

Institutional Accountability Plan and Report 2022–2023



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1.

Accountability Statement



CAPILANO
UNIVERSITY



Accountability Statement

June 27, 2023
Minister Selina Robinson
Ministry of Post-Secondary Education and Future Skills
Government of British Columbia

Dear Minister Robinson,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2022–2023. Capilano University has built upon our strengths as we continue to recover from the global pandemic. Our continued efforts and commitments to the Ministry's priorities are outlined in our response to Priority One of the Mandate Letter.

Our collaborations with community and government partners to develop work-integrated learning (WIL) made significant strides with the full launch of our new WIL Co-Lab. The Co-Lab helps coordinate and develop work-integrated and experiential learning resources and opportunities across Capilano University and our communities. Our CityStudio initiative continues to grow, further expanding WIL opportunities for our students and community partners within our regional mandate. Our collaborations with the provincial government, communities and industry have developed new micro-credentials, offered both through our ká́lax_ay campus and our North Vancouver campus. Faculty, administrators and staff have also worked hard to address barriers faced by vulnerable and marginalized groups. Our Student Success team has been actively increasing our capacity to help students struggling with mental health and other challenges, moving our early alert system—the Your Early Support (YES) system—from a pilot phase to full implementation. 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 micro-credential activities.

CapU members have been busy with many innovative, collaborative projects focused on enhancing BC's economy and the resilience of its communities. Our Indigenous Digital Accelerator, now in its third year of operations, experienced its greatest growth in clients and sponsors, including a sponsorship with Google Canada. The Indigenous Digital Accelerator provides Indigenous-owned businesses with digital expertise to help grow their business as well as ensuring Indigenous businesses hold an equitable share in the screen, tech and cultural sectors. 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 framework. This plan will be a key tool in achieving our goal of profound cultural change and meaningful reconciliation. Capilano University is committed to fostering a more sustainable economy and community. Our development of a holistic sustainability framework took important steps forward this year with the completion of the first phase audit of existing University plans, sustainability reporting and the adoption of the Sustainability Tracking, Assessment & Rating System™ (STARS®) framework. 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,



Ash Amlani
Chair, Board of Governors



Paul Dangerfield
President and Vice Chancellor



2.

Capilano

University:

Who We Are



CAPILANO UNIVERSITY: WHO WE ARE

Capilano University (CapU) began over 50 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/Selilwítulh (Tsleil-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 9,191 academic students¹ in the 2022-23 fiscal year, representing 3,577 domestic FTEs and 2,192 international FTEs. Our international students came from 81 different countries. The last fiscal year saw the fourth consecutive increase in number of students (3,614) enrolled in baccalaureate programs in CapU's history, representing 38 per cent of CapU's headcount, while another 33 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 India, Iran, China, Mexico and Vietnam, in that order.

We are one of the largest employers on the North Shore, with more than 1,300 employees, including over 760 faculty. For the fifth year in a row, the editors of Canada's Top Employers named CapU as one of the top 100 employers in BC, noting CapU's support for employee wellness and a family-friendly environment: "Along with maternity and parental leave top-up, Capilano University makes it a little easier for new parents to return to work with onsite child care and a variety of flexible work options, including hybrid and remote work options, flexible hours and a modified work week option."

A range of work-integrated learning continues to grow. CityStudio has involved over 2,100 students, and this year our university-wide work-integrated learning coordinating unit, the WIL Co-Lab, has spent its first year actively cultivating work-integrated learning experiences for

students and community partners. Our ability to meet our students' housing needs has been significantly enhanced with the start of a project supported by the Province that will bring CapU's first on-campus student housing to its North Vancouver campus.

The Office of Indigenous Education and Affairs (IEA) is continuing an extensive consultative process to lay the foundation for CapU's first Indigenous framework. The IEA team has been consulting with leaders and Elders from the Lil'wat, Musqueam, shíshálh, Skwxwú7mesh, Səlílwətaʔ/Selilwítulh and Métis Nations, our CapU Elders from Skwxwú7mesh and shíshálh Nations, as well as Indigenous students and other members of the CapU community. These efforts have been strengthened by the hiring of a new Manager of Indigenous Education & Affairs (IEA).

The Indigenous Digital Accelerator (IDA) continued its growth. 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, five new clients and three new sponsors were added, including Google Canada. Graduates of CapU's first cohort masterclass for mid-career Indigenous filmmakers, focusing on the business of film productions (the FILMBA program), were able to attend the Cannes Film Festival early in the 2022-23 fiscal year.

CapU has three degree applications under review by the Ministry, including two baccalaureate degrees that address the challenges of building a sustainable future—a Bachelor of Environment and Society, and a Bachelor of Science with a Major in Clean Technology. This year, CapU applied for exempt status with the Degree Quality Assessment Board (DQAB). If granted, this would streamline the approval process for new degree program applications, enhancing CapU's ability to provide catchment communities with the education and training they need to prosper.

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 27.



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*, the Sunshine Coast campus. The *kálaḡ-ay* campus also saw the Pathways to Higher Learning programming continue in its third year, in partnership with the *shíshálh* (Sechelt) Nation.

These are part of the 97 academic credentials, and other programming that CapU offered in 2022-23, spanning five faculties and 17 schools and 1 institute. We serve students pursuing education and careers in a variety of fields and professions by providing 16 bachelor's degrees, seven minors and six post-baccalaureate programs.

QUALITY ASSURANCE AND PROGRAM DEVELOPMENT

Academic Initiatives and Planning (AIP) is responsible for leading and supporting university-wide academic quality assurance activities and strategic initiatives central to the ongoing expansion and renewal of our academic programs 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 Post-Secondary Education and Future Skills and its Degree Quality Assessment Board, the Northwest Commission on Colleges and Universities, the Capilano University Board of Governors and the Capilano University Senate.

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

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





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*.

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 full plan, including specific action priorities, can be found at [Envisioning 2030](#). A summary version is [here](#).



IMAGINATION—?A?ITUT (“HAVE DREAMS”)

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

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

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

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

COMMUNITY

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

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

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

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

DISTINCT UNIVERSITY EXPERIENCE

An exciting synergy between imaginative approaches to everything we do and deepened engagement with our communities will enable Capilano University to deliver a valuable, relevant and distinct university experience. Innovative educational approaches, relevant programming, collaborative community projects, and creative physical and virtual spaces will contribute to a culture of health and well-being. Supported by groundbreaking 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 *kálaš-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 full *Illuminating 2030* can be found on the [CapU website](#), along with a [plan summary](#).

Approved in February 2021, the plan serves to create a shared understanding of academic directions and provides guidance to other CapU plans and annual integrated planning activities. *Illuminating 2030* has emerged respectful of our regional context on the unceded territories of the Líl'wat, x̣ṃəθḳ'əỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səl̓ílwətaʔ/Selilwitulh (Tsleil-

Waututh) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

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

In setting forth the University's academic direction for the decade ahead, the plan will inform the types of learning opportunities and academic contributions that we will foster, as well as how we will cultivate imaginative and transformative learning.

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

Where We Are: Community

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

We believe in the foundational importance of:

- Reciprocity and mutually beneficial learning through dialogue



- The exchange of knowledge and resources for the health and well-being of our learners, our communities and the land
- Taking actions for a sustainable healthy planet

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

We believe 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

The 2021 internationalization plan is the first internationalization plan for Capilano University. It maps out



a journey to be engaged, relevant and globally progressive. It will help us fulfil our commitments to transformative and community-engaged learning at a local and global level and achieve our purpose of positively contributing to people and the planet. Building on the *Envisioning 2030* themes of Imagination, Community, and a Distinct University Experience, with Health and Well-being at the core, this plan identifies a range of strategies and actions that respond to a fast-evolving world, and can help us build a prosperous, connected and resilient future.

Themes and Vision of the Internationalization Plan

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

With an internationalization vision of enabling imagination through a globally-engaged university, we will help fulfil goals of a distinct university experience and a strong community connection for learning and living, while helping us fulfil the health and well-being needs of our international

and university-wide community. We will accomplish this vision by ensuring all initiatives and actions align with the principles for internationalization we collectively identified in the process of building this plan. These principles are:

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

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

Imagination

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

Community

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



Health and Wellbeing

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

Distinct University Experience

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



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 it is welcoming and accessible to all. The campus is a lab with outdoor classrooms and learning opportunities that help to embody a commitment to sustainability and wellness and enhance the academic experience.

Helping to animate this vision are seven key principles. The first two support the *Community* component of *Envisioning 2030*, the next three support the *Distinctive Experiences* component, while the last three support *Envisioning 2030*'s emphasis on health and wellness. One principle, preserving natural areas, supports both the provision of distinctive experiences and the promotion of health and well-being.

Collaboration: Capilano University has strong connections to its surrounding neighbours, businesses and other institutions and is an engaged participant of the community. Strategic partnerships are explored to help enable new development.

Indigenized Academic Community: Capilano University honours local Indigenous communities and actively works to incorporate Indigenous values and heritage into its physical places.

Initiatives such as the provision of places for ceremony and gathering, and highly visible Indigenous place-naming embody a commitment to reconciliation and respect for Indigenous culture.

Academic Priorities: CapU campuses and locations are places of pedagogy. Buildings, open spaces, paths and interior spaces support experiential learning, the pursuit of academic excellence and a rewarding academic experience.

Accessibility: Locations are accessible to all. The physical campus provides a space that breaks down physical, economic, social and cultural barriers. CapU provides a

sense of welcome for the internal and external community through physical spaces that enhance a feeling of security and well-being.

Natural Areas: The natural areas on and around the main campus are one of Capilano University's and North Vancouver's greatest assets. Future interventions respect and enhance the natural heritage, biodiversity and functioning of natural systems, and seek to retain the feeling of being a "campus in the forest".

Wellness: Capilano University takes a comprehensive and holistic approach to wellness on campus, considering wellness through a social, environmental, economic and cultural lens. Health and vitality are supported on the main campus by through-paths for active modes of transportation, places for socialization and connection, access to conserved natural and cultural heritage, and other initiatives.

Sustainability and Resilience: Sustainability is a core value of Capilano University, and its physical spaces embody this value. Future development of buildings, open spaces and movement networks on campus embody sustainable best practice and provide opportunities for pedagogy. Future development is resilient and able to adapt to potential hazards and long-term change, including changes in climate, demographics, technology, the economy and other areas.

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

KÁLAX-AY | 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 33,000². *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.

² Source: BC Stats PEOPLE database (<https://bcstats.shinyapps.io/popApp/>), with parameters consisting of Local Health area as region type, Sunshine Coast as Local Health Area, and first calendar year of report (2022).



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

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

Actions under each of these themes have already been taken.

The Capilano *kálaḡ-ay* Advisory Council (CKAC) has representation from: the Sunshine Coast Regional Economic Development Organization (SCREDO), the Gibson's Chamber of Commerce, district mayors, Sunshine Coast Regional District, and School District 46. The university agreement with the Pender Harbour Ocean Discovery Station (PODS), a local research- and education-focused non-government organization, also affords additional learning and research opportunities.

Our relationship with PODS has yielded a three-year activity plan, now in its second year, which has provided educational opportunities for faculty and students. Involvement with SCREDO has resulted in successful delivery of a micro-credential, *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 Group/WorkBC, were also part of the initial April 2022 cohort.

The *kálaḡ-ay* 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.

OTHER INITIATIVES

INDIGENOUS FRAMEWORK

This year, the Indigenous Education and Affairs (IEA) department has engaged in almost 20 dialogues with members of the CapU community that will result in CapU's first Indigenous framework. Discussions have been held with CapU Elders, Indigenous students, faculty members from all CapU's faculties, Territorial Rights Holders and various members of the CapU community.

The framework that emerges from these wide-ranging conversations is intended to be a living document—that is, it is undergoing constant development as the needs of Indigenous learners and their communities develop. The framework will also 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 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 Territorial Rights holders, has required an extensive consultative process across the whole University.

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 fourth year, CityStudio North Vancouver has cumulatively supported 547 applied research and co-curricular, community service-learning projects within 90 course collaborations involving over 2,100 students, 75 municipal partners, and 64 faculty champions. CityStudio has proven itself a valuable opportunity for work-integrated learning with substantial impact to the City of North Vancouver.



At the time of this report, over 530 students collaborated with City of North Vancouver staff and its partners on 160 applied research and co-curricular, community-service-learning projects in the 2022-23 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. The 2022-23 fiscal year witnessed a growth in new clients and sponsors. Among the new sponsors is Google Canada, which provided online workshops in digital technologies for IDA-linked filmmakers.

The IDA welcomed five new clients this year: Reel Deadly Productions, Bear Essential Oils, Bangin' Bannock, Up the Hill at Loakin, and White Otter Design Co. Reel Deadly Productions (RDP) is an Indigenous-owned film-production company based in North Vancouver that specializes in producing Indigenous media. Its owners, Kaitlyn Redcrow and Cameron Watts, are CapU film alumni. The IDA will assist RDP in researching the use of 3D printing in set design and AI in audio and sound design.

Owned and operated by Alissa and Cody Assu, Bear Essential Oils is an Indigenous wellness brand grounded in cultural knowledge and community spirit and operating out of Campbell River. The IDA is helping Bear Essential Oils improve their online presence and incorporate digital technology suited to their operation.

Bangin' Bannock is a social-entrepreneurship business owned and operated by two Indigenous women that sells ready-to-make bannock and focuses on working with Indigenous youth and Indigenous mothers. The IDA will support Bangin' Bannock with website design, helping the company integrate apps into their Shopify website, creating retail customer accounts to process orders, and creating video media content to grow their online presence.

Up the Hill at Loakin is also owned by Indigenous women. Based in Chase, the company makes personal care botanical products using traditional Indigenous medicine knowledge and culture. The company is working with the

IDA to harness digital media marketing as well as AI-powered algorithms to analyze consumer data, researching botanical products for international export and developing a personalized recommendation engine.

Jaymie Campbell, the Indigenous woman owner of White Otter Design Co, focuses on high-end heirloom Indigenous art and fashion. Located in New Denver, White Otter Design Co also provides mentorship and training for Indigenous artists and artisans. The IDA will support White Otter Design Co with their social media presence, a more robust online presence and ecommerce platform, culturally-based research and international sales strategies.

In 2022 the IDA completed 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. Red Media 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.

The 2022-23 fiscal year also brought with it three new sponsors and partnerships. The James Golick Grant for Women in Computology will provide a grant for Indigenous women in technology. REEL Canada and the IDA worked together to create an assistant director workshop for 14 Indigenous participants. Google Canada has become perhaps the IDA's biggest partner this year, as it works with the IDA to provide four online workshops:

1. Introduction to AI/ML with Google Cloud
2. Data Management & Analytics
3. Expansion & International Export
4. Fundamentals of Advertising on Google

As of this report, the IDA and Google Canada expect an average of 20 participants for each workshop. The IDA is planning to have the next workshop in the Fall 2023 term.

The IDA continued its collaboration with CapU's Continuing Studies to offer the Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA) 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 2022 through to December 2022.



WIL CO-LAB

This fiscal year, CapU successfully launched the WIL Co-Lab to enhance opportunities for students, faculty and community partners to engage in experiential and work-integrated learning. This success is built on the resources and community partnerships developed with the support of provincial funding in 2021-22. The WIL faculty lead coordinated a team of faculty instructors and staff to achieve all outcomes outlined in the CapU funding application through Phase II of the provincial government's co-op and WIL (COWIL) funding initiative.

The team managed to:

1. Increase access to WIL opportunities for historically under-represented learners, including Indigenous and rural learners (e.g., Sunshine Coast), to enhance student career trajectories and promote a culture of inclusion both on campus and with our regional partners with a minimum of 15 new placements.
2. Match new and current community partners identified during COWIL Phase 1 with students, drawing from the WIL course inventory completed during Phase 1.
 - The WIL Co-Lab generated 178 student experiences in Fall 2022 and 140 in Spring 2023. The community partners included the Capilano Suspension Bridge, Bewildher Fitwear, North Shore Tourism Association, REL Technology and the Tian-Jin Temple.
 - CapU's partnership with the North Vancouver Chamber of Commerce, dubbed "GrowthHub", generated 97 student experiences from Summer 2022 through Spring 2023. The community partners included Holiday Inn North Vancouver, United Way British Columbia, Zimba Design, KidSport North Shore and The Polygon Gallery.
3. Create renewable, evergreen social media assets and a media plan for annual student, faculty, and employer recruitment and awareness drives. A sample can be found at capilanou.ca/programs--courses/capu-for-you/practical-learning-at-capu/
4. Launch CapU Launch micro-credential pilot for students in collaboration with the Career Development Centre.
5. Develop intercultural micro-credential pilot for employers and community partners. Budget has been allocated for 2023-2024 to offer the course for community partners, beginning with CapU WIL Advisory Committee external members.
6. Design and implement annual WIL Co-Lab assessment tools and resource development, including a handbook for students, faculty and community partners.
7. Establish an internal working committee and an external advisory committee, both of which met regularly, to continue to build WIL at CapU. Together, the two groups make up a superuser working group for ORBIS (a WIL-focused database), to enhance promotion and tracking of WIL experiences at the university.
8. Co-create a three-year WIL road map to build WIL Co-Lab activities, resources and governance. The road map includes direct connections to the university's *Envisioning 2030* strategic plan, *Illuminating 2030* academic plan, and the 2022-2024 Creative Activity, Research, and Scholarly strategic plan. CapU has secured budget beginning in 2023-2024 and ongoing for one FTE staff WIL project liaison position as a critical matchmaker for faculty and community partners.

CENTRE FOR CHILDHOOD STUDIES

For the fifth year in a row, CapU was recognized as one of BC's Top Employers. The awarding 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 2023, CapU has also raised almost \$5.7 million through its Child Care Spaces campaign. The campaign has already become CapU's largest fundraising campaigns, with 70 donors contributing, 70 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.

STUDENT HOUSING PROJECT

CapU was pleased to join the Ministry of Post-Secondary Education and Future Skills in announcing the first on-campus student housing project on the University's main campus. The six-storey, 8,250 square metre complex will include a 362-bed accommodation, a dining hall building with 250-seat capacity, a kitchen on each floor, resident support offices, a multipurpose room, an Indigenous-focused reflection space, laundry facilities, student study areas, lounge space and secure bike storage.

The Province is providing \$41.5 million towards the \$58.2-million project and CapU is investing \$16.7 million. Construction is anticipated to begin in early summer 2023 and complete in early 2025, with an anticipated student opening in September 2025.

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

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



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 \$90,000 or more (34 per cent vs. 23 per cent provincially). The region places a high value on education, and the percentage of residents with a degree above bachelor's is higher than the provincial aggregate (15 per cent vs. 9 per cent provincially).

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, 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).

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

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

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

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

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

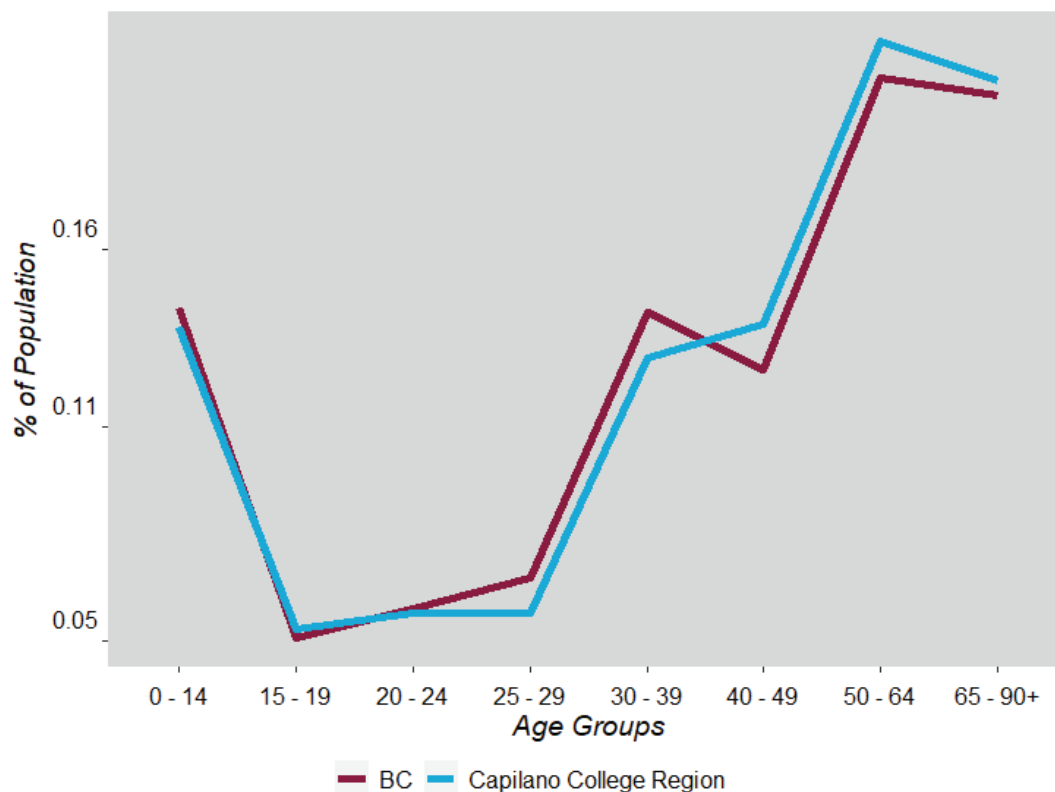
Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via cancensus R package, using data vectors: v_CA21_3.



As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 25 to 39 and a

larger proportion of its population between the ages of 40 and 64. Although this older skew is modest, it does suggest a relatively smaller proportion of the domestic, late-college-age (25-29) population.

Figure 2: Age distribution across the Capilano College Region (cyan line) or BC (burgundy 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 college region in terms of their Indigenous base. The proportion of people identifying as Indigenous varies from 96 per cent for the Líl'wat communities to one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities.



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

Community	Indigenous population	% of community population	Registered, Treaty Indigenous	% of Indigenous population	Non-Indigenous Population
Bowen Island	120	2.8%	45	38%	4,105
Gibsons Town	265	5.8%	110	42%	4,305
Lílwat FN (3)	1445	96.3%	1,425	99%	55
Lions Bay	20	1.4%	0	0%	1,375
North Vancouver, DM	1580	1.8%	585	37%	85,805
North Vancouver, CY	1230	2.1%	575	47%	56,275
Pemberton	205	6.0%	60	29%	3,190
Sechelt	525	4.9%	145	28%	10,085
Səlílwətaʔ/Selilwitulh FN	310	13.1%	235	76%	2,065
shíshálh (Part 2)	470	63.9%	440	94%	265
Skwxwú7mesh FN (9)	1985	49.0%	1,885	95%	2,070
Squamish	920	3.9%	435	47%	22,625
West Vancouver	425	1.0%	115	27%	42,955
Whistler	145	1.1%	40	28%	13,280
Total, catchment communities	9,645	3.7%	6,095	63%	248,455
BC	290,210	5.9%	136,875	47%	4,625,735
Region as % of BC population	3.3%		4.5%		5.4%

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

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

EDUCATION, EMPLOYMENT AND INCOME

The communities of the college region are well-educated, as illustrated in Table 4, with median municipal education levels equivalent to and slightly above provincial levels. Table 4 suggests that, for most communities, there is a smaller percentage of community members with a high school diploma or less when compared to the provincial norms, and slightly higher levels of undergraduate and post-baccalaureate education than in BC. However, the median municipal results mask some significant differences.



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

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

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

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

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

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

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



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

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

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via cencensus R package, using data vectors: v_CA21_6570, v_CA21_6573, v_CA21_6576, v_CA21_6579, v_CA21_6582, v_CA21_6585, v_CA21_6588, v_CA21_6591, v_CA21_6594, v_CA21_6597, v_CA21_6609, v_CA21_6612, v_CA21_6615, v_CA21_6618, v_CA21_6621, v_CA21_6624, v_CA21_6627, v_CA21_6630, v_CA21_6633, v_CA21_6636, v_CA21_6639, v_CA21_6642, v_CA21_6645, v_CA21_6648, v_CA21_6651, v_CA21_6654, v_CA21_6657, v_CA21_6660, v_CA21_6663, v_CA21_6666. Data accessed: 2022-12-05. Occupations reflect the broadest category of the National Occupational Category (NOC) 2021 classification system. Industries likewise are described at the broadest category in the North American Industry Classification System (NAICS) 2017. Data drawn from a 25% sample of the 2021 Census. Data exclude both the miscellaneous categories "Occupation - not applicable" and "Industry - not applicable". Finally, income level in Table 6 reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly-skilled and often in high-demand areas—have income levels well above provincial levels. In all these communities, the percentage of citizens earning \$90,000 or more is twice the provincial average, with West Vancouver's percentage double that of the BC rate. Those remaining communities show income distributions close to that of the BC distribution.

One exception is the Lílwat Nation communities, which are heavily skewed to the lower end of the income range. This low-income skew is also true for the Skwxwú7mesh and shíshálh First Nation communities. The Səlílwətaʔ/Selilwitulh First Nation community shows a distribution much closer to that of the urban parts of the catchment,

and like them, has professional, scientific and technical services as the top industry. The inclusion of a larger percentage of non-Indigenous community members within this community may have skewed the aggregate measures of community income.



Table 6: Distribution of 2020 total income groups in Capilano College Region communities, for population aged 15 years and older.

Community	< \$10,000 (including loss)	\$10,000 to \$29,999	\$30,000 to \$59,999	\$60,000 to \$89,999	\$90,000 & >
Bowen Island	9%	19%	22%	14%	36%
Gibsons	7%	26%	33%	15%	20%
Liłwat FN (3)	21%	38%	34%	7%	1%
Lions Bay	9%	17%	20%	13%	41%
North Vancouver, DM	9%	18%	21%	13%	39%
North Vancouver, CY	7%	20%	27%	16%	30%
Pemberton	6%	16%	34%	21%	22%
Sechelt	6%	28%	32%	15%	20%
Səlilwətaʔ/Selilwitulh FN	6%	15%	23%	16%	40%
shíshálh (Part 2)	14%	38%	32%	8%	8%
Skwxwú7mesh FN (9)	14%	35%	31%	9%	11%
Squamish	6%	17%	28%	18%	32%
West Vancouver	11%	19%	19%	11%	40%
Whistler	7%	17%	37%	14%	24%
Aggregate %	8%	19%	24%	14%	34%
BC	9%	24%	29%	15%	23%

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

This brief survey reveals the diversity of economies and resulting educational demands of CapU's catchment communities. Finding the programming mix that can address the employment needs and career aspirations of learners living in communities with such varied economies is part of the challenges Capilano University is rising to meet.

UNIVERSITY CONTEXT

Capilano University served 9,191 students in the 2022-23 fiscal year, an increase of just under one per cent from the previous year. However, domestic academic headcount (excluding Continuing Studies enrolment) declined three per cent from the previous year, dropping from 6,269 to 6,069. International headcount increased 27 per cent from last fiscal, rising from 2,469 to 3,138.

This headcount corresponds to 5,769 academic FTEs (excluding Continuing Studies enrolment) for the last fiscal year, of which 62 per cent were domestic and 38 per cent were international student FTEs. Although this represents a lower proportion of domestic students than last year's FTEs did, this proportion is in line with the last year before the pandemic (2019-2020), and thus likely reflects a return to pre-pandemic enrolment dynamics.

As shown in Table 7 below, Capilano University students enrol in programs distributed over 12 categories of credential types, ranging from programs with no credential, such as Engineering Transfer, to graduate diplomas, such as the North American and International Management program. Despite the pandemic, our enrolments in baccalaureate programming grew in 2022-23, with 3,614 students enrolled in a bachelor program, representing the highest single fiscal year total in CapU's history.



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

Credential	2018-19	2019-20	2020-21	2021-22	2022-23
None	1,857	1,572	1,445	1,303	1,110
Developmental	24	28	39	43	44
Short Certificate	100	63	8	64	65
Certificate	1,125	1,127	1,018	1,006	1,051
Advanced Certificate	11	3	1	1	0
Diploma/Advanced Diploma	1,744	1,802	1,683	1,559	1,764
Associate Degree	1,307	1,806	1,698	1,310	1,383
Baccalaureate Degree	2,809	2,946	3,081	3,393	3,614
Post-degree Certificate/Diploma	487	528	406	346	440
Graduate Certificate/Diploma	56	57	36	17	0
Total	9,520	9,932	9,415	9,042	9,471
Unique Total	9,037	9,558	9,121	8,725	9,216

Source: CDW, as of Banner download May 11, 2023. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

The number of full-time students increased this year compared to last and the number of part-time enrolments decreased, as shown in Table 8, leading to an increase in the proportion of full-time students. This seems to confirm

that last year's decline in the proportion of full-time students reflected pandemic-related factors, as the 70 per cent of students attending full-time is in line with recent pre-pandemic years.

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

Status	2018-19	2019-20	2020-21	2020-21	2022-23
Full-time	11,811 69%	13,329 71%	12,366 69%	11,113 67%	12,198 70%
Part-time	5,333 31%	5,456 29%	5,527 31%	5,552 33%	5,207 30%

Source: CDW, as of Banner download May 11, 2023. All students, including PLA, excluding Continuing Studies.

As Table 9 indicates, the relative distribution of enrolments across terms 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 term enrolments declined from last year, reflecting a decline in both domestic and international students. Domestic summer enrolments last year, however, seem to reflect a pandemic-related surge, as the summer domestic enrolment numbers for this year are in line with pre-pandemic enrolments. International numbers, however, were lower than any year after 2018-19 fiscal, and may reflect the unique obstacles faced by international studies coming out of the pandemic, such as visa access.

with this year's Fall domestic headcount being three students below 2021-22, a decline of 0.06 per cent, which is the smallest decline in fall domestic headcounts since at least the 2014-15 year.

Both Fall and Spring term enrolments increased for the 2022-23 fiscal year due to international student increases in both terms. Domestic student enrolment declined in both terms, although the drop in the Fall term was immaterial,



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

Term	2018-19	2019-20	2020-21	2021-22	2022-23
Summer, domestic	1,738	1,779	1,788	2,209	1,780
Summer, international	1,158	1,723	1,803	1,323	1,267
Summer Total	2,896	3,502	3,591	3,532	3,047
Fall, domestic	5,427	5,228	5,063	5,017	5,014
Fall, international	1,863	2,675	2,315	1,780	2,183
Fall Total	7,290	7,903	7,378	6,797	7,197
Spring, domestic	4,975	4,746	4,924	4,681	4,572
Spring, international	1,983	2,634	2,000	1,655	2,589
Spring Total	6,958	7,380	6,924	6,336	7,161

Source: CDW, as of Banner download May 11, 2023. All students, including PLA, excluding Continuing Studies.

Over the last fiscal year, FTEs decreased from the previous fiscal year for domestic students in both cost-recovery and academic programs, as shown in Table 10, for a total domestic decline of just over 170 FTEs, or 4.5 per cent of

last year's FTEs. International FTEs, in contrast, increased 28 per cent from 2021-22, the first increase since the pandemic.

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

Fee Type	2018-19	2019-20	2020-21	2021-22	2022-23
Domestic	3,840.2	3,742.1	3,788.6	3,724.3	3,577.2
Domestic, cost recovery	45.6	44.5	25.5	35.0	27.5
All Domestic	3,885.8	3,786.6	3,814.1	3,759.3	3,604.7
International	1,814.7	2,534.1	2,153.4	1,707.1	2,191.6

Source: CDW, as of Banner download May 11, 2023. All students, including PLA and Continuing Studies.

The modest decline in domestic FTEs is disappointing, particularly after several years suggesting domestic enrolment numbers were stabilizing, with last year producing an increase in domestic headcount, the first since 2012-13. However, the last two years have also seen a growth in new degree programs, along with the introduction of several

minors to add greater flexibility to students' programming. As these new programs, such as the Bachelor of Kinesiology and Bachelor of Science, General, raise their profile among prospective Lower Mainland students, and as more relevant, timely proposed programs become realities, domestic enrolment may begin to not only stabilize but climb.

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

Measure	2018-19	2019-20	2020-21	2021-22	2022-23
FTEs	-4%	-3%	1%	-1%	-4%
Headcount	-7%	-4%	-2%	2%	-7%

Source: CDW, as of Banner download May 11, 2023. All students, including PLA and Continuing Studies.

CapU's credentials awarded numbers dropped after three consecutive increases, as seen in Table 12, with the total number of credentials awarded declining by nearly a third, dropping 707, from 2,281 awarded in 2021-22 to 1,574 this year. This likely reflects the impact of the pandemic on previous years' enrolment numbers. This is suggested not only by the timing but also by the nature of the decline,

coming mainly from two-year programs, rather than baccalaureate credentials. While baccalaureate credentials awarded this year declined by 35 from last year, or seven per cent, the number of diplomas awarded declined by 261 from last year, or 37 per cent, and the number of associate degrees significantly declined by 337, or 68 per cent from last year. That is, diplomas and associate degrees represent



598 of the 707 fewer credentials awarded this year compared to last, or 85 per cent of the total decline.

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

Credential	2018-19	2019-20	2020-21	2021-22	2022-23
Short Certificate	2	17	13	13	5
Certificate	334	320	338	359	313
Diploma	526	541	564	715	454
Advanced Certificate	1	1	0	2	0
Advanced Diploma	68	24	5	2	2
Associate Degree	98	110	307	493	156
Baccalaureate Degree	434	456	463	492	457
Post-degree Certificate	0	4	9	6	5
Post-degree Diploma	117	237	302	147	145
Graduate Certificate	1	0	2	0	0
Graduate Diploma	17	10	10	15	1
Developmental	19	20	24	37	36
Total	1,617	1,740	2,037	2,281	1,574

Source: CDW, as of Banner download May 11, 2023. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>



5.

Mandate

Letter

Priorities



ALIGNMENT OF UNIVERSITY GOALS, INITIATIVES AND OBJECTIVES WITH MANDATE LETTER

In this section, we outline Capilano University's alignment with the Ministry of Post-Secondary Education and Future Skills' priorities for the current year, as laid out in the 2021-22 Mandate Letter and the 2022-23 Minister's Letter of Direction.

Priority One: 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 Postsecondary Sector, and support your academic communities 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 in 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. 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 a high rate of vaccination reported by CapU students and employees.

This information built confidence in the safety measures supporting 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. In the 2022-23 academic year, 81 per cent of course sections were delivered in person, 15 per cent were fully online, and four per cent were delivered in a hybrid format.

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, which resulted in the start of the spring 2022 term being delayed by six days. By the end of January, CapU pivoted back to its Return to Campus objectives for in-person learning, and classes resumed in the delivery mode they held when students registered for the spring term. Administrators began receiving packages of rapid antigen test kits in February 2022 and distributed the kits to their on-campus employees. Following the direction of the Provincial Health Officer, Dr. Bonnie Henry, face masks became optional at all CapU campuses and learning locations in March 2022.

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.

Ahead of the Fall 2022 term, CapU updated its messaging to students and employees to reflect the switch from the Return to Campus to the current Campus Ready initiative. The Campus Ready initiative relied on educating students and employees about how to stay safe and keep the campus safe and extended the distribution of rapid antigen testing kits to students. Safety awareness was maximized through signage, email, web notices and social media posts. CapU created an [information portal](#) on its public web site, which included links not only to health checks and safety strategies, but also to links to the BC Centre for Disease Control's guidance for post-secondary students, and vaccine awareness information, as well as links to resources for different CapU communities.

International education

CapU developed and implemented several strategies 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. The University maintains consistent communications with 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 high retention and graduation rates.

The success of these strategies is evident in the increased intakes over the last three terms. Spring 2023 intakes reached pre-pandemic levels, and CapU expects to set intake records in both Summer and Fall 2023 terms. 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. Last year, CapU expanded its South Asia operations by contracting M Square Media (our recruitment management partner in India) to six additional countries: Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives. CapU has onboarded and trained over 100 new agents in the South Asia region. This year has seen CapU begin rebuilding recruitment in China, and emphasizing emerging markets in the Philippines, Nepal, Pakistan, Bangladesh, Nigeria, Kenya and other African nations. In 2023, Iran became our second-highest international market, and CapU recorded strong rebounds from Mexico and other Central American nations.

Coming out of the pandemic, CapU is placing significant emphasis on partnerships with international institutions, with special emphasis on Vietnam, the Philippines, Indonesia and India. The goal of these partnerships is to forge academic links leading to the identification of course equivalences for purposes of transfer (articulation) and other forms of collaboration.

CapU has begun rebuilding its Study Abroad program. This academic year, CapU saw its first major cohorts of Canadian students studying abroad and foreign exchange students joining us from partner institutions. With assistance of Global Skills Opportunity and Foreign Affairs Canada, CapU embarked on its first post-pandemic physical mobility field school to Vietnam in Spring 2023. A further eight field schools to non-traditional destinations are being planned as of the writing this report. CapU's international education team is also placing significant emphasis on virtual mobility, using COIL (Collaborative Online International Learning) to increase partnerships capacity building.

The Centre for International Education continues to implement CapU's first internationalization plan, *Enabling Imagination through a Globally Engaged University*. The plan is 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.

Hybrid Office Program

In response to the remote and adapted working models developed during the pandemic, Capilano University launched a one-year flexible work arrangement pilot on September 1, 2021, with the objective to ensure employees working in a hybrid office environment are adequately equipped to provide the same levels of productivity and service delivery, while upholding the necessary standards of safety, confidentiality and records management.

Due to the positive response and its success over the first year, the University made this program an ongoing option to support hybrid office work arrangements where operationally feasible as of September 1, 2022.

Interested workers applied through their supervisor, submitting a proposed schedule with both remote and in-person workdays, with final schedules approved by their supervisor. 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.

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 pilot's announcement. After the pilot's 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.

As of Spring 2023, there are 248 employees enrolled in the program. This represents 48 percent of all employees in the



administrative, exempt and MoveUP groups. These numbers only reflect those who submitted requests, as positions that can only be on-campus did not need to submit requests.

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 non-gender-conforming students and staff. CapU has supported vulnerable students in other ways—from working on improving education about and protections against sexualized violence to providing tuition waivers for former youth in care. We have continued to develop new programming to 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 micro-credentials. We detail these, and other initiatives below.

Work-integrated learning and career planning initiatives

The 2022-23 academic year marked a big development in CapU's delivery of work-integrated learning (WIL) experiences. As discussed in the Other Initiatives section, CapU's WIL coordinating unit, the WIL Co-Lab, has resulted in 318 student WIL experiences across Fall and Spring terms in this academic year. The WIL Co-Lab supports students, faculty and community partners engaged in experiential and work-integrated learning. The WIL faculty lead, a regular half-time position, chairs the team, facilitating a coordinated approach to the campus-wide identification, development and sharing of WIL resources. The WIL Co-Lab launched its web presence in 2022-23 to better link students, faculty and community partners.

The web pages provide information for current and prospective participants.

The WIL Co-Lab also helps coordinate existing WIL projects, such as the GrowthHub initiative, a partnership with the North Vancouver Chamber of Commerce that began in Fall 2021. In the 2022-23 fiscal year, the GrowthHub provided WIL experiences for 97 CapU students, working with North Shore businesses and organizations to solve a challenge presented by those organizations, which include the Holiday Inn North Vancouver and the Polygon Gallery.

CapU's CityStudio project is now in its fourth 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 530 students worked on 160 applied research and co-curricular community service-learning projects, creating meaningful change in their community.

Last year, the Capilano School of Business (CSB) received a \$200,000 grant from the Business + Higher Education Roundtable to expand WIL within the CSB. A second grant was received in Summer of 2022 focusing on entrepreneurship. 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. Over 100 students have participated, taking part in workshops discussions with entrepreneurs-in-residence, visits to business accelerators throughout the Lower Mainland and an April business pitch competition. CapU expects 20 students to complete WIL placements focused on business startups.

The Tourism Management Co-operative Education Diploma at CapU has been providing co-op-based WIL for many years. Last year, the program was recognized for its quality by the United Nations World Tourism Organization (UNWTO) with their TedQual certification. This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries. From Fall 2021 through Spring 2023, 61 students have started in the program; during the same time, 24 have graduated.

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, 2022, to March 31, 2023, STEP disbursed \$125,224 to employ 25 students in four departments: School of Business, Writing Centre, University Events, CIE, PAL, School of Communication and MDX. This represents almost double the roughly \$67,000 disbursed in the 2021-22 fiscal year to 15 students

Micro-credential initiatives

In 2021-22, ká lax-ay campus worked with CapU's Continuing Studies (CS) department and local organizations to produce a micro-credential program called *Citizen Leaders: Growing the Community from Within*. The program is offered to members of volunteer or non-profit organizations, including Sunshine Coast Community Services, Open Door Group, WorkBC, and Sunshine Coast Regional Economic Development Organization. Learners passing through the program earn digital badges, with program completion yielding a non-credit certificate of completion. The Ministry approved the program in December 2021, and it ran in Summer 2022. Of the 11 students enrolled, seven were financially sponsored by a total of three social service organizations. This resulted in a more economically diverse student group and has triggered ongoing conversations among CapU leaders on how to provide upskilling and reskilling to community members with few economic resources.

The CDC began using a micro-credential-style approach to encouraging students' career preparation in Spring 2022. The CDC provides students who complete career preparation workshops and the Pathway to Meaningful Employment career preparation program with a digital badge for each component, and a program badge for completing both. 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. Last fiscal year saw seven students earn their badge, while this fiscal has produced six badge earners at the writing of this report.

K-12 Transitions and Dual Credit Programming

CapU has had successful partnerships in the past with SD46 (Sunshine Coast) for ENGL 100. With the current work underway to review and update the dual credit policy, CapU is committed to future partnerships for high school students to explore university courses as part of their high school experience. We continue to engage with school district leaders to align on future dual credit and K-12 transition opportunities.

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 18-student cohort. The expansion has FTE targets of 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—Partnership 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 Fall 2021 at both the North Vancouver and ká lax-ay campuses. The ká lax-ay cohort yielded 16 graduates, and the North Vancouver cohort produced 18 graduates. Each campus held a new intake in Fall 2022; 11 students graduated from the ká lax-ay cohort, 18 from the North Vancouver cohort and one studying at the ká lax-ay campus. CapU currently expects to have a Fall 2023 intake for both North Vancouver and ká lax-ay campuses and a Spring 2024 intake at the North Vancouver campus. The expansion of HCAP will help increase the availability of critical front-line health care workers in communities in the Capilano College Region.

Expansion of technology seats

CapU faculty, along with the Office of Academic Initiatives and Planning, are developing new programming with a technology focus. The Ministry has recently approved CapU's Interaction Design diploma, and the first intake of students begins Fall 2023. The Interaction Design diploma explores the intersection of design and technology.



Students will develop research, visual design and technical skills to create and optimize digital experiences. The program had 67 applicants for the Fall intake by April 30, 2023.

As of the writing of this report, a Bachelor of Science with a Major in Applied Clean Technology program has Stage 1 initial approval from the Ministry. The BSc, Applied Clean Tech program would provide students with training in technology-based skills, thus providing BC with skilled workers who can help BC build an environmentally sustainable economy.

Ensuring education for vulnerable and underrepresented groups

CapU supports former youth in care via a coordinated effort between our Academic Advising, Student Financial Aid, and Student Support teams. The three groups collaborate to offer wrap around supports to students who communicate to the institution that they are former youth in care. In 2022/23 CapU saw 26 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$123,912 distributed in 2022/23, representing an increase of 26% over last year. Since 2019, our financial aid office has provided outreach to students to engage in the tuition waiver program.

CapU has participated in the Campus Navigator program and is looking to expand its ongoing engagement with the community of practice. The community of practice offers opportunities for CapU employees to build relationships, share knowledge and resources, and continue to develop our best practices around supporting former youth in care.

Vulnerable and under-represented students are supported via the same coordinated efforts between our key academic, financial, and personal support teams, as well as our Indigenous Student Services team. Beyond the responsive efforts those teams make, our various advisors spearhead informational and awareness campaigns, offer workshops and learning opportunities tailored specifically for vulnerable and underrepresented students, and support self-formed student groups (our Black Students' Union, for example) by providing dedicated space, focused mentorship, and opportunities for grant and operating funds.

Other wraparound supports include our newly launched Your Early Support (YES) Program for proactive engagement with students experiencing difficulties, emergency financial bursaries and the new Eat, Care, Share fund. The YES Program is detailed below in the subsection "Mental Health Supports". The Eat, Care, Share fund provides financial

support to pay for groceries or other expenses. CapU is actively working at expanding its support for student food security. CapU does not currently participate in the Campus Navigator Community of Practice.

Sexualized violence 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.

Passed in the fall of 2020, our Sexual Violence policy and procedures are now up for formal review. As part of the existing policy, the Sexual Violence Advisory Committee meets regularly to steer the activities of the institution. New in 2022-23 was the expansion of Sexual Violence Awareness Month (SVAM), featuring workshops, support-focused services, and awareness campaigns. Beyond this, we developed and implemented online and in-person training modules for employees and students related to community care, creating and maintaining healthy relationships, trauma-informed approaches to sexual violence response, and sexual violence prevention. In addition, we also developed stand-alone materials related to responding to disclosures and sexual violence awareness.

During 2023's Sexual Violence Awareness Month, CapU's Student Affairs offered six educational events: two for employees, one for student leaders and three open to all members of the University community. In total, 135 people attended these events, half of which were offered virtually and the other half in-person. Additionally, CapU launched a new asynchronous, self-paced training on our e-learn site with a version for employees and a version for students. This training is an ongoing resource and can be accessed at any time to learn about the basics of sexual violence prevention and response.

The Student Affairs team has included an employee dedicated to recording sexual violence disclosures and reports since 2019. The team has 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.

Results from the student perceptions of sexual violence survey initiated two key responses with regards to public messaging and service availability. It was clear that students



were largely unaware of the services available. As such, we have worked to unify our public-facing web content and increased the public messaging via social media channels. Additionally, we are expanding orientation programming to include more direct and focused information about service availability and the messaging around Sexual Violence Awareness Month to increase general awareness in addition to the events and activities of the month.

The sexual violence advisory group is harnessing this information as it creates their three-year plan. With that, they will focus significant energy not just on awareness campaigns and information distribution, but on culture change that ingrains that awareness in our university community consciousness. A large part of that culture development had commenced prior to the pandemic restricting access to a physical on campus community. With the return to in person, the re-establishment of community consciousness, public discussion, and high visibility are the key priorities of this action plan.

The upcoming mandated policy review is a key component of our institutional commitment to developing and re-developing how our community is supported via our programs. The review process will serve as an opportunity to reflect on the effectiveness of our efforts to date, collecting information through various channels such as the student perceptions of sexual violence survey, discussion forums and events.

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 and can self-update their preferred name. The gender-neutral title Mx now appears as an option on the student-interface to CapU's record system, and a Gender Diversity webpage outlining options for students has been created. In residences, students can select room, floor, and roommate preferences regardless of legal gender or name status. Student housing offers gender-neutral communities and uses preferred names in all communications. CapU is in the process of shifting email addresses, student cards and system usernames for students to their preferred name.

Employees can now self-update their preferred name, personal pronouns and gender identification. In addition, the MoveUp collective agreement includes 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 Marketing & 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. The communications team also attended a workshop on inclusive and intentional language and have applied lessons learned into their writing.

MDX partnered this year with inclusive marketing agency, AndHumanity, to provide both team training and support for major MDX initiatives. Beginning in Fall 2022, The AndHumanity team led an inclusive-marketing training session for members of MDX and other CapU staff. MDX is currently working with AndHumanity to embed inclusive practices in developing a university-wide brand strategy.

Work continues to expand 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 much larger gender-inclusive universal space in the Centre for Sport and Wellness. Staff training to create safer spaces for TNB2S students and staff has begun with front-line staff in the Registrar's Office, and a university-wide rollout began at the end of 2022. An online training module available for all employees launched in November 2022.

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 began implementing:

- a community-care framework to support embedding EDI throughout Student Success programs and services (Summer 2022)
- a training plan for the Gender Diversity Audit (Summer 2022)
- bi-weekly educational sessions for students and employees (Fall 2022)



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 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 is extensive and is in progress at the time of this report. Along with these recording changes, RO has created [a webpage](#) for students explaining how to change their name, where their preferred name will appear, and where their legal name is still required until an official name change is completed by the student. All staff who meet with students in the Registrar's Office received a half-day of training on how to sensitively and compassionately assist students with diverse gender identities.

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

- *Inclusive Teaching Practices*, which is a required component of CapU's Certificate in University Teaching and Learning, helps faculty recognize their own beliefs and biases as a teacher.
- *Assessment of Evaluation and Learning*, offered in August 2022 and February 2023, included topics on grading bias and ethical assessment.
- An intensive 24-hour workshop called *Intercultural Pedagogy and Learning* offered in Feb 2022 focused on an in-depth introduction and analysis of EDI issues related to disability, gender and sexuality, race and language, and decolonization and indigenization. Learning outcomes of this workshop have also been incorporated into the *Inclusive Teaching Practices* workshop.
- An interactive workshop called *Managing Challenging Topics in the Classroom* ran from March through April

2022 to teach three specific facilitation techniques meant to foster dialogue about difficult topics.

- An interactive workshop called *Microaggressions, Trigger Warnings, and the Inclusive Learning Environment* ran in late March through April 2022 to introduce how language operates at multiple unrecognized levels in a classroom, potentially creating both inclusive and exclusive learning environments.

Department-specific workshops run by 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 or 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 and 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 began an EDI audit Summer 2022. Focus groups were held with key stakeholders including student groups, the executive and Board members, and ran into the Fall 2022 term. The purpose of the audit was to assess where CapU is in its EDI practices across academic and operational activities, including governance, human resources, educational supports and services, and academic activities. The audit concludes with a report to the Board and the wider CapU community. At the time of this writing, the release of the report is expected in Summer 2023.

The audit process included:

- an HR audit of CapU's employee life cycle, 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 of students and employees, with 30 sessions offered between the Spring 2022 and Fall 2022 terms



It is also worth noting that EDI principles are woven throughout the plan guiding HR activities at CapU, its People Plan.



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. Over this academic year, 22 pins have been sold: 12 she/her, six he/him, and four they/them pins.

The Faculty of Fine and Applied Arts (FAA) implemented faculty-specific EDI training last year, led by Chanelle Tye Equity & Inclusion. Faculty members participated in three workshops, along with orientation training for new hires.

The School of Performing Arts has committed to reviewing its hiring practices to include instructors with expertise from important instruments from other cultures. Traditionally, hiring practices required expertise in piano, violin or cello. This year, the school has already hired one instructor with a PhD in music and expertise in both tabla and sitar. The increase in instructors' cultural backgrounds and musical expertise will give students a greater variety of options to explore before choosing a specialisation.

Access and support for persons with disabilities

In the 2022-23 fiscal year, 702 students with disabilities received academic accommodation, a number similar to the 708 students in 2021-22. Appointments were available in person, remotely and by drop-in. Pre-COVID, the Accessibility Services' interface with students was being revised and that multi-year work is now 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 two years ago, 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 weight room equipment accommodates users with mobility challenges. As well, the Centre's fitness activity leaders are certified instructors whose training include knowledge of adaptations and modifications for varying abilities and levels. Recreation memberships increased in the 2022-23 academic year to over 980 from 234. This increase is at least partly driven by a new programming approach CapURec implemented beginning in Fall 2022. The approach is aimed at increasing accessibility, with 20 per cent of recreation classes involving non-standard participation or operation conditions. Classes restricted to women and women-identifying members were added, as were noise-free periods for members with auditory or stimulation sensitivities. CapURec is also developing classes for members with physical disabilities and seniors.

In-person student recruiting has now resumed. A hybrid offering of ExploreCapU in November 2022 has seen a substantial increase over previous years, both virtual and in-person events. At the Fall 2019 and Spring 2020 events—the last all-in-person recruiting events—just over 200 potential students had an opportunity to learn about CapU's offerings. The Fall 2020 and 2021 events, both all-virtual, drew roughly 470 prospective students each. This year's mix of in-person and virtual sessions saw 600 participants attend the live events, and between 50 and 60 participants in the virtual sessions. Virtual sessions were recorded so that all participants could review the events after. The new hybrid format seems to be increasing access to these information sessions.

Mental health supports

CapU's counselling services provide crucial support for students 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 2022-23, students had access to in-person, video, and phone appointments. 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 2022 – March 2023.

Appointment Type	Count
Booked	1,855
Attended	1,081
Cancellation or no-show	774
Drop-in	307

Table 13: Appointments by student type, April 2022 – March 2023.

Student Type	Count
Students new to counselling	229
Students continuing counselling	858
Total students (with regular appointments)	1087

Note: Since drop-in students are not scheduled by TargetX software, which handles case management as well as appointment scheduling, drop in numbers may not be reflected in the 'student type' categories.

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) mentioned earlier in the context of ensuring education for vulnerable and under-represented groups. This required the building of a collaborative-care model along with the acquisition and implementation of a case-management software system, TargetX. When employees 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.

2022-23 saw the full launch of the YES Program. The total number of students referred through alerts was 259, with 25 per cent choosing not to respond, and four per cent declining support. The challenges reported by these 259 referrals included:

- 173 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals and suicide concerns
- 172 academic concerns, including academic learning struggles and missed classes
- 98 *other* category concerns, which encompassed financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns and immigration or study permit issues, food insecurity, housing challenges, etc.

- over one-third of the YES alerts 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 shed light on the effectiveness of the program. These 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: 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, first, 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 and no US Indigenous students have accessed this in the current academic year; this is in line with historic numbers of US students who identify as Indigenous. Second, CapU's Library has hired a permanent full-time Indigenous librarian.

Financial support for under-represented groups

Since 2021 the CapU Foundation has created several financial supports for underrepresented groups. These include eight annual awards with a total value of \$39,500, three endowments valued at \$90,000 and eleven scholarships, bursaries and awards (SBA) with a total value of \$151,500.

Over the last few years CapU saw the creation of:

- the WarnerMedia 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 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
- 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 awards \$3,000 over the next three years to an Indigenous student enrolled in the Indigenous Independent Filmmaking program who demonstrates financial need.
- Canon Canada Indigenous Storytellers Award, an annual fund which will provide \$12,000 over the next three years to support Indigenous students enrolled in the Indigenous Digital Filmmaking Diploma program at Capilano University who demonstrate financial need and academic excellence.

- Will BIPOC Entrance Award, a one-time award of \$3,500 with the right to renew, to support students from under-represented groups demonstrating financial need—including Black, Indigenous, and People of Colour—enrolled in the Bachelor of Design in Visual Communications program at Capilano University with a preference that the bursary be granted as an entrance award. This award will be distributed to up to two students annually.
- Techies of Tomorrow Bursary, an annual fund which will award \$3,000 over the next three years to support Capilano University students from under-represented groups (Indigenous, LGBTQ+2, women) enrolled in either School of Motion Picture Arts, School of Performing Arts, or IDEA School of Design, based on student financial need.
- Kasra Shadmehr Award, an annual fund which will award \$3,000 over the next three years to support Indigenous students at Capilano University enrolled in any program that demonstrates academic achievement and community involvement.
- Two new Sunshine Coast endowment funds were established with a generous gift of \$42,000 by Continuing Studies alum Mary Lou Owen (the Mary Lou Owen Sunshine Coast Award and the Becky Wayte Sunshine Coast Award) to help support *kálah-ay* students access post-secondary education. In total, nine *kálah-ay* students received awards this year, including two Mary Lou Owen awards, two Becky Wayte awards, one Mary Lou Educational Assistance award, three Travis Cripps Memorial Award for ABE, and one Elsa Award for HCA.

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. This year, CapU received approval to offer a Diploma of Interactive Design, further enlarging our support for occupations in this area, with the first intake of students beginning in Fall 2023.



CapU's Accounting Assistant Certificate program is being redesigned to focus more on bookkeeping. Bookkeepers and accounting technicians (NOC 1311) is the fifth-highest occupational category in the Labour Market Outlook's top 60 HOO list. CapU's School of Business has been working this year to expand access to this program. Two special intakes were provided, one delivering the program to 35 WorkBC clients, who were either unemployed or precariously employed, and a second delivering the program to 15 members of the Lil'Wat Nation, done in partnership with the Lil'Wat Nation.

Our Outdoor Recreation Management Diploma supports 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 Communications minor 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, on our campuses and in the surrounding communities. We have worked with constituents 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 and university-wide EDI efforts. 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 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 the 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 self-assessment framework adopted by colleges and universities worldwide. The university piloted data collection for the Operations credit of STARS® in early 2023. Outcomes were shared with the advisory group and additional next steps, priorities, and timelines will be presented and acted on throughout 2023.



In September 2021, CapU marked 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. 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 applied research and course-based undergraduate projects promoting sustainable development, biodiversity conservation, reconciliation, and equity and inclusion. This academic year saw the CapU Foundation partner with HSBRIS to launch both a joint fundraising initiative and web presence to support faculty-led applied research projects across the Howe Sound region.

CapU supports environmental-focused research and education with the partnership between the Sunshine Coast PODS research group and the *kálaḡ-ay* campus. As discussed in the section on the campus action plan, the PODS partnership is based on a three-year plan that includes applied research, biology courses and WIL projects. This year, two students were hired through a Mitacs grant to create a documentary with the Loon Foundation for PODS. As of the writing of this report, the film has been produced and is being edited by PODS.

CapU faculty are leading two other Mitacs-supported applied research projects fostering sustainability and involving community partners. Chi-Fu Wu and Mark Wlodyka, instructors in the Faculty of Arts & Sciences, are working with Hynes Group, a West Vancouver home building company, to explore technologies that will minimize energy consumption by capturing information and integrating systems into smart buildings. Their research is expected to support up to seven student research assistants. The research of David Kuch, an instructor in the Faculty of Business and Professional Studies, is helping foster sustainable transportation through a collaboration with HUB Cycling, a non-profit organization with a goal removing barriers to cycling in Metro Vancouver. The collaboration builds on HUB Cycling's commitment to fostering bicycle usage, helping HUB develop a strategic sales and business plan to meet growing interest from building developers wanting to improve cycling facilities and policies. In the response to Mandate Priority Two, we mentioned CapU's Bachelor of Tourism and Tourism Management Co-operative Education Diploma programs, and the United Nations World Tourism Organization (UNWTO) recognition of it with their TedQual certifications last year. TedQual certification is an international

certification assuring quality in tourism education and training at post-secondary institutions. UNWTO is responsible for promoting responsible, sustainable, and universally- accessible tourism. CapU is only the second university in Canada and third in North America to receive this qualification.

CapU's MDX team is working to reduce the University's environmental footprint arising from information campaigns. The team has begun sourcing 100 per cent recycled paper for major print projects, such as the student guide and convocation programme. The student guide has also been reduced in size, moving to a narrower format and cut down from over 20 pages to an equivalent of six pages, reducing paper consumption by roughly 70 per cent.

CapU's commitments to environmental protection and action to climate change continues to mature. Currently, the University has two new bachelor's degree proposals to the Degree Quality Assurance Board (DQAB) that will equip local citizens with the skills to both 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 will 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. Other notable cross-government collaborations include CapU's Faculty of Business and Professional Studies (BPS) project with the Squamish Nation to deliver a business certificate program. The first intake began in January 2023, with 25 members from the Nation. Since this project began, the Tseil-Watuth Nation has reached out to explore the possibility of extending this learning opportunity to their members, in anticipation of several large economic development initiatives. In 2022-23, the Faculty of BPS also worked with the Lil'Wat Nation to deliver its Accounting Assistant Certificate to 15 Lil'Wat Nation members who were unemployed or precariously employed. These partnerships have helped deliver valuable reskilling education in a



high-opportunity area to student populations that would otherwise struggle to find access to such reskilling.

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 the Appendix.

StrongerBC: The Future Ready Action Plan

We are encouraged by the newly released Future Ready Action Plan and are well positioned to support many of the actions and priorities outlined in the plan. As part of our commitment to supporting “people seeking post-secondary education”, we continue to build our portfolio of student financial aid, tech-relevant seats, work integrated learning opportunities, on campus spaces and training for the care economy. In the coming fiscal year, we will build upon our strong foundations to both strengthen and expand these areas in collaboration with the province and our communities.

Our commitment to “people looking to reskill for in-demand jobs” have been outlined in detail throughout this plan. We continue to explore ways to better serve our communities by providing timely and relevant training opportunities. In addition, as outlined in *Illuminating 2030*, “we thrive in the intersections and possibilities that lie between”, therefore we look forward to the Fall 2023 launch of the \$30 million StrongerBC Workplace Innovation Fund to explore how we can further support our students and partners with implementing innovative strategies to tackle the labour market challenge.

The new centre for childhood studies will directly support the action plan's commitment to providing more early childhood educator training spaces. In addition, we are fully committed to continuing our efforts to make Capilano University a welcoming and inviting community for people who face barriers including former youth in care, underrepresented groups and individuals with disabilities.

Our existing programs such as the Lil'wat Nation Language and Culture Certificate, the Sechelt Nation Language and Culture Certificate, University One, Pathways to Higher Learning, FILMBA, IDF, IDA and the Accounting Assistant Certificate for Lil'wat Nations are some examples of our commitment to supporting First Nations language revitalization, skill training and post-secondary education. As we continue to develop Capilano University's Indigenous framework through dialogue with CapU Elders, Indigenous

students, faculty members, Territorial Rights Holders and various members of the CapU community, we will continue to co-design opportunities for language revitalization, skills training and education programming that meets their needs.

As we continue to strengthen our recruitment efforts, advising strategies, work integrated learning opportunities and career development centre programming, we are well positioned to leverage the “Find your Path” online-tool to support both existing and prospective students.

CapU and Ministry funding formula review

CapU participated in the funding formula review, supplied written feedback and met with the consultant in Summer 2022.

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. The SVAC had initiated discussions related to the development of a three-year action plan. Formal development will commence in 2023-24.



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 resources. 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 Fall 2022 term alone, over 60 courses at CapU, which enrolled more than 3,600 students, used open educational resources, yielding a savings of just over \$450,000.

CapU offers students extensive online and hybrid learning opportunities. In the 2022-23 academic year, 15 per cent of course sections were provided fully online, and four 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. This program began in 2020. The most widely used digital learning tools at CapU are Moodle, Office 365 (including Teams), Turnitin, Zoom and Kaltura.

CapU started work this year on creating a digital learning framework. A Digital Learning Framework Advisory Group has been struck, with representations from students, each

faculty, IT, the Registrar's Office, the Library, CTE, and AIP. The goals of the digital learning framework are to:

1. Support a more systematic and strategic approach to digital learning;
2. Create direction aligned with trends—locally, nationally and globally—in support of learning- and learner-centered approaches;
3. Guide the continued use and adoption of digital technologies to advance high-quality teaching and learning;
4. Further advance the strategic directions of the University as charted by its two key strategic documents: *Envisioning 2030* and *Illuminating 2030*;
5. Be responsive to the Digital Learning Strategy of the BC government;
6. Inform and be informed by the University digital transformation plan, currently under development;
7. Inform and be informed by the University academic space planning process, currently under development, led by Capilano University facilities team.

Considerable progress was made on the DegreeWorks project, which is known as myCapMap. This instrumental project has gone live, with students getting access to the tool in January 2023. This has decreased the workload of the graduation team, who previously had to manually check graduation requirements to approve grad applications. This project's success is due to the academic advising, IT, curriculum and graduation teams and will significantly improve the student experience at the University.

CapU's cybersecurity alignment with Ministry

CapU participates in the External Security Services activities and incorporate these activities into our workflows. CapU is adhering to the principles of the provincial government's cybersecurity program and is working towards implementing the provincial Defensible Security Framework, as led by the Office of Information Technology Services. Additionally, CapU participated in the National Cybersecurity Assessment, funded by CANARIE and the National Research and Education Network (NREN), and is incorporating the assessment's recommendations into CapU's cybersecurity roadmap to meet the required maturity level.



Collaboration with the Degree Quality Assurance Board

Last year, CapU worked with members of the Ministry's Degree Quality Assessment Board (DQAB) 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.

This year, CapU has applied to DQAB for exempt status, which would result in an expedited review of CapU degree program proposals. Such an expedited review would enable CapU to deliver educational opportunities to local communities more quickly, thus speeding up our delivery of skilled workers and educated citizens to the province.

Alignment of CapU programs and plans with StrongerBC economic plan

Much of CapU's programming—new, planned and 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 resonance 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 workers to managers. 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–Partnership Pathway program, which upskills uncredentialed frontline healthcare workers so they can become health care assistants. These are supplemented by our Bachelor of Kinesiology degree, which provides 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 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 three years ago. The department 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 Indigenous framework.

The last three 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 recognizing the right of Indigenous graduates to wear their traditional regalia during convocation. Last year, CapU was able to change its registration process to honour the Jay 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 Post-Secondary Education and Future Skills. The tables also identify the relevant performance measures for each goal.

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

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

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

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

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

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

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



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

Ministry Objectives	CapU Performance Measure	System Performance Measure
Quality, Capacity, and Relevance	Indigenous student enrolment	Student spaces
	International student enrolment	Credentials awarded
	Leadership development	Sponsored research funding
	Alumni Survey	Credentials awarded to Indigenous students
	Canadian University Survey Consortium	Student Outcomes Survey satisfaction measures
	Welcome/Welcome Back Surveys	Unemployment rate
	Departure Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	

ENVISIONING 2030 GOAL: INSTIL A CULTURE OF EQUITY, DIVERSITY AND INCLUSION IN ALL OUR OPERATIONS AND OUTREACH

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access, Capacity, and Relevance	Indigenous student enrolment	Indigenous student spaces
	Course outcomes reports	Transition rate of high school students to public post-secondary education
	Welcome/Welcome Back Surveys	Participation rate
	Alumni survey	Loan repayment as a percent of income
	Departure Survey	Undergraduate tuition and fees as a percent of median household income
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	Student spaces
	Alumni Survey	Credentials awarded
	Departure Survey	Sponsored research funding
	Welcome/Welcome Back Survey	Credentials awarded to Indigenous students
		Student assessment of the usefulness of knowledge and skills in performing job
		Unemployment rate



PERFORMANCE MEASURE REPORTING

SYSTEM MEASURES

This section reports the 2022–23 Institutional Accountability Plan and Report framework performance measures³ and results provided by the Ministry of Post-Secondary Education and Future Skills. Ministry assessments are based on the following scale.

Target assessment	System Performance Measure
Achieved	100% or more of target
Substantially achieved	90%–99% of target
Not achieved	Less than 90% of target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures and measures without targets

SYSTEM OBJECTIVE: CAPACITY

Student Spaces⁴

Number of full-time equivalent (FTEs) student enrolments delivered overall, in health and in developmental programs.

	2021–22 Actual	2022–23 Target	2022–23 Actual	Assessment	2023–24 Target	2024–25 Target	2025–26 Target
Domestic student FTE	3,759	5,563	3,605	Not Achieved	5,623	5,530	5,499
Nursing and allied health programs	128	196	126	Not Achieved			
Developmental programs	220	273	225	Not Achieved			

Note: "TBD" = "To be determined"; Developmental programs actual FTE only include tuition eligible developmental activities in ABE and ESL

Capilano University did not meet its domestic FTE targets. This four per cent decline is the second consecutive decline following the rise in domestic FTEs in 2020–21. It is a modest decline, although larger than last year's one per cent drop. CapU has seen continued growth in our baccalaureate programming, with three proposed baccalaureate programs under review by DQAB, as well as an application for exempt status that could facilitate the review process, speeding program development.

Although below targets, our health and developmental FTEs largely remained stable. The continuation of programs such as the Health Care Assistant—Partnership Pathway should help build momentum in the health programming areas. It should also be noted that the developmental programs actual FTE only accounts for tuition eligible developmental activities in ABE and ESL and excludes non-tuition eligible developmental FTEs in other programs such as University One for Indigenous Learners.

³ Please consult the 2022–23 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 2022–23 reporting year are based on data from the 2022–23 fiscal year; results from the 2021–22 reporting period are based on data from the 2021–22 fiscal year. 2022–23 actuals and targets are as of June 1, 2023.



Domestic Credentials Awarded

The average⁵ number of credentials awarded over the most recent three years.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Credentials awarded	1,179	1,166	1,172	Achieved	TBD	TBD	TBD

CapU's average number of credentials awarded for the three-year period prior to 2022-23 achieved its target. There is a decline of less than one percent (0.6%), substantially smaller than the eight per cent decline from 2020-21, suggesting a stabilization of the number of domestic credentials awarded. As the enrollment in CapU's bachelor's programming continue to grow, we will be monitoring this performance measure for resulting impacts.

Indigenous Student Spaces⁶

Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Total Indigenous FTEs	239	≥ 241	234	Substantially achieved	≥ 241	≥ 241	≥ 241
Ministry (PSEFS)	239	≥ 241	234	Substantially achieved	≥ 241	≥ 241	≥ 241

The number of Indigenous FTEs declined marginally from 2021-22, dropping by two percent. Similar to fiscal year 2021-22, CapU substantially achieved its target. The growth of the Office of Indigenous Education & Affairs, with the hiring of a new manager, along with the ongoing Indigenization of the curriculum and campus, including the development of CapU's Indigenization framework, should create a more positive and inviting learning environment for Indigenous learners, with the hopes of increasing the number of Indigenous FTEs in future years.

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 an online dashboard that 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 2022-23 reporting year are a three-year average of the 2019-20, 2020-21, and 2021-22 fiscal years.

⁶ Results for the previous fiscal year are reported. Results from the 2022-23 reporting year are based on data from the 2021-22 fiscal year; results from the 2021-22 reporting year are based on data from the 2020-21 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 Education³

Percentage of students who were very satisfied or satisfied with the education they received.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Former diploma, associate degree & certificate students	90.9%	≥ 90	92.1%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	94.2%	≥ 90	91.4%	Achieved	≥ 90	≥ 90	≥ 90

Overall satisfaction amongst 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.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Former diploma, associate degree & certificate students	96.5%	≥ 90	95.1%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	92.5%	≥ 90	93.9%	Achieved	≥ 90	≥ 90	≥ 90

There is some improvement among BGS respondents from the previous year, increasing from 92.5 per cent to 93.9 per cent. However, the perception of instructional quality declined slightly for DACSO respondents. The DACSO results in fact are substantially above the satisfaction with instruction across all DACSO respondents (76 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 experience⁸. Although the difference is less dramatic, CapU's BGS were also more likely to rate the quality of instruction positively (93.9 per cent) than respondents province-wide (91.2 per cent).

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.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Former diploma, associate degree & certificate students	86.6%	≥ 85%	89.1%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	87.6%	≥ 85%	88.8%	Achieved	≥ 85%	≥ 85%	≥ 85%

⁷ Diploma, Associate Degree, and Certificate Infographic Report https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/education/dac_infographic_report_2022.pdf. BC Stats, BC Student Outcomes

⁸ 2022 BGS Performance Measures - CAPU.xlsx (March 2023).



Capilano University achieved 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 amongst both cohorts have increased from last year. CapU's BGS respondents were more likely to rate their experience at CapU as helpful for skill development (88.8 per cent) than were BGS respondents across the province (83.9 per cent)⁸. The DACSCO comparator for the aggregate assessment of skill development was not available at the time of this report.

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.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Former diploma, associate degree & certificate students	79.7%	≥ 90%	86.1%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	94.4%	≥ 90%	92.3%	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 BGS respondents, from 94.4 per cent to 92.3 per cent, the results from DACSO respondents are encouraging given the large increase from 79.7 per cent to 86.1 per cent.

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.

	2021-22 Actual	2022-23 Target	2022-23 Actual	Assessment	2023-24 Target	2024-25 Target	2025-26 Target
Former diploma, associate degree & certificate students	8.7% +/- 2.3%	≤8.1%	6.4% +/- 1.9%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	3.6% +/- 2.2%	≤8.1%	5.7% +/- 2.5%	Achieved			

CapU achieved its target for graduate unemployment for both BGS respondents and DACSO respondents. Unemployment rates declined modestly from 2021-22 for DACSO students, while modestly increasing for BGS respondents.

INTERNAL SURVEYS

In addition to the surveys of graduates conducted provincially, CapU conducts a series of internal student surveys every year.

Students new to CapU are surveyed in the Welcome Survey, while returning or continuing students are surveyed in the Welcome Back Survey. Both surveys run each fall term.

WELCOME SURVEY (NEW STUDENTS)

The Fall 2022 CapU Welcome Survey ran in the second week of September 2022. The survey focused on new CapU students who first enrolled at the University in the Summer or Fall 2022 terms. CapU invited 2,541 students to participate, with 478 students responding (19 per cent response rate) and 299 completing the survey (12 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 on a scale of zero to 10.

Most of CapU's 2022 surveyed new students (46 per cent) applied while in high school or shortly after, and 42 per cent have been out of high school for at least one year. Only 12 per cent transferred from another post-secondary institution. A majority of surveyed students (59 per cent) were within the traditional university age—that is, 18-to-21-years old—with another 10.5 per cent aged 22 to 24.

Across all ages, almost a third of respondents in 2022 were enrolled in a baccalaureate program (30 per cent), with another 17 per cent enrolled in an associate degree program. Degree program enrolments thus accounted for almost half of respondent enrolments. Diploma programs were also popular with the 2022 surveyed cohort of new students, with 30 per cent enrolling in such programs. Graduate students accounted for only one per cent of new student enrolments in 2022.

A third (33 per cent) of new students surveyed in fall 2022 were first-generation post-secondary students, and a majority (59 per cent) of new students were employed at the time of the survey, with 52 per cent working part-time and 6 per cent working full-time while studying. Only 21 per cent of CapU's new students said they did not expect to work at all during the academic year, while 55 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 50 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 75 per cent of new CapU students surveyed in fall 2022. The three most popular reasons for choosing CapU were: the small class sizes (41 per cent), quality of academic programming (39 per cent), and the recommendation of family, friends, etc. (38 per cent). Despite being new students, nearly two-thirds (65 per cent) of survey respondents had clear career plans, with 31 per cent having a specific career in mind and 34 per cent considering several possible post-study careers.

WELCOME BACK SURVEY (RETURNING STUDENTS)

The Welcome Back Survey was administered at the end of September through to mid-October 2022. The survey invited 4,448 students who had completed at least two terms at CapU to participate. The completed terms did not have to be consecutive. Of this population, 555 students

responded (12 per cent response rate), with 431 complete responses (9.7 per cent completion rate). Like the new students of the Welcome Survey, our returning students were enthusiastic about CapU, giving an average rating of seven on a zero-to-10 scale when asked likely they were to recommend CapU to someone considering a post-secondary education.

Nearly four out of five (79 per cent) returning fall students planned on graduating at CapU. One in ten students planned to transfer at some point, with UBC being the most popular destination, chosen by 35 per cent of those planning to transfer.

Unlike the new students in the Welcome Survey, most of the respondents were enrolled in a Bachelor program (53 per cent), with another 29 per cent enrolled in either an associate degree or diploma program. Graduate students represented six per cent of respondents.

Like the new students in the Welcome Survey, about a third were first-generation post-secondary students (35 per cent). However, a much larger percentage were employed at the time of the survey (76 per cent) with 17 per cent of continuing and returning students working full-time off campus, and an additional two per cent working full-time on campus. Only one per cent of students in the Welcome Back Survey did not expect to work at all during the academic year, while 52 per cent were working between eight and 24 hours per week during the 2022-23 academic year. Forty-five 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 50 per cent considering baccalaureate education and 30 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 42 per cent having a specific career in mind, and 28 per cent considering a range of careers.

EXTERNAL SURVEYS

CUSC 2022 – FIRST YEAR EXPERIENCE

CapU also participates in external surveys as a supplementary source of information. Beginning in spring 2017, CapU began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC). The annual CUSC surveys of



baccalaureate students rotates its surveyed population every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again.

In 2022, 44 universities, including CapU, participated in the CUSC survey of first-year students. The survey also organizes universities into three groups, based primarily on programming. Group 1 universities are primarily undergraduate schools, including CapU; in 2022, 30 of the 44 participating universities fell into the Group 1 category. Group 2 universities have substantial graduate programming (e.g., Simon Fraser University) and Group 3 universities have at least one professional program (e.g., Concordia University). These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools—i.e., the Group 1 (G1) schools. Universities can also create their own custom group of peer universities for more precise comparisons. For this report, CapU created a peer-comparison group (PCG) of five publicly funded, undergraduate-oriented, teaching-focused universities in Western Canada with undergraduate enrollments closest to CapU's, ranging from 9,000 – 15,000.

As the 2019 survey also focused on first-year students, CapU can compare our 2022 results to our 2019 results. The 2022 CUSC first-year-students survey reveals four findings of note.

First, compared to either all students (AS) or PCG universities, CapU's first-year students are more likely to choose CapU for a specific job or career (47% CapU, 29% AS, 30% PCG). This 47% was similar to that reported in 2019, where 44% of CapU's first-year students reported choosing CapU with a specific career goal.

Second, compared to either AS or PCG baccalaureate students, our students were more likely to plan to stay at their current university (91% CapU, 86% AS, 81% PCG) and less likely to plan to transfer to another university next year (3% CapU, 10% AS, 9% PCG). This is especially notable when compared to the 2019 survey, which showed 18% of CapU students planned to transfer to another university.

Third, compared to AS or PCG students, CapU Students were twice as likely to choose “it has the program I want to take” as their most important reason for selecting their university (CapU 62%, AS 29%, PCG31%).

Finally, while the percentage of CapU students working off campus is almost identical to the comparison group (47% CapU, 36% AS, 48% PCG), CapU students are more likely to be working 10 or less hours per week compared to all students and the PCG (56% CapU, 32% AS, 28% PCG). However, new CapU students in 2022 are more likely to be working 21 or more hours per week than new students in 2019 (25% in 2022 compared to 5% in 2019).

Overall satisfaction amongst CapU first-year students remains encouragingly high, with 97% of CapU students reporting being satisfied or very satisfied with their decision to attend CapU. This is consistent with the 2019 survey, which had 96% reporting being satisfied or very satisfied.



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.

Appendix



Appendix A: Report on Capilano University's Response to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

TRC CALL TO ACTION⁹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

Progress	Initiatives and Partnerships
Identify whether the initiative is: <ul style="list-style-type: none"> ▪ New¹⁰ ▪ 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 Indigenous governments to commit to reducing the number of Indigenous 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 Indigenous 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 Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	Indigenization of all ECE diploma and bachelor's degree courses in partnership with BC Indigenous Childcare Society and with support from Capilano University Office of Indigenous Education & Affairs and Centre for Teaching Excellence.

⁹ "... " represents omitted text not related to post-secondary education from the original Call to Action.

¹⁰ New initiatives start in the current reporting year and have not been previously reported on



Progress	New and/or Continuing Initiatives and Partnerships
In progress	<p>Development of Indigenized Graduate Diploma in Early Childhood Studies.</p> <p>Rural delivery of Indigenized ECE diploma in partnership with shíshálh Nation, including customized student practicums at mem7iman Child Development Centre. Location: Sechelt.</p> <p>Development and delivery of Indigenized ECCE diploma program in partnership with Kwantlen Polytechnic University (KPU) and the Métis Nation British Columbia (MNBC) for Métis and non- Métis students in the Richmond/Surrey region - includes the hiring of a Métis cultural advisor to support curriculum customization and teaching.</p>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>The Faculty of Arts and Sciences offers a Lil'wat Nation Language and Culture Certificate and a 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.</p>
In progress	<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 Indigenous professionals working in the health- care field, ensure the retention of Indigenous health-care providers in Indigenous communities, and provide cultural competency training for all healthcare professionals.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>Indigenization of curriculum in Music Therapy (MT) degree program, Health Care Assistant (HCA) certificate program, and Rehabilitation Assistant (RA) diploma program, with support from Capilano University Centre for Teaching Excellence. These efforts include the development of specialized cultural safety and humility training for faculty and students in the HCA program, and the hiring of an Indigenous advisor to complete an Indigenization audit for the RA program.</p>

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous 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	N/A

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Indigenous people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–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	The School of Legal Studies (SLS) is working on additional Indigenous studies courses. One new Indigenous-focused course, LAW-331 (Indigenous Peoples & the Law), debuted in 2022-23. It is currently an elective course but expected to become required for completion in the Bachelor of Legal Studies program.
Ongoing	<p>The SLS is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses:</p> <ul style="list-style-type: none"> ▪ LAW 340 – Company Law course contains a teaching module on Indigenous business models. ▪ LAW 331 – Indigenous Peoples & the Law course taught by an Indigenous instructor who incorporates storytelling and her lived experience into instruction. The course introduces Indigenous case law. ▪ LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing. ▪ LAW 140 – Family Law & Procedures course incorporates Indigenous case law. ▪ LAW 130 – Criminal Law course contains a module on Indigenous accused and sentencing and incorporates Indigenous case law throughout instruction. ▪ LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history. Textbook revised to include a section on Indigenousization. <p>Instructors in SLS are encouraged to take CTE courses on Indigenousizing and decolonizing curriculum.</p>

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–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 the summer of 2020, the School of Public Administration—which has programs focused on local government—added a person who self-identifies as Métis to its Program Advisory Committee.



Progress	New and/or Continuing Initiatives and Partnerships
In progress	<p>The School of Public Administration has a program action plan that outlines a priority to decolonize the curriculum and include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that focusses on Indigenous governments and local municipal government relationships.</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 Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>Fine and Applied Arts (FAA) launched the first fall term of a program for Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA) in 2021. FILMBA is for Indigenous film professionals who would like to reskill and upskill their knowledge in film business affairs, management and leadership. In the 2022-23 fiscal year, 20 Indigenous filmmakers enrolled in the class.</p> <p>The program fully sponsors 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> <p>In May 2022, several members of the 2021 FILMBA cohorts were able to attend the 2022 Cannes Film Festival. FILMBA alumni Eva Thomas (Ojibwe), Kelvin Redvers (Deninu Kųé), Roger Boyer (Saulteaux/Ojibwe), Ryan Cooper (Ojibwe), Colin Van Loon (Blackfoot), and Dan Foreman (Métis) attended as a result of sponsorship provided by WarnerMedia and Creative BC, with Telefilm, Screen Pictures and the Indigenous Screen Office also helping.</p>
Ongoing	<p>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.</p>
Implemented	<p>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.</p>
Ongoing	<p>Across the three schools in the FAA (Performing Arts, Design and Motion Picture Arts and Animation), 43 courses have Indigenous content. Indigenization of curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language and stories, as well as legal considerations (e.g., treaties, tax law, etc.).</p>



Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>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. The IDA also helped launch the FILMBA program, which cultivates the business skills of Indigenous filmmakers. FILMBA is discussed in more detail above.</p> <p>In 2020-2021, the IDA onboarded the first Indigenous-led businesses: Chastity Davis Consulting, Tohkapi Cinema, and Wapanatakh Media, and added Jennifer Podemski's The Shine Network Institute (TSNI) last year. In 2022-23, the IDA welcomed five new clients: Reel Deadly Productions, Bear Essential Oils, Bangin' Bannock, Up the Hill at Loakin, and White Otter Design Co, all of which are Indigenous-owned and operated business. The companies range from a North Vancouver film production company started by CapU alumni (Real Deadly Productions) to a high-end Indigenous art and fashion design company based in New Denver (White Otter Design Co).</p> <p>IDA helped Tohkapi Cinema with their short film, <i>Disappearing Moon</i>, which launched at the October 2021 imagineNATIVE Film + Media Arts Festival in Toronto. It also screened at the American Indian Film Festival in San Francisco. The film also earned a nomination for Achievement in Short Filmmaking Award at the and LA Skins Fest in Los Angeles.</p> <p>Three new sponsors were added in the 2022-23 fiscal year, the James Golick Grant for Women in Computology, REEL Canada, and Google Canada.</p> <p>Between 2020 and 2022, inclusive, 56 high-quality personnel jobs have been created by the IDA. To date, the current value of business expenditures in research and development equals \$190,000.</p>
Implemented or Ongoing, cont'd	<p>Nine Highly Qualified 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.</p> <p>Four film production positions were available for <i>Disappearing Moon</i>, 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.</p>

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous-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 - Organizational Behaviour course, NABU 318 – <i>Project Management</i> course, NABU 504 – Strategic Management 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 - Applied Understanding of Indigenous Entrepreneurship course was offered in Spring 2022.</p>
Implemented	<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 BC's Office of the Human Rights Commissioner, this position's duties are focused on delivering Indigenous content and, as such, we hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p>
Implemented	<p>In alignment with <i>Envisioning 2030</i> 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.</p>
Implemented	<p>The School of Business delivered its Accounting Assistant Certificate to 15 Lil'Wat Nation members in 2022-23.</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 two 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"> <li data-bbox="329 489 1463 590">1. Indigenous Education Steering Committee (IESC): These meetings are chaired by the director of IEA and are in place to open strategic conversations, program review opportunities and more between the Territorial Rights Holders. <li data-bbox="329 615 1463 682">2. Monthly individual meetings with the five Territorial Rights Holder Nations: These one-on-ones allow for individual input from each Nation.
In Progress	<p>CapU is in the process of developing an Indigenous framework 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 protocol document to ensure its relationships 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>In the 2021-22 academic year, Capilano University designed and piloted Indigenized adult upgrading courses through the Esliha7an Learning Centre in North Vancouver. The courses were intended to help Squamish Nation students complete their BC Adult Graduation Diploma. Courses included provincial-level English, math, and computer studies.</p>
Implemented	<p>CapU has hired an Indigenous counsellor to serve the specific needs of our Indigenous students.</p> <p>Pathways to Higher Learning (P2HL) provides Indigenous students on the Sunshine Coast with a full-time upgrading program. P2HL is a partnership between the shíshálh Nation and Capilano University, <i>kálaḡ-ay</i> campus. P2HL is supported through the Ministry's Indigenous Community-Based Training Partnerships Program. Capilano University covers instructional costs for ABE courses, including tutoring for math and English.</p>



