



## SENATE REGULAR MEETING

Tuesday, January 12, 2021 4:00 – 6:00 pm  
VIA ZOOM

### AGENDA

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#### ***Acknowledgement***

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

1. **Welcome**
2. **Approval of the Agenda - Decision** Senate Members
3. **Approval of the December 1, 2020 Minutes – Decision** Senate Members  
Schedule 3
4. **Correspondence Received**
5. **Business Arising**
  - 5.1 Academic Continuity – *Information* Laureen Styles
  - 5.2 Approach to Academic Continuity During Covid-19 –  
Survey Results – *Information* Robert Thomson  
Schedule 5.2
6. **New Business**
  - 6.1 Graduates – *Decision* Kyle Vuorinen
  - 6.2 Academic Plan – *Discussion* Laureen Styles  
Academic Plan Document – [Link to MS Teams](#) Aurelea Mahood  
Cover Memo – attached Schedule 6.2 Schedule 6.2
  - 6.3 Program Discontinuance – *Request from Board for Senate Advice* Paul Dangerfield  
(*THAT the Board of Governors refers the recommendation to*  
*discontinue the Business Administration Advanced Certificate to Senate*  
*for advice.*) Schedule 6.3



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#### 7. Committee Reports

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|--|------------------|
| 7.1 Academic Planning and Program Review Committee – <i>Decision</i>   | Lauren Moffatt   |
| 7.1.1 Stage 1 - Bachelor of Science with a Major in Life Sciences with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment<br><a href="#">Link to Proposal</a> | Schedule 7.1.1   |
| 7.1.2 Stage 1 - Bachelor of Science with a Major in Applied Clean Technology - <a href="#">Link to Proposal</a>  | Schedule 7.1.2   |
| 7.1.3 Stage 1 - Bachelor of Environment and Society - <a href="#">Link to Proposal</a>   | Schedule 7.1.3   |
| 7.2 Bylaw, Policy and Procedure Committee - <i>Information</i>   | Stephen Williams |
| 7.3 Curriculum Committee – <i>Decision</i>   | Deb Jamison      |
| 7.3.1 Resolution Memo<br><a href="#">December 11 Agenda Package</a> / <a href="#">December 11 Draft Minutes</a>  | Schedule 7.3.1   |
| 7.4 Teaching and Learning Committee - <i>Information</i>   | John Molendyk    |
| 7.5 Budget Advisory Committee – <i>Information</i>   | Michael Thoma    |

#### 8. Other Reports

- |  |                  |
|--|------------------|
| 8.1 Chair of Senate – <i>Information</i>         | Paul Dangerfield |
| 8.2 Vice Chair of Senate – <i>Information</i>    | Stephen Williams |
| 8.3 VP Academic and Provost – <i>Information</i> | Laureen Styles   |
| 8.4 Board Report – <i>Information</i>            | Sonny Wong       |

#### 9. Discussion Items

#### 10. Other Business

#### 11. Information Items



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**Present:** Paul Dangerfield (Chair), Theo Abbott, Pardis Daneshyar, Joel Cardinal, Lara Duke, Marnie Findlater, Ted Gervan, Kyle Guay, Bridget Stringer-Holden, Nazmi Kamal, Deb Jamison, Pouyan Mahboubi, Anthea Mallinson, Brad Martin, Lauren Moffatt, John Molendyk, Alea Rzeplinski, Debbie Schachter, Dennis Silvestrone, Judy Snaydon, Laureen Styles, Michael Thoma, Robert Thomson, Diana Twiss, Mark Vaughan, Kyle Vuorinen, Stephanie Wells, David Weston, Stephen Williams, Sonny Wong, Recorder: Mary Jukich

**Regrets:** Iana Dokuchaeva, Miranda Huron, Ramandeep Kaur, Corey Muench, Hartaj Wadhwa

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#### **Acknowledgement**

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#### **1. Welcome**

The Chair called the meeting to order at 4:05 pm.

In the absence of Corey Muench, Stephen Williams assumed voting rights for the Faculty of Education, Health and Human Development.

#### **2. Approval of the Agenda**

*Paul Dangerfield moved and Bridget Stringer-Holden seconded:  
To adopt the agenda.*

**CARRIED**

#### **3. Approval of the Minutes**

*Paul Dangerfield moved and Marnie Findlater seconded:  
To adopt the November 3, 2020 minutes.*

**CARRIED**

#### **4. Correspondence Received**

The Vice-Chair indicated that an email from a student was received in relation to item #6.3 of the agenda, and will be addressed at that time.

#### **5. Business Arising**

##### **5.1 Academic Continuity**

*Presented by: Laureen Styles*



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Laureen Styles, VP Academic and Provost, provided an update on academic continuity, which included the following highlights:

- Work over the second part of the semester continues to be focused on quality instruction and supporting faculty. For the final exam period, there are some practicum lab related courses taking place on campus within the safety protocols and guidelines.
- For the spring term, delivery of programs will primarily be 80% online and 20% mixed mode, with some programming at the Lonsdale location.
- Focus will begin shortly on the summer term with consideration to a slight uptake for on campus activity over the summer as there will be opportunities to utilize outdoor learning spaces.
- The Centre for Teaching Excellence was acknowledged for their work in support of quality online learning, as well as the faculty who are engaged in continuing to increase abilities to work online and looking at different strategies and approaches.
- There is an ongoing commitment to provide updates on University planning at each Senate meeting.
- Senators were encouraged to continue to focus on compassion and flexibility with learners especially students who may continually have experiences in their lives that may impact their ability to participate in adaptive learning, those who may have complex lives or may be in vulnerable living situations.

#### 6. New Business

##### 6.1 Program Review Schedule

*Presented by: Laureen Styles*

For information, Senate was presented with the five year rotational schedule for program review. It was noted that there may be some adjustments to the schedule and updates on any revisions will be provided to Senate and posted to Frontlines.



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#### **6.2 Approach to Academic Continuity During Covid-19**

*Presented by: Paul Dangerfield*

As background, in the spring Senate moved to give authority to the President and VP Academic and Provost, as well as the Emergency Operations Centre and Faculties on how the University would move forward in a pandemic environment and make necessary decisions. A commitment was made to keep Senate informed by way of agenda items coming to Senate as well as an opportunity for a review. In this regard, with the assistance of Robert Thomson, Chair of the Senate Self-Evaluation Committee, a brief five-question survey was developed to gather feedback from Senators. The results of the survey will be compiled and a report brought to the January Senate meeting. The survey will remain open until December 18<sup>th</sup>, and all Senators were encouraged to complete the survey.

#### **6.3 Schedule of Dates - Spring 2021 Term**

*Presented by: Kyle Vuorinen*

Senate was informed that the University was considering shifting the start date of classes for the Spring 2021 term from January 4 to January 11, 2021. The shift would allow the same range of instructional days while also creating additional time for students to focus on renewal and mental wellbeing as well as additional time for faculty and staff to prepare for the start of a new term. The February Reading Break would remain the week of February 15, 2021.

The delayed start would not impact final exams and was only shifting the start date to January 11 and all significant dates and deadlines shifting one week accordingly throughout the semester. It was noted that related conversations were taking place at the provincial and national level, and some other post-secondary institutions had also made similar announcements.

Senate was requested for feedback and on discussion, positive support was noted from Senate, and the following comments were also provided:

- Concern was raised that some international students may have already booked their flights based on classes starting on January 4. As well, these students may also have made plans for returning home around the final exam schedule and the shift in date may cause some unexpected issues for these students.



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- Some of the programs, especially cohorts, have six weeks of classes and one week of mid-terms and then six weeks of classes. The original schedule has mid-terms right after Reading Break and students would come back and have one week of classes and then exams, and the shift in date may cause some issues to students.
- A question was raised on whether the shift of dates would impact either student or Band funding letters. Information was provided that because the semester was not being shortened, the period of study will be the same if not a little bit longer and there should not be any negative impact for students.
- Clarification was requested around schedules specifically with the BlueShore Theatre and programs aligned with the theatre performances as the one week delay of class start may alter schedules. Information was provided that follow up will be required for this issue.
- A question was raised on whether the date change is an exception to the Board policy for one term due to Covid-19, or whether this is a permanent change going forward. Information was provided that the change was a response to Covid-19.
- Concern was also raised with respect to any possible impact of the date change to the turnaround time required for year-end processes in the Registrar's Office. Information was provided that conversations with the Registrar's Office indicated that although there will be tight deadlines, this was workable.
- The Registrar confirmed there would be no shortening or lengthening of the exam period, only a shift so that the term starts and ends one week later.
- Clarification was requested on whether there was a list of things that may or may not be shifted as a result of the change. Information was provided that the shift may have an effect on many areas from the cafeteria through to the library and particular attention will be required.

On conclusion of the discussion, it was noted that the information in the student correspondence was around the context of the above discussion.



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#### 7. Committee Reports

##### 7.1 Academic Planning and Program Review Committee

*Presented by: Lauren Moffatt*

The Committee met on November 10<sup>th</sup> and reviewed, for information, the Business Administration Progress Report. As well, joint meetings will be scheduled with the Committee and the Academic Plan Advisory Group to review the Academic Plan.

##### 7.2 Bylaw, Policy and Procedure Committee

*Presented by: Marnie Findlater*

The Committee met on November 24 and reviewed and provided feedback on the B.703 Student Rights and Responsibilities Procedure document. The next meeting is on December 8 and the Committee will review process mapping.

##### 7.3 Curriculum Committee

*Presented by: Deb Jamison*

###### 7.3.1 Resolution Memorandum

The resolutions brought forward from the November 20<sup>th</sup>, 2020 Senate Curriculum Committee meeting were presented to Senate for approval.

*Deb Jamison moved and Marnie Findlater seconded:*

**20/52** SCC Resolution 20/50 to 20/54 be approved.

**CARRIED**

##### 7.4 Teaching and Learning Committee

*Presented by: John Molendyk*

The next Committee meeting is scheduled for December 15<sup>th</sup>.

##### 7.5 Budget Advisory Committee

*Presented by: Michael Thoma*

The next Committee meeting is scheduled for December 14<sup>th</sup>.



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#### 8. Other Reports

##### 8.1 Senate Chair

Paul Dangerfield provided the Chair's report, including the following highlights:

- The University continues to stay connected with the Provincial Health Authority and the Ministry of Advanced Education, Skills and Training, and with other post-secondary institutions, on the various responses to the pandemic and to ensure all guidelines are being followed. In this regard, the campus community was acknowledged for their work as the University continues to respond in a safety first and conservative approach. It is anticipated that the University will remain in this space for possibly the coming months, and everyone was encouraged to continue to look after each other and work together.
- Government recently announced the new cabinet appointments and over the next few weeks, work will be undertaken to update government on the University's priorities and the work underway including new degree programming and the housing projects.
- With respect to the NWCCU accreditation process, the site visit team provided a draft of their report to the University and with the assistance of the VP Academic and Provost the report was reviewed and input provided and submitted back to NWCCU. The report highlighted the achievements of the University, and also identified the four recommendations that were previously provided verbally, how the University uses data and how the data is used to inform decision making; quality assurance; how the University supports student learning; and graduate achievements.

##### 8.2 Senate Vice-Chair

Stephen Williams provided the Vice-Chair's report, including the following highlights:

- As Senate Vice-Chair, Stephen continues to attend all the Senate subcommittee meetings and support the Senate Chair in matters relating to





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Senate. In terms of communication, the Senate highlights are distributed via Constant Contact shortly after meetings, and most recently a communication was sent out seeking faculty to fill the remaining vacancies on the Senate Academic Planning and Program Review Committee.

- With respect to the recent student correspondence received on the challenges of remote learning and the associated stress and anxiety, the Vice-Chair reported that he provided a response to the student reminding them, and their peers, of the various support services available through the University.
- Senators were also encouraged to continue to remind their students, and ensure that students are aware, of the available support services.

#### 8.3 VP Academic and Provost

Lauren Styles provided the VP Academic and Provost report, and some of the key highlights were as follows:

- Progress is being made on the development of the Academic Plan, and there will continue to be an opportunity for review from a quality improvement lens. In January there will also be an opportunity for Faculty councils to provide additional feedback and input on the Plan.
- A working group will be struck to review micro credentials. The micro credential conversations institutionally may have implications on some of the Senate Curriculum Committee processes as well as on policy components. The work will be aligned with provincial activity and a collaborative approach with the Ministry of Advanced Education, Skills and Training.
- Dr. Laura MacKay as project lead with ICap has been asked to take on the responsibility of looking at an approach towards next steps around planning for outdoor classrooms.
- Work will also be undertaken around renewal of policy as well as developing an approach to processes, practices and understanding of prior learning assessment.



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#### 8.4 Board Report

Sonny Wong, Board representative on Senate provided a report from the November 24, 2020 Board meeting, and some of the key highlights were as follows:

- The Board received the fiscal year 2020-2021 Quarter 3 Financial Forecast. The Board's Finance and Audit Committee continues to meet monthly to monitor the financial impact of Covid-19.
- The Board discussed the President's 2019-20 Annual Performance Review and 2020-21 Priorities and Goals, aligned with Envisioning 2030 and the University's Integrated Plan.
- The Board referred a recommendation to discontinue the Business Administration Advanced Certificate to Senate for advice.
- The Board approved the following human resource policy development and review priorities for 2020-2021:
  - B.504 – Exempt Employees Conditions of Employment
  - B-501 – Appointment of Personnel, together ARM.5500 – Administrators Vacancies and the development of a new Delegation Policy identified by the Governance and Planning Committee
  - B.310 – Protected Disclosure (Whistleblower) Policy – also identified as a priority by the Governance and Planning Committee.
- The Board approved the following finance policy development and review priorities for 2020-2021:
  - B.202 – Tuition and Other Fees Policy
  - B.206 – Budget Policy
  - B.302 – Expenses – Meetings and Other Gatherings
  - New – Development of a Spending and Signing Authority Policy
  - New – Development of a Capital Assets Policy.

The next Board meeting is January 26, 2021.

#### 9. Discussion Items



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The following further comments were noted with respect to the student correspondence:

- A question was raised on whether Senate would take a position, or if a response provided, to the student's request for a double break. Information was provided that the University had begun to look at this issue in late October, and consider what may be required for the fall and spring semester. The University is committed to exploring this issue and will need to bring this back through Senate, the various committees for input as well as work with the Registrar's Office.
- A suggestion was presented that it may be timely to review the breaks, and define as winter, Christmas, spring or fall, and the review be within the lens of health and wellbeing.
- There was indication from members that an official statement from Senate was not required, as each Senator could respond as they wish. Senate provided an indication of support and of the members who provided comments, there was unanimous support.
- It was noted that in order to provide a formal statement, the correspondence would have had to be received within adequate time so that the correspondence could be reviewed and a response developed prior to bringing to Senate for vote.
- Concern was raised that it may be beneficial to provide information to the student that the University can be responsive and give them some insight into the complications that are involved. Confirmation was provided the discussion would be reflected in the meeting minutes, and that there will be further conversations with both the Student Union, and the students in general.
- Senate was reminded that from a procedural point of view when petitions are received within an adequate amount of time, Senate can prepare to address the petitions. However, when petitions are received in between the timeframe of Senate agenda distribution, there is not adequate time to prepare, and the approach would then be to acknowledge and reflect the issue in the meeting minutes, and indicate that the issue will be addressed at the next meeting.



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**10. Other Business**

No other business items were presented.

**11. Information Items**

The Capilano University Alumni Association will be hosting the final session for the year in the Shaping the Future lecture series, "Solving Climate Change" on December 3<sup>rd</sup> at 5:00 pm.

The meeting was adjourned at 5:30 pm

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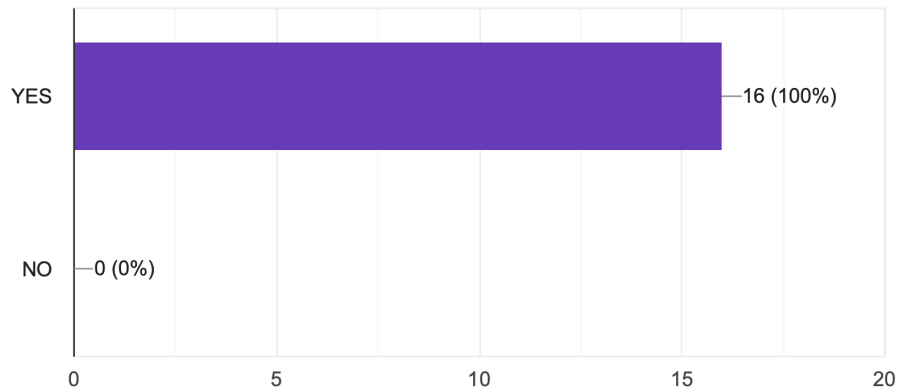
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DRAFT

## Senate Survey – December 2020

Has the Senate responded appropriately to the academic challenges and upheld its academic governance responsibilities during the alternate, remote delivery of courses in the fall semester?

16 responses

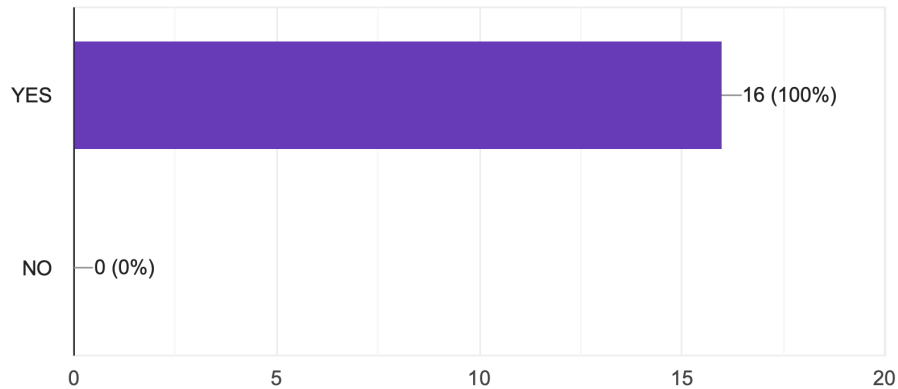


1. The Senate has acted responsibly.
2. From what I am seeing on social media channels of students, there has not been anything out of ordinary during these times. Capilano has maintained order in chaos as much as possible.
3. With the ever-changing landscape of the pandemic, I feel the University and the Senate have done a great job collaborating and adapting to the new demands and challenges. Although meeting remotely, the Senate has continued, as per our regular schedule, to meet regularly and decide on key academic governance.
4. We have been provided with options, we have been able to obtain feedback from our faculty areas in order to shape the conversation.
5. Yes, Senate and University overall did everything to correctly respond for academic challenges during Covid.
6. The Senate has ensured that the concerns of students and faculty are heard.
7. Nothing further to elaborate.
8. Yes it has. Academic challenges related to the pandemic response, were raised at Senate and solutions found in a timely way, (Credit/no credit) grading option for students concerned about impact of online course performance.
9. Yes, certainly. This was primarily accomplished by giving faculty to ability to make temporary curriculum changes without going through DAC and SCC, but with some level of accountability to the coordinator and the dean.
10. I believe we have, it's a tough time and everyone is adjusting, so although it's not perfect, I think we're on the right track and great work is coming from the committees as well.
11. I feel that the Senate has done everything in its power to continue offering courses and keep programs going during this pandemic.
12. The VPA and President were wise to initiate interim powers and to streamline decision making early during the pandemic. Senate has been able to push through a lot of important business as a result.

13. Reasonably well. Despite the challenges, we are still on track and not divided.
14. Challenges were acknowledged and addressed. University supported work was completed to accommodate the unpredictable and changeable nature of the pandemic.
15. Senate has been effective at responding quickly and responsively to necessary mitigations during this pandemic year.
16. Yes

Has the president, or their delegate the vice-president, academic, kept the Senate sufficiently updated with academic continuing concerns or issues in a timely manner?

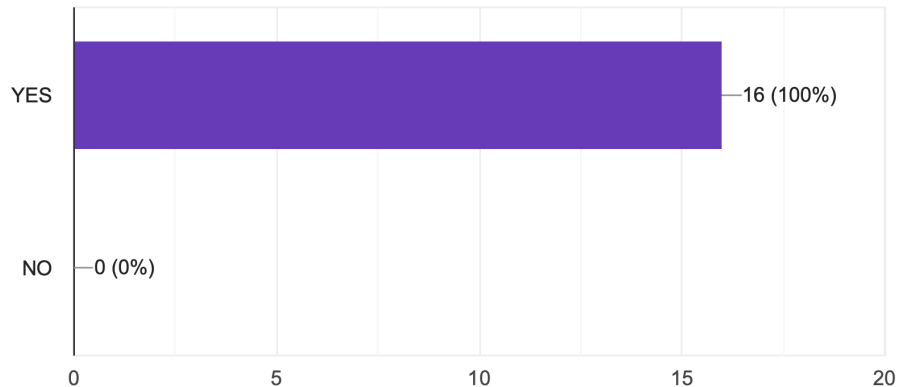
16 responses



1. Feedback has been excellent
2. After each Senate meeting, I learn something new about the involvement of CapU in the community and feel informed of all committees activity.
3. I feel they have done a great job keeping the Senate privy to any information that might be important or needed for decision making.
4. Monthly insight into the challenges and protocols. The focus on process while being student centred has been clear.
5. We had full information about president/vice-president about all the issues.
6. Yes, they have updated the Senate with any information that has arose during the semester as soon as it was possible.
7. Nothing further to elaborate.
8. We get regular updates from Paul and Laureen via emails/memos and town halls.
9. The monthly Senate meeting agenda items on academic continuity have been helpful.
10. Both Paul and Laureen keep us informed with thorough reports at every meeting.
11. Nothing to add.
12. Updates have been regular/fulsome. In particular they have also done very well to maintain decorum, order, and to move business forward during challenging times.
13. Communication from the President has been excellent.
14. Yes we receive monthly updates at Senate along with campus wide communication
15. I have received information from a number of sources, including on Frontlines and through emails, as well as at Senate.
16. Yes

Since enacting the measures to deal with COVID19, has the Senate continued to function effectively in dealing with its responsibilities?

16 responses



1. Good transition to remote meeting format
2. We have had two direct letters from students regarding the support students need to deal with COVID19 and both times, it seems that we have responded quickly and fairly.
3. Based on our level of discussion at meetings I don't really see how we haven't. All sub-committees have continued to meet while the Senate as a whole has continued to run smoothly since the shift to remote meetings....although, the first couple meetings went way too long. The first two were 3 hours I believe.
4. We are still able to meet and have active conversations.
5. Monthly virtual meeting are very sufficient
6. Yes, the Senate has continued to function effectively despite any technology hiccups.
7. Nothing further to elaborate
8. We continued to meet on schedule, adapting our meetings to remote delivery. Our sub-committee also readily adapted and continued to do their work.
9. Yes, absolutely. The move to remote committee and Senate meetings has made for an effective use of time and resources.
10. Yes, I believe that the Senate has continued to function effectively considering the circumstances. We have transitioned to online meetings and continue to do good work in committees and have good discussions on the Senate floor.
11. I feel that the Senate has done everything in its power to continue offering courses and keep programs going during this pandemic.
12. More so. Being on zoom/ MS teams levels the playing field for these meetings. People are more apt to discuss matters when they are pressing as opposed to in person meetings where discussion becomes more protracted and decision making can be less decisive.
13. To an extent reasonable given the sudden change.
14. Senate has continued to with regularly scheduled University business while addressing (with efficiency and compassion) pandemic concerns
15. We have responded by moving online very effectively and working remotely in our committees in what seemed to me as a seamless transition to virtual.
16. Yes



## What recommendations would you have as we move forward into 2021?

1. None at this time
2. We had to move quickly and could have moved a bit quicker if Senate meetings/Board meetings were moved to earlier to make crucial decision. 1) when we voted to allow Paul and Laureen to make decisions during COVID19 after May. 2) We are deciding in Dec to adjust the winter break.
3. Continue to receive great leadership and information. That is all that can be asked really.
4. Review potential of pass/grade option vs. tiered grading. Instructors are still adaptive and students are still struggling.
5. Due to current situation I would recommend to stay online during spring/summer/fall semesters.
6. The Senate should aim to continue to keep the whole university community updated on arising academic continuing concerns.
7. No recommendations at this time.
8. Stay nimble; and respond with compassion and kindness. This is going to get worse before it turns and gets better. Pandemics end. We will get through this, but we have to support each other so we are stronger when we can meet again.
9. None, other than continue with what we're doing well.
10. I believe we've been doing a good job considering the circumstances, but perhaps if it's possible (which I understand that it might not be), consulting the students a bit more. I know that it's impossible to please everyone, and this is a bad example because of the urgent timing of it all, but with the decision to push the Spring 2021 semester a week, I had some students email me after the decision was made saying that they didn't want that and felt that they weren't consulted. However, there was a petition and I believe we did the right thing in extending it, but perhaps having a space for students to provide feedback on certain discussion items? Since the letter and petition were great, but we didn't get to hear the other side of things from students.
11. I think we should continue with what we are doing and strive to provide our students with the best education we can give them despite the various challenges we are facing. They pay a lot of money for their education.
12. Where reasonable, carry forward agile/temporary decision making powers into the future to enable the Senate to continue to be more responsive to our changing environment post Covid-19. Keep up the good work Paul, Laureen, and all senators.
13. Imagine the next chapter anew, not just a renovation of the current chapter.
14. I would like to see a permanent Indigenous representative on Senate and I would also like regular updates from the EDI Committee. I realize Senate membership is determined by the University Act, but I think having the Indigenous voice on Senate would be valuable. While the EDI committee is not a sub-committee of Senate, I also think that voice would be valuable.
15. Continue with transparency and communicating information through a range of channels to the University community.
16. Keep up the good work. Encourage transparency and encourage senators to speak at the mtgs. The large group and the serious tone of Senate can be discouraging.

# MEMO

**To:** Paul Dangerfield, Chair, Senate

**From:** Dr. Laureen Styles, VP, Academic & Provost and Dr. Aurelea Mahood, Director, Academic Planning and Initiatives

**Subject:** Academic Plan – Draft for Discussion

**Date:** January 4, 2021

**Background:**

As has been shared with Senate over the last several months the next academic plan is [under development](#), building on the good work of the last academic plan and aligned with [Envisioning 2030](#). Over the past Fall, idea generation, input and consultations have been underway. University community input was provided through written submissions, idea crowdsourcing through Thoughtexchange, focus groups with students, virtual thematic dialogue sessions, and advice and feedback from the Academic Plan Advisory Group, Academic Leadership Council, and (Senate) Academic Planning and Program Review Committee.

Consistent with the respective powers and responsibilities set out in the [University Act \(BC\)](#), the academic plan will be approved by the Board of Governors, with advice of Senate.

“35.2 (6) The senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:  
(a) the mission statement and the educational goals, objectives, strategies and priorities of the special purpose, teaching university...”

In order to maximize opportunities for Senate advice, the initial draft is shared with Senate for review and advice at this meeting. An updated final plan will be presented at the February 2021 meeting (projected) for recommendation to the Board of Governors for approval.

**Overview:**

Given the plan spans ten years (consistent with Envisioning 2030), the focus is on setting context, priorities, and actions that are viewed as relatively stable and forward looking to guide academic activity and planning. However, recognizing our collective work has been undertaken during a global pandemic, foundational initiatives have been identified for the short and mid-term only. This approach affords the opportunity for reflection, review and resetting as needed or desired. Additional actions will be generated, in particular, moving into the next three year cycle of Envisioning 2030 (2023-2026) building on successes of achieved foundational initiatives, and then repeating such planning again for the 2026-2029 time period. This approach is premised on maintaining a university planning process that focuses on three year intervals as laid out in Envisioning 2030.

The plan sets our academic priorities for the decade ahead informing the types of learning communities and opportunities we will foster and support. These are established with an overarching commitment to our



collective health and well-being as expressed through Envisioning 2030's three foundational components: community, imagination, and university experience.

As identified in the [Academic Plan Framing Document](#), the plan is both aspirational and concrete, serving to assist us in advancing the University vision as it connects to our core activity: transformative academic programming and learning opportunities. The plan also serves to inform choices, actions, decision-making, and resource allocation as they relate to academic programming and learning opportunities, including program renewal and expansion, and enhanced creative activity, research, and scholarship.

**Next Steps:**

Over the next month, along with Senate advice and input, additional consultations are planned with Faculty Councils (or like academic governance bodies in each Faculty). Senators are also encouraged to share the working draft with constituents for additional feedback by January 22, 2021.





**From:** Paul Dangerfield, President

**Date:** January 4, 2021

**Re:** Program Discontinuance Request – Senate Advice to the Board of Governors

**Background:**

At the November 24<sup>th</sup> meeting of the Board of Governors, a discussion item was brought forward by Dr. Styles, Vice President Academic & Provost for the proposed discontinuance of the Business Administration Advanced Certificate ([see pages 74-75 of the agenda](#)).

The motion was passed:

*THAT the Board of Governors refers the recommendation to discontinue the Business Administration Advanced Certificate to Senate for advice.*

The Board, requests that this matter be included on the Senate agenda for January.

**Request to discontinue the Business Administration Advanced Certificate:**

(excerpt from the Board of Governors agenda)

Overview

Due to low enrolment, the School of Business has determined that the discontinuation of the Business Administration (BA) Advanced Certificate is in the best interest of the department and the university. The recommendation is to discontinue the program as of Spring 2021. There has been low student demand for the program and there are other opportunities for students within the School. Advanced certificate students take the same courses as offered for the certificate, diploma and degree programs therefore no special teaching out plan is required.

Rationale

A total of 36 students have enrolled in the BA Advanced Certificate program between 2012 and 2020, with the highest being seven (7) in the 2019/2020 academic year. The cost of administering the program is higher than the benefit to a small group of students particularly considering that prospective students have the option of a Business Administration Certificate. By discontinuing the program, the School of Business can focus its resources on programs that allow for continually improving and offering credential options for students with the best chance for success and credential completion.

Policy on program discontinuance

This recommendation is put forward aligned with the Board Policy [B.104: Discontinuance of Programs or Courses](#) and the related Senate policy [S2013-02: Teaching Out Suspended or Discontinued Programs](#). As

per Section 3 of policy B. 104, the Board may approve discontinuance of any course or program after seeking the advice of the Senate.

Review and approvals to date:

The School of Business has approved the discontinuance. The plan to discontinue the BA Advanced Certificate was also included in the recently approved program review and action plan with programs in the School of Business. The Dean's Advisory Committee approved the discontinuation of the BA Advanced Certificate at its meeting on October 15, 2019.

**MOTION FOR CONSIDERATION:**

**THAT** *Senate recommends to the Board of Governors the discontinuance of the Business Administration Advanced Certificate.*

## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>Bachelor of Science with a Major in Life Sciences</b>
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>Jan 12<sup>th</sup> 2021</b>
<b>PRESENTER:</b>	<b>L. Moffatt</b>

### PURPOSE

The continued development of Bachelor of Science degrees for Capilano University still remains a top priority. In order to increase the number of potential degrees for our students, the Faculty of Arts and Sciences is proposing a 120 credit Bachelor of Science with a Major in Life Sciences, with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment.

### BACKGROUND

This degree will build on the already existing foundation of lower-level courses from the School of Science, Technology, Engineering and Mathematics (STEM). Additional regional engagement through project and problem-based learning and research in lower-level courses will help prepare students for upper-level curriculum. The upper-level courses, primarily in the Biology and Chemistry departments, are designed on the new Faculty of Arts & Sciences Academic Model that focusses on inquiry- and problem-based learning along with studio courses.

Student demand was indicated by a steady enrolment increase in the two-year Associate of Science – Biology program from 2013 – 2019 both from domestic and international students. Additionally a 2019 survey indicated that 68% of the students surveyed would apply for a Life Sciences BSc as their first or second choice if one were available. Labour Market demand was shown based on several relevant projected NOC Job Openings.

### RECOMMENDATION

*THAT Senate recommend the Stage 1 proposal for the Bachelor of Science with a Major in Life Sciences with Concentrations in Biomedical Sciences, Environmental and Organismal Biology, and Human Health and the Environment be sent to the Board for approval with the understanding that:*

- *Outstanding in-progress post-secondary consultations be added to the Stage 1 proposal prior to submission to the Ministry.*

## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>Bachelor of Science with a Major in Applied Clean Technology</b>
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>Jan 12<sup>th</sup> 2021</b>
<b>PRESENTER:</b>	<b>L. Moffatt</b>

### PURPOSE

The continued development of Bachelor of Science degrees for Capilano University still remains a top priority. In order to increase the number of potential degrees for our students, the Faculty of Arts and Sciences is proposing a 130 credit Bachelor of Science with a Major in Applied Clean Technology (ACT).

### BACKGROUND

Clean Technology is defined as any process, product, or service that reduces environmental impacts and is targeted by the Canadian government to become one of Canada's top five export industries by 2025. This degree has been developed with consultation from several industry contacts.

This degree will be multidisciplinary and build on the already existing foundation of lower-level courses from the School of Science, Technology, Engineering and Mathematics (STEM). Additional regional engagement through project and problem-based learning and research in lower-level courses will help prepare students for upper-level curriculum. The upper-level courses, primarily in the Physics, Chemistry, Data Science departments, are designed on the new Faculty of Arts & Sciences Academic Model that focusses on inquiry- and problem-based learning along with studio courses.

Student demand is indicated by a steady enrolment increase in the two-year Associate of Science General, Biology, and our Engineering programs over the past several years before Covid-19, and is also shown based on a 2019 Survey (of 38 students from programs such as the Engineering and the Associate of Science) showing that 51% of the students surveyed would have chosen Applied Clean Technology as their 1st or 2nd choice if it were offered.

Labour market demand was demonstrated via relevant NOC codes that require 4-year degrees in a related field, and consultation with local employer groups.

There are currently no four year credentials in this area offered outside of Engineering programs in the province of British Columbia.

**RECOMMENDATION**

*THAT Senate recommend the Stage 1 proposal for the Bachelor of Science with a Major in Applied Clean Technology be sent to the Board for approval.*



## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>Bachelor of Environment and Society</b>
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>January 12<sup>th</sup> 2021</b>
<b>PRESENTER:</b>	<b>L. Moffatt</b>

### **PURPOSE**

To develop a unique degree that will appeal to both arts and science students that addresses environmental issues and solutions. The degree will increase the number of degree choices for our students and will support existing and proposed degrees in the Faculty of Arts and Sciences and academic choices for all CapU students enrolled other programs.

### **BACKGROUND**

The Bachelor of Environment and Society, housed in the Institute of Interdisciplinary Studies, Faculty of Arts and Sciences (FAS), provides students with a multidisciplinary, interdisciplinary education.

This degree offers students an arts or sciences stream; both of which are supported by foundational courses in social sciences, humanities and STEM and that feature regional knowledge, ecology, an understanding of complex environmental issues and applied skills.

Evidence from enrolment data for current environmental courses across FAS; consultations with other post-secondary institutions; numbers of students focusing their Liberal Studies projects on environmental issues; participation in campus sustainability and EARTHWORKS events; and documentary film student productions support enrolment by Arts and Sciences students in environmentally-themed courses.

Labour Market demand was shown with data indicating a growth in the environmental workforce and green job opportunities. Environmental workers are matched with 458 of 500 National Occupational Classifications in Canada. Early consultations indicated the degree will be accredited by EcoCanada and BC's College of Applied Biology.

### **RECOMMENDATION**

*THAT Senate recommend the Stage 1 proposal for the Bachelor of Environment and Society be sent to the Board for approval.*



**SENATE CURRICULUM COMMITTEE  
RESOLUTION MEMO**

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**DATE:** December 14, 2020  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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The following motions were carried by the Senate Curriculum Committee at its meeting on December 11<sup>th</sup>, 2020.

- 20/55** The new course, BADM 350 – Business Competitions, be recommended to Senate for approval.
- 20/56** The new course, INTS 110 – Making Change: Regional Research and Action, as well as Cap Core designation under the heading *Self and Society*, be recommended to Senate for approval.
- 20/57** REC 111 – Introduction to Commercial Outdoor Recreation be recommended to Senate for approval for designation as a Cap Core course under the heading *Self and Society*.
- 20/58** TOUR 116 – Financial Planning in Tourism I be recommended to Senate for approval for designation as a Cap Core course under the heading *Numeracy*.
- 20/59** The prerequisite revisions to TOUR 133 – Tourism Career Management and TOUR 140 – Tourism Co-op Work Experience be recommended to Senate for approval.
- 20/60** The prerequisite revisions to TOUR 200 – Revenue Management for Tourism and TOUR 201 – Tourism and Technology be recommended to Senate for approval.
- 20/61** The prerequisite revisions to TOUR 220 – Special Events – Tourism Generators be recommended to Senate for approval.

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Deb Jamison, Chair  
Senate Curriculum Committee

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Paul Dangerfield  
Chair, Senate

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Date: Dec. 14, 2020

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Date: