



AGENDA OPEN MEETING OF THE BOARD

Tuesday, February 27, 2024

4:45 pm to 6:45 pm

Main Campus, Room BR126

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

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Approval of Agenda – Ash Amlani, Chair MOTION: <i>THAT the Board approve the agenda as presented.</i>	Approval		2 min	Page 1
<p><i>(Disclaimer: The Consent Agenda includes the minutes of the Board's previous meeting, Committee reports since the previous Board meeting, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i></p>				
2. Consent Agenda – Ash Amlani, Chair MOTION: <i>THAT the Board approves the following items on the Consent Agenda:</i>	Approval		2 min	
2.1. Minutes from the November 28, 2023 Board Meeting		2.1		Page 3
2.2. Board Committee Reports <i>(These reports summarize the draft minutes of the Committee's last meeting; any motions coming forward from the Committees are in the regular agenda.)</i>				
2.2.1 Audit and Risk Committee		2.2.1		Page 9
2.2.2 Executive and HR Committee		2.2.2		Page 10
2.2.3 Finance Committee		2.2.3		Page 11
2.2.4 Governance and Planning Committee		2.2.4		Page 16
2.2.5 Investment Management		2.2.5		Page 17
3. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
4. Board Chair's Report – Ash Amlani, Chair	Info	Verbal	3 min	-
5. Senate Reports				
5.1. Vice-Chair – Sue Dritmanis	Info	Verbal	10 min	-
5.2. Senate Liaison – Patricia Heintzman	Info	Verbal		
6. President's Report – Paul Dangerfield, President	Info	Verbal	5 min	Page 18
7. Board of Governors Closed Meeting – Ash Amlani, Board Chair				
7.1 Enterprise Resource Planning System Project	Info	Verbal	5 min	-
8. Executive and HR Committee – Ash Amlani, Committee Chair				
8.1 B.512 Human Rights, Diversity, Inclusion and Equity – Melissa Nichol, Strat Dir, People, Culture & Diversity	Approval	8.1	5 min	Page 43
MOTION: <i>THAT the Board of Governors approve the revisions to policy B.512 Human Rights, Diversity, Inclusion and Equity as presented.</i>				
8.2 B.514 Acting President Policy – Melissa Nichol, Strat Dir, People, Culture & Diversity	Approval	8.2	5 min	Page 50
MOTION: <i>THAT the Board of Governors approve the revisions to policy B.514 Acting President Policy as presented.</i>				

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
<p>9. Finance Committee – Patricia Heintzman, Committee Chair</p> <p>9.1 Fiscal 2024/25 Operating and Capital Budget – Tally Bains, VP Finance and Administration</p> <p>MOTION: <i>THAT the Board of Governors approve the 2024/25 operating and capital budget.</i></p> <p>MOTION: <i>THAT the Board of Governors approve a 2% increase in tuition and mandatory fees for domestic and international tuition for the 2024/25 academic year. The 2% increase will not be applied to the 2D, 3D and VFX programs.</i></p>	Approval	9.1	45 min	Page 55
<p>10. Governance and Planning – RJ Wallia, Committee Chair</p> <p>10.1 Rescission of B.103 Program Advisory Committees – Aurelea Mahood, AVP Academic and Provost</p> <p>MOTION: <i>THAT the Board of Governors approve the rescission of B.103 Program Advisory Committees.</i></p>	Approval	10.1	5 min	Page 98
<p>11. Academics – Dr. Laureen Styles, VP Academic and Provost</p> <p>11.1 Chen Chen Stway – Miranda Huron, Director Indigenous Education & Affairs</p> <p>MOTION: <i>THAT the Board of Governors receive Chen Chen Stway for information.</i></p>	Information	11.1	20 min	Page 106
<p>12. Meeting Close</p>	-	-	-	-

Next Board of Governors Meeting: April 30, 2024



MEETING MINUTES OF THE BOARD

Tuesday, November 28

4:45 pm to 6:45 pm

In Person

Board		Staff
Ash Amlani, Chair	Patricia Heintzman	Tally Bains, VP Finance and Administration
Rodger So, Vice Chair	Mayumi Izumi	Jennifer Ingham, VP University Relations
Paul Dangerfield, President	Shreya Miglani	Daniel Levangie, AVP Student Success
David Ayriss	Sam Teclé	Melissa Nichol, Strategic Director People, Culture & Diversity
Janet Cox	RJ Wallia	Laureen Styles, VP Academic & Provost
		Lesley Cook, Executive Assistant, Board of Governors
		Angela Ruggles, Executive Assistant, VP of Finance & Admin
Regrets	Guests	
Troy Abromaitis	Majid Raja	Akshit Kansra, CSU VP Finance and Services
Yuri Fulmer		Chris Girodat, CSU Executive Director
		Josh Thomas, CSU Director Policy & Campaigns
		Karandeep Singh Sanghera, CSU President
		Manbir Singh, CSU VP Equity and Sustainability
		Manpreet, CSU VP External

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

The Chair called the meeting to order at 4:45 p.m.

1. Approval of Agenda

It was moved (RJ Wallia), seconded (Mayumi Izumi) and resolved;

THAT the agenda be approved as presented.

2. Consent Agenda

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

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

- 2.1. Minutes from the September 26, 2023 Board Meeting
- 2.2. Board Committee Reports:
 - 2.2.1 Executive and Human Resources Committee
 - 2.2.2 Finance Committee
 - 2.2.3 Governance and Planning Committee
 - 2.2.4 Investment management
- 2.3 Correspondence

3. Place Holder

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

4. Board Chair's Report

Ash Amlani, Board Chair gave a verbal report.

Since the Board last met two new members have joined, student representative Shreya Miglani and non-faculty representative Janet Cox.

On October 5th Ash, President Paul Dangerfield, and VP of Finance, Tally Bains attended the Forum on Cybersecurity Risk Management: Protecting the Digital Assets of Higher Education Institutions. It was very informative and directly linked to the work that Capilano University is undertaking on cybersecurity.

5. Senate Reports

6.1 Vice Chair

Paul informed the Board that Vice Chair, Robert Thomson, has unfortunately resigned. Previous Senate Vice Chair, Stephen Williams graciously stepped in as Acting Senate Vice Chair. Unfortunately, Stephen sent his regrets for this meeting. Longstanding Senate member, Sue Dritmanis will take the role of Senate Vice Chair, commencing January 2024.

6.2 Senate Liaison

Patricia Heintzman commented that she attended her second Senate meeting and is enjoying getting to know Senate composition and processes.

6. President's Report

In addition to his written report to the Board, President Paul Dangerfield reported on key recent events.

He encouraged the Board members and the staff to read the full report because it provides a comprehensive report on all the University's activities.

- Construction is under way at the north end of the North Vancouver campus for the Centre for Childhood Studies and the student housing.
- The celebration of Capilano University's Elders Circle was held on October 17. It acknowledged the leadership and support of our six Elders from across the nations; Elder Robert Joe, Elder Christine Leo, Elder Latash Nahanee, Elder Delhia Nahanee, Elder Rose Nahanee and Elder Sabra Thompson.
- \$1.5 million in NSERC Mobilize research grants has been awarded to CapU in support of the Centre for Interdisciplinary Research on Sustainability in the Sea to Sky.
- Squamish Campus
 - i. A soft launch of the September 2024 programming is coming soon. Certificate, diploma and bachelor programs from CapU's current suite will be on offer. Phase two

programming in 2025 will be another set of programming based on recent and future planned community consultation and provincial partners.

- ii. There's been no shortage of community that would like to work with Capilano University. A new memorandum of understanding (MOU) was signed with the District of Squamish, the Whistler Institute and connections have been made with the Sea to Sky school district.
- iii. Development of the operational team for the campus is near completion, which will allow the campus doors to open later in the Spring.
- iv. Human Resources are working on a people plan for Squamish and Sea to Sky region.
- v. Soccer nationals could be held on the campus' FIFA regulation size field in 2024.

7. Capilano University Students' Union Presentation

Karandeep Singh Sanghera, CSU President and colleagues Manbir Singh, VP Equity and Sustainability, Manpreet, VP External, and Akshit Kansra, VP Finance and Services of the Capilano University Student's Union gave their annual presentation to the Board of Governors.

Some of the themes were: finances, including international student financial aid and tuition fees, host nation tuition waivers, student housing, public transportation, food affordability and aid programs, overnight study in the library, and the future Student Union Building.

The CSU is a referring agency to financial aid and helps students navigate students' costs such as food, through initiatives such as the community cupboard. They also advocate for other areas of financial relief, such as educational programming with reduced textbook costs and elimination of MSP.

International students pay MSP for healthcare while studying in British Columbia. Although the provincial government abolished MSP years ago for provincial residents, MSP was kept in place for international students. The CSU is working to remove this barrier for the next generation of international students.

The Board of Governors liked the idea of the overnight study in the library but strongly recommended proper security be in place should this event take place.

There have been different financial hurdles in developing the plans for the new Student Union Building. The CSU has recently received a building class estimate which has allowed them to make some financial decisions. Despite wavering interest rates the CSU may decide to accept financing from a financial institution to be able to move forward with the project.

Ash thanked the students for all their hard work and advocacy, as it's an important and an integral part of Capilano University.

8. Executive and HR Committee

8.1 B.501 Appointment of Personnel

Melissa Nichol, Strategic Director of People, Culture and Diversity gave an overview of the changes to the policy. She noted that a legal review was sought because this policy was quite outdated. This policy is still needed, however. Some of the redundancies have been removed, the language modernized, and clarifications on how responsibilities will be carried out were added.

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

THAT the Board of Governors approve the revised B.501 Appointment of Personnel.

8.2 B.506 Standard of Conduct Policy

Melissa explained that at the June 27 Board meeting there were questions raised regarding academic freedom in relation to this policy. To address that concern, a phrase was added to section 1.3 of the policy, that affirmed our commitment to the Senate policy S2003-01 on Academic Freedom. This policy does not have a related procedure as the University is required to abide by principles of procedural fairness. For the sake of clarity, section 1.4 was added, “This policy will be applied in a reasonable manner and any alleged breaches will be reviewed using the principles of procedural fairness”.

It was moved (Ash Amlani), seconded (Rodger So) and resolved;

THAT the Board of Governors approve the changes to B.506 Standard of Conduct Policy.

9. Governance and Planning Committee

9.1 B.401 Sexual Violence Policy

Daniel Levangie, AVP of Student Success provided an overview of the legislative requirement, the revision history of B.401 Sexual Violence Policy, and key changes as listed in the briefing report of the agenda package.

Daniel took questions from the Board and provided clarity on some potential circumstances. If an alleged perpetrator leaves Capilano University, the University no longer has formal jurisdiction over them for sanctioning purposes, except regarding their access to campus spaces or records. As a university, CapU does not pursue criminal charges on behalf of a student but will provide support should a complainant seek that. If community members pursue criminal processes, the University will be in a supporting role, providing information and options as needed or required. The University follows the regulations of the *Freedom of Information and Protection of Privacy Act*.

Board member Mayumi Izumi asked if specific funding would or could be designated within the policy. Daniel noted that funding allocations are not typically included in policy language but shared that two roles within the student affairs department are designated to receive disclosures and one to receive formal reports. Those positions are permanent and ongoing and unlikely to change.

It was moved (RJ Wallia), seconded (Patricia Heintzman) and resolved;

THAT the Board of Governors approve the revised B.401 Sexual Violence Policy.

9.2 Executive and Human Resources Terms of Reference

Tally Bains, VP of Finance and Administration explained that the annual review of the Terms of Reference serve to provide an orientation for new Committee members and to hold Committee members accountable to the work they’ll undertake over the course of the year.

She summarized the review undertaken by each of the Board’s committees. No changes were made to the Terms of Reference for the Finance Committee, the Audit and Risk Committee, and

Governance and Planning Committee.

She went over the changes to the Executive and Human Resources Committee. Changes were made to section 3.3 Human Resources Policies and Strategies and to section 3.4 Board Succession and Nominations. Lastly, a correction was made to the Committee Calendar, section 7, item number 3.3 b), “composition” was changed to “compensation”.

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

THAT the Board of Governors approve the changes to the Executive and Human Resources Committee’s Terms of Reference.

9.3 Investment Management Terms of Reference

The changes to the Terms of Reference are a clean-up of duplicated items, an update of language to tie into the new investment policies, and an update of timing of when reviews are done.

It was moved (David Ayriss), seconded (Patricia Heintzman) and resolved;

THAT the Board of Governors approve the changes to the Investment Management Committee’s Terms of Reference.

9.4 Board Governance Manual

Tally summarized the changes to the Board Governance Manual and provided an overview of the Governance and Planning Committee’s discussion on conflict of interest. Additionally, management reviewed the section on conflict of interest and met with legal counsel in response to correspondence on this regard. Management wanted to ensure that processes were tightened around these discussion items. From the discussion with legal, it was felt that the Board Governance Manual contains the correct information to address the responsibilities and conflicts of interest of the Board members and that all situations cannot be prescribed. Tally recommended that the Board Orientation contain a dedicated section on Board members’ responsibilities.

It was moved (Patricia Heintzman), seconded (RJ Wallia) and resolved;

THAT the Board of Governors approve the revisions to the Board Governance Manual as presented.

10. Cybersecurity: Roles and Responsibilities of Board Members

Paul provided some background information on the relevance of cybersecurity at CapU and post-secondary institutions (PSIs) in B.C. The Ministry has put cybersecurity in the Mandate letter to PSIs. CapU has started some cybersecurity initiatives. Rav Goodison, the new AVP, Digital Technology Services has focused on this, and it is a component of risk management at CapU. BCNet has provided training and held a conference specifically on this topic. Ash, Paul and Tally attended the conference, where it was suggested that public sector Boards have an oversight role on cybersecurity.

The Board decided to amend the motion to add training for Board members on their responsibilities related to cybersecurity.

It was moved (Ash Amlani), seconded (RJ Wallia) and resolved;

THAT the Board of Governors direct the Audit and Risk Committee to work with management to ensure that there is effective board oversight and prepare educational material for the Board.

11. Meeting Close

The Open Meeting of the Board finished at 6:15 pm.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.1: AUDIT AND RISK COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Rodger So, Audit and Risk Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Audit and Risk Committee meeting that took place on February 1, 2024.

SUMMARY

The Committee approved the minutes of the September 7, 2023 meeting and received the following reports for information and discussion:

- **KPMG Fiscal 2023/24 Audit Planning Report:** Tim Holloway, KPMG Partner and Fiona Reska, KPMG Engagement Manager presented the Audit Planning Report for the Fiscal 2023/24 financial statement audit.
- **Risk Management Program and Risk Register Report:** Jacquetta Goy, Director Risk Management presented the February update on the Risk Management Program and Risk Register Report.
- **Cybersecurity Update:** Rav Goodison, Associate Vice President Digital Technology Services provided an update on the university's cybersecurity program and activities.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2: EXECUTIVE AND HUMAN RESOURCES COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Ash Amlani, Executive and HR Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources Committee meeting that took place on February 12, 2024.

SUMMARY

The Committee reviewed the minutes of the November 20, 2023 meeting and recommended changes. They discussed board oversight, board succession and nominations and reviewed the process for appointment of President and Vice-Chancellor. The Committee also reviewed the following Human Resources policies:

- **B.512 Human Rights, Diversity, Inclusion and Equity:** The Committee passed a motion to recommend that the Board approve the revisions to this policy. This is provided to the Board under separate cover.
- **B.514 Acting President Policy:** The Committee passed a motion to recommend that the Board approve the revisions to this policy. This is provided to the Board under separate cover.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: FINANCE COMMITTEE REPORT

PURPOSE: Approval
 Information
 Discussion

MEETING DATE: February 27, 2024

PRESENTER: Patricia Heintzman, Finance Committee Chair

PURPOSE

To provide the Board of Governors with a summary of the Finance Committee meetings that took place on December 7, 2023 and February 1, 2024.

SUMMARY

At the December 7, 2023 meeting, the Committee approved the minutes of the November 2, 2023 meeting and received the following items for information and discussion:

- **Financial Update – Quarter 3 Forecast:** Narisha Jessani, Director Financial Planning provided an update on the quarter 3 forecast.
- **Fiscal 2024/25 Draft Budget:** Tally Bains, VP Finance and Administration presented version 1 of the draft budget for 2024/25.

At the February 1, 2024 meeting, the Committee approved the minutes of the December 7, 2023 meeting and discussed the following items:

- **Financial Update - January Forecast:** Narisha Jessani provided an overview of the January forecast. The Committee passed a motion to receive the report for information. This report is included as part of this consent agenda.
- **Operating and Capital Budget for Fiscal 2024/25:** Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness provided an update on the integrated planning process and summary of the integrated plan for each VP portfolio. Narisha Jessani provided an update on the final proposed operating and capital budget for Fiscal 2024/25. The Committee approved two motions recommending the Board approve the 2024/25 operating and capital budget and a 2% increase in tuition and mandatory fees for domestic and international tuition with an exemption to be applied to the 2D, 3D and VFX programs. These motions are provided under separate cover.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3.1: Financial Update - January Forecast	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Patricia Heintzman, Finance Committee Chair	

PURPOSE

The purpose of this report is to provide the Board of Governors the January forecast as part of the consent agenda.

This report was received by the Finance Committee at their February 1, 2024 meeting.

FINANCIAL RESULTS

Fiscal 2023/2024 High level Summary

The Statement of Operations with the forecasts for quarter 1 to January forecast are included in *Attachment 1 – Statement of Operations & Accumulated Surplus as at December 31, 2023* and summarized in the table below. The January forecast is an operating surplus of \$15.7 million which is a \$19 million favourable variance compared to the Board approved deficit budget of \$3.3 million. This surplus figure includes a capital restriction of \$10 million from the Ministry operating funding for digital transformation.

	Forecast vs Budget				Forecasts			
	2024				Q1 Forecast	Q2 Forecast	Q3 Forecast	January Forecast
	January Forecast	Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)				
Revenue	169,960,229	136,230,279	33,729,950	24.8%	164,542,500	162,389,950	163,188,424	169,960,229
Salaries and benefits	103,288,351	97,280,008	(6,008,343)	-6.2%	105,582,543	102,435,349	104,826,622	103,288,351
Other expenses	51,013,119	42,292,637	(8,720,482)	-20.6%	51,941,410	51,271,936	53,362,417	51,013,119
Operating surplus/(deficit)	15,658,759	(3,342,367)	19,001,125		7,018,547	8,682,665	4,999,385	15,658,759
Net restricted endowment contributions	25,305	-	25,305		-	10,861	25,305	25,305
Surplus/(deficit)	15,684,064	(3,342,367)	19,026,431		7,018,547	8,693,526	5,024,690	15,684,064

January Forecast

The change between the Q3 forecast of \$5.0 million surplus and January forecast of \$15.7 million surplus is broken into 2 main categories shown in the table below.

Forecast Change			
	Q3 Forecast	January Forecast	Change
1. Enrollment	39,089,318	44,342,340	5,253,021
2. Revenue, Salaries and Operating Impact (Excluding Enrollment Impact)	(34,064,628)	(28,658,276)	5,406,352
			10,659,373

1. Enrollment

Spring term enrollment data at January 17th (after the add/drop deadline) was used to update the forecast revenues and teaching sections. The net change is \$5.3 million, as shown in the 2nd table below.

Total Fiscal Year - Spring 3/4 Term										
Enrollment										
	Actual 2022/23	Budget 2023/24	Q1 Forecast 2023/24	Q2 Forecast 2023/24	Q3 Forecast 2023/24	Jan Forecast 2023/24	Jan Forecast vs Budget - 2023/24		Jan Forecast vs Prior year actuals	
							Unit Change	% Change	Unit Change	% Change
Domestic	12,418	13,059	12,275	14,856	14,856	11,963	(1,096)	-8%	(455)	-4%
International	7,160	6,750	8,573	7,620	7,620	11,036	4,286	63%	3,876	54%
Total	19,577	19,809	20,848	22,476	22,476	22,998	3,189	16%	3,421	17%
Dollar										
Domestic	7,100,947	7,575,353	7,120,832	8,617,662	8,617,662	7,304,719	(270,634)	-4%	203,772	3%
International	14,163,717	13,894,397	17,645,884	15,685,230	15,685,230	21,977,350	8,082,953	58%	7,813,633	55%
Total	21,264,663	21,469,750	24,766,716	24,302,893	24,302,893	29,282,068	7,812,318	36%	8,017,405	38%

	Q3 Forecast		Jan Forecast		Change		
	Enrollment/ Sections	\$	Enrollment/ Sections	\$	Enrollment/ Sections	\$	%
Revenue:							
Tuition Fees - Domestic	40,387	23,258,780	37,497	21,971,426	(2,890)	(1,287,355)	-5.5%
Tuition Fees - International	32,082	63,623,164	35,498	69,915,283	3,416	6,292,119	9.9%
Stu Success Fee		2,379,842		3,461,596		1,081,754	45.5%
Tech Fee		1,877,315		2,021,004		143,689	7.7%
Continuing Studies		-		-		-	0.0%
New Program Costing		-		-		-	0.0%
Consumables		648,415		568,623		(79,793)	-12.3%
Total Revenue	72,469	89,407,675	72,995	94,476,335	525	5,068,660	5.7%
Salaries and Benefits:							
Faculty - Teaching	20,273	33,621,170	20,099	33,473,089	(174)	(148,081)	-0.4%
Benefits		8,237,187		8,200,907		(36,280)	-0.4%
Total Salaries and Benefits	20,273	41,858,357	20,099	41,673,996	(174)	(184,361)	-0.4%
Other Expenses:							
Agency commissions		8,460,000		8,460,000		-	0.0%
Total Other Expenses		8,460,000		8,460,000		-	0.0%
Total Operating Expenses		50,318,357		50,133,996		(184,361)	-0.4%
Operating Surplus/(Deficit)		39,089,318		44,342,340		5,253,021	

2. Revenue, Salaries and Operating expenses (excluding enrollment impact)

A review was done by Finance at a very high level to determine if the expenditures was reasonable for the next 3 months by comparing the Q3 Forecast to December YTD. The table below provides the change to forecast.

Changes to Revenues, Salaries and Operating Expenses (excludes enrollment impact)				
	Q3 Forecast	January Forecast	Change	Explanation of Change
Revenue (-)	8,567,004	9,188,393	621,390	
- Project and other revenue	8,567,004	9,188,393	621,390	Correction of the Q3 Forecast for the tuition refunds related to the strike.
Salaries (+)	37,098,756	35,942,280	(1,156,476)	
- Administrative	12,551,379	12,072,184	(479,195)	The January salary forecast was developed by adding monthly avg (for Jan, Feb and March) of actual current salaries for all active positions to YTD december actuals and assuming that all vacant positions will be hired by February.
- Exempt	3,255,413	3,195,878	(59,535)	
- Staff	21,291,964	20,674,218	(617,746)	
Benefits (+)	19,617,390	18,338,201	(1,279,189)	
Operating Expenses (+)	53,362,417	51,013,119	(2,349,298)	
- Amortization of tangible capital assets	8,023,402	7,903,402	(120,000)	Reduced Amortization expense by \$120k due to revised IT capital spending
- Building and Grounds maintenance	7,368,001	6,780,379	(587,622)	Updated Squamish Campus forecast based on YTD Spend.
- Cost of goods sold	939,616	939,616	-	
- Other operating expenses	34,276,772	32,635,097	(1,641,676)	Finance reviewed the Q3 forecast and YTD actuals for all other operating expenses and made some adjustments based on spending trends from January to March over the past five fiscal years.
- Student support activities	2,754,626	2,754,626	-	
Operating Surplus/(deficit)	(101,511,559)	(96,105,207)	5,406,352	

Attachment:

#	Name
1	Statement of Operations as at December 31, 2023

Capilano University

Consolidated Statement of Operations and Accumulated Surplus
as at December 31, 2023, with comparative information for 2023

Attachment 1

	Year to Date		Forecast vs Budget				Forecasts				2023 Actuals March 31
	2024 Actuals	Actuals YTD % of Q3 Forecast	January Forecast	2024 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	Q1 Forecast	Q2 Forecast	Q3 Forecast	January Forecast	
Revenue:											
Province of British Columbia	\$ 38,292,581	77.9%	\$ 49,168,767	\$ 48,857,216	\$ 311,551	0.6%	\$ 56,844,647	\$ 48,891,137	\$ 49,168,767	\$ 49,168,767	\$ 50,565,112
Tuition fees - Domestic	17,329,289	68.4%	25,330,981	26,192,771	(861,790)	-3.3%	24,530,869	26,541,720	26,106,824	25,330,981	25,359,397
Tuition fees - International	50,137,269	69.1%	72,606,949	44,286,985	28,319,964	63.9%	65,513,105	66,592,104	65,680,691	72,606,949	41,952,463
Project and other revenue	7,142,063	77.7%	9,188,393	7,447,522	1,740,871	23.4%	7,274,760	7,716,861	8,567,004	9,188,393	9,250,396
Amortization of deferred capital contributions	2,624,287	70.5%	3,721,272	2,794,024	927,248	33.2%	3,727,357	3,741,846	3,721,272	3,721,272	3,041,492
Sales of goods	788,579	64.9%	1,214,616	1,265,750	(51,134)	-4.0%	1,265,750	1,220,281	1,214,616	1,214,616	1,282,133
Parking, childcare and theatre	861,867	87.1%	988,947	973,840	15,107	1.6%	973,840	1,004,436	988,947	988,947	1,699,003
Donations and gifts-in-kind	425,188	58.4%	728,200	297,109	431,091	145.1%	297,109	725,522	728,200	728,200	333,190
Investment income	6,120,180	87.3%	7,012,103	4,115,062	2,897,041	70.4%	4,115,063	5,956,044	7,012,103	7,012,103	4,156,840
	123,721,303	72.8%	169,960,229	136,230,279	33,729,950	24.8%	164,542,500	162,389,950	163,188,424	169,960,229	137,640,026
Expenses:											
Salaries and benefits	65,913,843	63.8%	103,288,351	97,280,008	(6,008,343)	-6.2%	105,582,543	102,435,349	104,826,622	103,288,351	94,088,581
Cost of goods sold	607,206	64.6%	939,616	974,628	35,012	3.6%	974,628	939,616	939,616	939,616	987,334
Buildings and grounds	3,717,051	54.8%	6,780,379	5,333,668	(1,446,711)	-27.1%	5,799,868	7,250,586	7,452,810	6,780,379	5,949,880
Student support	1,289,874	46.8%	2,754,626	2,321,027	(433,599)	-18.7%	2,321,027	2,706,082	2,687,890	2,754,626	1,944,617
Operating expenses	22,178,560	68.0%	32,635,097	25,985,892	(6,649,204)	-25.6%	33,647,272	32,323,910	34,258,699	32,635,097	24,834,415
Amortization of capital assets	5,766,808	73.0%	7,903,402	7,677,422	(225,980)	-2.9%	9,198,615	8,051,740	8,023,402	7,903,402	7,428,728
	99,473,343	64.5%	154,301,470	139,572,646	(14,728,825)	-10.6%	157,523,953	153,707,284	158,189,039	154,301,470	135,233,555
Annual operating surplus/(deficit)	24,247,960		15,658,759	(3,342,367)	19,001,125		7,018,547	8,682,665	4,999,385	15,658,759	2,406,471
Net restricted endowment contributions	673,635		25,305	-	25,305		-	10,861	25,305	25,305	256,892
Annual surplus/(deficit)	24,921,595		15,684,064	(3,342,367)	19,026,431		7,018,547	8,693,526	5,024,690	15,684,064	2,663,363
Accumulated surplus, beginning of year	99,743,818		99,743,818	99,743,818	-		99,743,818	99,743,818	99,743,818	99,743,818	97,080,455
Accumulated surplus, end of year	\$ 124,665,413		\$ 115,427,882	\$ 96,401,451	\$ 19,026,431		106,762,365	108,437,344	104,768,508	115,427,882	\$ 99,743,818



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.4: GOVERNANCE AND PLANNING COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: RJ Wallia, Governance and Planning Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the February 15, 2024 Governance and Planning Committee meeting.

SUMMARY

The Committee approved the minutes of the November 16, 2023 meeting, reviewed the annual board-self assessment survey process and questions and discussed the following items:

- **Policies - Rescission of B.103 Program Advisory Committees:** Aurelea Mahood, AVP Academic & Provost provided background information on policy B.103 Program Advisory Committees. The Committee passed a motion to recommend that the Board approve the rescission of this policy. This motion is provided to the Board under separate cover.
- **Integrated Planning Update:** Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness reviewed the Integrated Planning Fiscal 2024-25 Operational Plan Summary. This report is included as attachment 1 of Schedule 9.1.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.5: INVESTMENT MANAGEMENT COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: David Ayriss, Investment Management Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Investment Management Committee meeting that took place on February 13, 2024.

SUMMARY

The Committee approved the minutes of November 14, 2023 and discussed the following items:

- **Investment Portfolio Performance:**
 - Graeme Baker and Erik Jackson, Investment Managers from PHN reviewed the performance of the University & Foundation portfolios for quarter 4 ending December 31, 2023 and presented a report on Low Volatility Strategy.
 - Brad Bondy and Reya Lu, Investment Advisors from Ellement Consulting Group, provided the risk and investment analytics assessment report for quarter 4 as at December 31, 2023 and presented a longer-term assessment of low volatility strategies. The Committee members were supportive of continuing with a low volatility strategy. The Committee discussed the analysis and were supportive of continuing with a low volatility strategy.
- **Distribution Rate from the Foundation Portfolio:** Tally Bains reviewed the process for identifying the annual distribution rate for the Foundation endowment portfolio. The Committee passed a motion recommending to the Capilano University Foundation Board the distribution rate of 3.5% for the 2024/25 fiscal year.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 6: Update on Intake Cap on International Student Permit Applications	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Paul Dangerfield, President & Vice-Chancellor	

BACKGROUND

On January 22, 2024, the federal Minister of Immigration, Refugees and Citizenship Canada (IRCC) announced an intake cap on international student permit applications to stabilize new growth for a two-year period. For 2024, the cap is expected to result in approximately 360,000 approved student permits nation-wide, a decrease of 35% from 2023. Many elements of this process and caps for respective institutions are still to be decided, as provinces work through details to determine how permits will be allocated. [See IRCC news release here](#)

SUMMARY

New safeguards announced by the Province on January 29:

On January 29, 2024, the Honourable Selina Robinson, Minister of Post-Secondary Education and Future Skills, announced actions to strengthen quality standards and bring in new safeguards for international students in B.C.

Changes aimed at protecting students from some private institutions that are considered “bad actors”:

Most of the measures outlined in the B.C. government news release bring in higher standards and greater accountability, particularly for private post-secondary institutions. Many of the actions announced by the Minister are directed at curtailing the significant growth in the private college sector, and place heavier oversight of these programs. There are many pointed elements aimed against some “bad actors” in the sector to ensure that international students are not taken advantage of and are provided with a better path to success.

The announcements are a positive step in the right direction to ensure that all institutions are transparent in how they deliver high-quality education and provide the supports international students need to study and build a successful life in B.C.

How these changes will affect CapU:

Much is still unknown about how—and if—these changes will directly affect CapU moving forward. However, we continue to liaise with the Province and are in ongoing communications with our counterparts in other post-secondary institutions and educational associations. Current insights from within our network indicate that increased scrutiny is being placed on the private institutions and those considered “bad actors”, and it is the latter that are likely to be impacted the most. An unintended implication of the IRCC announcement is that all institutions are in a holding pattern for admissions of international students as we await cap announcements and implementation of the new Provincially administered attestation letter process. CapU has informed all incoming students and recruitment partners of this situation, and we are continuing to accept and evaluate applications in readiness for announcements when they are made.

Impact to budget:

We are confident in the budget we have prepared and this announcement has limited impact on our budget. We already have a diversification plan, as well as a strategic enrollment program which is focused on increasing the number of domestic students. Budgets reflect a point in time, and we use forecasting three times a year to complement the budget process and update numbers.

CapU’s commitment to building an inclusive University community:

Our focus remains on our students—all of them, and on creating life-enhancing experiences for them, our employees, and our alumni. Our CapU community is made stronger and better through the diversity of students and employees. Our Internationalization Plan, endorsed and implemented in 2021, provides guidance for the University to engage globally, establishes balanced and resilient enrolment, provides exceptional standards of support for international learners, and opens opportunities for life-enhancing learning experiences for the entire University community.

CapU can be proud of the exceptional quality learning experience it provides and much of what was said in the January 29th announcement by the Honourable Selina Robinson are already reflected in our plan.

What we’re doing next:

We are continuing to learn as much as we can—through our counterparts at other institutions, Universities Canada, CiCan, and colleagues with information. We will be updating students and the CapU community as soon as we know more about the impact to CapU. We are taking steps to ensure we have the systems and processes in place to meet the requirements of the new direction, such as dealing with the letter of attestation. We’ve heard that the changes are happening, there’s no turning back. What we can do is focus on how the changes will help students coming to Canada and ensure standards are upheld.

RECOMMENDATION

This update is for the Board’s information only.

PRESIDENT'S REPORT TO THE BOARD

Reporting period from November 7, 2023 to February 5, 2024

PRESIDENT'S OFFICE

- » CapU teamed up with United Way British Columbia to host a successful annual campaign during the month of November with the goal of raising \$20,000. Together, we contributed \$39,438 (double our goal) which will go towards funding programs and services, such as food hubs, senior's programs and helping people in need in our local communities. The 2023 campaign brought the campus community together to connect during multi-day book sales, bake sales and a craft fair event.
- » As president, I pledged my support, through a [letter to North Shore News](#), on the importance of bringing rapid transit to the North Shore.
- » Work continues as we prepare for the Squamish campus opening in the fall and applications are now open for [select programs](#).
- » The Board of Governors and the members of the Capilano Faculty Association (CFA) [ratified a collective agreement](#) under the Province's Shared Recovery Mandate. As a final step in the process, the Post Secondary Employers' Association (PSEA) also ratified the agreement on January 8.
- » We held a university-wide "Let's talk Leadership" session on January 24, during which we further explored how culture is the heart of a workplace by discussing how we can navigating culture as individuals and shaping a positive transformation at CapU.
- » On February 1, the University community joined me at the "President's Perspective" event where we examined what CapU was grateful for in 2023 and what we look forward to in 2024.
- » On February 8, CapU and the District of Squamish formalized their partnership, as the leaders signed a [Memorandum of Understanding](#) (MoU) that will guide existing and future collaborations.

ACADEMIC & PROVOST

Over the last three months as noted below there has been significant activity across the academic portfolio as well as significant events and achievements to celebrate. The Provost's Office is very pleased to announce that Aurelea Mahood commenced her appointment as the vice-provost and associate vice-president academic at the beginning of November, and will also concurrently maintain the role of director, academic initiatives and planning until a new director joins the university. Community connections and collaborations continue to expand in the Sea-to-Sky corridor with three memorandums of understanding being signed with the: [School District 48](#), [the Whistler Institute](#), and [the District of Squamish](#). Excitedly, programs have been announced for Fall 2024 at CapU Squamish with recruitment and marketing underway to welcome the inaugural group of learners, with expanded focus on place, region, community connections, and imagination.

FACULTY OF ARTS & SCIENCES

- » Marja de Jong Westman retired after 40 years at the University, starting first as a lab instructor and then as faculty. Marja has published journal articles, written books, launched environmental community organizations like the Lighthouse Park Preservation Society and Valdez Island Conservancy, led the initiation of EarthWorks, brought CapU into the Canadian College and Universities Environmental Network and then brought their annual conference to CapU, led biology as coordinator for nine years and spearheaded the proposed Bachelor of Environment and Society degree program. Marja lived experiential learning which fostered collaboration, leadership and change. She helped establish the learning culture that thrives within STEM with her passion, energy and intellect. Most of all, Marja cared deeply for her students.
- » Sarah Yercich was elected for a three-year term as the editor of the Western Society of Criminology's *Western Criminologist* and has a renewal of her Alliance against Violence and Adversity (AVA) early career researcher teaching release.
- » Hande Gurses from the department of English, authored the book, *Displacing Fictions of Orhan Pamuk: Beyond* (Lexington Press).
- » The first group of soon-to-be graduates for the Bachelor of Science program presented their final-year thesis projects at the end of the Fall term. Projects included:
 - Analysis of toxins in crab apples and soil collected from the Maplewood Flats Conservation Area
 - Investigating the influence of bacterial culture and nutrient supplements in optimizing hydroponics systems
 - Assessing the capabilities of ChatGPT in developing code in various computing languages
 - Developing microbial fuel cells powered by mealworm-digested Styrofoam

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » CapU Marketing Association (CAPUMA) student members competed at the BCITMA Regional Conference on Saturday, January 20. There were only two competitions and CapU won first place in both!
 - Simulation Team first place: Declan Moffat, Liam Gottschalk, Carter Lisle and Josh Bang
 - Sales Competition first place Chloe Grondin, Finalists Barin Alp and Alexander Malcic
 - Simulation Team fourth place: Smile Kaur and Rahul Mehulrai Rajyaguru
- » The first annual Capilano/Langara Accounting Case Competition took place on November 19. This was one of the first events between the two post-secondaries since the MOU was signed to enhance and guide collaborative activities and increase opportunities for students and faculty.
 - Congratulations Nightwing Consulting Group from CapU (Terrence Alanis, Vishal Prem Jagarapu, Priya McMurtie and Amanda Phillips) for winning first place!
 - Granville Consulting Group from CapU (Nawar Choudhari, Amish Maini, Robith Moothodan, and Habib Shakil) for the Honorable Mention.
- » On January 25, the Capilano Legal Association hosted “Careers in Law”—an event featuring guest speakers Rose Singh (CEO of Triage Data Solutions, CapU Paralegal alum), Sara Leamon (founder, Sarah Leamon Law Group), faculty Karen Yip (co-founder, Conveyme Software Inc.) and Deb Jamison (director, professional development, Law Society).



- » Michelle Casavant, faculty, was awarded a Department of Justice Regional Award for drafting legislation where the Residential Tenancy Act applies to the Senawk development and on reserves across B.C. on an opt-in basis.
- » In December, faculty Victoria Schroff was appointed to King's Council/ KC for her pioneering work in the animal law field. She was instrumental in developing the new legislation for pet custody in divorce matters.
- » At the beginning of January, faculty Jeevyn Dhaliwal (KC) began her role as the incoming, elected president of the Law Society of BC.

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » Through the work of Rachelle Jorgenson, instructor English for Academic Purposes (EAP) and English language support convenor, a record number of 25 CapU student volunteers were enlisted as language mentors to EAP students, international students and newcomers to Canada who will be joining the EAP Department's English Chat Café sessions in Spring term 2024.
- » Carrie Jung, English for Academic Purposes (EAP) instructor and EAP community engagement convenor, launched a Work-Integrated Learning (WIL) project for her EAP 100 and EAP 101 students in the Fall 2023 term, in cooperation with The Summit, a branch of the Intellectual Disabilities Society (IDS) of North and West Vancouver. The Summit is a supportive, adapted recreation facility serving the needs and interests of its members. The goal of the project is to involve EAP students in onsite experiential learning as part of their course curriculum through participation in recreational activities with Summit participants. The project aims to meet the *Illuminating 2030* goals of transformational learning and community connections with the hope of launching further WIL projects between other EAP classes and various community partners.
- » As part of her Paid Educational Leave (PEL), Diana Twiss, chair of the School of Access and Academic Preparation, completed an applied research project in collaboration with partners from Selkirk College and Vancouver Community College. The project, entitled *Courageous Dialogues: Moving Beyond Polarization*, produced a [resource guide](#) for fostering constructive dialogue in polarized settings. It includes a curated selection of materials, including books, videos, websites and podcasts.
- » Alex Berry, faculty in Early Childhood Care & Education, was awarded a BC Campus Research Fellows Grant, supporting a collaboration with the Feel-Ed Lab at UBC Okanagan on the creation and implementation of the course EDUC 472: Sensing a Changed Climate in Early Childhood. Funds will be used for guest speaker honoraria, travel to and from the Feel-Ed Lab, a small course exhibition and website. The website will house open-access resources created through the course, a visual archive of the exhibit and a selection of student work.
- » Through the work of faculty Kathy Moscrip and Alison Hale, a chapter of Best Buddies Canada is being established at CapU. Best Buddies Canada is a national registered charity promoting inclusion by creating lasting one-to-one friendships for individuals living with intellectual and developmental disabilities. The chapter will operate as a Capilano Students' Union (CSU) club and provide peer mentorship and organize events and activities for students in the Discover Employability program to enhance their connections to the campus community.
- » The Community Development & Outreach department was successful in its submission to the Ministry of Municipal Affairs for funding to support the delivery of the BC Newcomer Services Program in the Sunshine Coast and Sea-to-Sky region. The community of Squamish will serve as the program hub and provide settlement and language supports helping immigrants integrate into communities across the region.

FACULTY OF FINE & APPLIED ARTS

- » The Music program at welcomed four talented Private Music Instructors (PMIs) in January 2024: Richard Dorfer (violin), Luis Medina (guitar), Saina Khaledi (santour) and Raneé Tsang (French horn).
- » CapU received a generous \$500,000 donation from TD Bank to support the Indigenous Digital Accelerator (IDA). The IDA aims to empower Indigenous entrepreneurs by providing them with technology-based training offering access to national and international markets. This specialized training opens doors to industries where Indigenous representation is lacking. By bridging these gaps, IDA contributes to the spirit of reconciliation and paves the way for Indigenous economic development. Specifically, the TD funding will enable IDA to continue its invaluable support for Indigenous entrepreneurs and finally launch the long-awaited Indigenous Incubator (with an official name yet to be determined).
- » A new library collection for Costuming for Stage and Screen students and faculty was created at the Bosa Centre for Film & Animation, thanks to a grant from Creative Activity, Research and Scholarship (CARS) awarded to Denise Gingrich, costuming instructor, and Tania Alekson, librarian. The library collection, previously stored in a limited space, now has a dedicated room on the main floor thanks to the support of Doreen Manuel, the director of Bosa Centre for Film and Animation & inclusive community projects. The collection was catalogued and expanded by two students from the [Costuming for Stage and Screen Diploma](#) under the guidance of Denise and Tania. The long-term goal is to share the rich and diverse collection with the wider costuming community and to enhance CapU's reputation in the field. Erica Yeung's article [here](#) offers a deeper insight into the Costuming Library and its benefits for the costuming community.
- » The theatre production "Carrie: The Musical" received seven impressive nominations at the [2024 OVATION! Awards](#): Outstanding Production (Community), Outstanding Music Direction won by faculty Caitlin Haynes, Outstanding Artistic Achievement went to the Special Effects Team, led by Sparky Lawrence as production manager, Outstanding Choreography won by Keri Minty, Outstanding Light Design won by Gerald King, Outstanding Lead Performance won by McKenna Swensrude and Outstanding Newcomer given to Lauren Ridder.
- » Bachelor of Design in Visual Communication students achieved remarkable success this year, receiving over 40 project awards. Among them are: Kyle Rask, who received the [Cheryl Lynn Rutledge Northern Indigenous Student Award](#) and Celina Zhong, who won a \$1,000 scholarship in the [Jim Rimmer Scholarship](#) awards. IDEA students also picked up two of the three Honourable Mentions in the Jim Rimmer Scholarship awards.
- » Argel Monte de Ramos, a graduate of the Musical Theatre program and the Bachelor of Performing Arts program, earned a well-deserved nomination for Outstanding Lead Performance (Community) in the role of Horton in "Seussical" with Align Entertainment. He also claimed the Outstanding Performance award for his portrayal in "Elf: The Musical" at the [2024 OVATION! Awards](#).



- » The School of Music presented a series of captivating performances from December through January:
 - End-of-term performances: Showcasing the talents of the all-new CapU Campus Choir and the Instrumental Ensemble, featuring over 50 students, alumni, employees and community members.
 - Community Guitar Nights: Hosted by Guitar PMI instructor Luis Medina, participants performed publicly, learned from each other and networked with the guitar community.
 - Voice & Choir Day: Hosted by Geordie Roberts, with assistance from Siri Olesen and Heather Pawsey, this event welcomed multiple high school choirs to the BlueShore at CapU for workshops and a mass performance of several works.



- » The Jazz department was thrilled to orchestrate a day brimming with rhythmic exploration and creative exchange for 75 high school students in November. The young musicians, together with their mentors, participated in a series of drumming, dance and community-building activities, culminating in performances where they played alongside our current CapU students.
- » On February 2, the Capilano Jazz Vocal and Instrumental Ensembles had the distinct pleasure of collaborating with the multi-Grammy nominated artist, Kate McGarry, in a performance that showcased the fusion of emerging talents with esteemed artistry.

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » With three full cohorts in the Diploma in Tourism Management International this year, the focus is on experiential education and cross-discipline collaboration. Highlights include a two-day field trip to Victoria via Nanaimo to experience world-class tourism operations. There is continued focus on international student support through resurrection of holiday celebrations and increased connections with faculty and student support services.
- » Congratulations to Roy Jantzen, faculty, on receiving NSERC Mobilize funding focusing on the creation of the first ever Sustainable Development Goals Week. CapU received a membership with the UN Sustainable Development Solutions Network (SDSN), which includes 66 other Canadian post-secondary institutions and close to 2000 global networks. The benefits of membership include connections to local, national and global experts, research on sustainable development projects and links into United Nations processes and annual events. In addition, CapU has access to a vast array of online educational materials and courses through the SDG Academy. For more information on this membership contact Roy Jantzen at rjantzen@capilano.ca.
- » The Faculty (acting dean, students and faculty) participated in the high school counsellors and career advisors event held in the theatre of Bosa Centre for Film and Animation on January 26. The Schools of Kinesiology, Tourism Management and Outdoor Recreation Management each showcased programming, and organized presentations by students, giving the audience a sample of the distinct university experience as told by students. A big thank you to the amazing faculty and students for a successful event.
- » Fall 2024 applications are open for the Tourism Management Co-operative Education Diploma at CapU Squamish. Active planning is underway for the introduction of a second program soon and is strategically developing new programming for future dates.

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » On December 4, the kálex-ay campus hosted the second annual "Light Up the Tree" block party for the winter holiday season. Regional and local neighbours and partner, Sunshine Coast Community Services Society, come together each year to plan and organize the event. A highlight was Andy Johnson, an instructor with the Shíshálh Language program, who sang a Welcome song and Silent Night in the Shíshálh language.

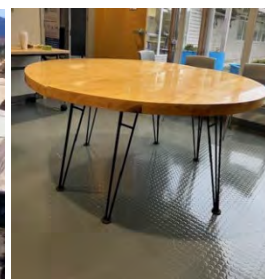


- » The "Light Up the Tree" event welcomes the extended community to enjoy a family-friendly evening of live musical performances, children's crafts, local vendors providing food and more. Despite the winter weather, an exceptional team improvised and made the event a success by organizing indoor and outdoor activities, including a tree-lighting ceremony.



- » Pathways to Higher Learning (shíshálh Nation learners) continues to provide a necessary pathway for Indigenous students to make the transition from the K/12 system into post-secondary level work. ETAPS, the Nation's Education Trades and Postsecondary department, provides Nation members support directly from high school into post-secondary, but many Nation members have had uneven experiences with the education system as a consequence of systemic historical barriers—persistent colonial structures—that require the kind of Indigenized programming that P2HL provides to fill in the gaps, provide a culturally safe space, and provide a space that reflects their culture back to them—a program that belongs to them—so they acquire the skills they need to be successful. Indigenization has included a range of supports from the inception of the program, including land-based instruction taught by a Nation member. The core courses are ABE, Upgrading and University Preparation at CapU. The recent addition of a history and culture course, also taught by a Nation member, continues the process. The instructor, who has a Masters in Anthropology, has opened the classroom to the shíshálh community through engagement with Elders, knowledge advisors, and by building experiential, land-based experiences into the curriculum of his history and culture course and by building direct connections between his course and the other subject areas in the program. We continue to build on these successes, holding the view that reconciliation is a process.

- » The CSU commissioned a table for the student lounge at the kálex-ay Sunshine Coast Campus. The request was for a round table depicting the image of an Indigenous Circle for gathering. This yellow cedar piece originated from one of the local mountain tops and harvested several decades ago. Half of the log was purchased from a local salvage operator and used as the central piece in the 2015 Sechelt Arts Festival's "Story of Cedar." The piece used to make the table sat in someone's yard until it was milled into sections in 2023 and shared for art material. Local artist Kirk Michael, who made the table, from Slō had the piece, and the high quality of old-growth wood made it ideal for



carving our table. The teredo holes give it a contrasting texture and depth. Thank you to the CSU—the table is beautiful and a wonderful addition to the student lounge.

- » Seven students in the HCAP cohort have begun their practicum at Christensen Village in Gibsons, B.C. We've had a warm welcome and the students are very excited.

INDIGENOUS EDUCATION & AFFAIRS

- » Parveen Mann joined the Indigenous Education & Affairs (IEA) team as operations associate starting January 8. In this role, Parveen will support the implementation plan for Chen Chen Stway, and will support both the manager and director of IEA in both projects, process development and daily functions of IEA. Parveen brings extensive experience having been the trades administrator at the Aboriginal Community Career Employment Services Society (ACCESS) and having owned and operated her own business.
- » Riley Bizzotto joined January 15, as the new Indigenous community engagement facilitator. Riley will work to support the Elders' Circle and Elder requests, cultural events in the Kéxwusm-áyakn Student Centre, and Skw'cháys and the development of our Canoe Family. Riley brings rich experiences as the community services coordinator at Métis Nation BC, as well as her extensive work done as assistant coordinator for the Cedar Project.
- » Chen Chen Stway was presented to Senate on December 5, at the senior leadership meeting on January 24, and at the upcoming Indigenous Education Steering Committee meeting (date set for January/February as of this submission). It will be presented to the Board on February 27, 2024. This is a living document and a representation of several years of discussions and roundtables held throughout the University and highlights the first round of priorities on the University journey to reconcile relationships with the Indigenous communities and populations.
- » The Elders' protocol was developed and is available to all employees on the intranet, *Frontlines*. The Elders' protocol outlines how we establish a respectful working relationship with our Elders. As this is also a living document, updates will be announced on *Frontlines* to keep the University community apprised of any changes.

LIBRARY

- » The library welcomed students to the Spring Orientation in January and international students had the opportunity to participate in a citation workshop and get a head-start on their research processes. The library displays are tailored to acknowledge important work being undertaken by scholars and creators who face political, social and economic strife, highlighting the importance for informed discourse. These last two months, visitors have enjoyed a cup of fresh mint tea, while examining our displays and exploring our collections.
- » The library's collections continue to evolve to meet the demands of new and changing programs, student interests and faculty research. Recently, the library acquired a significant range of items, including print and film media on identity, citizenship and climate change topics.
- » In alignment with CapU's strategic goal of embracing imagination as a driver of positive change, the library implemented the LibCal platform to transform appointment and room bookings at the library. The previous systems presented challenges in terms of user-friendliness, customization and data management. The 2023 Library Spaces Survey completed by 999 students revealed both that room bookings are of high importance to students and their dissatisfaction with that booking system. By transitioning to LibCal, the Library improved user experiences and reduced administrative overhead, creating an innovative and seamless experience for learners that fosters collaboration and community.

ACADEMIC INITIATIVES & PLANNING

- » On January 9, the Senate approved revision to S2020-01 Academic Credentials Policy. The policy was renamed and updated, and a procedure document now accompanies the policy: S2024-01 Programs of Study Outcomes Policy and S2024-01-01 Programs of Study Outcomes Procedure. The revisions consolidates information concerning baccalaureate degree requirements, which will help students better understand the way Cap Core is integrated into baccalaureate programs of study. The policy and procedure goes into effect on September 1, 2024, the first day of the 2024–25 academic year.
- » CityStudio North Vancouver wrapped up Fall term project collaborations in November, with students delivering inspiring presentations to their City partners. Six outstanding projects from a total of 18 were selected and highlighted at a celebration event held on December 5 at CapU Lonsdale. Students, faculty and City of North Vancouver partners gathered to share their ideas and learn about each other's projects.



WORK-INTEGRATED LEARNING

- » WIL continues to be a priority for student success. In Spring 2024, we matched 10 industry partners with nine of our instructors for applied project experiences. Faculty and courses including Mitra Kiamanesh: [BADM 318](#) & [NABU 318](#); Andrea Eby: [BMKT 405](#); Ivan Surjanovic [BMKT 369](#); Aldo Stephanus [BMKT 369](#); Milica Acimovic: [EAP 100/101](#); Juanita Lohmeyer: [BADM 466](#); Donna Perry: [KINE 331](#); Grace Kim: [CMNS 220](#) & [CMNS 295](#)
- » WIL continues to expand its activities on campus owing to support from the Ministry of Post-Secondary Education and Future Skills:
 - On January 17, Magdalena Mot joined as the senior manager, WIL. Magdalena will support the expansion of WIL initiatives and develop new relationships across communities and industry, spearheading transformative new opportunities for students.
 - The WIL Co-Lab is facilitating a second offering of a short course on intercultural competence for community partners, launching in February. This 20-hour, self-paced online learning is supported by the Ministry of Post-Secondary Education and Future Skills. The first cohort attracted 13 community partners' participation.

CAPILANO UNIVERSITY | WORK-INTEGRATED LEARNING | **BRITISH COLUMBIA**

A short course
Intercultural Competence

Learn how to integrate diverse perspectives into the hiring and training practices and foster organizational relationship with the land/place/community in which the organization is located.

- 20 hours, 3 modules
- Online, Self-Paced
- A self-reflection learning experience
- For staff, leaders, managers in businesses and non-profits

Starting Monday, Feb 12, 2024
Email wil@capilano.ca any questions

Scan QR code or click here to register for the Spring cohort

TEACHING & LEARNING

- » On November 15, Mary Watt took on a new role in the Centre for Teaching Excellence (CTE) as the learning & instructional design specialist. In this role, Mary will use her years of experience and training to support the enhancement of online learning design and course delivery.
- » On January 8, Chi Le joined us in the CTE as an educational technology specialist. With a deep understanding of pedagogy and technology, Chi is committed to supporting educators in integrating technology into their teaching practices.
- » The new Educational Technology and Learning Environments Committee, co-chaired by Brit Paris, director teaching and learning, and Rav Goodison, AVP, digital technology services, held its inaugural meeting in January. This committee is tasked with evaluating and recommending advancements to learning technologies and spaces.
- » The CTE participated in approximately 400 consultations in November, December and January. Alongside regular offerings in the Certificate in University Teaching and Learning, the CTE hosted Matty Hillman from Selkirk College for two workshops on trauma-informed post-secondary education. CTE members facilitated eight workshops in 10 different departments in the same timeframe.



CREATIVE ACTIVITY, RESEARCH & SCHOLARSHIP AND GRADUATE STUDIES

- » \$1.5M in new research funds! The University was awarded a Mobilize Grant of \$1.5M from the federal granting agency, The Natural Sciences and Engineering Research Council (NSERC) for applied research. The grant funds will support capacity building in research and more specifically the grant will support faculty and students working in the fields of sustainability and climate action and develop a new faculty-led Centre of Interdisciplinary Research on Sustainability (CIRS).
- » Congratulations to the 25 CapU employees who have successfully completed research training in First Nations governance and data sovereignty, namely Ownership, Control, Access and Possession (OCAP) training. This training was funded through our new NSERC Mobilize applied research grant.
- » Congratulations to the following faculty who were awarded funding from our NSERC Mobilize grant:
 - EarthWorks coordinators, Nancy van Groll (left), Faculty of Education, Health & Human Development, and Cheryl Shreader (right), Faculty of Arts & Sciences, were awarded NSERC grant funding to support EarthWorks projects—a platform to connect community members (on and off campus) with environmental issues of critical importance. Their NSERC funding will support the hiring of two student research assistants who will organize knowledge mobilization events, create a student engagement plan and a marketing campaign, and liaise with the CSU.



- Roy Jantzen, Faculty of Global & Community Studies, was awarded NSERC grant funding to organize CapU's first *SDG Week* between March 4–8, 2024. This event provides Sustainability Development Goal (SDG) themed programming and outreach that involves students, employees and community partners to learn more about the SDGs and their importance to our communities. The inaugural SDG Week partners with the Howe Sound Biosphere Group, City Studio, City of North Vancouver to name a few. This funding supports two student research assistants, a faculty section release, guest speakers and the running of the event.



- Mark Vaughan (left) and Tom Flower (right), Faculty of Arts and Sciences, were awarded NSERC grant funding to partner with the Sə́ilwə́taʔ/Selilwitulh (Tsleil-Waututh) Nation in assessing toxin levels in crab apples harvested from the Maplewood Flats Conservation area. Having cultural significance, the apples are a food source for Nation members who harvest the fruit as part of their traditional practices. The research aims to identify if the pollutants at the site are contaminating the apples. This funding will support two student research assistants, materials and equipment.



- CapU and The Whistler Institute are excited to implement their recent MOU with a research project focused on Whistler's educational needs. CARS research assistant and Tourism Management student, Yogita Singla is working with the Whistler Institute to conduct interviews with key community members and organizations across various sectors to gather input on the future learning needs in the region. Yogita plans to present her findings at the end of the term in a presentation to the Whistler Institute.



FINANCE & ADMINISTRATION

FINANCIAL SERVICES

- » Finance has been working in partnership with stakeholders across the organization to develop the 2024/25 fiscal budget, which will be submitted to the Board of Governors for approval on February 27.

CORPORATE SERVICES

- » The second review of the University's Risk Register was completed, with current and anticipated assurance mechanisms captured and progress with agreed treatment plans reported to the Audit and Risk Committee at the February 1 meeting.
- » The manager, bookstore & print services, as president of Campus Stores Canada, helped organize and presented at the Campus Stores Canada Conference 2024 in Montreal January 29–February 1. The conference was attended by over 130 delegates from 60 post-secondary institutions from across Canada. The event brought together campus store peers for professional development and provided opportunities to connect with 60 apparel, gifts and supplies vendors.

FACILITIES SERVICES & CAMPUS PLANNING

- » Campus Planning is working with the Squamish Operating Working Group (SOWG) to define space and infrastructure requirements in anticipation of delivering academic programs at the Squamish campus.
- » Congratulations to Angus MacDonald who was promoted to maintenance worker 2 in November.
- » Facilities updated the campus snow clearing plan and route maps and prepared the snow equipment and vehicles to be able to clear pathways for the community, as required. Additionally, the holiday break provided opportunities to perform routine but important maintenance work, such as floor refinishing and testing and repairing the kitchen fire suppression systems.
- » Safety & emergency services is refining the at-risk behaviour and violence risk assessment process and working on outreach to police departments in the University's catchment regarding CapU's duty of care process. The mass communications project is also underway with consultation from University groups.

DIGITAL TECHNOLOGY SERVICES

- IT services rebranded to Digital Technology Services (DTS) to encompass the digital transformational work required to support *Envisioning 2030* and *Illuminating 2030*.
- Effective January 26, we welcomed two new directors into the DTS team. Melvin Lal is the director of Digital Transformation Office (DTO) & Cybersecurity. He brings over 20 years of experience working in the public sector and expertise in team management, leadership and risk mitigation. Ryan Campbell is the director of business solutions. Ryan has been with DTS since August 2022 as a customer service manager. Ryan brings over 20 years of experience in IT operations and implementation, including project management and leadership.
- In November, the evaluation process to select an Enterprise Resource Planning (ERP) system was completed and is now awaiting Board of Governors approval.
- In December, tax updates required to support year-end payroll were completed by applying Q1–Q4 updates to the Banner system.
- In January, a considerable amount of work was completed to increase the University's cybersecurity maturity level. This work included securing University and personal devices using Multi-Factor Authentication (MFA).

POLICY, PRIVACY & GOVERNANCE

- The policy office continues to make progress with updating the CapU policy suite. Three updated Board policies were reviewed and approved by the Board in November. Six updated operational policies and four supporting procedures were reviewed and approved by senior leadership council during the December and January meetings. The policy work completed during this period supports the University in managing conduct, preventing and responding to safety-related issues and strengthens controls related to digital technology and information management.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

- » Talent Acquisition and HR initiated the standardized disclosure of salary information for all posted positions within the University. This practice has been in effect since November 1, 2023, in accordance with the provisions of the Pay Transparency Act, which passed on May 11, 2023.

LEARNING & DEVELOPMENT

- » We are actively working to make our training sessions more inclusive, especially with the hybrid work model in mind. While we still offer in-person DiSC sessions, we recently tried our first virtual DiSC session in January, and it had the highest participation rate to date for all the DiSC sessions.
- » For “DiSC 1: Creating Our Common Language” course, we offered 16 sessions with a total of 187 participants from different parts of the campus during this reporting period.
- » As more people take DiSC 1 sessions, we are starting to offer more “DiSC 2: Strengthening Connections Through Communication” for teams that finished DiSC 1 and request for this session. We have completed five sessions for the following groups: Children’s Centre, communications, MDX, student affairs and the president's office EAs.
- » We teamed up with the strategic planning team to co-facilitate a session on "Storytelling for Leaders" at the leadership forum session in November. In January, we also developed and co-facilitated the "Let's Talk Leadership" session, focusing on the ADKAR Change Model for leaders. We continue to monitor and track feedback to understand what resonates with leaders and look for ways to continue to improve for the upcoming sessions.
- » Finally, the labour relations course audit is finished and will be available to all employees this month.

COLLECTIVE BARGAINING

- » On January 8, the University and Capilano Faculty Association ratified the 2022–2025 collective agreement under the Province’s Shared Recovery Mandate. This agreement advances CapU’s goals, vision and values by supporting faculty health and well-being, enhancing the employee experience and cultivating a distinct university experience for students and employees.

STRATEGIC PLANNING, ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » The ongoing work to refine the integrated planning process and templates led to further exploration of critical timelines for faculties and support areas. Key conclusions were drafted in order to inform a more effective timing for both planning and budgeting. Upcoming discussions with the integrated planning team were scheduled to articulate final recommendations.

ENVISIONING 2030

- » Continued efforts are in place to seek and ensure alignment between support plans and *Envisioning 2030*. Particular attention has been paid to the development of the *Digital Transformation Plan*, the *People Plan* and *Chen Chen Stway*. Multiple goals and priorities from *Envisioning 2030* are explicitly supported by those plans, and the team will continue to support implementation processes.

STRATEGY, ANALYTICS & TRANSFORMATION

- » We initiated the design phase of Strategic Enrolment Management (SEM). This included working with a sub-committee of the executives to align on the purpose and components of SEM, building out the first versions of a seven-year university-level enrolment model and delivering part one of a design-thinking workshop with the strategic planning portfolio (including CIE, RO and student success). This work will serve as a strong foundation as we continue to build out the SEM framework and approach at the University.
- » The team adapted the data collection approach for the IAPR, including presenting the accountability process, mandate letter and budget letter requirements at faculty councils (by invitation) to increase awareness and alignment across the University. In addition, the team is piloting two series of 16 one-on-one meetings with key SLC members to introduce/re-introduce the requirements of the IAPR and to collect the necessary updates to produce the IAPR; these happened in November and will happen again in March.
- » Finally, the team produced ad-hoc analyses in support of various faculty queries. For example, these included a progressive return analysis for the School of Business to track how students in business programs return fall-to-fall with academic advancement and the School of Access and Academic Preparation to track how “service levels” have changed over time. That is, what proportion of CapU graduates have enrolled in a subject offered by the school and/or in a program offered by the school.

CONTINUING STUDIES

- » The strategic and operational review of the department has concluded. The results are being considered in the context of the University’s strategic priorities along with the upcoming fiscal’s integrated planning and budgeting priorities.

INTERNATIONAL

- » On January 22, Immigration, Refugees, and Citizenship Canada (IRCC) announced [changes to study permits for international students](#) that includes placing a cap on the number of study permits issued over the next two years, alterations to PGWP eligibility for some programs, and changes to the spousal work permit conditions. This significant announcement has considerable implications on the sector. There are many positive elements targeted at stabilizing international student applications and ensuring that all institutions are transparent in how they deliver high-quality education and provide the supports international students. At a provincial level, the government has stated that they are specifically looking to add greater accountability in the private sector. To implement caps on study permit allocations, an attestation letter process administered by the Province is being implemented by March 31, 2024. At the time of submission of this report, the cap has yet to be formally announced at a provincial or institutional level. For CapU and most institutions we are in a holding pattern on accepting new international students until the cap is announced. The effective moratorium on accepting new international students has the

potential to have damaging effects on the reputation of Canada international education as there is widespread uncertainty in the marketplace. Many of the goals of the changes that are currently in play are already reflected in our Internationalization plan and we are ready to move forward with the changes as necessary.

- » For the January 2024 term, we had a positive international intake of 578 new students. This was a purposeful decrease of 22 percent over the 2023 Spring intake in order to help stabilize our international student population. For Summer 2024, we currently have around 500 deposits which is about a 35 per cent decrease over Summer 2023, again, purposefully implemented to stabilize international registration. As we wait to learn of cap conditions, we will determine how to move forward with registrations.
- » A key objective of our international recruitment strategy is to diversify and sustain international enrolment. As noted in the last report, we now have regional representatives operating in four regions around the globe: Latin America, China, Vietnam and North Asia. We are also participating in EduCanada Sub-Sahara international education recruitment events over the next two weeks. This will be the first time CapU has participated in recruitment activities in Nigeria, Ghana and Ethiopia. Each of these countries are showing increased activity and interest in CapU programs.
- » We are currently recruiting for a field school to Vietnam which is a unique partnership between the School of Tourism Management and the School of Motion Picture Arts. Participants will have the opportunity to combine filmmaking knowledge and tourism development issues in remote and unique communities in Vietnam in this one-of-a-kind field school. We are looking forward to the outcomes of this new partnership.

STUDENT SUCCESS

ATHLETICS & RECREATION

- » The women's volleyball team hosted a 45-student volleyball camp—All run by student athletes as a fundraiser for the program. The men's BB high school tournament hosted 22 high school Metro Vancouver teams from December 14–16, and the Women's BB high school tournament hosted 16 teams.
- » Potentially, three teams are going to nationals this year (women's and men's basketball, women's volleyball).
- » CapU has 62 student athletes with a fall GPA over 3.0.
- » Starting in January 2024, the department of athletics & recreation opened the CapU Squamish Recreation Plex to the Squamish community. Several Squamish-based sports organizations are renting the gymnasium. The gymnasium allocation was completed in a fair and equitable manner using the department's space allocation framework.
- » CapU Rec continues to offer several low-barrier fitness and sports programs to CapU students and employees. Our fitness programs are full, with waitlists.
- » Our new student weight room ambassador position started in January. This role is held by a second-year CapU Kinesiology student. Their role is to assist and educate people on how to use the equipment correctly, spotting and just general weight room etiquette. They are working on a February fitness challenge and

starting a personal best lifting list, which will be displayed in the weight room to engage our patrons and encourage fun competition.

- » CapU Rec continues to promote health and well-being through engaging evidence-based educational bulletin boards. Our topic this month was women's health to correspond with CapU's Sexual Violence Awareness month.
- » Move More North Shore (MMNS) continues to grow, with two new community referral partnerships, Pain BC and Community Living BC. The new MMNS Running Club and Spin Bike Set Up programs were well received by the CapU community and student active health coaches.

CAREER DEVELOPMENT CENTRE

- » We welcomed returning student career ambassadors, Aylin Polo Calderon (B.Comm.) and Ashley Kim (Fine & Performing Arts), and two new career ambassadors, Harman Singh Bhoday (B.Comm.) and Nickolas Papadopoulos (MOPA). The CDC also welcomed a new temporary career development advisor, Mootaz Mustafa, to the team.
- » In collaboration with faculty Sasha Sanandaji, CDC welcomed 33 students to meet and network with 12 representatives from Olympic Industries, Tesla, Colliers International Canada, Public Safety Canada, Aritzia, and Pacific Cove Properties, during our annual Industry Day.
- » CDC piloted a new initiative called Guest Speaker Series, welcoming 43 participants and three guest speakers over three sessions, Kathleen Brett (director, operations & talent at MEP Business Counsel), Keiron Simons (mediator, trainer/coach and conflict resolution advisor at CapU), Barry Magrill PhD (coordinator/educational developer, CTE). The guest speakers discussed three different topics: Interpreting job offers and understanding benefits, conflict resolution in the workplace, and ChatGPT and AI in the workplace, providing guidance and workplace success strategies.
- » Our Employer Engagement & Experiential Learning Facilitator, Anna Kuziakina collaborated with Danyael Lutgens and Luise Cournoyer to bring four non-profit organizations, Arthritis Society Canada, Big Sisters, Vision2Reality Foundation and United for Literacy, to speak to students enrolled in PSYC 430 Service Learning Practicum course about different volunteering and engagement opportunities with non-profit organizations.
- » Advisors delivered 30 in-class workshops reaching 556 students, and eight CDC workshops reaching 107 students. They also supported 208 students during in-person and virtual one-on-one appointments, providing guidance on a wide range of career development topics.
- » Student career ambassadors introduced our services to 355 students through in-class CDC intro presentations, Out and About, escape room, and It All Adds Up activities and engagements. The CDC team also participated in the Explore CapU event connecting with 104 prospective students, and the Spring 2024 Welcome Fair connecting with 133 new students.

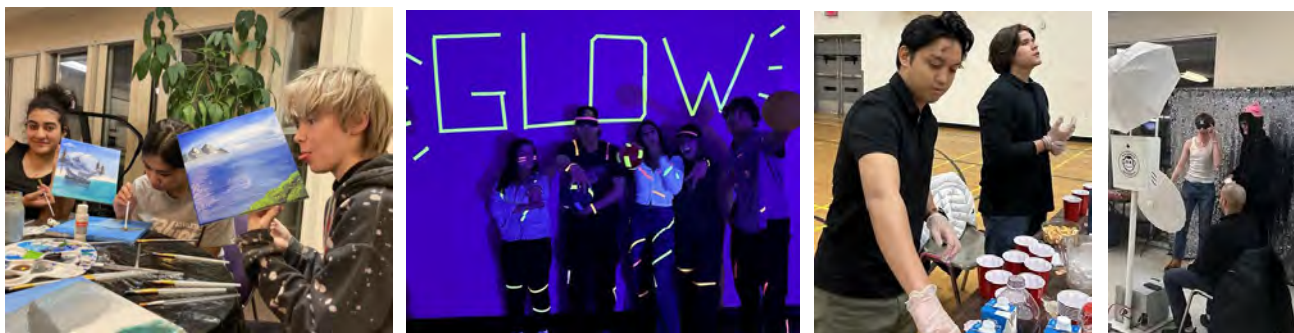
COUNSELLING & LEARNING SUPPORT

- » New Learning Strategist, Melissa D'Agostino, who has a Master's of Education in Counselling Psychology, started in January. Melissa was in the position of learning & skill support advisor at CapU from 2017–2018. We welcome her back to be a part of the team again.

- » We also have a new counsellor, Chloe Miller with a Master's of Arts in Counselling Psychology Clinical Practice and Research, who started in January. Chloe has a diverse, cross-cultural experience, and her research thesis was on recognizing mental health issues in higher education career sessions.
- » Making connection with community services to facilitate referral—Early Psychosis Intervention at Hope Centre on November 27.
- » Between November 27 and January 31, 486 counselling appointments were made with 49 drop-in appointments.
- » The top student success presenting concerns are: Academic difficulties, career planning and time management/procrastination.

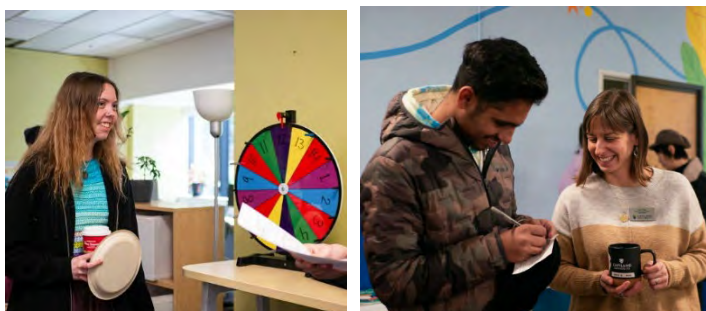
STUDENT HOUSING SERVICES

- » This winter break, we accommodated 72 students in housing facilities, marking a notable 31 per cent increase compared to the previous year. To cater to the growing number of students staying over the break, we expanded our team of winter break residence advisors, who diligently organized additional events to keep students engaged. We are proud to report that the advisors did an exceptional job in ensuring a fulfilling experience for students during this period.
- » For the Spring 2024 term, we welcomed 36 new students to housing, resulting in a current occupancy rate of 97 per cent. Housing applications for the 2024/25 academic term which opened on October 1, have seen 199 applications started, with 144 completed and submitted, indicating a remarkable 19 per cent increase from last year at this time.
- » Our dedicated team of residence advisors continues to offer engaging, educational and enjoyable events for our students residing in housing. These events were instrumental in fostering a vibrant and welcoming community this year. Attached are photos from some recent events showcasing the enriching experiences we strive to provide for our residents.



STUDENT AFFAIRS

- » On January 9, student affairs hosted its second Open House, which was open to all CapU students. The event was facilitated with the help of student affairs employees and student affairs program assistants. At the event, students learned more about department and its employees in a fun and engaging way through a game of "Bingo to



Mingle" and "Spin the Wheel" trivia. Students got a chance to win exciting prizes by participating. The event was attended by 53 students.



- » In January, CapU welcomed over 900 new students. They were welcomed in late December with an All-New Student Online Orientation presentation hosted by two current student employees. To kick-off the Spring 2024 term, student affairs and the CIE hosted the CapU Welcome Fair on January 3, drawing in an attendance of 370 new students. The welcome fair featured 21 campus partners and two community sponsors. Additionally, there were a series of orientation workshops held, two of which were in-person and six that were virtual.



- » In collaboration with the CSU, student affairs provided fresh produce to 258 students in need and gave away over 500 sandwiches and pastries donated by local vendors.
- » January was Sexual Violence Awareness Month at CapU. Nine employees and 11 students completed the *CapU Safer Campuses for Everyone* online module, and 12 employees attended the virtual workshop on trauma-informed responses to sexual violence. We also collaborated with the library to have a display with books dedicated to sexual violence prevention. As part of the month, we invited CapU students to leave empowering messages for survivors of sexual violence on the mural by the Student Life Hub desk and in the Birch Building Cafeteria. Many students have participated in the activity.

REGISTRAR'S OFFICE

FINANCIAL AID & AWARDS

- » The financial aid & awards team was busy over the last weeks and are very pleased to have disbursed a total of \$383,526 for the Fall 2023 CapU Entrance Awards to 195 new and returning domestic and international students. This is a 21 per cent increase in dollars disbursed to a 22 per cent increase of student recipients from Fall 2022. The team is thrilled to be a part of the process that will see new students receiving such critical financial support for their experience at CapU.
- » Similarly, a total of \$711,731 in Scholarship, Bursary and Award (SBA) funding was disbursed to 391 new and returning students for the Fall 2023 term. The team continues to see increases in the amounts disbursed.
- » Another support we provide to CapU students is around financial literacy. The team facilitated sessions for new students on the topics of funding your education and how to apply for scholarships and awards. Being able to navigate the financial options available is important for students, so the team is happy to continue to offer these sessions.

RECRUITMENT & ADMISSIONS

- » The annual Explore CapU open house took place on November 25 and surpassed expectations. Our total number of RSVPs was 2028 representing an almost 100 per cent increase compared to the previous year. On the day of the event, over 1100 enthusiastic attendees explored the main campus and attended various program information sessions. The success of this signature event was made possible by the collaborative efforts of the recruitment team and our valued faculty partners, whose hard work was amplified by the unwavering support of the events team, MDX and CapU communities. This event continues to showcase the vibrant spirit and academic excellence at CapU.
- » CapU's annual High School Counsellors' event (HSC) took place on January 26. It was a dynamic showcase of programs spanning all the faculties, spotlighting new and existing credentials, student support and services. Welcoming over 110 high school counsellors from across B.C., counsellors delved into program details and learned more about the latest advancements at CapU's new Squamish campus. Held at the Bosa Centre for Film & Animation, the audience was captivated by the impressive talents of CapU students, enlightening presentations from deans and faculty, and an interactive mini fair that facilitated program inquiries from the attendees. The recruitment team thanks the Faculty of Fine & Applied Arts for hosting the event at Bosa Centre, the events team, MDX and faculty for fostering an imagination-filled atmosphere.
- » The admissions team was excited to start receiving applications from students for the Fall 2024 term for Squamish campus programs on December 6. We have already started contacting these applicants and reviewing their applications. We will strive to admit these students as efficiently and quickly as possible over the coming months as we continue to receive new student applications.

REGISTRATION & STUDENT INFORMATION SERVICES

- » Spring 2024 course registration opened on November 14 and closed on January 16. It was a very busy time in the RO this registration cycle, as we have seen a 20 per cent increase in the number of students who are taking courses over the Spring term last year. During this time, the team was answering questions in-person at our service counter as well as by email and phone. This registration cycle, we made significant progress in address volume backlogs, improving our email response times by several days.
- » Changes to waitlisting for courses went into effect for the Spring 2024 term. Beginning the first day of classes, open registration will commence. Prior to this day, registration, waitlisting and registration offers will continue to operate as they normally have been.

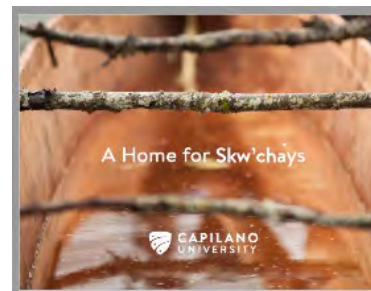
UNIVERSITY RELATIONS

University relations includes the departments of communications, government relations & community engagement, marketing & digital experience, philanthropy & alumni relations and university events. University relations' goals are to: enhance the University's reputation and brand, develop positive relationships and secure

resources to support University priorities, provide learners and employees an exceptional digital experience, market the university and bring the community together through various communication channels.

CAPITAL CAMPAIGNS

- » Work continued on the design and production of donor recognition naming elements to be incorporated in the Centre for Childhood Studies. These elements include space namings and outdoor recognition that reflect both Early Childhood Education curriculum and the natural surroundings in which the Centre is located.
- » An expanded *Case for Support* focused on the University's new Home for its Coast Salish canoe, Skw'cháys, was created and fundraising efforts in support of the capital project were initiated.

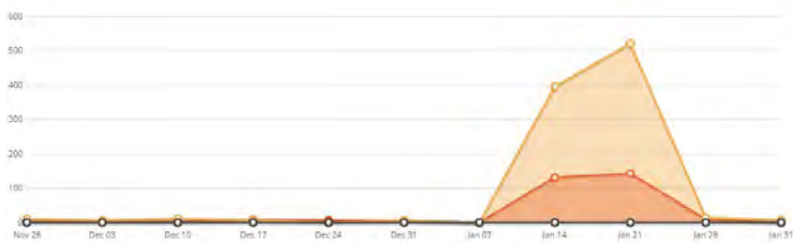


COMMUNICATIONS

- On December 6, CapU announced the programs being offered at CapU Squamish in Fall 2024 and that applications are now open. The communications team is working to build awareness and excitement for the new location with CapU employees, alumni, students and the broader region. In addition to sharing information on *Frontlines*, through Constant Contact and at president's updates, the team shared media releases: [Capilano and sea to Sky School District sign memorandum of understanding to enrich learning opportunities and formalize collaborations](#); [Capilano University adds a Bachelor of Early Childhood Care and Education to the CapU Squamish offerings for Fall 2024](#); and [Applications now open for programs at Capilano University's new Squamish campus for Fall 2024](#).
- The team worked with President Paul Dangerfield on communications activities, including speaking notes; the president's update in January; and the December [President's Letter](#) which focused on accessibility and our commitment to do better.
- Communications supported employee engagement through its numerous internal communications activities, including keeping employees updated on issues such as the transit strike and the recently-announced cap on international students; opportunities to give such as the United Way and Eat Care Share; events such as the President's Festive Breakfast and professional development opportunities; and important information such as winter weather procedures and campus closures. Between January 6 and January 26, there were 1,056 new subscribers to the CapU safe App—an increase of 9.3 per cent in 20 days, largely driven by communications related to the snow and transit strike.



Communications worked with MDX on the creation of the annual holiday card



- » CapU continues to expand its social media reach, and the communications team continues to work to grow the University's presence on X, Facebook and LinkedIn. From November 7 to January 29:
 - Facebook had 24,456 pageviews and reached 360,200
 - X had 24,281 impressions
 - CapU's LinkedIn page gained 2,271 new followers

- » There has been lots of great news to share and celebrate, and the communications team used social media, media relations, the intranet, events, emails and more to help raise awareness and build the reputation of CapU with employees, learners, alumni and the community. Some examples include: [NBC IDA Indigenous Screenwriting program coaches writers to find their voice in the film industry](#); [Capilano University receives \\$1.5 million NSERC Mobilize grant for applied research on regional climate action](#); and [Capilano University announces Amanda Todd Music Therapy Legacy Award](#). Pictured: Eva Thomas, screenwriter and participant of CapU's new Scripting the Future: the NBC IDA Indigenous Screenwriting program.



GOVERNMENT RELATIONS & COMMUNITY ENGAGEMENT

- » On January 22, the federal government announced a cap on international students for Fall 2024. CapU's communications team gathered and summarized information for the senior leadership council, and worked with the Centre for International Experience to write and disseminate an information update for the Capilano University community. With support from government relations consultants Global Public Affairs, the communications team continues to receive and provide information to the leadership team to support decision-making and planning for the 2024-2025 academic year.
- » Federal Housing Minister Mark Miller announced on Monday, January 29 a \$15 billion top up to the Apartment Construction Loan program and an amendment that will allow post-secondary institutions to access this pre-existing program. The application process for post-secondary institutions to access low-interest loans for student housing will open in fall 2024. This information was provided to the senior leadership team for planning and consideration for future student housing projects.
- » CapU's interim vice-president university relations Kari Wharton, communications director Pamela Findling, and senior advisor, public affairs Linda Munro continue to meet regularly with government relations consultants from Global Public Affairs to stay updated on opportunities.

MARKETING & DIGITAL EXPERIENCE

- » MDX welcomed two new team members during this period. Stephanie Lam joined the University on January 22 in the temporary role of digital content writer. Stephanie has a strong background in SEO strategy, UX writing and digital marketing. As digital content writer, Stephanie will develop clear, accessible and search-

optimized content for capilanou.ca and contribute to other key channels including email, collateral and *Capsule*. Fisher Horn joined the team on January 2 in the role of digital media student assistant. Fisher is in the first year of the Indigenous Digital Filmmaking program and will be assisting our team in developing social media content and supporting various media and creative projects.

- » Our team collaborated with program representatives and video production partner, Georgia Street Media, to produce two new program videos for the [Bachelor of Arts in Applied Behaviour Analysis](#) and [Bachelor of Communication Studies](#). These videos serve as key marketing tools and are featured on capilanou.ca program pages. We also produced shorter versions of each video for digital advertising.



- » MDX worked with the philanthropy & alumni relations team and videographer Emma Djwa to produce a [video](#) for the We Believe Breakfast which supports women pursuing higher education. We also developed a [Capsule story](#) and photographed the event.

- » Study abroad programs enable students to enhance their academic experience and move away from a traditional, linear way of learning. They gain credentials, independence, boost career potential, learn about new cultures and expand their sense of global citizenship. Many students are not aware of the study abroad program, so our team worked with the Centre for International Experience to develop promotional materials that pique student interest and highlight the benefits, suitability and financial accessibility of the program.



- » Published six *Capsule* stories in this period, featuring students, alumni and employees from Legal Studies, Associate of Science, Communication Studies, Indigenous Digital Filmmaking and Costuming programs: [Honesty and Self Acceptance](#); [Living Authentically](#); [One on One with Grace Kim](#) ; [CapU in Photos](#); [We Believe: Jessie Anthony](#); [The Costuming Library at CapU](#)



- » As part of our long-term website vision and strategy, we worked on several web content optimization projects:
 - We partnered with the safety & security team and student success to design and build a centralized [Campus Safety and Security](#) web section.
 - We created a new purpose-built web section for the [Change Education Series](#) (CES) to present the series as unified initiative, serve as a central hub for all events under the CES banner and drive awareness of the three pillars of the series: Asian Heritage Month, Black History Month and Women’s History Month.
 - To support the news of Squamish applications being open to students, our web team created a [Squamish Campus](#) page to serve as a temporary landing page for inquiries.

PHILANTHROPY & ALUMNI RELATIONS

- » The annual We Believe Breakfast fundraiser took place November 28 at the Fairmont Pacific Rim and had 206 attendees. Keynote speaker Sophie Lui from Global News BC inspired the audience with some of her personal life experiences and MOPA grad, [Jessie Anthony](#), also from the Indigenous Digital Filmmaking program, spoke on the impact of donor support in her education. This highly successful event raised \$86,660 for the Paul & Catherine Dangerfield Women’s Bursary and other student awards that support self-identifying women studying at CapU.



We Believe Attendees 2023



Sophie Lui, Global BC Keynote Speaker



Jessie Anthony, CapU alum, Indigenous Filmmaking Program

- » Quay Pacific Property Management confirmed a five-year \$100K commitment to sponsor the Executive in Residence (EIR) program through the Faculty of Business & Professional Studies; Keith Cross is the inaugural EIR. CapU alum and COO for Quay Pacific, Geoffrey Rosen believes strongly in the program and supports providing students and faculty with the opportunity to benefit from the expertise of business professionals in the EIR role.

- » Several generous gifts were made to create and maintain scholarship, bursary, award and program opportunities for CapU students during this period. These exceptional gifts totaled close to \$300,000 in the third quarter of 2023.

- » G3 Terminal Vancouver was recognized as an Outstanding Corporation nominee at the AFP Giving Hearts Awards on November 22 for their philanthropic commitments to CapU and the North Shore community. Three corporate sponsors (Evo carshare, TD Lonsdale and Optimum Paintball) attended the Spring Orientation Welcome Fair on January 3, 2024 with over 368 students in attendance at the Welcome Fair.






- » The 2023 CapU Foundation Community Report was published in the North Shore News on December 27 as an end-of-year report to inform the North Shore community of CapU activities over the past year.



- » Alumni relations continue to help alumni stay connected to CapU. Congratulations to the CapU Alumni Association Board of Directors’ newly-appointed board chair, Matthew Smith, along with vice-chairs Jamil Kara and Chris Carnovale. The alumni relations team lead the Truth and Reconciliation Learning Circle from November 7 to December 5. Participants in the program met weekly to discuss *Braiding Sweetgrass* by Robin Wall Kimmerer. The CapU Alumni Association was also proud to be a sponsor for the Ocean Film Festival Canada held in North Vancouver on November 9.

UNIVERSITY EVENTS & CEREMONIES

- » University events had a busy end to 2023 by supporting the recruitment team on another successful Explore CapU on November 25. Thanks to recruitments' year-round engagement at local high schools, this event showcased the main campus and programs to over 1,200 prospective students and their families. For the second year, this event continued to achieve unprecedented demand and requires intrinsic cross-collaboration between several University departments.
 
- » The annual We Believe Breakfast event took place on November 28. In collaboration with the philanthropy team, university events welcomed over 200 supporters of the Paul and Catherine Dangerfield Women's Bursary to hear from keynote speaker Sophie Lui and alum Jessie Anthony. The event raised important funds that serve to empower women through education.
 
- » The university events team facilitated a few internal events in mid-December, starting with graduate portrait sessions taking place on campus for all September and January grads. Then the employee holiday fun kicked off with the highly-contested employee gingerbread competition and the President's Festive Breakfast event. This year, employees enjoyed live holiday music from the incredible vocalist Ava Stark, third-year Musical Theatre student.
 
- » On January 26, university events again worked alongside the recruitment team to facilitate the High School Counsellors' & Career Advisors' Event. There was a lot of excitement for this year's event following feedback that the counsellors and advisors really wanted to experience the Bosa Centre for Film and Animation, so attendees enjoyed deans and student presentations in the stunning theatre, followed by a mini fair in Studio A. All guests were treated to a VIP networking lunch with CapU employees.
- » The semi-annual President's Perspective on February 1 focused on celebrating CapU achievements, with an address from President Dangerfield to attendees live in the BlueShore at CapU and online. It was a great reminder to the CapU community that we have a lot to be proud of and together we have achieved some incredible things.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 8.1: B.512 Human Rights, Diversity, Inclusion and Equity	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Kartik Bharadwa, VP, People, Culture & Diversity Melissa Nichol, Strategic Director, People, Culture & Diversity	

PURPOSE

The purpose of this report is to provide the Board of Governors with an amended policy.

MOTION

The following motion is proposed for the Board of Governors.

Motion: *THAT the Board of Governors approve the revisions to policy B.512 Human Rights, Diversity, Inclusion and Equity as presented.*

BACKGROUND:

Policy Number and Name:	B.512 Human Rights, Diversity, Inclusion and Equity		
Approval Body	<input checked="" type="checkbox"/> Board <input type="checkbox"/> SLC <input type="checkbox"/> Senate	If Board is approval body, select applicable board committee: <input checked="" type="checkbox"/> Executive and HR Committee <input type="checkbox"/> Finance Committee <input type="checkbox"/> Audit and Risk Committee <input type="checkbox"/> Investment Management Committee <input type="checkbox"/> Governance and Planning Committee	
Category:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Review <input type="checkbox"/> Rescind	If Review or Rescind selected, complete:	
		Issue Date:	June 19, 2018
		Revised Date:	n/a
		Next Review Date:	2023
Procedure # and Name:	n/a		
VP Responsible:	Kartik Bharadwa, Vice-President, People, Culture & Diversity		
Proponent Responsible:	Melissa Nichol, Strategic Director, People, Culture & Diversity		

Rationale for review

This policy is due for review.

Context/Summary

Policy B.512 outlines the commitment that the University has to human rights, diversity, equity and inclusion. It further identifies the specific actions that the University will take to ensure that students and employees can participate fully and freely in the work and learning environment, as well as to limiting barriers to participation.

Explanation of changes:

- We have removed reference to “fairness” as equity and fairness do not always co-exist
- Added Indigenous Identity to the list of protected grounds to reflect updated legislation
- Clarified language that read as a guarantee where it may not always be achievable (i.e. section 4.2 added that we would to “endeavour” to ensure; section 4.3 adding “committed to provide” vs “will provide”)

NEW CHANGES FROM NOVEMBER 2023

- 1.3 - Addition of language around procedural fairness, in alignment with language used in B.506 Standards of Conduct
- 6.3 - Addition of reference to the Conflict of Interest Policy, using language that is consistent with the Board of Governors Manual.

Risk, Benefits, Strategy Alignment

This policy helps to limit the risk to the organization of employees engaging in discriminatory behaviour, by outlining the expectations of the University. Further it supports the University’s value of belonging.

Consultation

Legal Counsel reviewed the policy and provided a number of suggestions which have been incorporated. Further consultation with the Registrar and Associate Vice-president, Student Success regarding language that applies to students and academia.

Review and approval process timelines

Date	Committee or Group	Purpose
October 4, 2023	SLC Policy Sub-Committee	Review, propose improvements and determine if ready for SLC consideration.
	Capilano University Community – posted on Frontlines	For community feedback
November 14, 2023	SLC	To review, ask for further amendments if required or recommend for Board sub-committee consideration
November 20, 2023	Executive and HR Committee	Review, request amendments if required or recommend for Board approval
February 12, 2024	Executive and HR Committee	Review, request amendments if required or recommend for Board approval
February 27, 2024	Board	Final approval

Plan for associated training or awareness raising

Not required.

Attachment:

#	Name
1	B.512 Human Rights, Diversity, Inclusion and Equity Policy (redlined).

Policy No.	Officer Responsible		
B.512	Vice President, People, Culture & Diversity		
Policy Name			
Human Rights, Diversity, Inclusion and Equity			
Approved by	Replaces	Category	Next Review
Board	New	Human Resources	
Date Issued	Date Revised	Related Policies	
June 19, 2018		B.506 Standards of Conduct B.511 Discrimination, Bullying and Harassment B.701 Student Code of Conduct E.702 Students Statement of Rights and Responsibility S2003-01 Academic Freedom	

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1 PURPOSE

- 1.1 Capilano University (“the University”) values diversity, the individuality of learners, open engagement with ideas, respectful engagement, personal accountability of integrity and success, and transparency. These values and the University’s mission and vision require an active commitment to human rights, diversity, inclusion and equity. The University is committed to providing a respectful learning and working environment that allows for full and free participation of all members of the University community.
- 1.2 This policy is intended to reaffirm the University’s dedication to fostering an inclusive environment which is supportive of fair and equitable treatment of all members within its diverse community.
- 1.3 [This policy will be applied in a reasonable manner and any alleged breaches will be reviewed using the principles of procedural fairness.](#)

Commented [MN1]: Phrasing consistent with Standards of Conduct.

2 DEFINITIONS

“**Diversity**” means the presence and meaningful inclusion of all members of the University community belonging to varying social identity groups.

“**Employee**” means any person employed by the University.

“**Equity**” goes beyond equal treatment (where everyone is treated the same) to proactively fostering a barrier-free environment where everyone has the opportunity to benefit equally. It recognizes that some people or groups of people may require unique approaches.

“**Inclusion**” means the active, intentional and ongoing integration of all students and employees regardless of social identity into all areas of the University. An inclusive environment is one in which each person is able to see their identity as belonging to and valued within the University; a University where learning, working and physical environments are designed to be welcoming and usable by all people, to the greatest extent possible in a practical and meaningful manner.

“**Member of the University community**” means employees, students, board members and volunteers.

“**Prohibited grounds**” are the grounds protected against discrimination by the *B.C. Human Rights Code*. As of this date, prohibited grounds are: age, race, colour, ancestry, place of origin, indigenous identity, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression and, in the case of employment, unrelated criminal conviction.

“**Social identity**” means the various attributes or characteristics with which one strongly identifies and views as integral to their identity including, but not limited to origin, ancestry, religion, culture, linguistic origin, citizenship, ethnicity, race, faith, ability, age, gender, gender identity, sexual orientation, marital and family status, physical and mental disabilities, political belief and socio-economic status.

“**Student**” means an individual enrolled in any course (credit or non-credit) at the University.

3 SCOPE

This policy applies to all Members of the University Community.

4 POLICY STATEMENT

- 4.1 All Members of the University Community have the responsibility to respect the dignity, diversity, and rights of others.
- 4.2 The University recognizes that people may experience various forms of social and economic marginalization based on their social identities. The University will endeavour to treat all Members of the University Community equitably and ensure accessibility and inclusivity for all members of the community, and ensure accessibility and inclusivity for all members of our communities.
- 4.3 The B.C. Human Rights Code forbids discrimination based on prohibited grounds. It is the University’s responsibility under the Code to establish an environment that promotes the fundamental rights, personal dignity, and integrity of the Members of the University Community.

Commented [2]: Update to include “indigenous identity”

Commented [3]: As an alternative that is not framed as a guarantee, could consider combining these two paragraphs as follows:

The University recognizes that people may experience various forms of social and economic marginalization based on their social identities. The University will endeavour to treat all members of the University equitably, and ensure accessibility and inclusivity for all members of our communities.

- 4.4 The University is committed to respecting, fostering and supporting diversity and inclusion, and this commitment requires the elimination of unnecessary barriers that prevent full participation by Students, prospective students, and Employees, the measurement and tracking of and support of diversity and inclusion efforts and initiatives on campus, and the promotion of diversity at the University and the maintenance of a supportive, inclusive campus climate.
- 4.5 The University is committed to providing a learning and working environment that:
- a) recognizes and promotes the understanding that diversity is a fundamental characteristic of human identity and that it shapes the University, its curriculum and its teaching;
 - b) strives to identify and eliminate barriers to equity and diversity, and to address and remedy systemic human rights problems and issues;
 - c) to the greatest reasonable extent possible, ensures that people of all origins and social identities:
 - i. have an equal opportunity to obtain employment and advancement within the University;
 - ii. receive equitable treatment and protection under University policies and practices;
 - iii. have equal opportunity to enroll in the University, in a program for which they meet the minimum admission requirements and
 - iv. have full and equitable participation in the continual evolution and shaping of the University and assists them in the elimination of barriers to such participation;
 - d) creates a culture that encourages diversity awareness and capacity building;
 - e) collects information to assist in the development of policies, programs and practices which are sensitive and responsive to the cultural diversity of the University, including:
 - i. support for activities and initiatives that reflects the University's commitment to Indigenous student success and promotes reconciliation within the University community;
 - ii. support for activities and curriculum that reflects a diverse number of social identities; and
 - iii. recruitment and retention of members of a variety of social identities;
 - f) is free from intimidation, bullying, favouritism, violence, injustice, harassment or discrimination on any grounds prohibited by the Human Rights Code;
 - g) expands opportunities to safely express opinions and converse on issues of diversity at all levels of the university; and
 - h) encourages all members of the University to report any information that is pertinent to the well-being, safety and security of University students and employees.

Commented [KV4]: my suggestion: "have equal opportunity to enroll at the University, in a program for which they meet the minimum admission requirements"

6 RELATED POLICIES AND PROCEDURES

6.1 S2003-01 Academic Freedom Policy

Instructors and students are encouraged to engage in academic discussion of diversity or inclusion. In exercising academic freedom, members of the University community must behave in a responsible manner that respects the rights of other members of the University community.

6.2 B.511 Discrimination, Bullying and Harassment Policy

All members of the University community share responsibility for ensuring that the University’s learning and working environment is free from discrimination, bullying, harassment, or any other behaviours that may be an infringement of an individual’s human or other legal rights.

Members of the University community should refer to University policies or their applicable collective agreements to address situations of conflict and access complaint procedures.

6.3 B.XXX Conflict of Interest Policy

A conflict of interest arises when an employee’s private interests supersede or competes with their dedication and obligations to the interests of the University. This could arise from actual, potential, or apparent conflict of interest

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Commented [MN5]: Phrasing consistent with the BoG Manual and in anticipation of the Conflict of Interest Policy being passed.

7 ADDRESSING CONCERNS

7.1 Students can address their concerns under this policy to the Associate Vice-President, Student Success.

7.2 An individual who is not a student may address their concerns under this policy to the Strategic Director, People, Culture & Diversity.

7.3 Human rights, diversity, inclusion and equity concerns may be treated as an alleged discrimination or harassment complaint, and in such case the University will follow B.511 Discrimination, Bullying and Harassment Policy and associated procedure B.511.1 Discrimination, Bullying and Harassment Procedure.

8 DESIGNATED OFFICER

The Vice-President People, Culture & Diversity is responsible for the oversight of this policy. The administration of this Policy and the development and subsequent revision of any associated procedures is the responsibility of the Strategic Director, People, Culture & Diversity.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 8.2: B.514 Acting President Policy	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Kartik Bharadwa, VP, People, Culture & Diversity	

PURPOSE:

The purpose of this report is to provide the Board of Governors with the background information on updates to the previously approved Acting President Policy and to support the adoption of the amended policy.

MOTION

The following motion is proposed for the Board of Governors:

THAT the Board of Governors approve the revisions to policy B.514 Acting President Policy as presented.

BACKGROUND:

Policy Number and Name:	B.514 Acting President Policy		
Approval Body	<input checked="" type="checkbox"/> Board <input type="checkbox"/> SLC <input type="checkbox"/> Senate	If Board is approval body, select applicable board committee: <input checked="" type="checkbox"/> Executive and HR Committee <input type="checkbox"/> Finance Committee <input type="checkbox"/> Audit and Risk Committee <input type="checkbox"/> Investment Management Committee <input type="checkbox"/> Governance and Planning Committee	
Category:	<input checked="" type="checkbox"/> New <input type="checkbox"/> Review <input type="checkbox"/> Rescind	If Review or Rescind selected, complete:	
		Issue Date:	
		Revised Date:	
		Next Review Date:	
Procedure # and Name:	n/a		
VP Responsible:	Kartik Bharadwa, Vice-President, People, Culture & Diversity		
Proponent Responsible:	Melissa Nichol, Strategic Director, People, Culture & Diversity		

DISCUSSION


The Policy identifies the delegation of authority of the President in the event of their absence or a vacancy of a temporary duration.

Amendments were requested to provide greater clarity on the scope of authority where the President is unavailable and still able to act (Interim replacement), otherwise the President is unavailable and unable to act or the role is vacant.

Composition of the Search Committee has been added to reflect language in the CFA and MoveUP collective Agreements, as well as the President and Vice-chancellor Appointment Procedure.

Attachment:

#	Name
1	B.514 Acting President Policy (redlined)

 POLICY			
Policy No.	Policy Name		
B.514	Acting President		
Approved by	Officer Responsible		
Board	President		
Replaces	Date Issued	Date Revised	Next Review
New	May, 2023		May, 2025
Related Policies	Reference		
	<i>University Act R.S.B.C. 1996, c.468</i>		

1 PURPOSE

- 1.1 In accordance with provisions of the *University Act*, R.S.B.C. 1996, c.468 (the “Act”), there must be a President of the University. Pursuant to Section 27(2)(h) of the Act, the Board of Governors (the “Board”) is empowered “if the president is absent or unable to act, or if there is a vacancy in that office, to appoint an acting president”.
- 1.2 The purpose of this policy is to designate the member of the University executive who will assume the responsibilities of the President if the President is absent or unable to act, or if there is a vacancy in that office so that normal operations may proceed.

2 DEFINITIONS

“**Acting President**” means an individual temporarily fulfilling the role of President ~~in the absence of the incumbent for a temporary period~~ where the permanent role is vacant.

“**Interim President**” means an individual temporarily fulfilling the role of President ~~where the permanent role is vacant~~ in the absence of the incumbent for a temporary period.

3 SCOPE

This policy applies to the replacement strategies to be used by the Board when the President is absent from the University.

4 POLICY STATEMENT

4.1 An Acting or Interim President will consult with the President or Board Chair as applicable for any direction on carrying out their duties during the appointment,

4.2 Interim President

When the President is temporarily absent, the President will assign an Interim President, normally from the existing Executives, and shall advise the Board Chair. An Interim President assigned in this manner will have signing authority on behalf of the President however will not be considered towards quorum for voting purposes in place of the President. They will retain voting rights within the scope of their permanent role.

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4.3 Acting President

Appointment of Fewer than Four Months

In cases where the President role is vacant or where the Board requires a replacement to fulfil the full scope of the role, and the appointment is expected to last for fewer than four months, a Search Committee will be established, as follows (as per Article 11.2.2.1 of the CFA Collective Agreement and Article 6.02 of the MoveUP Collective Agreement):

- A non-voting Chair of the Committee, appointed by the Board
- One member of the Board or an administrator, appointed by the Board
- The President of the CFA Union or their delegate
- One MoveUP member, named by MoveUP, and
- One student, named by the Capilano Students Union

Appointment of Greater than Four Months

In cases where the President role is vacant, or where the Board requires a replacement to fulfil the full scope of the role for a temporary period of time, and the appointment is expected to last for more than four months, a Search Committee will be established, as outlined under the President and Vice-chancellor Appointment Process, "Committee Membership".

~~4.1 When the President is absent or unable to fulfil their responsibilities for a period of fewer than six (6) weeks, the following individuals will be appointed as Acting President:~~

- ~~a) The Vice president, Academic & Provost~~
- ~~b) In the absence of the Vice president, Academic & Provost, the Vice-President, Strategic Planning, Assessment and Institutional Effectiveness~~
- ~~c) In the Absence of the above noted Executives, a Vice-president designated by the President.~~
- ~~d) The Vice-president, Finance and Administration, in their role as Board Secretary will inform the Chair of the Board of the above-noted appointment.~~

~~4.2 If the President is absent or unable to fulfill their responsibilities for a period exceeding six (6) weeks, the Board will appoint an Acting President.~~

~~4.3 In cases where a President's term ends and a successor is not yet in place, resigns, or is~~

~~permanently unable to complete their term, the Board will appoint an Interim President to serve until a full search is completed.~~

~~4.4— An Acting or Interim President will consult with the President or Board Chair as applicable for any direction on carrying out their duties during the appointment, including but not limited to: matters such as entering into significant or long-term commitments, and participating in committees/meetings where quorum is required.~~

5 DESIGNATED OFFICER

The President is responsible for the administration of this policy.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 9.1: 2024/25 OPERATING AND CAPITAL BUDGET	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Tally Bains, VP Finance and Administration Narisha Jessani, Director Financial Services	

PURPOSE

To provide the proposed Fiscal 2024/25 Operating and Capital Budget for approval to the Board of Governors as per section 27(2) of the University Act: *“The board is to receive from the president and analyze and adopt with or without modifications the budgets for operating and capital expenditure for the university”*.

This package was provided to the following committees/constituents for information and discussion:

- Senior Leadership Council - January 24, 2024 meeting
- Capilano Student Association – January 24, 2024
- Executives of Capilano Faculty Association and MoveUp – January 25, 2024 meeting
- Senate Budget Advisory Committee – January 29, 2024 meeting

The Senate Budget Advisory Committee (SBAC) passed the following motion at their January 29, 2024 meeting: *THAT the Senate Budget Advisory Committee completed its mandate for the 2024/25 university budget.*

At the February 1, 2024 meeting, the Finance Committee endorsed the two motions that are being brought forward for the Board of Governors approval.

MOTION

The following motions are proposed for the Board of Governors:

THAT the Board of Governors approve the 2024/25 operating and capital budget.

THAT the Board of Governors approve a 2 percent increase in tuition and mandatory fees for domestic and international tuition for the 2023/24 academic year. The 2% increase will not be applied to the 2D, 3D and VFX programs.

BACKGROUND

Capilano University uses a conservative approach to developing budgets to ensure the continued financial health and sustainability of the university. During the fiscal year, the quarterly forecasting process allows adjustments to be made as we respond to updated enrollment information, revenue projections, cost pressures and external factors such as the economic environment.

Prior to the pandemic, the university had created balanced budgets with budgeted revenues equalling budgeted expenses; in Fiscal 2020/21 a balanced budget of \$135 million was approved by the Board. The

pandemic caused financial and operational challenges which resulted in deficit budgets for the last three fiscal years from Fiscal 2021/22 to Fiscal 2023/24. The university community worked together to navigate these challenges which contributed to realizing modest surpluses.

In our current fiscal year, Fiscal 2023/24, the university experienced the highest ever increase in international enrollment as the backlog of study permits were cleared. This increase came with new challenges and opportunities for the university.

The focus of Integrated Planning for Fiscal 2024/25 was a renewed commitment to mature our planning and budgeting processes with financial sustainability being the top priority. The rebound of international enrollment figures means that funding is available to support implementation of the university strategic plans and priorities and to develop a surplus budget that supports our capital additions and contributes to replenishing our reserve balances achieving our goal of long-term financial stability.

1. 2024/25 BUDGET: OPERATING AND CAPITAL HIGH LEVEL SUMMARY

Operating Budget Overview

The Fiscal 2024/25 operating budget is a surplus of \$3.1 million, where revenues of \$177.3 million exceed expenses of \$174.2 million. The operating budget includes \$9 million of additional resource allocations to support university priorities of which \$1.1 million is inflationary cost pressure increases.

The Fiscal 2023/24 deficit budget of \$3.3 million was used as the starting point to develop the budget. **Table 1.1** below provides a high-level summary of the Fiscal 2024/25 budget under the following categories: enrollment, staffing, ancillary operations, restricted fund, other and capital (operating impact) and provides the change compared to Fiscal 2024/25 budget.

Table 1.1: Summary Financial Statement Category View

	2024/25 Budget							2023/24 Budget	Change Increase/ (Decrease)
	Category 1 Enrollment	Category 2 Staffing	Category 3 Ancillary Operations	Category 4 Restricted Funds	Category 5 Other	Category 6 Capital Assets (Operating Impact)	TOTAL		
Revenue	92,814,863	-	7,949,001	6,630,398	65,271,779	4,728,613	177,394,655	136,230,279	41,164,376
Salaries and Benefits	45,973,107	65,410,774	4,047,890	3,659,360	-	-	119,091,130	97,280,008	21,811,122
Operating Expenses	7,150,000	-	4,705,694	2,975,770	28,781,652	11,583,744	55,196,860	42,292,637	12,904,222
Budget 2024/25 surplus/(deficit)	39,691,757	(65,410,774)	(804,583)	(4,732)	36,490,128	(6,855,131)	3,106,664	(3,342,367)	6,449,031
Budget 2023/24 surplus/(deficit)	27,500,342	(54,768,940)	(456,835)	42,826	29,258,842	(4,918,602)	(3,342,367)		
Change Increase/(Decrease)	12,191,415	(10,641,834)	(347,748)	(47,557)	7,231,285	(1,936,529)	6,449,031		
Change Breakdown:									
Revenue	25,684,141	-	60,358	(228,786)	13,714,074	1,934,589	41,164,376		
Salaries and Benefits	9,680,252	10,641,834	496,092	992,944	-	-	21,811,122		
Operating Expenses	3,812,474	-	(87,986)	(1,174,172)	6,482,789	3,871,118	12,904,222		
Total change	12,191,415	(10,641,834)	(347,748)	(47,557)	7,231,285	(1,936,529)	6,449,031		

Table 1.2 below provides an explanation of the changes in each of the categories and **Table 1.3** provides a summary of the \$9 million of additional resource allocations included in the Fiscal 2024/25 budget to support university priorities.

Table 1.2: Summary of Change Fiscal 2024/25 Budget compared to Fiscal 2023/24 Budget

Category	Explanation of Change
Enrollment	<ul style="list-style-type: none"> Revenue increase of \$25.7 million which corresponds to the increase seen in Fiscal 2023/24 forecast and is largely made up of enrollment changes: <ul style="list-style-type: none"> Domestic student head count: FY24/25 9,670; FY23/24 13,711 – decline of 4,041 Domestic course registrations: FY24/25 31,712; FY23/24 39,237 – decline of 7,525

Category	Explanation of Change
	<ul style="list-style-type: none"> International student head count: FY24/25 10,281; FY23/24 10,320 – decline of 39 International course registrations: FY24/25 34,936; FY23/24 21,040 – increase of 13,896 Faculty teaching costs increase of \$9.7 million largely due to updating the budget for the new collective agreement Step 2 rate \$4.2 million, enrollment increase \$2.2 million, Squamish campus \$.4 million and restricted funds \$1 million. The increase in salary also results in a benefit increase of \$1.9 million. Operating expense increase of \$3.8 million for international agent fees which is tied directly to the increase in international enrollment.
Staffing	<ul style="list-style-type: none"> Staffing costs are split into three categories – staffing, ancillary operations, and restricted funds. The overall increase in staffing is \$11.1 million across all three categories. This increase is made up of: <ul style="list-style-type: none"> Faculty non-teaching increase of \$2 million includes \$.8 million additional resource allocation to support academic initiatives, \$.93 million due to updating the budget for the new collective agreement Step 2 rate and Squamish campus \$.15 million. Admin, exempt and staff increase of \$7.7 million includes \$2.3 million for annualization of salary increases of which \$1.7 million is related to updated MoveUp salary budget to new collective agreement rates, \$3.7 million in new positions and \$1.4 million for Fiscal 24/25 wage increases. Benefits increase of \$2.2 million which corresponds to the salary increases.
Ancillary Operations	<ul style="list-style-type: none"> Fiscal 25/26 Budget \$.8 million deficit which is an increase of \$.4 million from the Fiscal 2023/24 Budget. This increase in the deficit comes mainly from a \$200K deficit increase in the Children’s Centre where salaries and benefits have been increased reflective of requirements of \$10 daycare however increase in revenue from Ministry has not yet been factored due to timing of receiving confirmation.
Restricted Funds	<ul style="list-style-type: none"> Fiscal 25/26 Budget is a small deficit of \$4,732 compared to a small surplus of \$42,826 in Fiscal 24/25.
Other	<ul style="list-style-type: none"> Revenue increase of \$13.7 million which includes Province grant increase of \$12.5 million related to wage increases, Squamish campus rental revenues of \$.5 million and investment income increase of \$.7 million. Operating expenses increase of \$6.5 million which is made up of resource allocation increases of \$4.2 million and Squamish campus operating expenses added to the budget of \$1.9 million.
Capital Operating Impact	<ul style="list-style-type: none"> Increase in deferred capital contributions revenue of \$1.9 million relates to funding for the new Squamish campus, Student Housing, and Centre for Childhood Studies. Increase in amortization expense of \$3.9 million is mainly due to the new Squamish Campus, Student Housing, Centre for Childhood Studies, plus new capital for the Squamish campus and Squamish student housing FFE.

Table 1.3: Resources Allocations - Operating

Resource Allocations	FY 2024/25
	Operating
Academic initiatives and support:	
Academic initiatives and support	1,303,718
Strategic enrolment planning and management	1,067,255
Program renewal, development and implementation	90,000
Knowledge contributions through creative activity, research, scholarship (CARS)	121,919
Engaged and imaginative learning experiences	29,500
Digital learning and academic digital transformation	100,000
Total Academic Initiatives and Support	2,712,391
Implementation of new plans:	
Chen Chen Stway	303,709
Digital Transformation	1,100,237
People Plan	267,118
Total Implementation of New Plans	1,671,065
Campus Master Plan:	
University Village Visioning Report	150,000
Campus Functional Program	400,000
Sechelt Academic Community	100,000
Total Campus Master Plan	650,000
Squamish Campus	2,896,493
Inflation and Cost Pressure Increases	1,114,603
Total Resource Allocations	9,044,551

Capital Budget Overview

Table 1.4 below provides a summary of the capital budget in categories of new capital projects, capital budget and major projects in flight.

Table 1.4: Capital Budget Summary

Capital	Internally Funded	Externally Funded	Capital Budget/ Capital Project Cost
New Capital Projects	14,721,571	-	14,721,571
Capital Budget	13,834,740	-	13,834,740
Major Projects in Flight	72,882,111	43,555,321	116,437,432
Total	101,438,422	43,555,321	144,993,743

Table 1.5 shows new capital projects that the university is planning for; each of these projects are at different stages in development such as project identification, business case development or vendor selection. Some of these projects are dependent on receiving funds from the Ministry. For each of these projects, a separate board approval will be obtained prior to the project being officially approved. The amounts included in the budget are for planning purposes. For the Student Housing Phase 2 Project, the Ministry has invited the university to submit a business case for their Spring 2025 project intake process; the costs shown in table 1.5 represent the university's estimated component only.

Table 1.6 provides the impact to the operating budget once the asset is in production and amortization begins. As table 1.5 reflects only the University component of the projects, table 1.6 does not include deferred capital contributions amortization revenue.

Table 1.5: New Capital Projects

New Capital Projects	2024/25 Projected Cash Flow	2025/26 Projected Cash Flow	2026/27 Projected Cash Flow	Total Project Costs
Skw'chays Home	1,000,000	3,000,000	-	4,000,000
Squamish Student Housing FFE	1,000,000	1,000,000	1,000,000	3,000,000
Digital Transformation - ERP	3,966,273	1,256,728	198,570	5,421,571
Student Housing Phase 2 Business Case	400,000	500,000	1,400,000	2,300,000
Total New Capital Projects	6,366,273	5,756,728	2,598,570	14,721,571

Table 1.6: New Capital Projects

Operating Impact of Capital Additions	2024/25	2025/26	2026/27
DCC Amortization Revenue	-	-	-
Amortization of Capital Assets	847,068	2,841,573	3,206,636
Total Operating Impact of New Capital	847,068	2,841,573	3,206,636

Table 1.7 shows the capital budget. These are budgeted items for the routine capital purchases that the university incurs. The large increase to this budget is related to the Squamish campus capital items budgeted at \$4.9 million.

Table 1.7: Capital Budget

Capital Budget	Asset Type	2024/25 Budget	2023/24 Budget	Change
Squamish Campus:				
Deferred Maintenance	Building	1,882,700	-	1,882,700
IT Infrastructure	Hardware	768,000	-	768,000
Cameras/locksmithing Upgrade	FFE	280,000	-	280,000
Vehicles and Tools	FFE	122,000	-	122,000
Classroom FFE and IT	FFE and Hardware	300,000	-	300,000
Kitchen FFE	FFE	200,000	-	200,000
Signage and Wayfinding	FFE	50,000	-	50,000
Artificial Fields	FFE	700,000	-	700,000
Squamish Capital Contingency	FFE	580,000	-	580,000
Total Squamish Campus:		4,882,700	-	4,882,700
Facilities and Campus Planning:				
Deferred Maintenance Miscellaneous	Building	200,000	200,000	-
Capital Contingency	Building	5,000,000	5,000,000	-
University Furnishings	FFE	300,000	300,000	-
Campus Planning iCAP	FFE	150,000	150,000	-
Facilities and Campus Planning		5,650,000	5,650,000	-
Strategic Projects	Software	385,000	385,000	-
Employee Computer Lifecycle	Hardware	825,000	825,000	-
IT Infrastructure	Hardware	665,000	665,000	-
Cybersecurity	Software	135,000	135,000	-
Classroom Tech Lifecycle	Hardware	1,135,000	1,135,000	-
IXD Program	Hardware	-	120,400	(120,400)
Digital Transformation Services		3,145,000	3,265,400	(120,400)
Faculty of GCS - Human Kinetics FFE and IT	FFE and Hardware	42,540	42,540	-
Faculty of Applied Arts - Film Equipment	FFE	114,500	114,500	-
Total Capital Budget		13,834,740	9,072,440	4,762,300

Table 1.8 below provides a summary of the Major projects in flight that have received separate board approvals. The 2024/25 Budget represents the expected spend on the project during the fiscal year; actual spending patterns might vary. The Children's Centre externally funded total of \$17.1 million includes \$5 million received from the Capilano University Foundation's capital fundraising campaign, \$3 million from Ministry of Education and Child Care and \$9.1 from Ministry Post Secondary Education and Future Skills (PSFS). The Student Housing Building externally funded total of \$41.5 is comprised of \$12 million grant funding from PSFS and \$29 million loan from the province.

Table 1.8: Major Projects in Flight

Major Projects in Flight	Projected Cash Flows			Total Project Costs		
	2024/25	2025/26	2026/27	Internally Funded	Externally Funded	Total
Children's Centre	15,745,271	2,466,678		8,074,806	17,125,194	25,200,000
Student Housing Building	32,390,591	1,926,486		16,678,000	41,534,000	58,212,000
Water Infrastructure Upgrades	2,093,348	1,224,652		225,609	4,000,000	4,225,609
Electrical Infrastructure Upgrades	12,809,601	7,185,401	4,989,919	18,203,696	9,896,127	28,099,823
Mass Communication System	600,000			700,000	-	700,000
Total Major Projects in Flight	63,638,811	12,803,217	4,989,919	43,882,111	72,555,321	116,437,432

Campus Master Plan Operating Budget

Table 1.9 below also provides information on Fiscal 2024/25 new resource allocations for the Campus Master Plan operating budget to develop business cases or further work on the campus master plan. These are projects in the early identification stages and thus costs would be in the operating and not the capital budget.

Table 1.9: Campus Master Plan – Operating

New Operating Projects	2024/25 Budget
University Village Visioning Report	150,000
Smudging on Campus	100,000
Campus Functional Program	400,000
Sechelt Academic Community	100,000
Total	750,000

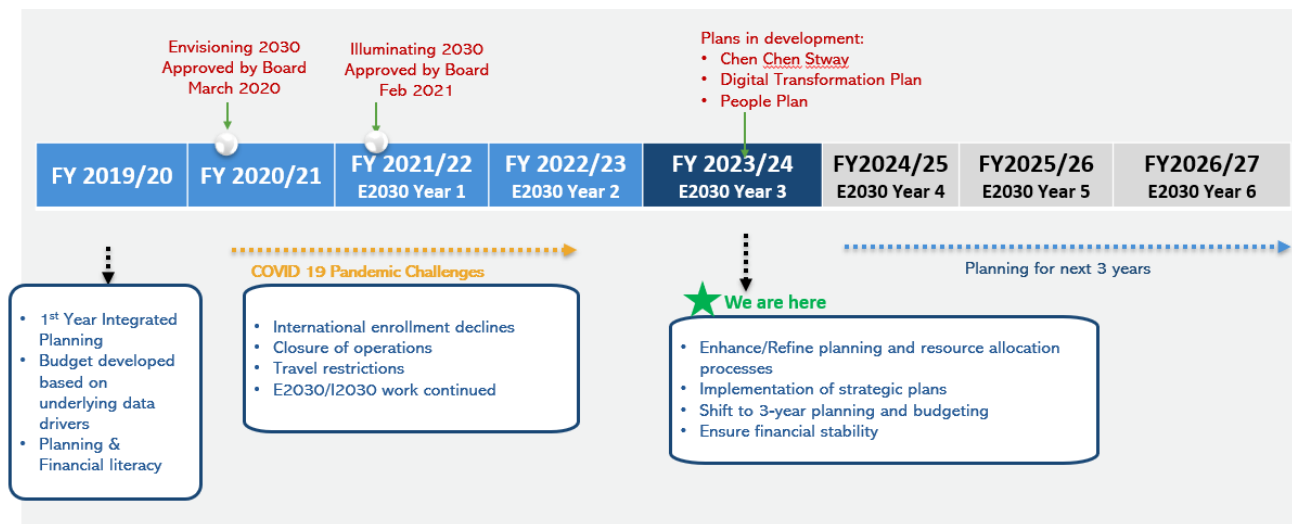
2. 2024/25 INTEGRATED PLANNING

The Integrated Planning process is the annual process that guides the University’s resource allocation decisions and operational activities. This process links the planning process with budget development and ensures alignment with the Ministry’s mandate letter.

Integrated Planning Process Background

As shown in the diagram below, the Integrated planning process commenced with the development of the Fiscal 2019/20 operational plan and budget. The Integrated Planning team focused on a journey to “build a framework to plan and budget” and “build competencies” which were identified as priorities for the university in the 2017/18 and 2018/19 operational plan. This was also the first year that Finance embarked on developing budgets based on the underlying data drivers that contributed to the revenue or expense items in the financials.

The COVID-19 pandemic challenges started in March 2020 and caused significant disruptions during the last three years, fiscal 2020/21 to 2022/23. The university’s strategic plans, Envisioning 2030 and Illuminating 2030 were approved in March 2020 and February 2021 respectively and significant progress has been made on these plans during this same time frame without additional resource allocations. In the current fiscal year 2023/24, the international enrollment figures rebounded to levels higher than pre-pandemic levels which caused challenges for the university community.



The university is now shifting to the next three cycle of Envisioning/Illuminating 2030. The focus for integrated planning for Fiscal 2024/25 is to enhance and refine the planning and resource allocation process, continue to shift to a three-year planning and budgeting cycle and to ensure the long-term financial stability of the university. In addition to the improvements to the planning functions, the diagram below provides the focus for integrated planning and resource allocation priorities that was shared with the university community. Please see *Attachment 1* in this briefing note for the Integrated Plan Summary Report that provides a summary of the initiatives and actions planned by each faculty and support area for Fiscal 2024/25.

❖ **Academic initiatives and support**

- Strategic enrolment planning and management
- Program renewal, development and implementation
- Knowledge contributions through creative activity, research, scholarship (CARS)
- Engaged and imaginative learning experiences
- Digital learning and academic digital transformation

❖ **Implementation of new plans:**

- [Chen Chen Stway](#)
- Digital Transformation
- [PeoplePlan](#)

❖ **Employee Engagement**

❖ **Squamish campus**

Committee and Constituent Meetings

Meetings are held with constituents to discuss the Integrated Planning and budget development process and priorities. The table below provides a synopsis of these meetings.

Table 2.1: Committees and Constituents Meetings

Topic	Committee/Constituents				
	SLC	SBAC	CFA & Move-Up	CSU	CapU Community
1 Integrated Planning Kickoff meeting	2023 Sept 20				
2 SLC All Day Planning Session: Fiscal 2023/24 Mid-Year Reflection and Fiscal 2024/25 Planning Initiatives and Engagement	2023 Nov 14				
3 Presentation on: 1) Current Year: Fiscal 2023/24 Budget and Q2 Forecast and 2) Next Year: Fiscal 2024/25 Integrated Planning Process and Priorities		2023 Oct 26			2023 Nov 8
4 Fiscal 2024/25 Draft Budget version 1 presentation			2023 Dec 13 ¹	2023 Dec 19	
5 Fiscal 2024/25 Draft Final Budget briefing package issued			2024 Jan 24		
6 Fiscal 2024/25 Draft Final Budget presentation	2024 Jan 24	2024 Jan 29	2024 Jan 25 ²	2024 Jan 24	

¹ Move-Up Executives did not attend Dec 13, 2023 meeting; were subsequently invited to attend the CSU Dec 19th session but did not attend this session as well.

² Move-Up Executives did not attend Jan 25, 2024 meeting.

3. BUDGET DEVELOPMENT PROCESS

Step 1 of the budget development process is to develop a preliminary budget; the diagram below shows the work that is done in each of the categories to develop the first version of the budget. During the past three years, the outcome at the end of this process would be a deficit budget and thus additional resource allocations were not available to allocate. For Fiscal 2024/25, the preliminary budget was \$6.6 million available.

Category View					
Enrollment <ul style="list-style-type: none"> Tuition revenue Faculty Teaching costs International agent fees 	Staffing <ul style="list-style-type: none"> Faculty Non-teaching costs Administration, exempt and staff costs 	Ancillary Operations <ul style="list-style-type: none"> Children's Centre Theatre Bookstore Parking Facility Rentals Student Housing Continuing Studies 	Restricted Funds <ul style="list-style-type: none"> Internally restricted (Student Success Fee) Externally restricted 	Other <ul style="list-style-type: none"> Province grant revenue Investment income Foundation (revenue recognized equal to expenses) Operating expenses 	Capital Assets (operating impact) <ul style="list-style-type: none"> Deferred Capital Contributions Amortization Amortization Expense * Bottom line (deficit) is equal to impact of unfunded capital asset purchases
<ul style="list-style-type: none"> Estimate enrollment to calculate tuition revenue, teaching costs and international agent fee Determine tuition fees increases New programming 	<ul style="list-style-type: none"> Annualize wage increases Calculate estimated wage increases for next fiscal year Update units for any changes made during fiscal year 	<ul style="list-style-type: none"> In partnership with budget owners estimate revenue/expenses based on historical trends and anticipated changes 	<ul style="list-style-type: none"> In partnership with budget owners estimate revenue/expenses based on historical trends and anticipated changes 	<ul style="list-style-type: none"> Update provincial grant revenue based on confirmed increases Estimate investment revenue based on interest rate projections Use Foundation historical expenses to calculate revenue and expense budget Operating expenses are left status quo (new investments process) 	<ul style="list-style-type: none"> Calculate DCC and Amortization expense for current assets and committed projects Calculate DCC and amortization for new capital additions approved.

Step 2 of the budget development process is to review budget requests received using our resource allocation principles. The total new requests received for budget version 1 was \$21.3 million; table 1.3 in this briefing note shows the final amounts that were added to the operating budget.

Capilano University Budget Principles

The Executive team reviewed the budget principles that were created in 2017/18 and agreed that an update was needed to reflect the university's current state and ensure alignment with Envisioning/Illuminating 2030.

The following principles were developed to be used to guide budget decisions.

1. **We will support the long-term financial sustainability of the university.**

We must ensure that the rate of future cost growth is in line with the rate of revenue growth. Opportunities that are effective and increase efficiency while maintaining quality will be given priority.

2. **We will align resources with our strategic goals.**

Budget allocations will be aligned with university strategic goals and related supporting plans. We will selectively invest in those areas that are strategically important to the university.

3. **We will be transparent and accountable in our decision making.**

Budget decisions will be evidence informed and will be guided by a consultative process.

4. **We will place university priorities over unit priorities.**

Decisions made at all levels must be in the best interest of the University as a whole as opposed to a specific unit. Decisions that affect other units must be brought forward prior to inclusion.

5. **We will strive above all to give priority to the University's vision and purpose.**

We will give priority to instructional and related activities.

6. We accept that the University cannot be all things to all people. We will prioritize allocation of resources based on alignment with the academic plan, enrollment patterns, and improvements to course accessibility.

All departments and programs, continued and proposed, must have appropriate and sustained funding to support their contribution to the university vision and purpose, and provide a solid foundation for maintenance of quality teaching and research. Teaching loads must be equitable and aligned across programs and Faculties in support of student demand.

7. We will promote relevance and high quality in academic and service planning.

Programs and support services will reflect our commitment to exceptional learning experiences and success for all learners.

Budget Assumptions

The table below provides the budget assumptions that were used in developing the budget.

Table 3.1: Budget Assumptions

Category	Fiscal 2024/25 Budget
Enrollment: Units	<p>The Strategic Enrollment Management team has developed preliminary modelling to project enrollment units which has been used to develop the budget for Fiscal 2024/25 as well as the multi-year component of the budget for Fiscal 2025/26 and 2026/27. Student headcount is based on current units, historical retention rates and estimated new students, returning students, and stop outs.</p> <ul style="list-style-type: none"> • Domestic new student and stopouts students are fixed numbers still to be developed. • International new student headcount: Fall 800, Spring 600, Summer 200 for Fiscal 2024/25 to 2026/27 • Domestic and international returning student headcount – historical return rates for each term (fall to spring, spring to summer, spring to fall, summer to fall) by previous terms new student headcount. • Course registrations units calculated: student headcount multiplied by last year’s average courses taken by students. • Finance used total course registrations for the university to develop faculty level course registrations using Fiscal 2022/23 course registration information.
Enrollment: Tuition Revenue	<ul style="list-style-type: none"> • The enrollment units (course registrations) are multiplied by average rates per term, per faculty, which have been calculated using the average actuals of the most recent term, for tuition dollars per unit. • A 2% fee increase for Domestic and International applied. • Exemption of 2% increase included for 3 programs (2D, 3D and VFX).
Enrollment: Faculty Teaching	<ul style="list-style-type: none"> • The budget for teaching units (sections, lab, pmi) is calculated based on the budgeted enrollment units; utilizing the most recent faculty average from the 2022/23 year. • Rate used to calculate faculty teaching costs is reflective of the new ratified collective agreement Step 2 rate effective April 1, 2024 (sections: \$13,354.63; lab hours \$60.06; PMI \$80.16).

Category	Fiscal 2024/25 Budget
Admin, Exempt, MoveUp FTE's and Faculty Non-Teaching Units	<ul style="list-style-type: none"> FTE's equal to Fiscal 2023/24 Budget used as a starting point plus new positions added and adjustments that occurred during the year. MoveUp – rates used in the current salary have been adjusted for the rate increases for 2022 and 2023. For 24/25, we have estimated 3% increase. Faculty non-teaching used step rates effective April 1, 2024: 2024 (sections: \$13,354.63; lab hours \$60.06; PMI \$80.16).
Ancillary Operations	<ul style="list-style-type: none"> Budgets developed with input from budget holders.

The table below summarizes the changes between budget version 1 and the final version.

Table 3.2: Budget Version 1 to Final Change

Operating Surplus Budget V1	6,603,029
Resource allocation decisions	
Total Academic Initiatives and Support	(2,712,391)
Total Implementation of New Plans	(1,671,065)
Total Campus Master Plan	(650,000)
Squamish Campus	(2,896,493)
Inflation and Cost Pressure Increases	(1,114,603)
Finance Changes due to review and reallocations	
Revenue V1 to V2 change- Updated SEM	3,391,087
Teaching sections V1 to V2 Change- Update	2,457,765
Amortization for new capital expenditures approved	(800,000)
Finance review and changes- sections & allocation corrections	499,335
Total Budget Final	3,106,664

Appendices

#	Name
1	Fiscal 2024/25 Operating Budget by Category
2	Multi-year Budget

Attachments

#	Name
1	Integrated Plan Summary Report
2	Enrollment and Tuition Revenue
3	Faculty Teaching
4	Faculty Non-Teaching
5	Squamish Campus Operating Statement

Appendix 1: Fiscal 2024/25 Operating Budget by Category

Appendix 1: Fiscal 2024/25 Operating Budget by Category

This section provides the explanation of the operating budget in categories of enrollment, staffing, ancillary operations, restricted funds, other and capital assets (operating income).

Table A1.1: Financial Statement Category View

	2024/25 Budget							2023/24 Budget	Change Increase/ (Decrease)
	Category 1 Enrollment	Category 2 Staffing	Category 3 Ancillary Operations	Category 4 Restricted Funds	Category 5 Other	Category 6 Capital Assets (Operating Impact)	TOTAL		
Revenue:									
Province of British Columbia	-	-	1,821,001	1,954,329	57,727,267	-	61,502,597	48,857,215	12,645,382
Tuition fees - Domestic	20,435,379	-	-	1,268,587	-	-	21,703,966	26,192,771	(4,488,804)
Tuition fees - International	72,379,484	-	-	1,260,168	-	-	73,639,652	44,286,985	29,352,667
Project and other revenue	-	-	3,795,810	2,126,313	2,397,857	-	8,319,980	7,447,522	872,458
Amortization of deferred capital contributions	-	-	-	-	-	4,728,613	4,728,613	2,794,024	1,934,589
Sales of goods	-	-	1,281,250	-	-	-	1,281,250	1,265,750	15,500
Parking, childcare and theatre	-	-	1,050,940	21,000	-	-	1,071,940	973,840	98,100
Donations and gifts in-kind	-	-	-	-	297,109	-	297,109	297,109	-
Investment income	-	-	-	-	4,849,547	-	4,849,547	4,115,063	734,484
TOTAL Revenue	92,814,863	-	7,949,001	6,630,398	65,271,779	4,728,613	177,394,655	136,230,279	41,164,376
Expenses:									
Salaries and Benefits:									
Faculty - Teaching	37,029,700	-	-	1,027,314	-	-	38,057,014	30,205,923	7,851,091
Faculty - Non-Teaching	-	12,119,102	110,176	322,430	-	-	12,551,708	10,555,373	1,996,335
Administrative	-	13,683,204	673,517	329,103	-	-	14,685,824	11,350,696	3,335,128
Exempt	-	3,431,144	73,542	354,737	-	-	3,859,423	2,741,864	1,117,558
Staff	-	23,050,686	2,394,082	964,202	-	-	26,408,970	23,127,493	3,281,477
Benefits	8,943,407	13,126,638	796,573	661,573	-	-	23,528,191	19,298,659	4,229,532
TOTAL Salaries and Benefits	45,973,107	65,410,774	4,047,890	3,659,360	-	-	119,091,130	97,280,008	21,811,122
Other Expenses:									
Other operating expenses	7,150,000	-	4,705,694	2,975,770	28,781,652	35,714	43,648,830	34,615,215	9,033,614
Amortization of capital assets	-	-	-	-	-	11,548,030	11,548,030	7,677,422	3,870,608
TOTAL Other Expenses	7,150,000	-	4,705,694	2,975,770	28,781,652	11,583,744	55,196,860	42,292,637	12,904,222
TOTAL Operating Expenses	53,123,107	65,410,774	8,753,584	6,635,130	28,781,652	11,583,744	174,287,990	139,572,646	34,715,344
Budget 2024/25 Surplus/(Deficit)	39,691,757	(65,410,774)	(804,583)	(4,732)	36,490,128	(6,855,131)	3,106,664	(3,342,367)	6,449,031
Budget 2023/24 Surplus/(Deficit)	27,500,342	(54,768,940)	(456,835)	42,826	29,258,842	(4,918,602)	(3,342,367)		
Change	12,191,415	(10,641,834)	(347,748)	(47,557)	7,231,285	(1,936,529)	6,449,031		
Change Breakdown:									
Revenue	25,684,141	-	60,358	(228,786)	13,714,074	1,934,589	41,164,376		
Salaries and Benefits	9,680,252	10,641,834	496,092	992,944	-	-	21,811,122		
Operating Expenses	3,812,474	-	(87,986)	(1,174,172)	6,482,789	3,871,118	12,904,222		
Total change	12,191,415	(10,641,834)	(347,748)	(47,557)	7,231,285	(1,936,529)	6,449,031		

CATEGORY 1: ENROLLMENT

The enrollment category consists of budgets that are derived from course registrations (enrollment units used by Finance). This includes tuition revenue, consumables, faculty teaching costs and international agent commission fees. The table below is a summary of the budget and year-over-year changes.

Table A1.2: Statement of Operations - Enrollment category

	2024/25 Budget		2023/24 Budget		Change		
	Enrollment/ Sections	\$	Enrollment/ Sections	\$	Enrollment/ Sections	\$	%
Revenue:							
Tuition fees - Domestic	31,712	20,435,379	39,237	23,930,163	(7,525)	(3,494,784)	-14.6%
Tuition fees - International	34,936	72,379,484	21,040	43,200,559	13,896	29,178,925	67.5%
TOTAL Revenue	66,648	92,814,863	60,277	67,130,722	6,371	25,684,141	38.3%
Salaries and Benefits:							
Faculty - Teaching	19,093	37,029,700	18,032	29,254,397	1,061	7,775,303	26.6%
Benefits	-	8,943,407	-	7,038,457	-	1,904,949	27.1%
TOTAL Salaries and Benefits	19,093	45,973,107	18,032	36,292,854	1,061	9,680,252	26.7%
Other Expenses:							
Other Operating Expenses	-	7,150,000	-	3,337,526	-	3,812,474	114.2%
TOTAL Other Expenses		7,150,000		3,337,526		3,812,474	114.2%
TOTAL Operating Expenses		53,123,107		39,630,380		13,492,726	34.0%
Operating Surplus/(Deficit)		39,691,757		27,500,342		12,191,415	44.3%

Enrollment Units (Course registrations)

The first version of the budget was developed by maintaining the Fiscal 2023/24 enrollment levels. For the final version, the estimated increase in international tuition was added based on expected increase based on the strategic enrollment model in head count by term multiplied by a historical average of courses taken by students (for each semester) to calculate course registrations as shown in the table below. **Table A1.3** below shows the change in course registrations (includes Squamish campus).

Table A1.3: Course Registrations

Course Registration	Spring 2024 (1/4)	Summer 2024	Fall 2024	Spring 2025 (3/4)	Total
Total New Domestic student headcount	88	100	1,476	300	1,964
Total Returning Domestic student headcount	942	1,255	2,592	2,383	7,172
Total Stopout Domestic student headcount	50	35	300	150	535
Total Domestic Headcount	1,079	1,390	4,368	2,833	9,670
<i>New Domestic student avg course reg per headcount</i>	<i>2.70</i>	<i>2.44</i>	<i>3.88</i>	<i>2.70</i>	
<i>Returning Domestic student avg course reg per headcount</i>	<i>3.56</i>	<i>2.04</i>	<i>3.51</i>	<i>3.56</i>	
<i>Stopout Domestic student avg course reg per headcount</i>	<i>2.00</i>	<i>2.00</i>	<i>2.50</i>	<i>2.00</i>	
Total Domestic course registration	3,686	2,880	15,561	9,585	31,712
Total New International student headcount	150	208	800	450	1,608
Total Returning International student headcount	844	2,300	3,041	2,369	8,554
Total Stopout International student headcount	13	40	30	38	120
Total International Headcount	1,006	2,548	3,871	2,856	10,281
<i>New International student avg course reg per headcount</i>	<i>3.50</i>	<i>3.28</i>	<i>3.58</i>	<i>3.50</i>	
<i>Returning International student avg course reg per headcount</i>	<i>3.68</i>	<i>2.67</i>	<i>3.61</i>	<i>3.68</i>	
<i>Stopout International student avg course reg per headcount</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	<i>3.00</i>	
Total International course registration	3,667	6,939	13,923	10,406	34,936
Total course registration	7,353	9,819	29,484	19,991	66,648

Table A1.4 below provides course registration information specific for Squamish campus with four programs estimated to start in Fall 2024 with an 80/20 domestic/international split.

Table A1.4: Course Registrations – Squamish Campus

	2024/25 - BUDGET		
	FALL	SPRING (3/4)	YEAR
Faculty of Arts and Sciences	113	67	180
Domestic	90	54	144
International	23	13	36
Education, Health and Human Development Faculty	226	134	360
Domestic	180	107	288
International	45	27	72
Global and Community Studies Faculty	113	67	180
Domestic	90	54	144
International	23	13	36
Total - Squamish Campus	451	269	720
Total Domestic - Squamish Campus	361	215	576
Total International - Squamish Campus	90	54	144

For comparative purposes, **Table A1.5** below provides a summary of Fiscal 2023/24 budget, actuals and Q3 forecast, Fiscal 2024/25 budget, and the change from budget to budget and actuals to budget.

Table A1.5: Course Registrations Summary – 2023/24 and 2024/25

Enrollment	Domestic					International					Total
	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	
2023/24 Actuals	4,147	3,402	17,986	11,963	37,497	2,382	7,305	14,775	11,036	35,498	72,995
2023/24 Q3 Forecast	4,147	3,402	17,983	14,856	40,387	2,382	7,305	14,775	7,620	32,082	72,469
2023/24 Q3 Forecast - restated*	4,147	3,402	17,983	11,142	36,673	2,382	7,305	14,775	5,715	30,177	66,851
2023/24 Budget	4,004	3,790	18,384	13,059	39,237	1,890	4,000	8,400	6,750	21,040	60,277
2024/25 Budget	3,686	2,880	15,561	9,585	31,712	3,667	6,939	13,923	10,406	34,936	66,648
23/24 Budget to 24/25 Budget Change #	(318)	(910)	(2,823)	(3,474)	(7,525)	1,777	2,939	5,523	3,656	13,896	6,371
23/24 Budget to 24/25 Budget Change %	-7.94%	-24.02%	-15.36%	-26.60%	-19.18%	94.01%	73.48%	65.75%	54.17%	66.04%	10.57%
23/24 Actuals to 24/25 Budget Change #	(461)	(522)	(2,425)	(2,378)	(5,785)	1,285	(366)	(852)	(629)	(562)	(6,347)
23/24 Actuals to 24/25 Budget Change %	-11.11%	-15.35%	-13.48%	-19.87%	-15.43%	53.93%	-5.01%	-5.77%	-5.70%	-1.58%	-8.70%

* the Q3 Forecast took the Fall 2023/24 Budget and applied a retention rate for Fall to Spring, while also adding 700 new Domestic seats/course registrations and 900 new International seats/course registrations. This calculation did not include taking 3/4 of the total number. The original Q3 Forecast for Spring 3/4 was in fact the entire Spring 2024 term.

Enrollment Tuition Revenue – Fee Increase and exemptions

The Fiscal 2024/25 Budget includes:

- 2% increase in tuition and mandatory fees for domestic and international tuition.
- an exemption of the 2% increase was given to 3 programs (2D, 3D and VFX). This exemption has been included for the last three years. Fiscal 2024/25 is the second year of the exemption, with one more year left after this year.

The following table explains the change in the enrollment tuition revenue budget from 2023/24 to 2024/25.

Table A1.6: Explanation of Enrollment Tuition Revenue Changes

Explanation of Changes	2024/25 - Budget
	\$
Average Rate*	745,704
Enrollment	23,709,351
Student Consumables - Enrollment Change	132,151
Student Tech Fee - Enrollment Change	272,494
New Program - Squamish	542,919
New Program - Bachelor of Environment Sciences	281,519
Total Changes	25,684,138

*The 2% tuition increase is included in this amount

Please see *Attachment 2* that provides enrollment and tuition revenue information by faculty.

Salaries: Faculty Teaching

Teaching units (sections, lab, private music instructions) are directly linked to enrollment units. Units are calculated by using the budgeted course registration enrollment units and applying the Fiscal 2022/23 average of teaching costs units per course registration by term and faculty. **Table A1.7** below provides a summary of the units and faculty teaching costs with changes in units and dollars explained (*note this table includes teaching costs in the Restricted Funds category*). Please see *Attachment 3* for details by faculty.

Table A1.7: Faculty Teaching - Sections, Lab Hours & Private Music Instruction

	2024/25 - Budget		2023/24 - Budget		Change	
	Units	\$	Units	\$	Units	\$
Section	2,726.54	36,411,861	2,431.24	28,742,144	295.29	7,669,717
Lab Hours	9,592.80	576,149	7,636.32	406,025	1,956.48	170,124
PMI	6,774.11	543,003	7,964.85	507,998	(1,190.74)	35,005
Total	19,093.44	37,531,013	18,032.41	29,656,167	1,061.03	7,874,846
Central Illness	-	126,000	-	126,000	-	-
Paid Education Leave	-	400,000	-	423,756	-	23,756
Total Budget	19,093.44	38,057,013	18,032.41	30,205,923	1,061.03	7,898,602

The following table explains the change in the budget from 2023/24 to 2024/25:

Table A1.8: Faculty teaching explanation of changes

Explanation of Changes	2024/25 Budget							
	Sections		Lab Hours		PMI		Total Changes	
	Units	\$	Units	\$	Units	\$	Units	\$
Squamish Sections	35.89	424,240	-	-	-	-	35.89	424,240
Squamish Lab Hours	-	-	81.31	4,323	-	-	81.31	4,323
Restricted Funds	76.92	1,027,314	-	-	-	-	76.92	1,027,314
Enrollment Change	182.48	2,157,305	1,875.17	99,700	(1,190.74)	(75,945)	866.91	2,181,060
Rate Change	-	4,060,858	-	66,101	-	110,950	-	4,237,909
Total Change	295.29	7,669,717	1,956.48	170,124	(1,190.74)	35,005	1,061.03	7,874,846

Operating expenses: International Agent Commission Fees

The budget for commission fees is estimated using budgeted international enrollment units, commission percentage and historical data average percentages. The budget for Fiscal 2024/25 of \$7.15 million is an increase of \$3.8 million from the Fiscal 2023/24 budget, as international enrollment is expected to be higher than 23/24 levels, which were significantly higher than budgeted.

Table A1.9: International Agent Commission Fees

	2024/25 Budget	2023/24 Budget	Change
Agency Fees	3,106,984	1,863,184	1,243,799
Direct Students from India	554,210	332,347	221,864
Indirect Students from India	1,904,352	1,141,995	762,357
Estimated Agent Commissions Prior to Adjustment	5,565,546	3,337,526	2,228,020
Adjustment to Equal CIE Estimation	1,584,454	-	1,584,454
Total Agent Commissions	7,150,000	3,337,526	3,812,474
International Enrollment	34,936	21,040	13,896

CATEGORY 2: STAFFING

The staffing category includes salaries for faculty non-teaching and employees that are in the administration, exempt and staff (MoveUp) employee groups plus the related benefits. Staffing costs are split into three categories – staffing, ancillary operations, and restricted funds.

Table A1.10: Staffing Costs Budgets by Category

	Staffing			Ancillary			Restricted Funds			Total		
	2024/25 Budget	2023/24 Budget	Change	2024/25 Budget	2023/24 Budget	Change	2024/25 Budget	2023/24 Budget	Change	2024/25 Budget	2023/24 Budget	Change
Salaries and benefits:												
Faculty - Non-Teaching	12,119,102	10,081,724	2,037,378	110,176	192,108	(81,932)	322,430	281,541	40,889	12,551,708	10,555,373	1,996,335
TOTAL Non-Teaching Salaries	12,119,102	10,081,724	2,037,378	110,176	192,108	(81,932)	322,430	281,541	40,889	12,551,708	10,555,373	1,996,335
Administrative	13,683,204	10,841,129	2,842,075	673,517	384,179	289,337	329,103	125,387	203,716	14,685,824	11,350,696	3,335,128
Exempt	3,431,144	2,508,230	922,914	73,542	65,000	8,542	354,737	168,634	186,103	3,859,423	2,741,864	1,117,558
Staff	23,050,686	20,253,328	2,797,358	2,394,082	2,211,562	182,520	964,202	662,602	301,600	26,408,970	23,127,493	3,281,477
Total Salaries - A, E, S	40,165,034	33,602,688	6,562,346	3,141,141	2,660,742	480,399	1,648,042	956,623	691,419	44,954,217	37,220,053	7,734,164
Benefits	13,126,638	11,084,528	2,042,110	796,573	698,948	97,625	409,882	303,350	106,531	14,333,093	12,086,827	2,246,266
Total Salaries and Benefits	65,410,774	54,768,940	10,641,834	4,047,890	3,551,798	496,092	2,380,354	1,541,515	838,839	71,839,018	59,862,253	11,976,765

The Fiscal 2023/24 budget reflected faculty and staff rates based on the last collective agreements. The Fiscal 2024/25 budget has been updated to reflect the rate in the ratified collective agreements. This is contributing to majority of the change from budget to budget shown in the table above.

Salaries: Faculty Non-Teaching

Table A1.11 below provides a summary of the faculty non-teaching budget and **Table A1.12** explains the budget vs budget changes.

Table A1.11: Salaries Faculty Non-Teaching

	2024/25 - Budget		2023/24 - Budget		Change Increase/(Decrease)	
	Units	\$	Units	\$	Units	\$
Section	823.86	11,002,333	777.07	9,186,470	46.79	1,815,863
Lab Hours	25,292.38	1,519,076	25,292.38	1,344,797	-	174,279
PMI	378.00	30,300	378.00	24,109	-	6,191
Total	26,494.23	12,551,709	26,447.44	10,555,376	46.79	1,996,333

Table A1.12: Salaries Faculty Non-Teaching Explanation of changes

Explanation of Changes	2024/25 - Budget	
	Units	\$
Restricted Funds	0.33	40,887
Resource Allocations - Academic Initiatives	50.91	794,751
Resource Allocations - Squamish Campus	11.06	147,646
Portfolio Internal Reallocations	(15.50)	81,744
Section Rate Change	-	750,835
Lab Hours and PMI Rate Change	-	180,470
Total Changes	46.79	1,996,333

Salaries - Administration, Exempt & MoveUp

The table below shows the changes in the Administration, Exempt and Move-Up staff employee groups.

Table A1.13: Salaries – Administration, Exempt & MoveUp Budgets

2024/25 Salary Budget	FTE (unit)				Salaries (\$)			
	Administrative	Exempt	Staff	Total	Administrative	Exempt	Staff	Total
2023/24 Board Approved Budget	87.71	39.00	357.05	483.76	11,350,696	2,741,864	23,127,493	37,220,053
Fiscal 2024/25 Changes:								
Annualization of salary increases					160,163	225,758	1,716,860	2,102,780
Adjustments	3.00	1.00	(4.34)	(0.34)	417,968	146,422	(320,721)	243,669
	3.00	1.00	(4.34)	(0.34)	578,130	372,180	1,396,139	2,346,449
New Positions approved in Fiscal 2023/24								
New positions	16.00	-	5.40	21.40	1,817,572	-	349,560	2,167,133
New positions: Squamish campus	3.00	2.00	7.50	12.50	359,973	193,486	322,759	876,217
New positions: Restricted Fund	2.00	-	3.00	5.00	201,208	-	216,300	417,508
New positions: Elder Remuneration	-	8.00	-	8.00	-	277,428	-	277,428
	21.00	10.00	15.90	46.90	2,378,753	470,914	888,619	3,738,286
Other adjustments								
Restricted Fund	-	2.00	1.00	3.00	-	186,103	85,301	271,404
	-	2.00	1.00	3.00	-	186,103	85,301	271,404
Estimate Wages Increase 2024/25 :								
Step increases				-			210,561	210,561
Wage Increases					378,244	88,362	700,858	1,167,465
					378,244	88,362	911,419	1,378,025
Fiscal 2024/25 Budget changes	24.00	13.00	12.56	49.56	3,335,128	1,117,559	3,281,477	7,734,164
2024/25 Budget	111.71	52.00	369.61	533.32	14,685,824	3,859,423	26,408,970	44,954,217

CATEGORY 3: ANCILLARY OPERATIONS

The Fiscal 2024/25 budget for ancillary operations is a net deficit budget of \$0.8 million which is an increased deficit of \$0.3 million from the Fiscal 2023/24 budget.

Table A1.14: Statement of Operations – Ancillary Operations Category

	2024/25 Budget	2023/24 Budget	Change	
			\$	%
Revenue:				
Province of British Columbia	1,821,001	1,791,937	29,064	1.62%
Tuition fees - Domestic	-	296,523	(296,523)	-100.00%
Project and other revenue	3,795,810	3,581,593	214,217	5.98%
Sales of goods	1,281,250	1,265,750	15,500	1.22%
Parking, childcare and theatre	1,050,940	952,840	98,100	10.30%
TOTAL Revenue	7,949,001	7,888,643	60,358	0.77%
Expenses:				
Salaries and Benefits:				
Faculty - Non-Teaching	110,176	192,108	(81,932)	-42.65%
Administrative	673,517	384,179	289,337	75.31%
Exempt	73,542	65,000	8,542	13.14%
Staff	2,394,082	2,211,562	182,520	8.25%
Benefits	796,573	698,948	97,625	13.97%
TOTAL Salaries and Benefits	4,047,890	3,551,798	496,092	13.97%
Other Expenses:				
Other operating expenses	4,705,694	4,793,680	(87,986)	-1.84%
TOTAL Other Expenses	4,705,694	4,793,680	(87,986)	-1.84%
TOTAL Operating Expenses	8,753,584	8,345,478	408,106	4.89%
Operating Surplus/(Deficit)	(804,583)	(456,835)	(347,748)	76.12%

Table A1.15: Statement of Operations – Ancillary Operations Category - Explanations

Ancillary				
Operations:	2024/25 Budget	2023/24 Budget	Change	Explanation of Change
Children's Centre	(393,611)	(193,212)	(200,399)	Fiscal 2024/25 budget has factored in salaries and benefits however revenue has not been factored in at this time, as we are waiting for ministry confirmation.
Performing Arts Theatre	(16,727)	54,550	(71,277)	Due to a new approach to attract more younger crowd and have more shows in Canada. Predicting increase in revenue, but outpaced by the increase in artist expenses, travel (within Canada) and advertising costs.
Bookstore	(191,766)	(153,420)	(38,346)	Higher salaries and operating costs are unable to be offset by bookstore revenues as book sales revenue has been consistently decreasing over the past several years due to a move to digital content.
Parking	460,800	460,800	-	No change as an increase in demand has been offset by a decrease in parking stalls due to construction requirements.
Food Services	103,699	108,299	(4,600)	Reduction in projected Summer revenues due to less students on campus.
Facility and Land Rental	201,528	102,426	99,102	12 months of rental income from French school expected in 24/25, whereas only four months were captured in 23/24.
Student Housing	(187,363)	(206,353)	18,990	Due to increases in student meal plan and housing fee revenues, offset by an increase in operating expenses.
Continuing Studies	(781,141)	(629,924)	(151,217)	Due to a reallocation of an AVP salary between two cost centres (IR and CS) and a decrease in expected revenue.
Operating Surplus/(Deficit)	(804,583)	(456,835)	(347,748)	

CATEGORY 4: RESTRICTED FUNDS

Restricted Funds include externally restricted contracts and funding agreements with third parties and internally restricted funds such as the student success fee. For externally restricted funds, the budgeted revenues and expenses are equal when the contract or agreement does not require a contribution from the university. In most cases, any unspent funds must be returned at the end of the agreement. Capilano University uses the deferred revenue method of recognizing contributions: all contributions received are recorded as deferred contributions on the balance sheet and revenue is recognized equal to the expenses incurred during the fiscal year.

Table A1.16: Statement of Operations – Restricted Funds & Fund Balances

Restricted Funds			
Restricted Funds	2024/25 Budget	2023/24 Budget	Change
Revenue:			
Province of British Columbia	1,954,329	1,780,280	174,049
Tuition fees - Domestic	1,268,587	1,966,085	(697,498)
Tuition fees - International	1,260,168	1,086,426	173,742
Project and other revenue	2,126,313	2,005,393	120,920
Parking, childcare and theatre	21,000	21,000	-
TOTAL Revenue	6,630,398	6,859,184	(228,787)
Expenses:			
Salaries and benefits:			
Faculty - Teaching	1,027,314	951,526	75,788
Faculty - Non-Teaching	322,430	281,541	40,889
Administrative	329,103	125,387	203,716
Exempt	354,737	168,634	186,103
Staff	964,202	662,602	301,600
Benefits	661,573	476,725	184,848
TOTAL Salaries and benefits	3,659,360	2,666,416	992,944
Other Expenses:			
Other operating expenses	2,975,770	4,149,942	(1,174,172)
TOTAL Other expenses	2,975,770	4,149,942	(1,174,172)
TOTAL Operating expenses	6,635,130	6,816,358	(181,228)
Operating surplus/(deficit)	(4,732)	42,826	(47,557)

Table A1.17: Statement of Operations – Restricted Funds & Fund Balances – Breakdown by Category

Category	Fund	2024/25 Budget			2023/24 Budget			Change
		Revenues	Expenses	Budget	Revenues	Expenses	Budget	
Uncategorized	20	111,200	111,200	-	111,200	111,200	-	-
External Grants	21	503,495	503,495	-	108,995	108,995	-	-
Field Schools & Consumables	22	463,010	463,010	-	476,822	470,214	6,608	(6,608)
Unifed Grants (Internal)	23	41,997	41,997	-	-	9,469	(9,469)	9,469
Ministry Targeted Funds	24	1,565,670	1,565,670	-	1,099,622	1,099,622	-	-
Restricted Funds - Contracts	25	755,822	838,326	(82,501)	934,194	984,194	(50,000)	(32,501)
Restricted Funds - CALP	26	975,388	897,618	77,769	1,377,533	1,281,846	95,687	(17,918)
Internally Restricted	28	2,213,815	2,213,815	-	2,750,818	2,750,818	-	-
Operating Surplus/(Deficit)		6,630,398	6,635,130	(4,732)	6,859,184	6,816,358	42,826	(47,557)

Internally Restricted (Fund 28) includes revenues and expenses related to the Student Success Fee. Restricted fund budgets have revenues equal expenses; revenues are calculated based on budgeted enrollment units. At the end of Fiscal 2022/23, the balance of internally restricted funds was \$1.695 million. This amount will increase by any amount unspent at the end of Fiscal 2023/24. Discussions are underway on how these funds can advance student services expenditures that are one-time.

Table A1.18: Statement of Operations – Restricted Funds & Fund Balances – Out Years

	FISCAL 2022/23		FISCAL 2023/24		FISCAL 2024/25	OUT YEARS BUDGETS	
	Budget	Actual	Budget	Q3 Forecast	Budget	2025/26	2026/27
Total Student Success Fee Revenue	562,968	1,902,169	2,750,818	2,379,842	2,213,815	2,130,046	2,123,990
Total Salary and Benefits	530,409	913,455	720,817	720,817	990,110	1,012,605	1,035,631
Total Operating Expenses	43,468	298,272	2,030,001	1,659,025	1,223,705	1,117,441	1,088,359
Total Expenses	573,877	1,211,727	2,750,818	2,379,842	2,213,815	2,130,046	2,123,990
Annual Surplus / (Deficit)	(10,909)	690,441	-	-	-	-	-
Internally restricted, Beginning of year	1,005,023	1,005,023	1,695,464	1,695,464	1,695,464	1,695,464	1,695,464
Annual Surplus / (Deficit)	(10,909)	690,441	-	-	-	-	-
Internally restricted, End of year	994,114	1,695,464	1,695,464	1,695,464	1,695,464	1,695,464	1,695,464

CATEGORY 5: OTHER

The other category includes provincial operating grant, central revenue items, Capilano University Foundation consolidated results, investment income and most of the operating expenses.

The table below provides the budget and year-over-year changes in this category. The increase in the Province of British Columbia operating revenue of \$12 million is related to collective agreement increases for CFA and MoveUp and non-unionized employees. The increase in the Project and other revenue is mostly due to estimated rental revenues from the Squamish campus. The projected increase in investment income is due to the current high interest rates.

The increase in operating expenses of \$6.5 million is mainly related to the approved resource allocations of \$4.2 million and Squamish campus operating expenses added to the budget of \$1.9 million.

Table A1.19: Statement of Operations – Other Category

	2024/25 Budget	2023/24 Budget	Change
Revenue:			
Province of British Columbia	57,727,267	45,284,998	12,442,269
Project and other revenue	2,397,857	1,860,536	537,321
Donations and gifts in-kind	297,109	297,109	-
Investment income	4,849,547	4,115,063	734,484
TOTAL Revenue	65,271,779	51,557,705	13,714,074
Other Expenses:			
Other Operating Expenses	28,781,652	22,298,863	6,482,789
TOTAL Operating Expenses	28,781,652	22,298,863	6,482,789
Operating Surplus/(Deficit)	36,490,128	29,258,842	7,231,285

CATEGORY 6: CAPITAL OPERATING IMPACT

Table A1.20 below provides information on the operating impact of the amortization of deferred capital revenue, amortization of capital assets and the impacts of asset retirement obligations and accretion expense accounting standard that was implemented as of April 1, 2022. Table A1.21 explains the increase in amortization of deferred capital contributions of \$1.9 million and the increase in amortization of tangible capital assets of \$3.7 million; both of the increases are largely due to amortization of building and furniture and equipment for the Squamish campus, student housing, and the new Centre for Childhood Studies.

Table A1.20: Capital Operating Impact

	2024/25 Budget	2023/24 Budget	Change
Amortization of deferred capital contributions	4,728,613	2,794,024	1,934,589
Amortization of Tangible capital assets	11,542,097	7,626,068	3,916,029
Asset Retirement Obligation	5,933	51,354	(45,421)
Operating Surplus / (Deficit)	(6,819,417)	(4,883,398)	(1,936,019)
Accretion Expense	35,714	35,204	510
Total Operating Surplus / (Deficit)	(6,855,131)	(4,918,602)	(1,936,529)

Explanation of Changes	2024/25 Budget
Amortization of deferred capital contributions:	
Squamish Campus	1,600,000
Student Housing	182,788
Centre for Childhood Studies	249,742
Amortization of other routine capital funding less contributions fully amortized in prior year	(97,941)
Change in Amortization of DCC	1,934,589
Amortization of Tangible capital assets:	
Squamish Campus	1,819,122
Student Housing	848,925
Centre for Childhood Studies	367,500
Squamish Capital	647,068
Squamish Student Housing FFE	200,000
Other: Amortization of 24/25 capital budget additions (facilities, IT, and faculties) offset by existing assets fully amortized in prior year	33,414
Change in Amortization of TCA	3,916,029
Asset Retirement Obligation:	
Revised ARO estimate received from auditors	(45,421)
Change in Asset Retirement Obligation	(45,421)
Total Change	(1,936,019)

Appendix 2: Multi-year Budget

MULTI-YEAR BUDGETS

To support strategic long-term decision making, the university continues to focus attention on developing multi-year operational plans and budget. Developing a strategic enrollment plan is an important piece in creating the multi-year budget as tuition revenue is the largest component of the university’s revenues. Based on the budget assumptions noted below, Fiscal 2025/26 shows a surplus of \$1.6 million (**Table A2-1**) and Fiscal 2026/27 shows a deficit of \$.8 million (**Table A2-1.1**).

Table A2-1 - Fiscal 2025/26 Budget

	2024/25 Budget	Enrollment Table A2-4	Children's center Table A2-5	Student Housing Table A2-6	Squamish Campus Table A2-7	Resource Allocation Table A2-8	Amortization Table A2-9	Wage Increase admin /exempt	Budget 2025/26	Change	
										\$	%
Revenue:											
Province of British Columbia	61,502,597		2,055,421						63,558,018	2,055,421	3.2%
Tuition fees - Domestic	21,703,966								21,703,966	-	0.0%
Tuition fees - International	73,639,652	(2,323,425)							71,316,227	(2,323,425)	-3.3%
Project and other revenue	8,319,980			2,638,064					10,958,044	2,638,064	24.1%
Amortization of deferred capital contributions	4,728,613						325,341		5,053,954	325,341	6.4%
Sales of goods	1,281,250								1,281,250	-	0.0%
Parking, childcare and theatre	1,071,940								1,071,940	-	0.0%
Donations and gifts in-kind	297,109								297,109	-	0.0%
Investment income	4,849,547								4,849,547	-	0.0%
Total Revenue	177,394,655	(2,323,425)	2,055,421	2,638,064	-	-	325,341	-	180,090,055	2,695,401	30.5%
Expenses:											
Salaries and Benefits:											
Faculty											
Teaching	38,057,014	(1,662,941)							36,394,073	(1,662,941)	-4.6%
Non-Teaching	12,551,708				3,010				12,554,718	3,010	0.0%
Administrative	14,685,824			95,299	28,070			440,575	15,249,767	563,943	3.7%
Exempt	3,859,423			66,193	5,805			115,783	4,047,203	187,780	4.6%
Staff	26,408,970		1,287,263	52,448	89,019				27,837,700	1,428,730	5.1%
Benefits	23,528,191	(407,420)	315,379	52,415	30,848			136,308	23,655,721	127,529	0.5%
Total Salaries and Benefits	119,091,130	(2,070,361)	1,602,642	266,355	156,751	-	-	692,665	119,739,182	648,052	0.5%
Other Expenses:											
Other operating expenses	43,648,830	143,000	79,645	1,719,460	250,989	(1,001,000)	1,307		44,842,231	1,193,401	2.7%
Amortization of capital assets	11,548,030						2,356,479		13,904,509	2,356,479	16.9%
Total Other Expenses	55,196,860	143,000	79,645	1,719,460	250,989	(1,001,000)	2,357,786	-	58,746,740	3,549,880	6.0%
Total Operating Expenses	174,287,990	(1,927,361)	1,682,287	1,985,815	407,740	(1,001,000)	2,357,786	692,665	178,485,922	4,197,932	2.4%
Operating Surplus/(Deficit)	3,106,664	(396,064)	373,134	652,249	(407,740)	1,001,000	(2,032,445)	(692,665)	1,604,133	(1,502,531)	-93.7%

Table A2-1.1- Fiscal 2026/27 Budget

	Budget 2025/26	Enrollment Table A2-4	Children's center Table A2-5	Student Housing Table A2-6	Squamish Campus Table A2-7	Resource Allocation Table A-8	Amortization Table A-9	Wage Increase admin/exempt No Table	Budget 2026/27	Change	
										\$	%
Revenue:											
Province of British Columbia	63,558,018		3,072						63,561,090	3,072	0.0%
Tuition fees - Domestic	21,703,966								21,703,966	-	0.0%
Tuition fees - International	71,316,227	(686,995)							70,629,232	(686,995)	-1.0%
Project and other revenue	10,958,044			1,982,780					12,940,824	1,982,780	15.3%
Amortization of deferred capital contributions	5,053,954						(100,302)		4,953,652	(100,302)	-2.0%
Sales of goods	1,281,250								1,281,250	-	0.0%
Parking, childcare and theatre	1,071,940								1,071,940	-	0.0%
Donations and gifts in-kind	297,109								297,109	-	0.0%
Investment income	4,849,547								4,849,547	-	0.0%
Total Revenue	180,090,055	(686,995)	3,072	1,982,780	-	-	(100,302)	-	181,288,610	1,198,555	12.3%
Expenses:											
Salaries and Benefits:											
Faculty											
Teaching	36,394,073	84,937							36,479,010	84,937	0.2%
Non-Teaching	12,554,718				3,013				12,557,731	3,013	0.0%
Administrative	15,249,767			1,906	11,641			457,493	15,720,807	471,040	3.0%
Exempt	4,047,203			1,324	5,979			3,473	4,057,979	10,776	0.3%
Staff	27,837,700		(90,826)	1,049	12,353				27,760,276	(77,424)	-0.3%
Benefits	23,655,721	20,809	(22,252)	1,048	8,082			112,937	23,776,345	120,624	0.5%
Total Salaries and Benefits	119,739,182	105,746	(113,079)	5,327	41,068	-	-	573,903	120,352,148	612,966	0.5%
Other Expenses:											
Other operating expenses	44,842,231	143,000	1,593	1,603,918	40,389		1,355		46,632,486	1,790,255	3.8%
Amortization of capital assets	13,904,509						1,214,563		15,119,072	1,214,563	8.0%
Total Other Expenses	58,746,740	143,000	1,593	1,603,918	40,389	-	1,215,918	-	61,751,558	3,004,818	4.9%
Total Operating Expenses	178,485,922	248,746	(111,486)	1,609,245	81,457	-	1,215,918	573,903	182,103,706	3,617,784	2.0%
Operating Surplus/(Deficit)	1,604,133	(935,741)	114,558	373,535	(81,457)	-	(1,316,220)	(573,903)	(815,096)	(2,419,229)	296.8%

The table below provides the budget assumptions that were used in developing the budget.

Table A2-2: Budget Assumptions – Multi-Year Budgets

Category	Multi-Year Budgets
Enrollment: Units	<p>The Strategic Enrollment Management team has developed preliminary modelling to project enrollment units which has been used to develop the budget for Fiscal 2024/25 as well as the multi-year component of the budget for Fiscal 2025/26 and 2026/27.</p> <ul style="list-style-type: none"> • Domestic new student and stopouts students are fixed numbers still to be developed. • International new student headcount: Fall 800, Spring 600, Summer 200 for Fiscal 2024/25 to 2026/27 • Domestic and international returning student headcount – historical return rates for each term (fall to spring, spring to summer, spring to fall, summer to fall) by previous terms new student headcount. <p>See Table A2-3 for enrollment units.</p>
Enrollment: Tuition Revenue	<ul style="list-style-type: none"> • The enrollment units (course registrations) are multiplied by average rates per term, per faculty, which have been calculated using the average actuals of the most recent term, for tuition dollars per unit. • A 2% fee increase for Domestic and International applied. • Exemption of 2% increase included for 3 programs (2D, 3D and VFX) for Fiscal 2025/26 which is last year of exemption that has been approved.
Admin, Exempt, MoveUp FTE's and Faculty Non-Teaching Units	<ul style="list-style-type: none"> • New positions expected for future projects (Centre for Childhood Studies and Student Housing Phase 1). • 3% increase for Admin and Exempt positions • Faculty and MoveUp rates reflect the Fiscal 2024/25 amounts which is last year of the collective agreements.

The domestic and international enrollment units for the eight-year period are as shown in the table below.

Table A2-3: Enrollment Units – Multi-Year Budgets

	2019/20 Actual	2020/21 Actual	2021/22 Actual	2022/23 Actual	2023/24 Budget	2023/24 Q3 Forecast	2024/25 Budget	2025/26 Budget	2026/27 Budget
Enrollment - Domestic Units	42,026	42,492	41,466	38,762	39,237	40,387	31,712	29,165	28,521
Enrollment - International Units	23,625	21,462	16,854	20,715	21,040	32,082	34,936	33,502	32,709

The table below shows the total impact to the enrollment category based on the enrollment targets in **Table A2-3** and the assumptions shown in **Table A2-2**.

Table A2-4: Summary Impact of Enrollment – Multi-Year Budgets

Impact	2024/25 Budget	OUT YEARS					
		2025/26 Budget	Change		2026/27 Budget	Change	
			\$	%		\$	%
Enrollment Revenue	95,343,618	93,020,193	(2,323,425)	-2.4%	92,333,198	(686,995)	-0.7%
Teaching Sections	(38,057,014)	(36,394,073)	1,662,941	-4.4%	(36,479,010)	(84,937)	0.2%
Benefits	(9,195,098)	(8,787,678)	407,420	-4.4%	(8,808,487)	(20,809)	0.2%
Agency Commissions	(7,150,000)	(7,293,000)	(143,000)	2.0%	(7,436,000)	(143,000)	2.0%
Net Surplus/(Deficit)	40,941,506	40,545,442	(396,064)	-1.0%	39,609,700	(935,741)	-2.3%

Centre for Childhood Studies & Student Housing Phase 1

Tables A2-5 and A2-6 below show the impact of the new Centre for Childhood Studies and Student Housing Phase 1 excluding amortization which is under Table A2-9. Both of these buildings are expected to be substantially complete in Fiscal 2024/25 and operational in Fiscal 2025/26.

Table A2-5: Centre for Childhood Studies – Multi-Year Budgets

Impact	2024/25 Budget	OUT YEARS					
		2025/26 Budget	Change		2026/27 Budget	Change	
			\$	%		\$	%
Revenue							
Revenue	-	2,055,421	2,055,421		2,058,493	3,072	0.1%
Expenses							
Salaries and Benefits:							
Administrative	-	-	-		-	-	
Staff	-	1,287,263	1,287,263		1,196,437	(90,826)	-7.1%
Benefits	-	315,379	315,379		293,127	(22,252)	-7.1%
TOTAL Salaries and Benefits	-	1,602,642	1,602,642		1,489,564	(113,079)	-7.1%
Other Expenses:							
Operating Expense	-	79,645	79,645		81,238	1,593	2.0%
TOTAL Operating Expenses	-	1,682,287	1,682,287		1,570,801	(111,486)	-6.6%
Operating Surplus/(Deficit)	-	373,134	373,134		487,692	114,558	30.7%

Table A2-6: Student Housing Phase 1 – Multi-Year Budgets

Impact	2024/25 Budget	OUT YEARS					
		2025/26 Budget	Change		2026/27 Budget	Change	
			\$	%		\$	%
Revenue:							
Revenue	-	2,638,064	2,638,064		4,620,844	1,982,780	75.2%
Expenses:							
Salaries and Benefits:							
Administrative	-	95,299	95,299		97,205	1,906	2.0%
Exempt	-	66,193	66,193		67,517	1,324	2.0%
Staff	-	52,448	52,448		53,497	1,049	2.0%
Benefits	-	52,415	52,415		53,463	1,048	2.0%
TOTAL Salaries and Benefits	-	266,355	266,355		271,682		
Other Expenses:							
Operating Expense	-	1,719,460	1,719,460		3,323,378	1,603,918	93.3%
TOTAL Operating Expenses	-	1,985,815	1,985,815		3,595,060	1,609,245	81.0%
Operating Surplus/(Deficit)	-	652,249	652,249		1,025,784	373,535	57.3%

Squamish Campus

The table below shows the impact of the new Squamish campus excluding tuition revenue which has been factored into the enrollment Table A2-4; please see Attachment 5 for the full Squamish operating statement.

Table A2-7: Squamish Campus– Multi-Year Budgets

Impact	2024/25 Budget	2025/26 Budget	OUT YEARS					
			Change		2026/27 Budget	Change		
			\$	%		\$	%	
Revenue:								
Revenue	305,000	305,000	-	0.0%	305,000	-	0.0%	
Expenses:								
Salaries and Benefits:								
Administrative	359,973	388,042	28,070	7.8%	399,683	11,641	3.0%	
Exempt	193,486	199,290	5,805	3.0%	205,269	5,979	3.0%	
Staff	322,759	411,777	89,019	27.6%	424,131	12,353	3.0%	
Benefits	250,845	281,693	30,848	12.3%	289,774	8,082	2.9%	
Faculty - Non-teaching	147,646	150,656	3,010	2.0%	153,669	3,013	2.0%	
Total Salaries and Benefits	1,274,708	1,431,458	156,751	12.3%	1,472,526	41,068	2.9%	
Other Expenses:								
Operating Expense	1,866,971	2,117,960	250,989	13.4%	2,158,349	40,389	1.9%	
Total Operating Expenses	3,141,678	3,549,418	407,740	13.0%	3,630,875	81,457	2.3%	
Operating Surplus/(Deficit)	(2,836,678)	(3,244,418)	(407,740)	14.4%	(3,325,875)	(81,457)	2.5%	

Fiscal 2024/25 Resource Allocations

The table below shows the one-time amounts included in the total fiscal 2024/25 budget; these will be removed from the budget for Fiscal 2025/26.

Table A2-8: Fiscal 2024/25 Resource Allocations – one time removal

Fiscal 2024/25 Resource Allocation-One Time Removal Summary	
Squamish campus	148,000
Engaged and imaginative learning experiences	13,000
Campus Master Plan	650,000
Academic initiatives and support	70,000
Strategic enrolment planning and management	20,000
Chen Chen Stway	100,000
Total one time resource allocations	1,001,000

With the completion of the Centre for Childhood Studies and the Student Housing phase 1, there will be increased amortization expense that will be offset by the amortization of deferred capital contributions representing the external funding received from the Ministry.

Table A2-9: Amortization– Multi-Year Budgets

	2024/25 Budget	2025/26 Budget	2026/27 Budget
Amortization of deferred capital contributions	4,728,613	5,053,954	4,953,652
Amortization of Tangible capital assets	11,542,097	13,898,576	15,113,139
Asset Retirement Obligation	5,933	5,933	5,933
Operating Surplus / (Deficit)	(6,819,417)	(8,850,555)	(10,165,420)
Accretion Expense	35,714	37,021	38,376
Total Operating Surplus / (Deficit)	(6,855,131)	(8,887,576)	(10,203,796)

Attachments

INTEGRATED PLANNING SUMMARY REPORT

EXECUTIVE SUMMARY

Initiatives planned for Fiscal Year 2024-2025 reflect Capilano University's institutional commitment to advance the implementation of Envisioning 2030, Illuminating 2030 and other associated relevant plans and frameworks. The actions summarized here have emerged from opportunities created for senior leaders to collaborate on actions, identify dependencies and risks, and coordinate efforts.

Faculties and support units propose initiatives that contribute to the university high-level plans and, more specifically, contribute to the successful achievement of priorities including strategic enrolment management; program renewal, development and implementation; knowledge contributions through creative activity research and scholarship; engaged and imaginative learning experiences; and digital learning and digital transformation. All these priorities closely relate to plans under Envisioning 2030 that are currently at the implementation stage including Che Chen Stway, Digital Transformation, People Plan, Internationalization Plan, and Campus Master Plan among others.

This report summarizes the initiatives and actions planned by the Faculties and units organized by VP portfolio. The focus has been placed on *what* is going to be done, more than on *how* the plans will be completed. As CapU embraces the next set of goals and priorities outlined in Envisioning 2030 for years 4-6, the Integrated Planning process will continue to identify and leverage synergies to facilitate thoughtful and strategic use of resources.

ACADEMIC & PROVOST

FACULTY OF ARTS & SCIENCES

- » Strategic Enrolment Management (SEM) underpins all faculty initiatives and will be guided by the FAS academic model and an emergent academic plan. These include: improve scheduling/registration to support first year student success through the course clusters initiative; develop a FAS Marketing and Communications plan focused on recruitment and retention with clear benchmarks tied to each program of study; and work with People, Culture and Diversity (PCD) to streamline processes and identify supports for hiring. Hiring of the inaugural Associate Dean will also assist with this.
- » In support of employee engagement, professional development (PD) will be organized around INTS 110 – Making Change: Regional Research and Action and a build out of opportunities for faculty to contribute to bringing to life the FAS academic model. There will also be PD on planning and budgeting for all academic departments/Schools to gain clarity on process and foster substantive contributions with planning and resource allocation in a way that supports the Faculty. In general, this approach ensures ongoing opportunities for PD and connection among all employees (staff and faculty and administrators).
- » Continue with new program development (new degrees, majors and minors); implement as applicable dependent on approval timelines.

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » The Faculty will be focusing on and making spaces for discussions about best practices (pedagogical, student success, education technology, etc) at the School level, tracking where we are collectively, and identifying opportunities for evolution and innovation. In terms of Faculty culture, there will be a focus on activities to assist faculty and staff to recognize themselves within the Faculty (identity shaping), continuing to mobilize EDI and Indigenization, and working to bring greater visibility to the unique strengths within the Faculty. There will be continued actions to elevate experiential learning, including work-integrated learning (WIL) and applied research, and a distinctive regional flavour to encourage prioritization of applied research and industry connections.
- » The Faculty will also work on adjusting enrollment dynamics and effective use of space, scheduling, and hiring with a focus on increasing domestic enrollment (recruitment and retention through to graduation) and further utilize data informed processes for multi-year section planning.
- » New academic programming will be explored with the Squamish Nation Business Administration Certificate/Diploma, opportunities with Whistler and Squamish, and ongoing progress with scoping of a future legal clinic (WIL, applied learning and scholarly activity foci along with service to community). The inaugural Association Dean will also contribute to proactive actions with Schools in support of strategic enrolment management.
- » Initiatives to improve engagement include Dean presence and visibility, listening to concerns, deepening learning about programs, meeting with students and faculty to understand opportunities and concerns; work in a collaborative way to support improved scheduling and classroom allocation; reinforce communication from academic and senior leadership, report on progress, and provide opportunities for input on upcoming questions; address challenges with respect to hybrid learning and working; build, elevate, and celebrate champions; streamline HR processes in the faculties that include robust support for hiring from HR; streamline systems to ensure appropriate funding/support of IT services and systems via the Digital Learning Framework; formal and informal opportunities for recognition of teaching and learning excellence; look for opportunities to reward staff and faculty members for their contributions; uplift student success initiatives; and provide spaces and places for people to stay connected.

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » Program expansions will be realized through the ECCE diploma and degree, and ABE courses will be launched in the Fall of 2024 at the Squamish campus. Program growth has been planned in ABE and Education Assistant programming (including working with School Districts more closely) to reverse recent enrolment declines. Ongoing work is in place to design, develop and implement a pilot hy-flex delivery for one ECCE course in the Summer term.
- » The School of Access will continue to work in collaboration with Faculties to plan and implement US\$ 100 as part of the course cluster initiative in support of first year students' experience.
- » Program development is at various stages and will be furthered with Community Mental Health Certificate or Diploma, Peer Support program/micro-credential, Rehabilitation Assistant Diploma Regional Delivery, Community Rehabilitation micro-credential, and ECCE degree online course offerings.

- » Efforts with employee engagement include Faculty Council/Dean's Advisory Council dialogues with faculty and staff leads to develop specific actions for mutual problem solving to improve employee and student experiences, and contribute to positive change. Conversations at VPA-deans and Academic Leadership Council have started to find ways to improve processes and to streamline cross-unit collaboration that enables efficiencies to reduce administrative barriers.

FACULTY OF FINE & APPLIED ARTS

- » The focus is on prioritizing and collaboratively addressing several long-lasting challenges that directly affect the current student experience, domestic and international enrolment, and faculty and staff work experience. These topics include appropriate budget structure, improving learning and teaching space and program-specific profiling and marketing.
- » Strategic enrolment management will be furthered by continuing to focus on transitions from application to offer to registration and timing/effectiveness with program application processes (program/School level).
- » EDI activities focus on professional development opportunities with faculty and staff education that translate to commitments for creating, nurturing, and expanding diverse and inclusive learning environments in support of student success.
- » Alignment between collaboratively (including a number of units across the university) addressing historical issues of teaching-learning spaces and acting on proposed solutions is a specific engagement activity aimed to improve/enhance faculty and staff experiences.

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » Engagement within and outside of the Faculty will continue to be a focus for relevant programming that meets learner needs, highlighting WIL and experiential learning. A Faculty level plan is under development, building on the university-wide academic plan with a focus on "new ways of learning, new ways of working, new ways of being."
- » Strengths of intercultural, global, sustainable learning & action will be leveraged to contribute more fully to the student experience and success. Investment will be made to increase a range of activities in support of domestic enrollment and retention, including marketing. Program expansion is also underway with the Tourism diploma planned for implementation in Squamish (Fall 2024), with other new program options under active discussion related to a destination campus.
- » Efforts to further employee engagement include more opportunities to gather, share stories of success, share ideas and plans, inclusive of recognition, amplifying, and strengthening community. Exploration of a shared space for gathering and for exploring opportunities to learn together (e.g., collision or convening space) is also underway. Further, through the dean's office, attention is put to deepen, build, and extend engagement through timely communication and feedback loops.

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » In collaboration with others multi-year programming is underway, including courses and a regular review of current/core programs. Ongoing work will be done to enhance the proposed Community Partnership

model, advancing the physical site/space (inclusive of the Carving Shed). Efforts are in place to modernize systems and processes and technology and delivery modes and, where appropriate, student and other services.

- » Investment is planned for group and individual professional development along with providing more opportunities to build stronger relationships among team members.

INDIGENOUS EDUCATION & AFFAIRS

- » A significant focus will be to work on the engagement for the implementation plan for Chen Chen Stway. Efforts are underway to develop a strategy for the Squamish Campus that aligns with enhanced supports for the Kalaxay Campus and Ts'zil learning Centre. By engaging with the Nations and Metis, it will be possible to plan for programming cycles that will support their specific needs with the intention of a clearer vision of long-term recruitment and planning. Engagement will also happen with the Language programming reviews (as a collaborator with the Languages Department in the Faculty of Arts & Sciences) to determine future directions with Indigenous language programming.
- » Further actions and activities to stand up and strengthen the CapU Canoe family will be undertaken.
- » Engagement will focus on solid onboarding and orientation, as a relatively new team in Indigenous Student Services settle into understandings of the expected student supports, re-establishing strong and effective practices for Indigenous student recruitment in collaboration with the Registrar's Office, and developing long-term strategies and processes for cultural and community engagement.

LIBRARY

- » In order to strengthen student retention, will provide a principled approach to supporting student learning that translates into scaled supports for different campuses and student populations. Due to obsolescence risks, the library requires to begin an RFP for Integrated Library System (ILS) Upgrade & Authentication changes in order to transform the library systems. There is an ongoing effort to support talent recruitment and retention by revitalizing roles through job specifications, building engagement and collaboration between faculty members and staff. The library will expand the use of the Institutional Repository to better support, amplify, and celebrate the work of students and employees. Additional work is planned to expand CapU's knowledge sharing and mobilization, both internally and externally, and to incorporate anti-colonial and anti-racist approaches to library practices. The team will continue addressing a cohesive strategy for academic learning supports and finding a way to better support the activities of the Learning Commons. Collaboration will continue to happen for space planning and to secure resources that allow the team to have a record of the university's history in the form of university archives.
- » In terms of employee engagement efforts, regular 1:1 structured and substantive meetings with all library staff and faculty occur for problem solving and priority-setting. Diverse learning opportunities are offered for faculty and staff to engage in emerging issues and technologies, and support is provided for them to enable their campus-wide engagement. All library staff and faculty are included in a community of practice to continuously strengthen professional development and training/education.

ACADEMIC INITIATIVES & PLANNING

- » Academic Initiatives & Planning (AIP) priorities during the 2024-25 fiscal year include: supporting the academic review process with a focus on identifying program of study renewal opportunities in alignment with Illuminating 2030 and key supporting directional documents, such as Chen Chen Stway, the Digital Learning Framework, the Internationalization Plan, in support learning activities at all CapU locations; aligning program of study development processes and templates with the Ministry/DQAB's updated degree criteria standards and templates; supporting academic units in the program of study development process; refining internal desk research capacity in support of program of study development and renewal, academic review, and/or academic quality, including strategic enrollment management actions/tactics; and completing required review and renewal work for all academic policies for which the director is responsible as well as any required operationalization activities.
- » Employee engagement activities in AIP are anchored in weekly structured 1:1 meetings, biweekly team meetings, and end-of-term in-person planning and/or professional development days (e.g., April, August, and December, 2024) planned by unit as a whole. AIP also continues to maintain the standing meetings and that function ; this is an invaluable informal tool to maintain and foster connections among employees participating in the hybrid office program. With the projected arrival of a new director in Spring 2024, additional engagement activities may be further identified during the 2024-25 fiscal year in dialogue with Teaching & Learning.

TEACHING & LEARNING

- » The Digital Learning Framework will be further actioned focusing on digitally supported learning across the university for the next 3 years. Enhanced supports for digital teaching and learning are underway, as well as the design and launch of a digital learning lab.
- » Continues efforts will focus on the Academic Integrity Policy & Education Series in order to introduce the new policy across campus and provide training to faculty and student affairs professionals. A full day on this topic will be implemented in conjunction with New Faculty Orientation to excite and enthuse faculty members at the start of the new term. A new activity will be the launch of the *Day of Action on Academic Integrity* in conjunction with the rollout of the new academic integrity policy & procedure highlighting how the whole university community contributes to academic integrity.
- » Faculty and staff engagement focuses on training and development as a whole team, regular individual meetings with the director, regular planning sessions, and refinement of administrative systems and activities for transparency, effectiveness and sustainability.

CREATIVE ACTIVITY, RESEARCH AND SCHOLARSHIP & GRADUATE STUDIES

- » CARS plans include the launch the new NSERC funding (\$1.5 M) with Faculties, students and external partners and the expansion of applied research projects and co-curricular offerings in the regions CapU serve, supported by two new positions. Ongoing funding options will include three separate - yet interdependent - funding competitions for faculty and student research. Finally, partnerships will be deepened based on the needs of our partner organizations (e.g., HSBRS) and building collaborative research projects that include faculty members and students.

- » In support of employee engagement actions are underway to establish a modified work week for all CARS employees; work from home options for all employees; and intersectionality, EDI and OCAP training for all employees.

FINANCE & ADMINISTRATION

FINANCIAL SERVICES

- » Initiatives for the FY 2024-2025 include the "Re-imagine the Budget" project aimed at underscoring our commitment to aligning budget development with strategic goals, fostering a more integrated and forward-thinking financial planning approach. The finance department will also work in partnership with Digital Technology Services and People Culture and Diversity departments to implement the new ERP system and will continue to work on updating and creating new financial policies.
- »
- » To support employee engagement, the department is embarking on a thorough update and review of our department vision, guiding principles, organizational structure and roles and responsibilities. This goal aims to ensure that our structure aligns seamlessly with the evolving needs of the organization. By revisiting roles and responsibilities, we seek to optimize efficiency, enhance collaboration, and position each team member for success in their respective roles. The department has also established monthly team meetings that support teams sharing and building of interdepartmental relationships. Employee recognition will be enhanced acknowledging the importance of appreciating team contributions.

CORPORATE SERVICES

- » Initiatives for Corporate Services include ongoing development of the risk management program, including the development of an Internal Audit and Assurance program; continued development of the university's policy development, review, approval and assurance approach, with support provided to develop and review prioritized policies; continued development of the privacy, records management and access to information programmes including development of the Records Management Retention schedule and Policy, and the development of supporting guidance for both the privacy and records management programs. The area will also plan an outreach, awareness and education program for procurement, purchasing and contract management to be delivered. Finally, Corporate Services plans to develop a sustainable business model for the bookstore and to grow the range of services offered by print services.
- » In support of employee engagement, the area plans to work on developing clearer objectives and priorities for the department as a whole and its constituent parts, including some reorganization to better align related resources.

FACILITIES SERVICES & CAMPUS PLANNING

Priorities for this portfolio in 2024-2025 include the following:

- » Squamish Campus Launch: campus ready to accept learners.
- » Squamish Student Housing Launch: housing is ready to accept learners.
- » Mass Communications Implementation and Integration: to improve campus safety and ability to respond to a threat.

- » Business Case for Student Housing Phase 2 in North Vancouver: submission ready as requested by the Ministry.
- » Electrical Infrastructure Upgrade: for the power supply to meet needs of campus and allows for future growth in energy loads.
- » Watermain Upgrade: continue to supply water to campus buildings keeping them operational.
- » Risks & Mandates: Deferral of preventative maintenance, Campus infrastructure adequacy
- » Student Housing Phase 1: housing is ready to accept learners.
- » Centre for Childhood Studies: creates home for ECCE staff, appropriate academic space and expands childcare operation by 74 spaces for the community.
- » Canoe House: addresses requirement missed as part of initial carving and supports mandate for continued actions and activities that support truth and reconciliation.
- » Sechelt Campus Partnerships: the centre will be an inclusive safe space uniting researched embedded best practice in teaching & learning, childcare, mental health, substance use support, physical and sexual health care services, youth and family peer support, and social services.
- » Active Threat Preparedness: campus leaders and community are prepared to respond to an active threat.
- » University Village - joint planning with DNV creating a shared vision for the future of our neighborhood.
- » Functional Programming: creates a database of space allocation and identifies areas that need additional space and those that exceed Ministry standards. Enables decision making around space allocation.
- » Emergency Management Systems Development: sets standards, process and policy for Health and safety, emergency management and security.

DIGITAL TECHNOLOGY SERVICES

- » Priorities for DTS include: implement an ERP system in collaboration with HR, Payroll and Finance departments; identify a CRM system in collaboration with registrar's office; update the student technology load program in collaboration with Centre for Teaching Excellence (CTE) and Registrar's Office; standardize classroom spaces and pilot a hy-flex classroom in collaboration with Centre for Teaching Excellence; and implement digital solutions and technology at the new Squamish campus in collaboration with facilities, faculties and the CTE.
- » DTS will support employee engagement by updating digital technology service areas, implementing a new organizational structure for digital technology services, implementing workflows and processes and standardizing tool sets used to perform work in the digital technology services team.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

- » Significant time investment will take place to collaborate in the implementation of an institutional Enterprise Resource Planning System (ERP). Through the implementation of the People Plan, the area expects to move the needle on items identified in both the EDI Audit and the Employee Engagement Survey. In support of labour relations, a specific function with its related strategies will be built in order to be better positioned to deal with both bargaining and day-to-day services. Development of labour relations knowledge and capacity at a leadership level will also be considered as part of the function. Finally, the team will continue to build

out the Talent Acquisition function to achieve a more proactive approach to recruitment, and will launch a formal succession plan program.

- » In order to support employee engagement, team goals will be directly linked to achievement of goals of the organization, allowing them to see how they connect with the purpose of the organization, leading to greater engagement. Thanks to recent restructuring, teams will collaborate on projects across Centers of Excellence (CoE) in order to understand the intersection between functions. Using a competency matrix, development opportunities for the team will be identified. Finally, some work will be done to coordinate that each team member has vacation booked quarterly instead of all in the summer.

STRATEGIC PLANNING, ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

INSTITUTIONAL RESEARCH

- » The area is planning to develop a centralized data ETL (Extract, Transform, Load) process to allow for more effective data analysis across silos. The anticipated outcome is that student trends can be mapped to HR trends and then mapped to financial implications to facilitate more integrated proactive planning. Once this project is activated and achieved, a mature data science team can be built out to leverage existing information in order to make more strategic and impactful decisions. The area continues to work around Strategic Enrolment Management (SEM) to be able to better predict changes and invest accordingly based on planned enrolment numbers. SEM also constitutes the foundation that informs multi-year budgeting and hiring.
- » Specific initiatives and actions around employee engagement for this area include to encourage each team member to be present for at least 2 to 3 cross team projects and coach them to become the lead/primary point of contact for the team; to invest in professional development in their individual areas; to explore AI/ML tools together and to co-define a set of principles of how to use these tools ethically and responsibly.

INTERNATIONAL

- » The area will continue to increase enrolment diversity by increasing applications and registration from selected target countries and regions. Similarly, International will increase partnership agreements with strategic institutions for academic exchange, articulation, and dual degree delivery. This will help diversify international registration with students that are at high levels of readiness for academic success. The area will increase global opportunities for students by tripling field schools and doubling student exchange. Additionally, International will increase internationalization of the university community by increasing academic exchange activities with selected institutions. These partnerships will enhance global knowledge of programming opportunities for CapU and enhance capacity for instructors, knowledge generators, and global leaders in diverse fields.
- » In support of employee engagement, International will work closely with deans and academic units to increase internationalization notably in partnerships, articulation, and dual credentials; work closely with deans and academic units to increase student opportunities for global engagement activities such as field

schools and exchange; and work with Digital Services in the formation of a CRM for leads tracking and recruitment.

STUDENT SUCCESS

- » Mental Health Action Plan includes refining the specific objectives to match the departments responsible
- » Academic Support Services will be working collaboratively with Library, A&S, CTE, and others to refine and hone our supports related to academic success. This includes looking at Learning Commons services (existing), digital supports, new and future support services, physical space and multi-campus planning.
- » Recreation Facility Renewal considers creating gender-inclusive spaces across campus, including in the centre for sport and wellness.
- » The new Student On Campus Connections Programming is likely to translate into a multi-departmental initiative to expand orientation programming from two weeks (optional programming) to comprehensive pre-term onboarding plus complete year 1 engagement.
- » Housing movement includes phase 2, other future housing projects and the objective of adding sufficient number of beds to house 800-1000 students in North Vancouver.
- » In support of employee engagement initiatives, Student Success is planning to review and strengthen professional development plans.

REGISTRAR'S OFFICE

- » Priorities for this area include to increase domestic enrolments by at least 2%. This initiative will be led by the RO Recruitment team, with support from other units, such as Admissions, and involves expanding the geographic recruitment area; continue to adjust recruitment practices for the 2024/25 academic year by adding additional recruitment visits and piloting projects to encourage students who have been admitted to register for courses in July; selection and implementation of a Curriculum Management System; and implementation of the Infosilem Data Collection Unit (DCU).
- » In support of employee engagement, the RO will be working to implement a new service model. This will increase job satisfaction as the staff will be able to fully assist the student with the questions that they have contacted us with. The area will also build stronger relationships between the RO and other service units, particularly the Centre for International Experience. Finally, leadership in the area will encourage all RO staff to complete DiSC training and will continue to offer a cross-departmental Professional Development Day each year, and potentially two times per year.

UNIVERSITY RELATIONS

UNIVERSITY RELATIONS & CAPITAL CAMPAIGNS

- » Stewardship of donors associated with the University's new Centre for Childhood Studies will continue and work to finalize the design of the donor naming elements, that will be incorporated into the new Centre, will be initiated. Phase 1 planning in support of the University's new canoe home for Skw'cháy's will continue with the goal of generating a fulsome Case for Support to assist fundraising efforts.

COMMUNICATIONS

- » Communications plan to continue the FrontLines Ambassador Program to support an improved employee experience and engagement. The area will pursue more proactive media relations and the establishment of a formal CapU's subject matter expert resource for media. Communications will develop a proactive media strategy that raises awareness of faculty members' expertise and research for topical stories in the news. A monthly communications kit for leaders will be produced and the area will collaborate to support government relations maturation.
- » To support employee engagement, monthly guest speakers from other areas of the university will be invited to attend team meetings, with the goal of building relationships and identifying opportunities to collaborate. The department will continue to invite team(s)\faculties to participate in scheduled Communications open houses which enables informal opportunities to get to know colleagues from across the university. Finally, the team will continue to be involved in the integrated\annual planning process along with a combined team building and planning event twice a year.

MARKETING & DIGITAL EXPERIENCE

Key tactics in support of MDX's four long-term priorities include:

- » Brand development: complete phase two of CapU Brand Strategy; translate approved brand strategy into all touchpoints; goal to create closer alignment between E2030/I2030 and CapU brand and integrate principles of justice, equity, diversity and inclusion into process.
- » Program marketing: collaborate with Academic Initiatives & Planning to update program launch framework based on University's new exempt status; support launch of new programs through dedicated marketing action plans, using department-funded budgets allocated through program launch framework.
- » Digital experience: audit and review web workflow, roles and responsibilities in MDX and DTS; complete several web content optimizations
- » MDX operations: hold FY2024-2025 department planning sessions before beginning of fiscal year; implement annual project prioritization and scoring models for all departments; provide regular reporting to university partners on results of marketing and digital initiatives; update MDX section on Frontlines to make information clear, accessible and useful for University community.
- » There are a few new MDX initiatives subject to budget and staffing that relate to Squamish advertising, Strategic Enrolment Management, Digital Transformation, dedicated marketing plans, support to the Registrar's Office and more targeted support.
- » MDX will continue engagement activities from FY23-24 that include upskilling and providing opportunities for the team, bringing in vendors and other thought leaders to present to the group, organizing inspiration field trips, integrating UX practices into projects (content mapping, strategy brainstorm), using MURAL to conduct virtual workshops and brainstorm sessions, securing funding for every team member to engage in PD/training, having all team members participate and engage in MDX meetings and rotating hosts for weekly production meetings. Additionally, MDX will continue to hold biannual team planning days, develop an employee recognition process, provide regular check-ins on goals and performance development, find new ways to build collaboration among departments and support health and wellbeing of staff through project prioritization.

PHILANTHROPY & ALUMNI RELATIONS

- » Over and above annual Foundation fundraising activities, the area will undertake the implementation the Blackbaud Awards Management Program (BBAM) able to allow an efficient management and reporting of approximately 470 award files. The team will implement an Alumni Global Ambassador Program to expand and promote the Capilano University Alumni association's global network and regional presence. A robust CRM fundraising and alumni relations activity metric program is part of the plan and constitutes the foundation to proactively measure and analyse key metric indicators that become leading signals. Ongoing efforts will continue to build bridge connections with faculties to broaden partnerships opportunities and strengthen relationships with community members. Finally, the team will have actions in place to elevate the area's communications, visuals and tools to further enrich the donor and alumni experience.
- » The area will prioritize and support employee engagement and recognition by continuing to enhance the onboarding program; conducting weekly check-in meetings; maintaining the annual social potluck; encouraging team members to recruit a fundraising mentor in their area of expertise; amplifying team success at every meeting; delivering written thank you notes; submitting team member names for the President's Breakfast; incorporating training and career goal discussions into our planning and goal setting process; and sharing team member success in our documentation sharing process with senior management and HR.

UNIVERSITY EVENTS & CEREMONIES

- » The area is planning to move towards a digital convocation program to fulfill events sustainability goals and digital transformation initiatives, and eliminate physical and geographical barriers for attendees who may not be able to see or receive a traditional paper program. Events will celebrate and honour First Nations language and culture at convocation to actively engage in the process of decolonization. There are plans to support students with unique learning differences in their journey by ensuring they experience events in a way that is meaningful to them.
- » University Events & Ceremonies will support employee engagement by acknowledging and commemorating work anniversaries as a team; giving handwritten notes of appreciation to individual team members to acknowledge particularly high professional achievements; and organizing a bi-annual off campus team activities to foster connection.

Capilano University
Fiscal Year 2024/25 Budget
Enrollment and Tuition Revenue

Attachment 2

	2023/24 Budget		2024/25 Budget										Change	
	Enrollment	\$	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Enrollment	Spring 2024	Summer 2024	Fall 2024	Spring 2025	\$	Enrollment	\$
TOTAL	60,277	65,101,911	7,353	9,819	29,484	19,991	66,648	9,543,748	14,868,088	37,785,375	27,359,756	89,556,966	6,371	24,455,055
Domestic	39,237	22,639,728	3,686	2,880	15,561	9,585	31,712	2,148,076	1,187,610	9,776,985	5,635,779	18,748,450	(7,525)	(3,891,278)
International	21,040	42,462,183	3,667	6,939	13,923	10,406	34,936	7,395,672	13,680,478	28,008,390	21,723,977	70,808,517	13,896	28,346,334
Faculty of Arts and Sciences	16,012	15,641,492	2,134	4,020	9,556	5,350	21,060	2,631,437	6,804,766	12,695,693	6,325,742	28,457,638	5,048	12,816,146
Domestic	9,725	4,193,314	904	579	3,810	2,552	7,845	396,754	237,092	1,792,291	1,142,500	3,568,637	(1,880)	(624,677)
International	6,288	11,448,178	1,230	3,441	5,746	2,798	13,216	2,234,683	6,567,674	10,903,402	5,183,242	24,889,001	6,928	13,440,823
Business and Professional Studies Faculty	18,283	21,970,063	2,443	3,748	8,818	6,172	21,182	3,623,469	6,072,111	12,719,323	9,487,799	31,902,702	2,899	9,932,639
Domestic	9,600	4,516,170	885	872	3,352	2,141	7,249	430,276	402,874	1,649,305	1,060,967	3,543,422	(2,351)	(972,748)
International	8,683	17,453,893	1,558	2,877	5,467	4,032	13,933	3,193,193	5,669,237	11,070,018	8,426,832	28,359,280	5,250	10,905,387
Education, Health and Human Development Faculty	7,365	4,925,012	673	1,253	3,057	2,174	7,157	563,880	740,807	2,492,792	2,206,970	6,004,449	(208)	1,079,437
Domestic	5,916	1,832,872	471	1,036	2,295	1,326	5,128	147,332	268,239	808,082	423,069	1,646,722	(788)	(186,150)
International	1,448	3,092,140	202	216	762	848	2,029	416,548	472,568	1,684,710	1,783,901	4,357,727	581	1,265,587
Fine and Applied Arts Faculty	12,374	14,643,528	1,361	213	5,475	3,814	10,863	1,706,634	291,160	6,787,092	5,269,602	14,054,487	(1,511)	(589,041)
Domestic	10,514	10,191,025	1,059	159	4,653	2,702	8,573	972,036	157,218	4,746,686	2,525,605	8,401,545	(1,941)	(1,789,480)
International	1,860	4,452,503	302	53	823	1,112	2,290	734,598	133,942	2,040,406	2,743,997	5,652,943	430	1,200,440
Global and Community Studies Faculty	6,243	7,921,816	743	585	2,577	2,481	6,386	1,018,328	959,244	3,090,475	4,069,643	9,137,690	143	1,215,874
Domestic	3,482	1,906,347	367	233	1,452	864	2,916	201,678	122,187	780,621	483,638	1,588,124	(565)	(318,223)
International	2,761	6,015,469	375	352	1,125	1,617	3,469	816,650	837,057	2,309,854	3,586,005	7,549,566	708	1,534,097

	2024/25 Budget			
	Average Rate (Revenue/Enrollment)			
	Spring 2024	Summer 2024	Fall 2024	Spring 2025
Faculty of Arts and Sciences	2,255.86	2,317.97	2,367.85	2,300.09
Domestic	439.05	409.45	470.43	447.66
International	1,816.80	1,908.52	1,897.42	1,852.43
Business and Professional Studies Faculty	2,536.03	2,433.04	2,517.14	2,585.76
Domestic	486.10	462.20	492.09	495.63
International	2,049.94	1,970.84	2,025.04	2,090.13
Education, Health and Human Development Faculty	2,375.78	2,443.21	2,561.99	2,422.36
Domestic	312.89	258.81	352.13	319.03
International	2,062.89	2,184.40	2,209.86	2,103.33
Fine and Applied Arts Faculty	3,364.78	3,505.66	3,513.22	3,430.75
Domestic	920.56	986.45	1,022.53	938.61
International	2,444.22	2,519.20	2,490.69	2,492.15
Global and Community Studies Faculty	2,724.57	2,901.66	2,590.55	2,778.00
Domestic	549.09	523.70	537.65	559.85
International	2,175.49	2,377.95	2,052.91	2,218.14

Capilano University
Fiscal Year 2024/25 Budget
Faculty Teaching

Attachment 3

SUMMARY

	2024/25 - BUDGET		2023/24 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Section	2,726.54	36,411,861	2,431.24	28,742,144	295.29	7,669,717
Lab Hours	9,592.80	576,149	7,636.32	406,025	1,956.48	170,124
PMI	6,774.11	543,003	7,964.85	507,998	(1,190.74)	35,005
Total	19,093.44	37,531,013	18,032.41	29,656,167	1,061.03	7,874,846

SECTIONS

	2024/25 - BUDGET		2023/24 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	846.04	11,298,558	648.68	7,668,734	197.37	3,629,824
Business and Professional Studies Faculty	592.84	7,917,125	536.72	6,345,094	56.12	1,572,031
Education, Health and Human Development Faculty	499.33	6,668,428	401.18	4,742,729	98.15	1,925,699
Fine and Applied Arts Faculty	508.70	6,793,468	578.82	6,842,834	(70.12)	(49,366)
Global and Community Studies Faculty	258.00	3,445,514	245.70	2,904,648	12.30	540,866
Others	21.62	288,768.00	20.14	238,105	1.48	50,663
2.7 Sechelt	3.00	40,064	3.00	35,466	-	4,598
4.4.1 Central CapU	0.42	5,648	0.42	5,000	0.00	648
4.5.1 Central HR	12.74	170,124	12.37	146,214	0.37	23,910
2.1.4 Indigenous Student Services	5.46	72,932	4.35	51,425	1.11	21,507
Total	2,726.54	36,411,861	2,431.24	28,742,144	295.31	7,669,717

LAB HOURS

	2024/25 - BUDGET		2023/24 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	9,236.76	554,765	7,220.55	383,918	2,016.22	170,847
Business and Professional Studies Faculty	-	-	111.37	5,922	(111.37)	(5,922)
Education, Health and Human Development Faculty	-	-	-	-	-	-
Fine and Applied Arts Faculty	318.42	19,125	267.87	14,243	50.55	4,882
Global and Community Studies Faculty	-	-	-	-	-	-
Others	37.62	2,259	36.52	1,942	1.10	317
4.5.1 Central HR	37.62	2,259	36.52	1,942	1.10	317
Total	9,592.80	576,149	7,636.31	406,025	1,956.50	170,124

PRIVATE MUSIC INSTRUCTION

	2024/25 - BUDGET		2023/24 - BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Faculty of Arts and Sciences	6774.11237	543,003	7964.85	507,998	(1,190.74)	35,005
Total	6,774.11	543,003	7,964.85	507,998	(1,190.74)	35,005

Capilano University
Fiscal Year 2024/25 Budget
Faculty Non-Teaching

Attachment 4

SUMMARY

	2024/25 BUDGET		2023/24 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
Section	823.86	11,002,333	772.43	9,131,627	51.43	1,870,706
Lab Hours	25,292.38	1,519,076	25,292.38	1,344,797	-	174,279
PMI	378.00	30,300	378.00	24,109	-	6,191
Total	26,494.23	12,551,709	26,442.80	10,500,533	51.43	2,051,176

SECTIONS

	2024/25 BUDGET		2023/24 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
1.1 President	7.00	93,449	7.00	82,724	(0.00)	10,725
2.1 Academic program VP	22.09	295,020	12.09	142,942	10.00	152,078
2.1.1 CTE	43.55	581,634	48.00	567,491	(4.45)	14,143
2.1.2 CARS	19.32	257,972	7.07	83,554	12.25	174,418
2.1.3 Academic Initiatives and Planning	25.15	335,893	37.15	439,209	(12.00)	(103,316)
2.1.4 Indigenous Student Services	15.55	207,603	13.59	160,709	1.96	46,894
2.2 FAS	104.71	1,398,423	102.71	1,214,290	2.00	184,133
2.3 BPS	95.08	1,269,781	65.12	769,860	29.96	499,921
2.4 EHHD	124.33	1,660,349	130.19	1,539,121	(5.86)	121,228
2.5 Fine and Applied Art Faculty	110.26	1,472,532	97.32	1,150,563	12.94	321,969
2.5.1 Performing Arts Theatre	0.25	3,339	0.25	2,956	-	383
2.6 GCS	56.71	757,389	54.07	639,268	2.64	118,121
2.7 Sechelt	12.01	160,322	12.01	141,923	(0.01)	18,399
2.8 Library	65.00	868,052	64.00	756,609	1.00	111,443
4.1 Fin&Admin VP	-	-	-	-	-	-
4.4.1 Central CapU	-	-	-	-	-	-
5.1 SPVP	8.00	106,837	8.00	94,576	-	12,261
5.2 AVPSS	66.35	886,079	66.35	784,390	-	101,689
5.2.1 Student Affairs	-	-	-	-	-	-
5.2.2 Centre for Sports and Wellness	-	-	-	-	-	-
5.3 CIE	4.50	60,096	4.50	53,199	-	6,897
5.4 CS	8.00	106,837	16.00	189,152	(8.00)	(82,315)
6.1 HR	3.75	50,080	3.75	44,333	-	5,747
6.1.1 Central HR	21.19	283,000	23.26	274,758	(2.07)	8,242
7.1 Squamish	11.06	147,646	-	-	11.06	147,646
Total	823.86	11,002,333	772.43	9,131,627	51.43	1,870,706

LAB HOURS

	2024/25 BUDGET		2023/24 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
2.2 FAS	4,245.70	255,000	4,245.70	225,745	(0.00)	29,255
2.3 BPS	1,144.88	68,762	1,144.88	60,873	(0.00)	7,889
2.5 Fine and Applied Art Faculty	19,901.81	1,195,314	19,901.80	1,058,179	0.00	137,135
Total	25,292.38	1,519,076	25,292.38	1,344,797	(0.00)	174,279

PRIVATE MUSIC INSTRUCTION

	2024/25 BUDGET		2023/24 BUDGET		Change	
	Units	\$	Units	\$	Units	\$
2.5 Fine and Applied Art Faculty	378.00	30,300	378.00	24,109	-	6,191
Total	378.00	30,300	378.00	24,109	-	6,191

Capilano University

Fiscal Year 2024/25 Budget to Fiscal Year 2026/27 Budget Squamish Campus Operating Statement

Attachment 5

Impact	2024/25 Budget	OUT YEARS					
		2025/26 Budget	Change		2026/27 Budget	Change	
			\$	%		\$	%
Revenue:							
Tuition - Domestic	242,923	432,863	189,940	78.2%	539,845	106,982	24.7%
Tuition - International	299,996	542,463	242,467	80.8%	679,002	136,539	25.2%
Rental and Lease Revenue	305,000	305,000	-	0.0%	305,000	-	0.0%
Total Revenue	847,919	1,280,326	432,407	51.0%	1,523,847	243,521	19.0%
Expenses:							
Salaries and Benefits:							
Faculty - Teaching	484,123	879,034	394,912	81.6%	1,084,952	205,918	23.4%
Administrative	359,973	388,042	28,070	7.8%	399,683	11,641	3.0%
Exempt	193,486	199,290	5,805	3.0%	205,269	5,979	3.0%
Staff	322,759	411,777	89,019	27.6%	424,131	12,353	3.0%
Benefits	250,845	281,693	30,848	12.3%	289,774	8,082	2.9%
Faculty - Non-teaching	147,646	150,656	3,010	2.0%	153,669	3,013	2.0%
Total Salaries and Benefits	1,758,830	2,310,493	551,663	31.4%	2,557,478	246,986	10.7%
Other Expenses:							
Operating Expense	1,866,971	2,117,960	250,989	13.4%	2,158,349	40,389	1.9%
Total Other Expenses	1,866,971	2,117,960	250,989	13.4%	2,158,349	40,389	1.9%
Total Operating Expense	3,625,801	4,428,452	802,651	22.1%	4,715,828	287,375	6.5%
Operating Surplus/(Deficit)	(2,777,882)	(3,148,126)	(370,244)	13.3%	(3,191,981)	(3,191,981)	101.4%



BOARD OF GOVERNORS REPORT

AGENDA ITEM 10.1: Rescission of B.103 Program Advisory Committees Policy	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Aurelea Mahood, Vice Provost & AVP, Academic	

PURPOSE

The purpose of this report is to provide the Board with the background information on B.103 Program Advisory Committees policy and the development of S2023-01 External Advisory Committee Policy in order to support the rescinding of B.103 Program Advisory Committees policy.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the rescission of B.103 Program Advisory Committees policy.*

Policy Number and Name:	B.103 Program Advisory Committees		
Approval Body	<input checked="" type="checkbox"/> Board <input type="checkbox"/> SLC <input type="checkbox"/> Senate	If Board is approval body, select applicable board committee: <input type="checkbox"/> Executive and HR Committee <input type="checkbox"/> Finance Committee <input type="checkbox"/> Audit and Risk Committee <input type="checkbox"/> Investment Management Committee <input checked="" type="checkbox"/> Governance and Planning Committee	
Category:	<input type="checkbox"/> New <input type="checkbox"/> Review <input checked="" type="checkbox"/> Rescind	If Review or Rescind selected, complete:	
		Issue Date:	February 11, 2015
		Revised Date:	n/a
		Next Review Date:	n/a
Procedure # and Name:	n/a		
VP Responsible:	Vice-President Academic and Provost		
Proponent Responsible:	Vice Provost & AVP, Academic		

Rationale for creation, review, or rescission.

B.103 Program Advisory committees was prioritized for revision during the 2023 review of academic policies. As part of the review examination of the University Act identified that consultation with program advisory groups about the educational programs of the university is an area where the Senate must advise the Board and a scan of other BC universities identified that advisory committee policies are typically Senate policies. It was agreed that a new Senate policy would be written and after approval of that policy the existing Board policy should be rescinded.

As part of policy development, a number of procedural elements in B.103 were moved into a new supporting procedure, S2023-01-01 External Advisory Committee Procedures intended to provide more detailed guidance. Additionally standardized Terms of Reference were developed for the new External Advisory Committees.

The new S2023-01 External Advisory Committee Policy and its supporting procedure were approved by the Senate on the 5th December, with the intention for the policy and procedure to come into effect once the Board approves the rescission of B.103 Program Advisory Committees Policy.

Context

Advisory committees bring external expert advice to support faculty and administrators maintain and/or strength high-quality academic programming at the university to meet the needs of learners and community partners. The policy stipulates that each baccalaureate and graduate program of study must be advised by an advisory committee (termed an External Advisory Committee in this policy). The advice given may include the software, equipment, scheduling, and timing of courses and is not directive in nature.

Changes

Apart from the change in governance and the move of process elements of the policy to a new supporting procedure the main differences between B.103 and S2023-01 are to include an explicit reference to the potential role of territorial rightsholders in the composition of committees, and in the procedures incorporating explicit commitments to the foundational importance of:

- a. considering a diversity of peoples, cultures, and perspectives in the program(s) of study
- b. establishing balanced and inclusive advisory committee membership reflecting the diversity of Capilano University's community partners, including territorial rightsholders and
- c. enshrining the participation of external advisory committees in the cyclical academic unit review of programs of study (every 5 to 7 years) in addition to their annual role and responsibilities

Risk, Benefits and Strategy alignment

Rescinding B.103 Program Advisory Committees Policy and bringing into effect S2023-01 External Advisory Committee Policy aligns the university better with the University Act. The newly written procedure and standardized terms of reference for External Advisory Committees will also standardize and strengthen academic governance arrangements.

Consultation

Consultation on the change in governance included the Director, Risk Management and the Vice Presidents Provost and Academic and Finance and Administration with the Governance and Planning Committee informed in February 2023.

Consultation on the new policy and procedure involved the Senate Bylaw, Policy and Procedure committee, the Academic Leadership Collective, the five Faculties and the Senate Academic Planning and Program Review Committee with a number of changes made to both policy and procedure. The policy and procedure were also made available via Frontlines for community feedback with no comments received. Legal review was determined not to be required.

Review and approval process timelines


Date	Committee	Purpose
September 26, 2023 November 14, 2023	Senate Bylaw, Policy and Procedure (SBPP) Committee	Review and propose improvements.
February 8, 2023	Academic Leadership Collective (ALC)	Review and propose further improvements.
April 11, 2023	Senate Academic Planning and Program Review Committee	Review and propose further improvements.
April 27, 2023 to May 16, 2023	Capilano University Community – posted on Frontlines	For community feedback
December 5, 2023	Senate	To approve S2023-01 and S2023-01-01, noting the need for Board rescission of B.103
<i>February 13, 2024</i>	Governance and Planning Committee	Review and recommend for Board decision to rescind.
<i>February 27, 2024</i>	Board	Final approval of decision to rescind.

Plan for associated training or awareness raising

The incoming director of academic planning and quality assurance will collaborate with the deans to ensure that all academic units are aware of the minimum requirements for the establishment of external advisory committees (EAC) and request that EAC membership information is submitted to the Provost's Office by September 30, 2024.

Attachments


#	Name
1	B.103 Program Advisory Committees Policy
2	S2023-01 External Advisory Committee Policy

	Policy No.	Officer Responsible	
	B.103	Vice President Academic and Provost	
	Policy Name		
	Program Advisory Committees		
Approved by	Replaces	Category	Next Review
Board	ARM 1121	C	February 2020
Date Issued	Date Revised	Related Policies, Reference	
Feb 17, 2015			

1. MANDATE

Program Advisory Committees are recommended for all academic programs, and required for all degree programs; they provide informed advice to administrators and faculty responsible for specific programs. Advice and assistance may be sought about:

- (a) program philosophy, goals, and objectives;
- (b) program design, evaluation, and revision;
- (c) program curriculum including consideration of elective options which encourage breadth of knowledge and abilities;
- (d) program enhancements; i.e. field trips, guest lecturers, learning experiences that will increase employability, etc.;
- (e) knowledge, skills, and attitudes necessary to succeed in the program; i.e. admission requirements;
- (f) knowledge, skills, attitudes, employee competencies, and vocational standards required by graduates; i.e. exit standards;
- (g) professional organizations, trade unions, practitioners, public and private employer's views about the needs and requirements of the employment market;
- (h) meeting professional, licensing or certification requirements, and securing recognition by industry, government, and regulatory bodies;
- (i) expected or anticipated labour market and industry trends;
- (j) alignment with government plans and intentions;
- (k) securing practicum/field placements for students and work placement for graduates;
- (l) obtaining financial support for students and the program;

	Policy No.	Officer Responsible	
	B.103	Vice President Academic and Provost	
	Policy Name	Program Advisory Committees	
Approved by	Replaces	Category	Next Review
Board	ARM 1121	C	February 2020
Date Issued	Date Revised	Related Policies, Reference	
Feb 17, 2015			

- (m) promoting public awareness of the program and the university; or
- (n) other matters regarding the program that may arise from time to time.

Advice, assistance, and recommendations provided by the committee are presented to the Dean for communication to the program generally. The Dean is responsible for informing committee members of action taken with respect to the recommendations made by the committee.


2. COMPOSITION

A Program Advisory Committee must include no fewer than five and no more than fifteen voting members, appointed by the Dean of the Faculty in which the program is housed, and selected because of their relevant experience, demonstrated commitment, and level of availability. Members may include but are not limited to representatives from:

- (a) alumni who have graduated from the program;
- (b) businesses, corporations, or industries;
- (c) professional and/or occupational associations;
- (d) public for-profit or not-for-profit organizations; or
- (e) regulatory, oversight, licensing, examining, and/or certifying associations.

Additionally, Program Advisory Committees should include up to five non-voting resource members including but not limited to:

- (a) the Dean of the Faculty in which the program is housed (or delegate);
- (b) one Coordinator from the program;
- (c) one faculty member from the program; or
- (d) one student from the program.

	Policy No.	Officer Responsible	
	B.103	Vice President Academic and Provost	
	Policy Name	Program Advisory Committees	
Approved by	Replaces	Category	Next Review
Board	ARM 1121	C	February 2020
Date Issued	Date Revised	Related Policies, Reference	
Feb 17, 2015			

3. DUTIES

Program Advisory Committees meet at least once each year, but may meet as often as necessary to perform duties. Quorum is reached if at least half of the voting members are present.


Each member is appointed for two years and may not serve more than three consecutive terms. If a member misses three consecutive meetings, they will be replaced. Each member receives a letter from the Dean, copied to the Vice President Academic and Provost, indicating the start and end dates of their appointment.

A Chair will be elected annually by the Program Advisory Committee's voting members and will serve for no more than three consecutive years.

Meeting dates and times are set by the Chair, in consultation with other members of the committee, and announced at least one month in advance. The Chair will develop an agenda for each meeting in consultation with the Dean and circulate that agenda at least two weeks prior to the meeting.

The Dean will ensure that minutes are taken at every meeting, approved at each subsequent meeting, and made public thereafter.

All members serve in support of the program and without remuneration.

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2023-01	Vice President, Academic and Provost		
Policy Name			
External Advisory Committee			
Approved by	Replaces	Category	Next Review
Senate	B.103 Program Advisory Committees	Academic	December 2026
Date Issued	Date Revised	Related Policies	
December 5, 2023	New		

1. PURPOSE

- 1.1 Guided by the University Act Section 35.2 6 (l), External Advisory Committees (EACs) will assist in ensuring the continuing relevancy of Capilano University (“the University”) academic programs of study for learners in alignment with the University’s mandate, strategic goals, and academic plan. Each EAC will consider current and future trends of related academic programming, labour, and industries in parallel with regulatory and government agency requirements.
- 1.2 This policy stipulates that each baccalaureate and graduate program of study must be advised by an EAC. This does not detract from the opportunity for an academic unit to establish EACs for non-degree programs of study or establish an EAC to provide external expert advice on all programs of study delivered by the unit.
- 1.3 EACs provide external expert advice to faculty and administrators on maintaining and/or strengthening high-quality academic programming at the University. A unique EAC is not required for each academic program of study. A single EAC may advise multiple related programs of study. Generally, an academic program of study should not be advised by multiple EACs.

2. SCOPE

- 2.1 This policy applies to the establishment of EACs for Senate-approved academic programs of study at the University.
- 2.2 For programs of study with external regulatory or licensure requirements, an EAC will provide advice on a narrower scope of the program. This advice may include but is not limited to software, equipment, scheduling, and timing of courses.
- 2.3 Each EAC acts in an advisory capacity only. An EAC does not create, establish, or develop new academic courses or programs of study.

3. PRINCIPLES

EACs are established to advise faculty and administrators on maintaining and/or strengthening academic programs of study to meet the needs of learners and community partners. These community partners usually include territorial rights holders as well as industry, government, non-profit, educational, and/or cultural entities.

4. REGULATIONS

While the external membership of each EAC will vary according to the requirements of the associated academic programs of study, each EAC must be structured in accordance with S2023-01-1 External Advisory Committee Procedure. Further guidance on EACs may be found in the *EAC Terms of Reference*, published by the office of the Vice President Academic and Provost.

5. DESIGNATED OFFICER

The Vice President, Academic and Provost is the Policy Owner, responsible for the oversight of this Policy. The Administration of this Policy and the development, subsequent revisions to and operationalization of any associated procedures is the responsibility of the office of the Vice President Academic and Provost

6. REFERENCES

University Act.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11.1: Chen Chen Stway	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: February 27, 2024	
PRESENTER: Miranda Huron, Director, Indigenous Education & Affairs	

PURPOSE

The purpose of this report is to update the Board of Governors on Chen Chen Stway, Capilano University's living document that will support and help guide us through our reconciliatory work.

MOTION

The following motion is proposed for the Board of Governors:

THAT the Board of Governors receive Chen Chen Stway for information.

BACKGROUND

Chen Chen Stway is a living document that responds to Capilano University's (CapU) internal commitments to Indigenize and decolonize education at CapU campuses and learning locations, including incorporating First Nations language, culture, and knowledge. It also addresses multiple external needs, mandates, and expectations. Its overarching purpose is to guide Capilano University in supporting and lifting up Indigenous ways of knowing and in strengthening its relationship with the Host Nations and Indigenous diasporic populations through the advancement of regional Indigenous education priorities. It seeks to align the University's actions to the upcoming goals, objectives and actions currently being developed by the Ministry of Post-Secondary Education and Future Skills around the BC Declaration on the Rights of Indigenous Peoples Act and the Truth and Reconciliation Commission of Canada's Calls to Action.

Chen Chen Stway is a set of themes, goals and actions that guide the institution in its commitment to supporting and engaging Indigenous learners, employees, and host communities. This dynamic and evolving document is grounded in the insights and perspectives shared and gathered through dialogues with multiple University community members "walking together." Careful thought was given to each of the steps during the ongoing consultation process to ensure all voices were heard and their perspectives valued as we strive to create a more inclusive and equitable learning environment for all.

Capilano University's Chen Chen Stway represents our unwavering dedication to learners, employees, programming, culture, and knowledge. Through the proposed themes, goals, and associated actions, we are confident that our commitment to Envisioning 2030 and Illuminating 2030, CapU's academic plan, will be realized. It is essential that the University's efforts are guided to ensure that Indigenous learners feel welcomed and supported on campus as we provide access to cultural and academic support, including the Elders' Circle and Indigenous Student Services.

Our institution recognizes the importance of incorporating Indigenous knowledge and perspectives into all aspects of the University by acknowledging the history of Indigenous peoples. As such, we are confident in our efforts to increase the representation of Indigenous students, employees, Elders, and youth. It is expected that Chen Chen Stway serves as a pathway for the University to create an inclusive and supportive environment for Indigenous learners, employees and communities while promoting the recognition and celebration of Indigenous knowledge and culture.

Attachments:

#	Name
1	Chen Chen Stway Framework Report
2	Indigenous Framework 2-Page

CHEN CHEN STWAY

A JOURNEY OF RECONCILIATION AND LEARNING

December 5, 2023



Capilano University honours the territories of the Lílwat, x̣ṃəθḳẉəỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations, upon which we are located. We also honour the chosen home of the Surrey-Delta Métis Association of the Métis Nation of BC. Through this acknowledgement, we affirm our commitment to acting with respect for the health and well-being of all.

The above draft acknowledgement is being reviewed and is not yet finalized.

THE CHEN CHEN STWAY CAPU STORY

The title of this document was gifted to us by the CapU Elders. Chen Chen Stway comes from the Squamish language meaning to support and respect each other and to work together with a light heart that lifts everyone up to get the work done.



PRELUDE

Chen Chen Stway is a living document that responds to Capilano University's internal commitments to Indigenize and decolonize education at CapU campuses and learning locations, including incorporating First Nations language, culture and knowledge. It also addresses multiple external needs, mandates and expectations. Its overarching purpose is to guide Capilano University in supporting and lifting up Indigenous ways of knowing and in strengthening its relationship with the Host Nations and Métis through the advancement of regional Indigenous education priorities. It seeks to align the University's actions to the upcoming goals, objectives and actions currently being developed by the Ministry of Post-Secondary Education and Future Skills around the *BC Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's *Calls to Action*.

Chen Chen Stway is a set of themes, goals and actions that guide the institution in its commitment to supporting and engaging Indigenous learners, employees and host communities. This dynamic and evolving document is grounded in the insights and perspectives shared and gathered through dialogues with multiple University community members "walking together." Careful thought was given to each of the steps during the ongoing consultation process to ensure all voices were heard and their perspectives valued as we strive to create a more inclusive and equitable learning environment for all.

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plan, will be realized. It is essential that the University's efforts are guided to ensure that Indigenous learners feel welcomed and supported on campus as we provide access to cultural and academic support, including the Elders' Circle and Indigenous Student Services.

Our institution recognizes the importance of incorporating Indigenous knowledge and perspectives into all aspects of the University by acknowledging the history of Indigenous peoples. As such, we are confident in our efforts to increase the representation of Indigenous students, employees, Elders and youth. It is expected that *Chen Chen Stway* serves as a pathway for the University to create an inclusive and supportive environment for Indigenous learners, employees and communities while promoting the recognition and celebration of Indigenous knowledge and culture.

INTRODUCTION

Chen Chen Stway is a living document that outlines five primary areas of commitment—learners; employees; programming; culture; and knowledge—and 18 associated actions that the University will advance in parallel with its complementary commitments and actions in *Illuminating 2030*. This will be done in collaboration with the local Host Nations—Lílwat, x̣ṃəθḳəỵəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh Úxwumixw (Squamish), Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) and Métis—valuing and informed by our relationships.

In September 2021, learners and University employees were invited to imagine what decolonization and Indigenization could look like at CapU. The opening responses were rich in

complexity, and anchored in people and place, along with the importance of creating time and space for this collective journey. In the six months that followed, Miranda Huron, director, Indigenous Education & Affairs, gathered with Indigenous learners and employees, local Host Nations, academic units and the five faculties to map out aspirations and actions to advance reconciliation through Indigenous education and Indigenization and decolonizing approaches. Under the leadership of Micki McCartney, EdD, acting director, Indigenous education & affairs, the dialogue with multiple community members continued, encouraging an open and constructive form of conversation. At this point, the process counted on the facilitation abilities of Donna Cole, director, Indigenous initiatives, Capilano Students' Union.

Chen Chen Stway is grounded in the insights and perspectives shared and gathered from 2021 to 2023. The outlined actions will be woven into CapU's contributions to enacting local-, provincial- and national-level directions and commitments to furthering reconciliation and reimagining education.

As a living document, *Chen Chen Stway* aims to decolonize the journey ahead through collaboration and continuous, organized dialogue with the Capilano Students' Union, Capilano Faculty Association, MoveUp, learners, employees, communities, Host Nations and Métis, using oral translation of ideas, intentions and actions.

THE CONSULTATION JOURNEY

At Capilano University, we firmly believe that Indigenous education and culture have benefits that extend to all learners and employees.



FIRST CONVERSATIONS

The sequence of consultation and dialogue events happened as follows:

- Spring 2021 University survey—current activities
- August 2021 Indigenous Education Steering Committee (IESC) presentation
- September 2021 University events—Indigenization and Decolonization at CapU
- Fall 2021 Presentations to faculties and departments—facilitated workshops to develop submissions
- October 2021 Faculty and unit plan submission date
- November 2021 IESC progress update
- November 2021 Learner engagement session
- January 2022 Elders meetings
- Individual Nations' updates—Lílwat, x̣ṃəθḳ'əỵəm (Musqueam), Shíshálh (Sechelt), Sḳwx̣wú7mesh Úxwumixw (Squamish) and Səḷílwətaʔ/Selilwitulh (Tsleil-Waututh) and Métis.

SECOND CONVERSATIONS

As the University prepared to continue the conversations through dialogue and based on the first round of gathered insights and perspectives (2021–2023), it became apparent that as a living document, this could not be a “plan,” and we moved to a “framework.” After insightful conversations with CapU Elders, we were gifted with the Squamish name that better reflected our intentions and work to date: “Chen Chen Stway.”

As a result of the dialogues in the context of previous and recent meetings and discussions, relevant University plans, various data sources and directions/commitments identified provincially and internationally, the following themes were distilled:

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

Each theme was paired with a specific goal and a set of actions, including their respective intersections with *Illuminating 2030*, both informed by the first round of conversations.

In preparation for the upcoming circles, some explorative questions were proposed to move forward and begin the relational dialogues founded in reconciliation, Indigenization and decolonizing approaches. Some were focused and specific, while others were more directional, knowing that bringing people together in discussion and process required a place to begin. Questions included:

- What are your initial thoughts on the proposed suggested actions?
- What may be missing?
- What should or might need to be removed?
- What process(es) would be effective and inclusive to update and revise actions?
- By reaching 2030 (7+ years from now), what do we imagine will have occurred, developed and evolved with the *Chen Chen Stway*; as a community/canoe family and in relation with partner Host Nations and Indigenous communities?

- What do we hope will be different?
- What do we hope will remain the same?
- How will we know we have furthered ReconciliACTION?

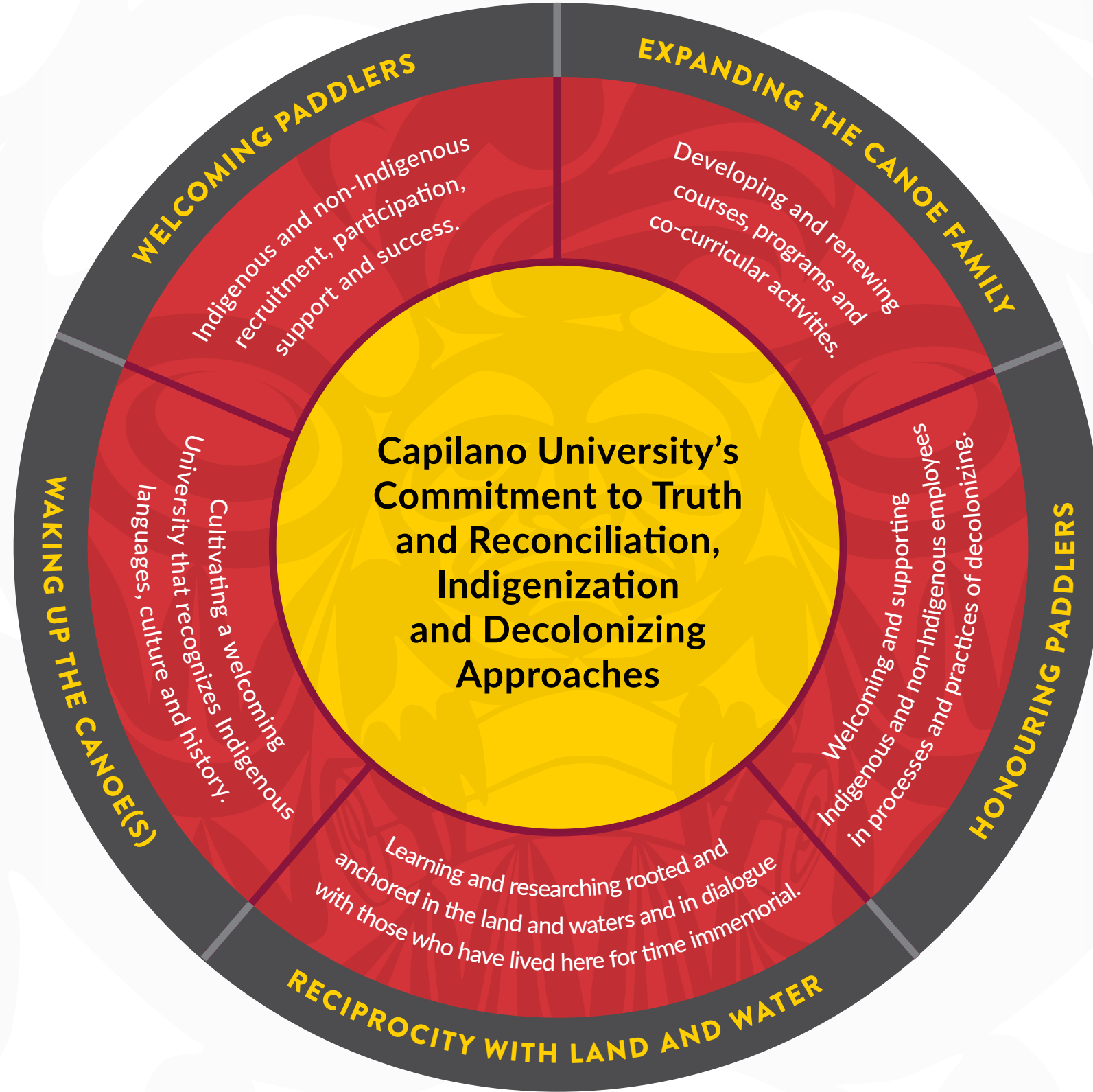
The thoughtful and comprehensive questions initiated a dynamic and engaging dialogue. Various topics from the past to the present, from personal relationships to societal issues, innovative ideas to practical suggestions, and individual aspirations to collective goals, were respectfully heard. Then, as happens when dialogue is authentic, the importance of acknowledging the experiences, knowledge and wisdom of our Indigenous employees, learners, Host Nations and Métis and CapU Elders in developing *Chen Chen Stway* was recognized. It was also acknowledged that the University would need to “slow down” and indeed “walk together.”

THIRD CONVERSATIONS

As canoe family members, we must work in perfect sync on land and water. Elder Robert Joe and Ses Siyám (the master carver of Skw'cháys, Capilano University's legacy canoe), have instilled in us the significance of this mindset. However, it was realized that our work to date has been influenced by a Western perspective, as evidenced by our reliance on deadlines in *Chen Chen Stway*. It became clear that a living document requires a more thoughtful and deliberate approach, so the University decided to slow down.

To support this decision, efforts must continue to engage with Indigenous employees, Elders, Host Nations and Métis, and learners as a community. In collaboration, this effort and care will allow CapU to incorporate diverse perspectives respectfully and effectively. By doing so, we move ahead from the perspective of walking together to achieve our goals and create a better future for our community.

Moving forward, ongoing feedback—in circles with Indigenous learners, employees, inclusive of community members, the Host Nations and Métis, CSU, CFA, and MoveUp—will allow the University to enrich the current themes and goals as conversations evolve. The intention is that, together with *Envisioning 2030* and *Illuminating 2030*, we will have a living document that affords a directional and actionable approach to our collective work grounded in furthering reconciliation.



THEMES, GOALS AND ACTIONS TO DATE

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Welcoming Paddlers Goal: to enable Indigenous and non-Indigenous learner recruitment, participation, support and success.</p>	<ol style="list-style-type: none"> 1. Guided by specific definitions of key related terms that centre and privilege Indigenous dignity, increase the number of Indigenous representations in learners, employees, Elders and youth. 2. Develop and offer relevant Indigenous learner supports and services including bursaries, internships and scholarships along with enhanced work-integrated learning opportunities. 3. Plan and implement ongoing awareness and education to address anti-Indigenous racism. 	<p>Potential and Possibility To support learners on their respective journeys and to build on the priorities established in the academic plan, the University will continue to foster exceptional experiences by providing a range of health and wellness approaches; equity and inclusion actions; along with academic and community support services and activities. In turn, a continued focus on strengthening the participation of Indigenous learners—alongside other learners who have been historically marginalized and under-represented at the University—will contribute to the richness of academic activity and university experiences where a sense of belonging is fostered.</p>

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Honouring Paddlers Goal: to welcome and support Indigenous and non-Indigenous employees in processes and practices of decolonizing.</p>	<ol style="list-style-type: none"> 1. As part of the <i>People Plan</i>, create a plan for Indigenous recruitment, hiring, compensation and retention, including equity, diversity and inclusion practices. Provide an onboarding session for every new employee that outlines efforts to decolonize the University. 2. Implement supports and resources for Indigenous learners, employees, youth, women, two-spirit, CapU and Community Elders, Host Nations and Métis reflective of reciprocity and mutuality in community, learning and development that enable contributions to Indigenous Education Circles. 3. Celebrate and showcase successful Indigenous learners, employees and alumni to inspire others. 	<p>Imagination Action 6 Develop and put into action a comprehensive approach to hiring, mentoring and coaching of faculty, academic leadership and academic staff that fosters reciprocity and mutuality in processes and practices.</p>

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Expanding the Canoe Family Goal: to develop and renew courses, programs and co-curricular activities through the lenses of decolonization, Indigenization, reconciliation and associated external guidance and policy.</p>	<ol style="list-style-type: none"> 1. Collaborate with local Host Nations and Métis on an annually-updated community needs and aspirations assessment that informs short- and long-term programming and learner supports, as we undertake dialogue and processes to establish model(s) for increasing Indigenous participation and representation. 2. Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing. 3. Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course. 	<p>Imagination The thoughtful adoption of land-, water- and place-based learning practices will inform academic programming, learning opportunities, creative activity, research and scholarship in the decade ahead.</p> <p>Imagination Action 5 Embed opportunities to scaffold creative and community-based activity, research and scholarship within all academic credentials and programming.</p> <p>Community Action 4 Renew and deepen the role of advisory committees, including learner and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</p> <p>Distinct University Experience 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.</p>

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Expanding the Canoe Family <i>(continued)</i></p>	<ol style="list-style-type: none"> 4. Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being. 5. Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledges, decolonizing practices and Skw'cháys (canoes) cultural programming for learners and employees. 6. Establish and maintain partnerships and applied research agreements as desired by Host Nations and the Métis. 	<p><i>(continued from previous page)</i></p> <p>Distinct University Experience Action 2 Review and, as required, renew Cap Core, the University's general education framework, for alignment with <i>Illuminating 2030</i>.</p>

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Waking Up the Canoe(s) Goal: to cultivate a welcoming University that recognizes Indigenous languages, culture and history.</p>	<ol style="list-style-type: none"> 1. Establish protocols and engagement processes to develop relationships with CapU Elders and for the use of Indigenous language and signage on campus and online. This process incorporates an Indigenous arts purchase plan, including Coast Sálish and Métis art, with the guidance of an Indigenous Education Circle to promote the expression of Indigenous identity within CapU campuses and learning locations. CapU encourages a permanent presence of Indigenous artists on campus. 2. Develop a capital plan and timeline to build a Canoe House(s). 3. Explore appropriate ways to honour Chief Joe Capilano. 	<p>Distinct University Experience 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.</p>

UNIVERSITY COMMITMENT	TOWARDS 2030: ACTIONS	ILLUMINATING 2030: INTERSECTIONS
<p>Reciprocity with Land and Water Goal: to facilitate learning and research rooted and anchored in the land and waters in dialogue with those who have lived here for time immemorial.</p>	<ol style="list-style-type: none"> 1. Develop and establish protocols, guiding principles, policies and procedures for respectful engagement and community-based research projects conducted with Host Nations and Métis, inclusive of Indigenous knowledge and cultural artifacts. 2. Encourage research and learning grounded in ancestral and contemporary tools and Ownership, Control, Access, Possession (OCAP) training modules, offering courses on leadership to address systemic injustices, integrating Indigenous perspectives into modern academia and using culturally-reflective classrooms with private meeting spaces for Indigenous learners. Ensure the development of guidebooks and resources for faculty and student researchers partaking in community-based projects. 3. Establish adjunct faculty positions that will enable Indigenous entrepreneurs, Elders and scholars with specific areas of knowledge/expertise to co-teach in our courses and to provide insights around how First Nations culture and language fit into modern academia and vice versa. 	<p>Community Inspired by imagination and grounded in people and place, 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.</p> <p>Imagination 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.</p> <p>Distinct University Experience 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.</p>

APPENDIX

- [BC Declaration on the Rights of Indigenous Peoples Act Action Plan](#)
- [Degree Quality Assessment Board's Degree Criteria and Standards \(2022 draft\)](#)
- [In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in Health Care](#)
- [Ministry of Post-Secondary Education and Future Skills Institutional Mandate Letter](#)
- [Aboriginal Post-secondary Education and Training Policy Framework and Action Plan](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Envisioning 2030](#)
- [Illuminating 2030](#)

RECOMMENDATION FOR FUTURE WORK

Glossary of Terms

- Decolonization
- Indigenization
- Truth
- Reconciliation
- Health (encompassing the entire being from spiritual and mental to physical and emotional)



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CHEN CHEN STWAY

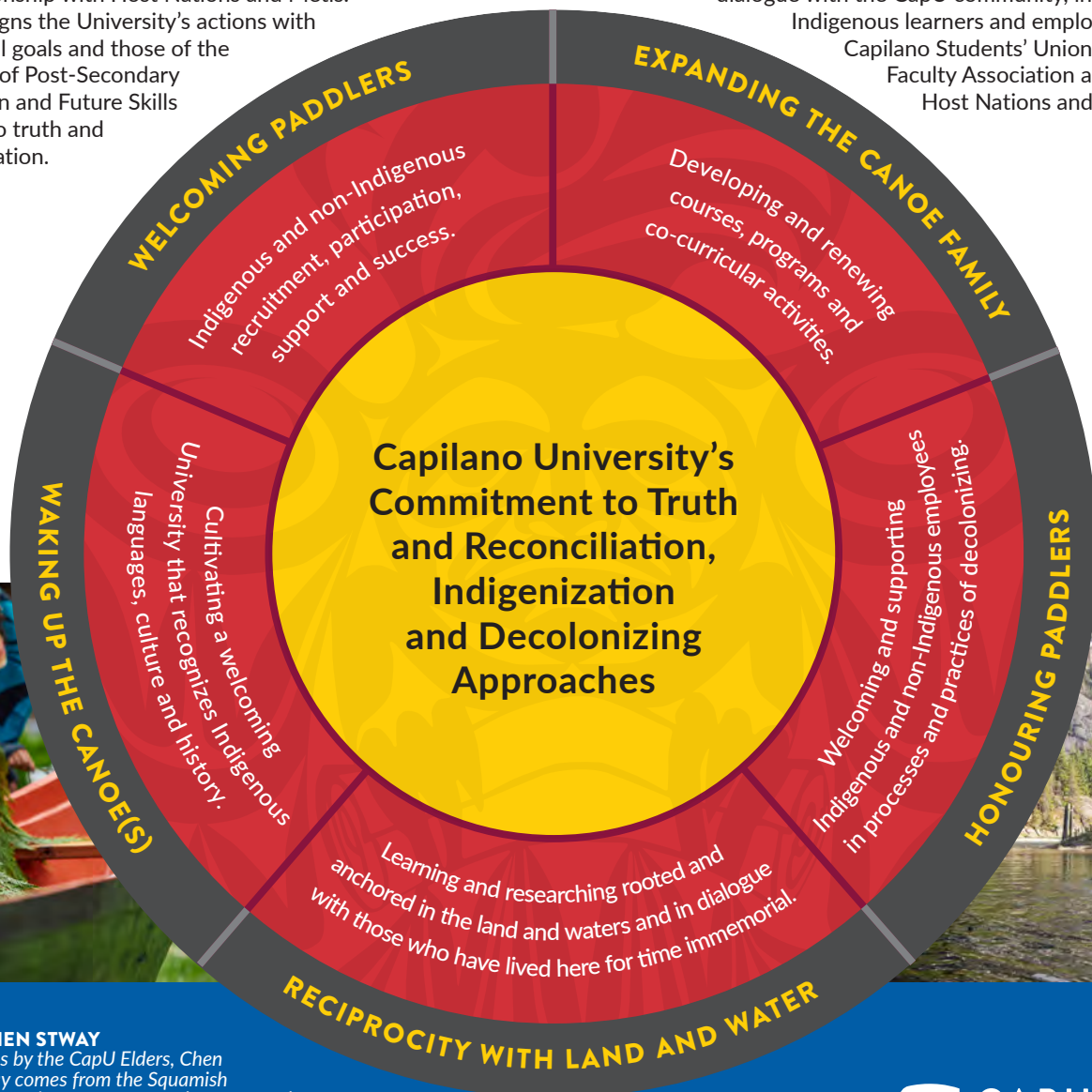
A JOURNEY OF RECONCILIATION AND LEARNING

PURPOSE

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

CANOE FAMILY

At CapU, we are all part of a canoe family—whether you are a learner or alumni, staff or faculty member, administrator or community partner. Together, we are on a journey of healing, understanding and learning. This document is grounded in the insights gathered through dialogue with the CapU community, including Indigenous learners and employees, Capilano Students' Union, Capilano Faculty Association and Host Nations and Métis.



CHEN CHEN STWAY

Gifted to us by the CapU Elders, Chen Chen Stway comes from the Squamish language meaning to support and respect each other and to work together with a light heart that lifts everyone up to get the work done.

CHEN CHEN STWAY ACTIONS

Capilano University honours the territories of the Lílwat, x̣ṃəθḳ'əỵəm (Musqueam), shisháhlh (Sechelt), Sḳẉx̣ẉú7mesh (Squamish) and Səlilwətaʔ/Səlilwítulh (Tsleil-Waututh) Nations, upon which we are located. We also honour the chosen home of the Surrey-Delta Métis Association of the Métis Nation of BC. Through this acknowledgement, we affirm our commitment to acting with respect for the health and well-being of all.

The above draft acknowledgement is being reviewed and is not yet finalized.

WELCOMING PADDLERS

- Guided by specific definitions of key related terms that centre and privilege Indigenous dignity, increase the number of Indigenous representations in faculty, learners, Elders and youth.
- Develop and offer relevant Indigenous learner supports and services including bursaries, internships and scholarships along with enhanced work-integrated learning opportunities.
- Plan and implement ongoing awareness and education to address anti-Indigenous racism.

HONOURING PADDLERS

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

WAKING UP THE CANOE(S)

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

EXPANDING THE CANOE FAMILY

- Collaborate with local Host Nations and Métis on an annually updated community needs and aspirations assessment that informs short- and long-term programming and learner supports as we undertake dialogue and processes to establish model(s) for increasing Indigenous participation and representation.
- Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing.
- Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course.
- Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being.
- Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledge, decolonizing practices and Skw'cháys (canoe) cultural programming for learners and employees.
- Establish and maintain partnership and applied research agreements as desired by Host Nations and the Métis.

RECIPROCITY WITH LAND AND WATER

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

FOR MORE INFORMATION

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