncorrected misstatements described in [Attachment II](#) are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- 12) We approve the corrected misstatements identified by you during the audit described in [Attachment II](#).

Non-SEC registrants or non-reporting issuers:

- 13) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 14) We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Reporting of Schedules to the Office of Auditor General ("OAG Schedules"):

- 15) The preparation and presentation of the OAG schedules and believe that these OAG schedules have been prepared and presented in accordance with the relevant financial reporting framework providing you with all relevant information and access.

Yours very truly,

Mr. Paul Dangerfield, President

Mr. Toran Savjord, Acting VP Finance and Administration

Mrs. Tally Bains, Director of Finance

cc: Audit and Risk Committee

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material. Misstatements, including omissions, are considered to be material if they, individually or in the aggregate, could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. Judgments about materiality are made in light of surrounding circumstances, and are affected by the size or nature of a misstatement, or a combination of both.

Fraud & error

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

Related parties

In accordance with Public Sector Accounting Standards *related parties* is defined as

- When one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Two not-for-profit organizations are related parties if one has an economic interest in the other. Related parties also include management and immediate family members.

In accordance with Public Sector Accounting Standards a *related party transaction* is defined as

- A transfer of economic resources or obligations between related parties, or the provision of services by one part to a related party, regardless of whether any consideration is exchanged. The parties to the transaction are related prior to the transaction. When the relationship arises as a result of the transaction, the transaction is not one between related parties.

Attachment II – Summary of Audit Misstatements Schedules

Summary of Uncorrected Audit Misstatements Year ended March 31, 2021

	Description	Asset Increase / (Decrease)	Liability / Accumulated Surplus (Increase) / Decrease	Annual Surplus (Increase) / Decrease
1	<i>DR. Net restricted endowment donations</i> <i>CR. Opening accumulated surplus</i> <i>To record the prior year impact of applying</i> <i>the endowment capitalization policy</i> <i>reflected in current year.</i>	- -	- (1,055,230)	1,055,230 -
2	<i>DR. Salaries and benefits expense</i> <i>CR. AP and accrued liabilities</i> <i>To record accrual relating to the CFA</i> <i>initiatives.</i>	- -	- (278,000)	278,000 -
		-	(1,333,230)	1,333,230

Summary of Corrected Audit Misstatements Year ended March 31, 2021

	Description	Asset Increase / (Decrease)	Liability / Accumulated Surplus (Increase) / Decrease	Annual Surplus (Increase) / Decrease
1	<i>DR. Investments</i> <i>CR. Cash equivalents</i> <i>To reclassify GIC from cash equivalents to</i> <i>investments.</i>	10,340,301 (10,340,301)	- -	- -

Appendix 3: Considerations for Environment, Social and Governance (“ESG”)

Considerations for Environment, Social and Governance (ESG)

When thinking about ESG, the following are the two key considerations:

Financial Reporting Impacts

- How an organization reflects the impacts of climate-related matters in the financial statements will depend on its specific facts and circumstances, including the nature and extent of those impacts on the organization.
- PSAS do not refer explicitly to climate-related risks or climate-related matters, but they implicitly require relevant disclosures in the financial statements when climate-related matters considered in preparing the financial statements are material.
- Organizations are required to consider materiality carefully in deciding what information to provide as information may be material even though there is no current-period financial impact.



Accounting impacts from ESG-related risks and opportunities on key areas of judgement and estimates that may be relevant will vary by industry.

Sustainability Reporting

- ESG-related information is frequently disclosed outside of traditional financial statements whether in be in separate sustainability reports but also could be within the Annual Report, or equivalent
- Such information can be in the form of key metrics as identified by management or specific qualitative information around key risks and opportunities



Common voluntary disclosure frameworks used are Global Reporting Initiative (GRI), the Sustainability Accounting Standards Board (SASB) by industry, and the Taskforce on Climate-Related Financial Disclosures (TCFD).

How might climate-related risks impact the financial statements?

The audit committee's deep understanding of internal control and financial reporting puts it in a good position to challenge management to develop systems and processes for ESG risk and opportunity identification, to create resilient strategies to manage these risks, to develop metrics, processes and controls around data collection and ESG reporting.

The following are ten questions as a starting point to assess the impact on financial statements.



10 questions to start impact assessment of climate-related risks to the financial statements

For further insights, please refer to KPMG publication "10 questions for audit committees" at the [KPMG Climate Change Resource Centre](#).

- 01 Has your organization made a net-zero commitment?
- 02 Does your organization have polluting assets?
- 03 Is your organization exposed to carbon-related regulation?
- 04 What about your inventory and production costs?
- 05 Does your organization take part in an emissions scheme?
- 06 Does your organization borrow funds?
- 07 Is your organization a provider of finance?
- 08 What about your staff benefits?
- 09 What about your cash flow forecasts?
- 10 What about your disclosures?

The Importance of ESG



Public Commitment

Increased public commitments to global initiatives and announcements relating to climate change, nature, sustainable development goals, impact and social issues.



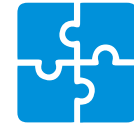
Access to capital

Investors, lenders and underwriters increasingly factor in ESG considerations when making investment decisions, offer sustainability-linked products and require sustainability-related information from customers and clients.



Regulatory developments

ESG-related compliance costs and disclosure requirements continue to evolve, as securities commissions, prudential supervisors, stock exchanges and governments tighten the rules.



Reporting standards

Measurement and reporting of ESG-related information is maturing rapidly, as investor-centric disclosure standards are making headway (e.g. ISSB, TCFD, SASB).



Societal pressure

Stakeholders increasingly scrutinize companies' ESG performance and transparency affecting project approval, brand acceptance and consumer demand.



Climate change

Widespread recognition that climate change is a material financial risk – measuring and managing climate risks (and opportunities) is maturing and considered critical to financial risk management.



Enhanced risk management and investment returns

ESG integration has become an investment norm. 75% of institutional investors now consider ESG factors to be “material” to their investment analysis.



Workforce of the future

ESG has become a key factor in attracting and retaining top talent, as employees are seeking purpose from their work.

Emerging Reporting Requirements by Regulator



There are a number of reporting standards which will or may impact Canadian companies and could be effective as early as December 2022. They vary in scope and with respect to external assurance requirements.

	International Sustainability Standards Board (ISSB)	Securities Exchange Commission (SEC)	Canadian Securities Administrators (CSA)
General Sustainability-related Information	<p>IFRS S1 <i>General Requirements for Disclosure of Sustainability-related Financial Information</i></p> <p>Sets the foundation with:</p> <ul style="list-style-type: none"> - general features of reporting, including materiality - A structure across the four areas of governance, strategy, risk management and metrics and targets - Practical guidance, including presentation of information 	<p>No general sustainability guidance issued.</p>	<p>No general sustainability guidance issued.</p>
Climate-related Information	<p>IFRS S2 <i>Climate-related disclosures</i></p> <p>Builds on the content areas with additional guidance on:</p> <ul style="list-style-type: none"> - disclosures of risks, climate transition plans and scenario analysis; and - general and industry-specific metrics 	<p>SEC Release Nos 33-11042 and 34-94478 <i>The Enhancement and Standardization of Climate-related Disclosures for investors</i></p> <p>Addresses climate-related information through:</p> <ul style="list-style-type: none"> - Specified metrics and disclosures within the FS; and - Separate climate-related disclosures within the Annual Report or Registration Statement** 	<p>National Instrument 51-107 <i>Disclosure of Climate-related Matters</i></p> <p>Addresses climate-related information within the annual information form (AIF) or management's discussion and analysis (MD&A)</p>
Specific Sustainability-related Information	<p>Additional standards expected to be issued in the future:</p> <ul style="list-style-type: none"> - Industry-specific guidance; and - Other topics – e.g. biodiversity 	<p>Additional standards issued or expected to be issued in the future:</p> <ul style="list-style-type: none"> - Cyber security; - Human capital; and - Board diversity 	<p>No additional standards issued or expected to be issued (yet)</p>

**Third party assurance required over Scope 1 and 2 emissions, shifting from limited to reasonable over time

Federal Government Mandates TCFD

Budget 2021 mandated all Crown corporations holding more than \$1 billion in assets to adopted TCFD standards in 2022 and remaining Crown corporations to adopt in 2024.

On April 7, 2022, the Canadian government unveiled its federal budget, with an entire chapter devoted to climate. The budget calls on the investment industry and federally regulated financial institutions to support the “transition economy” on the path to net-zero emissions.

- The federal government is committed to moving towards **mandatory reporting of climate-related financial risks** across a broad spectrum of the Canadian economy, **based on the TCFD framework**.
- The OSFI will require federally regulated financial institutions to publish climate disclosures — aligned with the TCFD framework — using a phased approach, **starting in 2024**.
- Expectation that financial institutions will **collect and assess information on climate risks and emissions from their clients**.
- Separately, the federal government will move forward with requirements for disclosure of ESG considerations, including climate-related risks, for federally regulated pension plans.



Role of the Audit Committee

The Audit Committee will need to be involved in overseeing the development of policies, systems, processes, internal controls, governance and assurance for ESG data and reporting similar to that which is in place for collecting and disclosing financial information.



Questions for Management

What are the ESG topics that align to company's and stakeholders' priorities?

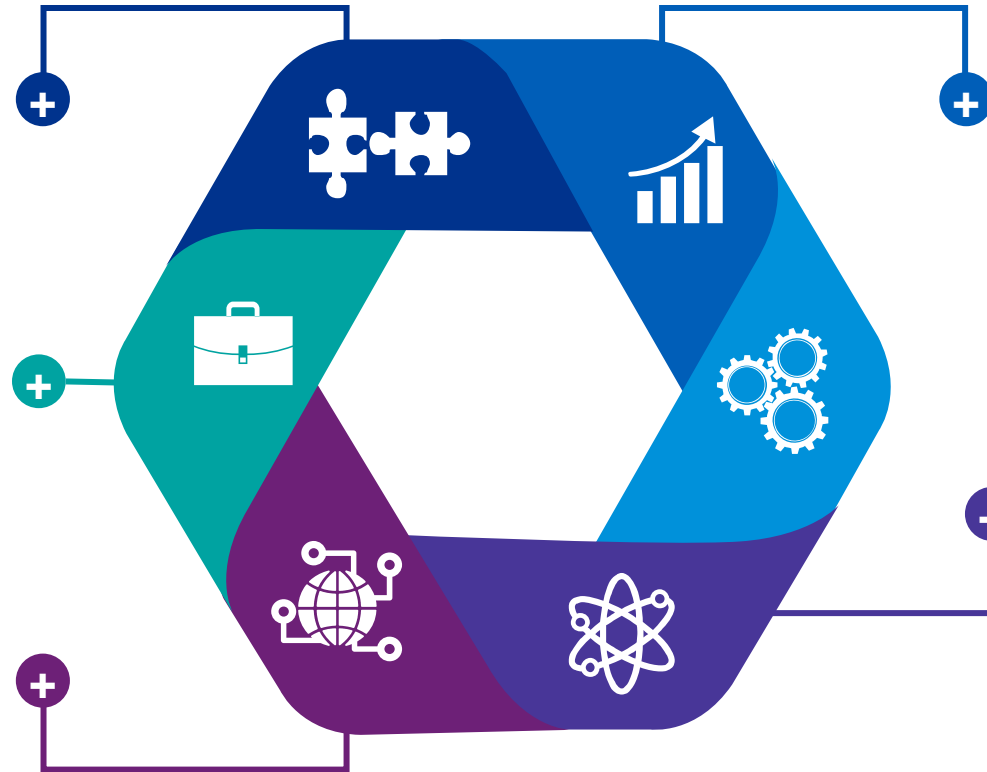
Audit committees should understand stakeholders' priorities and the organization's material ESG issues, particularly, where those two topics overlap.

Is the company currently reporting on its ESG efforts, and where?

The data's importance to an organization's ESG strategy, including financial materiality, should align with corresponding regulations and levels of risk associated with the data. This should determine the reporting method.

Are there established processes and controls in place for data collection and reporting?

Collecting data in a consistent method is important. In some cases, there is an established standard that is accepted by almost all investor groups. For example, the Greenhouse Gas Protocol is widely recognized as a way to report on emissions.



What level of assurance is the organization getting on ESG metrics? What is being assured, by whom, and what is the value of the assurance?

It is critical for organizations to begin to identify their priorities before pressure from customers, shareholders, and others push to accelerate the organization's timeline. Audit committees are best positioned to understand which metrics merit assurance.

How should an organization think about value creation and competitors when engaging on ESG?

Audit committees should take steps to understand the business and competitive environment regarding ESG strategy and reporting. Developing a clear ESG strategy, along with a standardized reporting process can set a company apart from its competition, as investors, customers, and other stakeholders increase their scrutiny.

KPMG Insights

Right click on each hyperlink to access the report.

Thought leadership

At KPMG we invest heavily in deepening our knowledge of ESG key trends, technical issues and differences among sectors. This ensures we remain at the forefront of our field.

Through our extensive Sustainability, ESG and Responsible Investing experience, we're proud of our contributions to global industry best practice.



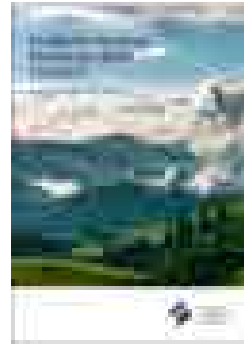
[Sustainable Investing Fast-forwarding its evolution](#) (2020)



[Frontiers in Finance](#) (2020)



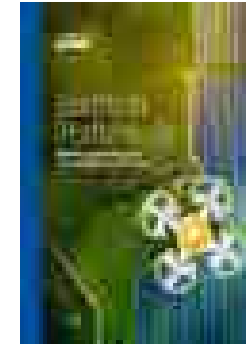
[Climate Change Physical Risk Toolkit](#) (2021)



[Supporting Growth and Ensuring Care](#) (2020)



[Business and the environment](#) (2020)



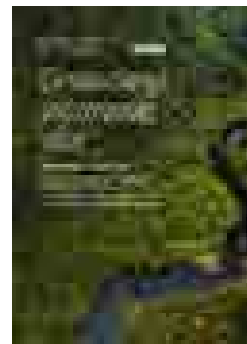
[Emerging Trends in Infrastructure 2021 Edition](#) (2021)



[You can't go green without blue](#) (2021)



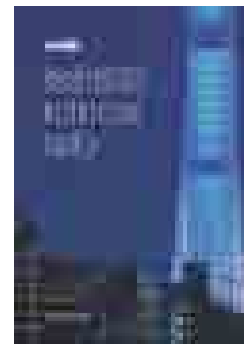
[Climate change and corporate value](#) (2020)



[Digitization and decarbonization in the new reality](#) (2020)



[Real Estate in the New Reality](#) (2020)



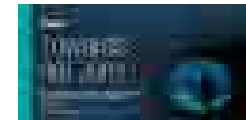
[SEC proposes climate reporting and assurance rules](#) (2021)



[An audit committee lens on ESG reporting](#) (2021)



[Towards Net Zero](#) (2020)



[The time has come](#) (2020)





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KPMG member firms around the world have 227,000 professionals, in 146 countries.





FINANCE AND AUDIT COMMITTEE REPORT

AGENDA ITEM 8.1: Executive Compensation Disclosure Report for Fiscal 2021-22	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Debbie Carter, Vice President, Finance and Administration	

PURPOSE

To provide the Executive Compensation Disclosure Report to the Finance and Audit Committee for their review and recommendation to the Board of Governors for approval in accordance with the requirements set out by the Public Sector Employers' Council Secretariat (PSEC).

MOTION

That the Finance and Audit Committee recommends that the Board of Governors approves the Executive Compensation Disclosure Report for Fiscal Year 2021-22.

BACKGROUND

Organizations in British Columbia defined by the *Public Sector Employers Act* are statutorily required to disclose all compensation that is paid to the Chief Executive Officer and the next four highest ranking or highest paid executives with decision making authority earning an annualized base salary of \$125,000 or greater during the fiscal year. The compensation disclosure must be accompanied by an attestation letter from the Board Chair confirming accuracy of the disclosed information plus a copy of the relevant Board policy.

Finance has prepared the attached compensation disclosure in accordance with the guidelines provided by PSEC.



May 13, 2022

John Davison,
President & CEO
Public Sector Employers' Council
Secretariat Suite 210, 880 Douglas Street
Victoria, B.C. V8W 2B7

Dear Mr. Davison,

Re: Attestation for the Fiscal 2021-22 Executive Compensation Report


As part of the required documentation associated with the Executive Compensation Disclosure reporting, I provide the following attestation with respect to Capilano University's submission:

- The Board of Governors is aware of the executive compensation paid in the 2021/22 fiscal year.
- The disclosed information is accurate and includes all compensation paid by Capilano University.
- Compensation provided was within the approved compensation plans and complies with PSEC guidelines.

Sincerely,

Duncan Brown
Chair of the Board, Capilano University

Enc.

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
B.509	President		
Policy Name			
Administrator Compensation Policy			
Approved by	Replaces	Category	Next Review
Board	Memo 42	A	April 2019
Date Issued	Date Revised	Related Policies, Reference	
November 17, 2015	April 19, 2016	B.503, B.507, B.510	

1. POLICY STATEMENT

Capilano University provides an Administrator Compensation Policy that includes: salary, flexible group benefits, College Pension Plan and other programs and services designed to attract and reward employees' commitment and performance.

2. SCOPE

This policy applies to all regular and term-defined employees who are administrators including the President, Vice-Presidents, Deans, Directors and Managers.

3. GOVERNANCE

Capilano University's Board of Governors oversees the Administrator Compensation Policy which may be amended from time to time, as determined by the University and as approved by the Minister. The President is responsible for Capilano University's Administrator Compensation Policy, consistent with Board policy.

4. OBJECTIVES

Capilano University's Administrator Compensation Policy is intended to attract and retain skilled and knowledgeable personnel necessary to meet the University's mission and goals.

5. GUIDING PRINCIPLES

In administering the Administrator Compensation Policy, Capilano University adheres to the following guiding principles:

5.1. Performance


Employees will receive annual performance evaluations to ensure that employees are meeting the job expectations for their positions.

5.2. Differentiation

The Administrator Compensation Policy will ensure that differences in scope and responsibility are compensated appropriately in relation to all internal positions.

5.3. External Equity

Capilano University's salary scale will be reviewed periodically to work towards external equity with comparables.

 POLICY			
Policy No.	Officer Responsible		
B.509	President		
Policy Name			
Administrator Compensation Policy			
Approved by	Replaces	Category	Next Review
Board	Memo 42	A	April 2019
Date Issued	Date Revised	Related Policies, Reference	
November 17, 2015	April 19, 2016	B.503, B.507, B.510	

5.4. **Accountability of Funds**

Compensation decisions are objective and based upon a clear and well documented business rationale that demonstrates the appropriate expenditure of public funds.

5.5. **Fair and Consistent**

The Administrator Compensation Policy will be fairly and consistently applied, based on assessing common factors for jobs, and not assessing the individual in the role.

5.6. **Transparency**

Compensation systems are designed, managed and communicated in a manner that ensures the Administrator Compensation Policy is clearly understood by employees and the public while protecting individual personal information.

5.7. **Compliance**

The Administrator Compensation Policy will be in compliance with all laws and regulations.

6. **ELEMENTS OF THE ADMINISTRATOR COMPENSATION POLICY**

Capilano University offers an Administrator Compensation Policy designed to remain competitive with other post-secondary institutions in British Columbia. Elements of the policy include:


6.1. **Salary**

Differences in scope and responsibility are compensated appropriately in relation to all internal positions.

6.2. **Health and Welfare Benefits**

Capilano University has a flexible benefits plan with a number of different elements, some of which can be modified in order for employees to make selections to better suit their individual needs:

- BC Medical
- Extended Health
- Dental
- Group Life and Accidental Death and Dismemberment
- Long Term Disability
- Short Term Disability
- Employee and Family Assistance Program

 POLICY			
Policy No.	Officer Responsible		
B.509	President		
Policy Name			
Administrator Compensation Policy			
Approved by	Replaces	Category	Next Review
Board	Memo 42	A	April 2019
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November 17, 2015	April 19, 2016	B.503, B.507, B.510	

- Optional coverage available through flexible benefit options:
 - Health Care Spending Account
 - Professional Development
 - Registered Retirement Savings Plan

6.3. General Benefits

- Vacation
- Sick Leave

6.4. Pension

- College Pension Plan

6.5. Other

- Professional Development

7. EXTERNAL EQUITY

Capilano University's comparator group includes organizations where we can attract qualified employees from and are at risk of losing qualified employees to. Our core comparator group includes similar post-secondary institutions and other public sector employers within British Columbia. For other jobs where talent may be needed from out-of-province and jobs that require skills from specific industries or from outside of the public sector, a secondary comparator group may be required.

8. PAY POSITIONING

Capilano University targets the 50th percentile of the comparator group.

9. AFFORDABILITY AND SUSTAINABILITY

Capilano University's Administrator Compensation Policy is designed and administered in a fiscally responsible manner that ensures that costs are affordable and sustainable over time.

Employee		Core Compensation					All Other Compensation							Total compensation	Previous year	Change		Comment	
First Name (a)	Last Name (b)	Annualized Base Salary (c)	Base Salary (Fisc 21/22) (d)	Holdback (e)	Statutory and Health Benefits (f)	Pension Contributions (g)	Severance (h)	Vacation payout (i)	Paid leave (j)	Vehicle / Transportation Allowance (k)	Perquisite / other Allowance (l)	Other (m)	Description of items included in column (h) to column (m) (n)						Total of "All Other" items (o)
Paul	Dangerfield	\$ 216,908	\$ 216,908	\$ -	\$ 21,137	\$ 23,001	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 261,046	\$ 266,450	-1.71%	Paul	This position met the criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year. A new five-year contract commenced on October 1, 2021, with new benefits selections, hence the large decrease in benefits costs.
Laureen	Styles	\$ 178,857	\$ 178,857	\$ -	\$ 13,288	\$ 18,494	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 210,639	\$ 208,461	1.04%	Laureen	This position met the criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.
Toran	Savjord	\$ 164,161	\$ 164,161	\$ -	\$ 14,228	\$ 16,974	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 195,363	\$ 193,341	1.05%	Toran	This position met the criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.
Debbie	Carter	\$ 165,000	\$ 165,000	\$ -	\$ 12,906	\$ 17,061	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 194,967	\$ 98,934	97.07%	Debbie	This is the first full year of reporting for Debbie Carter. This position met the criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.
Jennifer	Ingham	\$ 158,100	\$ 158,100	\$ -	\$ 12,651	\$ 16,348	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 187,099	\$ 185,240	1.00%	Jennifer	This position met the criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.
Kartik	Bharadwa	\$ 163,000	\$ 32,724	\$ -	\$ 3,726	\$ 3,384	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 39,833		#DIV/0!	Kartik	New Hire as of January 19, 2022



BOARD OF GOVERNORS REPORT

AGENDA ITEM 9.1: CapU 2021-22 Institutional Accountability Plan and Report	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Toran Savjord, VP of Strategic Planning, Assessment & Institutional Effectiveness	
<p>EXECUTIVE SUMMARY: IR is seeking approval from the Board of Governors regarding the annual Institutional Accountability Plan and Report (IAPR). This is part of an annual ministry reporting process with multiple rounds of submission and data analysis of the university performance metrics based on CapU's mandate.</p> <p>Recommendation: <i>That the Board approves the Institutional Accountability Plan and Report for final submission upon inclusion of the official round 3 performance results and feedback from the Ministry's review of the draft.</i></p>	

Institutional Accountability Plan and Report 2021–2022

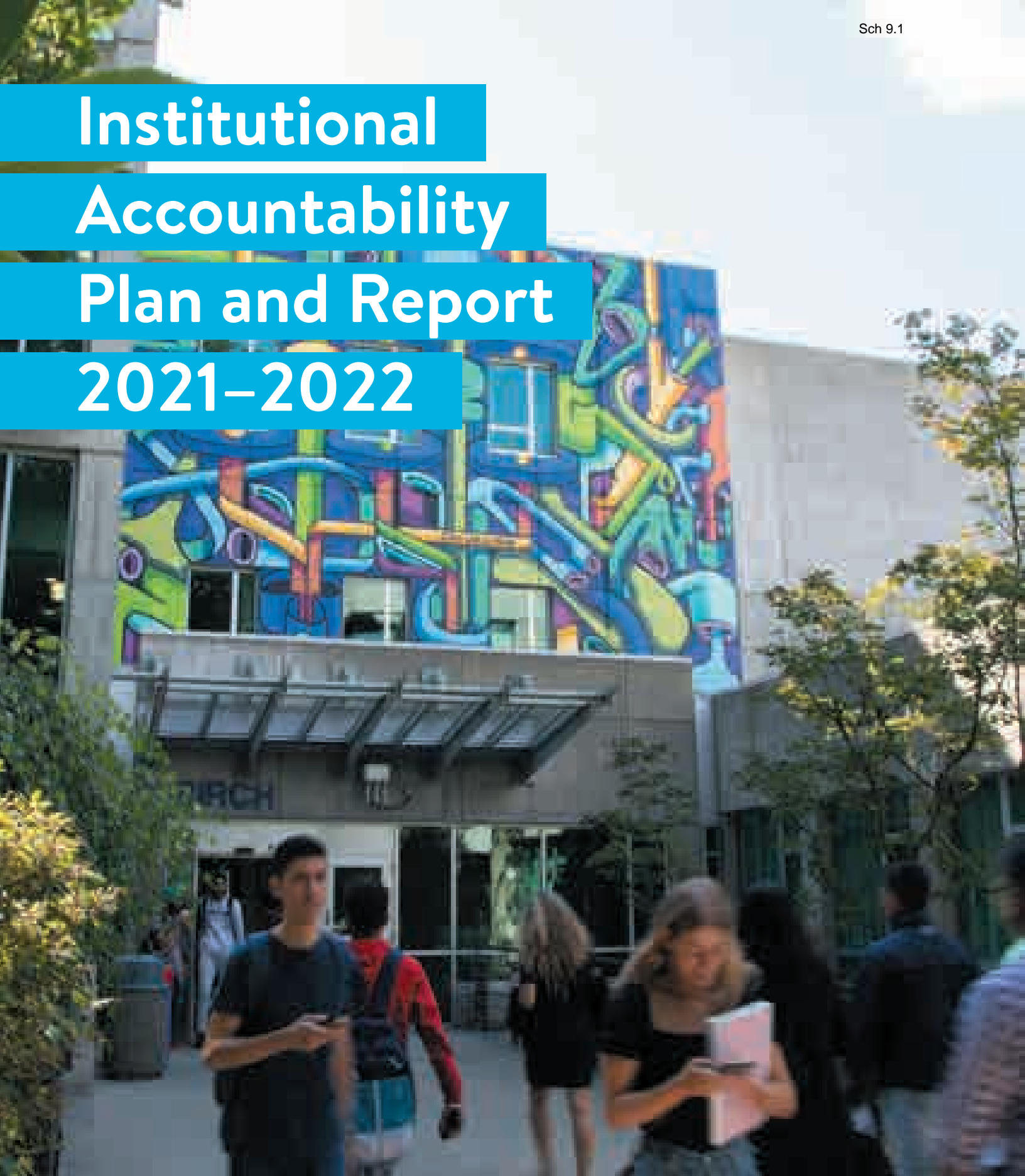


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1.

Accountability Statement



Accountability Statement

June 29, 2022
 Minister Anne Kang
 Ministry of Advanced Education and Skills Training
 Government of British Columbia

Dear Minister Kang,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2021–2022. For Capilano University, this has been a year of renewal and growth as we returned to in-person instruction and work. Our return to the 'new normal' is outlined in our response to Priority One of the Mandate Letter. We started new baccalaureate programs and sent new program proposals to the Ministry for review. In addition, we entered into a purchase land agreement for developing a new campus in Squamish, marking the expansion of our physical campuses, building on the growth in Lonsdale two years ago.

We are proud of our collaborations with community and government partners that has spurred work-integrated learning (WIL) to new levels, not only through continued expansion of our CityStudio project, but in development of our new WIL Co-Lab/Hub. This Co-Lab/Hub will help coordinate and develop work-integrated and experiential-learning resources and opportunities across CapU. Our collaborations with the provincial government, communities and industry have developed new microcredentials, offered both through our *kálaḡ-ay* | Sunshine Coast campus and through our Continuing Studies department. Faculty, administrators and staff have also worked hard to address barriers faced by vulnerable and marginalized groups. Our efforts to enhance equity, diversity and inclusion are outlined in our response to Priority Two of the Mandate Letter, as are additional details related to WIL and microcredential activities.

CapU members have been busy with many innovative collaborative projects focused on enhancing BC's economy and the resilience of its communities. Our partnership with the Howe Sound Biosphere Region Initiative Society (HSBRIS) helped the *Átl'ka7sem*/Howe Sound Region earn its designation as a UNESCO biosphere reserve. CapU's Office of Indigenous Education and Affairs continued to nurture the relationships with our First Nations communities and learners and initiated far-reaching and deep consultations regarding the University's first Indigenization Plan. This plan will be a key tool in achieving our goal of profound cultural change and meaningful reconciliation. Our Office of Academic Initiatives and Planning worked with the Ministry's Degree Quality Assurance Board and their appointed external assessors to carry out a thorough review of our academic program quality assurance processes. Many of these activities are described in our response to Priority Three of the Mandate Letter.

These are only some of the achievements related to renewal and growth. We are optimistic about the future and look forward to supporting the Province's StrongerBC plan.

Yours sincerely,



Paul Dangerfield
 President and Vice Chancellor

Duncan Brown
 Chair, Board of Governors



2.

Capilano

University:

Who We Are



CAPILANO UNIVERSITY: WHO WE ARE

Capilano University (CapU) began 54 years ago to serve the growing populations of the North Shore, the Sea-to-Sky corridor and the Sunshine Coast. Capilano University honours the people and territories of the Líl'wat, x̣ṃəθḳ'əỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/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 9,042 academic students¹ in the 2021-22 fiscal year, representing 3,724 domestic FTEs and 1,707 international FTEs. Our international students came from 76 different countries. Despite the ongoing challenges of the pandemic, the last fiscal year saw the largest number of students (3,393) enrolled in baccalaureate programs in CapU's history, representing 38 per cent of CapU's headcount, while another 32 per cent were enrolled in two-year programs (associate degrees and diplomas) and 12 per cent in developmental or certificate-type programs.

Although our mandate is to serve the communities of the Capilano College Region, our domestic students come from all over the Lower Mainland. Our largest international student populations were from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore, with more than 1,200 employees, including over 700 faculty. For a fourth 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.

The 2021-22 academic year marked the second year of pandemic-related challenges and opportunities. During the first year of COVID-19, we managed to keep students and employees safe and productive, and moved our classes, ceremonies and workplaces to the virtual world. This year saw a safe and successful return to on-campus, in-person instruction, with many courses retaining online options.

Although we experienced a decline in headcount and FTEs, we saw growth in not only the number of graduates,

but also in the proportion of baccalaureate enrolment. A range of work-integrated learning continues to grow with CityStudio which has now involved over 1,600 students, and this year, has seen the launch of a university-wide coordinating work-integrated learning (WIL) hub. Our campuses have also undergone growth with a purchase agreement of new acreage in Squamish, allowing CapU to re-establish a physical presence in the community for the first time since 2015.

Our efforts at Indigenization took steps forward with the Office of Indigenous Education and Affairs beginning an extensive consultative process to lay the foundation for CapU's first Indigenous Education Framework Plan. The plan has been developed in consultations with leaders and Elders from the Skwxwú7mesh, Líl'wat, shíshálh and Səlílwətaʔ/Selilwitulh First Nations, as well as members of the CapU community. Additionally, the Indigenous Digital Accelerator (IDA) underwent important developments this year. The IDA joins faculty and partners from digital-based creative and cultural industries to work with local Indigenous students, with the goal of helping Indigenous communities further develop their engagement with the digital economy. This year, the IDA and CapU's Continuing Studies (CS) department developed and ran the first cohorts in a masterclass for mid-career Indigenous filmmakers focusing on the business side of film productions.

CapU received approval for two new bachelor programs—the Bachelor of Arts with a Major in Psychology, and the Bachelor of Science, General—during this last fiscal year. The BA, Psychology program enrolled their first students this last fall, and the BSc General had its first intake in spring 2022. Three additional degree applications are currently under review by the Ministry, including two baccalaureate degrees that tackle the challenges of building a sustainable future—a Bachelor in Environment and Society, and a Bachelor of Science in Clean Technology.

¹ 'Academic students' refers to students enrolled in courses and programs linked to, or potentially contributing to, academic credentials, and excludes students in Continuing Studies programming. For more details on FTEs, including Continuing Studies (i.e., cost-recovery) FTEs, see Table 10 on page 26.



OUR PROGRAMS

Capilano University has several signature programs. These include Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Tourism Management, Bachelor of Music in Jazz, Bachelor of Legal Studies, 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 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 *kálaḡ-ay* | Sunshine Coast campus. The *kálaḡ-ay* | Sunshine Coast campus also saw the Pathways to Higher Learning programming continue in its third year, in partnership with the *shísháhlh* (Sechelt) Nation.

These are part of the 97 academic credentials, and other programming that CapU offered in 2021–22, spanning five faculties and 18 schools, in addition to our Continuing Studies programs. We serve students pursuing education and careers in a variety of fields and professions by providing 15 bachelor's degrees as well as 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 to best serve learners and the region's communities. 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 Advanced Education and Skills Training and its Degree Quality Assessment Board, the Northwest Commission on Colleges and Universities, the Capilano University Board of Governors and the Capilano University Senate.

This year, in addition to supporting program development and review, AIP held primary responsibility for the

development of CapU's Quality Assurance Process Audit (QAPA) institution report, in collaboration with the Provost's Office and an internal QAPA Advisory Group. Guided by the input of academic governance and leadership groups, CapU's audit report evaluated our current academic quality assurance processes in relation to their ability to:

- advance the academic goals and commitments set out in *Envisioning 2030* and *Illuminating 2030*
- respond to the recommendations made by the Northwest Commission on Colleges and Universities (NWCCU) Commissioners in their formal response to the University's Year 7 Evaluation of Institutional Effectiveness Report

Chaired by Dr. Ron Bond, the QAPA External Review Panel conducted a virtual site visit January 10-11, 2022. As the University's recently completed institutional response notes, we value the panel's thoughtful review of CapU's academic quality assurance processes. The review affirmed our self-identified strengths and areas for improvement in addition to acknowledging the continued maturation of these processes. It also identified concrete opportunities for further refinements. One of these opportunities was developing differentiated program review processes for degree and non-degree programs. This would aim to more substantively acknowledge the diverse range of program types offered by Capilano University.





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 mission, 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 are illustrated in the figure below. Specific action priorities are given in Appendix B.



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 other key planning documents. Illuminating 2030 guides CapU's academic planning, and the Internationalization Plan outlines our priorities and goals for international education. The 2021/2022–2023/2024 Integrated Plan, the Campus Master Plan, and the *kálaḡ-ay* | Sunshine Coast Campus Action Plan 2018–2023 round out the key planning documents.

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

The result is a process and plan emphasizing simplicity, accountability, interdependencies and risk management. Each faculty and services area showcased the ways in which Envisioning 2030's Year 1-3 priorities will be implemented into action, with key dependencies and risks associated with each initiative, along with purposed actions. Each plan features initiatives accomplished to-date, future aspirations and existing challenges. Highlights from the Integrated Plan are detailed throughout this report, particularly in the response to the Mandate Letter Priorities.

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.

Approved in February 2021, Illuminating 2030 serves to create a shared understanding of academic directions

and provides guidance to other CapU plans and annual integrated planning activities. The plan has emerged respectful of our regional context on the unceded territories of the Líl'wat, x̣ṃəθḳ'əḡəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/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. Specific actions described in the plan are given in Appendix B.

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 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.

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.

INTERNATIONALIZATION PLAN

This 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, with implementation details provided in Appendix B.

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's 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 welcoming and accessible to all. It is a lab with outdoor classrooms and learning opportunities that help 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 *Distinct Experiences* component, while the last three support Envisioning 2030's emphasis on health and well-being. One principle, preserving natural areas, supports both the provision of distinct 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 Appendix B.

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

The kálaš-ay | Sunshine Coast campus has been situated on the Sunshine Coast since 1977, serving a regional population of 32,000. Envisioning 2030, Illuminating 2030 and other strategic plans are the guides for the kálaš-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 shíshálh Nation's relationship with the campus is significant and valued. CapU kálaš-ay | Sunshine Coast maintains a focus on supporting learners' access to



education and contributing to Nation members' educational aspirations.

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

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

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

The next three years will be an evolving process for the regional campus. Actions under each of these themes have already been taken. The formation of CKAC has helped build community, and the Council has been enhanced by campus representation on the Sunshine Coast Regional Economic Development Organization (SCREDO), the Gibson's Chamber of Commerce, and a recently-formed steering committee on emergency housing organized by local government representatives. 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.

These local relationships not only ground strategic initiatives but have also led to developments embodying the second theme: creating new educational pathways. Our relationship with PODS has yielded a three-year activity plan that will include the launching of two new biology courses, along with WIL projects. A partnership with Vancouver Island University that began in fall 2021 has resulted in *kálaš-ay* | Sunshine Coast campus being the host for a certificate in mental health expected to launch in January 2023. Involvement with SCREDO has resulted in an agreement to deliver the microcredential *Citizen Leaders: Growing the Community from Within*, in partnership

with CapU's Continuing Studies. Two other local service organizations, Sunshine Coast Community Services and Open Door WorkBC, are also part of the initial cohort (April 2022).

The *kálaš-ay* | Sunshine Coast campus has revamped its First-Year Experience (FYE), a suite of career-relevant online courses in the fields of engineering, art, business and others. In addition, students have clear pathways to programs offered at the North Vancouver campus. These new developments complement existing programming focused on local needs such as Health Care Assistant, Early Childhood Care and Education, Indigenous Adult Basic Education (Pathways to Higher Learning), Adult Basic Education, and literacy programming.

Our commitment to making *kálaš-ay* a welcoming campus resulted in reconfiguring how counselling services were offered this year given input from students with a resumption of in-person counselling sessions. Planning has also been undertaken in fall 2021 for campus renovations to create communal learning and shared spaces.

OTHER INITIATIVES

INDIGENIZATION PLAN

This year, the Indigenous Education and Affairs (IEA) department has been actively preparing the groundwork for CapU's first Indigenization framework. The plan that emerges will be guided by *Envisioning 2030* and *Illuminating 2030*, and shaped by the knowledge and perspectives embodied in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation (TRC) Commission Calls to Action, the Missing and Murdered Indigenous Women and Girls Calls for Justice, the Indigenous Post-secondary Education Policy Framework, and the Colleges and Institutes Canada and Universities Canada Indigenous Education Principles. Weaving all these together in a way that is grounded in the values of local First Nations has required an extensive consultative process across the whole university.

Since summer 2021, consultation and engagement has involved discussion with Elders, faculty, Indigenous students, alumni, staff, union representatives, the Capilano Student Union leadership, senior administrators, the CapU Senate and Board of Governors, and representatives from local First Nation governments. In September 2021, IEA hosted a speaker series to provide a deeper contextual understanding of decolonization in an academic context among members of the university community. The speakers



included Lorna Wanosts'a7 Williams, a professor emerita of Indigenous education, curriculum and instruction at the University of Victoria and Canada research chair in education and linguistics. Also in September, IEA hosted a thought-sharing session on decolonization and Indigenization that was open to the campus community and conducted simultaneously in-person and remotely.

Discussions with faculty leaders have produced a survey of existing practices related to Indigenization and resulted in identifying short-, medium- and long-term priorities for almost all faculties at the time of this report. Similarly, discussions with academic support units, such as counselling and the library, have led to the identification of Indigenization priorities for most of these units. Further discussions with faculty leaders and academic units will continue, as will consultations with territorial rights holders, students, staff, administrators and members of CapU's Indigenous Advisory Circle and Indigenous Education Steering Committee.

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 third year, CityStudio North Vancouver has supported 331 projects involving over 1,600 students, 50 municipal partners, and 36 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, over 600 students collaborated with City of North Vancouver staff and its partners on 16 applied research and co-curricular, community-service-learning projects in the 2021-22 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. CapU looks forward to continuing this partnership with the City of North Vancouver and exploring opportunities to create partnerships with neighbouring municipalities in the future.

INDIGENOUS DIGITAL ACCELERATOR

The Indigenous Digital Accelerator (IDA) helps Indigenous-led businesses to scale-up, increasing business revenue, job creation, and community-based social impact as well as ensuring Indigenous businesses hold an equitable share in the screen, tech and cultural sectors. This last year saw the IDA move out of its setup phase and work with more Indigenous clients than ever before, delivering business-focused workshops, production help and support for developing Indigenous digital media operations.

The IDA collaborated with CapU's Continuing Studies and the Indigenous Digital Filmmaking program to develop and offer a [masterclass for mid-career Indigenous filmmakers](#) focused on the business side of film productions, from funding proposals to film distribution. Industry leaders shared their expertise with Indigenous producers. Twenty learners enrolled in the program, offered from May 2021 through to December 2021.

In October 2021, the IDA welcomed a new client, Jennifer Podemski's The Shine Network Institute (TSNI). TSNI is an Indigenous-owned and operated organization offering professional development, advocacy, consulting and mentorship for Indigenous women in the film, television and media sector. TSNI is a direct response to the chronic underrepresentation of Indigenous women onscreen and behind the camera in Canada's media production sector. The IDA has committed to helping TSNI expand their business from being a digital space used to share content created by Indigenous women into an institute of professional development and advocacy for Indigenous women.

IDA helped Tohkapi Cinema with their short film "Disappearing Moon," which launched at the October 2021 imagineNATIVE Film Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco and L.A. Skins Fest in Los Angeles and earned a nomination for Achievement in Short Filmmaking Award at the Native American film festival.

The IDA continues to work with Wapanatahk Media on developing their business plan to launch Red Media, an online network and digital platform linking all First Nations, Métis and Inuit communities in Canada. This will also serve as a digital hub for both scripted and unscripted Indigenous digital content, including channels for social influencers, web series, short-form entertainment and viral videos.

In addition to the Indigenous entrepreneurs being supported through the IDA and FILMBA program, there



have been additional employment positions created that have also provided an opportunity to develop employable skills. Chastity Davis-Alphonse, the first IDA client, was able to offer a direct hands-on learning opportunity for CapU students to support the launch of her online education platform, Deyen, which has continued as part-time employment. Four film production positions were available for *Disappearing Moon*, and one additional research position was created in the development of Wapanatahk's Red Media online network and digital platform. A mentoring opportunity was recently signed with Animikii Indigenous Technology to provide Wapanatahk with a business plan and online platform design.

WIL CO-LAB/HUB

Building on the curricular WIL resources and community partnerships developed with the support of provincial funding in 2021-22, CapU is in the process of launching the WIL Co-Lab/Hub to support students, faculty, and community partners engaged in experiential and work-integrated learning. The WIL faculty lead facilitates a coordinated approach to the campus-wide identification, development and sharing of WIL resources and assist departments and schools with cultivating community partnerships in support of programmatic and/or course-based curricular WIL activities.

This work is supported by two term-limited staff funded through Ministry WIL-COWIL Phase 2. In addition, in summer 2022, the WIL Advisory Committee will host its inaugural meeting provide strategic advice and perspectives.

In addition to leading the CapU WIL Co-Lab Outreach Project (AEST funding), this year the WIL faculty lead is overseeing the configuration and implementation of a university-wide WIL database, organizing university-wide events in recognition of CEWIL's National Co-op and WIL Month, and fostering new community partnerships in support of curricular WIL at CapU.

New partnerships include CapU's GrowthHub initiative with the North Vancouver Chamber of Commerce. In fall 2021, over fifty students collaborated with four North Shore businesses to solve a challenge presented by the participating organizations, including the Holiday Inn North Vancouver and Coastal Cogs E-Bike Rentals.

CENTRE FOR CHILDHOOD STUDIES

For the fourth year in a row, the editors of Canada's Top 100 Employer have awarded CapU a spot among their list of BC's Top Employers. The editors consistently cite

the family-friendly policies of CapU, which include on-campus childcare for employees. That childcare support will be growing soon, providing support not only for more families—students' and employees'—but more work-integrated learning opportunities for students in our early childhood care and education programs.

The new Centre for Childhood Studies is in the design phase and will be located on the main campus. CapU has received \$9.46 million in funding for the project from the Province of BC. As of March 2022, CapU has also raised over \$5 million in less than one year through its Centre for Childhood Studies Campaign. The campaign has already become CapU's largest capital fundraising campaign, with 59 donors contributing, 66 per cent of which were new donors to the university.

Scheduled to open in the fall of 2024, 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.

SQUAMISH CAMPUS LAND PURCHASE

Delivering high-quality post-secondary education in the Sea-to-Sky corridor is a standing priority for CapU, and this year, we made significant progress towards planning for a campus located in Squamish. After exploring several options to re-establish a physical presence in the Sea-to-Sky region, CapU entered a land agreement process in March 2022 to buy two acres of waterfront property in the Oceanfront Squamish development.

Design plans for the Squamish campus, a purpose-built hub of higher education, are in very preliminary stages. The timing of the agreement allows CapU the opportunity to choose its preferred site location in the 100-acre mixed-use development incorporating new homes, businesses, industries and green spaces.



4.

Strategic Context



COMMUNITY CONTEXT

As a special-purpose, regionally-defined teaching university, the provincial government has mandated that Capilano University meet the post-secondary needs of learners in the Capilano College Region. 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 \$100,000 or more (15 per cent vs. four per cent provincially). The region places a high value on education, and the number of residents with a graduate degree is higher than the provincial average (16 per cent vs. six per cent provincially).

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, a barrier that aids local recruitment efforts. Compared to other Lower Mainland teaching-intensive universities, however, Capilano University is situated closer to both of BC's largest research-intensive universities: the University of British Columbia (UBC) (Vancouver) and Simon Fraser University (SFU). 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).

In Table 2, we see the 2021 Census population numbers for the main communities of the CapU catchment area. This shows 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 196,000 of the roughly 281,000 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
North Vancouver, district municipality (DM)	88,168
North Vancouver, city (CY)	58,120
West Vancouver, DM	44,122
Squamish, DM	23,819
Whistler, DM	13,982
Sechelt, DM	10,847
Gibsons, town	4,758
Bowen Island, island municipality	4,256
Skwxwú7mesh First Nation (FN), aggregated Indian Reserves (IRs) (8)	4,065
Pemberton, village (VL)	3,407
Səlílwətaʔ/Selilwitulh FN, IR	2,373
Lions Bay, VL	1,390
Lílwat FN, aggregated IRs (2)	1,337
shíshálh FN, Indian Government District (IGD, Part 2 only)	744
Rest of Region	19,456
Total Region	280,844
Total BC	5,000,879
Region as % of BC population	5.6%

Note: "Rest of Region" = Region total - sum of listed municipal populations. "Total Region" is from BC Stats PEOPLE database. Only the Sunshine Coast part of the Sechelt Indian Government District (Part 2) falls within the Capilano College Region. Where more than one FN community exists within the catchment, we have aggregated the communities.

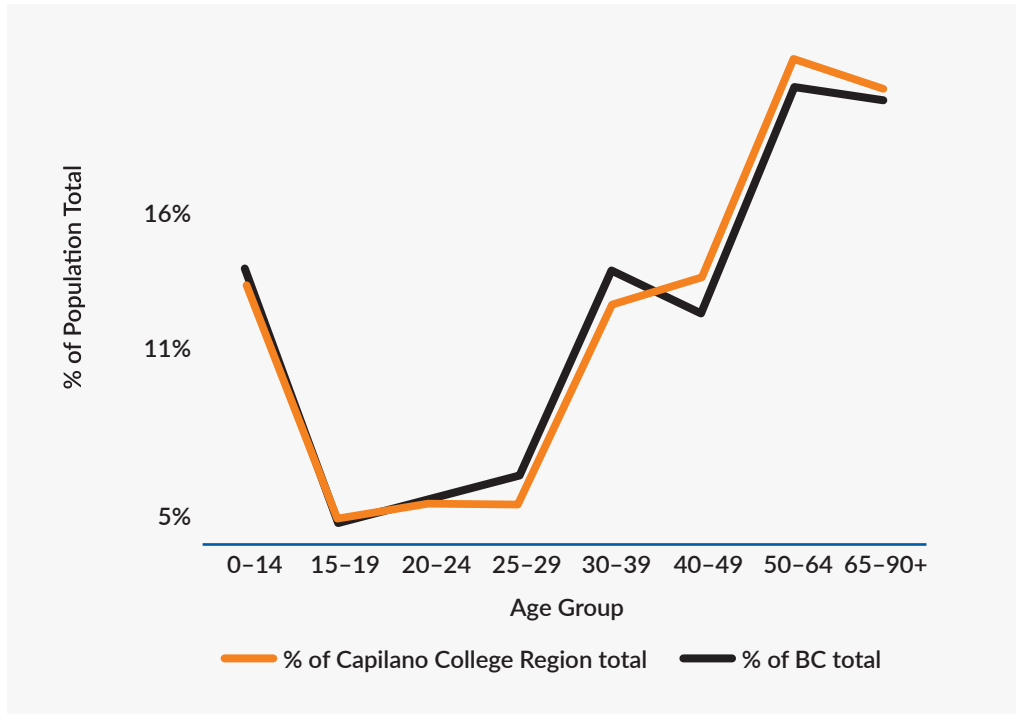
Sources: Statistics Canada. Table 98-10-0002-02, Population and dwelling counts: Canada, provinces and territories, and census subdivisions (municipalities); Census Profile. 2021 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released February 9 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>; BC PEOPLE database population projections application, <https://bcstats.shinyapps.io/popProjApp/>, accessed March 22, 2022.



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 (orange line) or BC (black 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 those communities are across the Capilano College region in terms of their Indigenous base. The proportion of people identifying as Indigenous varies from 97 per cent for the Lílwat communities to under one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities. Note that the data in Table 3, and for all remaining tables in the community context section, is based on 2016 Census data, as data from the 2021 Census outside of population and age measures had not been released by Statistics Canada by the time of submission of this report to the Ministry.



Table 3: Proportion of populations identifying as Indigenous in major Capilano College Region communities (2016 Census).

Community	Indigenous population	% of population	Non-Indigenous population	% of population
North Vancouver, DM	1,355	1.6%	83,520	98.4%
North Vancouver, CY	1,155	2.2%	51,030	97.8%
West Vancouver	240	0.6%	41,440	99.4%
Squamish	955	5.0%	18,160	95.0%
Whistler	130	1.2%	11,115	98.8%
Sechelt	610	6.1%	9,400	93.9%
Gibsons	205	4.7%	4,195	95.3%
Bowen Island	1,965	49.1%	2,040	50.9%
Skwxwú7mesh FN	70	1.9%	3,605	98.1%
Pemberton	170	6.6%	2,395	93.4%
Səlílwətaʔ/Selilwitulh FN	0	0.0%	1,385	100.0%
Lions Bay	1,380	96.8%	45	3.2%
Lílwat FN	450	68.2%	210	31.8%
shíshálh FN (Part 2)	365	19.7%	1,490	80.3%
Total, Capilano CR communities	9,855	4.1%	230,885	95.9%
BC	270,585	5.8%	4,289,655	92.3%
Region as % of BC population	5.6%			

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

Note: 2021 Census data on Indigenous populations are scheduled for release on September 2022, after this report went into production.

Within both Indigenous and non-Indigenous communities there is considerable variation. Indigenous communities within the catchment include the highly urbanized communities of the Skwxwú7mesh and Səlílwətaʔ/Selilwitulh First Nations, located within the urban heart of the North Shore and featuring a non-Indigenous population of less than two per cent, and the rural communities of Lílwat Nation, which are almost exclusively Indigenous. The Skwxwú7mesh First Nation reflects this diversity as well, ranging from rural reserve communities north of Skwxwú7mesh to urban areas along the North Shore.

However, the median 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 levels of education equivalent to and slightly above provincial levels. Table 4 suggests that across communities there is a smaller percentage of community members with a high school diploma or less when compared to the provincial norms, and slightly higher levels of undergraduate and post-baccalaureate education than in BC.



Table 4: Distribution of education levels in major Capilano College regions among persons aged 15 and older (2016 Census).

Community	High school diploma, equivalency or less	Non-undergraduate credential	Undergraduate certificate, diploma or degree	Post-baccalaureate credential
North Vancouver, DM	33%	23%	29%	15%
North Vancouver, CY	33%	26%	29%	12%
West Vancouver	32%	17%	32%	20%
Squamish	38%	30%	23%	9%
Whistler	31%	29%	30%	10%
Sechelt	44%	33%	16%	8%
Gibsons	41%	30%	18%	11%
Bowen Island	45%	26%	20%	9%
Skwxwú7mesh FN	28%	21%	29%	21%
Pemberton	43%	30%	22%	5%
Səlílwətaʔ/Selilwitulh FN	24%	25%	29%	22%
Lions Bay	73%	19%	5%	3%
Lílwat FN	53%	30%	13%	4%
shíshálh FN (Part 2)	37%	31%	23%	9%
Median %	38%	26%	23%	10%
BC	45%	27%	20%	9%

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

Note: 2021 Census data on education levels are scheduled for release on November 2022, after this report went into production.

North Vancouver and West Vancouver have only 32 per cent and 33 per cent respectively of their members without any post-secondary education, compared to the provincial level of 45 per cent. An equally wide gap appears when we look at the levels of university education. Between 29 per cent and 32 per cent of the three communities' adult (age 15 and over) populations have an undergraduate credential, compared to 20 per cent provincially, while post-baccalaureate education—including professional degrees and doctorates—varies between 12 per cent and 20 per cent, versus nine per cent across the province.

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

Table 5 presents a summary of top occupational categories and top industries, colour-coded to show the different occupational/industry clusters. Overall, BC employment reflects what could be called a mercantile employment pattern, with the top occupations being sales and service occupations and the top industry being the retail trade. Thus, provincially, the most common employment situation should be retail trade sales and services. This pattern is found in several Capilano College Region communities in the Sunshine Coast region (Sechelt, Gibsons) and on the North Shore (City of North Vancouver and Skwxwú7mesh First Nation).



Table 5: Top occupations and industries across Capilano College Region communities (2016 Census).

Community	Top Occupation	Top Industry
North Vancouver, DM	Sales & service occupations 21%	Professional, scientific & technical services 14%
North Vancouver, CY	Sales & service occupations 25%	Retail trade 12%
West Vancouver	Management occupations 21%	Professional, scientific & technical services 18%
Squamish	Sales & service occupations 25%	Accommodation & food services 13%
Whistler	Sales & service occupations 37%	Accommodation & food services 29%
Sechelt	Sales & service occupations 26%	Retail trade 14%
Gibsons	Sales & service occupations 25%	Retail trade 14%
Bowen Island	Sales & service occupations 33%	Retail trade 16%
Skwxwú7mesh FN	Management occupations 19%	Professional, scientific & technical services 16%
Pemberton	Sales & service occupations 24%	Accommodation & food services 20%
Səlílwətaʔ/Selilwitulh FN	Management occupations 17%	Professional, scientific & technical services 18%
Lions Bay	Sales & service occupations 21%	Accommodation & food services 13%
Lílwat FN	Sales & service occupations 26%	Health care & social assistance 13%
shíshálh FN (Part 2)	Sales & service occupations 20%	Health care & social assistance 15%
BC	Sales & service occupations 25%	Retail trade 12%

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

Note: 2021 Census data on the Canadian labour force are scheduled for release on November 2022, after this report went into production.

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

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

For several First Nations communities, employment shows a health and community services pattern. For all the shíshálh and Səlílwətaʔ/Selilwitulh First Nations, the top employers are health care and social assistance-focused

organizations. Social assistance is an industry grouping ranging from childcare to family services, which includes food and housing services, as well as job training/reskilling services. Sales and service occupations are again the most common among the Səlílwətaʔ/Selilwitulh and shíshálh First Nations.

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 triple that of the BC rate. Those communities with a more typical economic profile—with a mercantile or hospitality-based profile—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 overall BC distribution than the others. Both First Nations have their current communities



located in the urban areas of the Lower Mainland, allowing greater access to employment and training. It also means a larger percentage of community members are non-

Indigenous, as shown in Table 3; the inclusion of a larger percentage of non-Indigenous community members lifts the aggregate measures of community income.

Table 6: Income distribution in Capilano College Region communities, for population aged 15 years and older (2016 Census).

Community	< \$10,000 (including loss)	\$10,000 to \$29,999	\$30,000 to \$59,999	\$60,000 to \$89,999	\$90,000 & >
North Vancouver, DM	16%	26%	28%	16%	13%
North Vancouver, CY	15%	31%	34%	13%	7%
West Vancouver	19%	27%	24%	10%	18%
Squamish	13%	29%	36%	11%	6%
Whistler	14%	33%	35%	11%	7%
Sechelt	12%	40%	33%	11%	4%
Gibsons	12%	39%	31%	13%	5%
Bowen Island	31%	38%	24%	5%	2%
Skwxwú7mesh FN	19%	28%	28%	13%	12%
Pemberton	12%	31%	41%	13%	4%
Sáilwətaʔ/Selilwitulh FN	18%	19%	30%	17%	17%
Lions Bay	36%	40%	18%	5%	1%
Lílwat FN	31%	43%	22%	2%	2%
shíshálh FN (Part 2)	14%	28%	32%	19%	7%
BC	16%	34%	32%	12%	6%

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

Note: 2021 Census data on income levels are scheduled for release on July 13, 2022, after this report went into production.

Even this brief economic survey makes clear the diversity of the community economies, and therefore the educational demands, of the Capilano College Region. Finding the programming mix that can address the employment needs and career aspirations of learners living in communities with such varied economies is part of the challenges Capilano University is rising to meet.

UNIVERSITY CONTEXT

Capilano University served 9,042 students in the 2021-22 fiscal year, a decrease of four per cent from the previous year. Like many changes in headcount in recent years, much of this reduction is due to a significant drop in international students because of the global pandemic and the abrupt shift to remote learning.

This headcount corresponds to 5,466.4 FTEs for the last fiscal year, of which 69 per cent were domestic and 31 per cent were international student FTEs. This marks a pronounced shift in our balance of domestic and

international FTEs, reflecting the highest proportion of domestic FTEs since 2017-18.

As shown in Table 7 below, Capilano University students enrol in programs distributed over 12 different categories of credential types, ranging from programs with no credential, such as Engineering Transfer, to graduate diploma programs, such as Early Childhood Care and Education. Despite the pandemic, our enrolments in baccalaureate programming grew in 2021-22, topping 3,093 students, which represents the highest total in a single fiscal year in CapU's history. The pandemic has negatively impacted enrolment in most other credential types, although the enrolment decline for several categories, particularly certificate and diploma programs, has been modest.



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

Credential	2017-18	2018-19	2019-20	2020-21	2021-22
None	1,948	1,857	1,572	1,445	1,303
Developmental	33	24	28	39	43
Short Certificate	61	100	63	8	64
Certificate	1,107	1,125	1,127	1,018	1,006
Advanced Certificate	18	11	3	1	1
Diploma/Advanced Diploma	1,666	1,744	1,802	1,683	1,559
Associate Degree	963	1,307	1,806	1,698	1,310
Baccalaureate Degree	2,815	2,809	2,946	3,081	3,393
Post-degree Certificate/Diploma	350	487	528	406	346
Graduate Certificate/Diploma	49	56	57	36	17
Total	9,010	9,520	9,932	9,415	9,042

Source: CDW, as of Banner download May 10, 2022. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

Although the number of full-time students decreased this year compared to last, the number of part-time enrolments increased for the second year in a row, as shown in Table 8, although this fiscal year's increase is small, particularly when compared to the 2020-21

increase. Overall, the percentage of full-time students slightly declined. It is possible that these declines in full-time students reflect the lingering effects of the pandemic, as students may be facing multiple challenges such as mental health, finance and overall engagement.

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

Status	2017-18	2018-19	2019-20	2020-21	2021-22
Full-time	10,691 67%	11,811 69%	13,329 71%	12,366 69%	11,113 67%
Part-time	5,235 33%	5,333 31%	5,456 29%	5,527 31%	5,552 33%

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies.

As Table 9 indicates, the relative distribution of enrolments across term has not changed over the last five fiscal years, with Fall terms being the most highly enrolled, followed by Spring and then Summer terms. However, summer enrolments declined slightly due to a substantial decline in international students. Domestic summer enrolments continued their third consecutive increase and marked the largest summer increase for domestic students in the last five fiscal years. However, this may be a result of the pandemic and not necessarily a sustained trend.

is an encouraging sign of stabilization despite the upheaval caused by the pandemic. The Spring term decline in both domestic and international headcount was primarily due to a smaller new enrolment compared to the previous year, rather than greater second-term attrition.

Both Fall and Spring term enrolments decreased for the 2021-22 fiscal year, with international student declines being the largest components in both terms, both on an absolute and relative basis. Domestic student enrolment in the Fall term declined by less than 50 students from the previous year, which is the smallest decline in Fall term domestic enrolments since at least the 2014-15 year. This



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

Term	2017-18	2018-19	2019-20	2020-21	2021-22
Summer, domestic	1,870	1,738	1,779	1,788	2,209
Summer, international	644	1,158	1,723	1,803	1,323
Summer Total	2,514	2,896	3,502	3,591	3,532
Fall, domestic	5,560	5,427	5,228	5,063	5,017
Fall, international	1,292	1,863	2,675	2,315	1,780
Fall Total	6,852	7,290	7,903	7,378	6,797
Spring, domestic	5,069	4,975	4,746	4,924	4,681
Spring, international	1,491	1,983	2,634	2,000	1,655
Spring Total	6,560	6,958	7,380	6,924	6,336

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies.

Over the last fiscal year, FTEs increased for domestic students in cost-recovery programs compared to the previous year, as shown in Table 5. However, FTEs for domestic students in academic programs decreased, leading to a net decrease in domestic FTEs, reversing the increase CapU recorded in FY 2020-21. International FTEs

decreased 21 per cent from 2020-21, the second year of decline since the pandemic began. COVID-19 related travel restrictions and lingering uncertainty continues to be challenging for international student recruitment and enrolment.

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

Fee Type	2017-18	2018-19	2019-20	2020-21	2021-22
Domestic	3,999.8	3,840.2	3,742.1	3,788.6	3,724.3
Domestic, cost recovery	55.3	45.6	44.5	25.5	35
All Domestic	4,055.1	3,885.8	3,786.6	3,814.1	3,759.3
International	1,243.9	1,814.7	2,534.1	2,153.4	1,707.1

Source: CDW, as of Banner download May 10, 2022. All students, including PLA and Continuing Studies.

Although the modest decline in domestic FTEs is disappointing, the headcount data points to continued stabilization in domestic enrolments. As seen in Table 11, this fiscal year saw a small domestic headcount increase for the first time since 2012-13. The primary reason for this

increase is due to a growth in Continuing Studies enrolment. However, as the pandemic subsides, we look forward to seeing whether the growth in domestic headcount will continue as a trend.

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

Measure	2017-18	2018-19	2019-20	2020-21	2021-22
FTEs	-3%	-4%	-3%	1%	-1%
Headcount	-8%	-7%	-4%	-2%	2%

Source: CDW, as of Banner download May 10, 2022. All students, including PLA and Continuing Studies.

Although domestic and international FTE and headcount numbers are continuing to reflect the uncertainty of the pandemic, CapU's credentials awarded numbers show an unambiguously positive picture, as seen in Table 12. This marks the third consecutive fiscal year showing growth in this area and represents the largest number of credentials

awarded in over seven years. The number of baccalaureate credentials awarded in the last fiscal year is the largest number since 2015-16.

Substantial increases over the previous fiscal year have been recorded in nearly every major credential category,



except for post-degree diplomas. The number of students graduating with associate degrees increased by almost 200 awards over 2020-21, and that year saw the number of associate degrees conferred increased by nearly 200 per cent over the 2019-20 fiscal year.

We are especially optimistic about this growth in graduating students, as it points to our continued commitment to strategic enrolment management and student success.

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

Credential	2017-18	2018-19	2019-20	2020-21	2021-22
Short Certificate	4	2	17	13	13
Certificate	443	334	320	338	359
Diploma	548	526	541	564	715
Advanced Certificate	3	1	1		2
Advanced Diploma	74	68	24	5	2
Associate Degree	87	98	110	307	493
Baccalaureate Degree	440	434	456	463	492
Post-degree Certificate			4	9	6
Post-degree Diploma	112	117	237	302	147
Graduate Certificate		1		2	
Graduate Diploma	3	17	10	10	15
Developmental	25	19	20	24	37
Total	1,739	1,617	1,740	2,037	2,281

Source: CDW, as of Banner download May 10, 2022. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>. Table data excludes records with the "NONE" CTYP code. Students could have more than one credential within a credential type in a fiscal year.





5.

Mandate

Letter

Priorities



ALIGNMENT OF UNIVERSITY GOALS, INITIATIVES AND OBJECTIVES WITH MANDATE LETTER

In this section, we outline Capilano University's alignment with the Ministry of Advanced Education and Skills Training's priorities for the current year, as laid out in its 2021-22 Mandate Letter.

Priority One: Work with the ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the provincial health officer and the COVID-19 go-forward guidelines for BC's post-secondary sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

COVID-19 Response

Capilano University's ongoing pandemic response reflects a commitment to the safety of all members of its learning community alongside a high value for in-person, experiential learning.

Timely, relevant and clear communications supported the University's Return to Campus (R2C) initiative for students and employees to begin the Fall 2021 term. The importance of vaccination against COVID-19 was prioritized regularly and consistently in messaging to all members of the CapU community, and in June of 2021, Capilano University joined the national Faster Together campaign—a voluntary effort to promote COVID-19 vaccine acceptance and pandemic recovery.

In August 2021, the University announced its plan for students and employees to confidentially self-disclose their COVID-19 vaccination status through the CapU Safe App. Throughout the fall, communicating this major initiative further served to promote the importance of vaccination while improving our ability to implement data-informed return-to-campus planning. As of December 14, 2021, 992 employees (78.5 per cent of total) and 4,219 students (63.4 per cent of total) submitted a vaccine self-declaration. Based on the submissions, 98.4 per cent of employees who responded and 95.8 per cent of students who responded reported being fully vaccinated.

Results of this major internal communications campaign achieved two important safety objectives: the highest subscription rate to the CapU Safe app since its inception

and data indicating the very high rate of vaccination amongst CapU students and employees.

This information built confidence in the safety measures in place to support in-person experiences and the Fall term successfully delivered 69 per cent of classes either in-person or mixed mode (partially online) with 31 per cent provided online.

The University's flexibility was once again put to the test over the winter of 2021-22 with the rise of the Omicron variant of COVID-19. In response, the start of the Spring 2022 term was delayed from January 4, 2022 to January 10, 2022. As events related to Omicron unfolded rapidly over the winter break, it was necessary to communicate the delay with the CapU community using a variety of channels, including capilanou.ca, email and the CapU Safe App alerts function to reach individuals in advance. In the new year, direction was given that classes that could be delivered remotely would temporarily shift to online delivery. On January 31, 2022, CapU pivoted back to its Return to Campus objectives for in-person learning, and classes resumed in the delivery mode they were originally planned for when students registered for the spring term.

Beginning in January 2022, CapU employees could order KN95 masks either through the North Vancouver campus bookstore, or through their administrator. On March 11, 2022, following the direction of the Provincial Health Officer, Dr. Bonnie Henry, face masks became optional for students, employees and visitors at all CapU campuses and learning locations. Administrators began receiving packages of rapid antigen test kits on February 22, 2022. Administrators distributed the kits to their on-campus employees, with each employee receiving one five-test kit for symptomatic use.

During the pandemic, CapU Housing remained open to students, welcoming 290 students, both domestic and international, into housing in the fall 2021 term and 285 students in the spring 2022 term. CapU Housing piloted a rapid-testing program with Health Canada starting September 2021. From the start of the pandemic through December 2021, only a single positive case of COVID-19 emerged among the students in CapU Housing. From January through April 2022, during which the Omicron strain emerged, 35 students in housing self-reported COVID-19 infections.

International education

CapU has developed and implemented a range of strategies and actions to mitigate losses of international enrolment



due to COVID-19. It is fully engaged in international education networks such as BC Heads of International (see below), the BC Council for International Education (BCCIE), Colleges and Institutes Canada, the Canadian Bureau for International Education, and Universities Canada to constantly monitor and evaluate changes in conditions and rules concerning international education. We maintain consistent communications with our students and agent networks globally to ensure there is up-to-date information that supports their needs. Throughout the pandemic we were able to maintain a slightly reduced but consistent level of international registration, and we achieved exceptionally high retention and graduation rates. International registration has grown over the past two terms compared to the previous two years and fall 2022 offers and deposits are currently the highest on record.

To help diversify international enrolment, CapU has refreshed and expanded our agent network in various places around the world. CapU has also conducted proactive and more detailed agent training and support. It has expanded its South Asia operations by contracting MSquare Media (our recruitment management partner in India) for six additional countries: Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives. As a result, CapU has onboarded and trained over 100 new agents in the South Asia region.

Following the success of last year's campaign, CapU also implemented a second social media campaign in Mexico, Colombia, Vietnam and Brazil, and added the Philippines, Nepal and Pakistan to this year's campaign. Registration from the Philippines has grown during the pandemic, and Nepal and Pakistan are new markets that have demonstrated strong promise. The campaign generated 9.9 million views of our video and over 500,000 visits to our landing page. The campaign has won this year's BCCIE International Education Award for Excellence in International Marketing. CapU has reallocated resources within its international operations to increase recruitment staffing and is in the process of establishing regional representative offices in Brazil and Vietnam that the pandemic had delayed.

CapU's Board and Senate reviewed the University's first internationalization plan last summer, and this year the focus has shifted to its implementation. As indicated by the title, *Enabling Imagination through a Globally Engaged University*, strategies are built around Envisioning 2030's themes of imagination, community, distinct university experience, and health and well-being. Specific actions are designed to help build intercultural learning through more

diversified international student enrolment from different countries and regions around the world; enhanced study abroad opportunities and access for all learners; expanded global partnerships for intercultural and academic exchange; renewed international projects, community forums and workshops on global issues; and other initiatives.

Flexible work pilot

Part of CapU's planned return to in-person work involved a substantial change in our working environment by allowing eligible employees to choose their balance of remote and on-campus work. CapU announced the flexible remote-work framework pilot program on June 15, 2021. Interested workers applied through their supervisor, submitting a proposed remote/in-person schedule, with final schedules submitted by July 2021. Employees and supervisors were guided by the requirements that remote work accommodations be operationally feasible, and that arrangements be considered within a student-first focus to ensure educational integrity and quality and that CapU's distinct student experience remains uncompromised. The pilot will be reviewed after December 2022. To ensure the program operated within the parameters of the union (MoveUP) collective agreement and university policies, CapU's Human Resources (HR) department consulted extensively with members of the MoveUP union and the Senior Leadership Council prior to the program's announcement. After the announcement, online question-and-answer sessions were held throughout the second half of June 2022, and HR advisors answered questions at departmental and office team meetings when requested.

Of the applications submitted, 25 per cent indicated their primary work location is on campus, 56 per cent indicated a remote location as their primary work location and 19 per cent indicated a 50/50 split of campus and remote. These numbers only reflect those who submitted requests, as positions that can only be on-campus did not need to submit requests. There are some fully-remote employees, but they work in areas where the entire department has chosen remote work, with ad hoc presence on campus. As of spring 2022, there are 291 employees enrolled in the program. This represents 58 per cent of all employees in the administrative, exempt and MoveUP groups.

Student perceptions and experiences

Each fall, CapU surveys its new and returning/continuing students as detailed in the Performance Measures subsection. During the pandemic, CapU added questions



regarding students' perception of CapU's response to the pandemic and how the pandemic had affected them.

In the fall 2021 surveys, just over two-thirds of CapU's new student respondents (69 per cent) were satisfied or very satisfied with CapU's response to the pandemic, with a smaller majority (58 per cent) of returning and continuing students expressing satisfaction with CapU's response. CapU's returning and continuing student respondents were also much less comfortable with the idea of a return to in-person learning in the 2021-22 academic year, with slightly less than half (48 per cent) reporting they were comfortable or very comfortable with the provincially-mandated return to in-person instruction, while two-thirds (68 per cent) of students new to CapU expressed comfort at the idea of the return to in-person learning. This disparity is continued in the response to preferred forms of learning, with only 13 per cent of CapU's new students saying they learned best remotely, while twice that (26 per cent) proportion of returning and continuing students said they worked best remotely.

New and return/continuing students, however, were more similar in describing how COVID-19 affected them. A plurality of both new and returning/continuing students reported that the pandemic had not affected their costs (47 per cent new students, 44 per cent returning/continuing), and for both groups, more students reported that the pandemic has reduced their costs (32 per cent new, 35 per cent returning/continuing) rather than increased them (21 per cent both). When asked which financial obligations the pandemic had jeopardized², responses were almost identical, with similar ordering of impacts. For both sets of students, the most affected payments were:

- tuition (60 per cent new students, 58 per cent returning/continuing)
- rent and utilities (45 per cent both sets)
- groceries (35 per cent new students, 36 per cent returning/continuing)
- transportation (28 per cent new students, 29 per cent returning/continuing)
- medical bills (17 per cent new students, 19 per cent returning/continuing)
- loan repayments (13 per cent new students, 17 per cent returning/continuing)

- other (13 per cent new students, 15 per cent returning/continuing)
- childcare (three per cent new students, two per cent returning/continuing)

Social impacts were also similar across both new and returning/continuing students. For both, a much larger percentage reported that the pandemic had more negative impacts than positive impacts. For both groups, two-thirds of respondents said the pandemic had made their social interactions with family and friends worse or much worse (67 per cent new students, 68 per cent returning/continuing). Even more concerning, 60 per cent of new students and 65 per cent of returning and continuing students said their mental health had become worse or much worse during the pandemic.

Priority Two: Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

Over the last year, CapU has vigorously engaged with its partners in providing post-secondary education to the learners of the North Shore, Sunshine Coast and Sea-to-Sky communities. With our partners, we developed programs to help community members in hospitality and tourism who were negatively impacted by COVID-19 to pivot with new skills and opportunities. CapU developed programs to support Indigenous learners and their communities and ensure full access to learning for those with disabilities, while working assiduously to create a welcoming environment for women, 2SLGBTQ+ and gender nonconforming students and staff. CapU has supported vulnerable students in other ways—from working on improving education about and protections against sexual violence and misconduct to providing tuition waivers for former youth in care. We have continued to develop new programming to meet local economic and social needs, including health needs. Our many consultations with community leaders in local government, business and education have led to work-integrated learning opportunities and microcredentials. We detail these, and other initiatives below.

² Respondents in both surveys could select as many options as they wanted.



Work-integrated learning and career planning initiatives

The 2021-22 academic year marked a big development in CapU's delivery of work-integrated learning (WIL) experiences.

As described in the Strategic Directions section, provincial funding received this year has allowed CapU to begin work on the WIL Co-Lab/Hub. The Co-Lab/Hub will support students, faculty, and community partners engaged in experiential and work-integrated learning. The WIL faculty lead, a regular half-time position, chairs the WIL Co-Lab/Hub, facilitating a coordinated approach to the campus-wide identification, development and sharing of WIL resources. The Co-Lab/Hub personnel and resources will help departments and schools cultivate community partnerships supporting programmatic and course-based WIL activities.

The Co-Lab/Hub will help maintain and coordinate existing WIL projects, such as this year's Growth Hub initiative, which began in fall 2021. The Growth Hub initiative was a partnership with the North Vancouver Chamber of Commerce, involving over fifty students working with four North Shore businesses to solve a challenge presented by the participating organizations, including the Holiday Inn North Vancouver and Coastal Cogs E-Bike Rentals.

CapU's CityStudio project is now in its third year, as outlined in the Strategic Directions section, providing experiential and WIL projects to hundreds of students, who collaborate with City of North Vancouver staff. This year, over 600 students worked on 16 applied research and co-curricular community service-learning projects, creating meaningful change in their community.

The Capilano School of Business (CSB) received a \$200,000 grant from the Business Higher Education Roundtable to expand WIL within the CSB. The grant agreement outlines a target of 535 new WIL opportunities by July 15, 2022, with placements in the Lower Mainland and Sea-to-Sky Corridor. The Business Higher Education Roundtable, launched in 2015, is a non-profit organization representing some of Canada's largest companies and leading post-secondary institutions.

The Bachelor of Tourism and Tourism Management Co-operative Education Diploma at CapU has been providing co-op-based WIL for many years. In November 2021, the program's excellence in promoting responsible and sustainable tourism was recognized by the United Nations World Tourism Organization (UNWTO) with

their TEDQual certification. TedQual certification is an international certification assuring quality in tourism education and training at post-secondary institutions. 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.

CapU signed an agreement in fall 2021 with Talent Basket to offer virtual work experience as a course elective for students in programs in the School of Tourism Management and School of Outdoor Recreation. Talent Basket operates as a global online marketplace. It connects businesses offering project-based work and training with educated young professionals who have the knowledge and expertise to deliver business services virtually and on-demand. The organization works with clients in countries around the world including Guam, Slovenia, Taiwan, Thailand, Canada and the United States. The international work experience is a three-credit, independent-study course with guided support from a School of Tourism Management faculty member and one of Talent Basket's talent captains.

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, 2021, to March 31, 2022, STEP disbursed \$67,041 to employ 15 students in four departments: English for Academic Purposes, the Writing Centre, the School of Communication and Student Housing Services.

This year, our *kálaḡ*-ay campus on the Sunshine Coast hired a WIL project liaison to develop WIL projects with partners amongst the Sunshine Coast communities. This will mark the first time WIL projects have operated in these communities.

Microcredential initiatives

In 2021-22, *kálaḡ*-ay campus worked with CapU's Continuing Studies (CS) department and local organizations to produce a microcredential program called *Citizen Leaders*:



Growing the Community from Within. The program, approved in December 2021 by the Ministry, will run early in summer 2022 and is 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 CDC began offering stackable microcredentials through Continuing Studies in spring 2022. The program provides students who complete career preparation workshops and the Pathway to Meaningful Employment career preparation program with a digital badge. Students completing both receive a program badge, but each component has its own digital badge as well. A separate digital badge is associated with the CDC's CapU Launch program. Badges can be linked to students' LinkedIn profiles. CapU Launch helps students build workplace competencies such as communication skills, critical thinking and problem solving.

CapU's Fine and Applied Arts (FAA) faculty worked with DigiBC - The Creative Technology Association of British Columbia to develop two microcredentials in digital media, which will run in the next fiscal year through CapU's Continuing Studies department. The Ministry approved funding for FAA members to develop Virtual Production for Film, Streaming and Immersive Media and 2D Animation, Compositing and Rigging Using Toon Boom Harmony. Virtual Production is a suite of four laddering, fifteen-hour micro-courses that introduce students to game engines from the perspective of 3D, film, and visual-effect production. Toon Boom Harmony is an industry-standard 2D digital animation platform. The Toon Boon Harmony microcredential consists of one foundational thirty-hour micro-course and a choice of electives in three streams: Animation; Compositing; and Character, Design and Props builds.

Expansion of health seats and programming

With Ministry support, CapU is preparing for a two-year expansion of our Rehabilitation Assistant Diploma, featuring a new 20-student cohort. The expansion has FTE targets of 10 in 2022-23 and 30 in 2023-24. The funding includes support for an Indigenous advisor to guide Indigenization of curriculum or delivery. The program has both online and in-person components. The online components, along with funding for travel stipends, allows the program to be accessible to students living in communities outside of the North Shore, and provides these communities with needed healthcare workers.

Last year, 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 that program. A second intake began in November 2021, with 19 students enrolled at the time of this report, and a third intake is planned for summer 2022. The *kálaš-ay* campus began its first intake of students in September 2021, with 16 students completing the program in spring 2022. Both campuses expect to begin new cohorts in fall 2022, while also continuing to offer the regular Health Care Assistant certificate program. The expansion of HCAP will help increase the availability of critical front-line health care workers in communities in the Capilano College Region.

Faculty at the *kálaš-ay* campus are collaborating with colleagues at Vancouver Island University's Mental Health certificate program to develop a similar offering in the Sunshine Coast, increasing the supply of skilled mental health care workers in the local communities. The program is expected to launch in fall 2022.

Expansion of technology seats

CapU faculty, along with the Office of Academic Initiatives and Planning, are developing new programming with a technology focus. As of the writing of this report, two proposals are under Ministry review. The Bachelor of Science with a Major in Applied Clean Technology program would not only provide training in technology-based skills, but also provide BC with skilled workers who can help BC and Canada combat climate change and build an environmentally sustainable economy.

The Diploma in Interactive Design explores the intersection of design and technology. Students will develop research, visual design and technical skills to create and optimize digital experiences.

The Faculty of Fine and Applied Arts was able to mount a one-time expansion of seats in the Bachelor of Design program for 2021-22.

Ensuring education for vulnerable and underrepresented groups

CapU continues to support former youth in care with tuition waivers. The number of students served by the program has increased by 244% since 2017-18 when there were nine served. Since then, there were 33 served in 2020-21 before dropping slightly to 31 in 2021-22.



Since 2019, our financial aid office has provided outreach to students to engage the tuition waiver program.

Sexual violence and misconduct protections

Capilano University is committed to creating a safe and supportive campus community. We have strong involvement from employees and students across campus in initiatives and projects that promote mental health, support well-being and work towards prevention and education related to sexual violence. In February 2022, CapU participated in the province-wide Sexual Violence and Misconduct survey; 158 students responded for a response rate of 2.5 per cent. Results are not available at the time of this report.

After over a year of community consultation and research beginning in summer 2019, CapU passed its updated Sexual Violence Policy in fall 2020. The newly-revised policy initiated the formation of an advisory committee. An invitation for members from the CapU community was released in spring 2021. Since it was established, the committee has met three times to provide feedback on sexual violence prevention programming and initiatives, with the most recent meeting, as of this report, held in March 2022. In fall 2021, training on the policy began for the staff of CapU's HR department and members of the Student Appeals Committee. In January 2022, CapU held its first Sexual Violence Awareness Month.

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

Equity, diversity and inclusion (EDI) initiatives

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, 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.

Employees can now update their preferred name, personal pronouns and gender identification. With the ratification of the newest collective agreement, the University and union have included a specialized category of leave for transition-related procedures. Students, faculty and employees all benefit from recent expansions to 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 our Communications and Media and Digital Experience (MDX) teams have updated the communications 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.

Work continues to expand the use of preferred names; the use of gender-neutral language in university policy; the enhancement of privacy features in all-gender washrooms; and the redesigned shower and locker room areas to create a larger gender-inclusive universal space in the Centre for Sport and Wellness. Staff training to create safer spaces for with TNB2S students and staff has begun with front-line staff in the Registrar's Office (RO), and a university-wide rollout began April 2022. An online training module is currently being worked on.

This year marked a surge in activity related to enhancing equity, diversity and inclusion at CapU. The Student Success department—which includes the Student Affairs office, the Centre for Career Development and many other student-facing units—created a new EDI advisor position, with a focus on working with and developing supports for students.

The advisor has begun developing

- a community-care framework to support embedding EDI throughout Student Success programs and services
- a training plan for the Gender Diversity Audit
- bi-weekly educational sessions for students and employees



The Student Success EDI advisor has already provided

- 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

The RO has also moved to make 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. This revamp is extensive and is in progress at the time of this report. Along with these recording changes, the 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 received a half-day of training on how to sensitively and compassionately assist students with diverse gender identities.

The 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 consisted of:

- an interactive workshop called *Inclusive Teaching Practices* in November 2021 to aid in the recognition of one's own beliefs and biases as a teacher
- an intensive 24-hour workshop called *Intercultural Pedagogy and Learning* in Feb 2022 to offer an in-depth introduction and analysis of EDI issues related to disability, gender and sexuality, race and language, and decolonization and indigenization
- an interactive workshop called *Managing Challenging Topics in the Classroom* running in March through April 2022 to offer three specific facilitation techniques meant to foster dialogue about difficult topics
- an interactive workshop called *Microaggressions, Trigger Warnings, and the Inclusive Learning Environment* in late March through April 2022 to offer an introduction to how language operates at multiple unseen or unrecognized levels in a classroom that can create both inclusive and exclusive learning environments

Department-specific workshops run by the Centre for Teaching Excellence (CTE) included:

- an ongoing professional development series for Tourism and Recreation to develop assessment design which can meet the needs of diverse learners
- an ongoing consultation with the English department's EDI Working Group meant to address the challenges of difficult/offensive content in literature and the ensuing discomfort felt by some diverse learners, which will lead to a specific professional development series in the 2022-2023 fiscal year
- an ongoing consultation with the STEM coordinator/chairs meant to address EDI-related challenges faced by STEM departments and develop a specific professional development series in the 2022-2023 fiscal year

The consulting firm Veza Global begun an EDI audit summer 2022. As of this report, focus groups are being held with key stakeholders including student groups, the executive and Board members, and will run into the Fall term. Results and recommendations are due by December 2022. The purpose of the audit is 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, being conducted by Veza Global, will solicit input from students and employees, giving them a chance to share their thoughts on how CapU is doing and what they think we can be doing better to build a more inclusive campus. It will result in a report to the Board and the wider CapU community in spring 2023. The audit process, ongoing as of the writing of this report, includes:

- an HR audit of CapU's employee lifecycle, including a review of policies and procedures, hiring practices, training and resources
- demographic and organizational assessment and feedback forms that provide participants with anonymous and online opportunities to give input
- focus groups, with 30 sessions planned between the Spring 2022 and Fall 2021 terms





In January 2022, the CapU Bookstore began selling pronoun pins produced by a Canadian company, Radley Prep. 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.

Chanelle Tye Consulting was contracted with to work with the Faculty of Fine and Applied Arts (FAA) to develop faculty-specific EDI training. Chanelle interviewed faculty about EDI trends in their classrooms, led faculty orientation training and is currently working with the HR development and engagement team and FAA chairs to customize future EDI training.

Access and support for persons with disabilities

Accessibility Services' participation in the virtual Exhibitor Booth at CapU's Open House in November 2021 resulted in the team providing support for students with disabilities even before any enrolled at CapU. Accessibility Services advisors offered 26 incoming students a Smart Start Orientation webinar, *Stuff I Wish I Knew Sooner*, to help them arrange their academic accommodations.

In the 2021-22 fiscal year, 708 students with disabilities received academic accommodation, a record for CapU. All appointments occurred remotely. Pre-COVID, the Accessibility Services' interface with students was being revised and that multi-year work is near its conclusion. The new site offers students self-serve and web form options, including online academic accommodation requests, scheduling of remote or in-person appointments, document uploading and arranging of exam invigilation. These changes, combined with the TargetX case-management platform introduced last year, allow record-keeping to become fully digital. As a result, our student information system can now automatically generate instructor Notification of Accommodation letters from the academic accommodation data list. The students' self-serve option for downloading their Notification of Accommodation letter will be possible soon.

The Centre for Sport and Wellness recently purchased new weight room equipment, creating a more inclusive weight room for wheelchair users or 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. A combination of virtual and in-person delivery for fitness classes has created a more accessible environment for those who are studying remotely, immunocompromised, or struggling in social settings. January 2022 also saw improvements to the wheelchair access ramp to the Centre.

CapU's HR department invited the Canadian National Institute for the Blind (CNIB) to conduct an accessibility audit in summer 2021 to review the careers web page. Although the audit was done on the careers page, the deficiencies pointed out by CNIB auditor addressed changes applicable across the CapU website. Our IT and design staff continue to work to implement the recommended changes, with a focus on the high- and medium-impact issues, many of which have now been resolved. The remaining issues involve complex design issues related to the architecture of the CapU website. The goal is to strive to meet a Web Content Accessibility Guidelines (WCAG 2.0) AA standard, as this is the requirement for post-secondary websites based on the Accessibility for Ontarians with Disabilities Act (AODA), which is becoming a standard across Canada.

CNIB also presented recruitment best practices to the HR team that are being implemented. The University's IT department has also provided training to the HR team on how to make documents more globally accessible.

Mental health supports

CapU's counselling services provide crucial support for students struggling with mental health challenges, some of which were exacerbated by the pandemic. The pandemic-driven move to remote counselling did make counselling services more widely available, particularly to students outside the North Shore. For fall 2021, students had access to video and phone appointments. As COVID-19 restrictions loosened, in-person crisis services were added in October 2021. In-person appointments were also restored for students who specifically request them. As shown in Tables 12 and 13 below, the level of engagement between counsellors and students is quite high.



Table 12: Service level by appointment type, April 2021 – February 2022.

Appointment Type	Count
Booked	1,603
Attended	1,012
Cancellation or no-show	591
Drop-in	160

Table 13: Service level by student type, April 2021 – February 2022.

Student Type	Count
Students new to counselling	381
Students continuing counselling	152
Total students (with regular appointments)	533

Note: Since drop-in students are not scheduled by TargetX software, which handles case management as well as appointment scheduling, it is not known if or how many drop-in appointments reflect students not included in the total.

An important development in how CapU supports students in distress and those dealing with mental health challenges is the launch of our new early alert program, Your Early Support (YES). This required the building of a collaborative-care model along with the acquisition and implementation of a case-management software system, TargetX. When faculty enter an alert to the system, the platform is flexible enough to indicate the nature and seriousness of their concerns. An alert in TargetX 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.

A pilot rollout of the program started in fall 2021, with a campus-wide rollout in January 2022. Data collected as of March 2022 reveals a total of 63 referrals, with 60 coming from faculty and three self-referrals. Of these 63 referrals, challenges students are facing included:

- 40 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals, and suicide concerns
- 48 academic concerns, including academic learning struggles and missed classes
- 32 *other* category concerns, which encompassed financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns and immigration or study permit issues
- over one-third of the YES alerts (24) involved overlapping challenges in two or more areas, such as mental health and academic challenges

In addition to the numbers, comments from the students contacted by the YES program are revealing. These include comments include:

- “The only reason I’ve managed to get this far is because of your help, to which I’m very grateful for.”
- “Thank you for so much for all of your support; I can’t express how much stress this has taken off of me.”
- “I just wanted to take the time to thank you once again for connecting me with...and helping me find my next steps. I truly appreciate it.”

Most students who accessed support did not know about existing services, on or off campus, or did not know how to find or access them. Key referrals to on-campus services included: a learning support specialist, Counselling and Accessibility Services, the RO (Financial Aid; Student Information and Registration for Extenuating Withdraws), Centre for International Experience (Immigration Advising), the Writing Centre, English Language Support, Indigenous Education and Affairs and CSU Community Cupboard. Off-campus referrals included: 24/7 Here2Talk, BC Crisis Lines, Suicide Prevention Line, local food banks and local community services and resource centres near students’ home, community-based mental health clinics, or counselling practices.

Support for Indigenous students

CapU is committed to a thorough Indigenization of its curriculum, campus and community. Most of those efforts are detailed in Appendix A. In addition to the work done in the program areas, we note that the RO has implemented



a process allowing Indigenous students from the United States to register as domestic students, honouring the Jay Treaty. One US Indigenous student was able to access this in 2021-22; this is in line with historic numbers of US students who identify as Indigenous.

Financial support for underrepresented groups

Since the 2020-21 fiscal year, CapU has created several financial supports for underrepresented groups. These include six annual awards with a total value of \$36,000, one endowment of \$90,000 and six scholarships, bursaries and awards (SBA) with a total value of \$126,000. In the 2021-22 fiscal year alone, CapU saw the creation of:

- the Warner Media Indigenous Film Bursary, a \$70,000 endowment fund created to support Indigenous students with financial need who are pursuing a career in film, animation, visual effects or costuming
- the Will Creative BIPOC IDEA Program Fund, which provides an annual award of \$3,500 to support Black, Indigenous and Persons of Colour enrolled in CapU's IDEA program
- the Faith Dara Women's Award, a \$10,000 fund providing awards of \$2,000 for five years to female students who achieve academic success and have demonstrated financial need

Two more awards were in the process of being created at the time of this report:

- the Native Northwest Reconciliation Award, a one-time award of \$5,000 to support 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, which will award \$3,000 over the next three years to an Indigenous student enrolled in the Indigenous Independent Filmmaking program who demonstrates financial need.

Supports for high-opportunity occupations

CapU has many programs supporting entry into the high-opportunity occupations (HOO) identified in the Labour Market Outlook 2022's list of top 60 HOO requiring post-secondary training. 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 in the computer programmers and interactive media developers sector (NOC 2174), ranked 26 on the list. CapU's Accounting Assistant Certificate is being reworked into a Bookkeeping program. Bookkeepers and accounting technicians (NOC 1311) is ranked fifth.

Our Outdoor Recreation Management Diploma support careers as program leaders in recreations, sports and fitness (NOC 5254), ranked 32. Students in our Bachelor of Business Administration program can lead to a professional occupation in business management consulting (NOC 1122), which holds the 19th spot. The Legal Administrative Assistant Certificate can lead to employment as legal administrative assistant (NOC 1242), ranked 36th.

Through its School of Education and Childhood Studies (ECCE), CapU has a long-established commitment to students wanting employment as early childhood educators and assistants (NOC 4214), ranked seventh in the top 60 HOO requiring a post-secondary education. This year, our ability to train workers in this area advanced with major funding and planning developments for the Centre for Childhood Education, a facility that will provide both enhanced childcare for the CapU community and training for ECCE students. Details of these developments are described in the Strategic Directions section

CapU's Associate Degree in Creative Writing can help students develop into authors and writers (NOC 5121), which ranks 47th in the top 60 HOO requiring post-secondary training. The 2021-22 academic year saw the introduction of several new minors, including the Communications minor which provides core skills needed by professional occupations in advertising, marketing and public relations (NOC 1123), which is ranked 28th.

Supporting the implementation of Skilled Trades Certification

CapU does not currently offer programming related to the 10 trades targeted by the Skilled Trades Certification initiative.

Priority Three: Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds



upon government's CleanBC strategy and supports a clean economic future.

CapU has eagerly engaged with not only the provincial government, but also with local governments and community organizations to help build a more inclusive and environmentally-sustainable society, both on our campuses and in the surrounding communities. We have worked with stakeholders to enhance environmental protection and combat climate change, from developing new programs to helping preserve a key biosphere. We have worked to further Indigenize our campus and our communities through our continued implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, along with work on our Indigenization Plan and the implementation of Jay's Treaty. We continue to work towards an affordable education for all with the development of new programs. Our plans and actions support the key goals of the provincial economic plan, StrongerBC.

Cross-government and stakeholder collaboration supporting environmental protection and action on climate change

In February 2022, CapU established a Sustainability Advisory Group, which includes six senior leaders. The purpose of the advisory group is to identify strategies for implementing a holistic sustainability framework at the University. The first action was led by Dr. Lara Duke, Dean of Global and Community studies who presented on the topic of holistic sustainability to the Senior Leadership Council. This was followed by the advisory group's audit of existing University plans and sustainability commitments to identify alignments and potential areas of coordinated opportunities. The advisory group then conducted a scan of industry best practices, including other institutions that have implemented holistic sustainability efforts. The committee has recommended the university complete the Sustainability Tracking, Assessment & Rating System™ (STARS®), a common framework adopted by colleges and universities worldwide. The committee is recommending to the executive team four different options to advance the requisite STARS® community engagement and data collection activities.

In September 2022, CapU launched Skw'cháys (pronounced skwa cháys), the University's legacy canoe, to mark its success in working with the Howe Sound Biosphere Region Initiative Society (HSBRIS) to earn the Átl'ka7tsem/Howe Sound Region designation as a UNESCO biosphere

reserve. This is the 19th region in Canada to receive such a designation. The launch ceremony took place adjacent to the Mamquam River in Squamish.

CapU's partnership with HSBRIS involves all academic faculties, the Office of Indigenous Affairs and Education and the Office of Creative Activity, Research and Scholarship (CARS) at the University. The partnership creates new opportunities for research and course-based undergraduate projects promoting sustainable development, biodiversity conservation, reconciliation, and equity and inclusion. CapU has also partnered with HSBRIS on in-class faculty-led student projects and research projects. This year, with grant funding from the federal funding agency Mitacs, two CapU students from the School of Business will work with HSBRIS as research assistants to examine logging practices in the area with Indigenous and non-Indigenous companies. Additional research opportunities are in development.

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 biology courses and WIL projects.

As noted in the response to Mandate Priority Two, the University's commitment to sustainability also extends the Bachelor of Tourism and Tourism Management Co-operative Education Diploma programs, which earned TEDQual certifications by the United Nations World Tourism Organization.

CapU's commitments to environmental protection and action to climate change continues to mature. Currently, the University two new bachelor's degree proposals to the Degree Quality Assurance Board (DQAB) that will equip local citizens with the skills to both to fight climate change and to adapt the BC economy to ensure a sustainable future. The Bachelor of Science, Major in Clean Technology, discussed in our response to Mandate Priority Two, is aimed at building the skills necessary to predict and model environmental challenges, and to develop new solutions by combining clean technology and environmental justice. The Bachelor of Environment and Society addresses environmental issues and solutions through the lens of consilience—the unification of knowledge across disciplines. Scientific and socio-eco-political knowledge would be delivered through regional-based coursework, studio learning, place-based practice and work-integrated learning.



Cross-government and stakeholder collaboration supporting anti-racism and Indigenization

Our commitment to equity, diversity and inclusivity was previously detailed in Mandate Priority Two. In addition, the HR Department is in the process of hiring a Director of Organizational Development/EDI; the position is to be filled by July 2022.

CapU has also developed programming aimed at fostering inclusion and equity throughout our communities. CapU's CS department began running an online, self-paced course titled *Diversity and inclusion: Understanding Unconscious Bias in the Workplace* in fall 2021. The instructor for this course also featured it as a short webinar in a Small Business Series offered in partnership with the North Vancouver Chamber in October 2021. At the same time, it began another online course, *Restorative Justice in Education*, for educators and community members who wish to explore how restorative justice in education can serve as a holistic and relational approach that puts anti-oppression, equity, justice and trauma-informed practices at the forefront of learning.

Progress in implementing the education-related TRC Calls to Action relevant to your institution.

We have provided details of CapU's progress in implementing the education-related TRC Calls to Action in Appendix A.

The Future Ready: Skills for the Jobs of Tomorrow Plan

As part of CapU's Strategic Enrolment Management planning, the Office of Institutional Research has leveraged the province's Labour Market Outlook, along with census data and other sources, to generate a multi-level labour market analysis for our catchment region. This effort resulted in two reports that outlined catchment-relevant future market/labour outlooks, along with a program gap analysis. In addition, the team has been invited by two of our five faculties to present on this information and is actively working with the Office of Academic Initiatives and Planning to further disseminate this resource.

Our continued commitment to expand WIL and experiential learning opportunities, along with a growing portfolio of minors and global opportunities also creates a solid foundation for students to be future ready. Looking ahead, the University is well-positioned and eager to work with the Ministry on the continued development and implementation of The Future Ready: Skills for the Jobs of Tomorrow Plan.

CapU and Ministry funding formula review

CapU has committed to full participation in the Ministry's funding review. As of this report, CapU has received formal notification from the Ministry and is gathering the necessary resources and information to support this effort.

CapU and Ministry sexual violence policy review

Following the request from the Ministry received in 2019, CapU reviewed and updated its sexual violence policy in 2020, with the final revised policy and procedure completed in November 2020. Some of the details are also reported above in the response to Mandate Priority Two.

Philosophically and practically, the revised policy and procedures reflect a shift towards a harm-reduction, trauma-informed approach that 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 proposed revisions were also based on lessons learned from the implementation of the previous policy and extensive community consultation over the last year that identified the need for:

- restorative and transformative justice options
- more support for those that cause harm
- more culturally-grounded supports for individuals impacted by sexual violence

In 2021, CapU convened the Sexual Violence Advisory Committee (SVAC) to provide guidance for the implementation of the revised policy and procedures. The SVAC includes members from the Capilano Students Union, Capilano Faculty Association, MoveUP union, Indigenous Education and Affairs, Counselling Services and other student and employee experts. SVAC will advise on the development of a three-year action plan, specifically focused on the areas of case management, reporting and investigations protocols, alternative resolutions, education and assessment.

CapU is committed to collaborating with the Ministry on any further policy that may be necessary.

CapU tuition policy

CapU continues to submit annual tuition and mandatory fees data to the Ministry.



Adopting the EducationPlannerBC application and transcript exchange service

CapU participates fully with the EducationPlannerBC organization and website, participating in both application and transcript exchange services. We receive BC high school transcripts, as well as sending and receiving select post-secondary transcripts through the exchange. All applications to CapU are received in XML format on the exchange. CapU has sending status with Douglas College, Kwantlen Polytechnic University (KPU), Simon Fraser University (SFU), University of British Columbia (UBC), and the University of the Fraser Valley (UFV). It has receiving status with Douglas, KPU, SFU, UFV and Thompson Rivers University.

Digital learning tools: online, and in-person

Since 2019, CapU's CTE has worked with funding from BCcampus in the form of an Open Education Sustainability grant to enhance the integration of open-education resources into CapU's new degree programs where there is high enrolment, including digital learning resource. The CTE has also used the grant to promote awareness of CapU's existing open-education resources and open pedagogy and support faculty in their use of open-education resources. In the 2020-2021 academic year alone, the increase in adoption of open textbooks resulted in cost savings of over \$337,000 to students.

CapU offers students extensive online and hybrid learning opportunities. In the 2021-22 academic year, 22 per cent of course sections were provided fully online, and five per cent were offered in a hybrid format. Students are supported in navigating digital tools and the online environment through a Student Digital Ambassador program for peer support begun in 2020.

CapU's cybersecurity alignment with Ministry

CapU participates in the External Security Services activities and incorporate these activities into our workflows. We are adhering to the principals of the provincial government's cybersecurity framework, and are working towards becoming fully compliant, as led by the Office of Information Technology Services.

Collaboration with the Degree Quality Assurance Board

This year, CapU worked with members of the Ministry's Degree Quality Assurance Board and their appointed external assessors to carry out a thorough review of

our academic quality assurance processes. The Quality Assurance Process Audit ensures we continue to provide the best possible educational experience for the learners in our catchment and beyond. Details of the review process are given in the section, *Capilano University: Who We Are*.

Alignment of CapU programs and plans with StrongerBC economic plan

Much of CapU's programming—new, planned and well-established—have learning goals aligned with the vision of inclusive and clean growth that creates an economy built for all outlined in the new StrongerBC economic plan. The plan's emphasis on building economically robust communities resilient to climate change is reflected in the CapU's community concern for environmental sustainability, as exemplified in:

- our campus-wide sustainability initiative
- the two proposed environmentally-focused Bachelor programs
- our involvement with local environmental research and protection as reflected in our partnerships with HSBRS and PODS
- our Envisioning 2030 strategic plan, which urges the CapU community to “[i]magine and develop sustainable actions to minimize our ecological footprint” as one of the goals within the *Community* theme

StrongerBC's theme *Supporting People & Families* identifies increased health care and childcare services as priorities and has resonances with the Community theme of CapU's Envisioning 2030 and Illuminating 2030 plans. Our Faculty of Education, Health and Human Development is home to some of CapU's flagship programs, such as the Bachelor of Early Childhood Care and Education, Bachelor of Music Therapy and the Health Care Assistant Certificate. CapU also offers diploma and post-baccalaureate programming to supply BC and the catchment region with skilled childcare workers from frontline to managerial level. As described in our *Other Initiatives* subsection of the Strategic Direction section, CapU has completed its most successful fundraising effort to-date in support of its new Centre for Childhood Studies, which will enhance the training our childcare students receive and provide the CapU community with expanded childcare services.

CapU has been supporting British Columbians' healthcare needs for over a decade through its Health Care Assistant



program. This, as described in response to Priority Two, has been supplemented by the new Health Care Assistant Pathway program, which upskills uncredentialed frontline healthcare workers so they can become health care assistants. Further, as outlined in our response to Priority Two, our *kálaḡ-ay* campus is collaborating with Vancouver Island University to provide the Sunshine Coast communities with a new mental health certificate program. These are supplemented with the launch of our Bachelor of Kinesiology degree in fall 2021, which will provide foundational training for aspiring kinesiologists, occupational therapists, physiotherapists and other health care professionals.

StrongerBC's theme of *Advancing True, Lasting & Meaningful Reconciliation with Indigenous Peoples* is integral to CapU. A significant amount of our commitments to the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples are outlined in Appendix A and throughout this plan. However, additional work has been done on Indigenizing our campus, beginning with the creation of the Indigenous Education and Affairs (IEA) department two years ago. The team's director, Miranda Huron, from the Anishnaabe First Nations, has been strengthening our relationships with the local First Nations communities to ensure their voices are heard throughout the decision-making process of our university. IEA has been actively working with faculty, AIP and the CTE to guide the Indigenization of our curriculum. The department is now working on creating CapU's first Indigenization Plan.

The last two years have seen other subtler, but still important, expressions of Indigenization of CapU, from the creation of *Skw'cháys*, the legacy canoe, by Squamish Nation Knowledge Keeper and master carver *Ses siyám* (Ray Natraoro) to the recognizing the right of Indigenous graduates to wear their traditional regalia during convocation. This year CapU was able to change its registration process to honour Jay's Treaty by recognizing Indigenous applicants from the United States as domestic students.



6.

Performance

Plan



ALIGNMENT OF MINISTRY AND UNIVERSITY GOALS AND OBJECTIVES

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

The selected goals are a subset of the full Envisioning 2030 goals that directly impact students' academic experience. The full set of goals and actions to achieve them can be found in Appendix 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 reports	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
Quality, 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 MEASURES

This section reports the 2021–22 Institutional Accountability Plan and Report framework performance measures³ and results provided by the Ministry of Advanced Education and Skills Training. Ministry assessments are based on the following scale.

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

SYSTEM OBJECTIVE: CAPACITY

Student Spaces⁴

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

	2020–21 Actual	2021–22 Target	2021–22 Actual	Assessment	2022–23 Target	2023–24 Target	2024–25 Target
Domestic student FTE	3,814	5,534	3,759	Not achieved	5,499	5,499	TBD
Nursing and allied health programs	110	158	128	Not achieved			
Developmental programs	297	270	220	Not achieved			

Note: "TBD" = "To be determined"

Capilano University did not meet its domestic FTE targets. Much of the decline in overall domestic FTEs can be linked to a drop in developmental FTEs of 57 FTEs from the previous fiscal year, a decline of 19 per cent. This decline dropped CapU below its Developmental target for the first time in three years.

Nonetheless, there are several grounds for optimism. The decline in domestic FTEs from the previous year was small, however, at one per cent, and thus the overall numbers are close to stable. The 2020-21 year saw our first increase in domestic FTEs in well over five years. Although we strived for a second year of growth, merely holding stable in the face of the uncertainty created by the COVID-19 pandemic may be taken as a reasonable achievement. This year's soft launch of two new Bachelor programs—the BA, Psychology and BSc, General—was open largely to existing

CapU students, particularly those in the Associate Degree versions of the programs. The coming year will see the programs advertised in the Academic Calendar and on its web pages, reaching a wider pool of applicants. We hope that three more baccalaureate proposals will be approved by the Ministry as well, further increasing our ability to recruit domestic students.

Although below target, our health FTEs increased from the previous year's by 16 per cent and hit their highest level since 2017-18. The expansion of health programming at North Vancouver and kála_x-ay | Sunshine Coast campus, described in our response to Mandate Letter Priority Two, should help continue this positive trend.

The CapU Strategic Enrolment Management process is now well under way. Significant initiatives included the launch of the student early support program, a pilot of using

³ Please consult the 2021-22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure

⁴ Results from the 2021-22 reporting year are based on data from the 2021-22 fiscal year; results from the 2020-21 reporting period are based on data from the 2020-21 fiscal year. 2021-22 actuals and targets are as of June 1, 2022.



CapU Analytics for data-informed program reviews and

two machine learning projects to explore the prediction of retention and enrolment patterns.

Domestic Credentials Awarded

The average⁵ number of credentials awarded over the most recent three years.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Credentials awarded	1,276	≥1,250	1,179	Substantially Achieved	TBD	TBD	TBD

CapU's average number of credentials awarded for the three-year period prior to 2021-22 substantially achieved its target. The eight per cent decline over previous year's average reflects declining domestic enrolments over

the three-year period the credentials are averaged. As enrolment numbers stabilize and, hopefully, begin to grow, we expect to see stabilization and growth in the number of domestic credentials awarded as well.

Indigenous Student Spaces⁶

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

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Total Indigenous FTEs	241	≥ 241	239	Substantially Achieved	≥ 241	≥ 241	≥ 241
Ministry (AEST)	241	≥ 241	239	Substantially Achieved	≥ 241	≥ 241	≥ 241

The number of Indigenous FTEs decreased by less than one per cent from 2020-21, suggesting some stability in Indigenous enrolments, and resulting in CapU substantially achieving its target. Given that this stability has been achieved under the pressures of the pandemic, it reinforces our confidence that we are making progress on creating a welcoming and supportive environment for Indigenous learners. There is still significant effort required to return to the 2013-14 Indigenous FTEs number of 344. With a dynamic office dedicated to fostering Indigenous education and advocating for Indigenous students, along with the achievements described in Appendix A in answering the TRC Calls to Action, and the progress in developing CapU's first Indigenous Plan, we expect to see a return to our previous levels as a meaningful long-term goal.

SYSTEM OBJECTIVE: QUALITY

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

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

⁵ Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

⁶ Results for the previous fiscal year are reported. Results from the 2021-22 reporting year are based on data from the 2020-21 fiscal year; results from the 2020-21 reporting year are based on data from the 2019-20 fiscal year. Institutions provide their own target and assessment for Indigenous Student Spaces. The Ministry reports a higher number of Indigenous students at CapU than the University does, as the University's numbers are based on self-identification of Indigenous status while at CapU, but the Ministry data is based on self-identification at any point in students' public education, including K-12.



Student Satisfaction with Education

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

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	90.2%	≥ 90	90.9%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	96.3%	≥ 90	94.2%	Achieved	≥ 90	≥ 90	≥ 90

Overall satisfaction amongst both our graduates of baccalaureate, diploma, associate and certificate programs continue to meet or exceed Ministry targets. These results demonstrate our focus on providing quality education that is responsive to the needs of students.

Student Assessment of the Quality of Instruction³

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

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	95.8%	≥ 90	96.5%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	96.7%	≥ 90	92.5%	Achieved	≥ 90	≥ 90	≥ 90

There is some decline among BGS respondents from the previous year, dropping from 96.7 per cent to 92.5 per cent. However, the perception of instructional quality is still above target for all graduates, substantially so for DACSO respondents. The BGS results in fact are slightly above the satisfaction with instruction across all BGS respondents (92.2 per cent), according to a summary by BC Stats⁷. This degree of positivity regarding the core function further reinforces our commitment to providing our students with an outstanding learning experience.

Student Assessment of Skill Development³

Percentage of students who indicated their education helped them to develop various skills. This measure is an average of seven components skills assessments.

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	86.0%	≥ 85%	86.6%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	90.5%	≥ 85%	87.6%	Achieved	≥ 85%	≥ 85%	≥ 85%

Capilano University met or exceeded Ministry targets for student assessment of its contribution to student skill development and did so for both DACSO and BGS respondents. The assessments of skill development among former baccalaureate students

⁷ Baccalaureate Graduates Survey 2021 Performance Measures – CAPU.xlsx (March 2022). BC Stats, BC Student Outcomes



have declined from the previous years from 87.6 per cent to 90.5 per cent. However, we note that CapU's 2021-22 actual is still slightly above the provincial aggregate response on this measure, which is 85.0 per cent⁷.

SYSTEM OBJECTIVE: RELEVANCE

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

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

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	82.6%	≥ 90%	79.7%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	94.1%	≥ 90%	94.4%	Achieved	≥ 90%	≥ 90%	≥ 90%

CapU met its target for the graduate assessment of skill relevance among BGS respondents, and substantially achieved targets for DACSO respondents. Although there is a slight decline amongst DACSO respondents, from 82.6 per cent to 79.7 per cent, the results from BGS respondents are encouraging given that the overall rating of skill relevance across all respondents was just under 87 per cent⁷.

Unemployment Rate³

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

	2020-21 Actual	2021-22 Target	2021-22 Actual	Assessment	2022-23 Target	2023-24 Target	2024-25 Target
Former diploma, associate degree & certificate students	10.5% +/- 2.9%	≤12.0%	8.7% +/- 2.3%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	8.3% +/- 2.8%	≤12.0%	3.6% +/- 2.2%	Achieved			

CapU achieved its target for graduate unemployment for both BGS respondents and DACSO respondents. Unemployment rates declined sharply relative to 2020-21, especially for BGS respondents. The improvement points to our graduates experiencing an economy recovering from the worst economic effects of the pandemic.

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 term⁸. Recently-graduated students are surveyed in the Graduation Survey. Unlike the provincial Student Outcomes surveys, which survey former students two years

after program completion, CapU's Graduation Survey is conducted twice a year within four weeks after the January and June convocations, and students at all credential levels are surveyed in the same survey⁹. The Alumni Survey, which usually runs each July, is administered to alumni who are at least two years out from program completion.

⁸ The Welcome survey is also administered in the spring term to capture Spring-starting students. As this is a much smaller cohort, we discuss only the fall term survey.

⁹ CapU usually holds convocations in February and June, with most students convoking in June. For this report, we focus on this June cohort, which includes students graduating in Fall and spring terms. In 2022, only a June convocation will be held.



Welcome Survey (new students)

The fall 2021 CapU Welcome Survey ran in the first week of October 2021. The survey focused on new CapU students who first enrolled at the University in the Summer or Fall 2021 terms. CapU invited 2,195 students to participate, with 540 students responding (25 per cent response rate) and 334 completing the survey (15 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 post-secondary education the average was just under eight (7.8) on a scale of zero to 10.

Most of CapU's 2021 new students have been out of high school for at least one year, with 38 per cent enrolling while in high school or shortly after. Just under a fifth (17 per cent) transferred from a previous post-secondary institution. A majority of surveyed students (53 per cent) were within the traditional university age—that is, 18-to-21-years old—with another 14 per cent aged 22 to 25.

Across all ages, just over a third of new students in 2021 were enrolled in a baccalaureate program (37 per cent), with another 13 per cent enrolled in an associate degree program. Degree program enrolments thus accounted for half of new student enrolments. Diploma programs were also popular with the 2021 cohort of new students, with 27 per cent enrolling in such programs. Graduate students accounted for only one per cent of new student enrolments in 2021.

Almost a third (27 per cent) of new students surveyed in fall 2021 were first-generation post-secondary students, and a near-majority (46 per cent) of new students were employed at the time of the survey, with 40 per cent working part-time and six per cent working full-time while studying. Only 28 per cent of CapU's new students said they did not expect to work at all during the academic year, while 48 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 48 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.

CapU was the first choice for 71 per cent of new CapU students in fall 2021. The three most popular reasons for choosing CapU were: the reputation of a specific program (43 per cent), the recommendation of family, friends, etc. (40 per cent) and CapU's small class sizes (37 per cent). Despite being new students, nearly two-thirds (64 per cent) of survey respondents had clear career plans, with 31

per cent having a specific career in mind and 33 per cent considering several possible post-study careers.

Welcome Back Survey (returning students)

This survey was administered at the end of September through to early October 2021. The survey invited 4,484 students who had completed at least two terms at CapU to participate. The completed terms did not have to be consecutive. Of this population, 796 students responded (18 per cent response rate), with 555 complete responses (12 per cent completion rate). Like the new students of the Welcome Survey, our returning students were enthusiastic about CapU, giving an average rating of 7.5 on a zero-to-10 scale when asked likely they were to recommend CapU to someone considering a post-secondary education.

Nearly four out of five (78 per cent) returning fall students planned on graduating at CapU. One in ten students planned to transfer at some point, with UBC the most popular destination, chosen by 46 per cent of those planning to transfer.

Unlike the new students in the Welcome Survey, most of the respondents were enrolled in a bachelor's program (56 per cent), with another 15 per cent enrolled in either an associate degree or diploma program. Graduate students represented two per cent of respondents.

Like the new students in the Welcome survey, about a third were first-generation post-secondary students (32 per cent). However, a much larger percentage were employed at the time of the survey (69 per cent) with 11 per cent of continuing and returning students working full-time off campus, and an additional four per cent working full-time on campus. Only four per cent of students in the Welcome Back Survey did not expect to work at all during the academic year, while 61 per cent were working between eight and 24 hours per week during the 2021-22 academic year. Forty per cent estimated they would spend 10 hours or less per week studying or preparing for class outside of the classroom.

An overwhelming majority (86 per cent) intended to find a job after graduation, but many planned at some point to pursue further education, with 56 per cent considering baccalaureate education and 31 per cent considering research-based post-graduate studies, such as a master's or Ph.D. degree. Just over two-thirds had clear career plans, with 39 per cent having a specific career in mind, and 31 per cent considering a range of careers.



Graduating Student Survey

The 2021 Summer Graduating Student Survey was administered during the middle weeks of June 2021. CapU invited 1,069 students who graduated in spring 2021 to take the survey and received 98 submitted complete responses (nine per cent completion rate). Graduated students gave an average rating of 7.8 on a zero-to-10 scale when asked to rate how likely they were to recommend CapU to someone considering a post-secondary education, identical with the results from the new students surveyed in the fall Welcome Survey.

As with both other surveys, roughly one-third of students were first-generation post-secondary students. Most graduates (51 per cent) completed a degree program, with 32 per cent completing a bachelor's degree and 19 per cent completing an associate degree. Another 31 per cent completing a diploma program.

Almost all respondents (91 per cent) agreed or strongly agreed that they were satisfied with their education, and a slightly smaller percentage (82 per cent) agreed or strongly agreed that their program met their expectations. Disappointment with the non-academic student experience, however, was higher, with only 56 per cent of graduated students agreeing or strongly agreeing that it had met their expectations.

Asked to rate aspects of their university experience, survey respondents were particularly positive regarding the knowledgeability of their professors, with 81 per cent rating it *Good* on a three-point scale (*Good, Adequate, Poor*), and both the approachability of instructors and their helpfulness outside of class were rated *Good* by over 70 per cent of students (79 per cent approachability; 71 per cent helpfulness). For all three attributes, no more than three per cent of students rated them as *Poor*. However, program organization was rated *Good* by only 56 per cent and 16 per cent rated the organization of their program as *Poor*. Course scheduling was rated *Good* by only 50 per cent, with 14 per cent rating it *Poor*.

Seventy-eight per cent of graduated students said they graduated within the time that they expected to, and a very large majority (84 per cent) were planning to start either a full-time (58 per cent) or part-time (26 per cent) job after graduation. For 70 per cent of those planning to start a job, the job was directly related to their studies. Nearly two-thirds (66 per cent) of those starting a job felt prepared for their career.

Continuing with their post-secondary education was on the list for most graduates, with 65 per cent planning on further studies. As with the continuing or returning students surveyed in the Fall Welcome Back Survey, further baccalaureate study was the most popular (35 per cent), with 20 per cent considering working on a master's degree. Nearly a quarter (24 per cent) were considering returning to CapU for additional studies; this was the most popular choice among those who had a specific destination for further study.

Alumni Survey

The 2021 Capilano University Alumni Survey ran for most of July 2021. CapU invited 2,824 people who were between two and five years out of CapU, of whom 470 responded (16 per cent response rate), with 188 completing the survey (seven per cent completion rate). Enthusiasm remained consistent with the three previous surveys, with respondents giving an average rating of 7.9 on a zero-to-10 scale as to how likely they would be to recommend CapU to someone considering a post-secondary education. Enthusiasm for their program of study was similar, with respondents providing an average rating of 8.1.

Just under 40 per cent of alumni were first-generation post-secondary students. Roughly one-third (32 per cent) completed a bachelor's degree program, with 31 per cent completing a diploma and 19 per cent completing a certificate program.

Respondents overwhelmingly (88 per cent) agreed or strongly agreed that they were satisfied with their education, and a slightly smaller percentage (80 per cent) agreed or strongly agreed that their program met their expectations. Slightly less than half (49 per cent), however, agreed or strongly agreed that their non-academic university experiences had met their expectations.

Alumni were very positive on the extent to which they thought CapU had helped develop a battery of skills. Alumni were most positive about CapU's contribution to independent learning skills and to critical thinking skills, with 88 per cent of alumni rating CapU as being helpful or very helpful to developing both skills, and least positive about CapU's contribution to developing problem solving, where still 75 per cent rated CapU's contribution positively.

Almost all alumni were working (92 per cent) or not looking for work (3 per cent), for an unemployment rate of just under five per cent¹⁰. Of alumni who were

¹⁰ Based only on those alumni working or looking for work.



working, most (60 per cent) reported working in a job directly related to their studies, and another 23 per cent described their work as somewhat related. Most alumni (59 per cent) felt CapU prepared them for their career very well or more than adequately. Nearly a third (32 per cent) found a job prior to graduation, with another fifth (21 per cent) who found a job within one month of graduation. Of the 171 willing to disclose salary, 39 per cent earned \$60,000 or more per year.

Over half of alumni (54 per cent) are either enrolled in further studies (31 per cent) or planning to enrol (23 per cent). Of the alumni currently enrolled in further studies, just under a fifth (17 per cent) have returned to CapU. Of the 46 alumni enrolled at another publicly funded post-secondary institute in BC, the most popular destination was UBC (28 per cent). Among those respondents pursuing or planning to pursue further education, the most popular credential was a master's degree (32 per cent), with an additional certificate being the second-most popular choice at 22 per cent. Bachelor's degrees were close in popularity to certificates, with 20 per cent of alumni currently pursuing one or planning to in the future.



7.

Financial Information



Financial Information

Audited Financial Statements for Capilano University are at <https://www.capilanou.ca/about-capu/governance/budget-plans--reports/financial-reports/>



8.

Appendices



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

TRC CALL TO ACTION¹¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS OF PEOPLES ARTICLE

Progress	Initiatives and Partnerships
Identify whether the initiative is: <ul style="list-style-type: none"> ▪ New¹² ▪ Planned vs In Progress vs Implemented or ▪ Ongoing If there is no relevant program show as N/A.	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	New and/or Continuing Initiatives And Partnerships
N/A	

12: EARLY CHILDHOOD EDUCATION

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

Progress	New and/or Continuing Initiatives And Partnerships
Ongoing	Indigenization of all Early Childhood Education (ECE) diploma and bachelor's degree courses in partnership with BC Aboriginal Child Care Society and with support from Capilano University Office of Indigenous Education & Affairs and Centre for Teaching & Learning.
In progress	Development of Indigenized Graduate Diploma in Early Childhood Studies. Rural delivery of Indigenized ECE diploma in partnership with shíshálh Nation, including customized student practicums at mem7iman Child Development Centre. Location: Sechelt.

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

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



16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	Faculty of Arts and Sciences offers Lil'wat Nation Language and Culture Certificate and Sechelt Nation Language and Culture Certificate program. Two courses: LING 206 (First Nations Languages of BC) and LING208 (Indigenous Languages of the World and their Speakers) are focused on Indigenous Knowledge, Indigenous history, and Indigenous Scholars' work.
In progress	<p>The Lil'wat Nation Language and Culture Diploma, and the Sechelt Nation Language and Culture Diploma concept papers have been approved by Senate Academic Planning and Program Review Committee and are waiting feedback from the VP Academic & Provost. Both diplomas are going through program review and the direction of diploma development will depend on these reviews.</p> <p>BFNS 052 – First Nation Studies was customized in 2021-22 to focus on Squamish Nation culture and history. Twelve students provided the program with stable enrolment, with others joining throughout the year to take courses in a self-paced manner. The program meets a need for the Squamish Nation for courses previously delivered by the North Vancouver School District, and plans are underway to offer in future years with additional support from the Squamish Nation relating to student recruitment and administration.</p>

23: HEALTH-CARE PROFESSIONALS

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

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	Indigenization of all courses in the Music Therapy degree program and Health Care Assistant (HCA) certificate program, with support from Capilano University Centre for Teaching Excellence and including development of specialized cultural safety and humility training for faculty and students in the HCA program.

24: MEDICAL AND NURSING SCHOOLS

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

Progress	New and/or Continuing Initiatives and Partnerships
N/A	



28: LAW SCHOOLS

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

Progress	New and/or Continuing Initiatives and Partnerships
In progress	<p>The School of Legal Studies (SLS) is working on additional Indigenous studies courses one of which will be mandatory in the degree and diploma programs. Others would be offered as electives.</p> <p>The SLS is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses.</p> <p>LAW 2XX – <i>Indigenous Law</i> course.</p> <p>LAW 340 – <i>Company Law</i> course contains a teaching module on Indigenous business models.</p> <p>LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing.</p> <p>LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history.</p> <p>LAW 130 – <i>Criminal Law</i> course contains a module on Indigenous accused and sentencing.</p>

57: PUBLIC SERVANTS

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	
In progress	

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
In progress	<p>The planning stage for the Indigenization of the Education Assistant program was completed by the end of summer 2021. The program coordinator and faculty members worked with the Indigenization Advisor at the Sunshine Coast Campus—as well as representatives of School District 26, CapU, 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. The planning team is currently pursuing funding, with the intention of delivering the program in the 2022-23 academic year.</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
New or Planned	<p>Fine and Applied Arts (FAA) launched the first fall term of a new program for Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA). FILMBA is for Indigenous film professionals who would like to re-skill and up-skill their knowledge in film business affairs, management and leadership. Eight filmmakers have completed the program, which consists of eleven two-day workshops that take place on weekends. The summer term runs from May to June, and the fall term runs from September to December. Another 12 filmmakers took part in some of the workshops.</p> <p>The program fully sponsors 24 Indigenous film participants, including tuition and other relevant learning expenses. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax). 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.</p>



Implemented
or Ongoing

Fine and Applied Arts (FAA) has one program: Indigenous Digital Filmmaking (IDF), focused on Indigenous knowledge, history and the work of Indigenous filmmakers and scholars.

Across the three schools (Performing Arts, Design and Motion Picture Arts and Animation) in the FAA, 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.).

In 2020-2021, CapU's Indigenous Digital Filmmaking (IDF) and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, "Response: Our Land Narrative" which highlighted a series of short videos created because of workshops between Indigenous Knowledge Keepers and artists.

The FAA has strong participation in CapU's Indigenous Digital Accelerator (IDA) project including foundational membership, faculty research supervision and student research assistants who work collaboratively to support Indigenous digital business scale-up.

In 2020-2021, the IDA onboarded the first Indigenous-led businesses: Chastity Davis Consulting, Tokhapi Cinema, and Wapanatakh Media. The IDA also completed its first applied research project that year, a collaboration between Chastity Davis Consulting and Capilano University's Bachelor of Design program, with Carol Aitken (school chair) acting as faculty research lead and two student researchers, with projects funded by a MITACS grant.

IDA helped Tokhapi Cinema with their short film Disappearing Moon, which launched at the October 2021 imagineNATIVE Film Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco and L.A. Skins Fest in Los Angeles and earned a nomination for Achievement in Short Filmmaking Award at the Native American film festival.

The IDA welcomed a new client, Jennifer Podemski's The Shine Network Institute (TSNI), in fall 2021. TSNI is an Indigenous-owned and operated organization offering professional development, advocacy, consulting and mentorship for Indigenous women in the film, television and media sector.

The IDA helped launch the FILMBA program, which cultivates the business skills of Indigenous filmmakers. FILMBA had its first intake begin in summer 2021, with its first fall intake running in September 2021

Nine High Quality Personnel (HQP) jobs were created by the IDA in 2020-2021 including three Mitacs-funded student research assistant positions, two faculty research supervisors, one IDA manager, one IDA lead administrator and one MITACS business development director (co-funded with other CapU units and in partnership with MITACS), and one film and business affairs mentorship.

Accelerating businesses will begin reporting revenue growth this fiscal year. The current value of business expenditures in research and development (BERD) to date equals \$65,000: including \$45,000 from MITACS, \$7,500 from Chastity Davis Consulting, \$7,500 from Wapanatakh Media and \$5,000 for Film Producing Mentorship.

Four film production positions were available for Disappearing Moon, and one additional research position was created in the development of Wapanatakh's Red Media online network and digital platform. A mentoring opportunity was recently signed with Animikii Indigenous Technology to provide Wapanatakh with a business plan and online platform design.



92: BUSINESS SCHOOLS

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>BADM 106 - <i>Organizational Behaviour</i> course, NABU 318 - <i>Project Management</i> course, NABU 504 - <i>Strategic Management</i> course:</p> <p>All courses include a presentation and group discussion on the findings and recommendations of 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> <p>BADM 469 - <i>Applied Understanding of Indigenous Entrepreneurship</i> course offered starting in spring 2022.</p>
In process	<p>The School of Business has hired an instructor in Decolonization and Indigenization. The new position will instruct a broad range of courses within the School of Business, from lower-level to upper-level capstone courses, for a wide range of students. Instructors may be expected to teach courses such as Indigenous Entrepreneurship, Introduction to Management, etc. In addition, this role is anticipated to assume administrative section release within the School of Business, to advance program and curriculum development in support of Indigenous communities. In alignment with a Special Program approved by the BC Office of the Human Rights Commissioner, this position's duties are focused on delivering Indigenous content and as such, CapU hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p> <p>BADM 469 - <i>Applied Understanding of Indigenous Entrepreneurship</i> course offered starting in spring 2022.</p> <p>In alignment with Envisioning 2030 and our commitment to Truth and Reconciliation, the School of Business is proposing formalizing the Indigenous content within IBUS 255 Cross-Cultural Business. As a required course for all Bachelor of Business Administration students, this is a natural course to provide a foundation of knowledge around Indigenous history and its impact on business. After consultation, it was recommended that we bring in two guest speakers for each section. The first, an Elder, who would walk students through the history of Indigenous peoples in Canada using the blanket exercise. The second would be an Indigenous business professional who would speak to challenges Indigenous businesses face. We piloted this in spring 2021 with the plan to roll it out across all IBUS 225 classes starting in fall 2021.</p>



UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>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.</p> <ol style="list-style-type: none"> 1. Indigenous Advisory Circle (IAC): These meetings are chaired by the president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision. 2. Indigenous Education Steering Committee (IESC): These meetings are chaired by the director of IEA and are in place to open strategic conversations between the Indigenous communities of the Lower Mainland and the University in all academic and student-services-oriented affairs. 3. Monthly individual meetings with the five territorial rights holder Nations: These one-on-ones allow for individual input from each of the five territorial rights holder Nations. <p>CapU has housing prioritized for Indigenous students attending CapU.</p> <p>CapU has formally acknowledged the Jay Treaty by offering domestic tuition to US Indigenous students affected by colonial, imposed borders.</p>



In Progress	<p>CapU is in the process of developing an Indigenous Plan to meet the needs of Indigenous students, faculty and staff as well as the five territorial rights holders going forward.</p> <p>CapU is in the process of developing an Elder Relationship Document to ensure its relationship with Elders and Knowledge Keepers are respectful and in balance.</p> <p>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.</p> <p>CapU has attained approval from the Human Rights Tribunal to initiate a five-year hiring process to increase its Indigenous employees. CapU is in the process of reviewing how to make its recruitment, onboarding and community more considerate and respectful of Indigenous employees.</p> <p>CapU has hired an Indigenous counsellor to serve the specific needs of our Indigenous students.</p> <p>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 Esliha7an Learning Centre in North Vancouver. Courses included Provincial Level English, Math, and Computer Studies.</p>
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Appendix B: Planning Priorities, Strategies and Actions—Envisioning 2030, Illuminating 2030 Academic Plan, Internationalization Plan and Campus Master Plan

IMAGINATION—?A?ITUT (“HAVE DREAMS”)

GOAL 1:

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

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

GOAL 2:

Use imagination to drive CapU's digital transformation

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



ENVISIONING 2030: COMMUNITY

GOAL 1:

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

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



GOAL 2:

Imagine and develop sustainable actions to minimize our ecological footprint

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

GOAL 3:

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

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



ENVISIONING 2030: DISTINCT UNIVERSITY EXPERIENCE

GOAL 1:

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

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



GOAL 2:

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

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

GOAL 3:

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

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



GOAL 4:

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

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



GOAL 5:

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

GOAL 6:

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

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



ILLUMINATING 2030 ACADEMIC PLAN

Theme	Action
Where We Are: Community	<p>Develop, guided by Indigenous Education and Affairs (IEA) framework¹³, in partnership with the territorial rights holders and the Indigenous Education & Affairs (IEA) Steering Committee, an academic action plan. The plan will address the educational priorities and requirements of the territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further reconciliation.</p> <p>Seek direction and guidance from the Squamish Nation on our responsibilities to Skw'cháys and translate these responsibilities into teaching, learning and scholarship.</p> <p>Establish a centre of experiential and work-integrated learning opportunities for all students, and linked with faculty creative activity, research and scholarship.</p> <p>Expand CapU's partnerships with our region's municipalities and regional districts, businesses and industries, not-for-profit and community organizations and other interested partners, aligned with University values.</p> <p>Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations.</p> <p>Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</p> <p>Deepen and expand scholarly, research and creative activity collaborations with local and global educational partners for mutually beneficial community-engaged learning and research opportunities.</p>

¹³ In draft.



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

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



INTERNATIONALIZATION PLAN

Theme: Imagination

Strategies	Activities and Measures
Foster an enhanced level of inquiry, curiosity, and participation in internationalization	<p>Increase employee engagement in global activities and events to at least 150 participants per annum by 2024</p> <p>Implement dialogue series on globalizing programming and curriculum in 2021</p> <p>Increase global content in programming and curriculum by at least 25 per cent by 2024</p> <p>Host at least four cross-institutional global events per annum by 2023</p> <p>Generate at least four new international educational partnerships per year</p>
Generate a wide array of international collaborations with education, association, and industry organizations to increase knowledge, build capacity, expand networks, and learn and apply technology applications for innovation in program development and delivery	<p>Create partnerships with educational providers or specialized sectors globally that enhance capacity for advanced educational delivery practices and performance</p> <p>Create connections to international industry associations that provide insight to the future of work in a global context</p> <p>Generate international research opportunities with global partners in 2021 and implement at least two projects per year from 2022</p> <p>Build CapU leadership presence in relevant industry and education organizations on a global level</p> <p>Implement CapU global program operations (see Distinct University Experiences – balanced and resilient International Enrolment)</p>
Build upon our experience and expertise in international development by creating international projects that provide a wide array of transformative learning opportunities for learners and exceptional professional development opportunities for employees and alumni	<p>Build connections with project agencies, funding partners, foundations, and advocates of international development.</p> <p>Identify and pursue at least 10 project leads per year from 2021 and submit at least four proposals per year from 2021</p> <p>Successfully implement at least two global projects per year from 2022</p> <p>Generate at least one self-sustaining international project per year through educational collaborations from 2023 onwards</p>



Strategies	Activities and Measures
Develop CapU International units for international business operations and wider university involvement in internationalization	<p>Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training and engagement by 2021</p> <p>Establish CapU International as a broad business unit for long-term project management and international educational services by 2022</p> <p>Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022</p> <p>Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities</p> <p>Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022</p> <p>Generate or assist global distance learning division by 2022</p> <p>Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing</p>
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Strategies	Activities and Measures
Develop CapU International units for international business operations and wider university involvement in internationalization	<p>Establish renewed operational model featuring the Centre for International Experience (CIE) to provide marketing, recruitment, admission, transition, and international student services, the Centre for Global Engagement (CGE) to provide study abroad, projects, events, dialogue, workshops, training and engagement by 2021</p> <p>Establish CapU International as a broad business unit for long-term project management and international educational services by 2022</p> <p>Evaluate and facilitate CapU International Pathway or Gateway Institute to prepare international learners by 2022</p> <p>Contribute to global engagement of industry and education partners in innovation hubs or centres for advancement of teaching and learning practices and other global engagement activities</p> <p>Generate or amend appropriate institutional policies and procedures to embrace and foster successful internationalization in the university by 2022</p> <p>Generate or assist global distance learning division by 2022</p> <p>Continuously improve international student admissions procedures with further enhancement of Customer Relations Management (CRM) applications, improved digital services for processing applications and proactive customer services, developing leading class turnaround times for application processing</p>
Establish Centre for Global Engagement (CGE) that coordinates and facilitates university wide global engagement. The Centre will provide International operational services in study abroad, exchange, projects, partnerships, learning support, and events, and will engage multiple institutional units and representatives in planning and implementation of community wide global engagement activities including forums, workshops, events, research activities, and celebrations	<p>Engage a Global Engagement Group (GEG) consisting of university representatives to help craft and initiate the Centre in 2021</p> <p>Identify initiatives and activities for Global Engagement of the University community and establish a schedule of activities in 2021</p> <p>Foster engagement with various units of the Institution for support of shared initiatives and activities in 2021</p> <p>Hold at least four events per year with the university community to generate global engagement from 2022 onwards</p> <p>Foster participation of at least 500 university community members in global events and activities per annum by 2023</p> <p>Engage global alumni with networking events and activities and proactive communications to maintain relationships, generate collective knowledge, enhance learner and employee networks and opportunities</p> <p>Create global internship, coop, and practicum opportunities for learners to engage to build global networks and experiences</p>



Strategies	Activities and Measures
<p>Enhance CapU's global recognition through global brand development, a commitment to internationalization, and pursuit of awards and recognition to qualify our efforts.</p>	<p>Development and implementation of a diversified digital marketing program for international recruitment in 2021 and 2022 (see Distinct University Experience – balanced and resilient international enrolment)</p> <p>Evaluation of awards and recognition requirements in 2021</p> <p>Submission of at least two applications for awards and global recognition per year from 2023</p> <p>Achieve QS global rating for Internationalization by 2023</p> <p>Pursue International Association of University Internationalization badges by 2024</p>
<p>Determine approaches to proactively and progressively support global sustainability initiatives that contribute positively to people and the planet</p>	<p>Support Academic Plan initiatives around transformational and regional place-based learning through appropriate international agency connections and networks</p> <p>Evaluate and plan for carbon neutral international education activities by establishing benchmarks and identifying strategies to offset and reduce carbon consumption in travel and operations in 2021</p> <p>Create a CapU Gap Year program in partnership with global partners by 2024 to enhance preparation of new learners, build new learner commitment to CapU, and inspire mid-way learners by participating in global programs that contribute to United Nation's Sustainability Development Goals.</p>

Theme: Distinct University Experience

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



Theme: Community

Strategies	Activities and Measures
<p>Foster a strong global community network that facilitates innovation, inter-cultural learning, transformative learning experiences</p>	<p>Maintain and build diversity in our global community of education partners where we maintain relationships in over 80 countries with institutions, agencies, and organizations</p> <p>With select partners generate innovative activities that benefit learners and provide unique global experiences such as global film and animation festivals, sports, outdoor recreation, and entertainment events, virtual conferences and other initiatives</p> <p>Generate connections to global organizations to enhance relevance and application of local to global and place-based learning initiatives where appropriate and valuable</p>
<p>Achieve growth in outbound exchange mobility (subject to COVID-19 related travel and immigration conditions) over 2019 levels with a diverse and dynamic array of global education exchange</p>	<p>Ensure at least two high quality outbound exchange opportunities for all degree programs in at least two different countries and preferably two different regions of the world</p> <p>Develop at least one high quality outbound exchange opportunity outside of Europe for all degree programs by 2023</p> <p>Expand range of outbound exchange opportunities for non-degree programs</p> <p>Double outbound exchanges for CapU learners by 2024</p> <p>Establish at least six active employee exchanges by 2024</p>
<p>Create a sustainable and dynamic program of professionally delivered Field Schools for enhanced global experiences of faculty and learners</p>	<p>Create a new model of field-school operations in 2021 that facilitates a consistent and proactive three-year cycle of field school experiences to generate demand, provide broader university-wide opportunity for participation, plan appropriately to sustain operations and manage risks, and design and provide high quality transformative learning experiences</p> <p>Utilize our partnership network to create and host at least one regularly held field schools per year with special emphasis on deepening connectivity to major international student markets (for example, India, Brazil, and Vietnam) for all learners and the CapU employee community</p> <p>Increase participation in field schools by at least 150% over 2019 levels by 2023 with at least three field schools annually</p> <p>Build upon the 2020 virtual field school experience with at least one annually operated virtual field school</p>
<p>Build strong Capilano University connections to local cultural communities</p>	<p>Generate connections to local cultural communities where appropriate to generate stronger interconnectedness, support and sense of community for international learners</p>



Theme: Health and Well-being

Strategies	Activities and Measures
Provide highly effective and proactive transition services to international learners to ensure that they are well prepared and well supported on their CapU educational journey	<p>Ensure a consistent and exceptional customer service experience for all international learners with personalized 'application to classroom' transition services including program admissions and academic advising, life-skills training, pre-assessment of learning support needs, immigration and employment services, housing services, medical insurance support, and COVID-19 related special services such as quarantine and health care requirements</p> <p>Continuation and enhancement of virtual and in-person (when possible) pre-departure training for over 90% of incoming learners and their families to enhance readiness and assist in a smooth, effective, and well-supported community-based transition to Canada and CapU</p> <p>Seamless integration of International, Registrar, Student Success, and Program Department services for international learners to ensure efficient and well-supported transition to university-based services</p> <p>Develop program to strengthen international learner readiness for academic studies, or provide pathway back to academic studies through early alert mechanisms</p> <p>Maintain and enhance international learner mentorship program (ILMP) to support transitioning and first year international learners</p> <p>Increase overall retention of international learners to 80% by 2023 through more effective transition support</p>
Constantly monitor and assess international student academic, financial, social, physical, and mental well-being with special emphasis on conditions unique to international learners	<p>Evaluate student well-being through regularly conducted international student satisfaction survey, plus monitor well-being of international learners through regularly held focus groups, as well as consultation with student services, student success, and departments where appropriate and relevant</p> <p>Enhance sports and recreation programming and services for international learners to enhance health and well-being conditions and build sense of university community</p> <p>Generate or invest in online crisis services tailored to international learners</p>
Establish scholarships and awards of merit for international learners to attract high performing learners, contribute to EDI goals and values, and encourage and reward effort	<p>Establish three non-academic merit based full scholarships by 2023 for individuals from marginalized areas to facilitate learning and opportunity</p> <p>Create at least 10 merit-based scholarships for international learners by 2023</p> <p>Create, by 2023, at least 10 awards for international learners facing hardship and constraint to support EDI values and goals of the university</p>



Strategies	Activities and Measures
Continuous assessment and Improvement of International learner performance and teaching and learning conditions	Regular evaluation of student achievement, commitment to learning, and fulfillment of academic requirements
	Continued and enhanced instruction and support on standards and practices to ensure academic integrity delivered in all pre-departure, orientation, and transition services for international learners
	Enhanced inter-cultural learning for CapU community through workshops, webinars, presentations, events and other means to assist recognition and implementation of appropriate techniques and practices that facilitate positive learning and ensure high academic standards of international learners
	Continuously improve positive learning and graduation achievement for international learners

CAMPUS PLAN

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

OPEN SPACE AND NATURAL AREAS

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

Action Focus	Implementation Targets
Natural Areas	Enhanced natural connections
	Outdoor spaces for learning and socializing
	Restoration
	Drought-tolerant and native species
	Traditional uses
	Protected areas



Action Focus	Implementation Targets
Formal Landscaped Areas	<ul style="list-style-type: none"> Plazas Courtyards Outdoor classrooms Pavilions North-south spine East-to-west pedestrian promenade Greenways Community gardens Places for ceremony
Hydrology & Rainwater	<ul style="list-style-type: none"> Wetlands Integrated stormwater management irrigation
Public Art	Public art
Programming Opportunities	<ul style="list-style-type: none"> Events Passive recreation Active recreation Living laboratory
Sense of Arrival	<p>A clear sense of arrival:</p> <ul style="list-style-type: none"> ▪ Northern Transit Exchange ▪ Purcell Way ▪ Southern Access Road



Action Focus	Implementation Targets
Energy & Greenhouse Gas (GHG) Reduction	<p>GHG reduction target of 67 per cent below a 2007 baseline by 2020.</p> <p>Building requirements and constraints:</p> <ul style="list-style-type: none"> ▪ Passive-first approach ▪ Building orientation ▪ Shape and massing ▪ Alternative energy sources ▪ Integrated design ▪ Integration with nature ▪ Green building certification ▪ Life cycle of materials
Potential Future Development Sites	<p>Outdoor classrooms</p> <p>Priority will be for sites that:</p> <ul style="list-style-type: none"> ▪ Do not encroach on existing natural spaces ▪ Serve to further animate the north end of the main campus, especially sites that are on existing surface parking ▪ Reinforce and animate the Perimeter Road ▪ Enforce the concept of a compact campus, where building development encourages synergies <p>Where needed or possible, expand existing buildings to reinforce open spaces and connections.</p> <p>When possible, give priority to development that occurs on the north end of campus or that takes place on existing building footprints.</p> <p>Encourage mixed-use buildings to create a village-like environment.</p> <p>Encourage future development to foster collaboration and knowledge exchange through the programming of buildings.</p> <p>Active uses: Encourage active uses such as food services and other commercial activity to be on the ground floor, fronting open spaces and pedestrian walkways, with as much transparency as possible.</p>



Action Focus	Implementation Targets
Built Form Guidelines	<p>Character:</p> <p>Development shall be responsive to the natural form and character of campus, including the topography.</p> <p>Materials should be locally-sourced when possible, durable and sustainable, with a visually coherent palette.</p> <p>Development shall encourage expression of First Nations culture in building and site design.</p> <p>New development should visually and spatially connect the indoors to the outdoors, encouraging interaction with nature and the environment.</p> <p>Orient buildings to reinforce open spaces and pedestrian pathways by:</p> <ul style="list-style-type: none"> ▪ Providing entrances that connect directly to sidewalks and pathways ▪ Providing frontages that face open spaces ▪ Reducing setbacks along the Perimeter Road ▪ Avoiding large blank walls, especially at ground level, and uninterrupted building massing <p>Visual permeability:</p> <p>Transparent facades shall be provided at grade to encourage passive surveillance, natural light and visual interest within development occurring along pedestrian pathways, fronting on streets or open spaces</p> <p>Buildings shall include broad windows to create a connection to surrounding natural areas.</p> <p>Weather protection for wet winter months shall be provided in the form of canopies, roof overhangs, short distances between new development when possible and siting buildings to connect to the existing pedestrian network.</p>



CAMPUS PLAN: MOBILITY

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

Action Focus	Implementation Targets
Pedestrian Network	<p>Diverse circulation routes.</p> <p>Maintain the existing network of trails and paths throughout campus. Direct connection between major destinations on campus.</p> <p>Ensure a sense of safety throughout campus through:</p> <ul style="list-style-type: none"> ▪ Effective pedestrian-oriented lighting ▪ Design future development to have transparent building facades, with orientation to allow for natural surveillance. ▪ Apply the principles of crime prevention through environmental design (CPTED) in all future development on campus <p>University Accessibility:</p> <ul style="list-style-type: none"> ▪ Enhance connections to better allow those who are differently abled to move around campus freely and safely. ▪ New development shall provide direct connections to the existing pedestrian network. ▪ Improved connections to existing pedestrian trails and pathways in the surrounding community. <p>Access:</p> <ul style="list-style-type: none"> ▪ Provide a continuous pedestrian sidewalk and establish highly visible pedestrian crossings at key connection points around the Perimeter Road ▪ Ensure that sidewalks connect effectively to the internal trail system.
Wayfinding	<p>Develop a comprehensive signage and wayfinding strategy that sets forth a clear hierarchy of signage.</p> <p>Strengthen the sense of arrival at the two major gateways—Purcell Way and the Transit Exchange—with future provision for a gateway at the entrance of the Southern Access Road.</p> <p>The use of colour, landscape features and/or public art should be used strategically throughout campus as an element of wayfinding.</p> <p>Reinforce connections between open and landscaped areas on campus.</p>
Cycling	<p>Enhance connections between the Perimeter Road and the internal road system on campus to the existing cycling network of the District.</p> <p>Provide end-of-trip facilities at convenient locations on campus, including covered and secure locking stations located near campus gateways and building entrances when possible and where existing shower facilities are located.</p> <p>Bicycle parking should be well-lit at night and located in a secure environment at all times.</p>



Action Focus	Implementation Targets
Transit	<p>The primary transit stop on campus will be at the Northern Transit Exchange. Capilano University will work with TransLink and Coast Mountain Bus Company to work towards a mutually beneficial solution to the elimination of the 239.</p> <p>The Northern Transit Exchange will be enhanced as a major gateway to campus, with special consideration for pedestrian linkages and the interface with the open space between the Bosa Building and the proposed new plaza development at the Maple Building site.</p> <p>Digital information on routes and route timing shall be displayed in key areas around campus, such as in the Birch Cafeteria.</p> <p>This plan endorses the Southern Access Route, which will become the primary mode of access to campus for transit, once built. Buses will travel up Monashee Drive, with a stop midway to ensure accessibility.</p>
Vehicular Circulation, Parking and Servicing	<p>The future main vehicular access will be the South Access Road. Vehicular access will still be maintained through Purcell Way and Entrance 2.</p> <p>The Perimeter Road shall be the primary continuous means of vehicular transportation around campus, with provision for the comfort and safety of pedestrians and cyclists.</p> <p>Provide safe and marked drop-off areas that reduce conflict between different modes, especially at the Children's Centre. Ensure access to all buildings for those who are differently abled.</p> <p>Continue to support car share, carpooling and ride share through the provision of free parking for those who participate and commit to reducing single-occupancy vehicle use.</p> <p>Service areas and loading bays shall be dispersed throughout campus to minimize impact.</p> <p>The supply of parking on campus needs to be reviewed in the context of a Transportation Demand Management (TDM) Strategy, allowing the reduction of supply with the increase in use of alternative commuting modes such as cycling and transit.</p> <p>Reduce the negative visual impacts of surface parking and inefficient use of space where possible by:</p> <ul style="list-style-type: none"> ▪ Developing parking structures in conjunction with new development on the north end of campus, either within or under new buildings ▪ Not providing a net increase of parking ▪ Planting shall be provided to reduce the visual impact of surface parking lots, with consideration <ul style="list-style-type: none"> ▪ for clear sightlines to ensure safety ▪ Priority placement of accessible parking ▪ Parking lots shall be designed with consideration for CPTED principles <p>Introduce rainwater management strategies for all campus parking lots.</p>



Action Focus	Implementation Targets
Transportation Demand Measures (TDM)	<p>Continue to implement transportation-demand management strategies such as Capilano U Carpool Program, Jack Bell Ride-Share Program, Bike to Work Week, and Capilano Fleet Program.</p> <p>Set five-year mode targets, which can be measured against transportation surveys.</p> <p>Review the feasibility of a bike-share program.</p> <p>Increase parking fees, with additional revenues set aside for TDM.</p> <p>Work with TransLink and Coast Mountain Bus Company to provide efficient, frequent and reliable transit service that supports the Northern Transit Exchange.</p> <p>Provide student housing on campus to reduce commuting by students.</p> <p>Improve pedestrian and cycling facilities and connections to the community and the District.</p>
The Perimeter Road	<p>Provide a continuous circulation loop around campus by reopening Skeena Road to connect to Purcell Way.</p> <p>Future development should be located near the Perimeter Road, with minimal setbacks and entrances and plazas oriented to the street to enhance the circulation road as a people place.</p> <p>Rename the Perimeter Road to underscore its continuity, exploring opportunities for inclusion of a name that honours North Shore Indigenous culture and communities.</p> <p>This plan endorses the Southern Access Road, which will connect to the circulation road, becoming the primary vehicular gateway to campus, both for cars and transit.</p>





CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

SEXUAL VIOLENCE ANNUAL REPORT, 2021-2022 MAY 1, 2022

INTRODUCTION

In May 2016, the British Columbia government enacted the Sexual Violence and Misconduct Act, requiring all public post-secondary institutions to establish a standalone policy regarding sexual violence within one year of the bill receiving Royal Assent. This act came about through student advocacy to recognize that sexual violence is a pervasive issue across post-secondary campuses, and that there was a need to take action.

This annual report outlines Capilano University's actions to address sexual violence, including educational programming, supports provided, reports and investigations, resource development, trends and future planning. This report highlights the deep commitment of the institution to create a safer campus community, capturing information about the sexual violence portfolio from April 1, 2021 to mid-April, 2022 in alignment with the academic year calendar.

In writing this report, we respectfully acknowledge that our campuses are located on the unceded and traditional territories of the Lílwat, x̣ṃəθḳʷəỵəm (Musqueam), shíshálh (Sechelt), Sḳwx̣wú7mesh (Squamish) and the Səḷílwətaʔ/Selilwitulh (Tsleil-Waututh) peoples. We recognize the inherent connection between sexual violence and the impacts of ongoing colonialism on Indigenous Peoples and communities, and strive to centre this within the actions we take to address sexual violence in our campus community.

POLICY REVIEW

In May 2017, Capilano University's Board of Governors passed the Sexual Violence and Misconduct policy (B.401) in accordance with the BC Sexual Violence and Misconduct Act. Based on the Ministry requirement in 2019 to review and update these policies, Capilano University conducted its policy review and revision process throughout 2019-2020 with the final revised policy and procedure completed in November 2020. This included renaming the policy, removing 'misconduct' from the title to be more aligned with recent research and evidence-informed best practices.

The Sexual Violence policy (B.401) and procedures (B.401.1) were reviewed again in 2021 and 2022 by Student Affairs and HR, with minor updates made based on a shift in roles at the institution and increased support resources. No substantial changes were made. A thorough review and consultation of the policy and procedures will begin in January 2023 in alignment with the Sexual Violence and Misconduct Act and the Policy Development and Management policy (B.102). This upcoming review will be informed by guidance of the Sexual Violence Advisor Committee and lead by the AVP Student Success and designate from Human Resources.

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

SEXUAL VIOLENCE ADVISORY COMMITTEE

Implementation of the policy and procedures is informed by recommended action of the Sexual Violence Advisory Committee, made up of campus experts and designated departments. This committee was struck during the Spring 2021 semester, after a campus wide invitation was sent out to join the committee. The committee is co-chaired by a representative from Student Affairs and Human Resources, sponsored by the Associate Vice President, Student Success and Vice President People, Culture and Diversity. The committee includes membership from the Capilano Students Union, Capilano Faculty Association, Move Up union, Indigenous Education and Affairs, Counselling Services and other student and employee experts.

The advisory committee has met on the following dates:

- May 17, 2021,
- June 14, 2021,
- Nov 23, 2021,
- March 1, 2022

Members of the advisory committee have recommended adding additional members to the committee, specifically including more male identified representatives, community-based organizations, and an Elder. Outreach to recruit additional members is underway. Indigenous Education and Affairs provides key feedback to the committee, but has chosen not to sit on the committee on an ongoing basis due to the potential for re-traumatization related to colonial violence.

The committee has provided key feedback on initial drafts of an education plan, feedback on Sexual Violence Awareness Month programming and further actions needed to support ongoing sexual violence prevention, education and response at CapU.

EDUCATION AND AWARENESS

Education is an essential part of sexual violence prevention and there have been several new educational initiatives and collaborations in 2021/2022. Outlined below is a summary of key initiatives.

Sexual Violence Awareness Month

Capilano University hosted its first Sexual Violence Awareness Month (SVAM) in January of 2022. This month-long programming series aimed to increase understanding and awareness of sexual violence, the colonial roots of rape culture, and how to take an active role in creating a culture of consent. Through a combination of interactive events, passive programming, and cross-campus collaborations, SVAM worked to grow the capacity of CapU students, staff, and faculty to recognize and disrupt systems of harm, create trauma-informed communities of care, increase awareness of services and reduce barriers to survivors accessing support.

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This year, last minute adaptations to SVAM programming were made to accommodate the safety restrictions implemented in response to the Covid-19 Omicron variant. This resulted in the cancellation of the only in-person, student-focused event (Pop-corn and Pop-Culture: Portrayals of Consent in Popular Media) and various campus-wide passive programming elements, which meant that student-focused education relied predominantly on online engagement.

Key SVAM events included:

Weekly Consent Culture Quiz: SVAM's online education and engagement included a weekly consent culture quiz that ran for four consecutive weeks on the Student Affairs Instagram stories. Participation in the quiz was incentivized by the opportunity to win a \$50 amazon gift card that was given away weekly. The quiz series educated participants on what constitutes sexual violence, everyday consent, how to support a survivor, and dispelled common rape culture myths. Engagement with the quiz varied by topic and question, producing between 26-52 responses per question. Total participants ~147. Questions were presented in both multiple choice and short answer prompts, with variation in difficulty and complexity

Consent Culture Booth in Residence: The booth aimed to engage students entering and exiting the cafeteria by providing snacks, music, and an opportunity to enter to win a \$25 amazon gift card if they answered a consent culture related question. These interactions allowed students to engage in a casual way and opened up dialogue for them to learn more sexual violence, consent culture, and the resources available to support them. The consent culture questions focused on generating dialogue around everyday consent, power dynamics, boundaries, the link between settler colonialism and sexual violence, and basics information about CapU's sexual violence policy. Student's expressed interest in more in-person programming in residence in the future, and were more aware of the services the Student Affairs office is able to provide them. The event was 2 hours in duration and engaged 28 participants.

Sex Work and Sexual Violence: Creating Safer Spaces on Campus: This event was a collaboration with BC Campus, Pace Society and Peers Victoria Resource Society with Ashley Bentley, Manager Student Affairs acting as the moderator. This 1.5 hour virtual workshop covered how students are engaging in sex work, how sex work intersects with sexual violence and how to customize safety planning for sex workers who have experienced violence and how to destigmatize sex to make campus services safer and more accessible. This event was open to not only CapU, but post-secondary institutions across the province. This event engaged 75 participants, 18 specifically from CapU.

Trauma-Informed Approaches to Sexual Violence Prevention: This 1.5 hour long virtual workshop for employees, equipped participants with the tools necessary to create trauma-informed spaces and a culture of care and respect. It provided staff and faculty with an overview of CapU's sexual violence policy definitions and their responsibilities under it, a better understanding of trauma and its impacts, and how to support those experiencing it. This workshop engaged 25 participants.

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A Call for Change with Anna Soole: This 3 hour session addressed the critical link between settler colonialism and sexual violence. It provided the time and space for participants to deepen their understanding of the roots of violence and encourage non-Indigenous people to take a more active role in reconciliation within their communities. This session engaged 26 participants.

Workshops and Trainings

Many other workshops and trainings on sexual violence were provided throughout 2021-2022 including the following:

- Residence Advisor Training-Responding to Disclosures and Understanding Trauma Informed Practices (10 participants)
- Peer Leader Training: Responding to Disclosures and Understanding Trauma Informed Practices (12 participants)
- ASAS Faculty and Staff Training- Responding to Disclosures and Understanding Trauma Informed Practices (22 participants)
- MOPA Faculty and Staff Training- Responding to Disclosures and Understanding Trauma Informed Practices (28 participants)
- ASAS Students Training: Consent and Healthy Relationships (18 participants)
- Human Resources Department Training: Responding to Disclosures and Understanding Trauma Informed Practices (17 participants)
- Student Appeals Committee: Trauma Informed Approaches to Appeals (16 participants)
- All employees-Domestic Violence external seminar offered by Human Resources

Other Education Initiatives

The Student Affairs department purchased 8 educational videos from Samantha Bitty as recommended by student members of the Sexual Violence Advisory Committee to support future digital awareness campaigns and passive education programming. These videos provide information and skill building on topics of consent and boundaries, healthy relationships, safer sex, how to break up with someone and body positivity.

Representatives of the Student Affairs team have historically engaged in a provincial community of practice focused on the development of sexual violence educational resources with BC Campus and the Ministry of Advanced Education and Skills Training. The provincial community of practice developed four training modules during 2020 that are an open resource that can be used by every public post-secondary institution in the province. The modules are on the topics of supporting survivors, bystander intervention, consent and sexual violence and accountability and repairing relationships. These [modules](#) were completed in May 2021 and have been adapted for use within the CapU community. The modules have been used for ongoing training for employees and students and the accountability module specifically has been used as part of transformative justice sanction responses to individual cases.

Members of the Student Affairs team provided feedback on an asynchronous online course for students developed by BC Campus. The Ministry of Advanced Education and Skills Training provided

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

funding to purchase licensing for this online course, which will be utilized for orientation programming for Fall 2022.

DISCLOSURES AND REPORTS

This is a summary of the statistics from April 1, 2021-mid-April, 2022 for disclosures, reports and investigations of sexual violence.

Student Affairs

Disclosures*	18
Third Party Disclosures	7
Reports	5
Investigations	6 (5 conducted by internal investigator/1 conducted by external investigator)
Transformative Justice Response	4 (All conducted internally)

Human Resources

Disclosures	3
Third Party Disclosures	0
Reports	2
Investigations	2
Transformative Justice Response	0

**This represents the number of disclosures made directly to Student Affairs team members. This does not include disclosures made to employees in other departments where the survivor chose not to seek additional support or make a formal report.*

Transformative justice responses provided included facilitating education on consent, boundaries and accountability with respondents who were found in violation of the sexual violence policy to support behavior change. Note that these transformative justice responses were in alignment with complainant/survivor wishes.

In addition to these statistics, it is important to note that other supports were provided to both individuals who disclosed or reported, and those who caused harm throughout the process including workplace and academic accommodations/concessions, safety planning, financial aid support and connection to counselling and other support resources.

In addition to these statistics, Student Affairs and Human Resources have noticed several trends in relation to the disclosures and reports received. Several of the cases were connected to Student

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

Housing, Athletics and Applied Arts programs. It was also noted that disclosures were predominantly received by faculty members before a referral to Student Affairs. These trends are in alignment with trends in other post-secondary campuses as identified in the federal [Courage to Act Report](#). These trends identified will be used to inform the development of future education and prevention programming.

NEW RESOURCES

In alignment with the Sexual Violence policy (B.401) which identifies providing resources for support and education services, several new roles were created. Student Affairs hired two Student Support Advisors to support the needs of both survivors and those who may have caused harm. The Student Support Advisors also support and contribute to education and training on sexual violence. Additional restructuring also occurred in the Student Affairs department to enhance resources for sexual violence prevention, including hiring a Sexual Violence Prevention and Well-Being Facilitator (formally Well-Being Strategist role) and for the Student Rights and Responsibilities Advisor role to shift slightly, to incorporate sexual violence reports and investigations.

The new Student Fee budget has also provided more funding to support sexual violence prevention programming to create enhance awareness and reduce barriers to accessing services.

OTHER INITIATIVES

Throughout the year, there have been several other initiatives to support sexual violence prevention and response. Outlined below is a summary of additional initiatives.

Sexual Violence Perceptions Survey: Capilano University, along with all BC public post-secondary institutions, was mandated by the Ministry of Advanced Education and Skills Training to implement a student facing Sexual Violence Perceptions Survey. The survey was implemented at CapU over a two-week time period from February 7– 21 2022. All CapU students still subscribed to Constant Contact received an email with the survey link and a request for their participation on Feb 7, 14, and 21. Communication was also posted to the Student Affairs Instagram account with information about the survey, and sexual violence supports at CapU. A Constant Contact message was also sent to all employees the day the survey launched with information on where to direct students for support should the material be triggering. Additionally, Student Affairs hosted two open office hour sessions to provide students with support and a safe space in which to engage with the survey.

Participation in the survey was incentivized by the chance to win one of two Wellness Prize Packs offered independently by Capilano University. Data from this survey has yet to be shared and is expected to come out sometime in early June. CapU's completed responses to the survey were 158 (100 required), with an institutional response rate of 2.5%.

Anonymous Reporting: In alignment with recommendations from student advocates, the Ministry of Advanced Education and Skills Training have provided funding in the Spring 2022 semester to each public post-secondary institution to implement an anonymous reporting option for sexual violence. The AVP Student Success has been meeting with student affairs leaders from across the province to assess the prospect of unified provincial programming. Members of the Student Affairs department have been conducting research into best practices for anonymous reporting and

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

attended province-wide meetings. Future actions will include working collaboratively with other PSI's to create a guide and protocol for implementing anonymous reporting options.

Restorative Justice Post-Secondary Education Collective: Members of the Student Affair team joined a [provincial network](#) on restorative justice to support knowledge sharing of best practices and to support embedding RJ practices into sexual violence prevention and response at CapU. This has included attending ongoing meetings, engaging in professional development and discussing themes and trends.

Student Housing Protocol: Members of the Student Affairs team collaborated with Student Housing to develop a specific protocol for residence to support a streamlined and trauma-informed approach to sexual violence response.

DTES Women's Memorial March: As recommended by Indigenous Education and Affairs, a campus wide invitation to attend the annual Feb 14th DTES Women's Memorial March was sent by senior executive. This invitation was sent to encourage campus community members to attend the march in honor of missing and murdered Indigenous women and two spirit peoples in alignment with reconciliation efforts of the university. The Capilano Student's Union also hosted an on campus march the same day, collaborating with local elders and community members for those unable to attend the DTES march. Approximately 15 people attended the DTES march and approximately 25 people attended the on campus march.

FUTURE RECOMMENDATIONS

Whilst substantial progress has been made in implementing the sexual violence policy there is still more to do. Informed by guidance from the Sexual Violence Advisory Committee and those who have accessed supports, outlined below is a list of recommendations and plans for future action in 2022-2023.

- Complete and implement an ongoing education plan to look at prevention, awareness and engagement strategies including workshops, training, and communications. Whilst some of the education and training has already occurred, having a framework will support sustainable approaches to prevention and education. Estimated plan completion with consultations-Summer 2022.
- Develop and implement a 3-year action plan with a focus on case management, reporting and investigation protocols, alternative resolution and assessment. Estimated plan completion with consultations-Fall 2022.
- Review Student Perceptions survey results to enhance existing programs and services and develop new initiatives.
- Work with campus partners, local Indigenous Nations, and Indigenous diasporic communities, as well as community-based partners to ensure trauma-informed, decolonial and culturally grounded approaches. Outreach has already begun on this, with a hope for new members to join the Sexual Violence Advisory Committee in Fall 2022 and for ongoing relationships and partnerships to be built.

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

- Develop reporting and investigation flowcharts for students and employees. Estimated completion -Fall 2022.
- Develop a one-page policy summary for students and employee- Estimated completion -Summer 2022.
- Develop a responding to disclosure guide for employee- Estimated completion - Summer 2022.
- Provide ongoing awareness and education for students on the topics of consent, healthy relationships and boundaries through online orientation, online asynchronous course distribution, outreach events and social media campaigns.
- Collaborate with Athletics and Student Housing to develop an annual training and awareness plan. Estimated completion -Summer 2022
- Provide further training on trauma informed practices to sexual violence disclosures for faculty and staff. Estimated completion –Fall/Winter 2022
- Update asynchronous online training content to meet the needs of employees, and imbed training into employee orientation. Estimated completion –Winter 2022
- Roll out Samantha Bitty videos within an ongoing awareness campaign for students on consent, healthy relationships, bystander intervention, safer sex and safer partying. Estimated to run from Fall 2022-Winter 2022 at key times throughout the academic year.
- Decrease barriers for students engaged in sex work who have experienced sexual violence in accessing support services. CSU and Student Affairs are beginning to collaborate on this.
- Update asynchronous online training content to meet the needs of employees, and embed training into employee orientation. Estimated completion –Winter 2022
- Ongoing research and implementation of new promising practices in the field, including collaborations with other post-secondary institutions on sexual violence initiatives. Ashley Bentley, Manager Student Affairs will be joining a new provincial working group focused on developing resources specifically for Indigenous, International and grad students and on technology facilitated violence.
- Develop programming on healthier masculinities in collaboration with the CSU.
- Increase emotional supports available for those responding to disclosures, taking reports and conducting investigations based on the impact of vicarious trauma and compassion fatigue. This includes Indigenous staff members supporting the portfolio having specific support resources that are culturally safe and that understand intergenerational trauma.

CAPILANO UNIVERSITY-ACTIONS TO ADDRESS SEXUAL VIOLENCE ANNUAL REPORT

Prepared by:

Ashley Bentley
Manager, Student Affairs
ashleybentley@capilanou.ca



April 19, 2022
Our Ref.124921

Duncan Brown, Board Chair
Capilano University
2055 Purcell Way
North Vancouver, BC V7J 3H5

Email Address: dkbyyz@gmail.com

Dear Duncan Brown:

I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

As the Minister responsible for the Ministry of Advanced Education and Skills Training, I'm providing this letter of direction which builds upon Executive Council's expectations, outlined in the [2021/22 Mandate Letter](#) sent June 1, 2021. I expect that these two letters provide public post-secondary institutions with specific direction on the priorities and expectations for the coming fiscal year and will be incorporated into goals, objectives and performance measures in your upcoming Institutional Accountability Plan and Report for the 2021/22 reporting cycle, and until the end of the Government's current term.

I expect the five foundational principles included in your 2021/22 Mandate Letter (putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and a strong sustainable economy that works for everyone) will continue to inform your institution's policies and programs. I also expect your institution will continue to make substantive progress on the following priorities:

- Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.
- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

... /2

- 2 -

- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Government's recently released [Labour Market Outlook](#) highlights that B.C. will need to fill over 1 million job openings over the next ten years, almost 80 percent of which will require some form of post-secondary credential. Additionally, [Stronger B.C.](#), Government's new Economic Plan, identifies that the skills of our people will be the key driver of our economy, for which our post-secondary system is critical for supporting British Columbians and the overall economic vitality of our province.

As a result, I am providing further detail on the areas where we will be seeking your engagement and prioritization in your planning over the coming year. Please reflect the following additional actions in your upcoming Institutional Accountability Plan and Report:

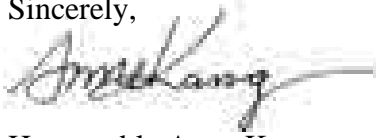
- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - Working to align education and skills training to goals of the B.C. Economic Plan; and
 - Supporting the implementation of Skilled Trades Certification
- Contribute to Ministry engagement on upcoming initiatives, including:
 - The *Future Ready: Skills for the Jobs of Tomorrow* plan;
 - The Ministry's sexualized violence policy review;
 - Further tech-relevant seat expansions; and
 - The funding formula review of provincial operating grants

I look forward to holding regular meetings between our executive teams to discuss your institution's progress in implementing the direction and priorities set out in your Mandate Letter. These meetings will be an opportunity to clarify Government expectations and enhance engagement as we collaborate to achieve priority initiatives.

Continuing our best practice to publicly post Crown Agency mandate letters and letters of direction, you are asked to sign this letter upon approval of your board, to acknowledge Government's direction to your institution. The signed letter is to be posted publicly on your institution website.

On behalf of the Province, I would like to recognize the significant efforts post-secondary institutions have made to sustain in-person learning and services, while keeping students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your continued leadership as we navigate through this challenging time. I look forward to continuing to work with you and your board colleagues as we continue to serve the people of British Columbia.

Sincerely,



Honourable Anne Kang
Minister

For Board Chair signature:

X _____

Duncan Brown
Board Chair

Date Signed: _____

pc: Shannon Baskerville, Deputy Minister
Ministry of Advanced Education and Skills Training

Shannon.Baskerville@gov.bc.ca

Paul Dangerfield, President
Capilano University

pdangerfield@capilano.ca

Lesley Cook, Executive Assistant, Board of Governors
Capilano University

lesleycook@capilano.ca



June 28, 2022

Duncan Brown, Board Chair

Capilano University

2055 Purcell Way

North Vancouver, BC V7J 3H5

Dear Duncan Brown,

Re: Response to the April 19, 2022 letter of direction

As you know, each year, public post-secondary institutions (PSIs) are required to provide specific, detailed examples in their annual Institutional Accountability Plans and Report (IAPR) of how they have addressed priorities in the PSI Mandate Letter.

Unlike previous years, mandate letters for public sector organizations, including PSIs, are now issued once per government term. As such, the [2021/22 PSI Mandate Letter](#), sent June 1, 2021, remains in effect. However, the Minister may provide PSIs with a letter of direction to build on and/or clarify the priorities and expectations in the existing mandate letter—as you recently received, dated April 19, 2022.

What we are doing at Capilano University in response

Capilano University has made significant progress in line with the 2021/22 PSI Mandate Letter and has plans to address the Letter of Direction, and it's crucial we capture that in the IAPR.

This year, to improve our processes, we aligned the IAPR's information-gathering process to the integrated planning process. At the start of the integrated planning cycle, Senior Leadership Council (SLC) was briefed on how Envision 2030 aligns with the mandate letter priorities. SLC members were then asked to update their respective plans with specific progress details. All unit level plans were then



reviewed by the Institutional Research team to extract relevant examples that align with the mandate letter priorities and indicators guide.

As a result, specific, detailed examples of how CapU addressed the 2021/22 Mandate Letter priorities and the Minister's Letter of Direction can be found in Section 5 of the IAPR, titled "*Mandate Letter Priorities*". This section aligns to the three priorities outlined in the indicators guide along with sub-headings that organizes the specific examples by the 2021/22 Mandate Letter and Letter of Direction indicators.

Therefore, I affirm that CapU has provided specific, detailed examples of how we have addressed the 2021/22 Mandate Letter priorities and our plans to address the indicators for the subsequent Ministry's Letter of Direction in this year's IAPR.

Sincerely,

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

Paul Dangerfield

President & Vice-Chancellor

Capilano University



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11.1: Proposed Course Discontinuance (s) for The Faculty of Global and Community Studies and The Faculty of Arts and Sciences	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Dr. Laureen Styles, Vice- President Academic and Provost	

A typographical error was made in the briefing note: GEOL 102, 107 should have been GEOG 102, 107. This error has been corrected at the Board of Governors November 29, 2022 meeting.

PURPOSE

Consideration of approval for the proposed course for discontinuances in the Faculty of Global and Community Studies and the Faculty of Arts and Sciences.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors, based on advice from Senate, approve the discontinuance of the courses listed below.*

BACKGROUND

As part of regular curriculum review at program or departmental levels, and in conjunction with a newly instituted review in the Registrar's Office of courses that provide course data on the last time a course was offered, two Faculties are bringing forward requests to discontinue courses. Rationale is provided for each course that is recommended to be discontinued, and consultation has occurred through either a program chair and/or department (as appropriate), and the Registrar's Office. The recommendations were considered at the [April 26 meeting](#) with a subsequent motion passed to refer to Senate for advice.

Faculty of Global and Community Studies

Courses: REC 107, 110, 149, 151, 157, 169, 175, 245, 255; SATO 205, 206, 305; TOUR 120, 134, 135, 137, 202, 212, 249, 301, 343, 350 422, 424

Faculty of Arts and Sciences

ENGL 301, 302, 326, 341, 308, 311, 314, 317, 356, 357, 410; GEOL 102, 107; POL 208; HIST 230, 249, 340

Policy Regarding Course/Program Discontinuance:

The recommendations, for both Faculties and all courses listed, are put forward and aligned with the Board Policy [B.104: Discontinuance of Programs or Courses](#) and the related Senate policy [S2013-02: Teaching Out Suspended or Discontinued Programs](#). As per Section 2 of policy B. 104, the Board may approve discontinuance of any course or program after seeking the advice of the

Senate.

At the May 10, 2022 Senate, the course discontinuances were discussed, with the following motion passed:

Laureen Styles moved and John Brouwer seconded:

22/17 that Senate advise the Board of Governors that the above listed courses be discontinued.

RECOMMENDATION

THAT the courses listed above be discontinued based on advice of Senate.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11.2: Interaction Design Diploma Non-degree Proposal	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 28, 2022	
PRESENTER: Dr. Laureen Styles, Vice President Academic & Provost	

PURPOSE

To seek Board of Governors approval for the **Interaction Design Diploma (Non-degree Proposal)**.

DISCUSSION

Capilano University continues to prioritize the development of new academic programs with the objective of expanding our range of regionally relevant academic programming options and increasing student enrollment. Accordingly, the Faculty of Fine and Applied Arts is proposing an **Interaction Design Diploma**.

- Content:** Interaction design encompasses the design of interactive digital products, environments, systems, and services. It includes all modern technologies that make up our digital life. The two-year Interaction Design diploma at Capilano University combines design and technology to create and optimize digital experiences. The program concentrates on how humans interact with technology and how to design for it. Graduates of this program will be distinguished by their work-ready application of digital design.
- Demand:** Identified as high opportunity occupations by WorkBC, the earnings and projected openings for the three primary occupational categories are highly favourable. In the field of web designers and developers, 65.3% of job postings are due to economic growth.
- Outcomes:** Graduates can seek direction employment upon graduation from the diploma in roles such as user interface (UI) designer, user experience (UX) designer, interaction designer, product designer, web designer, content strategist, user researcher, information architect, interactive media designer or digital strategist. Additionally, graduates can apply for direct entry into year 3 of Capilano University's Bachelor of Design in Visual Communication.

PROCESS

In alignment with the requirements established by the Ministry of Advanced Education and Skills Training (Ministry), new non-degree program development and approval is a multi-step process involving internal and external consultation, review, and approvals. The decision with respect to the approval of new non-degree program proposals rests with CapU's Board of Governors.

Capilano University

Non-Degree Development Approval Process



Board review and approval is required upon completion of the 30-day peer review process on the Public Post-secondary Institution Proposal Systems (PSIPS) which concluded on March 4th with no institutions posting comments.

In addition to the approval recommendations provided by the respective Faculty and Senate committees prior to Board review and approval, the non-degree *Program Costing and Budget Development* process has also been completed in collaboration with Finance and relevant campus partners. A preliminary tuition-based budget (cost-recovery) has been approved by the Provost.

POLICY

As established in B.106.2 Program Approval Procedures, the Board of Governors has the final authority to approve any proposed program. The Board will make its determination based on the following criteria:

- Completion of University approval process;
- Alignment with the Ministry of Advanced Education and Skills Training peer review process;
- Alignment with the University's current academic and strategic plans; and,
- Ability to contribute to the fulfillment of the University's mission and goals.

Once a decision is made by the Board of Governors, the Vice-President Academic & Provost will inform the Dean, Program Working Group, Registrar, and service areas of approval. Subsequent steps for implementation approval then shift into processes with university integrated planning.

Approvals/Recommendations to Date:

At the February 1, 2022 meeting, Senate reviewed this proposal, and recommended the following motion:



THAT the Board of Governors approve the Interaction Design diploma proposal as presented for the consideration of the Post-Secondary Institution Proposal System.

RECOMMENDATION

THAT the proposed Interactive Design Diploma be approved.



Non-degree Proposal

Interaction Design Diploma

Name of Institution: Capilano University
Title of Program: Interaction Design
Credential to be awarded to graduates: Diploma 60 Credits
Length of Program: 2 years

Institutional Contact: Christina Lee Kim Koon	Title: Instructor, Co-Coordinator, IDEA School of Design - Bachelor of Design
Phone:	Email: christinapaone@capilanou.ca

1. Executive Summary

Summarize the purpose of the proposal

This proposed Interaction Design diploma will offer a career pathway for recent high school graduates, young professionals and mid-career adult learners. Diploma graduates can apply for advanced placement in Capilano University's Bachelor of Design in Visual Communication or seek direct employment in the interaction design industry. This new program has been developed with both industry and institutional consultation.

Interaction design encompasses the design of interactive digital products, environments, systems, and services. It includes all modern technologies that make up our digital life. These skills are in demand and will continue to grow. Vancouver's tech sector has seen accelerated growth over the last few years and is set to continue. Even amidst a global pandemic, Vancouver had a 21% increase in high-tech job growth with 12,900 jobs added. ^[1] Local talent is in high demand as large tech companies such as Microsoft, Amazon and TELUS have chosen to invest in the B.C. market. This program aims to fulfill industry demand.

Through industry consultation, we know that employers are looking for a blend of creativity, design thinking and problem-solving skills. They seek employees who can collaborate and communicate effectively, show knowledge and understanding of technology, and demonstrate curiosity or openness to embracing new ideas in a field that is constantly evolving. This new program will deliver a balance of all these skills.

Outline the key objectives and outcomes of the proposed program in one or two pages

The Interaction Design diploma at Capilano University explores the intersection of design and technology. Students will develop research, visual design and technical skills to create and optimize

digital experiences. This two-year diploma concentrates on the principles of human-centred design — how humans interact with technology and how to design for it.

Capilano University’s IDEA School of Design is known for its rigorous industry-focused approach that trains students to thrive in a dynamic labour market. Student skills will be shaped by project-based, hands-on experiential learning. Classroom instruction will be augmented by industry exposure and work integrated learning (WIL). WIL experiences such as a City Studio or co-design project, mentorship project and practicum work experience will allow students to apply classroom theory and skills to industry practice.

Student-led research and exploration is at the heart of our curriculum to allow the development of communication, leadership, collaboration, and active listening skills. Global consciousness, human responsibility, sustainability for our communities as well as recognizing the commitments to the rights of Indigenous people and advancing reconciliation are values that will be ingrained in the decision-making process of our graduates. This is an opportunity to train a future generation of designers with the potential to improve our world along with meeting economic goals.

Graduates can apply for direct entry into year 3 of Capilano University’s Bachelor of Design in Visual Communication. They can also seek direct employment upon graduation from the diploma in roles such as user interface (UI) designer, user experience (UX) designer, interaction designer, product designer, web designer, content strategist, user researcher, information architect, interactive media designer, or digital strategist.

Graduates of this program will be distinguished by their work-ready application of digital design. They will be able to articulate and implement current interactive design methodologies, best practices and workflows. Graduates will utilize training based on human-centred design and design thinking principles to conceptualize, prototype and build digital products. Their studies will explore the intersection of design and technology through research, visual design and technical applications. The program’s goal is to graduate students whose creativity, flexibility, business acumen, problem-solving, and interpersonal skills will gain them a competitive edge in the digital labour market.

2. Program Rationale

<i>Provide rationale for the credential</i>

Industry Rationale

Industry consultation made clear that a bootcamp-style program is too short. Typically, interaction design programs are offered over 8-12 months or as a segment of a bachelor’s credential. To meet public demand for timely training while ensuring a high-level skill development and work-readiness in our graduates, the duration of this proposed diploma is two years.

This diploma provides additional flexibility with the option for direct entry to year 3 of Capilano University's Bachelor of Design in Visual Communication. We also seek transfer agreements with other Canadian institutions.

Capilano University previously offered an Interactive Design diploma of the same duration with consistent student enrollment and industry-ready graduates. This program was discontinued in 2013 due to budgeting changes. Offering a new Interaction Design diploma fills a missing piece of curriculum that Capilano University can offer to our local community. The IDEA School of Design is uniquely positioned to offer a program that blends strong visual design skills with user experience training.

In addition, we see opportunity for the future development of micro-credentials in Design Thinking, User Experience (UX) Foundations, User Interface (UI) Foundations, and User Research Foundations. The intended audiences would be mid-career professionals who need increased digital skills/acumen to meet new job requirements or other CapU students who want more design and user experience skills. For example, the first-term user experience and visual design courses could be split into 3 micro-credentials per course. This program is also a potential opportunity for multidisciplinary programming (in the form of projects) between IDEA, animation, business, psychology and other STEM programs.

Institutional Rationale

Anchored in [Envisioning 2030](#)'s core themes – community, imagination, distinct university experience, and health and well-being, the University's academic plan, [Illuminating 2030](#), articulates our evolving commitments to learners, communities, knowledge development and knowledge sharing.

As an inquiry-based and community-engaged learning community, Capilano University strives to co-create opportunities to respond to local and global needs, concerns, questions, and challenges in collaboration with campus and community partners. In particular, the proposed program aligns with the current academic plan, including the following commitments to:

- Include academic and community partners in the design and redesign of academic credentials and community-engaged flexible and imaginative learning experiences.
- Embed opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.
- Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates and micro-credentials in addition to students' primary areas of study.

3. Program Description

State the goals and objectives of the new program

The two-year Interaction Design diploma at Capilano University combines design and technology to create and optimize digital experiences. The program concentrates on how humans interact with technology and how to design for it. Graduates of this program will be distinguished by their work-ready application of digital design.

Program Learning Outcomes

Graduates will be able to:

- Apply knowledge of current **interaction design methodologies**, best practices and workflows as well as an awareness of emerging technology;
- Demonstrate proficiency with industry **tools and technologies** used to design, prototype and build digital products;
- Use **human-centred design thinking** through a combination of research, empathy, problem-solving and iteration that results in intuitive solutions;
- Design engaging, inclusive and accessible **visual interfaces**;
- Develop interpersonal skills focused on **communication, collaboration**, active listening and leadership; and
- Construct sustainable solutions that embody global consciousness, human **responsibility**, and our commitment to the rights of Indigenous peoples and furthering reconciliation.

Identify the target student audience(s) for this

This program will target recent high school graduates, young professionals and mid-career adult learners. This program will be attractive for students within our local region as well as international students who wish to study in Canada. Students will be drawn to the program because they have a passion for technology, art and design, video games or an interest in user experience (UX), user interface (UI) or digital design.

Characteristics of All Applicants

- Passion for interaction design and technology
- Openness to new and emerging technology
- No interaction design experience required
- Aptitude for coding or willing to learn
- Confident and comfortable with basic computer skills
- Interest in visual design (a good visual aesthetic)
- Might have experience in web design, marketing/communications, graphic designer, computer programming
- Proficient in the English language

- Diverse cultural backgrounds
- Independent learner, ability to work by themselves, non-dominant, self-starter, lifelong learner
- Problem-solver, creative, resilient
- Conscientious, reliable, empathetic, and collaborative person
- Keen desire to find employment in the field of creative technology

Young Professionals and Mid-career Adult Learners

- Bachelor level education or 5+ years of work experience
- Seeking highly employable skills
- Seeking opportunity for higher earning potential
- Interested in reskilling or upskilling (may include people from the graphic design industry who feel their digital skills need sharpening to improve their employability)
- Desire to work ASAP due to family or life commitments, therefore short programs less than 2-years are ideal
- Typically 26-35 years of age

Recent High School Graduate

- Seeking a diploma credential to explore career pathways with the option of a 2-year exit plan or continuation into a bachelor level credential
- Desire design training
- 18-21 years of age
- Highly motivated

State how the institution satisfied itself that there is not unnecessary duplication in the system.

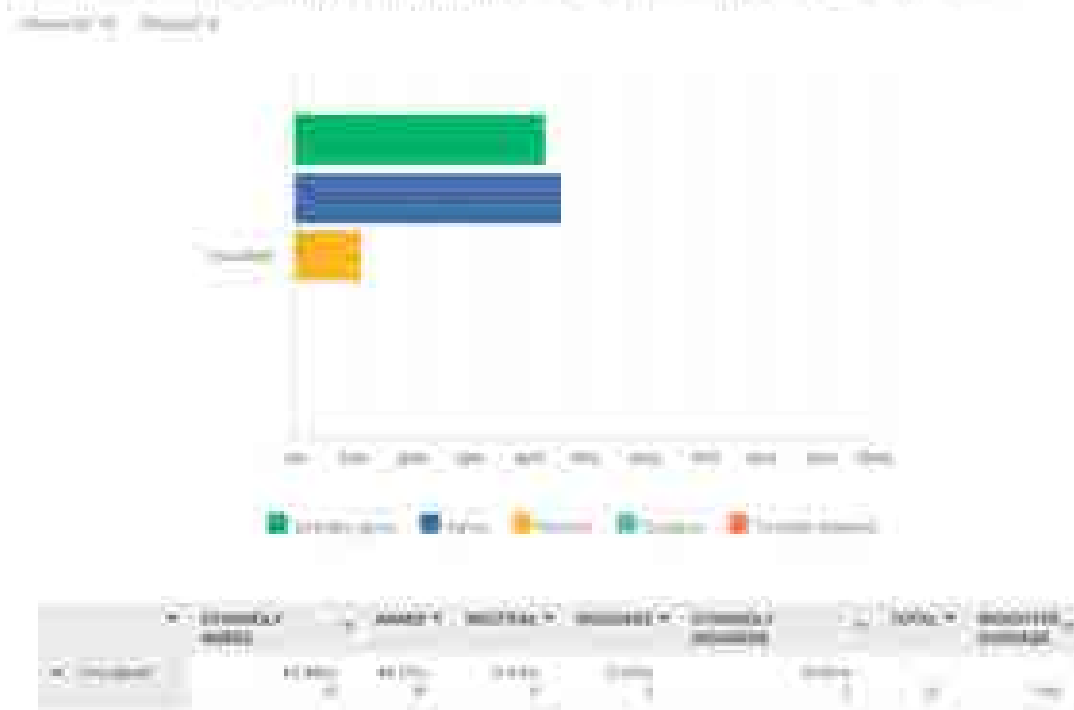
There are currently no similar programs offered at Capilano University.

While Capilano University has many current programs that address the technological age, such as VFX, animation, film and computer science, interaction design is notably absent. This program will close the gap between these programs and the Bachelor of Visual Communication in the IDEA School of Design.

There are currently two other similar post-secondary programs of the same duration in Metro Vancouver. To offer differentiation in the post-secondary market, this diploma proposal is intentionally structured to produce graduates that blend strong visual interface design skills with user experience skills. Additionally, this program will incorporate course projects to provide design solutions that embody global consciousness, human responsibility, and sustainability for our communities.

A survey of 44 current Bachelor of Design in Visual Communication students found that this program will likely not deplete enrolment in the existing Bachelor of Design; 69% of respondents said they would be unlikely to enroll in the proposed program had they been given the chance. The survey overall gained 89% of students support.

Support Capilano University's plan for an Interactive Design Diploma



Provide evidence of labour market demand

Identified as high opportunity occupations by WorkBC, the earnings and projected openings for the three primary occupational categories relevant are highly favourable. [2] In particular, in the field of web designers and developers, 65.3% of job postings are due to economic growth.

Table 6: Projected composition of job openings for occupational categories related to interactive design for the province of British Columbia. [2]

Occupational Category (NOC code)	New Jobs Due to Economic Growth	Replacement of Retiring Workers
Computer programmers and interactive media developers (2174)	56.6%	43.4%
Web designers and developers (2175)	65.3%	34.7%

Occupational Category (NOC code)	New Jobs Due to Economic Growth	Replacement of Retiring Workers
Graphic designers and illustrators (5241)	46.0%	54.0%

Table: Earnings and outlook for interactive diploma-related occupational categories for 2019-2029. ^[4]

Occupational Category (NOC code)	Earnings (Annual provincial median salary)	Regional Outlook (Lower Mainland-Southwest)			Provincial Outlook (British Columbia)		
		Current number of jobs (2019)	Expected number of job openings (10yr)	Forecasted average annual employment growth (10yr)	Job Openings (2019)	Expected number of job openings (5yr / 10yr)	Forecasted average annual employment growth (5yr / 10yr)
		Computer programmers and interactive media developers (2174)	\$73,195	12,390	+4,750	+2.0%	+60
Web designers and developers (2175)	\$54,746	3,790	+1,240	+2.0%	0	+200, +210	+1.6%, +2.7%
Graphic designers and illustrators *(5241)	\$50,960	9,060	+3,849	+1.8%	+470	+450, +510	+1.8%, +1.6%

**Upon completion of the Bachelor of Design in Visual Communication.*

In turn, Vancouver is increasingly a hub for creative technology. This industry gravitates towards cities with a high livability score. Due to the lag in government statistics, the report does not reflect the degree to which Vancouver's job economy is becoming influenced by this. In 2019, Microsoft Corp. opened a second office in Vancouver and Amazon expects to employ thousands of people in a new development which is expected to make it the largest single renter of office space in the city. These and many other companies need students with the type of digital design skills we will be teaching. ^[2]

Along with local demand, there is increasing remote work demand. Many companies have chosen to build fully remote teams (even prior to the Covid-19 Pandemic) to save on overhead costs and to

increase talent base, opportunity and diversity. The skills we teach will allow students to excel in a 100% remote-based environment, creating opportunities on a global scale. ^{[5] [6] [7] [8]}

An industry survey was conducted as part of the external consultation process. Most respondents predict a rapid-moderate growth in the industry over the next five years. In this survey, 75% of respondents said that they plan to create 1-5 full-time employment positions within the next 3 years.

As interaction design is a diverse and evolving field some occupations are not captured by the current NOC codes. Employment opportunities also include:

- UI designer
- UX designer
- Product designer
- Interaction designer
- Web designer
- Content strategist
- Digital Project manager
- Information architect
- User Researcher
- Interactive media designer
- Creative technologist
- Digital service designer
- Digital project manager

4. Curriculum

Describe the skills, knowledge, or other attributes students will develop from the program

Program Learning Outcomes

Graduates will be able to:

- Apply knowledge of current **interaction design methodologies**, best practices and workflows as well as an awareness of emerging technology.
- Demonstrate proficiency with industry **tools and technologies** used to design, prototype and build digital products.
- Use **human-centred design thinking** through a combination of research, empathy, problem-solving and iteration that results in intuitive solutions.
- Design engaging, inclusive and accessible **visual interfaces**.
- Develop interpersonal skills focused on **communication, collaboration**, active listening and leadership.
- Construct sustainable solutions that embody global consciousness, human **responsibility**, and our commitment to the rights of Indigenous peoples and furthering reconciliation.

Describe the program/course structure

The program will consist of 18 courses delivered over 4 academic semesters (two years) totalling 60.00 credits.

Program Profile

Semester 1			
Course ID		Course Title	Course Credits
IXD	101	Digital Environment and Workflow	3.00
IXD	102	User Experience I	3.00
IXD	103	Visual Design I	3.00
IXD	104	Digital Typography	3.00
ENGL	100	University Writing Strategies	3.00
Semester 2			
Course ID		Course Title	Course Credits
IXD	105	Ideation and Design Thinking	3.00
IXD	106	User Experience II	3.00
IXD	107	Visual Design II	3.00
IXD	108	Coding for Designers	3.00
		Numeracy Elective 100-level or higher	3.00
Semester 3			
Course ID		Course Title	Course Credits
IXD	201	Brand and Design Systems	3.00
IXD	202	Design for New Technologies	3.00
IXD	203	Motion and Interaction Design	3.00
IXD	204	Business of Design	3.00
		ENGL or CMNS 100-level or higher	3.00
Semester 4			

<i>Course ID</i>		<i>Course Title</i>	<i>Course Credits</i>
IXD	205	Interaction Design Capstone	3.00
IXD	206	Professional Development	9.00
		Elective 100-level or higher (excluding IXD courses)	3.00

Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable

There are no provincial, national and/or international certifications and standards achieved in the new program, at this time.

5. Program Consultations and Evaluation

List the other provincial post-secondary institutions consulted about the proposed program

Consultation meetings were completed with the following post-secondary institutions:

- Emily Carr University
- School of Interactive Arts & Technology (SIAT), Simon Fraser University
- Nicola Valley Institute of Technology
- Langara College
- Vancouver Film School

These consultations sessions typically involved a video conversation, where a member of our program development group would introduce a program summary, program profile, curriculum map and course level details.

These sessions proved to be very valuable. All participants in these sessions were in support of the program. Some participants chose to verbally offer support and others wrote a letter of support (attached in Appendix 2). It was acknowledged that there is some subject overlap between this proposed diploma and existing programs at the consulted post-secondary institutions, however our location, format and course learning outcomes allow us to offer something new to the marketplace. Some participants saw this program as an opportunity to build relationships amongst students and institutions.

With Emily Carr, there was a discussion about the specifics of the name, given that there is a strong industry focus and industry tends to see “user experience” as the catch-all title. However, in consideration, we felt that interaction design, while perhaps being more academically focused speaks to the broader skill set students would acquire in the program. So, we did not change the title.

Lastly, in speaking with Nicola Valley Institute of Technology, an Indigenous-led institution, we recognized that we had an opportunity to further the aims of the Truth and Reconciliation Commission as well as support our Indigenous learners by including a program learning objective more specifically tied to Indigenous issues. This also supports the goals of our Indigenous Education Steering Committee.

Provide a list and summary of the nature of all other consultations

Internal Consultation, Within the CapU Community

Indigenous Education Steering Committee

This Steering Committee commits to collaborative work to ensure a healthy, engaging, empowering environment for CapU Indigenous students and faculty, and strives to support the decolonization and Indigenization of Capilano University. Members are representatives selected by the Nation from the Education Offices of: Lílwat Nation, xʷməθkʷəy̓əm Nation, shíshálh Nation, Skwxwú7mesh Nation, Səlílwətaʔ/Selilwítlh Nation, and Métis Nation of British Columbia.

Center for Teaching Excellence

The center for teaching excellence was a valuable consultation partner who supported the development of the proposed program learning outcomes and curriculum map.

Faculty from the IDEA School of Design

Faculty members from the IDEA School of design, especially those with an interest in interaction design related subjects, have contributed to the curriculum development process. We are currently in the process of reaching out to other departments at CapU to discuss elective, multidisciplinary or other cross-departmental course offerings.

Service Areas

Conversations with IT, Facilities, the Library are currently underway to ensure the necessary space and technology resources are budgeted for the implementation phase.

External Consultation

Industry Consultation

Industry consultation consisted of a survey sent to individuals working in the digital or interaction design field, Program Advisory Committee feedback, and one-one consultation sessions with practicing professionals.

The Bachelor of Design in Visual Communication in the IDEA School of Design hosts a Program Advisory Committee meeting twice a year. This group incorporates members from industry and faculty and a student representative. Over the past few years, discussion related to the interactive concentration within the BDes has helped to initiate and inform this new program.

Individual consultations with practicing professionals show clear demand and support. Some participants chose to verbally offer support and others wrote a letter of support (attached in Appendix 2).

State whether or not the program meets the program eligibility requirements as outlined at www.bcsap.bc.ca under the "School Officials" icon

Yes, this program meets the certification of program requirements as outlined by [StudentAid BC](#).

Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented

Capilano University's commitment to ensuring education quality is demonstrated in both our Policy [B.106 Program and Course Review and Approval](#) and Procedure [B.106-01 Program Review](#), which requires all academic programs be reviewed every five years. The Vice-President, Academic and Provost is responsible for maintaining a list of programs scheduled for review. Program review provides for ongoing improvement through in-depth self-reflection, formative and summative feedback, and internal and external peer review. Program reviews consist of the composition of the Self-Study Report; an external review of the program including a scheduled site visit and formal report with findings and recommendations; an action plan to implement the recommendations; an institutional response; and approval of the Program Review Package presented to the Senate Academic Planning and Program Review Committee, outlined in Policy [S2011-01 Senate Academic Planning and Review Committee](#).

To fulfill both internal and external accrediting or professional association standards for quality improvement, all academic programs measure student achievement of program learning outcomes as part of an annual program assessment process. The process involves articulating what knowledge and skills students are expected to achieve upon graduating from a program, measuring student learning against defined benchmarks and using the results to inform action plans to improve curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback.

This program will also form a Program Advisory Committee (many members from the industry consultation process have asked to participate) who will meet twice a year to ensure the program is relevant to industry needs and curriculum is aligned with employment opportunities.

Indicate whether safety and other risk management factors have been addressed where appropriate

Beyond the appropriate COVID-19 Safety planning, there are no safety and other risk management factors in this program.

6. Admissions and Transfer

Entrance Requirements

To be considered for admission, a student must meet these requirements:

- B.C. high school graduation or equivalent
- Applicants must satisfy CapU's English language requirement. For details on how this requirement may be met, see [English language requirement](#).
- One letter of reference
- Project/Portfolio Assessment

Admission Note:

Please note that ENGL 100 is a required course in the first term of the Interaction Design Diploma. In order to enrol in this course, students must submit the results of the [English Diagnostic Test \(EDT\)](#) unless they meet the EDT exemptions listed in the [Capilano University Calendar](#).

Admission is competitive, so meeting the minimum requirements does not guarantee admission into this program.

Basis for Admission Decision

Meeting the entrance requirements does not guarantee admission. Admission will be on a competitive basis. Complete applications will be evaluated and assessed for professionalism, creative problem solving, visual aesthetic and effort. If the program is full, qualified students will be placed on a waitlist.

Indicate how the institution plans to ensure students' ability to access the program through transfer

Capilano University will, when requested by a student and in line with established evaluation procedures, assess and grant credit for learning that the student has gained through prior life and work experiences, in accordance with Capilano's *S2002-03 Prior Learning Policy*

We will actively seek block transfer agreements with other post-secondary institutions that offer certificate programs such as NVIT *Foundations in Innovation and Technology* certificate.

See Capilano's policy [S2013-01 Transfer Credit](#).

Capilano University will, when requested by a student and in line with established evaluation procedures, assess and grant credit for learning that the student has gained through prior life and work experiences, in accordance with Capilano's *S2002-03 Prior Learning Policy*.

Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution

All program courses have been designed to be transferable within the BCCAT (British Columbia Council on Admissions and Transfer) system, with which Capilano University already has long-standing articulation and transfer agreements. For the University's policies and practices on assigning transfer credit see Appendix 4 (*S2013-01 Transfer credit*).

Indicate how students will be able to transfer into related degree-level programs, if applicable

A block transfer agreement between this proposed diploma and the Bachelor of Design in Visual Communication, at Capilano University will be created. This will allow diploma graduates to apply for direct entry into year 3 (semester 5) of the Bachelor of Design.

We will also actively seek block transfer agreements with other post-secondary institutions offering a Bachelor-level credential in this specific field of study.

7. Other

Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal

Calendar Descriptions

ENGL 100 University Writing Strategies

This university writing course introduces students to foundational strategies for critical reading, analytical thinking, and clear writing. Through the exploration of topical questions in local and global contemporary culture, the course teaches core skills for active reading and discussion and provides students with opportunities to write in a range of forms and genres from blog posts to critical analysis to research projects. Revision and detailed individual feedback are fundamental components of the course. Modules on research literacy are taught in collaboration with the university library. Modules on editing, revision, and digital literacy are taught in collaboration with the Capilano University Writing Centre.

IXD 101 Digital Environment and Workflow

This course introduces students to the tools, roles and responsibilities of an interaction designer. Students gain technical knowledge of the setup and maintenance of software and workflows used by the interactive design industry and begin to work with image-making software for static and dynamic media. This course examines the fair use of media and data from both a producer and end-user perspective.

IXD 102 User Experience I

In this course, students will learn the basics of user experience (UX) and UX research and put these to use exploring a variety of projects. Using insight tools such as personas and wireframes, students will learn a collaborative approach to working in this dynamic field.

IXD 103 Visual Design I

This course introduces students to the software used to design and prototype digital interfaces and experiences. Students will study methods of visual organization and appropriate use of colour. This course also examines the work produced by industry professionals and their roles/responsibilities. Students practice appropriate and effective group critique techniques.

IXD 104 Digital Typography

This course provides students with a thorough understanding of digital typography. Students will study the principles of accessible typography for digital mediums. The evolution of type from the mid-1400s to the present day is discussed, as students examine how the technology of each era influences letterforms. Instruction in design-related software supports the course.

IXD 105 Ideation and Design Thinking

Design thinking is a key component of effective and impactful design. This course examines design thinking and includes concepts of inclusive, respectful and responsible design. Students will apply further user experience research to define human-centred design goals and puts collaboration and creative skills into practice. Students will also review the broader implications of design, including cultural frameworks, Indigenous knowledge and the natural environment.

IXD 106 User Experience II

This course builds on concepts developed in IxD 102. The course will apply the user experience strategy lifecycle. Students will explore human-factor considerations in user experience as well as creating new information architectures through research and testing. Students will also learn how e-commerce principles are applied in user experience. Students will examine stakeholder and project management best practices that will help students prepare for professional practice.

IXD 107 Visual Design II

This course focuses on developing advanced skills in the software used to design and prototype digital interfaces and experiences. Students will study critical patterns used in interface design combined with digital accessibility best practices. This course examines design solutions that promote environmental, cultural, social, and economic responsibility.

IXD 108 Coding for Designers

This course introduces students to HTML, CSS and JavaScript. Students will gain a clear and concise picture of the building blocks of the web, as well as server requirements. The history of the Internet will be also studied. Principles and techniques of search engine optimization (SEO) will be examined. Students will apply their learning through the development of WordPress websites.

IXD 201 Brand and Design Systems

This course introduces students to the strategic and creative process of branding. Students will examine key components and principles of design systems for digital products. Students will also explore methods of co-creation, as they complete a work-integrated learning experience.

IXD 202 Design for New Technologies

In this course, students will look beyond the most common screen-based devices (laptop and mobile) and apply user experience (UX) principles to future and emerging technologies such as artificial intelligence, voice-activated devices and augmented reality. Students will assess the impact of game theory and apply design thinking to new creative technologies. They will also complete visits to local studios, which will provide students with a solid understanding of the professional landscape of new technologies.

IXD 203 Motion and Interaction Design

This course introduces students to motion design for screen-based interaction elements and digital storytelling. Students will examine the user experience principles of motion design as well as the social impact of digital storytelling. Students gain technical knowledge in image-making software and coding for dynamic media.

IXD 204 Business of Design

Students are introduced to time-management techniques, project management styles and contract principles for designers. Ethics in design will be covered to give students an opportunity to define an ethical design practice that is inclusive, responsible and embraces diversity. Students will develop business communication skills, self-promotion techniques and complete a mentorship project to gain exposure to professional practice. This course provides students a pathway after graduation and supports career success.

IXD 205 Interaction Design Capstone

Students will demonstrate an iterative design process through the completion of a self-directed capstone project. Students will apply human-centred design thinking, as a method of problem solving to construct a sustainable design solution that embodies global consciousness, human responsibility, and/or our commitment to the rights of Indigenous peoples and furthering reconciliation. Students are mentored by peers, faculty and interaction design professionals.

IXD 206 Professional Development

In this course, students will develop a digital portfolio, résumé and skills to secure industry employment. Students will complete a work integrated learning (WIL) experience in the interaction design industry, which will enable them to apply classroom theory and skills to employment practices. This course provides the student, faculty and employer with tools to ensure professional conduct and fair assessment.

8. References

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