CAPILANO UNIVERSITY

RESPONSE AND ACTION PLAN

NOVEMBER 21, 2025
ASSOCIATE OF ARTS DEGREE– CREATIVE WRITING
ASSOCIATE OF ARTS DEGREE - ENGLISH
SCHOOL OF HUMANITIES
FACULTY OF ARTS AND SCIENCES

Academic Unit Review: Response and Action Plan
School of Humanities

Section 1. Response & Five-Year Action Plan

Goals

Effective Date of Action Plan Implementation: [2026-01-13]

Goal #	Goal	Rationale & Supporting Evidence	Review Reports Page #
1	Replace service course model with appropriate section budgets for departments along with effective systems for assuring programs areas across the University have the right courses mounted and scheduled according to their program needs.	Provide for more efficient administration of courses and better department-level section and faculty workload planning. Evidence is years of experience of inefficiencies and problematic department-level planning. In addition, the change should align better with SEM and University budgeting goals.	Self-study report (SSR) pp. 20-22 and p. 43. External Review Report (ERR) pp. 11 and 16.
2	Develop more program options for students, especially discipline minors, and consider further multi-disciplinary 4-year degrees.	Baccalaureate degrees are expected at universities and provide stable enrolment environments over 4 plus years. A broader range of choices will make Capilano University more attractive to prospective students and improve retention of current students, especially those who may not have had clear educational goals at the beginning of their studies. The new Writing and Literature degree received over 200	SSR pp. 21 & 22. ERR report pp. 7 and 9.

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		applications in its first year, showing a demand for this type of credential. Application numbers for other FAS 4-year degrees for AY2025-26 increased over previous years, while numbers for 2-year credentials were down significantly. The BA Framework allows for completion of a BA with two minors. Having a broad range of minors would allow for greater recruitment and tention of students – e.g., those intending to pursue teaching careers.	
3	Further align programs and courses with the Faculty's education model.	The Model is a key driver of pedagogy in the Faculty and has been built into newly developed programs. Further, the Faculty aims to act on marketing initiatives based on the academic model.	SSR p. 14
4	Upgrade infrastructure for the Writing Centre and the Language Resource Centre	Students often come to the Writing Centre seeking help with written assignments using cellphones. Having access to a few computers that are designated for Writing Centre students would improve the assistance instructors can offer to students and make that assistance more accessible.	SSR p.40

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		Increasing the size of the workspace would also help with noise issues and allow instructors to better accomodate students, especially students who want to stay to work on their assignments after receiving help. Increasing speed connection for Language Resource Centre will allow students to complete and upload assignments. Updates are needed to the current software. A large wall-mounted monitor for the centre would help to communicate information to students.	
5	Further investigate opportunities to build connections with the community where students can contribute to positive social change.	English has one section of release for 2025-2026 to work on developing WIL options for the practicum course (ENGL 465 Words in the World Practicum). Budget for further WIL options in other areas is needed to further the goal of increased community connections (e.g., Art History initiatives).	ERR p. 10 &16
6	Continue advocating for University-level system change recommendations.	Correct on-going inefficiencies and further the transition from college to university.	Throughout the ERR (see summary p. 3)
7	Continue advocating for support staff and coordination change recommendations.	Correct iniquities in staff and department administrative supports.	ERR p. 7, 15, 16

Goal #	Goal	Rationale & Supporting Evidence	Review Reports Page #
		Allow for growth beyond bare minimum levels of department management.	

Action Plan Overview

Goal 1	**Move the University away from service course model and establish reliable and consistent section allocation budgets for departments**
Action	• Continue providing reasons for the change and explanations of benefits. • Implement section planning procedures to accommodate other programs' needs. • Stabilize department section budgets according to SEM plans and projections.
Milestone/Measurable Outcomes	Eliminate the Service Course model for services sections 'purchased' by other programs. Change made by the University.
Timeline (AY1–AY5)	2025-26: Aim to do this as soon as possible and in line with integrating planning, SEM, and budgeting. 2026-27: Keep advocating for change if nothing happens in AY 1. **2027-28**: Etc. 2028-29: Etc. **2029-30**: Etc.
Lead(s)	School chair, department coordinators, School Supervisor, and dean
Support(s)	University administration – especially, via Institutional Research, SEM, Finance, and the Integrated Planning Process.

Goal 2	**Program Development**
Action	Work with Academic Initiatives and Planning (AIP) in the planning and development of new credentials – e.g., minors in AHIS, HIST, and PHIL, and Language competency certificates. Likely issues and barriers will be both internal and external approvals.
Milestone/Measurable Outcomes	Development, approval(s), implementation, and measurement of initial progress of programs.
Timeline (AY1–AY5)	2025-26: Establish program working group (PWGs) and draft program approval documents (e.g., concept papers, program proposals, costing workbooks). 2026-27: Seek internal and external approvals. **2027-28**: If approved, implement programs. 2028-29: Continue work on implementation. **2029-30**: Review programs following the Senate-approved 7-year cyclical review schedule
Lead(s)	PWGs from relevant departments along with relevant coordinators.
Support(s)	AIP, Faculty and Senate strategic planning and curriculum committees, Senate Strategic planning and curriculum committees, Registrar's Office, Library, Indigenous Education and Affairs.

Goal 3	**FAS Academic Model implementation**
Action	• Further align programs, courses, and teaching with FAS Academic model. • Work with MDX on marketing materials and initiatives in conjunction with other FAS schools. Barriers: getting action by faculty, Campus Planning, MDX. And obtaining budget for items.
Milestone/Measurable Outcomes	• Improvements in audits of scope of implementation of the model in program pedagogy. • Relevant structural changes to classrooms, etc. • Appropriate marketing initiatives realized.

Goal 3	**FAS Academic Model implementation**
Timeline (AY1–AY5)	2025-26: Work with Faculty-level committees in audits of implementation of the model. 2026-27: Work on structural changes to classrooms and marketing initiatives. **2027-28**: Evaluate supposed success of marketing initiatives. 2028-29: Review overall success of the model. **2029-30**: Etc.
Lead(s)	Coordinators and FAS committee reps.
Support(s)	Other Schools in FAS, Campus Planning, MDX, Finance

Goal 4	**Writing Centre and the Language Resource Centre infrastructure**
Action	Advocate for upgraded infrastructure for the Writing Centre and the Language Resource Centre (LRC).
Milestone/Measurable Outcomes	• Revised space for Writing Centre consultations plus small computer lab established for students in Learning Commons. • IT infrastructure update for LRC.
Timeline (AY1–AY5)	2025-26: Consult with Space Planning and DTS 2026-27: Develop plan for changes/upgrades **2027-28**: Seek approvals and budget for changes 2028-29: Assess upgrades (if implemented) **2029-30**: Review success based on student learning improvements
Lead(s)	Centre conveners, dean
Support(s)	Campus Planning, DTS, Finance, Student Affairs

Goal 5	Community Engagement
Action	Advocate for further community connections for students within programs.
Milestone/Measurable Outcomes	• Increased WIL options for programs and departments • Further extra-curricular connections. Build sufficient partnerships to support a third-year ENGL practicum course of 26 students. Aiming to make 10-20 connections with community partners. • Work with Recruitment to connect with local high schools for Dual Credit and/or Head start opportunities.
Timeline (AY1–AY5)	2025-26: Audit of community connections in programs and courses. Investigate funding opportunities through Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Reach out to local high schools to gauge interest in partnerships. 2026-27: Develop outlines/plans for new initiatives. (Wait for budget increases to allow for covering any further costs.) **2027-28**: Review success of any new initiatives 2028-29: Continue to develop new connections. **2029-30**: Further review.
Lead(s)	Program conveners / Department coordinators
Support(s)	WIL office, Student Recruitment

Goal 6	University-level system change
Action	Continue advocating for university-level system changes and cooperating with change initiatives.
Milestone/Measurable Outcomes	• Integrated faculty workload, section mounting, and scheduling • Reliable SEM-based enrolment projections • Restructured website with revised authority for managing website content
Timeline (AY1–AY5)	[2025-26]: Continue advocating and cooperating with change initiatives. [2026-27]: Review how currently proposed system changes (e.g., implementation of WorkDay) will affect efficiency of school administration. **2027-28**: Evaluate how changes have improved School administrative systems 2028-29: Etc. **2029-30**: Final evaluation of changes and consider new possible efficiencies.
Lead(s)	School chair, department coordinators
Support(s)	Dean, other University administrators (especially those involved in implementation of WorkDay, including DTS, Payroll, PCD.

Goal 7	Support Staff and Coordination Formula
Action	Continue advocating for a university-wide equitable formula for levels of staff support and release for coordination.
Milestone/Measurable Outcomes	• A formula is developed. • The formula is implemented with revised levels of staff support and coordination release across the university.
Timeline (AY1–AY5)	[2025-26]: Provide any consultative feedback in creation of formula [2026-27]: If needed, adjust staff and coordination levels according to new formula **2027-28**: Evaluate School department and administrative support levels 2028-29: Act on evaluation if needed. **2029-30**: Final review.
Lead(s)	School chair, School Supervisor
Support(s)	Coordinators, staff, dean, other University administrators, CFA, Finance, PCD, MoveUp

Anticipated Resource Needs

For each action, indicate the required funding or support source and approximate the amount needed. Add rows to the table as needed.

Action #	Resource Type	Source Category	Amount/Notes
1	n/a	n/a	$0
2	Section release – 3 x 1 section for minors (though unlikely)	One-time new	$0 to $45,000
3	Ongoing classroom retrofits	One-time new	$?
4	Learning Commons renovation / Computer lab LRC software license	One-time new Ongoing license renewal	Renovation unknown cost / 4-6 laptops (~$8000) ~$6000 per year
5	Honoraria, travel	Program and department budgets	$3000
6	n/a	n/a	n/a
7	TBD	TBD	TBD

Section 2. External Review Recommendations Not Addressed in the Action Plan

Recommendation(s)	Source (self-study/external review report(s)) & page #	Rationale for Not Addressing	Potential Directions for Institutional Consideration
1. Fully remove the former Capilano College structures and policies that complicate or contradict the current University structures.	ERR p. 2	Main item seemed to be to establish a consistent use of “School” – i.e., what counts as a School within a Faculty, and how different from “department” and	Not fully clear what structures and policies are relevant here, but the issue of establishing consistent and rational titles for academic units across the university (e.g., “department”, “School”, “program)”, and

Recommendation(s)	Source (self-study/external review report(s)) & page #	Rationale for Not Addressing	Potential Directions for Institutional Consideration
		"program." This is a university-level issue.	that reflect typical university structures, is something the university could address. With the support of the dean, we will continue to advocate for advancing the transition from college to university (e.g., better integration of program areas, better funding for research, (ERR, p. 14).
2. Negotiate a Collective Agreement that includes and supports all types of Chair rather than creating some outside the agreement.	ERR p. 2	Collective bargaining is done at the university level.	While Collective Agreement negotiation is not within the scope of the unit, we will continue to recommend to the Faculty Association to try to negotiate consistent and fair sub-administrative positions and titles (i.e., "chair", "coordinator", and "convener"). And argue in support of adequate and equitable release for department "chair" (i.e., coordinator) positions.
3. Improve communication between administration and	ERR p. 2	No fundamental changes needed.	Adequate communication channels typically are in place. However, consistent

Recommendation(s)	Source (self-study/external review report(s)) & page #	Rationale for Not Addressing	Potential Directions for Institutional Consideration
employes for university-wide decision making whether allocation of space, budget, renovations, or new initiatives.			functioning of the Collegial Model (a model that establishes joint decision-making between faculty, academic units, and the administration) would allow for advancing specific asks about resource allocations (e.g., Writing Centre renovations, funding for community outreach initiatives, and resources needed to implement the Faculty Academic Model (e.g., studio-learning-style classrooms).
4. Facilitate clearer registration processes that enable Humanities students to more easily access classes in different Schools.	ERR p. 2	No changes needed.	There are no registration blocks for Humanities students registering into courses in other schools. However, along with the support of the dean and VP Academic, we will continue to advocate for the elimination of the service course model (as addressed above – Goal 1).
5. Support ways for the School of Humanities, particularly the	ERR p. 2	Fluctuating demand, especially for ENGL 100, is a	This can partially be mitigated by continuing to assist with institutional development of SEM

Recommendation(s)	Source (self-study/external review report(s)) & page #	Rationale for Not Addressing	Potential Directions for Institutional Consideration
English department, to plan and manage fluctuating demands for university writing requirement.		function of institutional-level enrolment fluctuations, hence is largely beyond our control.	modeling, by continuing to meet with Institutional Research on issues with model development, accuracy of models, and development of predictive analytics.

Action Plan Submission and Monitoring Process

The review liaison will notify unit leadership of upcoming deliverables with at a minimum of three months' advance notice.

- **Action plans Submission:** to Senate Academic Planning and Review Committee (SAPRC) for approval.
- **Implementation Oversight:** the unit chair and dean jointly oversee the plan's implementation.
- **Mid-Cycle Progress Reports:** progress reports are due in Years 3 and 5 of the five/six-year period. Before SAPRC review, each report is discussed by unit instructors and the dean at Faculty Council (or Faculty Strategic Planning Committee).
- **SAPRC Review:** finalized progress reports are presented to SAPRC for feedback and record-keeping.

Year 1 of the five/six-year plan	AY 2025-26
Year 3 [progress report]	AY 2027-28
Year 5 [progress report]	AY 2029-30
Next scheduled cyclical review	AY 2030-31

Section 3. Decanal Response to Review Findings

Dean's Response to Results of Cyclical Review Process

Goal 1: replace service section model

- The Dean's Office is working with the VP Finance to replace this model, with the goal of replacing by the 2026/27 fiscal year.
- Academic Goal: operational sustainability.

Goal 2: Creating new Minors and Language competency certificate

- We are working with AIP/APQA to push some of these initiatives forward, given tightening resources during the current fiscal challenges.
- Academic Goal: recruitment and retention.

Goal 3: Expand implementation of the Faculty "Academic Model"

- We are working with the Centre for Teaching Excellence (CTE) to track and expand the model, in Humanities and other areas.
- Academic Goals: recruitment and retention and high-quality learning experiences.

Goal 4: Writing Centre and Language Resource Centre infrastructure

- Current fiscal challenges prevent us from moving on these changes immediately, but they will be put in a queue for infrastructure upgrades with Facilities and Space Planning.
- Academic goal: high-quality learning experiences.

Goal 5: Community engagement

- We are working across the Faculty to increase WIL opportunities.
- Academic Goal: recruitment and retention, high-quality learning experiences.

Goal 6: Systems improvements

- As Interim Dean I am on the committee implementing the shift to Workday, and working with the Divisional Supervisor and other Humanities representatives to improve processes and systems.
- Academic Goal: operational sustainability

Goal 7: Equitable staff support

- The Dean's Office is working with the VP Academic and Provost and the VP Finance to measure staffing levels across the university and implement a more equitable formula for support staff.
- Academic Goal: high-quality learning experiences, operational sustainability.

Response and Action Plan Review and Approval

Document verified by:

MNFleming

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Chair, School of Humanities: Michael Fleming **November 21, 2025**

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Interim Dean, Faculty of Arts and Sciences: Graham Cook **17 Nov 2025**