



Dr. Doug Owram, Chair
Degree Quality Assessment Board
PO Box 9177 Stn Prov Govt
Victoria V8W 9H8

April 25, 2022

Dear Dr. Owram,

With the thoughtful input of the university's QAPA Advisory Group and Senate Academic Planning and Program Review Committee, we are pleased to submit our institutional response to the External Assessor's Final Report received on January 27, 2022 for the consideration of the Degree Quality Assessment Board.

On behalf of the university, I would like to extend appreciation to Dr. Ronald Bond, chair; Dr. Patricia Lasserre; and Dr. James Mandigo for their thorough engagement with our self-study and the meaningful questions posed during the site visit in early 2022. The tone set by the chair and mirrored by the co-panelists created an environment of candid reflection and a rich exchange of ideas regarding approaches to academic quality assurance. We look forward to refining and further strengthening our university academic quality assurance processes in the years ahead guided by their insights and recommendations.

In alignment with the QAPA Report Workbook, the Assessors' report focused on three dimensions: i) commendations, ii) affirmations, and iii) recommendations. CapU's institution response mirrors this structure. The affirmations and recommendations sections summarize the associated actions, designated lead(s), and projected timelines. Most of the action plan items are anticipated to be completed by April 2023 in preparation for onboarding the 2023 program review cohort.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lauren Styles".

Laureen Styles, EdD
Vice-President Academic and Provost

Capilano University | Quality Assurance Process Audit

Response to the QAPA External Assessors' Final Report

April 25, 2022

Capilano University's Institutional Response was prepared by the Director, Academic Initiatives and Planning, in consultation with the QAPA Advisory Group and Senate Academic Planning and Program Review Committee and approved by the Vice President Academic and Provost in April 2022.

Overview

Capilano University's (CapU) QAPA site visit took place virtually on January 10 and 11, 2022. CapU hosted Dr. Ronald (Ron) Bond (UCalgary), Dr. Patricia Lasserre (UBCO), and Dr. James Mandigo (UFV) with the additional support of Dao Luu, DQAB liaison, via MS Teams. The Assessors' report, received on January 27, 2022, focused on three dimensions: i) commendations, ii) affirmations, and iii) recommendations.

CapU's response is organized by these three categories. The Affirmation (A) and Recommendation (R) responses summarize the proposed action(s), designated lead(s), and projected timelines. Most action plan items will be completed by April 2023 in preparation for onboarding the 2023 program review cohort.

Chart 1. 2022 QAPA Institutional Response Action Plan



Commendations

The assessors commended CapU for the level of quality assurance maturity that it has been able to develop in a relatively short period of time. In particular, the university was commended for its clear commitment to quality assurance (QA) as demonstrated by the 2017 creation of Academic Initiatives and Planning (AIP).

1. Commendation: *The development of templates and guidelines are key parts of a QA system, and the AIP has undoubtedly supported the QA process at CapU by providing an array of templates and guidelines that have supported the program development and review processes.*

Response: CapU will continue to update and refine the templates, guidelines, and resources that support program development and review with the direct support of AIP in collaboration with the Centre for Teaching Excellence (CTE), Institutional Research and Strategy (IRS), Senate Academic Planning and Program Review Committee (SAPPRC), and Senate Curriculum Committee (SCC).

See **1. Affirmation** and **7. Recommendation**.

2. Commendation: *The panel found also that the onboarding of a cohort of several program review teams simultaneously is a good idea as it creates a community of practice and is particularly relevant as those processes are new for the institution.*

Response: CapU will continue to utilize a cohort model for program review for the reasons outlined above. Additionally, the University is interested in further exploring how the program review cohort model can potentially assist in strengthening meaningful intersections with integrated planning and ensuring increased awareness of program review action plans across the university.

See **2. Affirmation**.

3. Commendation: *The idea of integrating an internal/external reviewer in the review panel follows best practices by supporting colleagues to learn how the QA process works. In fact, the QAPA review process follows the same principle.*

Response: CapU will continue to incorporate the inclusion of an “internal” external reviewer in the review panel for degree programs for the reasons mapped out above.

See **4. Recommendation**.

4. Commendation: *Incorporation of input from other academic units during the development of new programs is a strength of the program development process.*

Response: As a university committed to reimagining and expanding its credential mix in support of learners in alignment with CapU’s mandate and the commitments made in [Envisioning 2030](#) and [Illuminating 2030](#), the university’s institutional and academic plans, CapU will continue to incorporate internal and external consultation into its program development processes.

See **6. Affirmation** and **9. Recommendation**.

5. Commendation: *We found that data gathering, and analytics have evolved from the time of the first reviews we examined in comparison to the last ones. Allowing departments to view data on a regular basis, both for review of programs and for program development, is a noteworthy advance that will support QA overall.*

Response: As noted by the assessors, since the first cycle of centrally supported program reviews, CapU's approaches to data gathering and analytics have expanded to incorporate real-time dashboards accessible via CapU Analytics via Tableau. This approach to data dissemination in support of evidence-informed decision making will continue to be adopted with program development and review as well as being integrated into annual academic and integrated planning activities, including CapU's strategic enrollment management (SEM) initiatives.

See **6. Affirmation** and **1. Recommendation**.

6. Commendation: *CapU has strongly integrated Senate in the QA process. In particular, the fact that Senate and SAPPRC (Senate Academic Planning and Program Review Committee) approve concept papers for stage 1 program proposals is an excellent idea that reinforces the bicameral system and encourages the Senate to be fully engaged in the institution's success. To us, CapU is a leader in this regard.*

Response: CapU has a strong commitment to collegiality and translates this approach to the life of the institution through the bicameral model established in the [University Act](#). CapU will continue to strongly integrate Senate and its sub-committees into the ongoing evolution and refinement of its QA processes.

7. Commendation: *Finally, the panel found that there was a strong sense of collegiality, mutual trust, and collaboration at all levels of the university. The panel is convinced that this cohesiveness should pave the way for the creation and evolution of a QA culture at CapU. It was also clear to the panel that integrated planning will benefit from the QA work that has been developed at the institution.*

Response: CapU valued the fair-minded, probing thoughtfulness that characterized the assessors' approach to their two-day virtual site visit. The tone set by the chair and mirrored by the co-panellists created a space for candid reflection and an invaluable exchange of ideas and possible approaches. CapU is looking forward to acting on the affirmations and recommendations that follow to further strengthen and refine the university's QA processes.

Affirmations

In **Section 4. Quality Assurance Process Audit Self-Study** of the *Institutional Report*, CapU identified both strengths and areas for improvement. Based on the self-study and the site visit, the assessors' affirmed the relevance of the six self-identified areas for refining and strengthening the university's approaches to academic quality assurance.

1. Affirmation: *Given the recent approvals of CapU's Envisioning 2030 and Illuminating 2030 (institutional and academic plans, respectively), CapU has made a commitment to aligning their self-studies for new programs and program reviews with these key strategic documents. We encourage CapU to continue to evolve and align their program development and program reviews with the vision, values and goals identified in their strategic plans.*

Response: With Senate and Board approval of *Illuminating 2030* in late February 2021, CapU has been updating the templates, guidelines, evaluation rubrics, and resources developed in support of program development and review for alignment with the university's institutional and academic plans. For example, during the development of their action plans, program review teams now map out the intersections between their action plan items and action items embedded in *Illuminating 2030*.

In addition to ensuring all supporting materials now directly reference *Envisioning 2030* and *Illuminating 2030*, CapU will identify further process-based opportunities to strengthen opportunities for alignment.

See **1. Commendation** and **7. Recommendation**.

Lead: Director, Academic Initiatives and Planning.

Timelines: The *Envisioning 2030* and *Illuminating 2030* audit of the current templates, guidelines, evaluation rubrics and resources will be completed by June 2022.

2. Affirmation: *CapU acknowledged the need to improve their communication strategies for sharing program action plans with the broader CapU community. Possible avenues to support this area include engaging Senate more fully in reviewing and discussing the action plans, the possibility of more regular updates (perhaps biennially) from Departments and Deans on progress made in implementing action items and sharing reviews and recommendations with key support areas of the University with the expectation that they would be involved in helping to implement recommendations and action plans.*

Response: CapU's approach to the acknowledged need to improve campus communication strategies in relation to the sharing of program review action plans is two-pronged.

Through the adoption of biennial program review progress reports for review and discussion by departments/schools, Faculties, and Senate, a campus culture of accountability and participation in the implementation of recommendations and action plans, including resource-allocation recommendations that may need to be made, will be strengthened.

The university also anticipates that the cultivation of a culture of continuous engagement with the four foundational elements of program review (i.e., curriculum design, student journey, community connections, and foundational resources), through the progress reports, will strengthen campus SEM initiatives and maintain departmental/school familiarity with the core elements of program review throughout the five to seven-year cycle.

The second prong is a reassessment of how CapU's quality assurance reports, including program review action plans and the proposed annual program report produced by AIP, are shared with the campus community to ensure public accountability. Currently, interested campus partners are limited to access relevant materials via Senate and its sub-committees' agenda packages. In collaboration with CapU's Marketing and Digital Experience (MDX) team, the university will add a publicly accessible webpage for the publication of program review summary materials and QAPA documentation to the CapU website.

See **2.** and **3. Recommendation.**

Lead: Director, Academic Initiatives and Planning, in collaboration with Senate and its sub-committees; Vice President Academic and Provost; Vice President, Strategic Planning, Assessment and Institutional Effectiveness, and the Integrated Planning team; and Marketing and Digital Experience (MDX).

Timelines: Complete the redesign and expansion of the quality assurance section of the university website, including publishing the 2021 QAPA institution report and response materials, by December 2022. Beginning with the 2023 program review cohort, share program summary review materials on the university website.

3. Affirmation: The panel appreciated CapU's acknowledgement of the need for more student engagement in program reviews and encourages the university to continue to explore ways of capturing student voices throughout the quality assurance review process.

Response: In alignment with *Illuminating 2030* Community Action 6, "renew and deepen the role of advisory committees, including student and alumni voices," and *Imagination Action 2*, "include academic and community partners in the design and redesign of academic credentials," CapU will assess the growing body of literature on "student as partners" with particular attention to work on the co-creation of curriculum and pedagogic consultations to explore new ways of capturing student voices in academic quality assurance processes.

See **5. Recommendation.**

Lead: Director, Academic Initiatives and Planning, and Director, Centre for Teaching Excellence.

Timelines: Complete literature review by December 2023. Develop pilot "student as partners" framework for program development and review in collaboration with AIP student research assistants by April 2024. Identify interested "student as partners" programs to pilot this prior to onboarding the 2024 program review cohort.

4. Affirmation: *CapU's commitment to Indigenization and decolonization is evident throughout the Envisioning 2030 and Illuminating 2030 documents and it was also prioritized in the introductory comments by the President and Provost during the site visit. A desire to engage with local Indigenous leaders such as Elders, Indigenous scholars, and the Indigenous Learners Librarian to examine the process and ways of information-gathering and understanding within program review demonstrates CapU's ongoing commitment to Indigenization and decolonization. The panel strongly endorses these and similar initiatives.*

Response: As identified in the Self Study and assessors' report, CapU is committed to refining how the program development and review processes can contribute to the program-specific and/or discipline-specific incorporation of Indigenous knowledge and perspectives in dialogue and interwoven with Western ways of

knowing. These commitments are anchored in the university's primary planning documents. Currently, the program review cycle opens with the Indigenous Education and Affairs (IEA) director sharing with the territorial rights holders at the spring Indigenous Education Steering Committee (IESC) meeting which programs are beginning review; based on their respective interests and needs, the Nations determine which, if any, review teams they will be collaborating with during the review process.

In preparation for the 2023 program review cycle, CapU will work with IESC to refine this approach as well as identifying internal and external opportunities in partnership with AIP, CTE, IEA, and the University Library for Indigenous and decolonizing courses and/or program elements, including the recruitment and support of Indigenous learners.

Leads: Director, Indigenous Education and Affairs; Director, Academic Initiatives and Planning; Director, Centre for Teaching Excellence; and University Librarian.

Timelines: Review IESC pilot process for refinements (as needed) by April 2023. Review and refine the four foundational program review modules (i.e., Curriculum Design, Student Journey, Community Connections, and Foundational Resources) in collaboration with AIP, CTE, IEA and the University Library by April 2023.

5. Affirmation: *CapU has identified in the Self Study a desire to pursue graduate -level education and to put in place the appropriate program development processes to support this goal. The panel emphasizes the importance of embedding into the processes the strategic directions described in Illuminating 2030 to ensure alignment with CapU's ambitions.*

Response: As shared during the January 2022 site visit, with the support of two faculty special appointees, AIP is in the process of completing an academic policies and procedures audit and infrastructure review for the Provost's Office. A findings report will be submitted to the Provost in May 2022 with the objective of establishing policy development and/or renewal requirements and infrastructure needs along with timelines in advance of the fall integrated planning cycle. This aligns with *Illuminating 2030* Distinct University Experience Action 3, "identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials".

Lead: VP Academic and Provost.

Timelines: To be determined upon Provost's receipt of the Graduate Studies report in May 2022.

6. Affirmation: *CapU's Self Study identified additional resources to assist in program development such as the publication of an Academic Credentials companion guide and a resolve to strengthen synergies between AIP and Institutional Research. These moves would assist in informed decision-making. The panel supports the addition of these types of resources that will improve the program development process. Particularly important is the need to address and articulate resource allocation in new program development.*

Response: CapU values the assessors' shared view that companion guide to Senate Policy S.20201 *Academic Credentials* and the resolve to strengthen synergies between AIP and IRS should be pursued. The proposed companion guide will be created by AIP in collaboration with SAPPRC, SCC and the RO in preparation for the 2022-23 academic year.

Upcoming partnerships between AIP and IRS will be focused on supporting CapU's strategic enrollment management activities and identifying opportunities for how the structured annual review of program data via CapU Analytics can be drawn upon during the annual assessment of student learning and program review (every 5-7 years) and in support of informing annual academic planning at the course and program level.

Leads: Director, Academic Initiatives and Planning, and director, Institutional Research and Strategy.

Timelines: Develop CapU Analytics Academic Planning annual framework for course and program planning, including SEM, by August 2022. Complete Academic Credentials Companion Guide by September 2022. Update program review templates, guides, and resources, including CapU Analytic prompts, to reflect development of differentiated degree and non-degree review process as set out in **1. Recommendation** by April 2023.

7. Affirmation: *Although not addressed in the Self Study, discussion surrounding program approvals for micro-credentials is ongoing. CapU staff identified the ongoing need to find the right balance between the readiness to respond rapidly to educational programming to address local emerging issues and the time it takes to ensure that any new credential meets the rigorous quality assurance standards. This is important work, and we encourage CapU to continue to work towards finding the right balance. This venture will be particularly vital in post-pandemic recovery efforts and in contributing to the new economy.*

Response: As discussed during the site visit, CapU is currently exploring means of adapting existing non-degree quality assurance and program development processes for the rapid development and approval micro-credentials. The proposed development and approval pilot is being designed with input from the university's Micro-Credentials Advisory Group and in dialogue with the Registrar and SAPPRC and SCC chairs.

Lead: Director, Academic Initiatives and Planning, in collaboration with the Director, Continuing Studies; the Registrar; SAPPRC; and SCC.

Timelines: In progress.

Recommendations

CapU recognizes and appreciates the high degree of alignment between the Affirmations and Recommendations. The nine recommendations identified by the assessors largely mirror suggested refinements to current processes that were discussed during the January 2022 site visit (virtual) and complement the planned and in-progress action items outlined in the Affirmations section.

1. Recommendation: *When reviewing the two main QA policy documents (B.106 and B.106.2), CapU should bear in mind the need to ensure that the one-size-fits-model now in place is suitably adjusted to allow for flexibility and the needs of credentials and programs of different sizes and scope.*

Response: As the reflections shared by the exemplar programs in dialogue with the assessors and observations made during program review presentations to SAPPRC over the past five years suggest, prior to commencing the second cycle of centrally support program reviews (May 2023), CapU is developing a differentiated degree and non-degree review process informed by institutional learnings from the first review cycle. This shift will include any required revisions to Board Policy B.106 *Program and Course Review and Approval* and its accompanying procedures and/or the possible development of new academic policies and procedures pertaining the development, review and/or changes to courses and programs.

To complement the existing differentiated process for externally accredited degree programs (e.g., Bachelor of Business Administration), CapU will also complete an audit of its non-degree programs with the objective of identifying possible additional programs with external quality requirements that may qualify them for exemption or participation in a differentiated review process.

Lead: Director, Academic Initiatives and Planning, and the Academic Initiatives Liaison – Program Review.

Timelines: Complete by April 2023.

2. Recommendation: *When considering the documents required for quality assurance, CapU should determine how best to balance the need for privacy and candour, on the one hand, and the need for public accountability on the other.*

Response: The in-progress development of a strengthened communication strategy anchored in the sharing of program action plans outlined in **2. Affirmation** will be drawn on as a primary means of acting on this recommendation. Through the more systematic and transparent sharing of action plans, CapU will be better positioned to respond to the commitment to public accountability while simultaneously strengthening the communication of action plan contents to the campus community in support of academic and integrated planning.

See **2. Affirmation** and **3. Recommendation**.

Lead: Director, Academic Initiatives and Planning.

Timelines: Complete the redesign and expansion of the quality assurance section of the university website, including publishing the 2021 QAPA institution report and response materials, by December 2022. Beginning with the 2023 program review cohort, select program review materials will be shared on the university website.

3. Recommendation: *In the aftermath to program reviews, CapU should institute progress reports to Senate not only in year 1, but also in years 3 and 5, assuming that it will be relying on a 7-year interval between cycles.*

Response: In addition to functioning as an accountability tool, CapU notes that the adoption of biennial progress reports will assist with strengthening the connection between program review action plans and annual integrating planning activities as well as performing a communication function through the discussion of the progress reports within departments/schools, Faculties, and Senate.

See **2. Affirmation.**

Lead: Academic Initiatives Liaison – Program Review and Deans.

Timelines: All programs reviewed during the first centrally-support program review cycle (2017-18 to 2021-22) will be required to provide progress report a year in advance of their next scheduled program review. Biennial progress reports will be adopted with the 2023 program review cohort.

4. Recommendation: *CapU should consider constituting external review teams with three rather than two senior academics.*

Response: CapU endorses this recommendation in alignment with the peer review models in use provincially for quality assurance processes, including the composition of DQAB external expert panels for degree proposals and the QAPA external assessment panel. In recognition of the modest operating budget implications associated with the adoption of three-person external review teams, CapU will adopt the practice of three person teams next fiscal with the 2023 program review cohort (degree programs only).

See **3. Commendation.**

Lead: Director, Academic Initiatives and Planning.

Timelines: Effective May 2023.

5. Recommendation: *We encourage CapU to gather input relevant to the quality of programs and their graduates from Program Advisory Committees.*

Response: CapU notes that its current practice of recommending, as opposed to requiring, program review teams consult with the program's program advisory committees constitutes a missed opportunity to consistently ensure that key community and sectoral partners as well as alumni are being drawn upon in support of developing and maintaining the best possible academic programs. This aligns with *Illuminating 2030* Community Action 6, "renew and deepen the role of advisory committees".

Lead: Director, Academic Initiatives and Planning.

Timelines: The formal incorporation of Program Advisory Committees into the program review process – self-study phase (required) and site visit (optional) – will begin with the 2023 program review cohort.

6. Recommendation: *CapU should consider how to support smaller programs in recognition of their reduced capacity and the burden on them of preparing QA materials.*

Response: The challenges faced by smaller programs, including small non-degree programs, will be examined, and addressed during the development of differentiated review processes for degrees and non-degrees.

See **1. Recommendation.**

Lead: Director, Academic Initiatives and Planning.

Timelines: Complete by April 2023.

7. Recommendation: *CapU should update templates and guidelines to ensure they are aligned with the institutional and academic plans.*

Response: CapU agrees and, as established in **1. Affirmation**, these updates are underway.

See **1. Commendation.**

Lead: Director, Academic Initiatives and Planning.

Timelines: Complete by June 2022.

8. Recommendation: *We encourage CapU to create an action plan, with milestones, for pacing of and prioritizing the changes and improvements it intends to pursue.*

Response: The timelines set out in this document will guide CapU's post-QAPA process refinement activities.

Lead: Director, Academic Initiatives and Planning.

Timelines: Complete by April 2023.

9. Recommendation: *We encourage CapU to include consultation with all administrative units during the program development process to facilitate integrated planning.*

Response: CapU agrees, and additional steps are underway. For example, with the support of AIP, Finance, and IRS, CapU is currently piloting a revised program costing and resourcing process during the program development process with the objective of better facilitating integrated planning and university-level budgeting decisions.

Lead: Director, Academic Initiatives and Planning, in collaboration with Finance and IRS.

Timelines: Pilot in progress complete by April 2023.

Appendix 1 – Common Abbreviations

AIP	Office of Academic Initiatives and Planning
CTE	Centre for Teaching Excellence
DQAB	Degree Quality Assessment Board
IEA	Office of Indigenous Education and Affairs
IR	Office of Institutional Research
QAPA	Quality Assurance Process Audit
RO	Registrar’s Office
SAPPRC	Senate Academic Planning and Program Review Committee
SCC	Senate Curriculum Committee

Appendix 2 – *Illuminating 2030* and QAPA Action Plan Alignment

The QAPA Action Plan is designed to simultaneously strengthen CapU’s deepening academic quality assurance processes and support the advancement of actions embedded in *Illuminating 2030* as approved by Senate and the Board of Governors in 2021.

The linked [Illuminating 2030 Summary Document](#) provides an overview of the nineteen actions integrated within the academic plan.

The table below maps out the intersections between CapU’s Action Plan items and related *Illuminating 2030* actions. The QAPA Action Plan items are cross-referenced with the associated Affirmations (**A**) and/or Recommendation (**R**) as found in the QAPA Assessors’ Final Report (January 2022), all of which have been incorporated into the Institutional Response report.

Table 2 – QAPA Action Plan + *Illuminating 2030* Intersections

Timelines	QAPA Action Plan	<i>Illuminating 2030</i> Actions
Apr 2022	Launch academic micro-credential pilot of the modified non-degree development and approval process (A7).	Distinct University Experience Action 6: Prioritize the development of flexible academic programs with options for individualized pathways by incorporating minors, certificates, and micro-credentials.
May 2022	Establish timelines for graduate-level policy development and renewal initiative and operational requirements development guided by Graduate Studies report (A5).	Distinct University Experience Action 3: Identify, develop, and implement governance and operational requirements for the delivery of graduate-level credentials.
June 2022	Complete <i>Envisioning 2030</i> and <i>Illuminating 2030</i> program development and review template and resources audit (A1, R7).	Distinct University Experience Action 5: Harness the University’s quality assurance activities . . . to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.
Aug 2022	Launch CapU Analytics Academic Planning annual framework for course and program planning (A6).	

Timelines	QAPA Action Plan	<i>illuminating 2030 Actions</i>
Sept 2022	Launch Academic Credentials Companion Guide (A6).	Distinct University Experience Action 5: Harness the University's quality assurance activities . . . to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.
Dec 2022	Launch QA section on university website, including publication of 2021 QAPA Institution report and response materials and post-2022 review materials (A2, R2, and R3).	
	Dec 2022	Complete "student as partners" literature review in collaboration with student research assistants (A3, R5).
Apr 2023		Launch updated Program and Course Change and Approval Guide incorporating any academic policy or procedures changes and/or new policies emerging from R1 and associated activities.
	Distinct University Experience Action 5: Harness the University's quality assurance activities to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.	
Apr 2023	Complete "students as partners" pilot framework for program development and review in collaboration with student research assistants (A3, R5).	Community Action 6: Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of CapU's academic programs.
		Imagination Action 2: Include academic and community partners in the design and redesign of academic credentials and community-engaged flexible and imaginative learning experiences.
May 2023	Onboard 2023 program review cohort to revised process incorporating affirmations and recommendations (R1, R3-6, R9), including strengthened approaches to the Indigenization and decolonization of curriculum (A4).	Distinct University Experience Action 5 + Recommendations 1, R3-6, R9: Harness the University's quality assurance activities to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.
		Community Action 1 + Affirmation 4: Develop an academic action plan from the educational priorities and requirements of territorial rights holders to advance Indigenization, options of Indigenous learners and communities, and further reconciliation.
		Community Action 2 + Affirmation 4: Seek direction and guidance from the Skwxwú7mesh (Squamish) Nation on our responsibilities to Skw'cháys and translate these responsibilities into teaching, learning and scholarship.