



AGENDA OPEN MEETING OF THE BOARD

Wednesday, October 1, 2025

4:45 pm to 6:45 pm

Main Campus, Room LB321

Board Members

RJ Wallia (Chair), Yuri Fulmer (Chancellor), Laureen Styles (Interim President),
Amina El mantari (Vice-Chair), Shelley Frost (Vice-Chair),
David Ayriss (Past Chair), Brittany John, Janet Cox, Louisa Lun, Owen McLachlan,
Pegah Yaghmaie, Prabal Gupta, Sam Tecle, Troy Abromaitis

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səliłwətał (Tsleil-Waututh), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Welcome, Introductions and Land Acknowledgement – RJ Wallia, Chair	Information	-	5 min	-
2. Approval of Agenda – RJ Wallia, Chair <i>Motion: THAT the Board approve the agenda as presented</i>	Approval	-	2 min	Page 1
3. Declaration of Vacancy – RJ Wallia, Chair As per Section 24(1) of the B.C. University Act, may it be noted that the following vacancy exists on the Capilano University Board of Governors: one appointed member position.	Information	-	2 min	-
4. Approved Minutes – RJ Wallia The minutes of the Board of Governors Open Meeting held June 24, 2025 were approved by email and are included for information in the agenda package.	Information	4	3 min	Page 3
5. Consent Agenda – RJ Wallia, Chair <i>(Disclaimer: The Consent Agenda includes Committee reports since the previous Board meeting, items recommended for approval, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i> <i>Motion: THAT the Board approve the following items on the Consent Agenda:</i> 1. For information: Section 5.1 Board Committee Reports 2. For Approval: Section 5.2.1 The 2024-25 Institutional Accountability Plan and Report for submission to the Ministry 5.1. Board Committee Reports <i>(These reports summarize the activities of the Committee's last meeting and are for information.)</i>	Approval		3 min	
5.1.1. Audit and Risk Committee		5.1.1		Page 7
5.1.2. Executive and HR Committee		5.1.2		Page 8
5.1.3. Finance Committee		5.1.3		Page 69

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
5.1.4. Governance and Planning Committee		5.1.4		Page 70
5.2. Items from Committees Recommended for Approval				
5.2.1. Governance and Planning Committee: 2024-25 Institutional Accountability Plan and Report (IAPR)		5.2.1		Page 71
5.3. Correspondence		-		-
6. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	5 min	-
7. Board Chair's Report – RJ Wallia, Chair	Information	Verbal	10 min	-
8. Senate Report – Alan Jenks, Senate Vice Chair and Amina El mantari, Senate Liaison	Information	Verbal	10 min	-
9. President's Report – Dr. Laureen Styles, Interim President & Vice-Chancellor	Information	9	10 min	Page 152
10. Academics – Dr. Tracy Penny Light, Interim VP Academic & Provost				
10.1. Deferral of Re-Approval Timeline for Squamish Certificate Programs	Information	10.1	10 min	Page 176
10.2. Restructuring Faculties <i>Motion: THAT the Board of Governors seek advice from Senate on the merger of the Faculty of Global & Community Studies and the Faculty of Business and Professional Studies per Section 5 of B.105 – Establishment and Discontinuance of Faculties and per Section 35.2(6)(e) of the University Act.</i>	Approval	10.2	10 min	Page 179
11. Capilano Students Union Strategic Plan – Chris Girodat, CSU Executive Director	Information	11	15 min	Page 184
12. Approve Naming of Student Housing – Kari Wharton, VP University Relations <i>Motion: THAT the Board of Governors approve the proposed names—Lamíwa and θqetewtxw—for Capilano University's first North Vancouver on-campus student housing building.</i>	Approval	12	10 min	Page 202
13. Meeting Close	-	-	-	-

Upcoming Board of Governors Open Meetings:

November 25, 2025
February 24, 2026
April 28, 2026
June 23, 2026



MINUTES
BOARD OF GOVERNORS MEETING
Tuesday, June 24, 2025
4:45 – 6:35 pm
Main Campus, BR126

Present: David Ayriss, Board Chair
 Rodger So, Board Vice Chair
 Yuri Fulmer, Chancellor
 Laureen Styles, Interim President & Vice-Chancellor
 Amina El mantari, Appointed Member
 Janet Cox, Elected Non-Faculty Member
 Katrina Paddon, Appointed Member
 Louisa Lun, Appointed Member
 Shelley Frost, Appointed Member
 Owen McLachlan, Elected Student Member

Regrets: RJ Wallia, Board Vice Chair
 Sophia Kara, Elected Student Member
 Pegah Yaghmaie, Elected Faculty Member
 Sam Tecle, Elected Faculty Member
 Troy Abromaitis, Appointed Member

Resource: Tally Bains, VP Finance & Administration
 Toran Savjord, VP Strategic Planning, Assessment & Institutional Effectiveness
 Kartik Bharadwa, VP People, Culture & Diversity (PCD)
 Kari Wharton, VP University Relations
 Tracy Penny Light, Interim VP Academic & Provost
 Deb Jamison, Senate Committee Vice Chair
 Chris Bottril, AVP International
 Joyce Ip, AVP Strategy, Analytics and Transformation
 Brian Storey, AVP Squamish
 Narisha Jessani, Director Financial Planning
 Melissa Nichol, Strategic Director PCD
 Ryan Blades, AVP Facilities Services and Campus Planning
 Angela Ruggles, EA to VP Finance and Administration
 Marianne Johnstone, EA Board Secretariat (minutes)

The meeting started at 4:45 pm.

David Ayriss, Chair of the Board of Governors, opened the meeting by noting that Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. On behalf of the Board, he respectfully acknowledged that our campuses are located on the territories of the Líl'wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlíl̓wətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

1. Approval of Agenda

David Ayriss, Board Chair, asked to move the Chair's report to the last item before the election.

It was moved by Amina El mantari, seconded by Owen McLachlan and resolved:

THAT the agenda be approved as Amended to move the Board Chair's report to the last item before election.

2. Consent Agenda

It was moved by Shelley Frost, seconded by Owen McLachlan and resolved:

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

2.1. Minutes from the April 29, 2025 Board Meeting

2.2. Board Committee Reports

- 2.2.1. Audit and Risk Committee
- 2.2.2. Executive and Human Resources Committee
- 2.2.3. Finance Committee
- 2.2.4. Governance and Planning Committee

2.3. Correspondence

- 2.3.1. Letter from CSU re Student Union Fees
- 2.3.2. Letter from Minister Anne Kang, PSFS to Board Chairs re Policies re Discrimination and Hate Prevention

3. Placeholder from the Consent Agenda

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

4. Senate Report

Deb Jamison, Senate Committee Vice Chair provided an update on the April, May and June senate meetings.

On behalf of the Board, David Ayriss thanked Deb Jamieson for her considerable contributions to Capilano University and wished her well in her retirement.

5. President's Report

Dr. Laureen Styles, Interim President, provided an update on activity that has happened over the last two months, referencing the extensive President's Report in the agenda package. She thanked all of the university employees for their contributions over the last academic year, and appreciated their role in students' experiences with the largest graduating class convocating in June. The recent Skw'chàys' Awakening Ceremony was also highlighted as an important ceremony, done in a good way, valuing the words of the witnesses as we continue to deepen our university commitments with reconciliation.

6. Board Closed Meeting

David Ayriss explained that the Board discussed the following at their closed board meeting:

2025 Mandate Letter – the Board approved that the Chair sign the acknowledgement of receipt of the Minister's letter and noted that it will be posted on our website.

Deficit Mitigation Plan – the Board discussed the Deficit Mitigation Plan.

7. Plan Updates**Internationalization Plan Update:**

Chris Bottrill, Associate Vice President, International, provided an update on the International Education Plan. Changes to Post-graduate Work Permit (PGWP) eligibility has meant a loss of 9 programs that were highly attractive to international students. Other factors like caps on study permits and inconsistent visa application processing have also had an impact. Capilano University is working to diversify international intake with targeted initiatives for degree enrolment. CapU is developing partnership programs with transnational institutions.



Strategic Enrolment Management Update:

Joyce Ip, Associate Vice President, Strategy, Analytics and Transformation, provided an update on the Strategic Enrolment Management (SEM) toolkit and explained how it provides a data-informed way to manage student experience throughout their life cycle from recruitment to graduation and beyond. Last year there was a focus on foundational initiatives. Notable outcomes include an increase in domestic enrollment along with thoughtful consultation and meaningful progress despite limited resources.

Squamish Campus Update:

Brian Storey, Associate Vice President, Squamish, provided an update on the Squamish campus, which is still in the launch phase. Squamish is part of a United Nations designated zone for conservation and sustainable development, which makes it an attractive destination. There are opportunities to use the housing and facilities for rental to help with revenue generation.

8. Executive and HR Committee

8.1. Fiscal 2024/25 Audited Financial Statements

Narisha Jessani, Director, Financial Services, reviewed the Fiscal 2024/25 Audited Financial Statements that were approved on behalf of the Board of Governors at the Executive and Human Resources Committee meeting held on June 16, 2025.

8.2. B.511 Discrimination, Bullying and Harassment Policy

Melissa Nichol, Strategic Director, People, Culture and Diversity, explained the requirement by the Ministry to review policies that deal with discrimination, bullying and harassment annually.

It was moved by Amina El mantari, seconded by Owen McLachlan and resolved:

THAT the Board of Governors approve the revised B.511 Discrimination, Bullying and Harassment Policy as presented.

9. Finance Committee

9.1. Final Fiscal 2024/25 Financial Results

Narisha Jessani reviewed the Final Fiscal 2024/25 Financial Results that were included in the Agenda package.

9.2. Executive Compensation Disclosure Report for Fiscal 2024/25

Kartik Bharadwa, VP People, Culture and Diversity, gave background on this annual process required by the Ministry. Melissa Nichol outlined updates to the Executive Compensation Disclosure Report that were requested by PSEA and PSEC after the publication of the Agenda Package for the Open Board meeting.

It was moved by Owen McLachlan, seconded by Amina El mantari and resolved:



THAT the Board of Governors approve the Amended Executive Compensation Disclosure Report for Fiscal Year 2024/25.

9.3. Five-Year Capital Plan

Ryan Blades, Associate Vice President, Facilities Services and Campus Planning, reviewed the Five-Year Capital Plan for projects over \$5M for approval by the Board.

It was moved by Owen McLachlan, seconded by Yuri Fulmer and resolved:

THAT the Board of Governors approve the Five-Year Capital Plan 2026/27 – 2030/31.

10. Board Chair's Report

David Ayriss, Board Chair, thanked the board members and the Interim President for stepping up to do this important work. He acknowledged the contributions of the executive team, the Chancellor, and the Secretariat.

11. Board Chair and Vice-Chair Nominations and Election

Dr. Laureen Styles conducted the election of the Chair and Vice-Chairs.

Laureen called for nominations for Chair. David Ayriss nominated RJ Wallia as Chair. At the Board of Governors In-Camera meeting held April 29, 2025, RJ Wallia consented to his candidacy.

It was moved by Laureen Styles and approved:

THAT RJ Wallia be elected as Chair of the Board of Governors.

Laureen called for nominations for Vice-Chair. David Ayriss nominated Shelley Frost and Amina El mantari to act as Vice-Chairs. Shelley and Amina accepted the nominations.

It was moved by David Ayriss and approved:

THAT Shelley Frost and Amina El mantari be elected as Vice-Chairs.

It was moved by Shelley Frost, seconded by Owen McLachlan and approved:

THAT the Capilano University Board rescind the appointment of David Ayriss, past chair, as signing officer of the University and appoint RJ Wallia, Chair, as signing officer of the University.

12. Meeting Close

Tally Bains, VP Finance and Administration, reminded the Board that June committee and board meeting minutes are approved by email in late June/early July.

Shelley Frost closed the meeting at 6:21 pm.





BOARD OF GOVERNORS REPORT

AGENDA ITEM 5.1.1: Audit & Risk Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Louisa Lun, Audit and Risk Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Audit and Risk Committee meeting that took place on September 11, 2025.

SUMMARY

The Committee discussed the following items:

- **June 2, 2025 Audit and Risk Committee Meeting Minutes:** As per the established process, the minutes of the June meeting were approved by email and included in the September agenda package for information only.
- **Audit and Risk Committee Accountabilities:** Tally Bains, VP Finance and Administration provided an overview of the Committee's responsibilities and key activities. Angela Ruggles, EA to VP Finance and Administration, presented updates to the Committee's terms of reference. The Committee proposed additional edits and passed a motion to endorse the changes and recommend that they proceed to the November Governance and Planning Committee for review and recommendation to the Board of Governors for approval.
- **Review of Annual Policy Priorities List:** Jacquetta Goy, Director, Risk Management, presented the list of policies under the Committee's jurisdiction scheduled for review in 2025-26.
- **Risk Management Program and Risk Register Update:** Jacquetta provided an update on the University's Risk Management Program and Risk Register. The Committee reviewed key risks and discussed recent developments impacting the risk profile.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 5.1.2: Executive and Human Resources Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: RJ Wallia, Executive and Human Resources Committee Chair	

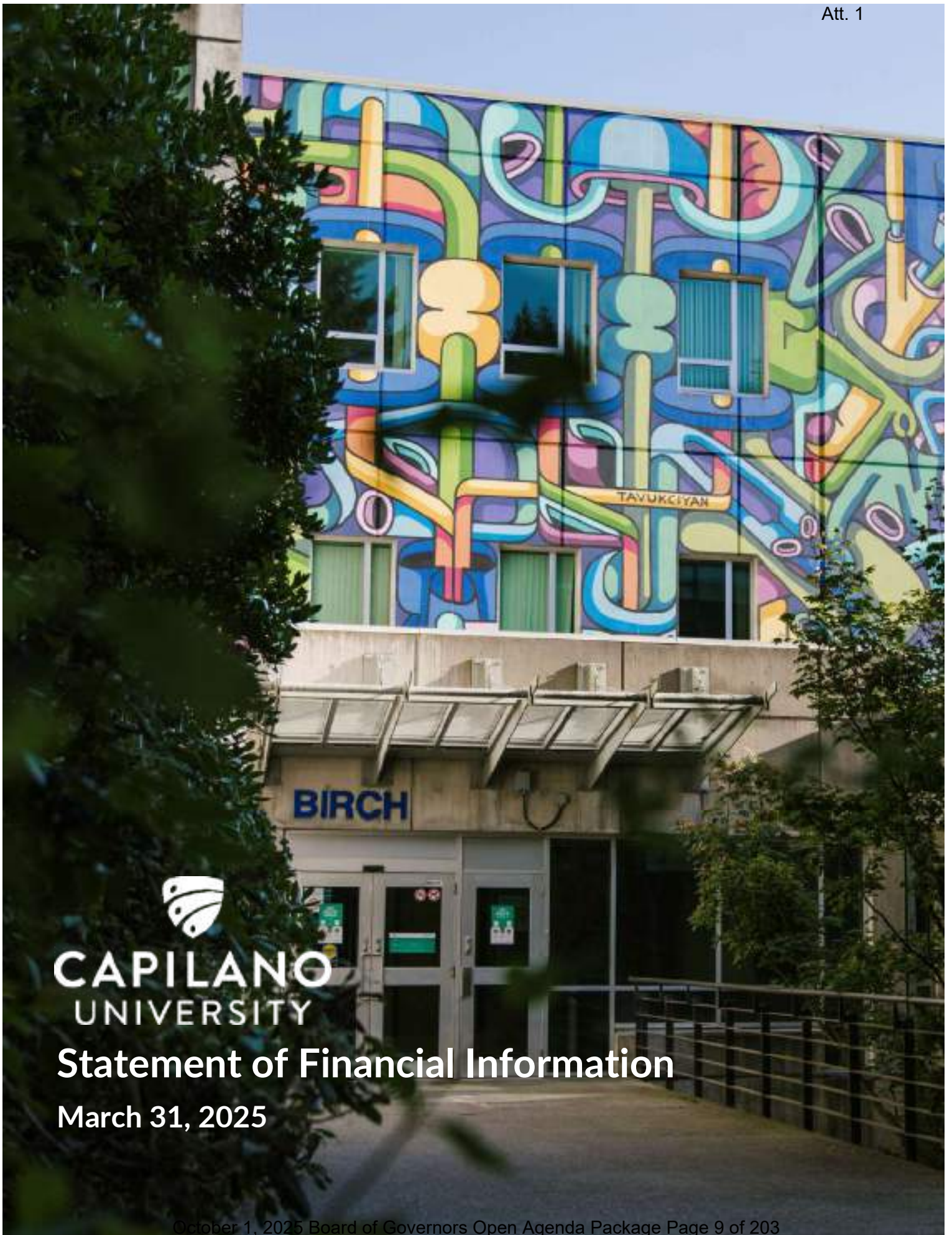
PURPOSE

To provide the Board of Governors with a summary of the Executive and Human Resources Committee meeting that took place on September 18, 2025.

SUMMARY

The Committee discussed the following items:

- Consent Agenda:**
 The Committee approved the following items as part of the consent agenda:
 - The 2025–2026 Board of Governors and Committee Meeting Schedule
 - The list of Annual Policy Priorities for 2025–26 under the Committee's jurisdiction
 - The Statement of Financial Information (SOFI) for Fiscal Year 2024–25. This report is included as part of this Committee report.
- June 16, 2025 Executive and Human Resources Committee Meeting Minutes:** As per the established process, the minutes of the June meeting were approved by email and included in the September committee agenda package for information.
- Executive and HR Committee Accountabilities and Terms of Reference:** Tally Bains, VP Finance and Administration, provided an overview of the Committee's responsibilities and key activities. Angela Ruggles, Executive Assistant to the VP Finance and Administration presented updates to the Committee's Terms of Reference which were endorsed by the Committee and will now proceed to the November Governance and Planning Committee for review and recommendation to the Board of Governors for approval.
- Board Direction, Annual Goals and Priorities for 2025–26:** RJ Wallia, Board of Governors and Committee Chair, led a discussion on the proposed 2025–26 goals and priorities for the Board of Governors. The Committee passed a motion to recommend that the Board discuss and approve the proposed goals and priorities for the 2025-26 academic year at its closed meeting.
- Board Succession Planning:** RJ led a discussion about the vacancy on the Board and the opportunity to strengthen the Board membership competencies.



CAPILANO
UNIVERSITY

Statement of Financial Information

March 31, 2025

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

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September 18, 2025

Everett Vossen
Director, Post-Secondary Finance
Post Secondary Finance Branch
Ministry of Advanced Education, Skills and Training
PO Box 9134
Stn Prov Govt
Victoria, BC V8W 9B5

Re: Statement of Financial Information 2024/2025

Dear Mr. Vossen,

Please find enclosed documentation in support of Capilano University's Financial Information Act reporting for the fiscal year ending March 31, 2025.

Should you require any further information, please do not hesitate to contact me at 604-984-4937 or tallybains@capilanou.ca.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tally Bains".

Tally Bains
Vice President, Finance & Administration



Financial Information Approval

The undersigned represents the Board of Governors of Capilano University and is authorized to sign the statements and schedules included in this Statement of Financial Information produced in accordance with the Financial Information Act of the Province of British Columbia.

A handwritten signature in blue ink, appearing to read "RJ Wallia", written over a horizontal line.

RJ Wallia

Chair, Board of Governors
September 18, 2025

Consolidated Financial Statements of

CAPILANO UNIVERSITY

And Independent Auditor's Report thereon

Year ended March 31, 2025

STATEMENT OF MANAGEMENT RESPONSIBILITY

Management is responsible for the preparation of the annual financial statements, and has prepared the accompanying consolidated financial statements for the year ended March 31, 2025 in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which judgment is required.


In discharging its responsibility for the integrity and fairness of the consolidated financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that assets are safeguarded and that the financial records provide a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors of the University carries out its responsibility for review of the consolidated financial statements. The Audit and Risk Committee of the Board meets with management and the external auditors to discuss the results of audit examinations and financial reporting matters.

These consolidated financial statements have been reported on by KPMG LLP, the University's external auditors appointed by the Board of Governors. The external auditors have full access to the Board with and without the presence of management.



Laureen Styles, Interim President & Vice-Chancellor



Tally Bains, Vice President, Finance and Administration

June 16, 2025

INDEPENDENT AUDITOR'S REPORT



Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



Capilano University
Page 3

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the group as a basis for forming an opinion on the group financial statements. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font and is underlined with a single horizontal stroke.

Chartered Professional Accountants

Vancouver, Canada
June 16, 2025

CAPILANO UNIVERSITY

Consolidated Statement of Financial Position

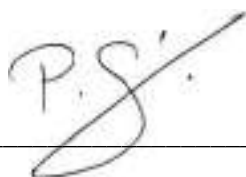
March 31, 2025, with comparative information for 2024

	2025	2024
Financial Assets		
Cash	\$ 47,172,937	\$ 71,480,347
Investments (note 4)	89,349,503	73,479,723
Accounts receivable (note 5)	8,298,957	6,283,738
Other receivable (note 6)	4,265,452	4,265,452
Inventories	589,935	812,532
	149,676,784	156,321,792
Liabilities		
Accounts payable and accrued liabilities (note 7)	36,654,845	25,901,268
Employee future benefits (note 8(a))	1,910,400	1,788,800
Asset retirement obligation (note 9)	1,039,461	975,790
Deferred revenue	21,373,236	44,196,083
Deferred contributions (note 10)	20,611,732	18,827,901
Deferred capital contributions (note 11)	174,361,124	129,552,513
Debt (note 12)	38,014,223	-
	293,965,021	221,242,355
Net debt	(144,288,237)	(64,920,563)
Non-Financial Assets		
Endowment investments (note 4)	14,644,045	14,165,218
Tangible capital assets (note 13)	256,585,442	164,911,650
Prepaid expenses	1,907,101	2,654,253
	273,136,588	181,731,121
Accumulated surplus	\$ 128,848,351	\$ 116,810,558
Accumulated surplus is comprised of:		
Accumulated operating surplus (note 19)	\$ 119,970,626	\$ 111,651,187
Accumulated remeasurement gains	8,877,725	5,159,371
	\$ 128,848,351	\$ 116,810,558

Contractual obligations (note 15)

See accompanying notes to consolidated financial statements.

Approved on behalf of the Board:


David Ayriss
Chair, Board of Governors

Amina El mantari
Chair, Audit and Risk Committee

CAPILANO UNIVERSITY

Consolidated Statement of Operations and Accumulated Operating Surplus

Year ended March 31, 2025, with comparative information for 2024

	Budget 2025	2025	2024
	Note 2(k)		
Revenue:			
Province of British Columbia	\$ 61,502,598	\$ 60,420,257	\$ 42,544,785
Tuition fees	95,343,618	102,403,201	97,410,496
Project and other revenue	8,319,980	10,923,274	9,848,970
Amortization of deferred capital contributions (note 10)	4,728,613	5,302,049	3,921,151
Sales of goods	1,281,250	1,196,218	1,190,822
Parking, childcare and theatre	1,071,940	1,292,266	1,225,958
Donations and gifts-in-kind	297,109	747,477	850,731
Investment income	4,849,547	7,619,847	8,209,949
	177,394,655	189,904,589	165,202,862
Expenses (note 15):			
Instruction and student support	106,020,711	109,541,668	96,846,099
Facilities and institutional support	60,518,182	62,778,907	49,530,059
Ancillary	7,749,096	9,719,000	7,197,623
	174,287,989	182,039,575	153,573,781
Annual operating surplus	3,106,666	7,865,014	11,629,081
Endowment contributions	-	454,425	278,288
Annual surplus	3,106,666	8,319,439	11,907,369
Accumulated operating surplus, beginning of year	111,651,187	111,651,187	99,743,818
Accumulated operating surplus, end of year	\$ 114,757,853	\$ 119,970,626	\$ 111,651,187

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Changes in Net Financial Assets (Debt)

Year ended March 31, 2025, with comparative information for 2024

	Budget 2025	2025	2024
	Note 2(k)		
Annual surplus	\$ 3,106,665	\$ 8,319,439	\$ 11,907,369
Acquisition of tangible capital assets	(83,839,824)	(101,126,044)	(92,380,106)
Amortization of tangible capital assets	11,548,030	9,452,252	7,931,238
	(72,291,794)	(91,673,792)	(84,448,868)
Acquisition of prepaid expense	-	(3,474,456)	(3,827,105)
Use of prepaid expenses	-	4,221,608	3,453,956
	-	747,152	(373,149)
Net remeasurement gains	-	3,718,354	1,567,879
Change in endowment investments	-	(478,827)	(278,288)
Change in net financial assets (debt)	(69,185,129)	(79,367,674)	(71,625,057)
Net financial assets, beginning of year	(64,920,563)	(64,920,563)	6,704,494
Net Debt, end of year	\$ (134,105,692)	\$(144,288,237)	\$ (64,920,563)

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Cash Flows

Year ended March 31, 2025, with comparative information for 2024

	2025	2024
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 8,319,439	\$ 11,907,369
Items not involving cash:		
Amortization of tangible capital assets	9,452,252	7,931,238
Loss on disposal of tangible capital assets	806,649	891,891
Revenue recognized from deferred capital contributions	(5,302,049)	(3,921,151)
Accretion expense	23,036	34,453
Changes in non-cash operating working capital:		
Accounts receivable	(2,015,219)	710,442
Other receivable	-	(2,265,452)
Prepaid expenses	747,152	(373,149)
Inventories	222,597	(32,913)
Accounts payable and accrued liabilities	10,753,577	3,842,955
Employee future benefits	121,600	108,000
Deferred revenue	(22,822,847)	(12,959,255)
Deferred contributions	1,783,831	8,411,563
	2,090,018	14,285,991
Capital activities:		
Purchase of tangible capital assets	(101,892,058)	(93,271,997)
Financing activities:		
Debt contributions received	38,014,223	-
Deferred capital contributions received	50,110,660	74,764,247
	88,124,883	74,764,247
Investing activities:		
Net disposal (purchase) of investments	(12,630,253)	2,744,577
Decrease in cash	(24,307,410)	(1,477,182)
Cash, beginning of year	71,480,347	72,957,529
Cash, end of year	\$ 47,172,937	\$ 71,480,347

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2025, with comparative information for 2024

	2025	2024
Accumulated remeasurement gains, beginning of year	\$ 5,159,371	\$ 3,591,492
Unrealized gains attributed to fair value of investments	4,171,968	1,774,398
Amounts reclassified to investment income	(453,614)	(206,519)
Net remeasurement gains	3,718,354	1,567,879
Accumulated remeasurement gains, end of year	\$ 8,877,725	\$ 5,159,371

See accompanying notes to consolidated financial statements.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2025

1. Purpose of the University:

Capilano University (the “University” or “Capilano”) is a post-secondary educational institution funded by the Provincial Government of British Columbia. The University is incorporated under the amended University Act (Bill 34 was enacted on September 1, 2008). The University is a special purpose teaching university and has regional campuses in the Province of British Columbia in North Vancouver, Squamish and the Sunshine Coast.

The University is a registered charity under the Income Tax Act and is exempt from income tax under Section 149 of the Income Tax Act.

These consolidated financial statements incorporate the financial position and results of operations and accumulated surplus and cash flows of the University and its controlled foundation, the Capilano University Foundation (the “Foundation”). The purpose of the Foundation is to raise funds for student financial assistance, capital needs, and program development at the University. The Foundation is a registered charity and is exempt from income taxes under Section 149 of the Income Tax Act.

2. Significant accounting policies:

These consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the University are as follows:

(a) Basis of accounting:

These consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for public sector organizations, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for public sector organizations as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all taxpayer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia taxpayer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers that do not contain a stipulation that creates a liability be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- government transfers that do contain a stipulation that creates a liability be recognized as revenue by the recipient when the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the Consolidated Statement of Operations and Accumulated Operating Surplus and certain related deferred capital contributions in the Consolidated Statement of Financial Position would be recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or amortized cost.

(i) Fair value category:

Portfolio instruments that are quoted in an active market are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Operating Surplus and related balances reversed from the Consolidated Statement of Remeasurement Gains and Losses. Unrealized gains and losses on endowment investments where earnings are restricted as to use are recorded as deferred contributions and recognized in revenue when disposed and when related expenses are incurred.

These financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination.

There different levels are defined as follows:

- Level 1: Quoted prices in active markets for identical assets or liabilities;
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3: Inputs for the asset or liability that are not based on observable market data.

The University's investments, except for the Trans-Canada Capital (TCC) investments and donated insurance policy, are all considered to be Level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. The TCC investment and donated insurance policy are deemed Level 3 financial instruments as the inputs for the asset are not based on observable market data. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year, there were no significant transfers of securities between the different levels.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(c) Financial instruments (continued):

(ii) Amortized cost category:

Investments with specified or determinable maturity dates are measured at amortized cost using the effective interest rate method. Gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Operating Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

Accounts receivable, other receivables, debt and accounts payable and accrued liabilities are measured at amortized cost using the effective interest rate method. Any gains, losses or interest revenue or expense is recorded in the annual surplus depending on the nature of the financial asset or liability that gave rise to the gain, loss or expense. Valuation allowances are made when collection is in doubt.

(d) Inventories:

Inventories held for resale, including books and materials, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They may have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

- (i) *Tangible capital assets:* Tangible capital asset acquisitions are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Donated assets are recorded at fair value at the date of donation. In unusual circumstances where fair value cannot be reasonably determined, the tangible capital asset would be recognized at nominal value. Land is not amortized as it is deemed to have a permanent value. The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over their estimated useful lives shown below:

Asset	Rate
Buildings	40 years
Leasehold improvements	Lesser of lease term or 10 years
Computer equipment	4 years
Software	3 years
Office furniture and equipment	5 years
Public works	10 years
Vehicles	10 years

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(e) Non-financial assets (continued) :

(i) (continued):

Assets under construction are not amortized until the asset is available for productive use. Borrowing costs, if any, attributable to the construction of tangible capital assets are capitalized during the construction period.

Tangible capital assets are written down to net realizable value when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

- (ii) *Leased tangible capital assets*: Leases that transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred. As at March 31, 2025, the University did not have leased tangible capital assets (2024 - nil).

(f) Employee future benefits:

The University and its employees make contributions to the College Pension Plan and Municipal Pension Plan ("the Plans"), which are multi-employer jointly trustee plans. These Plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement; length of service; and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the Plans are not segregated by institution, the Plans are accounted for as a defined contribution plan and any contributions of the University to the Plans are expensed as incurred.

The University also has a defined benefit plan for retired employees and employees on long-term disability. The University accrues its obligations under this defined benefit plan as the employees render the services necessary to earn these benefits and as employees on long-term disability become eligible for such benefits. Actuarial gains (losses) incurred are deferred and recognized into the Consolidated Statement of Operations and Accumulated Operating Surplus over the estimated average remaining service life of the employee group. The effective date of the most recent valuation is December 31, 2021 and results have been extrapolated to March 31, 2025.

The University accrues vacation for employees as earned. However, revenue for funding for these is not accrued, as the Province does not provide special funding for vacations and retiring allowances. As the majority of employees are paid salaries, management anticipates that vacation accruals will be reversed when these employees take their standard vacations and that no additional funding will be required above authorized salaries.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(g) Revenue recognition:

Revenues from transactions with performance obligations are recognized when (at a point in time) or as (over a period of time) the University satisfies the performance obligations, which occurs when control of the benefits associated with the promised goods or services has passed to the payor. Revenues from transactions without performance obligations are recognized at realizable value when the University has the right to claim or retain an inflow of economic resources received or receivable and there is a past transaction or event that gives rise to the economic resources.

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured. Fees received prior to the year-end where the course is delivered subsequent to the year-end are recorded as deferred revenue.

Project revenue and expenses are recognized as the related activities are performed. The zero profit margin method is used when a contract's financial outcome is not reasonably determinable. This method of accounting requires that equal amounts of revenue and expense be recognized until the financial outcome of a contract can be reasonably estimated. Provision for anticipated losses is made in the period in which they become evident.

Unrestricted donations and grants are recorded as revenue when receivable, if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the University or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(g) Revenue recognition (continued):

- (iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as endowment donations received on the Consolidated Statement of Operations and Accumulated Operating Surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investment and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Contaminated sites:

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- (i) An environmental standard exists;
- (ii) Contamination exceeds the environmental standards;
- (iii) The University is directly responsible or accepts responsibility;
- (iv) It is expected that future economic benefits will be given up; and
- (v) A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

(i) Asset retirement obligation:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in buildings owned by the University has been recognized based on estimated future expenses on retirement of buildings. Under the modified retroactive application, the discount rate and assumptions used on initial recognition are those as of the date of adoption of the standard. Assumptions used in the subsequent calculations are revised yearly.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

2. Significant accounting policies (continued):

(i) Asset retirement obligation (continued):

The liability is discounted using a present value calculation and adjusted yearly for accretion expenses. The recognition of a liability resulted in an accompanying increase to the respective tangible capital assets. The buildings capital assets affected by the asbestos and other hazardous materials liability are being amortized with the building following the amortization accounting policies outlined in note 2(e).

(j) Use of estimates:

The preparation of these consolidated financial statements, in accordance with the accounting framework described in note 2(a), requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Management has made estimates and assumptions relating to the useful lives of tangible capital assets, fair value of investments, accrued liabilities and employee future benefits payable. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(k) Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 27, 2024. This budget is reflected in the Consolidated Statement of Operations and Accumulated Operating Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt).

(l) Foreign currency translation:

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currency are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the year-end date.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

3. Financial instruments:

Financial assets and non-financial assets recorded are comprised of the following:

	2025	2024
Level 1:		
Fixed income investments	\$ 32,554,429	\$ 29,542,677
Canadian equity investments	14,433,664	12,543,905
Foreign equity investments	22,949,531	19,610,591
Guaranteed investment certificate	23,240,995	15,140,039
Real estate investments	414,929	407,729
	93,593,548	77,244,941
Level 3:		
Trans Canada Capital - alternative investments	10,400,000	10,400,000
Donated insurance policy	-	-
	10,400,000	10,400,000
Less: Endowment investments	(14,644,045)	(14,165,218)
Investments	\$ 89,349,503	\$ 73,479,723

As at year-end, a cash balance of nil (2024 - nil) was earmarked for investment purposes, and was therefore included in the investments balance.

4. Accounts receivable:

	2025	2024
Accounts receivable	\$ 10,837,523	\$ 8,123,634
Allowance for doubtful accounts	(2,538,566)	(1,839,896)
	\$ 8,298,957	\$ 6,283,738

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

5. Other receivable:

	2025	2024
The Loon Foundation (a)	\$ 2,000,000	\$ 2,000,000
District of North Vancouver (b)	2,265,452	2,265,452
Other receivable	\$ 4,265,452	\$ 4,265,452

(a) The Loon Foundation

The Loon Foundation is a non-profit society that works to preserve and enhance the natural habitat and wildlife of the Ruby Lake Lagoon and the Sunshine Coast. The Loon Foundation operates the Pender Harbour Ocean Discovery Station ("PODS") and envisions this facility to conduct research and to monitor the surrounding marine and freshwater ecosystems and enhance the aquatic biodiversity in the harbour area.

In fiscal 2020, the Loon Foundation received a \$2.0 million donation to support educational and research efforts on the Sunshine Coast and donated these funds to the University. The University and the Loon Foundation entered into a partnership to collaborate in the development of PODS to support the University and students to participate in educational and research initiatives on the Sunshine Coast. The University provided an interest free loan of \$2.0 million to the Loon Foundation that is secured by a first mortgage against the Loon Foundation's property. The Loon Foundation commits to providing the University access to facilities, programs, services and recognition that will be used to offset the outstanding loan. The construction of the new PODS facility was to be completed in 2022 and the partnership and loan was anticipated to be fully satisfied in 2037. Construction is now estimated to be completed in 2026 and the loan anticipated to be fully satisfied in 2046.

(b) District of North Vancouver

In fiscal 2024, the University entered into an agreement with the District of North Vancouver ("DNV") for construction related to the Children's Centre and Student Housing Building. The University paid deposits of \$2,265,452 to DNV which are to be returned upon completion of the set conditions.

6. Accounts payable and accrued liabilities:

	2025	2024
Accounts payable and accrued liabilities	\$ 14,896,420	\$ 8,980,189
Salaries and benefits payable	15,205,544	10,932,625
Accrued vacation pay	6,552,881	5,988,454
	\$ 36,654,845	\$ 25,901,268

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

7. Employee future benefits:

- (a) Benefits for employees on long-term disability and faculty retirees:

Information about liabilities for the University's employee benefit plans is as follows:

	2025	2024
Accrued benefit obligation balance, beginning of year	\$ 2,014,000	\$ 1,943,900
Current service cost	24,200	23,300
Interest cost	19,900	18,300
Employee contributions	379,600	365,000
Benefit payments	(410,800)	(395,000)
Immediate recognition of continuation of benefits for disabled employees	84,700	71,000
Actuarial loss (gain)	215,800	(12,500)
Accrued benefit obligation balance, end of year	\$ 2,327,400	\$ 2,014,000

	2025	2024
Accrued benefit obligation	\$ 2,327,400	\$ 2,014,000
Unamortized actuarial loss	(417,000)	(225,200)
Accrued benefit liability	\$ 1,910,400	\$ 1,788,800

As the employee future benefit liability for long-term disability is an event-driven obligation, the expense (recovery) recorded in the Consolidated Statement of Operations and Accumulated Operating Surplus is comprised only of the immediate recognition of the liability.

The significant actuarial assumptions adopted in measuring the University's accrued benefit obligation are as follows:

	2025	2024
Obligation discount rate	3.63%	4.11%
Healthcare cost trend rates	5.39%	5.59%
Estimated average remaining service life	9 years	9 years

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

7. Employee future benefits (continued):

(b) Provincial pension plans:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The Board of Trustees for these Plans represent plan members and employers and are responsible for the management of the pension plan, including investment of the assets and administration of benefits. The pension plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2023, the College Pension Plan has about 17,200 active members and approximately 10,700 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan, as at August 31, 2021, indicated a \$202 million funding surplus for basic pension benefits. The most recent actuarial valuation for the Municipal Pension Plan, as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits. The next valuation for the College Pension Plan will be as at August 31, 2024 with results available in 2025. The next valuation for the Municipal Pension Plan will be as at December 31, 2024 with results available in 2025.

Employers participating in the Plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the Plans records accrued liabilities and accrued assets for the Plans in aggregate with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University records pension expense as cash contributions to the Plans are made. During the year, the University paid \$8,559,198 (2024 - \$7,607,378) for employer contributions to the above plans.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

8. Asset retirement obligation:

The University owns and operates buildings that are known to have asbestos and other hazardous materials, which represents a health hazard upon retirement of the building and there is a legal obligation to remove it. The buildings have an average estimated useful life of 21 years. Post-closure care is estimated to extend for up to a year post the closure of the building, while demolition and construction continues. Estimated costs have been discounted at the present value using a discount rate of 3.75% per annum (2024 - 3.66%).

Changes to the asset retirement obligation in the year are as follows:

	2025	2024
Beginning of year	\$ 975,790	\$ 941,337
Addition to asset retirement obligations	40,635	-
Accretion expense	23,036	34,453
	\$ 1,039,461	\$ 975,790

9. Deferred contributions:

Deferred contributions consist of deferred government contributions and project and other revenue, deferred restricted donations and deferred restricted investment income as follows:

	2025	2024
Deferred government contributions and project and other revenue (a) and (b)	\$ 9,947,521	\$ 10,398,551
Restricted donations and investment income (c)	10,664,211	8,429,350
	\$ 20,611,732	\$ 18,827,901

(a) Included in deferred government contributions and project and other revenue is the following:

	2025	2024
Provincial contributions:		
Beginning of year	\$ 9,455,773	\$ 2,799,164
Amounts received during the year	3,791,523	9,339,923
Recognized as revenue	(4,789,875)	(2,683,314)
	\$ 8,457,421	\$ 9,455,773

Operating grants from the Province of British Columbia of \$56,966,228 (2024 - \$39,861,471) were immediately recognized as revenue in the Consolidated Statement of Operations and Accumulated Operating Surplus when received. Amounts recognized as revenue are included in Province of British Columbia revenue in the Consolidated Statement of Operations and Accumulated Operating Surplus.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

9. Deferred contributions (continued):

- (b) Included in deferred government contributions and project and other revenue is the following related to contributions revenue:

	2025	2024
Non-provincial contributions:		
Beginning of year	\$ 942,778	\$ 628,161
Amounts received during the year	3,377,213	1,971,928
Recognized as revenue	(2,829,891)	(1,657,311)
	\$ 1,490,100	\$ 942,778

- (c) Restricted donations and investment income is comprised of the following amounts from non-government organizations:

	2025	2024
Balance, beginning of year	\$ 8,429,350	\$ 6,989,013
Amounts received during the year	1,755,142	1,626,979
Recognized as revenue	479,719	(186,642)
Balance, end of year	\$ 10,664,211	\$ 8,429,350

10. Deferred capital contributions:

Contributions for capital are referred to as deferred capital contributions. Amounts are recognized as revenue over the useful life of the asset. Treasury Board provided direction on accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	2025	2024
Balance, beginning of year	\$ 129,552,513	\$ 58,709,417
Contributions received during the year	50,110,660	74,764,247
Revenue recognized from deferred capital contributions	(5,302,049)	(3,921,151)
Balance, end of year	\$ 174,361,124	\$ 129,552,513

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

10. Deferred capital contributions (continued):

Included in the above is the following related to government and non-government organizations:

	2025	2024
Provincial contributions:		
Beginning of year	\$ 114,681,681	\$ 44,438,923
Amounts received during the year	49,540,326	73,742,314
Recognized as revenue	(4,880,454)	(3,499,556)
	\$ 159,341,553	\$ 114,681,681

At March 31, 2025, a receivable of \$241,205 (2024 - \$144,372) was due as a provincial contribution for capital expenditures.

	2025	2024
Federal contributions:		
Beginning of year	\$ 11,709,549	\$ 12,131,144
Recognized as revenue	(421,595)	(421,595)
	\$ 11,287,954	\$ 11,709,549

	2025	2024
Other contributions:		
Beginning of year	\$ 3,161,283	\$ 2,139,350
Amounts received during the year	570,334	1,021,933
Recognized as revenue	-	-
	\$ 3,731,617	\$ 3,161,283

Revenue is recognized as amortization of deferred capital contributions on the Consolidated Statement of Operations and Accumulated Operating Surplus. The deferred capital contributions balance at March 31, 2025 includes a \$5,000,000 operating grant restriction for capital projects (2024 - \$11,500,000).

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

11. Debt:

Debt reported on the Consolidated Statement of Financial Position is recorded at amortized cost and is comprised of the following:

	2025	2024
Province of BC - BCCD 44 (a)	\$ 9,061,793	\$ -
Province of BC - BCCD 42 (b)	28,952,430	-
	\$ 38,014,223	\$ -

- (a) On April 26, 2024, the University entered a bond instrument with the Province of BC, Series BCCD-44, with a face value on maturity of \$9,728,000. The University received cash proceeds from the bond of \$9,052,630. This bond has a thirty-year term maturing on December 18, 2053. It carries a coupon rate of 4.25% with interest-only payments of \$206,720 due on June 18th and December 18th of each year. Interest expense of \$378,711 is included in operating expenses. Accretion recognized for the year was \$9,163 and is reflected in interest expense.
- (b) On January 16, 2025, the University entered a bond instrument with the Province of BC, Series BCCD-42, with a face value on maturity of \$40,000,000. The University received discounted cash proceeds from the bond of \$28,904,030. This bond has a thirty-year term maturing on June 18, 2053. It carries a coupon rate of 2.75% with interest-only payments of \$550,000 due on June 18th and December 18th of each year. Interest expense of \$236,002 is included in operating expenses. Accretion recognized for the year was \$48,400 and is reflected in interest expense. The University will contribute an annual payment of \$732,000 to a sinking fund investment beginning in June 2026 and continuing until the maturity date, which will provide for the retirement of the debt at maturity.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

12. Tangible capital assets:

Cost	Balance, March 31, 2024	Additions, net of Transfers	Disposals	Balance, March 31, 2025
Land	\$ 27,968,044	\$ -	\$ -	\$ 27,968,044
Buildings	176,322,516	48,665,351	-	224,987,867
Leasehold improvements	3,515,511	-	-	3,515,511
Computer equipment	23,188,256	2,374,290	-	25,562,546
Other furniture and equipment	19,285,024	6,211,928	-	25,496,952
Public works	2,182,307	-	-	2,182,307
Software	2,739,592	85,813	-	2,825,405
Vehicles	569,674	-	-	569,674
Assets under construction/renovation	31,741,469	44,595,311	806,649	75,530,131
	\$ 287,512,393	\$ 101,932,693	\$ 806,649	\$ 388,638,437

Accumulated amortization	Balance, March 31, 2024	Additions	Disposals	Balance, March 31, 2025
Land	\$ -	\$ -	\$ -	\$ -
Buildings	80,048,250	5,088,623	-	85,136,873
Leasehold improvements	1,522,294	351,551	-	1,873,845
Computer equipment	19,621,985	2,060,423	-	21,682,408
Other furniture and equipment	16,634,020	1,536,228	-	18,170,248
Public works	1,749,807	151,077	-	1,900,884
Software	2,595,341	162,192	-	2,757,533
Vehicles	429,046	102,158	-	531,204
	\$ 122,600,743	\$ 9,452,252	\$ -	\$ 132,052,995

Net book value	March 31, 2024	March 31, 2025
Land	\$ 27,968,044	\$ 27,968,044
Buildings	96,274,266	139,850,994
Leasehold improvements	1,993,217	1,641,666
Computer equipment	3,566,271	3,880,138
Other furniture and equipment	2,651,004	7,326,704
Public works	432,500	281,423
Software	144,251	67,872
Vehicles	140,628	38,470
Assets under construction/renovation	31,741,469	75,530,131
Total	\$ 164,911,650	\$ 256,585,442

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

13. Financial risk management:

The University has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the University consisting of cash and cash equivalents, investments, accounts receivable, and other receivable. The University assesses these financial assets on a continuous basis for any amounts that are not collectible or realizable.

(b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk, interest rate risk and other price risk.

(i) Currency risk:

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates.

(ii) Interest rate risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

(iii) Other price risk:

Other price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market.

The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk. The University manages market risk by adoption of an investment policy and adherence to this policy by an investment manager. Investments are in pooled funds and alternative investments in diversified portfolios in accordance with the University's investment policy.

It is management's opinion that the University is exposed to some market risk associated with its investments. The University monitors these investments on a continuous basis and ensures investments are within the parameters of the applicable investment policies.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

13. Financial risk management (continued):**(c) Liquidity risk:**

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due.

The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

There has been no change to any of the risk exposure from the prior period.

14. Contractual obligations:

The nature of the University's activities results in multi-year contracts and obligations whereby the University is committed to make future payments. Significant contractual obligations related to facilities, security, parking and janitorial services that can be reasonably estimated are as follows:

2026	\$	9,892,865
2027		4,386,600
2028		3,700,900
2029		2,662,500
2030		717,900
	\$	21,360,765

15. Expenses by object:

The following is a summary of expenses by object:

	2025	2024
Amortization of tangible capital assets	\$ 9,452,252	\$ 7,931,238
Buildings and grounds maintenance	8,716,582	6,092,968
Cost of goods sold	1,056,905	886,101
Other operating expenses	35,883,285	31,687,502
Salaries and benefits	123,846,271	104,858,780
Student support activities	3,084,280	2,117,192
	\$ 182,039,575	\$ 153,573,781

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

16. Budget figures:

Budget figures have been provided for comparative purposes and have been derived from the consolidated budget approved by the Board of Governors of the University on February 27, 2024. The budget is reflected in the Consolidated Statement of Operations and Accumulated Operating Surplus and the Consolidated Statement of Changes in Net Financial Assets (Debt) and is reconciled to the Consolidated Statement of Operations and Accumulated Operating Surplus as follows:

	Approved Budget	Reallocation	Statement of Operations and Accumulated Surplus
Expenses by object:			
Amortization of tangible capital assets	\$ 11,548,030	\$ (11,548,030)	\$ -
Expenses	43,648,830	(43,648,830)	-
Salaries and benefits	119,091,129	(119,091,129)	-
	174,287,989	(174,287,989)	-
Expenses by function:			
Instruction and student support	-	106,020,711	106,020,711
Facility and institutional support	-	60,518,182	60,518,182
Ancillary	-	7,749,096	7,749,096
		174,287,989	174,287,989
	\$ 174,287,989	\$ -	\$ 174,287,989

17. Related party transactions:

The University is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities and crown corporations. Transactions with these related parties, unless disclosed otherwise, are considered to be in the normal course of operations and are recorded at their exchange amounts, which is the amount of consideration established and agreed to between the University and the related parties.

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

18. Accumulated operating surplus:

Accumulated operating surplus is comprised of the following:

	2025	2024
Unrestricted	\$ 56,884,661	\$ 58,960,200
Invested in tangible capital assets (a)	44,210,095	35,359,137
Endowments (b)	14,644,045	14,165,218
Internally restricted (c)	4,231,825	3,166,632
	\$ 119,970,626	\$ 111,651,187

(a) Invested in tangible capital assets:

	2025	2024
Tangible capital assets	\$ 256,585,442	\$ 164,911,650
Amounts financed by deferred capital contributions	(174,361,124)	(129,552,513)
Amounts financed by debt	(38,014,223)	-
	\$ 44,210,095	\$ 35,359,137

(b) Endowment investments:

	2025	2024
Balance beginning of year	\$ 14,165,218	\$ 13,886,930
Contributions received during the year	454,425	278,288
Interfund transfers	24,402	-
	\$ 14,644,045	\$ 14,165,218

(c) Internally restricted:

	2025	2024
Student success support (i)	\$ 4,175,556	\$ 2,988,102
Creative activity, research and scholarship (ii)	56,269	178,530
	\$ 4,231,825	\$ 3,166,632

(i) The student success support fee is a targeted fee that focuses on services in three areas: successful transitions, student development, and student health and well-being.

(ii) The Creative Activity, Research and Scholarship (CARS) restriction are funds set aside to advance and support faculty CARS activity aligned with both the CARS plan/framework and Illuminating 203

CAPILANO UNIVERSITY

Notes to Consolidated Financial Statements (continued)

Year ended March 31, 2025

19. Comparative information:

Certain comparative information has been reclassified to conform with the consolidated financial statement presentation adopted for the current year. There was no impact on the annual surplus.

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

Schedule of Debts

Capilano University does not have any existing long-term debt.

Schedule of Guarantee Agreements

The following is a list of vendors for which Capilano University has approved indemnities at March 31, 2025:

- Ascenti Software Corporation
- Squamish Lil'wat Cultural Centre (SLCC), British Columbia Institute of Technology (BCIT)
- Squamish Volunteer Centre Society
- City of Kelowna
- Salesforce.com Canada Corporation, A Nova Scotia Corporation
- Addgene
- Decoda Literacy Solutions Society

Prepared under the Financial Information Regulation, Schedule 1, subsection 5.

Statement of Severance Agreements

There were ten severance agreements under which payment commenced between Capilano University and its unionized and non-unionized employees during fiscal year 2024/2025. The length of the agreements ranged from about 2 weeks to 6 months of compensation.

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

Board of Governors Remuneration and Expenses

No remuneration has been paid to any member of the Board of Governors for Board activity. The remuneration and expenses of the President, Faculty or Staff who are also members of the Board, are listed in the Schedule of Employee Remuneration and Expenses.

Name	Position	Term Ended	Expenses
Chancellor and order-in-council members			
RJ Wallia	Chair, Order-in-Council		
Amina El mantari	Vice Chair, Order-in-Council		
Shelley Frost	Vice Chair, Order-in-Council		
Ayriss, David	Order-in-Council		\$ 618
Fulmer, Yuri	Chancellor		
Troy Abromaitis	Order-in-Council		
Brittany John	Order-in-Council		
Louisa Lun	Order-in-Council		
Katrina Paddon	Order-in-Council		
President, faculty and staff members			
Laureen Styles	Interim President and Vice-Chancellor		
Sam Tecle	Faculty Member		
Pegah Yaghmaie	Faculty Member		
Cox, Janet	Non-Faculty Member		
Student members			
Prabal Gupta	Student Member		
Owen McLachlan	Student Member		
			<u>\$ 618</u>

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

Employee Remuneration and Expenses

Name	Remuneration	Expenses
Acimovic, Milica	115,149	
Actis, Andrea	115,174	729
Adamec, Viera	76,615	989
Ahmed, Sam	93,044	2,354
Al Bastami, Rama	77,200	
Alards,Tomalin, Douglas	88,199	
Allison, Louise	107,558	1,949
Almeida Borges, Rafaela	89,018	
Al-Musalli, Alaa	129,540	2,967
Amiraslani, Amirhossein	118,747	
Amiri, Neilab	82,449	
Amos, David	98,067	
Anderson, Marsha	115,149	
Anderson, Nathan	116,387	
Andrade, Jose	80,111	
Andric, Stasa	107,828	22,039
Angus, Jutta	107,945	4,362
Anthony, Jeff	105,043	
Anwar, Sohaib	108,063	1,539
Arason, Jon	93,600	7,874
Arce Gonzalez, Enrique	125,921	
Argatoff, Lorraine	125,454	
Argent, Adrienne	104,542	
Ashley, Sean	116,649	2,218
Aslaminejad, Niloo	115,614	
Atapour, Mahshid	115,149	
Atkins, Stephen	115,883	2,500
Azmitia Pardo, Eduardo	108,656	
Bacho, Mo	119,304	
Baichoo, Mohna	90,332	150
Bailly, Leah	126,278	2,677
Bains, Tally	199,059	3,536
Baitz, Rachel	91,208	
Barabanov, Daniel	78,934	290
Barber, Gillian	104,412	
Baryshnikova, Olga	95,055	
Bassi, Aman	115,149	
Bastian, Martin	100,831	
Baxter, Deanna	115,149	37
Beaver, Dwayne	116,010	

Name	Remuneration	Expenses
Bedekar, Tanaya	102,791	356
Bell Eady, Chelsea	83,427	3,858
Beltran,Sellitti, Elaine	120,676	
Benedicto, Robert	76,843	
Bentley, Don	113,629	
Bercic, Sarah	100,921	
Bergman, Shari	76,594	
Berry, Matt	98,214	
Bhalloo, Shafik	133,998	
Bharadwa, Kartik	195,858	13,525
Bim Almeida, Luisa	81,064	
Bird, Cari	107,505	7,145
Black, Fiona	115,982	1,370
Black, Julia	136,707	11,313
Blades, Ryan	181,415	14,778
Bottrill, Chris	178,403	110,490
Bovenlander Vogt, Tanya	76,594	
Boyd, Joshua	113,248	807
Boyle, Bettina	115,149	7,746
Brand, Richard	122,324	625
Brazeau, Jules	86,522	
Brendel Pacheco, Caroline	98,042	
Broder, Darren	120,990	6,962
Brokenshire, Paul	115,642	
Brouwer, John	115,380	
Bruno, Carmen	115,149	
Bryan, Jennifer	147,417	9,403
Burrows, Jared	115,149	1,278
Cabanal, Rommel	76,700	98
Cant, Annabella	122,345	1,507
Cardoso, Caio	112,764	
Carmack, Elizabeth	105,979	2,500
Carnovale, Chris	115,149	7,801
Carolan, Claire	122,667	6,726
Carreiro, Emmanuel Carriere	96,588	
Carrera Gutierrez, Alejandro	110,364	650
Castagne, Michel	115,129	
Chamberlain, Celeste	79,047	
Chan, Joy	93,778	
Chappells, Heather	134,946	
Chau, Camlon	115,903	
Chau, Kenneth	86,222	
Chavez Garcia, Itzel	77,000	9,620
Cherwak, Craig	101,171	
Chicoine, Ana	78,214	395
Chin, Eunice	115,149	

Name	Remuneration	Expenses
Choi, Edward	108,412	
Chow, Tong	91,344	2,563
Chu, Eugene	112,431	638
Chung, Henry	119,946	
Clarke, Chris	93,620	
Clarke, Jacqueline	98,974	10
Colin, Shannon	86,522	99
Comisso, Daniella	84,469	446
Cook, Graham	200,854	153
Cook, Joanna	89,965	210
Coon, Bill	86,676	
Cooper, Kyla	85,934	45
Cooper, Sandra	76,594	
Copeland, Bobbi	115,883	
Corcoran, Denise	81,615	
Cota, Geta	88,765	
Cournoyer, Louise	89,910	
Cox, Janet	91,840	277
Coyes, Gregory	115,208	
Cruz, Dixon	75,440	
Cusanelli, Tony	115,149	
D'Agostino, Melissa	80,825	
Dakic, Tamara	82,749	
d'Almeida, Claudia	106,754	
Dangerfield, Paul	255,283	90,306
Darayan, Shahnaz	81,615	
Davies, Jackson	115,128	
Davis, Jennifer	115,149	
de Kraker, Mike	115,758	1,314
Deines, Michelle	111,852	
Delegencia, TJ	80,938	
Depatie, Caroline	97,568	7,014
Devi, Eve	77,000	
Devji, Mumtaz	77,508	2,930
Dhammi, Del	115,380	
Diening, Trudi	83,849	905
Dignum, Tracy	115,149	
Dixon, Frank	84,503	
Djordjevic, Marija	116,051	
Djwa, Jai	89,765	784
Dodds, Christy	110,024	71
Dubord, Denis	115,149	
Dunne, Andrea	109,552	3,290
Durodola, Oludamola	119,146	
Dyer, Carley	78,085	
Eisler, Janelle	77,584	181

Name	Remuneration	Expenses
El Rayess, Sara	129,540	
Elfert, Miriam	138,419	2,271
El-Hanany, Efrat	86,367	826
Eliasov, Dmitri	126,161	2,166
Evans, Glen	91,546	
Everly, Alice	113,040	
Ewan, Anita	105,535	
Fahey, Alicia	134,331	178
Farr, Roger	103,156	
Fathi, Milad	97,841	
Fessenden, Bradley	108,478	
Filbert, Ann Louise	99,229	
Fitzgerald, Jenny	130,739	610
Fitzpatrick, Carley	77,035	546
Flauto, Holly	95,438	3,228
Fleming, Michael	115,310	
Florendo, Allan	78,944	
Flower, Thomas	154,028	2,793
Follmer, Bruno	126,975	3,237
Fortes da Silva, Ana	91,372	
Fossett, Brenda	115,169	451
Fontaine, Trula	86,152	
Frazer, Bob	103,809	
French, Andrew	101,581	1,870
Fresnoza, Eli Paolo	115,885	205
Friesen, Suzanne	112,999	
Frymire, Mary	94,169	60
Fung, Kenny	156,435	1,055
Furby, Robin	115,631	
Gamba Capalbo, Juliana	77,000	
Ganter, Brian	135,236	1,060
Garden, Jennifer	134,917	9,267
Garland, Adam	111,387	
Gatpandan, Jeannette	88,269	
Gbolonyo, Kofi	104,535	
Geary, David	113,220	
Gelano, Victor	119,844	
Genoway, Noel	115,129	
Gerecke, Alana	85,998	
Gervais, Michelle	79,679	
Ghaseminejad, Amir	115,883	
Ghoreishi, Mohammad	103,387	
Giffen, Sheila	94,939	
Gilker, Colin	115,128	
Gill, Ravi	86,122	
Gillard, Takako (Yoriko)	79,213	2,495

Name	Remuneration	Expenses
Gilmore, Nathan	83,545	
Gingrich, Adrienne (Denise)	115,149	1,317
Girard, Matt	101,826	5,118
Girardi, Alberta	115,823	
Gjerdalen, Greig	92,664	982
Gloor, Catherine	102,080	
Godwyn, Martin	120,806	
Goerzen, Christy	110,994	2,507
Goerzen, Jen	112,112	
Gol Tabaghi, Shiva	115,149	
Gollner, Billy	89,784	
Gonzalez, Cristabel	122,285	
Goodison, Rav	184,926	15,426
Gopaul, Nila	117,082	
Gordon, David	109,319	297
Goy, Jacquetta	143,568	1,902
Gratham, Christopher	127,924	
Greaves, Dara	106,754	175
Greenberg, Charles	115,162	1,032
Greenly, Glen	76,970	15
Grewal Gill, Hasrat	108,853	698
Grittner, Colin	112,086	
Gruenig, Simone	99,995	285
Guay, Kyle	129,540	656
Gunness, Michelle	115,149	76
Gustafson, Ian	76,423	
Haavaldsrud, Brittany	102,501	8,439
Hale, Alison	112,001	460
Hall, Jordan	82,853	
Hallman, Jocelyn	115,169	56
Hamilton, Andrew	126,342	
Hamilton, Ted	115,129	
Han, Angeline	90,813	21
Hannah, Sam	81,802	
Harries, Katie	106,288	17,138
Harrison, Laura	115,149	
Harrison, Nicholas	125,957	2,040
Hart, Sally	109,390	1,067
Hashemi Nouri, Haideh	97,391	307
Hau, Kam	82,663	285
Hauka, David	115,128	
Hazeri-Chabok, Shaya	98,446	
Hebb, James	95,064	
Hennessy, Sarah	76,578	
Henning, Cheryl-Ann	80,519	651
Heron, Katrina	115,149	1,075

Name	Remuneration	Expenses
Herrmann, Karl	104,358	
Herrmann, Mat	115,149	
Hersog, Daniel	79,164	
Hill, Richard	100,751	
Hirano, Michael	88,710	12
Ho, Patrick	107,838	675
Hockin, Tamarack	116,169	927
Holden, Peter	114,619	70
Hooge, Charles	97,212	
Hooley, Daniel	116,749	
Horgas, Maja	98,800	6,460
Hoskins, Sarah	108,040	1,417
Hosseinian, Hedieh	83,393	
Howell, Derek	99,921	
Huang, Sherry	82,547	
Hughes, Wayne	115,128	
Humphreys, Chloe	96,748	
Hunter, Emily	116,743	830
Hurlbut, Cheryl	115,129	18,418
Huron, Miranda	154,903	9,606
Huynh, Ken	112,132	
Im, Hailey	82,007	
Ince, Jane	104,633	426
Ingram, Heather	115,149	811
Ip, Joyce	181,091	23,639
Jacobs, Scott	102,013	5,834
Jacques, Chris	147,860	3,396
Jaling, Philip	107,850	
Jamison, Debbie	102,450	
Jangra, Urmila	105,630	
Jantzen, Roy	87,656	326
Jaworski, Sophia	77,481	1,625
Jenks, Alan	115,129	
Jennings, Nicholas	100,769	
Jessani, Narisha	143,482	3,340
Jhutti, Jaspreet	115,980	
Johal, Harb	120,159	6,668
Johanson, Reg	115,149	
Johnson, Jennifer	129,540	
Johnson, P. Lynn	103,550	
Johnstone, Doug	115,380	2,315
Jones, Alexis	94,478	
Jones, Cyri	93,179	
Jorgenson, Rachelle	118,112	1,077
Jung, Carrie	107,980	
Kaldestad, Steve	115,149	1,776

Name	Remuneration	Expenses
Kamal, Nazmi	129,520	2,643
Karnazes, Alexander	87,840	
Karpinska, Monika	115,149	376
Kasikovic, Nina	83,056	
Kaur, Manpreet	92,171	
Kay, Emily	77,062	
Kellar, Stephanie	92,619	
Kelly, Dan	81,615	
Kelso-Haggart, Chelsea	77,000	
Kendall, Nick	109,389	
Kennedy, Graeme	101,491	7,909
Kershaw, Bill	139,242	
Kersop, Annamarie	88,165	
Khan Mohammad, Saman	102,691	505
Khosravi, Mahta	122,255	
Kiamanesh, Mitra	107,459	2,500
Kim, Bo Sun	124,038	3,253
Kim, Grace	110,951	101
Kim, Jiyeon	118,896	3,203
Kind, Sylvia	146,547	1,215
Kinderman, Laura	166,292	7,449
King, Stephen	128,319	
Kiraly, Michael	125,953	
Klein, Greg	115,607	788
Kolisnyk, Lisa	81,902	
Kolytchev, Leonid	89,349	
Koolen, Mandy	115,996	
Kruz, Tyesa	95,256	418
Kuch, David	136,420	
Kwok, Tony	86,542	602
Labossiere, Danielle	115,149	2,500
Lajeunesse, Lisa	115,149	
Lal, Melvin	136,379	3,645
Lam, Emily	84,405	246
Lam, Keith	87,326	
Landry, Shawn	81,615	1,958
Larson, Corrine	130,087	2,346
Lau, John	100,273	
Laurence, Michael	91,914	301
Lawrence, Sparky	108,827	
Le Brun, Elise	76,389	25
Le Page, Matt	97,857	
Le Rudulier, Tristan	82,769	
Lebeau, Michelle	115,149	210
Leboe, Byron	83,749	936
Lee, Edwin	85,027	

Name	Remuneration	Expenses
Lee, Juliana	88,369	6,973
Lee Kim Koon, Christina	115,149	868
Leinweber, Sharon	127,141	
Letain, Shayne	76,653	
Leung, Kevin	127,855	
Levangie, Daniel	179,627	788
Lewis, Kent	92,276	
Lewis, Rheannon	83,086	487
Li, Claire	77,521	
Li, Jiaqi	79,423	
Li, Peizhong	90,976	
Ling, David	142,450	8,519
Lockert, Matthew	129,520	
Lohmeyer, Juanita	78,779	
Loken, Tania	115,149	3,265
Lovig, Jordon	115,461	
Lu, Jessica	108,591	1,441
Lucas, Nanci	129,560	
Lutgens, Danyael	115,149	1,776
MacDougall, Ryan	116,422	278
Madar, Jason	95,740	
Magrill, Barry	115,149	4,002
Mah, Kelly	82,030	
Mah, Peter	76,757	2,887
Mah'd Alsaleh, Rushdi	113,650	
Mahood, Aurelea	226,360	10,635
Malenstyn, Klipp	114,495	
Mangan, Susan	83,777	
Manhas, Ashley	108,739	
Mantilla, Sebastian	88,888	
Manuel, Doreen	145,436	
Mardhani, Kashif	116,010	5,707
Mart, Karyn	95,148	
Martens, Jason	144,381	
Martin, Brad	168,888	2,614
Mason, Michelle	99,013	
Matejczuk, Witold	77,161	543
Mathur, Neil	114,643	2,500
Matijasevich, David	105,789	
May, Imelda	98,296	4,480
Maye, Steven	84,818	
Mazariegos, Maria	81,587	
McCartney, Micki	138,949	8,377
McDougall, Kara	94,289	5,148
McEwan, Jamie	82,007	9,643
McFadden, Erin	89,100	

Name	Remuneration	Expenses
McFadyen, Trevor	115,571	13,034
McGinnis, Karen	113,882	2,500
McIlveen, Kirsten	143,931	2,734
McLachlan, Torin	99,501	
McLaughlin, Troy	88,962	
McMichael, David	100,757	38
McMillan, Paul	120,806	
Medcalf, Iain	96,411	
Mehra, Vedant	77,006	11,171
Meitz, Ann	97,877	
Melling, Christine	75,558	22,397
Miller, Chloe	93,973	1,093
Minty, Keri	93,414	
Mistry, Yogen	80,936	16,216
Moffatt, Lauren	115,996	
Mohammadi Fard, Naz	98,530	4,515
Molendyk, John	116,010	
Molson, Michael	115,129	
Moolla, Alisha	132,131	4,982
Morrison, William	94,349	
Moscrip, Kathryn	115,128	346
Moses, Hilary	112,355	358
Mot, Magdalena	113,208	1,736
Mrkic-Subotic, Natasha	124,865	11,517
Muckle, Robert	99,364	248
Muench, Corey	115,129	590
Mutis, Brent	77,000	36
Nakajima, Karen	97,877	55
Nasiri, Marzieh	117,820	
Neigel, Christina	153,673	1,959
Nelson, Lesley	120,992	1,402
Nesselroad, Jennifer	119,062	200
Neufeld, James	77,590	
Neufeld, Montrose	93,488	
Nevay, Leigha	112,132	
Newfield, Todd	97,631	
Ngai, Yvonne	106,620	
Nguyen, Tracy	87,577	
Nichol, Melissa	158,137	10,231
Nickolichuk, Rae	115,149	
Nitu, Eugen	81,798	
Nogueira, Francisco	179,919	1,043
Norenko, Iryna	115,758	
Nowak, Krystyna	115,142	165
Oceguera, Jorge	115,149	
Ogawa, Julia	121,768	

Name	Remuneration	Expenses
Oh, Sera	91,036	
Oikawa, Leigh	110,093	
Olarte, Sally	106,004	2,336
Olesen-Maddock, Siri	87,098	
Olson, Mitchell	80,553	
O'Neill, Corey	87,830	3,765
Ong, Linda	94,792	5,346
Orleans, Caroline	81,223	
Orsted, Jeremy	85,804	4,800
O'Sullivan, Sarah	96,445	8,189
Ottaway, Paul	116,148	
Ozturk, Ebru	92,055	
Pack, Bradshaw	113,300	2,500
Pamplona, Mez	75,455	
Panagopoulos, Frank	85,075	5
Pareis, Megan	77,159	2,404
Paris, Brit	134,196	15,344
Parnami, Shveta	76,596	
Paul, Bethany	95,244	
Pedersen, Kirk	81,785	
Penhall, John	76,277	
Penny Light, Tracy	190,612	46,977
Pereira, Elizabeth	89,274	
Perkin, Rosemarie	94,881	
Perro, Don	126,540	6,907
Perry, Donna	115,148	163
Phelan, Lyndsay	111,798	3,901
Phillips, Bridget	80,735	193
Picken, Cassidy	115,149	55
Pickford, Kelly	77,260	
Postras, Evan	101,988	4,232
Pokrishevsky, Edward	143,168	
Pop, Mirela	111,187	1,052
Poznanski, Martin	88,089	
Prange, Laurie	129,520	
Pucci, Clara	88,071	
Qaiser, Muhammad	94,639	598
Queree, Claire	104,607	
Radnidge, Scott	78,578	
Rai, Kestina	139,485	
Raja, Majid	110,901	
Raycraft, Jane	111,551	1,919
Reed, Georgette	141,074	6,420
Refeen, Adrian	88,954	1,831
Remisova, Jana	112,566	
Reyes, Carlos	86,353	

Name	Remuneration	Expenses
Roache, Darcia	81,755	
Robbins, Dave	91,599	
Roberts, Eric	82,774	
Robinson, Erin	115,129	13
Romeo-Gilbert, Susan	114,255	
Ross, Jeff	89,365	
Ross, Vicky	86,374	
Roussy, Karen	129,510	
Rowsell, Blake	128,702	2,458
Rudolph, Gordon	151,414	1,959
Ruggles, Angela	84,390	1,286
Russell, Emma	115,149	4,624
Sale, Adam	112,818	7,145
Samborski, Dalene	82,224	92
Samra, Harv	89,015	184
Sanandaji, Sasha	112,132	
Savjord, Toran	208,659	489
Schick, Alana	89,098	
Schimanski, Lesley	115,758	300
Schreader, Cheryl	115,149	5,966
Schuster, Robert	115,149	103
Seekins, Sandra	132,686	
Sellers, Wade	122,562	574
Sena, Jairo	122,641	2,129
Shadmehr, Ramin	160,116	7,281
Shafai, Azita	115,129	71
Shafieian, Nooshin	84,736	2,115
Shalamov, Maria	77,002	
Sherpa, Tenzing	98,595	1,052
Siddique, Zafrul	133,505	
Silva, Francisco	124,354	29,035
Simmons, Craig	115,149	4,037
Simpson, Carey	129,520	
Singh, Jas	81,343	
Singh, Prem	113,071	
Skapski, Natalia	156,240	4,023
Smith, Janine	88,788	
Smith, Tia	133,063	2,641
Snyder, Gerdi	81,120	
Sobel, Corey	84,780	
Soo, Caroline	111,550	
Sovani, Fahreen	77,833	
Steed, Andrew	115,149	
Stegemann, Andrew	100,128	2,104
Stenson, Brenda	97,779	
Stevens, Kory	86,201	

Name	Remuneration	Expenses
Stewart, Fenn	115,174	
Stewart, Kym	115,149	
Stjepanovic, Zoran	86,522	204
Stock, Richard	122,628	840
Stone, Anne	93,637	
Storey, Brian	156,812	814
Storoz, Lisa	101,863	9,298
Styles, Laureen	152,421	2,631
Sunde, Kent	111,663	
Surjanovic, Ivan	115,149	
Sutherland, Sara	143,475	3,762
Sylvester, Glenn	115,149	2,373
Tabari, Mokhtar	117,915	
Takei, Masa	115,129	
Tanimura, Chieko	135,555	955
Tanveer, Imran	115,883	
Tatum, Patricia	76,594	
Thiessen, Calvin	116,010	
Thoma, Michael	115,380	451
Tomberli, Bruno	115,149	
Towill, Tammy	93,605	1,041
Townsend, Jill	111,072	
Trottier, Emma	119,946	
Turner, Brad	110,475	
Tu-Woodearth, Erik	96,674	
Twiss, Diana	88,218	
Umunna, John	156,078	4,698
Vaghefi, Sanam	92,688	
Vaid, Bhuvinder	115,129	
Valioux, Maria	78,557	83
van den Heever, Michael	118,265	
van Groll, Nancy	123,028	
Van Luven, Bill	115,128	
Vandereyk, David	115,957	
Vasiljevic, Ruxandra	77,561	
Vaughan, Mark	118,476	111
Victor, Dan	78,551	
Villalba, Luis	115,149	
Vincent, Adam	104,266	
Vlail, Andrej	118,547	
Volo, Nat	76,496	
Vuorinen, Kyle	137,142	2,018
Wahl, Jeffrey	82,093	
Walker, Amanda	121,957	3,851
Walker, Dominique	85,233	
Walker, Kara	108,308	14,366

Name	Remuneration	Expenses
Walkowicz, Lucas	86,432	
Wang, Audrey	87,478	1,696
Wang, Jo	88,895	
Wang, Nancy	76,087	
Watson, Judith	114,611	
Watson, Lydia	115,149	4,317
Watson, Shawn	96,632	879
Watt, Mary	82,707	6,323
Weber, Scott	82,567	
Wei, Darya	80,586	7,079
Wenzek, Rob	94,120	
Wharton, Kari	187,402	21,941
Whitworth, Carrie	75,440	1,464
Whitworth, Dawn	183,611	10,427
Williams, Rob	106,518	
Williams, Stephen	129,519	89
Wills, Danielle	115,883	4,725
Wilmot, Cathy	97,862	
Wilson, Bruce	115,883	
Wilson, Danielle	76,199	
Wilson, Justin	76,352	2,494
Windham, Maurice	76,978	
Witan, Andy	112,839	
Witkowski, Elizabeth	123,775	
Wong, Nancy	81,780	
Wong, Sabrina	115,149	1,041
Woodward, Alpha	94,783	459
Wroblewski, Tanya	97,987	2,064
Xavier, Katrina	79,329	
Xhignesse, Michel-Antoine	128,903	
Yaghmaie, Pegah	111,711	
Yang, Jesse	100,823	
Yang, Tony	80,898	
Yasinski, Daniel	96,633	
Yazdanpanah, Hojat	95,968	
Yee, Angela	77,022	176
Yen, Lily	77,790	
Yercich, Sarah	145,198	3,083
Yeung, Erica	77,696	32
Yip, Karen	115,149	
Yip, Sze-Ching	89,258	
Yu, Rachel	99,559	2,611
Zaenker, Milla	107,304	
Zarpak, Pouya	77,634	
Zhou, Lin	77,035	
Zhu, Allen	115,380	

Remuneration greater than or equal to \$75,000	\$	63,410,992	\$	1,120,027
Remuneration less than \$75,000		30,916,915		368,823
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Total remuneration	\$	94,327,907	\$	1,488,850
Employer's Portion of CPP		3,857,977		
Employer's Portion of EI		1,288,372		
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Total Employer's Portion of CPP and EI	\$	5,146,349		
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Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

Payments to Suppliers for Goods and Services

Supplier Name	Amount
16472125 Canada Inc	42,994
2297815 Alberta Ltd.	76,414
3Si Risk Strategies Incorporated	25,964
4imprint, Inc	33,826
4th Utility Incorporated	760,880
99 Lanscapes	26,187
Able Auctions	45,039
Active Earth Engineering Ltd.	45,780
ADInstruments, Inc.	59,943
Affinity Staffing Inc.	107,482
Afonso, Thays	78,874
Ainsworth Inc.	54,844
ALEAS Inc.	36,882
Amazon	173,989
Amyantek Inc.	80,994
Andrew Sheret Ltd.	49,643
Annex Pro	41,867
Apple	370,004
ApplyBoard Inc	243,745
Asian Rise Travel Co. LTD	29,074
ASSA ABLOY Entrance System Canada Inc.	100,101
B T Y Consultancy Group	49,770
B.A. Blackwell & Assoc. Ltd	34,641
Ball, Brian	31,238
BC Hydro & Power Authority	1,925,603
BCNet	846,491
Best Buy	31,170
Best Service Pros Ltd.	1,783,347
Bigger Productions Inc.	38,700
Binnie Land Surveyors Ltd.	34,850
Black Tusk Fire & Security Inc.	234,680
Blackbaud, Inc.	85,557
Boyden Global Executive Search	41,233
Brite-Lite Lighting and Electrical Distributors Inc.	118,197
Brooks Corning	129,760
C&S Consulting Services	47,250
C. F. Ventures Building Services Inc.	61,322
Canadian Edge International Corporation	76,189
Canadian International Student Services Inc.	96,788

Supplier Name	Amount
Canadian Office Professional Employees, Local 378	383,088
Canadian Research Knowledge Network	157,039
Canam Consultants Ltd.	160,246
Canon Canada Inc.	25,115
Capex Project Advisory Services Inc.	345,827
Capilano Students Union	5,859,794
Capilano University Faculty Association	1,050,495
Cardy Inc	73,500
Castle Cleaning Services	36,159
CDW Canada	397,880
Cengage Learning Canada Inc	40,150
Centaur Products Inc.	108,480
Charms Education & Immigration Services	26,808
Clark Wilson LLP	530,475
Clark Wilson LLP, In Trust	46,500,000
ClimaChange Solutions	413,224
College Pension Plan	6,690,537
Colleges and Institutes Canada	38,342
Colliman Construction	270,743
Colwin Design Ltd	86,846
Compass Group Canada	1,979,963
Compugen Inc.	1,883,050
Contemporary Office Interiors	261,915
Contstant Contact	35,004
Cool Air Rentals Ltd.	61,036
Core PM Services Ltd.	147,234
Council of Prairie & Pacific Univ Libraries	49,736
Custom Air Conditioning Ltd.	689,710
Darwin Group of Companies	371,405
Das Duo I Tanya Goehring & Trevor Jacobson	46,818
Deetken Enterprises Inc.	151,893
Dell Canada Inc	1,125,349
Deloitte Inc.	1,541,514
DFM Mechanical Design Inc.	364,516
DIALOG BC Architecture Engineering Interior Design Planning	595,504
Direct Travel Canada	38,767
District of North Vancouver	358,121
District of Squamish	227,540
DMD and Associates Electrical Consultants Ltd.	191,061
Door Systems ASSA ABLOY	48,186
Drechsler, Eric	72,500
Drift Project Management Ltd.	47,261
EAB Global Inc.	108,982
EBSCO Canada Ltd.	99,314
E-Card ID Products Ltd.	29,422
Eclipsys Solutions	31,548

Supplier Name	Amount
Eightforty	48,821
Electronic Health Library of BC	40,480
Elite Fire Protection Ltd.	188,516
Ellucian Technologies Canada ULC	92,216
EMCO Corporation	43,493
Emily Chow Marketing	212,300
Emond Montgomery Publications Ltd.	32,658
Encore Business Solutions	89,575
Endless Summer Landscapes	88,410
Enterprise Holdings	28,203
Etro Construction	157,500
Evident Canada, Inc.	29,328
Evisions LLC	45,351
Executive Hotel	50,591
Fieldturf/Tarkett Sports Canada	1,124,702
Flying Colours International	31,779
Flynn Canada Ltd.	102,710
Flywire Payemnts Corp	49,492
Footprint Vietnam Travel	37,936
Forme Ergonomics & Workplace Health	39,543
Formline Architecture + Urbanism Inc.	69,911
Fortis BC	187,050
Garibaldi Lock & Safe Ltd.	38,728
Gartner Canada Co.	374,059
Gbolonyo, Prosper Kwasi	81,641
GeeBee Education Pvt. Ltd.	54,912
Georgia Street Media Inc.	32,156
GFL Environmental Inc.	88,633
Gladue, Rayln	30,000
Global Strategic Communications	101,063
Golden Eagle Limited Partnership	371,405
Graphic Office Interiors Ltd.	66,784
Graybar Canada	47,875
Great West Life	4,890,929
guard.me International Insurance	160,183
Hawthorn Landscape Design Inc	99,098
HDR Architecture Associates, Inc.	236,904
Hearn, Karen	39,158
Hemlock Printers Ltd.	35,662
Heritage Office Furnishings Ltd.	1,223,260
Hoggan, Debra	63,158
Holmes & Brakel (B.C.) Inc.	232,766
Homewood Health Inc.	51,200
IDP Connect Inc	30,000
IDP Education PTY Ltd.	329,115
Immigrant Services Society of BC	70,853

Supplier Name	Amount
Imperial Sign Corporation	62,808
Indian River Consulting	27,846
Indigo Park Canada Inc.	185,161
Infosilem Inc.	43,797
Innovative Interfaces, Inc.	71,018
ITS Consulting Inc.	89,239
Jain Overseas Services Pvt. Ltd.	38,395
JC Options Inc.	27,589
Jensen Sign Artistry	36,094
Johnston, Shaelyn	97,338
Just Mechanical Ltd.	446,104
Kanan International PVT. Ltd.	88,280
KC Overseas Education Pvt. Ltd.	114,793
Kindel, Dennis	26,530
Kinetic OHS Services	29,217
KONE Inc.	92,791
KPMG LLP	106,113
Lamar Companies, The	76,563
Lift Community Services of qathet Society	39,431
Lil'wat Nation-Ts'zil Learning Centre	86,149
Lime Painting Ltd.	69,636
Limitless AV Inc.	71,295
Logan Human Resources Management Inc.	25,856
Login Brothers Canada	44,999
Long View Systems Corporation	247,352
Lorne Lapham Sales & Rentals	164,490
M Square Business Solutions Inc.	3,058,260
Macro Global Moga Group of Institues	28,869
Manulife Financial	3,428,873
Marian Kiilu	34,612
Marsh Canada Limited	44,330
Massif Creative Inc.	61,425
Massy Books	81,067
Maxon Computers Inc.	26,896
McGraw-Hill Ryerson Ltd.	231,567
MediaValet Inc.	38,808
Megamind Consultants Private Ltd.	71,027
Merit Travel Group Inc.	79,274
Metis Nation British Columbia	70,041
Microserve Business Computers	88,537
Millar, Steve	32,825
Minister of Finance	116,157
Ministry of Environment & Climate Change Strategy	32,891
Morning Star Technology Solutions Inc	61,720
Motic Instruments, Inc.	66,080
Movex	39,431

Supplier Name	Amount
MPS (Accounts Receivable in Canada)	32,996
Municipal Pension Plan	1,868,661
Musqueam Indian Band	85,900
MVCC Video Communications Corporation	256,143
Natural Pod Services Inc	95,489
Noble BC Port Kells	98,292
Occtam Solutions	103,125
OCLC, Inc.	25,102
OculusIT, LLC	35,587
Ollo Metrics Ltd.	741,767
Opus Art Supplies	45,705
Oxford University Press	25,515
Pacific Western Athletic Association	30,009
Paladin Security Group Ltd.	2,206,809
Peak Technologies	35,767
Pearson Education Canada	102,132
PeopleAdmin	36,359
Pinnacle Food Equipment Services LLP	36,906
Plaid Consulting Inc.	54,075
Ploutos Enterprises Ltd	156,845
Power West Industries Ltd.	33,747
Price, Jason	26,481
Prime Engineering Ltd	766,150
PrismRBS (New name for Nebraska US account)	35,187
Promosapien Promo Inc.	46,418
ProQuest LLC	68,000
Prostock Athletic Supply	92,561
Public Architecture + Design Inc.	469,858
Quadient Canada Ltd.	30,728
R. F. Binnie & Associates Ltd.	251,304
Ram Mechanical Inc	104,672
Ramada Inns	39,245
Raven and Wren Consulting	34,434
RavenCrest Building Maintenance	26,040
Ray Contracting Ltd.	50,303
Rayel Bausenhaus Consulting	37,839
RBC Global Asset Management Inc.	247,991
RDA Construction	52,553
Receiver General	5,231,884
Revolve Consulting Inc.	95,017
Ricoh Canada Inc.	134,517
Robert Half	43,448
Robinson, Cynthia	79,796
Rogers Communications Canada Inc.	38,463
Roland Canada Music	51,408
Roper Greyell LLP	213,305

Supplier Name	Amount
Rose Security Services Inc	282,798
Ryan ULC	26,610
Salesforce.Com	204,689
Sasco Contractors Ltd.	90,464
Schratter Communications	34,486
Scott DB Services Ltd.	18,886,639
Seccan Inc.	67,295
Served Catering	112,310
Service Master Clean Sea to Sky	160,771
SFU-BC ELN (Electronic Library Network)	283,903
Shell Energy North America (Canada) Inc.	125,667
Shishalh Nation	85,940
Silver Fern Education Consultants	39,977
Skookum Janitorial Services	66,360
Skyhigh Ladders and Guardrails	31,411
SMcN Consulting Inc.	332,477
Smith Bros. & Wilson (B.C.) Ltd.	16,513,572
Softchoice Canada Inc.	140,409
Softlanding Solutions Inc.	81,377
SolarWinds	50,963
Sparkle Solutions	35,267
SPI Health and Safety Inc.	58,804
Spicers Vancouver	25,842
Squamish Nation	86,696
Stantec Consulting Ltd.	411,131
Staples	329,243
StarRez Inc.	48,077
Status Electrical Corporation	178,731
Still Interpreting Inc.	41,423
Super Save Disposal Inc.	38,284
Supernaturals Modelling Inc.	37,849
Swanson, John	44,875
T.E.K. Roofing Ltd.	318,655
Takeform	66,528
Takiguchi, Akiko	40,961
TargetX LLC	54,692
TEKSYSTEMS Canada Corp.	282,870
Telus	175,730
Teng Huang	63,327
Terminalfour	35,553
The Discovery Group	53,505
The Foundry	31,470
The Shipyards Development Ltd	481,433
Thomson Reuters Canada	36,014
Timberline Tree Services Ltd.	34,440
Tohkapi Cinema Ltd.	26,704

Supplier Name	Amount
Toon Boom Animation Inc.	95,100
Total Energy Systems Ltd.	258,036
Tran, Hoang	68,063
Translink	3,154,250
Tsleil-Waututh Nation	85,946
Uline	45,907
Unibuddy Limited	31,550
Universities Canada	60,341
University of the Fraser Valley	59,350
UPS Toronto	30,985
Vision Travel DT Ontario-West Inc.	69,506
VWR Canada	36,670
Waste Control Services Inc.	30,939
Wesco Glass Restorations Ltd.	83,286
West Pacific Consulting Group dba IT/IQ Tech Recruiters Inc.	963,575
Whistler Cooks	109,685
Whitworth, Pam	36,488
Will Creative Inc.	231,578
Wintergreen Learning Materials	87,802
Wood Wyant Inc.	50,128
Workday Limited	652,496
Workhorse Consulting Inc.	83,432
WorksafeBC	302,824
WorkTango Inc.	52,922
Xerox Canada Ltd.	74,610
Zoom Video Communications Inc	50,710
Vendor payments greater than \$25,000	165,382,027
Vendor payments less than \$25,000	8,430,447
Total Vendor Payments	173,812,474

Capilano University
Statement of Financial Information
For the Year Ended March 31, 2025

Reconciliation to Financial Statements

Employees' Remuneration	\$ 94,327,907
Employees' Expenses	1,488,850
Payments to Vendors	173,812,474
	<hr/>
	269,629,231
Adjustments:	
Flow through payments (not recorded as expenses)	(9,484,427)
Accruals, tax and other reconciling items	1,790,979
Capital Purchases	(101,892,058)
Amortization of Capital Assets	9,452,252
	<hr/>
	169,495,978
Change in prepaid expenses	747,152
Change in allowance for doubtful accounts	698,671
Change in employee future benefits	121,600
Change in inventories	222,597
Change in accrued liabilities	10,753,577
Total expenses per audited financial statements	<hr/>
	\$ 182,039,575



BOARD OF GOVERNORS REPORT

AGENDA ITEM 5.1.3: Finance Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: David Ayriss, Finance Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Finance Committee meeting that took place on September 10, 2025.

SUMMARY

The Committee discussed the following items:

- June 2, 2025 Finance Committee meeting minutes:** As per the established process, the minutes of the June committee meeting were approved by email and included in the September committee meeting agenda package for information only.
- Finance Committee Accountabilities and Terms of Reference:** Tally Bains, VP Finance and Administration provided an overview of the Committee's responsibilities and key activities. Angela Ruggles, EA to VP Finance and Administration, presented updates to the Committee's terms of reference which were endorsed by the Committee and will now proceed to the November Governance and Planning Committee for review and recommendation to the Board of Governors for approval.
- Investment Management:** Reya Lu, Ellement Investment Consultant presented the Q2 performance of the University and Foundation portfolios as at June 30, 2025.
- Real Estate and Development Dashboard:** Ryan Blades, AVP Facilities Services and Campus Planning provided a status update on real estate and capital development projects valued at \$3 million and above.
- Review of Annual Policy Priorities List:** Narisha Jessani, Director Financial Services provided the list of policies under the Finance Committee's jurisdiction that are due to be reviewed in 2025-26.
- Financial and Integrated Planning and Budget Update:** Tally provided information on the 2025-26 Q1 forecast, the preliminary Q2 forecast and the Integrated Planning and Budget update for 2025-26..
- Statement of Financial Information, Fiscal 2024/25:** Narisha presented the Statement of Financial Information (SOFI) 2024/25. The committee passed a motion to recommend that the Executive and Human Resources Committee approve the SOFI on behalf of the Board of Governors.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 5.1.4: Governance and Planning Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Amina El mantari, Governance and Planning Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Governance and Planning Committee meeting that took place on September 16, 2025.

SUMMARY

The Committee discussed the following items:

- June 9, 2025 Governance and Planning Committee Meeting Minutes:** As per the established process, the minutes of the June meeting were approved by email and included in the September agenda package for information.
- Governance and Planning Committee Accountabilities and Terms of Reference:** Tally Bains, VP Finance and Administration, provided an overview of the Committee's accountabilities and key activities. Angela Ruggles, Executive Assistant to the VP Finance and Administration, presented updates to the Committee's Terms of Reference. The Committee passed a motion to endorse the changes and recommend that the Board of Governors approve the revised Terms of Reference. This item is scheduled to be provided to the Board of Governors at the November Board meeting.
- Board Governance Manual:** Angela presented proposed revisions to the Board Governance Manual. The Committee requested management review additional items for discussion at their November meeting.
- List of Annual Policy Priorities:** Jacquetta Goy, Director, Risk Management, provided the list of policies under the Committee's jurisdiction that are scheduled for review in the 2025–26 year.
- Institutional Accountability Plan and Report (IAPR):** Milad Fathi, Director, Analytics and Institutional Research presented the final version of the 2024–25 Institutional Accountability Plan and Report. The Committee passed a motion to recommend that the Board of Governors approve the IAPR for submission to the Ministry. This report and motion is provided to the Board under the consent agenda.
- Strategic Planning Accomplishments and Envisioning 2030 Update:** Toran Savjord, VP Strategic Planning, Assessment and Institutional Effectiveness, provided an update on key achievements for the 2024–25 fiscal year and progress towards the Envisioning 2030 strategic plan. This report is included as part of this consent agenda.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 5.2: 2024-25 Draft Institutional Accountability Plan and Report	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PREPARED BY: Milad Fathi, Director Analytics and Institutional Research	

PURPOSE

The Governance and Planning Committee reviewed the Institutional Accountability Plan and Report at the September 16th meeting and passed a motion to recommend that Board of Governors approve the report for submission to the Ministry as set out below.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the final 2024-25 Institutional Accountability Plan and Report for submission to the Ministry.*

SUMMARY

Since the June IAPR draft submission, the IR team has received and incorporated Rounds 2 and 3 of the official performance metrics. The team has also incorporated the final feedback received from the Ministry on August 18th, 2025. Attached in this package is the final graphic designed IAPR ready for sign off by the Board Chair and the President.

The following table provides a high-level overview of each section in the IAPR.

IAPR Section	Sub-Section & Notes	Section Same as Last Year's Plan
1. Accountability Statement	Not yet drafted	To be drafted for final report
2. Capilano University: Who We Are	No specific notes	Y (updated)

IAPR Section	Sub-Section & Notes	Section Same as Last Year's Plan
3. Strategic Direction	Our Vision/Purpose/Values/Envisioning 2030	Y
	Illuminating 2030	Y
	Chénchenstway	Y
	Internationalization Plan	Y
	Campus Master Plan	Y
	People Plan	Y
	Squamish Campus	Y (updated)
	Work-Integrated Learning Unit	Y (updated)
	Fulmer Family Centre for Childhood Studies	Y (updated)
	Student Housing Project	Y (updated)
	Indigenous Digital Accelerator	N (new section)
4. Strategic Context	No specific notes	Y
5. Mandate Letter Priorities	1. <i>Enhance coordination of education programming and labour market needs, and increase efficiencies of post-secondary education and lower costs</i>	N (new Ministry priorities)
	2. <i>Evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions</i>	N (new Ministry priorities and indicators guide)
	3. <i>Ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values</i>	N (new Ministry priorities)
	4. <i>Enhance employment services and skills training for people facing multiple and complex barriers.</i>	N (new Ministry priorities)
	5. <i>Ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic tool</i>	N (new Ministry priorities)
	6. <i>Progress on the Truth and Reconciliation Calls to Action and UNDRIP [Details to review in Appendix]</i>	Y (updated)
	7. <i>Sexualized Violence Prevention and Response Initiatives</i>	Y (updated)
	8. <i>Former Youth in Care</i>	Y (updated)
	9. <i>K-12 Transitions and Dual Credit Programming</i>	Y (updated)
	10. <i>Work-Integrated Learning (WIL)</i>	Y (updated)
	11. <i>Developing and implementing protections for international students that support their fair treatment</i>	Y (updated)



IAPR Section	Sub-Section & Notes	Section Same as Last Year's Plan
6. Performance Plan	No specific notes	Y (updated)
7. Financial Information	Link to CapU Website	Y
8. Appendices	Appendix A – No specific notes	Y (updated)

Appendix

#	Name
1	IAPR – CapU 2024-25 Final w Ministry Feedback



Capilano University

Institutional Accountability Plan and Report 2024-2025

July 2025



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1. Accountability Statement



Accountability Statement

July 11, 2025
Minister Anne Kang
Ministry of Post-Secondary Education and Future Skills
Government of British Columbia

Dear Minister Kang,

We are pleased to submit Capilano University's (CapU) Institutional Accountability Plan and Report for 2024–2025. Our efforts in implementing Ministry's priorities and ongoing strategic initiatives are outlined in our responses to the Mandate Letter. Our commitment to the learners of the Capilano catchment area are detailed throughout this report.

This commitment is reflected in our continued growth of our Squamish campus—which saw its first intake of students, and hosted its first major university sports event, this year—and in our continued development of innovative programs tied to labour market and societal needs, such as the BA, Major in Writing and Literature and the Bachelor of Environment and Society, both of which are taking applications for their first intake of students. CapU has been developing such new programming steadily over the last several years, and this has likely been a major factor in the surge of domestic students that registered this year in Capilano, the second increase in the last five years and the largest increase in over a decade.

The federal government's changes to international student visas, including changes to post-study work visas, has sharply affected the number of international students attending CapU this year, as it has affected PSIs across the province and country. However, our Centre for International Experience has been active in building international partnerships and augmenting recruitment resources to maximize the pool of remaining persuadable international learners.

CapU has built on its support for work-integrated learning this year, with CapU's activities in this area now being coordinated by the new Work-Integrated Learning Unit. Now students and faculty have a single team to distribute resources and information, as well as promote WIL activities within the CapU community and among the business communities of its catchment area.

CapU has continued to honour its commitments to being a welcoming and safe place for Indigenous students. This year, the Indigenous Education and Affairs team worked steadily with all units at CapU to develop concrete action plans to implement Chénchenstway, a living document outlining the University's commitment to truth and reconciliation.

Yours sincerely,

RJ Wallia
Chair, Board of Governors

Laureen Styles
Interim President and Vice Chancellor



2. Capilano University: Who We Are



Capilano University: Who We Are

Capilano University (CapU) serves the growing populations of the North Shore, the Sea-to-Sky corridor and the lower Sunshine Coast. CapU is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səliilwətał (Tsleil-Waututh), Shishálh (Sechelt), Skwxwú7mesh, and xʷməθkʷəy̓əm (Musqueam) Nations.

Founded as Capilano College in 1968, Capilano University became a provincially designated, special-purpose teaching university authorized by the *University Act* to offer baccalaureate- and graduate-level degrees in 2008.

Our mandate is to serve the communities of the Capilano College Region, but domestic students at CapU come from all over the Lower Mainland. Our largest international student populations are from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore, with almost 1,500 employees, including over 800 instructors.

Capilano University served 11,009 academic students¹ in the 2024-25 fiscal year, representing 3,775 domestic full-time equivalent (FTE) students and 3,589 international FTEs. International students at the University include citizens of 92 countries. The number of students enrolled in baccalaureate programs grew for the second year in a row (3,863), representing 35% of CapU's headcount, while another 43% were enrolled in two-year programs (associate degrees and diplomas) and 12% in developmental and certificate-type programs.

This fiscal year's 3,775 domestic FTEs represents a remarkable increase, up from 3,473 in the 2023-24 fiscal year to, an increase of over eight per cent. One result of this increase is that CapU's utilization rate has increased from 61% to 67%.² The FTE increase is the first since the 2020-21 fiscal year, when FTEs increased by slightly over one per cent over the previous fiscal year. It is only the second year-over-year increase in domestic FTEs since the 2012-13 fiscal year and the first increase in utilization rate in over ten years.

Highlights for 2024-25

While the 2024-25 year has seen some major challenges, it has also seen significant achievements. These include the increase in domestic FTEs for the 2024-25 fiscal year, mentioned previously. The increase reflects faculty's continued push to develop high-quality, in-demand academic programming, supported by CapU's Office of Academic Initiatives and Planning. In the first four months of 2024, CapU obtained the approval of three more innovative baccalaureate programs, the Bachelor of Environment and Society (Environmental Studies), the Bachelor of Environment and Society (Environmental Sciences) and the Bachelor of Arts with a Major in Creative Writing and Literature.

These new programs join several others that have launched in the last five years, including the Bachelor of Kinesiology, Bachelor of Science – General, Bachelor of Arts with a Major in Psychology, Bachelor of Arts (Honours) with a Major in Psychology, Diploma in Kinesiology, Diploma in Tourism Management International, Interaction Design Diploma, Indigenous Digital Filmmaking Diploma, and the Visual Effects for Film, Streaming & Immersive Media Diploma, along with seven new minors.

In 2024-25, CapU began preparing to launch its Bachelor of Environment and Society degrees. The Environmental Science option provides learners with the scientific and technical skills to develop new ways of doing business and dealing with environmental hazards. The Environment and Society option focuses on the skills supporting the social dialogues needed to foster changes leading to a sustainable society. Over 90 applicants have been admitted for the program, which will begin teaching its first intake of students in September 2025.

The Bachelor of Arts with a Major in Writing and Literature will also welcome its first students in September 2025. The new program, approved by the Ministry in the fiscal year 2024-25, is the only program in B.C. that intentionally integrates literary study and creative writing within a single degree. The program also includes experiential learning and applied components, including practicums, and allows students to specialize in one of two concentrations, Critical and Creative Writing or Literature and Culture. An Indigenous Writer-in-Residence program will host a new visiting writer in the faculty each year. Land-based learning opportunities will connect story with land, and history with culture, so that degree students do more than

¹ 'Academic students' refers to students enrolled in courses and programs of study linked to, or potentially contributing to, academic credentials, and excludes students in Continuing Studies programming. For more details on FTEs, including Continuing Studies (i.e., cost-recovery) FTEs, see Table 7 on page 32.

² 'Utilization rate' is the percentage of domestic FTE enrolment targets a publicly funded post-secondary institute has achieved.



step outside to learn about Indigenous ways of knowing; they are invited to embody them as they analyze, create and form communities.

The BA – Writing and Literature program is a pathway to professional careers in academia, the law, human resources, government and research organizations, and has labour market connections to occupations in teaching, writing and editing, journalism and publishing, and advertising and marketing.

This has also been a busy year for CapU's Office of Indigenous Education and Affairs, with the team led by Director Miranda Huron and Manager Stephanie Merinuk guiding the rollout of CapU's Indigenous framework, Chéhchenstway. The rollout activities, described in more detail in our response to [Priority Three](#) of the Mandate Letter, include discussions with different groups and constituents, resulting in over 70 specific projects across the University. Discussions began shortly after the formal introduction of the living document in the 2023-24 fiscal year and continue as of this writing. Some discussions are ongoing conversations, such as the discussions that began in Summer 2024 between CapU faculty members and representatives from the host nations around building CapU's capacity to maintain the ceremonial obligations of a canoe family.

This fiscal year has also brought with it some difficulties. Although the jump in domestic FTEs is encouraging, there has been a substantial decline in international FTEs of roughly three per cent over the 2023-24 fiscal year. This marks the first decline since the two pandemic years, 2020-21 and 2021-22, although on a much smaller scale. The decline can be attributed to the federal government's changes to student visas, which brought in restrictions to the numbers of visas issued and restrictions upon what programs yield work visas after graduation. These changes have sparked much activity; some aimed at minimizing the impact by finding greater efficiencies and cost savings and others aimed at maximizing recruitment from the remaining pool of persuadable international learners. These activities are outlined in our response to [Priority Two](#) of the Mandate Letter.

Our Programs

Capilano University has several signature programs. These include Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Bachelor of Tourism Management, Bachelor of Music in Jazz, Bachelor of Legal Studies, Bachelor of Music Therapy and Canada's only Indigenous Digital Filmmaking program. These programs offer unique and industry-relevant educational experiences that attract students from across Western Canada and beyond.

Our University One for Indigenous Learners Certificate program is particularly important, providing critical bridging support for Indigenous learners to meet the academic demands of university. This helps address systemic barriers that may prevent Indigenous learners from pursuing advanced education. We continue to provide Elder support for the program and support the Indigenous-focused Adult Basic Education program (ABE) at our [kálaḡ-ay](#) | Sunshine Coast campus. The [kálaḡ-ay](#) | Sunshine Coast campus also saw the Pathways to Higher Learning programming continue in its fourth year, in partnership with the shíshálh (Sechelt) Nation.

These are part of the 104 academic programs that CapU offered in 2024-25. These programs range from standalone courses for film and television technicians to post-baccalaureate programs in applied behaviour analysis focusing on autism. The programs span five faculties and 19 schools, and include 16 bachelor's degrees, seven minors and eight post-baccalaureate programs.



Quality Assurance and Program Development

The Office of Academic Initiatives and Planning (AIP) is responsible for leading and supporting university-wide academic quality assurance activities and strategic initiatives central to the ongoing expansion and renewal of our academic programs. AIP's portfolio includes program development, assessment and review, as established in university policies and procedures and in alignment with external accountability requirements.

Capilano University's policies and procedures abide by the principles and standards of the University Act, the Ministry of Post Secondary Education and Future Skills and its Degree Quality Assessment Board, the Capilano University Board of Governors and the Capilano University Senate.

CapU received exempt status at the baccalaureate level in Fall 2023 and completed its most recent Quality Assurance Process Audit process in Fall 2022. The [summary report for the audit](#) can be read on CapU's public website. The 2023-24 academic year marked the start of CapU's current program review process. Program review at CapU is aligned with the university's annual assessment and cyclical review activities.



3. Strategic Direction



Envisioning 2030: A Strategic Plan Inspired by Imagination

At the beginning of 2019, Capilano University began a year of discussion, debate and dialogue among students, administration, faculty and community members to understand how best to align our purpose, vision and values with the conditions and challenges of the coming decade. The result of this collaborative process is a new ten-year strategic plan, *Envisioning 2030*.

The new plan calls for the University to cultivate life-enhancing learning experiences in diverse and inclusive environments. CapU programs proactively respond to a rapidly evolving world by sharing and creating relevant knowledge and timely skill development opportunities. The University is committed to partnering and working with our communities for the greater good and generations to come.

Our Vision

We transform the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential. We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being, and positively contributes to people and the planet.

Our Purpose

At Capilano University, we cultivate life-enhancing learning experiences in diverse and inclusive environments. Our programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. We are committed to partnering and working with our communities for the greater good and for generations to come.

In our journey to grow, lead and innovate, we will embrace imagination as a foundational capability to discover new and better approaches to what we do. We will continuously reflect and learn from our decisions and achievements to effectively advance our commitment to co-create a distinct university experience. In this way, we will improve learning and research opportunities and the health and well-being of learners and employees.

Our Values

- Innovation as a result of curiosity and imagination
- Commitment to Truth and Reconciliation, Indigenization and decolonizing approaches
- Collaboration, authenticity and belonging
- Health and well-being as a cornerstone of our culture
- Transparency and honesty in everything we do
- Sustainable actions towards a better place for our descendants

Envisioning 2030 Goals

In a world of accelerating change, CapU must become increasingly agile to continue in its relevance and purpose. To achieve this, University leaders will focus their efforts on three key components of *Envisioning 2030*: Imagination, Distinct University Experience and Community.

The synergy between the transformative power of imagination and engagement with our communities will allow us to co-create a distinct university experience for our learners, employees and communities. By enhancing what we mean by the CapU experience, we are positioned to achieve better levels of health and well-being for all, further elevating our status as one of the most appealing places to work in the region. The relations among these plan components are illustrated in the figure below. The full plan, including specific action priorities, can be found at [Envisioning 2030](#). A summary version is [here](#).



Imagination—?A?ITUT (“Have Dreams”)

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

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

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

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

Community

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

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

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

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

Distinct University Experience

An exciting synergy between imaginative approaches to everything we do and deepened engagement with our communities will enable Capilano University to deliver a valuable, relevant and distinct university experience. Innovative educational approaches, relevant programming, collaborative community projects, and creative physical and virtual spaces will contribute to a culture of health and well-being. Supported by ground-breaking processes and new financial support, we will change the ways in which we relate to people, knowledge and resources.

Goal 1: Collaboratively instil a new CapU culture around the set of values outlined in the 2020–2030 Plan

Goal 2: Provide learners with imaginative, unique and life-enhancing learning experiences that give them the opportunity to actualize their passion and potential

Goal 3: Fulfil Capilano University’s health and wellness commitments as outlined in the Okanagan Charter

Goal 4: Indigenize and decolonize education and campuses, including First Nations language, culture and knowledge

Goal 5: Implement CapU’s Campus Master Plan

Goal 6: Instil a culture of reflective practice and continuous improvement for learners and employees

Other Major Plans

In addition to the Strategic Plan, CapU's development over the last year has been guided by several foundational planning documents. *Illuminating 2030* guides CapU's academic planning, and the *Internationalization Plan* outlines our priorities and goals for international education. In addition, planning efforts are guided by the *Campus Master Plan*; [Chéichenstway](#); *People Plan*; and the annual integrated planning efforts.

Illuminating 2030 Academic Plan

Capilano University's ten-year academic plan, *Illuminating 2030*, articulates our evolving commitment to learners, communities, knowledge development and knowledge sharing. The plan, approved in February 2021, serves to create a shared understanding of academic directions and provides guidance to other CapU plans and our annual integrated planning activities. The full *Illuminating 2030* can be found on the [CapU website](#), along with a [plan summary](#).

Illuminating 2030 has emerged respectful of our regional context on the unceded territories of the səliłwətał (Tsleil-Waututh), Shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəŷəm (Musqueam) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

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

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

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

Where We Are: Community

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

We believe in the foundational importance of:

- Reciprocity and mutually beneficial learning through dialogue
- The exchange of knowledge and resources for the health and well-being of our learners, our communities and the land
- Taking actions for a sustainable healthy planet

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

We believe learning is grounded in our connections to the planet, people and place. The University's virtual platforms and its physical locations on the North Shore, the Sunshine Coast and in the Sea-to-Sky corridor combine as places of learning, rediscovery, sharing, and mobilizing knowledge. As an inquiry-based learning community, we co-create possible approaches and solutions in response to local and global concerns, questions and challenges in collaboration with campus and community partners.

Who We Are: Imagination

Thoughtfully adopting land- and place-based learning practices will inform academic programming, learning



opportunities, creative activity, research and scholarship in the decade ahead. Drawing on the diverse bodies of knowledge and skills embedded across the University and attending to potential regional applications, we will participate in imagining and co-creating a more equitable and sustainable future for all people and the planet.

We are a collaborative university committed to community-engaged learning. With a purposeful blend of engaged learning approaches, including experiential learning and work-integrated learning, we are situated for impact. Through the creativity and ingenuity of learners, faculty, the University community and external partners, we collaborate to address key concepts and the pressing issues of our time, and to imagine new futures through established and emerging bodies of knowledge.

Imagining, reimagining, creating and sharing extends to Capilano University's participation in the global open education movement. Through our teaching, learning, scholarship, research and creative activity, we will contribute to the democratization and acceleration of knowledge development and mobilization.

Imagining new ways of being and doing in community is paralleled by our commitment to community-based action and research. Learning through reflecting, imagining and doing will provide opportunities for learners to generate compelling evidence of their critical abilities to think and act through the knowledge, skills and experiences acquired during their studies.

This commitment to learning through reflecting and doing extends to the University as a whole. In addition to the specific disciplinary and professional expertise of the wider university community, we draw on a growing body of scholarly work and research, inviting learners and faculty to attend to imagination in education to expand an individual and collective sense of what is possible.

What Learning Looks Like: Distinct University Experience

To contribute as a university in an era of profound societal, cultural and global challenges and opportunities, we are dedicated to renewal and reinvention. Our social and environmental responsibilities extend to a climate in crisis, reconciliation with Indigenous Peoples, honouring diversity, addressing inequities, and thriving amid rapid technological change and disruption.

Evolving a university ecosystem characterized by regional engagement and opportunities for transformative learning

will entail reimagining our credential architecture. Review, renewal and redesign of our credentials will involve expanding learning options, including the expansion of flexible program pathways. We will increase opportunities to combine different fields of study to ensure that learners can pose timely complex questions for investigation and exploration from diverse perspectives.

In turn, we will strengthen our approach to prior learning recognition and competency assessments, which will increase learner access to programs and accelerate time to completion.

Alongside the University community, learners will be invited to engage as emerging knowledge mobilizers and makers. Their experiences will be influenced by land- and place-based learning, Indigenous world views, and ways of knowing in their academic and creative work. In turn, these approaches will also guide development and renewal of academic programming and learning opportunities. This will include expanded community engaged programs, which will incorporate thoughtfully scaffolded experiential and work-integrated learning opportunities.

Ché́nchenstway

This year, CapU introduced [Ché́nchenstway](#), a living document that guides the University's continued commitment and progress towards reconciliation. The name [Ché́nchenstway](#) was gifted to the University by the Skwxwú7mesh (Squamish) Elder Latash, Maurice Nahanee, and means 'to support and respect each other and to work together with a light heart that lifts everyone up to get the work done' in the Skwxwú7mesh language.

[Ché́nchenstway](#) is shaped by CapU's commitment as a canoe family, which began with the carving of the canoe Skw'cháys by Skwxwú7mesh carvers Ses siyam and Xats'alanexw siyam in the winter of 2019.

Work on [Ché́nchenstway](#) has been going on since 2021, largely under the guidance of the Office of Indigenous Education and Affairs (IEA) and the Elders of CapU. The IEA team, led by its director, Miranda Huron, invited University learners and employees to imagine what decolonization and Indigenization could look like at CapU, beginning a six-months conversation that elevated the voices of Indigenous learners and students, local host nations, CapU staff, academic units and members of CapU's five faculties. The host nations consulted included Líl'wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt),

Skwxwú7mesh, Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) and Métis.

These initial discussions allowed the IEA team to map out aspirations and actions to advance reconciliation through Indigenous education and Indigenization and decolonizing approaches. This mapping was developed further under the leadership of Micki McCartney, acting director of IEA while the dialogue continued with multiple community members from across CapU's catchment. Dialogue was also facilitated by Donna Cole, Capilano Students' Union director of Indigenous initiatives.

The culmination of the extensive consultation resulted in a framework with the following five themes. Each theme is paired with a specific goal and a set of actions, including their respective intersections with *Illuminating 2030*.

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



Purpose

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

Canoe Family

At CapU, each person is part of a canoe family—whether as a learner or alumni, staff or faculty member, administrator or community partner. All are paddling together towards healing, understanding and learning. This framework is built on the insights gathered from talking with members of our canoe family, including Indigenous learners and employees, Capilano Students' Union, Capilano Faculty Association and host nations and Métis.

Welcoming Paddlers

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

Honouring Paddlers

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

Waking Up the Canoe(s)

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

Expanding The Canoe Family

- Collaborate with local host nations and Métis on an annually updated community needs and aspirations assessment that informs short- and long-term programming and learner supports as we undertake dialogue and processes to establish model(s) for

increasing Indigenous participation and representation.

- Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing.
- Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course.
- Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being.
- Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledge, decolonizing practices and Skw'cháys (canoe) cultural programming for learners and employees.
- Establish and maintain partnership and applied research agreements as desired by host nations and the Métis.

Reciprocity With Land and Water

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



Internationalization Plan

The *Internationalization Plan 2021* is the first internationalization plan for Capilano University. It maps out a journey to be engaged, relevant and globally progressive. It will help us fulfil our commitments to transformative and community-engaged learning at a local and global level and achieve our purpose of positively contributing to people and the planet. Building on the *Envisioning 2030* themes of imagination, community, and a distinct university experience, with health and well-being at the core, this plan identifies a range of strategies and actions that respond to a fast-evolving world, and can help us build a prosperous, connected and resilient future.

Themes and Vision of the Internationalization Plan

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

With an internationalization vision of enabling imagination through a globally engaged university, we will help fulfil goals of a distinct university experience and a strong community connection for learning and living, while helping us fulfil the health and well-being needs of our international and university-wide community. We will accomplish this vision by ensuring all initiatives and actions align with the principles for internationalization we collectively identified in the process of building this plan. These principles are:

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

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

Imagination

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

Community

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



Health and Well-being

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

Distinct University Experience

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

Campus Master Plan

Capilano University's *Campus Master Plan* for the North Vancouver campus is shaped by aspirations embedded in the plan's Future Campus Statement. Capilano University is inspired by nature and honours the spirit of the surrounding forest and mountains. CapU locations respect the history of the First Nations relationship to these lands and celebrates their continued presence here.

The main campus' physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the lush surrounding landscape. The campus is highly walkable, connected year-round and is welcoming and accessible to all. The campus is a lab with outdoor classrooms and learning opportunities that help to embody a commitment to sustainability and wellness and enhance the academic experience.

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

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

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

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

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

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

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

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

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

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

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

People Plan

Purpose

The *People Plan* provides a roadmap for Capilano University's people, culture and diversity journey into 2030. It is important to recognize that while the University's people, culture and diversity department is the custodian of the plan, the ability to move this plan forward is reliant on the work and activities of all employees at CapU.



At its core, the *People Plan* and its five pillars of employee engagement support the values, goals and strategic priorities in both *Envisioning 2030* and *Illuminating 2030*, and it commits the University to a set of actions over three years. By listening to all employees at CapU, we will work together to determine the best strategies to achieve the successful outcomes put forth in this plan.

To everyone who works at CapU, the *People Plan* represents the University's commitment to support all employees to create a distinct university experience for all learners.

The Five Pillars of Employee Engagement at CapU

The *People Plan* will focus its priorities and actions on the following five essential pillars of employee engagement.

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4	PILLAR 5
Trust in the University	Positive Work Environment	Meaningful Work	Growth Opportunities	Great Leadership
<p>CapU will deepen employee trust in the University by:</p> <ul style="list-style-type: none"> communicating in a transparent and honest manner aligning the University's actions with its values in everything we do continuously investing in the employees who work at CapU 	<p>CapU will ensure employees experience a positive work environment by:</p> <ul style="list-style-type: none"> promoting and supporting health and wellness initiatives and sustainable practices improving the comfort and functionality of physical workspaces creating a culture of recognition weaving EDI and a commitment to Truth and Reconciliation into the foundation of everything we do 	<p>CapU will prioritize creating meaningful work for employees by:</p> <ul style="list-style-type: none"> encouraging autonomy, imagination, continuous learning and empowering of teams placing best fit candidates in best fit roles promoting healthy work-life rhythm 	<p>CapU will enhance employee opportunities for growth by:</p> <ul style="list-style-type: none"> investing in training and on-the-job support establishing succession and development planning offering diverse learning and development opportunities 	<p>CapU will strive to develop great leadership throughout the University by:</p> <ul style="list-style-type: none"> encouraging continuous learning through professional development opportunities creating a culture of curiosity, imagination and reflective practice developing a modern and agile performance management program

Details of the People Plan can be found [here](#).

Other Initiatives

Squamish Campus

In Summer 2023, CapU's ability to provide quality post-secondary education to residents of the CapU catchment underwent a major development. Supported by a \$48 million grant from the provincial government, CapU was able to purchase an 18-acre, purpose-built campus in Squamish. This will serve the 24,000 residents of Squamish, and many more communities along the Sea-to-Sky Corridor.

The overall enrolment for Year One was light but not surprising given the late announcements of housing and limited launch of programs. Forty-five students enrolled in the Fall 2024 term. This grew to 61 students in Spring 2025, 29 of whom were new to the Squamish campus. As of the writing of this report, 29 students are registered for Summer 2025, three of whom are new to the campus.

Three summer intensive destination programs were piloted on campus in Summer 2025. Summer intensives are rich learning experiences designed to allow individuals to immerse themselves in specific subjects within a condensed timeframe, useful for those who want to get ahead or upskill quickly. The programs are:

- Environmental stewardship and responsible tourism
- Learn to code
- Environmental field studies

Fall 2025 will see a full launch of programs on campus including:

- Adult Basic Education (upgrading and university preparation)
- Bachelor of Interdisciplinary Studies
- Education Assistant Certificate
- Bachelor of Environment and Society (Environmental Studies)
- Kinesiology Diploma
- Sustainable Economics Certificate
- Tourism Management Co-operative Education Diploma.

By Fall 2025, the restaurant on campus will re-open in full under the new name, Routes Eatery. The restaurant is an important resource to the community and campus, and its

name refers to both the region's many spectacular hiking trails as well as the paths leading from education to careers

Campus and community

The soft launch of 2024-25 has encouraged ongoing community engagement and opened facilities to community use and knowledge transfer. The campus hosted its first conference in February 2025, bringing to Squamish over 150 practitioners and faculty in the field of early childhood care and education from around BC. In partnership with the Squamish Chamber of Squamish, CapU Squamish hosted two youth entrepreneur events in the 2024-25 academic year. These events brought together business community mentors, senior high school students, and CapU faculty.

The new campus is supported by both the District of Squamish and the Sḵw̱x̱wú7mesh Úxwumixw (Squamish Nation). "We are pleased to support the return of in-person learning to the District of Squamish. The new campus will provide opportunities for our youth in Squamish to seek post-secondary education close to home," said Sxwíxwtn (Wilson Williams), a spokesperson for the Sḵw̱x̱wú7mesh Úxwumixw, shortly after the official announcement of CapU's acquisition.

Since the official announcement of the return to Squamish, CapU has signed several Memorandums of Understanding (MOUs) with local government and community groups. The MOUs allow CapU to coordinate with community leaders in both Squamish and Whistler, not only to address community education needs but also to foster community-based applied research throughout the Sea-to-Sky region.

A MOU was signed with the Whistler Film Festival Society in Spring 2025 in support of the Sea-To-Sky film industry and the Faculty of Fine and Applied Arts. In January 2024, CapU entered a MOU with the Sea-to-Sky School District (SD #48). The MOU formalizes their shared commitment to advance opportunities for learners in the Sea-to-Sky corridor, further enhancing the ability of CapU to provide Squamish-area learners with quality education through the new campus. MOUs related to the Squamish campus have also been signed with the District of Squamish and the Whistler Institute last year. As part of the MOU with the District of Squamish, CapU's faculty and administrators serve on several committees of the district.

During Summer 2024, CapU installed a FIFA-grade turf field at its new campus in Squamish. The turf field



replaced the existing soccer field and has been designed to meet the certification standards required for professional-level play. In November 2024, the field was christened when CapU Squamish hosted the [2024 Canadian Collegiate Athletic Association \(CCAA\) Women's Soccer National Championship](#), featuring eight teams coming from as far afield as Halifax, including CapU's own Blues squad. The tournament brought together a total of 236 athletes, coaches and administrators, and entertained roughly 500 spectators. The event was such a success that CapU was a recipient for the 2025 CCAA Innovation Award in recognition for its "exceptional and forward-thinking [event] execution".

Work-Integrated Learning Unit

Built on the resources and community partnerships developed with the support of provincial funding in 2021-22, the [Work-Integrated \(WIL\) Learning](#) Unit made its debut at CapU in the 2022-23 fiscal year as WIL Co-Lab, and began to build opportunities for students, faculty and community partners to engage in experiential and work-integrated learning. Last year the WIL Co-Lab upgraded its ability to provide WIL experiences by hiring a manager in Spring 2024. This fiscal year saw the work of that senior manager and other senior administrators build the group into a full administrative team, the Work-Integrated Learning Unit.

The WIL unit works to support curricular work-integrated learning engagement across the university and focuses on the following long-term goals:

- To identify structural solutions and new revenue streams that lead to a sustainable alignment between academic coursework, program learning outcomes, and labour market trends.
- To create and nurture relationships with external partners in the region, including businesses, non-profit community organizations, chambers of commerce, and local governments.

In the 2024-25 fiscal year, CapU's WIL Unit successfully launched the following with external collaborators to build awareness:

- *Let's Talk WIL*. These café style conversational sessions have the goal of creating new collaborations between faculty members teaching courses that have a WIL component and external partners in our region. Held every February, June, and October, the sessions have already generated over 20 new ideas and WIL-applied projects.

- *CapU WIL External Advisory committee*. The committee plays an important role in maintaining a close relationship with the community and advising on labour-market trends. Chaired by the WIL senior manager, the committee includes two CapU alumni.
- *University-wide CapU WIL Committee*. This committee provides updates and advice to both the WIL Unit and the Vice-Provost & AVP Academic, the senior administrator overseeing WIL at CapU. Meeting four times a year, the committee includes one representative from each faculty and oversees the annual CapU WIL Awards.
- *CapU WIL Awards and the Month of WIL*. Every March, the WIL Unit leads CapU's celebration of the Month of WIL by featuring student success stories on social media channels and promoting WIL throughout the CapU region, as well as supporting the activities of provincial and national WIL groups, such as ACE-WIL and CEWIL Canada. At the end of March, the WIL Unit announces CapU WIL Awards winners. Details for the March 2025 awards can be found on [this web page](#).

Since 2019, the jointly funded CityStudio North Vancouver partnership supported 638 applied research and community service-learning projects within 102 course collaborations involving over 2,400 students, 75 municipal partners, and 64 faculty champions. This five-year partnership began as an experimentation and innovation hub where CapU students collaborated with staff from the City of North Vancouver (CNV) and affiliated partners to co-create and carry out projects for the community. Although the five-year agreement ended in August 2024, it goes on in spirit as the collaboration with the CNV and its partners continues, as do its curricular applied projects, now managed by the WIL Unit.

More details of the activities coordinated by the WIL Unit are outlined in the [Strategic Initiatives](#) subsection of the Mandate Letters Priorities section.

Fulmer Family Centre for Childhood Studies

Construction on the \$25 million [Fulmer Family Centre for Childhood Studies](#) began on the North Vancouver campus in September 2023. CapU received more than \$11 million in funding for the project from the Government of BC, with support from both the Ministry of Education and Child Care and the Ministry of Post-Secondary Education and Future Skills. CapU contributed more than \$8 million toward the project, with nearly \$6 million from donors. The



building is named in honour of Chancellor Yuri Fulmer and his family, in recognition of their generous support for early childhood education and their \$2-million donation to the centre.

Beginning with a partial opening in June 2025, the Fulmer Family Centre will ramp up to full capacity by the Fall 2025 term. The purpose-built facility houses 74 childcare spaces, accommodating 20 practicum students and integrating innovative early learning and care, research, and lab school education in one consolidated two-level building. The main floor contains four classrooms for children with access to forested outdoor play areas and a large atrium for group activities including exhibits and public events. The second floor houses collaboration spaces, a studio, classrooms, large, flexible lab space, and faculty offices. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement and innovative practice and inquiry in the field of early childhood care and education.

Student Housing Project

CapU's student housing will expand this coming academic year as the on-campus housing project is expected to complete in Fall 2025 and begin housing students in January 2026. The new six-storey, 8,250 square-metre complex on the North Vancouver campus includes 360 beds, a dining hall building with 250-seat capacity, a kitchen on each floor, resident support offices, a multipurpose room, an Indigenous-focused reflection space, laundry facilities, student study areas, lounge space and secure bike storage. The housing replaces CapU's off-campus student housing, which provides accommodation for approximately 290 students in single and shared rooms.

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

As part of our commitment to inclusivity, CapU continues to expand gender-inclusive housing options. Students have the choice to live on single-gender or gender-neutral floors in the residence buildings. This flexibility has become a top preference for housing applicants, ensuring

that all students feel supported and comfortable in their living arrangements.

The project was announced in 2022 by the Ministry of Post-Secondary Education and Future Skills. The province is providing \$41.5 million towards the \$58.2-million project and CapU is investing \$16.7 million. Construction began in early summer 2023, with an anticipated opening in January 2026.

In addition to helping student success and reducing barriers to enrolment, the new student housing offers part-time student employment as residence advisors. The building is sustainably designed and aligns with the Province's CleanBC priorities and climate action goals. The new housing supplements additional off-campus student housing.

The newly acquired Squamish campus currently offers 333 student beds, with the recent acquisition of three purpose-built student housing buildings, thanks to a \$48 million provincial investment. With this acquisition, CapU is now able to guarantee housing for all students for the 2024/25 and 2025/26 academic years. This will reduce barriers for students wishing to study in Squamish and ease the pressure on the local rental housing market.

Indigenous Digital Accelerator

The [Indigenous Digital Accelerator](#) (IDA) helps Indigenous-led businesses to scale up, increasing business revenue, job creation and community-based social impact as well as ensuring Indigenous businesses hold an equitable share in the screen, tech and cultural sectors. The University formally launched the IDA program in April 2019 through an agreement with Western Economic Diversification Canada³.

The IDA has been active in supporting film and television developers, creating training workshops including the Filmmakers in Indigenous Leadership Management & Business Affairs Program (FILMBA), NBC IDA Indigenous Screenwriting Program, and Indigenous Film Intensives. FILMBA offers a masterclass for mid-career Indigenous filmmakers focused on the business side of film productions, from funding proposals to film distribution. Industry leaders shared their expertise with Indigenous producers. Past deliveries of FILMBA have resulted in over 20 Indigenous producers go through the program. IDA administrators are currently working on a new curriculum which aims to include new FILMBA offerings, a

³ Now Pacific Economic Development Canada.

screenwriting program and a program in production management.

Near the start of this fiscal year, TD Bank renewed its commitment to the program with an additional \$500,000 donation to support the IDA's programming over the next three years. TD Bank's *Ready Commitment* grant provides significant funding to the IDA, and those funds are already having an impact, with the IDA mounting a successful Indigenous Business Incubator in Spring 2024 with participation from 11 Indigenous creators and entrepreneurs.

The [Indigenous Business Incubator](#) highlights a critical aspect of IDA's mission, to help build Indigenous businesses. The IDA helps with marketing and operational advice, mentorship and guidance on incorporating digital tools to build an online presence, sometimes offering help in designing, or redesigning, web sites. Such work has helped companies such as Bangin' Bannock grow from a startup to an established company with fulfilment centres in Richmond and Regina and a hiring program aimed at Indigenous youth.

Currently, the IDA's strategy is focused on group program delivery, such as the Indigenous Business Incubator mentioned above, and group marketing efforts. In April 2025, the IDA organized a pop-up sale in CapU's BOSA building, home to CapU's design and visual arts programs, to promote their clients. The IDA is working with Google to secure another workshop series like what they provided and funded two years ago. Where funds permit, the IDA continues to support individual business, such as providing travel funds to promote their work at trade shows.

Current business supported by the IDA include [Vancouver Indigenous Fashion Week](#), [famed xʷməθkʷəy̓əm weaver Debra Sparrow](#), artisanal soap producers [Raven Song Soap](#), and the [New School of Fundraising](#), providing training in fundraising and organization

4. Strategic Context



Community Context

As a special-purpose, regionally defined teaching university, Capilano University has been mandated by the provincial government to meet the post-secondary needs of learners in the Capilano College Region. CapU is also expected to serve learners throughout the province, country and beyond. CapU's region is large and diverse, and the needs of its learners are complex. As shown in Figure 1, the region embraces the North Shore of the Lower Mainland, the Sunshine Coast, and the municipalities of the Sea-to-Sky Highway. Communities range from the Lil'wat First Nation in the north to the southern estates of Lions Bay. The region is one of socio-economic contradictions. It is a community recovering from colonization, Indian residential schools, ongoing poverty, and inequities. At the same time, its demographic includes a disproportionate percentage of citizens who earn incomes of \$90,000 or more (34 per cent vs. 23 per cent provincially). The region places a high value on education, and the percentage of residents with a degree above bachelor's is higher than the provincial aggregate (15 per cent vs. 9 per cent provincially).

Figure 1: Capilano College Region



Source: BC Stats, College Region 2—Capilano Socio-Economic Profile, 2012.

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, which can aid local recruitment efforts. Compared to other Lower Mainland teaching-intensive universities, however, Capilano University is situated closer to both of BC's largest research-intensive universities: the University of British Columbia (UBC) (Vancouver) and Simon Fraser University. This pressure is illustrated in Table 1, which provides a comparison of the distances between UBC and SFU and the urban centres of the three college regions hosting the Lower Mainland's three teaching universities: the Capilano College Region, Kwantlen College Region (hosting Kwantlen Polytechnic University), and the Fraser Valley College Region (hosting the University of the Fraser Valley).

Table 1 gives the shortest driving distance from the city hall of each of the cities hosting the main campus of their college region university, used as a proxy for population centre. However, this proxy measure may underestimate actual distances, particularly for the Kwantlen College Region as Surrey city hall is in the far north of the college region. This location puts Surrey city hall out of the population centre of the region, which includes Delta and Langley, and even likely outside of the population centre of Surrey itself. Furthermore, Table 1 focuses only on the two research schools' main campuses, although both universities have downtown satellite campuses that are closer to the North Shore.

Table 1: Shortest driving distances between city halls of the main urban centres of the Lower Mainland college regions' hosting teaching universities and the main campuses of the Lower Mainland's research universities.

City Hall	Minimum Driving Distance in km	
	To UBC (main gates, W. 16th Ave.)	To SFU (Gagardi Way & Burnaby Mtn. Pkwy.)
N. Vancouver, Lonsdale Ave. & 14th St.	20	17.5
Surrey, 13450 104 Ave.	38.5	16.3
Abbotsford, 32315 S. Fraser Way	75.7	56.5

Note: "Minimum driving distance" is the shortest driving distance in kilometres computed by Google Maps. North Vancouver City Hall is used as a proxy for the urban centre of the Capilano College Region, despite the city's smaller population than that of the District Municipality of North Vancouver because of its central location between the three major urban areas of West Vancouver, City of North Vancouver and District Municipality of North Vancouver. West Vancouver and the City of North Vancouver combined have a larger census population (102,242) than the District Municipality of North Vancouver (88,168).

Table 2 shows the 2021 Census population numbers for the main communities of the CapU catchment area. The data illustrates how concentrated the population is in the North Shore area, which includes not only West Vancouver, the City of North Vancouver and the District Municipality of North Vancouver, but also the communities of Səlílŵetaʔ/Selilwítlh First Nation, along with several of the Skwxwú7mesh communities. Together, these communities make up over 195,000 of the nearly 286,000 people living in the Capilano College Region, spread out over 13,000 square kilometres.

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

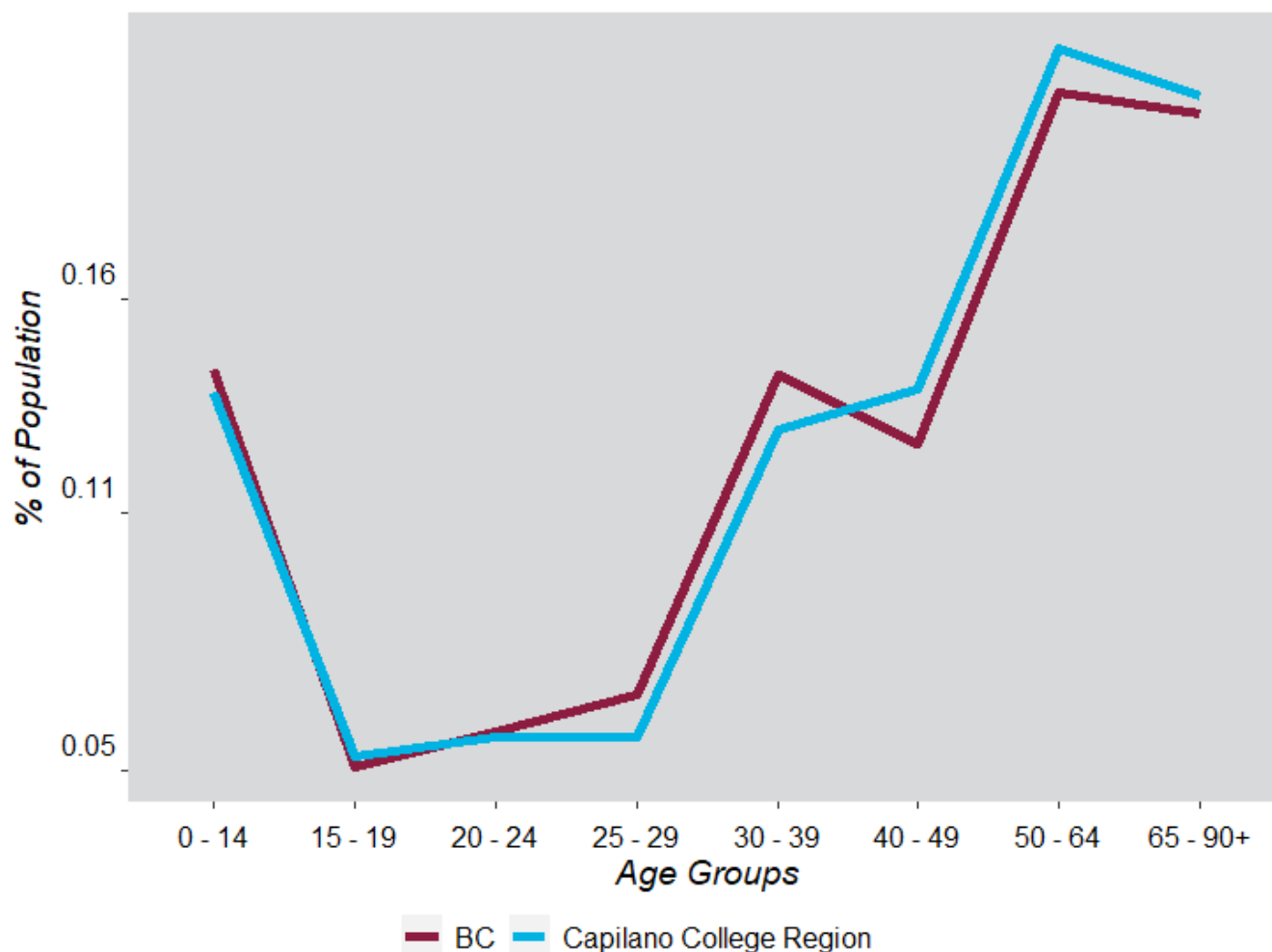
Major communities	2021 Population	% Change from 2016	Area, sq. km
North Vancouver, District municipality (DM)	88,168	2.9%	161
North Vancouver, City (CY)	58,120	9.9%	12
West Vancouver, DM	44,122	3.9%	87
Squamish, DM	23,819	22.2%	105
Whistler, DM	13,982	19%	240
Sechelt, DM	10,847	6.2%	39
Gibsons, Town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

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

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

As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 25 to 39 and a larger proportion of its population between the ages of 40 and 64. Although this older skew is modest, it does suggest a relatively smaller proportion of the domestic, late-college-age (25-29) population.

Figure 2: Age distribution across the Capilano College Region (blue line) or BC (red line), as a percentage of total population of geographic region.



Note: Data in this table represent estimates based on a 25 per cent sample of 2021 census data, and from population projections for the Capilano College Region for 2021 from BC Stats' PEOPLE database

Sources: PEOPLE Database (<https://bcstats.shinyapps.io/popApp>), Census Profile. 2021 Census. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released April 27, 2022. Downloaded April 28, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>.

In recent years, Capilano University has been focused on decolonizing its curriculum and University culture, not only to address the Truth and Reconciliation Commission's Calls to Action, but also to serve the needs of its communities. Table 3 shows how diverse catchment communities are in terms of the proportion of citizens who are Indigenous. The proportion of people identifying as Indigenous varies from 96 per cent for the Lílwat communities to one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities.

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

Community	Indigenous population	% of community population	Registered, Treaty Indigenous	% of Indigenous population	Non-Indigenous Population
Bowen Island	120	2.8%	45	38%	4,105
Gibsons Town	265	5.8%	110	42%	4,305
Lílwat FN (3)	1,445	96.3%	1,425	99%	55
Lions Bay	20	1.4%	0	0%	1,375
North Vancouver, DM	1,580	1.8%	585	37%	85,805
North Vancouver, CY	1,230	2.1%	575	47%	56,275
Pemberton	205	6.0%	60	29%	3,190
Sechelt, DM	525	4.9%	145	28%	10,085
Səlílwətaʔ/Selilwitulh FN	310	13.1%	235	76%	2,065
shíshálh (Part 2)	470	63.9%	440	94%	265
Skwxwú7mesh FN (9)	1,985	49.0%	1,885	95%	2,070
Squamish	920	3.9%	435	47%	22,625
West Vancouver	425	1.0%	115	27%	42,955
Whistler	145	1.1%	40	28%	13,280
<i>Total, catchment communities</i>	<i>9,645</i>	<i>3.7%</i>	<i>6,095</i>	<i>63%</i>	<i>248,455</i>
BC	290,210	5.9%	136,875	47%	4,625,735
Region as % of BC population	3.3%		4.5%		5.4%

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

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

Education, Employment and Income

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

However, the median municipal results mask some significant differences.

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

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

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

North Vancouver, including both city and district municipality, and West Vancouver have at most 30 per cent of their members without any post-secondary education, compared to the provincial level of 40 per cent. Similarly, between 46 per cent and 51 per cent of the three communities' adult populations have an undergraduate credential, compared to 44 per cent provincially. The level of post-baccalaureate education—including professional degrees and doctorates—varies between 16 per cent and 21 per cent across the three communities, versus nine per cent across the province.

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

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

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

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

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

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_6570, v_CA21_6573, v_CA21_6576, v_CA21_6579, v_CA21_6582, v_CA21_6585, v_CA21_6588, v_CA21_6591, v_CA21_6594, v_CA21_6597, v_CA21_6609, v_CA21_6612, v_CA21_6615, v_CA21_6618, v_CA21_6621, v_CA21_6624, v_CA21_6627, v_CA21_6630, v_CA21_6633, v_CA21_6636, v_CA21_6639, v_CA21_6642, v_CA21_6645, v_CA21_6648, v_CA21_6651, v_CA21_6654, v_CA21_6657, v_CA21_6660, v_CA21_6663, v_CA21_6666. Data accessed: 2022-12-05. Occupations reflect the broadest category of the National Occupational Category (NOC) 2021 classification system. Industries likewise are described at the broadest category in the North American Industry Classification System (NAICS) 2017. Data drawn from a 25% sample of the 2021 Census. Data exclude both the miscellaneous categories "Occupation - not applicable" and "Industry - not applicable".

Finally, income level in Table 6 reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly-skilled and often in high-demand areas—have income levels well above provincial levels. In all these communities, the percentage of citizens earning \$90,000 or more is twice the provincial average, with West Vancouver's percentage double that of the BC rate. Those remaining communities show income distributions close to that of the BC distribution.

One exception is the Líl'wat Nation communities, which are heavily skewed to the lower end of the income range. This low-income skew is also true for the Skwxwú7meshand shíshálh First Nation communities. The Səlíl'wətaʔ/Selilwitulh First Nation community shows a distribution much closer to that of the urban parts of the catchment, and like them, has professional, scientific and technical services as the top industry. The inclusion of a larger percentage of non-Indigenous community members may well lift the aggregate measures of community income.

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

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

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

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

University Context

Capilano University served 11,009 students in the 2024-25 fiscal year, marking an increase in enrolment of just under two per cent from 2023-24 despite a decline in international headcount of just over five per cent. Domestic academic headcount⁴ increased over eight per cent from the previous year, rising to 6,356 from 5,897.

The total domestic and international headcount corresponds to 7,364 FTEs, an increase of 2.6 per cent over total FTEs in the previous fiscal year. Domestic FTEs for students in academic programs increased in 2024-25, as shown in Table 7 and Table 8, with cost recovery programming suspended since the 2023-24 fiscal year. Academic domestic FTEs increased by 302 FTEs, or 8.7 per cent, of last year's total domestic FTEs. International FTEs, in contrast, decreased by 113 FTEs over last year's FTEs, a 3.1 per cent decrease. Domestic students made up nearly 51 per cent of the university's total 2024-25 FTEs, up from 48 per cent last year.

Table 7: FTEs by fee type, last five fiscal years.

Fee Type	2020-21	2021-22	2022-23	2023-24	2024-25
Domestic	3,789	3,724	3,577	3,473	3,775
Domestic, cost recovery	26	35	28	NA	NA
All Domestic	3,814	3,759	3,605	3,473	3,775
International	2,153	1,707	2,191	3,702	3,589

Source: CDW, as of Banner download June 4, 2025. All students, including PLA and Continuing Studies.

The increase in FTEs is remarkable: it is over twice the decline in international FTEs, offsetting the decline such that total FTEs increased by over two per cent. More importantly, this is the first increase in domestic FTEs since the 2020-21 fiscal year, and only the second increase in domestic FTEs since 2012-13. As a percent change from previous fiscal year, it is several times the size of 2020-21's increase, which was just over one per cent.

CapU faculty, staff and administration have been working hard to bring in new academic programming and to mature our strategic enrollment management program. Since the 2020-21 academic year, CapU has brought in seven new baccalaureate programs, six new diploma programs and added seven minors. These efforts, promoted by CapU's recruitment team, seem to be paying off.

CapU is well positioned to expand on these gains. With its new Squamish campus, CapU is offering more educational opportunities to catchment and Lower Mainland students than at any time in its history. The Fulmer Family Centre for Childhood Studies, opening in summer 2025, will enrich the experience of CapU's Early Childhood Education students and offer more childcare spaces to students and staff. By Fall 2025, students will be able to live on campus, making studying and living easier and more enjoyable.

Table 8: Percent change in domestic headcount and FTE from previous year, last five fiscal years.

Measure	2020-21	2021-22	2022-23	2023-24	2024-25
FTEs	1%	-1%	-4%	-4%	9%
Headcount	-2%	2%	-6%	-15%	8%

Source: CDW, as of Banner download June 4, 2025. All students, including PLA and Continuing Studies. Headcount change based on unique headcount.

As shown in Table 9 below, Capilano University students enrol in programs distributed over 12 credential types, ranging from programs with no credential, such as Engineering Transfer, to post-baccalaureate diplomas, such as the Applied Behaviour Analysis program. Enrolments in baccalaureate programming continued to grow in 2024-25, with 3,863

⁴ This is unique domestic headcount excluding Continuing Studies enrolment, which is indefinitely suspended as of the 2023-24 fiscal.

students enrolled in a bachelor program. This is the second fiscal year in a row that CapU has set a baccalaureate enrolment record.

Table 9: Headcount by credential, last five fiscal years.

Credential	2020-21	2021-22	2022-23	2023-24	2024-25
None	1,445	1,303	1,110	1,031	1,161
Developmental	39	43	44	64	55
Short Certificate	8	64	65	1	19
Certificate	1,018	1,006	1,051	1,023	1,210
Advanced Certificate	1	1	0	0	0
Diploma & Advanced Diploma	1,683	1,559	1,764	2,300	2,314
Associate Degree	1,698	1,310	1,383	2,441	2,424
Baccalaureate Degree	3,081	3,393	3,614	3,759	3,863
Post-degree Certificate & Diploma	406	346	440	442	275
Graduate Certificate & Diploma	36	17	0	0	0
Total	9,415	9,042	9,471	11,061	11,321
Unique Total	9,121	8,725	9,216	10,804	11,009

Source: CDW, as of Banner download June 4, 2025. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

Like last fiscal year, the number of both full-time and part-time students increased over that of previous year, as shown in Table 10. The increase in full-time students was quite modest compared to the increase in the 2023-24 fiscal year. However, last year's increase took place in the context of a very large increase in international students⁵ while this year's increase takes place in the context of a modest decrease in international students.

Table 10: Headcount and distribution across full-time, part-time status, last five fiscal years.

Status	2020-21	2021-22	2022-23	2023-24	2024-25
Full-time	12,366	11,113	12,198	16,204	16,291
	69%	67%	70%	75%	73%
Part-time	5,527	5,552	5,207	5,443	6,121
	31%	33%	30%	25%	27%

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies. 'Full-time' refers to a term course load of nine or more credits.

As Table 11 indicates, the relative distribution of enrolments across terms in the fiscal year of 2023-24 continued its usual pattern, with Fall terms being the most highly enrolled, followed by Spring and then Summer terms. However, the change from previous year differed across terms.

The Summer term saw both domestic and international enrolment increase, resulting in a substantive increase in Summer headcount. For both the Fall and Spring terms, in contrast, domestic enrolment increased over the same terms last year while international enrolment fell. The Spring term witnessed a particularly large decrease in international enrolment. Fall enrolment rose overall, with the domestic increase offsetting the small international decline. Spring enrolment fell compared to last year as substantial international losses could not be offset by domestic gains, robust as those domestic gains were.

⁵ With 68% increase in international FTES over the 2022-23 fiscal year.

Table 11: Academic headcount distribution across terms, last five fiscal years.

Term	2020-21	2021-22	2022-23	2023-24	2024-25
Summer, domestic	1,788	2,209	1,780	1,653	1,854
Summer, international	1,803	1,323	1,267	2,502	2,946
Summer Total	3,591	3,532	3,047	4,155	4,800
Fall, domestic	5,063	5,017	5,014	4,850	5,165
Fall, international	2,315	1,780	2,183	4,063	3,932
Fall Total	7,378	6,797	7,197	8,913	9,097
Spring, domestic	4,924	4,681	4,572	4,491	4,983
Spring, international	2,000	1,655	2,589	4,090	3,532
Spring Total	6,924	6,336	7,161	8,557	8,515

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies.

The number of CapU's credentials awarded increased by more than 400 over the last fiscal year, as seen in Table 12, with increases occurring in almost all credential categories. Baccalaureate credentials increased by 40 to 492, a number matched in 2021-22 but not surpassed in the previous four fiscal years. Associate degrees awarded more than doubled over the previous fiscal year, from 133 to 316, and the number of undergraduate diplomas awarded increased by 165 to 635, the second-highest number in the last five years. The number of post-degree diplomas rose by 26 awards, from 192 last fiscal year to 218 this year. Developmental credentials increased from 34 in 2023-24 to 60 in 2024-25.

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

Credential	2020-21	2021-22	2022-23	2023-24	2024-25
Short Certificate	13	13	5	4	4
Certificate	338	359	313	289	277
Diploma	564	715	454	470	635
Advanced Certificate	0	0	0	0	0
Advanced Diploma	5	2	2	1	2
Associate Degree	307	493	156	133	316
Baccalaureate Degree	463	492	457	452	492
Post-degree Certificate	9	6	5	6	7
Post-degree Diploma	302	147	145	192	218
Graduate Certificate	2	0	0	0	0
Graduate Diploma	10	15	1	0	0
Developmental	24	37	36	34	60
Total	2,037	2,281	1,574	1,581	2,011

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards, Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>

5. Mandate Letter Priorities



Following Ministry guidance, this report uses the priorities from the Mandate Letter sent to the Ministry of Post-Secondary Education and Future Skills in the absence of a PSI-specific Mandate Letter at the time of this report's data collection. This report provides details on how CapU is meeting the Ministry Mandate priorities, and the activities relevant to the Ministry's ongoing strategic initiatives, as outlined in the 2024-25 Accountability Framework: Standards and Guidelines.

The first and second of the Ministry Mandate Letter priorities are not immediately relevant to CapU, but both share a focus on the closer coordination of education programming and labour-market needs along with increasing the efficiencies of post-secondary education and lowering costs. We combine these Ministry priorities into this report's first priority.

Examination of the Ministry Mandate Letter reveals that its final priority relates to partnerships between PSIs and private landlords to provide student housing. CapU has no such partnerships, and so this priority is not relevant to this report and is not responded to. The rest of the Ministry Mandate Letter priorities are responded to as they are in the letter, reframed to refer to CapU's activities.

Priority One

Enhance coordination of education programming and labour market needs, and increase efficiencies of post-secondary education and lower costs

The alignment of program development and labour-market outcomes has been a concern of CapU faculty for several years. Aided by the Office of Academic Initiatives and Planning (AIP), they have been generating a host of new programs in recent years. One of the newest programs, the Bachelor of Environment and Society, was motivated by the growing labour-market demand for people with the skills in environmental stewardship. The program has two options: an Environmental Science option, providing learners with the scientific and technical skills to develop new ways of combating environmental threats or conducting industry; and an Environmental Studies option, focusing on driving the social changes that move us to a truly sustainable future.

Faculty program development is also supported by the Office of Institutional Research (IR). IR has created analytic tools to help AIP staff and faculty in program development and unit review, including a labour-market

analysis conducted at national, provincial and local levels. The provincial level references the Province's Labour-Market Outlook report, while the local level makes use of employment and industry trends from census data. IR's program-gap analysis includes a scan of programs in CapU's academic landscape, zeroing in on those academic areas that have low supply and which CapU has strengths in. IR provided a third document that links the two analyses, making use of the CIP-NOC mapping tool developed by BC Stats to do this synthesis.

Two recent developments highlight CapU's commitment to delivering education more efficiently and cost-effectively. When designing the new Bachelor of Arts with a Major in Writing and Literature, faculty prioritized creating clear entry pathways for students. As a result, block transfer options were built into the program from the start. Graduates of CapU's Creative Writing Associate of Arts Degree can transfer directly into the third year of the program, which launches in Fall 2025. Additionally, discussions are underway with the Vancouver Film School to allow graduates of its one-year writing program to enter directly into the second year. CapU faculty and administration are also exploring similar transfer agreements with other institutions.

This academic year saw CapU take a big step forward to hugely streamlining and automating a great many processes in the Payroll, Finance and People, Culture and Diversity (PCD) units when it initiated an Enterprise Resource Planning (ERP), purchasing Workday as its ERP system. The objective of the ERP project is to provide an integrated platform on which to perform end-to-end processes for CapU's PCD, Finance and Payroll departments. The Workday implementation will replace multiple legacy, unsupported, and manual processes and systems, reducing the risk to the university of system failure occurring with these legacy systems.

By replacing manual processes and systems with the ERP system, CapU saves money by both speeding the time taken to make and implement decisions and by reducing the errors with which that work is done. Replacing aging legacy systems that lack ongoing tech support not only prevents catastrophic failures but also reduces the burden imposed on workers struggling with outdated software or systems, saving time and reducing workers' stress. By integrating systems across units, information flow and collaboration are enhanced, helping staff to do more and do it more quickly. The integrated flow of information will also significantly boost strategic decision-making of senior administrators, helping CapU achieve its goals and Ministry's priorities more efficiently.

Priority Two

“...[E]valuate and advocate federally in relation to the funding challenges caused by the federal government’s changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions”

CapU has implemented key strategic enrollment management (SEM) initiatives to help offset some of the funding challenges caused by recent federal policy changes affecting international students. Since the full impact of these changes will unfold over several years, the university is taking a proactive approach—identifying areas where it can pause or adjust activities and exploring new revenue opportunities to navigate the situation. Further details have been provided to the Ministry as part of the budget approval process. Several more specific changes that will foster cost efficiencies and cost reductions have been outlined in discussion of [Priority One](#).

CapU is perhaps better prepared for the IRCC changes than many BC PSIs, as its Internationalization Plan, formally announced in 2021, has as one of its key strategic goals *Diversified and Sustainable Recruitment*. The teams working on international education, coordinated by the Centre for International Education (CIE), have been treating robustness in CapU’s international recruitment and retention as a high priority for at least two years. This work is aimed at maximizing the international student activity available to CapU.

Work supporting the goal of *Diversified and Sustainable Recruitment* has focused on three broad themes:

1. developing multiple-year international enrolment and financial targets;
2. maintaining a three-year outlook with effective leads management; and
3. enhancing regional offices or representatives in South Asia, South America, South-East Asia, Eurasia / MEA, and China. Such enhancement involves building regional presence, support-agency networks, and partnerships; supporting international learner transition; identifying in-demand global programming and fostering learner readiness for study at CapU.

Concrete steps were taken in early 2025 at addressing the third theme when CapU added two new positions to the

International Student Transitions Team focusing on helping newly admitted international students and working on improving conversion rates for international enrollment. Other resources helping maximize international students’ retention and recruitment include the presence of five regional representatives in SE Asia, China, North Asia, Latin America, and Africa and eight RISIA-designated Admissions Advisors to provide international students with timely expert support.

CapU has also been harnessing the power of student-exchange partnerships to raise CapU’s international profile, as well as enriching the lives of CapU’s domestic students and employees. In 2025, CapU internally released its Partnership Plan. CapU has added two global engagement officers and one manager to its Global Engagement to help expand its exchange partnerships. As of the writing of this report, the university has 24 active Exchange Partnerships in 18 countries. Over the course of these current exchange relationships, the university has received over 550 short-term international students and enabled international exchanges for over 440 CapU students across a range of bachelor’s degree programs. The number of partnerships set to expand by 40% over the next two years.

Priority Three

“...[E]nsure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values”

Chéñchenstway rollout

CapU took a major step forward this year towards incorporating an Indigenous perspective and understanding of learning as part of its culture with the emergence of Chéñchenstway. Details of this [living document](#) are provided in the Strategic Direction section.

The 2024-25 year saw CapU’s Office of Indigenous Education and Affairs (IEA) lead the implementation activities, which will bring Chéñchenstway to life. IEA has followed up from the launch of Chéñchenstway by reviewing what-we-heard information from gatherings of CapU students, staff, faculty, the Students’ Union and the Territorial Rightsholders. These perspectives were then translated into approximately 70 projects held in a Project Monitor document. Each project has been assigned to a member of CapU’s Senior Leadership team to organize internal partnerships, develop timelines, assess costs and



human resources required, and to plan for alignment in CapU's integrated planning activities.

During the 2024-25 academic year, IEA introduced the Project Monitor to

- the member of the Senior Leadership Council (SLC),
- the members of Academic Leadership group,
- the Indigenous Education Steering Committee (IESC), made up of the Education Directors from all the Territorial Rightsholder Nations,
- the Students' Union,
- MoveUp, CapU's staff union
- and the Capilano Faculty Association.

The next steps involve collecting feedback from these groups to ensure that there are no missing or misaligned activities and to gauge timing priorities. IEA has also asked the Territorial Rightsholders to determine what level of engagement or consultation they would like to have within each project.

By the early summer of 2025, IEA will meet with IESC to summarize input and do the same with the SLC. The IEA team will focus on consultations with the Indigenous student body in September 2025 to make any final revisions before the official launch during Truth and Reconciliation Week. Some of the projects listed are already underway.

More activities related to providing a culturally sensitive and safe learning environment, including recruiting members of the [San'yas](#) organization to lead workshops on Indigenous cultural safety, are detailed either in the Appendix or in the following subsections.

Chénchenstway builds on and builds in CapU's commitment to being a canoe family. In the summer of 2024, members of CapU faculty began meeting with representatives from the host nations to determine how best to strengthen CapU's ability to hold up the ceremonial obligations that come with being a canoe family.

Other IEA activities

The Office of Indigenous Education and Affairs is at the forefront of CapU's efforts to create an educational community that Indigenous students find welcoming and supportive of their knowledge journey, a community that makes room for their cultures and values. In the 2024-25

academic year, IEA worked on several areas in support of these goals.

The IEA staff devoted much effort to enhancing student engagement and communication. The team increased Indigenous student engagement in the Kéxwusm-áyakn Student Centre by about 20% since September 2024. They engaged in non-Indigenous student outreach, welcoming non-Indigenous students to the Centre either as full classes or as individual students. Finally, they created a feedback channel between the IEA team and Indigenous students to address needs and improve the supports and services available within the Centre.

The IEA office has also been working to increase Indigenous staffing in several forms. Hires resulting from these efforts include an additional Indigenous student support advisor to ensure consistent access to one-on-one support for our Indigenous learners, two Indigenous student ambassadors to foster peer support and engagement, and an Indigenous student recruitment advisor. The team has also been working with the newly hired Indigenous student recruitment advisor to create a customized Indigenous student recruitment strategy.

Enhancing Indigenous student employment prospects has also been a focus this year of the IEA team. The team has partnered with Indigenous organizations to create student employment opportunities for Indigenous students. IEA has also partnered with the Career Development Centre to create bi-weekly work drop-in career preparation support sessions in the Kéxwusm-áyakn Student Centre, providing guidance on job searching, resume writing, interview preparation and other employment skills. The team has also been instrumental in hosting CapU's first Indigenous vendor market in the Fall 2024, support Indigenous economic prosperity for local communities

IEA has also spent a significant amount of 2024-25 collaborating across CapU to foster a more understanding and caring environment for Indigenous students. Those collaborations including holding discussions with the Registrar's Office and Campus Security around racial profiling concerns, ensuring that Indigenous voices are present in the work of the Accessibility Committee, Change Education Committee, Sexual Violence and Awareness Committee, Food Security Committee, Squamish Initiatives and Operating Committee, and the Centre for Teaching Excellence Symposium Committee. Team members also joined committees held within the Student Life and Health & Safety departments to ensure inclusion of Indigenous perspectives in these units' activities.



Supporting Indigenous economic development

As reported on in the Other Initiatives section, CapU's [Indigenous Digital Accelerator](#) has been helping Indigenous-led businesses, and Indigenous filmmakers build up their business skills and make use of available resources. This has helped increase their reach, growing the productivity of their brands and enabling their artistic vision to reach wider audiences.

Research collaborations with First Nations

CapU is involved in several research projects with local First Nations. Two of these are collaborations between the leadership at the ká lax-ay campus and the shíshálh Nation to develop items of cultural significance that will continue to build the cultural richness and strength of the people of the shíshálh Nation. The third collaboration is with the Skwxwú7mesh Nation and is focused on understanding the impacts of tourism of the Shannon Basin, which straddles the traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwiltulh First Nations.

- *Paddling Together: Preparing for the shíshálh Canoe* (funded by CARS-Unifed and NSERC Grants)
 - *Who:* CapU faculty member Megan Smetzer, the shíshálh Nation & the ká lax-ay campus
 - *What:* The ká lax-ay campus in partnership with the shíshálh Nation is developing research capacity and funds to build the Nation's first S-néS-néxwílh (ocean going hunting canoe) in over 100 years. This canoe will contribute to language reclamation and cultural resurgence by addressing the historical injustices brought about by colonialism. This research project entails gathering primary and secondary source materials to create an annotated bibliography related to the history of canoes in the region as well as more recent Tribal Canoe Journeys and their significance.
 - *Where:* ká lax-ay and North Vancouver campuses (traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwiltulh peoples)
 - *When:* Ongoing research started in Spring 2024 and continues into Fall 2025
- *Wood Carving and Plant Medicine with shíshálh Nation* (funded through House of Welcome Arts Centre - Evergreen State College Grants)

- *Who:* CapU Director Micki McCartney, the shíshálh Nation and the ká lax-ay campus
- *What:* This research project represents the first step in CapU's long-term goal that ká lax-ay shares with the shíshálh Nation: to build and run a carving shed on campus. The carving shed provides space for Indigenous students and shíshálh artist-instructors to work together on projects in a range of media.
- *Where:* ká lax-ay campus (traditional territories of the shíshálh and Skwxwú7mesh peoples)
- *When:* September 2023 to July 2025
- *Managing Recreation Impacts on Species at Risk in the Shannon Basin, Howe Sound Biosphere* (funded through an NSERC grant)
 - *Who:* CapU faculty member Tom Flower & the Shannon Basin Management Plan, including the Squamish Nation and Ministry of Forests
 - *What:* The Shannon Basin Management Plan is a collaborative research initiative established in 2018 by the Ministry of Forest and Squamish Nation in response to increasing recreational activity in the traditional territories of the Squamish Nation around the Shannon Basin. Unmanaged recreation was impacting the Squamish Nation's cultural heritage and ongoing use of the area as well as hurting biodiversity, a diversity that includes federally protected Species at Risk (SAR). This research project will collect eDNA samples in the Shannon Basin to identify the presence of two SAR.
 - *Where:* North Van campus and the Shannon Basin (traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwiltulh peoples)
 - *When:* Spring 2024 - Spring 2025

Other Indigenous-related research

- *Paddling into Shifting Waters: Exploring Contemporary Communications Credentials and Intended Career Outcomes in B.C.* (funded through a CARS Unified Grant 8)
 - *Who:* CapU faculty Adam Vincent
 - *What:* This research explores Communication program offerings and credential, and particularly Indigenous-specific Communication programming, across universities in BC and how these credentials link to entry level and mid-level

work requirements. The aim is to identify gaps in Indigenous-centred Communication credentials that would support graduates' careers and to identify what credentials students need to enter their chosen area of Communications.

- *Where:* North Vancouver campus (traditional territories of the xʷməθkʷəy̓əm, Skwxwú7mesh and Səlílwətaʔ/Selilwiltulh peoples)

Hiring Indigenous faculty

As of the 2024-25 fiscal year, CapU has four self-identified Indigenous faculty members. CapU also has a total of 15 Indigenous non-faculty workers.

Supporting language revitalization

CapU has two programs focused on protecting and promoting First Nations' languages: the Lil'Wat Nation Language and Culture Certificate, and the Sechelt Nation Language and Culture Certificate programs.

Breaking down barriers to Indigenous learners

The section discussing [research collaborations with local First Nations](#) introduced the Carving Shed and plant medicine project running at the ká lax-ay campus. These activities are not just research projects; they are also designed to foster traditional shíshálh cultural knowledge while creating a culturally safe university experience for shíshálh learners. These goals particularly apply to learners with no prior post-secondary experience.

The Carving Shed provides a space and resources to bring in shíshálh Knowledge Keepers to share knowledge about traditional carving techniques with shíshálh learners. The non-credit courses on medicinal plants take place across the shíshálh land and are open to any Nation member, regardless of whether they are enrolled at CapU. In the 2024-25 academic year, a basket weaving course was added to the course set.

Leaders of the ká lax-ay campus received permission from the shíshálh Nation to fly both the First Nations and shíshálh Nation flags, bringing a recognition of shíshálh Nation within the campus space. Both have been marking the campus as part of shíshálh Nation since the Spring 2024 term. The campus is also creating a physical expression of shíshálh history and temporal perspective with a campus-wide mural depicting not only the shíshálh Nation territories with shíshálh place names, but also a historical timeline from the perspective of the shíshálh

people. The shíshálh timeline is a partnership between CapU, shíshálh Nation and Emily Carr.

Since 2021-22, CapU's Registrar's Office (RO) has implemented a process allowing Indigenous students from the United States to register as domestic students, honouring the Jay Treaty. In 2024-25, the manager of IEA spent time working with the RO and Centre for International Education (CIE) teams to make sure that all members on the teams understood the policy. New training on policy has been implemented among both teams to ensure understanding of the policy is maintained.

As noted in the [Financial Supports subsection of Priority Four](#), CapU provides 31 scholarships, awards, and bursaries that are either targeted to Indigenous students or specifically includes them within their scope. A complete list is available on the CapU's [Financial Aid and Awards website](#).

Cultural and social engagement activities

CapU has been working with members of local First Nations, as well as Indigenous students, staff and faculty to make CapU a space that fosters a willingness to engage with the history and challenges of the Indigenous members of our community.

In Sechelt, shíshálh Nation weaver and ká lax-ay campus faculty advisor Jessica Silvey and CapU Elder Robert Joe led a team of CapU students and Emily Carr designers to ground our understanding of 'traditional territories' by creating a map of the shíshálh swiya (homeland) from a shíshálh perspective. The map presents shíshálh knowledge about the land, including village sites and place names in the shashishalhem language. The knowledge has come from oral recollection, family stories and settler documents that the group has been piecing together since 2022. The work was publicly celebrated in May 2024 at the Sechelt Arts Festival.

Sechelt's syiyaya Days began in 2022 with a partnership between the District of Sechelt, the shíshálh Nation, and the syiyaya Reconciliation Movement. The multi-day event starts on June 21 (National Indigenous Peoples Day) and wraps up with a community parade on July 1 (Canada Day). ká lax-ay campus hosted a research team from Huron University in Ontario consisting of faculty and two RA students to observe syiyaya Days as part of their research on the changing nature of 'Canada Day.' The researchers in turn provided CapU and community members with an overview of their research.

CapU has hosted a ceremony marking the 2024 Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+) National Awareness Day (May 5) at the Kéxwusm-áyaḱn Student Centre on the North Vancouver campus. The ceremony drew members from across the CapU community. The ceremony featured the words of Doreen Manuel (Secwepemc/Ktunaxa), an instructor and director of the Bosa Centre & Inclusive Community Programs, and CapU Elder Christine Leo (Líl'wat). At káḷax-ay campus, Bella Casey curated a red dress installation to honour the National Awareness Day.

Educating settler learners

Educating settlers is often understood in terms of adding information about Indigenous experiences, history and perspectives into existing courses, or creating new courses to provide Indigenous-based knowledge. Such decolonization of curriculum has been underway for some time and continues this year as outlined in the Appendix. In 2023-24, the cultural understanding of settler students, faculty, staff and administrators was strengthened with the release of a document intended to guide them in working respectfully with Elders.

The Elder Protocol document outlines how to invite, host and work with dedicated Elders at CapU, drawn from all five host nations and Métis. The living document is grounded in a commitment to cultural safety. The protocol should also ensure Indigenous students will see Elders and their cultural values treated with respect on a consistent basis, fostering more positive interactions between settler members of the CapU canoe family and Elders.

Teaching future researchers—both settler and Indigenous—the appropriate way of handling data collected in collaboration with Indigenous partners is critical to ensuring the cultural integrity of Indigenous knowledge taught at CapU and other universities and to maintaining trust between university researchers and Indigenous communities. Since January 2023, over 25 faculty have successfully completed the Ownership Control Access and Possession of Indigenous Data (OCAP) program. This program trains faculty and students in the best practices and principles of Indigenous data collection methods. The principles of OCAP can be found on the [First Nations Information Governance Centre website](#). Funding for faculty to take part in this program is provided by CapU's 5-year [\\$1.5 million NSERC Mobilize](#) applied research grant.

Priority Four

“...[E]nhance employment services and skills training for people facing multiple and complex barriers.”

Academic outreach and support

Community outreach

CapU's Community Development and Outreach Department (CDO) has been working for years to reach learners not served by campus-based programs, many of whom are socially excluded. The department members support learning through upgrading opportunities, language development, student success strategies, community leadership and volunteerism.

CDO's learners are newcomers to Canada, low-income residents, parents, seniors, workers in entry level jobs, Indigenous people both on- and off-reserve and people looking to make a positive change in their lives. CDO learners live in communities across CapU's catchment area in urban areas, inner cities, small towns, and remote villages. Many of the learners face financial, health, and language barriers; some are struggling against the stigma of adult illiteracy.

The department's instructors take their learner-centred approach to where the learners are, offering programs through public libraries, Neighbourhood Houses, Friendship Centres, community centres, and other welcoming public spaces. Using these spaces, the department offers programs throughout the North Shore, in Vancouver's inner city, and in the communities of the Sunshine Coast, the Sea-to-Sky corridor and Pemberton Valley. The communities served include five rural Indigenous communities. A complete listing of the projects and programs is available on the [department's webpage](#).

Academic access for non-traditional students

Supporting non-traditional university learning on campus is the purview of the [School of Access and Academic Preparation](#). The School provides not only upgrading courses for learners needing to fill gaps in their high school education but also courses and programs for students facing a variety of barriers. The School's English-as-a-second-language (ESL) courses help students facing language barriers. The Provincial Dogwood program helps adult learners complete their high-school education.



The School also provides programming for students with cognitive disabilities through the Discover Employability Certificate. This certificate program combines coursework and workplace learning to give students the skills to transition to an independent working life, with instruction covering job preparation, health and safety, and computer skills, along with social skills and personal finance. The [Education and Employment Access Certificate](#) supports students in overcoming barriers related to learning differences, as well as social, physical or mental health challenges.

The work done by faculty, staff and administrators through these two programs attracted the attention of a North Shore MLA, Susie Chant, and moved her to publicly praise their work during a [February 2024 sitting of the Legislature](#).

Academic support for all learners

Learning Support Services (LSS) at CapU helps students develop essential academic skills, strengthen executive functioning, and build resilience. Through workshops and one-on-one appointments, students gain personalized strategies including time management, study techniques, note-taking, and exam preparation. LSS also helps students navigate challenges like procrastination, fear of failure, and academic setbacks.

Support is available in multiple formats, including in-person, video, and phone-based ensuring flexibility and accessibility so students can actively engage in skill-building and achieve their academic goals.

Table 13: Appointments by appointment type, April 1, 2024 – March 24, 2025

Appointment Type	Attended
In-person	145
Remote (video or phone)	38
Total	183

Support for students with disabilities

In the 2024-2025 fiscal year, approximately 769 students with disabilities received academic accommodations. This represents an increase of approximately 14% compared to the previous fiscal year. In the 2024–2025 fiscal year, students scheduled a total of 1,315 appointments with the [Centre for Accessibility Services](#). Students scheduled 50-60 appointments per week between CapU's three Accessibility Services advisors during the Fall 2024 and Spring 2025 terms, with additional appointment times

scheduled in August, leading up to the start of the Fall term. To date, 1,825 unique accommodated exams have been scheduled at the Centre in the 2024-2025 fiscal year, with this number expected to rise by the end of CapU's Spring 2025 final exam period. This reflects a record number of students requesting accommodated test invigilation, leading to increased staffing and space constraints.

Students can schedule appointments in-person or online, and appointments themselves can be done remotely or in-person. Drop-in appointments are also available. Through the Accessibility Services website, students can make online accommodation requests, upload documents and arrange for accommodated exam invigilation as well as schedule appointments.

The [Centre for Sport and Wellness weight room](#) equipment accommodates users with mobility challenges. As well, the Centre's fitness activity leaders are certified instructors whose training include knowledge of adaptations and modifications for varying abilities and levels. Beginning in Fall 2022, CapU Rec implemented a new approach aimed at increasing accessibility, with 20 per cent of recreation classes involving non-standard participation or operation conditions. Classes restricted to women and women-identifying members were added, as were noise-free periods for members with auditory or stimulation sensitivities.

CapU's [School of Performing Arts](#) began implementing relaxed performances at theatre productions, with one show of each production being performed under relaxed performance conditions. Relaxed performances are aimed at opening the theatre experience up to neurodivergent audience members, as well as those with anxiety disorders and others who may find standard productions to be overwhelming or stressful.

In a relaxed performance, sound and lights are brought down a level or two, so that the show is slightly darker and quieter, while the house lights are usually kept up. Other supports are introduced. Common supports include a sensory guide who gives an overview of the show prior to the performance and is available to the public, a chill-out room where people can go to get some quiet time, and sometimes the actors will introduce themselves to the audience before the show begins.

Mental health supports

CapU's [counselling services](#) provide crucial support for students with mental health challenges. CapU provides counselling in several formats: in-person, video and phone-based. Although most students prefer in-person appointments, video and phone appointments allow greater flexibility.

Table 14: Number of appointments by appointment type, April 1, 2024 – March 24, 2025

Appointment Type	Attended
In-person	644
Remote (video or phone)	485
Total	1129

Among the 394 students using counselling services during this time, 212 used the services before and 182 were new to the services. The number of returning students showed it to be of valuable support for them. Many students required more than two appointments.

The most common issues, in order of concern amongst students who sought help were anxiety, trauma, depression, relationships, family, and stress. Urgent issues with immediate impacts on student safety were also encountered; these are detailed below.

Table 15: Breakdown of counts of students by type of help sought.

Type of Help	Count
Mental-health hospitalization	12
Partner violence	4
Sexual violence	2
Stalking	4
Suicide risk	26
Psychosis	1
Non-partner & non-sexual violence	4

Students can also seek urgent contact with a counsellor without a scheduled appointment during office hours. These drop-in contacts are usually about 20 to 30 minutes long. The total drop-in contact hours during this period was 197.5 hours.

YES program

An important tool for how CapU supports students in distress and those dealing with mental health challenges is the [Your Early Support](#) (YES), which launched in the

2022-23 academic year. When CapU employees enter an alert to the system, the platform is flexible enough to indicate the nature and seriousness of their concerns. The alert allows a student-support advisor to follow up with the student directly and offer confidential support, information and referrals to relevant services. Students are not required or pressured to respond to alerts.

The total number of students referred through alerts in the first year was 259, with 25 per cent choosing not to respond, and four per cent declining support. The challenges reported by these referrals included mental health and academic concerns, along with wide variety of other issues, including financial problems, food security, immigration and medical difficulties.

In 2024-25, the YES early alert service experienced a slight increase in the number of students referred, with 313 students entering the system. The challenges reported by these 313 referrals included:

- 169 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals and suicide concerns
- 151 academic concerns, including learning struggles and missed classes
- 118 other category concerns, including behavioural, financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns, immigration or study permit issues, legal issues, hospitalization, food insecurity and housing challenges.

Financial and food security supports

Since 2022, the CapU Foundation has created and maintained several financial supports for underrepresented groups. These include fifteen annual awards with a total value of \$557,878, seven endowments valued at \$814,933 and 22 scholarships, bursaries and awards with a total value of \$1,372,811.

Currently, CapU offers 31 awards that focus on or include Indigenous students, 30 awards that focus or include women students, three awards supporting single-parent students, and 11 awards targeting or including students with disabilities.

A complete list of financial awards is available [here](#).

Food security supports

CapU has been supporting students [facing food insecurity](#) with its Eat Care Share Fund since the 2022-23 academic year. Since then, the fund has supported 184 students, disbursing a total of \$52,200 to help enhance food security.

CapU's Student Affairs office and the Capilano Student Union (CSU) are working together to provide students with non-perishable food items, which students can access anonymously through either the CSU Community Cupboard housed in the Library building or the Food Security Table in the Student Affairs office. In partnership with CapU's Foundation office, the CSU has created this the CSU Community Cupboard Fund with a \$25,000 endowment to support food security initiatives at CapU.

Accessibility Plan

In the 2024-25 academic year, Capilano University began developing an Accessibility Plan detailing its strategies to identify, remove and prevent barriers. The work has led to the establishment of an [Accessibility Advisory Committee](#) (AAC), with members drawn from student, faculty and administrative communities, including representation from the Indigenous Education and Affairs department.

The committee is now in the stage of seeking community feedback to guide the development of the Accessibility Plan. The plan's initial form will progressively develop and evolve over time. A collaborative engagement process will remain ongoing, fostering continuous dialogue and input. CapU is committed to enshrining six principles in the Accessibility Plan:

- Inclusion,
- Adaptability,
- Diversity,
- Collaboration,
- Self-determination, and
- Universal design

Priority Five

“...[E]nsure that post-secondary institutions that have identified opportunities in relation to using housing as an economic tool.”

CapU currently provides 290 beds for students at its North Vancouver campus in a leased facility off-campus. This will be replaced in January 2026 when the [new on-campus housing complex](#) opens to students, providing 360 student beds. This provides an increase in housing for CapU students of roughly 25 per cent over existing capacity. For the community, however, it means that the housing that is being taken up by CapU's North Vancouver students will be available to the non-student public.

During the summer term, our student housing spaces are utilized effectively to support both students enrolled in courses and external groups, such as summer camps. This dual-use approach optimizes the use of our housing facilities during the summer and helps to support the local economy by reducing pressure on community short-term housing.

In Squamish, the campus now has [333 student beds housed in three buildings](#), with accessible units. This not only reduces barriers for students wishing to study in Squamish, but it also eases the pressure on the Squamish rental housing market as Squamish students can move out of their current units for more convenient, and possibly cheaper, on-campus housing.



Ongoing Ministry Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Capilano University's progress on implementing the Truth and Reconciliation Commission's Calls to Action and the UN's Declaration of the Rights of Indigenous Peoples are provided in the Appendix, along with CapU's responses to the PSI-relevant recommendations of the In Plain Sight report.

Sexualized Violence Prevention and Response Initiatives

Capilano University is committed to creating a safe and supportive campus community. As part of that, the Office of Student Affairs works toward prevention and education related to sexual violence. Philosophically and practically, CapU's current sexual-violence policy and procedures reflect a harm-reduction approach understood through an intersectional, decolonial, survivor-centered and trauma informed lens. CapU's approach recognizes the Truth and Reconciliation Commission's Calls to Action and the Missing and Murdered Indigenous Women and Girls' Calls to Justice as central components to the response to sexual violence and education initiatives.

The Office of Student Affairs continues to prioritize the promotion of CapU's sexual-violence support services to ensure that members of the university community are aware of the resources available to them. This priority is informed by the 2022 Sexual Violence Perceptions Survey, which found that the majority of CapU students do not know where to find on-campus resources to support them with experiences of sexual violence. During the last year, the Office of Student Affairs provided information about sexual-violence support services to over 3,500 CapU students through engagement at new-student and program-specific orientation events.

Following provincial mandates, CapU revised its Sexual Violence Policy and supporting Sexual Violence Procedures. After a robust triennial review process that included robust community consultation and student feedback, the revised policy and procedures received Board approval in November 2023. The key policy updates included an overhaul of the Definitions section to ensure relevant language was defined in alignment with the scope and application of the policy, and to

acknowledge that online components of sexual violence are now within the University's jurisdiction. The policy also now mentions an online reporting option and the assessment and availability of interim safety measures to survivors who disclose, as well as report, sexual violence.

In January 2025, CapU's Student Life team hosted the fourth annual Sexual Violence Awareness Month (SVAM) with SVAM activities drawing in 266 participants. The theme, *Building a Culture of Consent at CapU*, highlighted that safety and the fostering of a culture of respect, accountability, and empowerment is a collective responsibility requiring participation from all campus members. SVAM offered an Opening and Closing event, two asynchronous training modules, a faculty workshop and an in-person event. Programming included:

- an integrated marketing campaign including posterage, digital signage, Instagram reels, SVAM-specific e-newsletter, CapU intranet promotion.
- a SVAM opening ceremony with a resources fair, an in-person kickoff event to introduce SVAM activities, and an information fair with student speakers.
- *Consent Kahoot*, an interactive game event focusing on consent education.
- a weekly discussion series promoting consent awareness.
- *Yoga Nidra*, yoga session for survivors and allies to promote healing and well-being.
- A faculty and staff workshop on how to respond to disclosures.
- A library display showcasing different literature related to healthy relationships, and consent.
- *Pop-Up Consent Chats*, a booth with different activities, including *Consent Jeopardy*, to encourage conversations about consent in a low barrier environment.
- *Community Voices*, a panel discussion featuring diverse voices on consent and safety.
- *CapU Safer Campuses*, an online asynchronous module for employees and students. The module was completed in January with record completions from 21 students and 62 employees.
- *Ask Anything*, a campaign to encourage students to submit anonymous questions to be answered in the panel session.



Other learning events involving educating members of the CapU community about sexual violence and sexual safety took place throughout the 2024-25 fiscal year, including:

- Residence advisor sexual violence disclosures and response training
- *Consent Week*, launched in September 2024
- Sexual Violence Advisory Committee meetings (quarterly)
- Sexual violence prevention training for all student staff/leaders

In consultation with CapU's Sexual Violence Advisory Committee, CapU developed a three-year Sexual Violence Prevention and Education Plan which was completed in August 2024. The Education Plan details relevant research, leading practices, and context- and culture-specific recommendations. The Education Plan includes an action plan for implementing and enhancing sexual-violence prevention programming and education.

Former Youth in Care

CapU continues to support former youth in care (FYIC) with tuition waivers. In the 2024-25 fiscal year, CapU saw 58 former youth in care students benefit from the BC Government's tuition waiver program. This is nearly double the 30 students who participated in the waiver program in the 2023-24 fiscal year. The total disbursement in the 2024-25 fiscal year came to \$216,629.74, an increase of just under 70 per cent over last year. CapU's financial aid office has been providing outreach to students to access the tuition waiver program since 2019.

Eligibility for FYIC status and tuition waivers is set by the StudentAid BC and the Ministry of Post-Secondary Education and Future Skills (Ministry), which inform CapU of eligible students. Other funding resources available to FYIC include the [Youth Futures Education Fund](#) and the [Strengthening Abilities and Journeys of Empowerment](#) (SAJE) program.

CapU has adopted several measures to encourage students eligible for FYIC status to identify themselves to access the resources, including:

- Providing a [Financial Aid & Awards website](#)
- Sharing information related to FYIC programs with those student-service areas providing one-to-one support: Accessibility Services, Indigenous Student Services, Student Affairs and the YES program. As a

student's care history is personal, private and can be traumatic, these service points provide students with the space to disclose this type of information. If the student discloses, they are referred to Financial Aid and given general information about FYIC resources.

- Working with both Accessibility Services and local organizations and social service partners such as Foundry North Shore and Hollyburn Family Services, supporting clients in care to refer them to Financial Aid at CapU if the student is interested in pursuing post-secondary education with the University. This collaborative outreach includes workshops for clients at Foundry.
- Providing self-disclosure opportunities on CapU scholarships, bursaries, and awards applications through questions such as, "[a]re you or were you a Former Youth in Care?" When Financial Aid officers find a student who answers positively and does not have a FYIC funding record at CapU, the Financial Aid office will connect with them directly to see if they are accessing these resources, in addition to assessing them for FYIC specific awards and bursaries.

The Financial Aid office also received a variety of promotional material provided by the Ministry and SAJE. These posters, information cards, and promotional materials have been placed around campus and in the offices or the above-mentioned service areas. The substantial increase in participating students over the previous fiscal year suggests that CapU's communication efforts may be working to inform more students.

K-12 Transitions and Dual Credit Programming

During the 2024-25 academic year, three faculties had dual-credit agreements in place, either with school districts or catchment high schools. The Faculty of Fine and Applied Arts had a dual-credit agreement with Elphinstone High School in the Sunshine Coast School District (#46) to allow their students to take MOPA 115, which introduces students to communication, protocol, and entry-level job skills to begin a career in the motion picture industry. Two students took part in Spring 2025.

The Faculty of Arts and Sciences has two dual-credit offerings. Students in the Sunshine Coast School District are eligible to enrol in ENGL 100, and so far, 27 students have taken part, all in the Spring 2025 term. Students in the Sea-To-Sky School District (#48) can enrol in COMP 115, an introductory computing course. Four students

attending two private schools leasing space on the Squamish campus took part in Spring 2025.

The Faculty of Business and Professional Studies has a unique dual-credit offering with the North Vancouver School District (#44) and YELL (Young Entrepreneur Leadership Launchpad), a Canadian charity that partners with school districts to support entrepreneurial learning. Students in SD #44 who graduate from the YELL Entrepreneurship 12 program and enter CapU's Bachelor of Business Administration program are given a generalized three credits at the 100 level of BADM coursework. YELL Entrepreneurship 12 program is a course delivered in partnership with schools across BC.

CapU has been helping new learners make the transition to university in several ways in the 2024-25 academic year. A pair of open houses at CapU's North Vancouver campus saw 502 current high-school students visit the campus, along with 153 adult learners. Another pair of open houses at CapU's Squamish campus introduced CapU to 12 high-school students and 21 adult learners.

CapU's recruitment team made 214 high school visits around the catchment area and Lower Mainland in 2024-25. These visits yielded a total of 1,394 requests for information from the host students. During the academic year, CapU hosted 148 campus tours; during these tours 66 high school students filled in the voluntary information form indicating they were attending a local high school. Similarly, of the students who volunteered their home school as part of an academic advising appointment, 42 indicated they were high-school students.

Work-Integrated Learning (WIL)

University wide, CapU offers one co-op course in tourism management, 16 professional practicums, 17 practicums, seven work experiences, two entrepreneurship, several community service learning and applied projects options in over 75 courses. These types of WIL are organically coexisting with a variety of experiential learning options, such as field trips, job shadowing, teaching labs, music interactive simulations, on-campus show and film productions, and costume design labs. The new BA - Writing and Literature program, slated to begin instruction in September 2025, will add to these counts as it includes practicums as part of upper-level instruction.

During 2024-25 academic year, the WIL Unit supported 57 courses offering a WIL applied project involving collaboration with an external partner. Several new

partnerships have been solidified, including with Cedar Springs Retirement, Life Space Gardens, North Van School District, North Shore Community Resources, Summerhill Residences Parc, Coast Consignments, View Optometry, North Shore Sports Medicine, Lower Mainland Humane Society, Ginger Jar Furniture, Listify, Mt. Seymour Resort, Chef Agathe, Presentation House Theatre, Native Courtworkers Association of BC, Reglan Bistro, and Silver Harbour.

These WIL applied projects have engaged 1,242 students, out of which 177 came out of CapU's Growthhub referral program hosted by the North Vancouver Chamber of Commerce.

CapU's WIL Unit and faculty with the Music Therapy program successfully applied for a [\\$46,000 grant](#) from Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), a national nonprofit embracing WIL-involved faculty and staff from post-secondary institutions across Canada. This grant paid stipends to all students registered in an unpaid professional Musical Therapy practicum during Fall 2024.

The WIL Unit worked on developing a better communication system to promote knowledge of WIL and its impact on our students and the regional economy throughout the Lower Mainland. The unit's [LinkedIn](#) and [Instagram](#) social media channels keep connections among WIL organizers, students, faculty members, and external partners.

Work Study

The [Career Development Centre](#) (CDC) is creating WIL opportunities on campus, with its Student to Employment Program (STEP). The program provides funding to CapU departments to hire students as peer tutors, Student Advisory Committee members and peer-assisted learning leaders. During their work terms, students develop competencies related to CDC's competency framework, which is aligned with the competency framework of WorkBC. Successful STEP applicants are also expected to integrate the high-impact reflection activity, CapU GROW, which provides a structured framework for students to reflect on their learning outcomes.

From April 1, 2024, to March 31, 2025, STEP disbursed \$155,814 to fund 13 unique student positions across nine departments and programs, providing employment opportunities for 42 students: Centre for International Experience, Student Life, Department of Athletics & Recreation, University Relations, School of Humanities,

School of STEM, School of Business, School of Communications, and Faculty of Global and Community Studies.

Practicum participation

All programs in the [School of Allied Health](#) have had practicums embedded within their curriculum. In the 2024-25 fiscal year, a total of 145 students in Allied Health programs enrolled in at least one practicum.

University-wide, a total of 898 students from 33 programs across all five faculties enrolled in one or more of 38 practicums during the same time. Of these 898 students, 74 per cent identified as female, 24 per cent identified as male, one per cent identified as non-binary, and one per cent did not disclose their gender identity. Domestic students composed 71 per cent of the practicum students in the 2024-25 fiscal year, while international student made up 29 per cent. Most of the practicum's students (96 per cent) did not disclose their Indigeneity, but 2.6 per cent identified as Indigenous and 1.2 per cent identified as non-Indigenous.

The [Tourism Management Co-operative Education Diploma](#) at CapU has been providing co-op-based WIL for many years. The program was recognized in 2022 for its quality by the United Nations World Tourism Organization (UNWTO) with their [TedQual certification](#). This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries. From Fall 2021 through Spring 2024, 119 students have started in the program; during the same time, 39 have graduated.

Developing and implementing protections for international students that support their fair treatment

Ensuring that international students are supported and treated fairly is part of the purpose of CapU's Internationalization Plan 2021. The plan builds on the themes of the University's strategic plan, Envisioning 2030: imagination, community, and a distinct University experience. These themes are themselves connected with a fourth, central priority, health and well-being. The specific strategies and actions linked to each theme are outlined in the Internationalization Plan 2021 subsection of the Strategic Direction section.

This academic year saw CapU hire two international student transition officers, and funding is available for a third officer. The officers have set up a program where they are creating one-to-one connections with incoming students to ensure that they transition in safely and successfully to living and learning in Canada and at CapU. Every incoming student is provided the opportunity for a Zoom or Teams call to share information and/or concerns as part of their transition to the university. This is an opportunity to share information on housing, understanding their rights, how to access services and resources they may need in the university and the community, understanding related working and living rules and conditions, and receiving advanced tutoring and support on how to learn and study successfully. The Transition officers are all RISIA certified and experienced in international education in a variety of fields and services.

In 2024-25, CapU added a fifth regional representative in Africa to our existing network in Asia and Latin America. These regional representatives provide support to incoming students to ensure that they transition successfully and safely to living and learning in Canada and at CapU. They also support our agency network by providing support and training to ensure there is up to date and accurate information to prospective students.

Additional details regarding CapU's commitment to supporting international students can be found in our Internationalization Plan.

6. Performance Plan



Alignment of Ministry and University Goals and Objectives

The tables below show how Capilano University's goals align with the objectives of the Ministry of Post Secondary Education and Future Skills. The tables also identify the relevant performance measures for each goal.

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

Envisioning 2030 Goal: Learners, Employees, Alumni and Communities Embrace Imagination as the Foundational Driver of Positive Change and Innovation.

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

Envisioning 2030 Goal: Use Imagination to Drive CapU's Digital Transformation.

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

Envisioning 2030 Goal: Indigenize and Decolonize Education and Campuses, Including First Nations Language, Culture and Knowledge.

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

Envisioning 2030 Goal: Provide Learners with Imaginative, Unique and Life-Enhancing Learning Experiences that give them the Opportunity to Actualize their Passion and Potential.

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

Envisioning 2030 Goal: Instil a Culture of Equity, Diversity and Inclusion in all our Operations and Outreach

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

Performance Measure Reporting

System Measures⁶

This section reports the 2024–25 Institutional Accountability Plan and Report framework performance measures and results provided by the Ministry of Post Secondary Education and Future Skills. Ministry assessments are based on the following scale.

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

System Objective: Capacity

Student Spaces⁷

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

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Domestic student FTE	3,473	5,640	3,775	Not Achieved	5,585	5,555	5,555
Nursing and allied health programs	139	192	127	Not Achieved	168		
Developmental programs	235	273	238	Not Achieved	273		

Note: “TBD” = “To be determined”

Capilano University did not meet its domestic FTE targets. However, domestic student FTEs surged by almost nine percent. This is the largest increase in over a decade, despite being in an era in which domestic enrolments seem to be declining across a majority of publicly funded PSIs in BC, particularly among teaching-intensive universities.

Although further increases of this magnitude are unlikely, several factors suggest some level of growth may continue. CapU has brought in three new baccalaureate programs that have been developed both with a view to contributing value to society and to meeting labour-market needs, and awareness of these programs will continue to build over the next few years. Further, CapU has brought in several new associate and bachelor’s degrees in the last four years, and public profile of these young programs have plenty of potential to grow. Similarly, awareness of CapU’s offerings at its new Squamish campus is likely to build across the Sea-to-Sky region, drawing in more domestic students from Squamish and communities to its north.

⁶ Please consult the 2024-25 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

⁷ Results from the 2024-25 reporting year are based on data from the 2024-25 fiscal year; results from the 2023-24 reporting year are based on data from the 2023-24 fiscal year. Only Ministry funded Full-Time Equivalents are included.



Domestic Credentials Awarded ⁸

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

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Bachelor	378	400	369	Substantially Achieved	389		
Certificate	274	302	250	Not Achieved	283		
Diploma	321	369	287	Not Achieved	343		
Developmental	33	27	34	Achieved	34	TBD	TBD
Graduate, First Professional and Post- Degree	*	*	*	Not Assessed	Not Assessed		
Short Certificate	*	*	*	Not Assessed	Not Assessed		
Total	1,016	*	952	Not Assessed			

CapU achieved its targets for developmental credentials awarded in the fiscal year of 2024-25. The university also substantially achieved its bachelor target. However, the remaining targets were not achieved. This reflects the same result as the reported in the previous IAPR and may reflect a continuation of the depression of student enrolment in the pandemic.

Indigenous Student Spaces⁹

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

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Total Indigenous FTEs	260	≥ 241	227	Substantially achieved	≥ 241	≥ 241	≥ 241
Ministry (PSEFS)	260	≥ 241	227	Substantially achieved	≥ 241	≥ 241	≥ 241

CapU substantially achieved its Indigenous Student Spaces target but dropped from last year's Indigenous FTEs by 12 per cent (33 FTEs). This is disappointing given last year's increase over 2022-23. Hopefully, CapU's continued efforts to

⁸ The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle.

Prior to the 2023-24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

"Certificate" includes certificate and advanced certificate credentials. "Diploma" includes diploma, advanced diploma and associate degree credentials. "Developmental" includes all credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates.

"Graduate, First Professional and Post-Degree" includes doctorate, master's degree, graduate diploma, graduate certificate, first professional degree, post-degree diploma and post-degree certificate.

⁹ For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024-25 reporting year are based on data from the 2023-24 fiscal year; results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year. Both Ministry and Skilled Trades BC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces. Institutions provide their own target and assessment for Indigenous Student Spaces. The Ministry may report a higher number of Indigenous students at CapU than the University usually does, as the University's numbers are based on self-identification of Indigenous status while at CapU, but the Ministry data is based on self-identification at any point in students' BC public education history, including K-12.

develop programming that meets both the career and cultural needs of Indigenous members of the catchment communities—along with *Ché̓nchenstway* implementation, growth in CapU's commitment in being a canoe family and the many other initiatives and activities aimed at decolonizing the campus outlined in our response to [Priority Three](#) in the Mandate Letter—encourage more Indigenous learners in from the Rightsholding Nations to join CapU and prove this decline to be a short-term setback. CapU's expansion in Squamish should also help reach Indigenous learners, as many of them live in the Sea-to-Sky region.

System Objective: Quality

Student Outcome Measures¹⁰

Capilano University participates in two of the Ministry- generated student outcome surveys: the Diploma, Associate Degree and Certificate Student Outcomes Survey (DACSO) and the Baccalaureate Graduates Survey (BGS). As CapU has no trades programming, the University does not participate in the Apprenticeship Student Outcome Survey or the Trades Foundation Student Outcome Survey.

Both the DACSO and BGS datasets are widely used at CapU. The survey results are widely disseminated to academic departments and faculties and to senior administrators. Decision-makers at CapU from the chair or manager level upwards can access an online dashboard that summarizes five years of these surveys. Individual departments and faculties examine these results as part of their regular unit review process designed to refine and improve their programs.

Student Satisfaction with Education

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

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	89.7% +/- 2.0%	≥ 90	89.7% +/- 2.1%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	92.1% +/- 3.3%	≥ 90	86.5% +/- 5.0%	Achieved			

Overall satisfaction amongst our graduates of baccalaureate, diploma, associate and certificate programs continue to meet or exceed Ministry targets. However, although the satisfaction level among DACSO respondents remained almost identical with the previous year, the drop in reported satisfaction among BGS respondents is substantial and concerning, declining by slightly over five percentage points.

Satisfaction levels on the BGS have been stable over the last several years at CapU, and generally no lower than the provincial aggregate level. In contrast, the provincial aggregate level of satisfaction expressed by BGS respondents was 90.0 per cent, well above this year's results.

Also notable is a substantial increase in the margin of error, rising from 3.3 per cent to 5.0 per cent. The decrease in the percentage of BGS respondents expressing satisfaction with their education and the increase in the margin of error, which is a reflection in part of the degree of variance in this measure, suggests not just a shift in opinion, but an increase in the diversity of opinion. That in turn could reflect that while students from some CapU programs were not as satisfied

¹⁰ Results from the 2024-25 reporting year are based on 2024 survey data; results from the 2023-24 reporting year are based on 2023 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

with their education, others remained at CapU's usual levels. Such a change in a subset of students would explain both the overall decline and the increase in the margin of error.

The students in the 2024 Student Outcomes surveys would have graduated from their programs in 2022 and thus spent their last two years of the program under pandemic instruction conditions. It may be that a subset of CapU's baccalaureate programs did not adjust well to pandemic teaching conditions. If the problems were confined to just some of CapU's bachelor programs, this would also explain why the respondents in the DACSO showed no change in satisfaction, even though their entire period of study would have taken place during the pandemic for many in the one- and two-year programs covered by the DACSO survey. However, as CapU does not have access to the full data for the two surveys at the time of this report, we cannot explore this hypothesis much further, except to note that the responding to the next three measures seems consistent with the hypothesis.

Student Assessment of the Quality of Instruction

Percentage of students who rated the quality of instruction in their program positively.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	95.5% +/- 1.4%	≥ 90	93.4% +/- 1.7%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	94.0% +/- 2.9%	≥ 90	88.8% +/- 4.6%	Achieved			

When examining former students' assessments of the quality of instruction in their program, we see the same pattern as in the assessment of their satisfaction with education above. Again, the DACSO students are similar in their level of positivity as in their previous year, with a similar margin of error across both years as well. BGS respondents, however, again yield a substantive reduction in their positivity with a larger margin of error. Once again, the level of positivity for CapU students is lower than for that of the province-wide rate (92.2 per cent positive)¹¹. Nonetheless, CapU continues to achieve Ministry targets regarding former students' assessment of the quality of instruction they received in their program.

Student Assessment of Skill Development

Percentage of students who indicated their education helped them to develop various skills. This measure is an average of seven components skills assessments

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	85.2% +/- 2.0%	≥ 85%	85.3% +/- 2.2%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	87.9% +/- 3.1%	≥ 85%	82.5% +/- 4.4%	Achieved			

Capilano University achieved Ministry targets for student assessment of its contribution to student skill development and did so for both DACSO and BGS respondents. The pattern shown in the previous two questions is again manifested here: CapU's BGS respondents show a notable drop in the positivity of assessment compared to the last year along with an increased margin of error. DACSO respondents, however, are very similar in both years, not only in the rate of positivity in their assessment of the extent to which their program developed their skills but also in margin of error for this

¹¹ 2024 BGS Performance Measures – CAPU.xlsx. (March 2025). BC Stats, BC Student Outcomes.

question. And again, CapU's BGS respondents' rate of positive assessment was lower than was true for the province-wide aggregate response (84.6 per cent)¹².

System Objective: Relevance

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	85.7% +/- 3.5%	≥ 90%	83.0% +/- 3.9%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	89.1% +/- 4.4%	≥ 90%	90.3% +/- 4.8%	Achieved			

CapU met its target for the graduate assessment of skill relevance among BGS respondents and substantially achieved targets for DACSO respondents. Importantly, responses to this question does *not* follow the same pattern as that of the last three questions. BGS responses are slightly higher than last year's, with a very similar margin of error. DACSO responses are slightly lower than last year, but with also a similar margin of error. CapU's BGS students, moreover, are notably *more positive* in their assessment of the relevance of what they had learned that were BGS respondents overall (86.1 per cent).

That the pattern of responding across years on this question looks different from the previous three questions is consistent with the hypothesis that the reductions were driven by a subgroup of students in baccalaureate programs that had difficulties in adjusting teaching to pandemic conditions. This question, unlike the three previous, does not ask them to reflect on their pandemic-era educational experiences, but on their post-pandemic work experience. Given how positive they were in thinking about the relevance of their skills gained at CapU, it is unclear what aspects of their program were disappointing to them.

Unemployment Rate

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or lower.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	6.8% +/- 2.4%	≤12.7%	13.8% +/- 3.3%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	10.4% +/- 4.0%	≤12.7%	8.8% +/- 4.3%	Achieved			

The unemployment rate among CapU respondents to both Student Outcome surveys was below that of the target, or within it given the margin of error in the case of respondents to the DACSO survey. The unemployment rate for the DACSO respondents is higher than that of last year's results, but the target itself is substantially higher than last years

¹² 2024 BGS Performance Measures – CAPU.xlsx. (March 2025). BC Stats, BC Student Outcomes.

target of 8.8%, suggesting that unemployment, at least among adults 18-29 has risen over the last year. That the unemployment rate of CapU's BGS respondents is not only below the target rate, but lower than last year's 10.4% is encouraging.

Internal Surveys

In addition to the surveys of graduates conducted provincially, CapU conducts a series of internal student surveys every year. Students new to CapU are surveyed in the Welcome Survey, while returning or continuing students are surveyed in the Welcome Back Survey. Both surveys run each Fall term.

Welcome Survey (new students)

The Fall 2024 survey focused on students who first enrolled at CapU in the Fall 2024 term. CapU invited 2,111 students to participate, with 281 responding (13 per cent response rate) and 160 completing the survey (8 per cent completion rate). When asked how likely they were to recommend CapU to a friend or family member, the average response was just under eight on a scale of zero to ten.

About half of respondents (49 per cent) were enrolled in a degree program, with 37 per cent enrolled in a baccalaureate program and 12 per cent enrolled in an associate-degree program. Diploma program enrolment was also popular with new students, representing 24 per cent of respondents. Graduate students accounted for 2 per cent of new student enrolments in 2024.

A third of new students surveyed in Fall 2024 were first-generation post-secondary students. Just over half (53 per cent) of new students were unemployed at the time of the survey, with 37 per cent working part-time and 10 per cent working full-time while studying. A quarter of CapU's new students said they did not expect to work at all during the academic year, while 39 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 51 per cent expected they would spend ten hours or less studying or preparing for class outside of class time over the course of the academic year.

Most new students surveyed had clear career plans, with 40 per cent having a specific career in mind and 22 per cent considering several possible careers.

Welcome Back Survey (returning students)

In Fall 2024, CapU invited 6,366 students who had completed at least two terms at CapU to participate in the *Welcome Back Survey* (the terms need not be consecutive). Of this population, 576 students responded (9 per cent response rate), with 344 complete responses (5 per cent completion rate). CapU's returning students gave an average rating of seven on a zero to ten scale when asked how likely they were to recommend CapU to a friend or family member.

Like the *Welcome Survey* respondents, 40 per cent of *Welcome Back* respondents were enrolled in a bachelor program and 22 per cent were enrolled in diploma programs. Conversely, 24 per cent of Welcome Back respondents were enrolled in associate-degree programs. Graduate students represented three per cent of respondents.

Most (83 per cent) of returning fall students planned on graduating at CapU. Five per cent of students planned to transfer at some point, with the University of British Columbia being the most popular destination institution, selected by 50 per cent of those planning to transfer.

Four out of ten *Welcome Back* respondents were first-generation post-secondary students, and a much larger portion were employed at the time of the survey (73 per cent) than in the *Welcome Survey*. Fewer were employed full-time (21 per cent) with five per cent working full-time at CapU, and 16 per cent working full-time elsewhere. Only four per cent did not plan to work at all during the academic year, while 58 per cent planned to work between eight and 24 hours per week

during the 2024-2025 academic year. Just under half (45 per cent) estimated they would spend ten hours or less per week studying or preparing for class outside of class time.

Most (84 per cent) indicated that they intended to find a job in Canada after graduation, and most had clear career plans (72 per cent), with 38 per cent having a specific career in mind, and 34 per cent having several possible careers in mind.

External Surveys

CUSC 2024— Graduating Students

CapU also participates in external surveys as a supplementary source of information. Beginning in spring 2017, CapU began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC). The CUSC surveys rotate the population surveyed every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again.

In 2024, 38 universities, including CapU, participated in the CUSC survey of graduating students. The survey organizes universities into three groups, based primarily on programming. Group 1 (G1) universities are primarily undergraduate schools, including CapU; in 2024, 25 of the 38 participating universities fell into the G1 category. Group 2 (G2) universities have substantial graduate programming (e.g., Simon Fraser University) and Group 3 (G3) universities have at least one professional program (e.g., McMaster University). These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools (i.e., the G1 schools).

The 2024 CUSC graduating-students survey reveals several findings of note. First, evaluations of graduating students' satisfaction with the quality of their teaching—as measured by the percentage who agree¹³ with the statement, "Generally, I am satisfied with the quality of teaching I have received"—reveals that CapU's respondents seem more positive than comparator groups, with 86 per cent agreeing or strongly agreeing (G1: 84 per cent, All: 85 per cent).

Perhaps not surprisingly from that, CapU's 2024 graduating respondents are also especially positive regarding how their expectations of university has aligned with their actual CapU experience. 80 per cent of CapU respondents said their expectations have been met or exceeded (G1: 77 per cent, All: 80 per cent).

CUSC respondents assess their instructors across a range of instructor properties by indicating their level of agreement with a set of positively worded statements about their instructors (e.g., "Seem knowledgeable in their fields"). There are some areas that CapU's instructors do particularly well, and some areas where there can be improvement. There are four areas in which CapU's 2024 respondents are particularly positive, and they seem to cluster around statements related to student engagement.

1. In response to the statement their instructors "[t]ake a personal interest in academic progress," 80 per cent agreed or strongly agreed (G1: 63 per cent, All: 56 per cent).
2. In response to the statement their instructors "[e]ncourage students to participate in class discussions," 96 per cent agree or strongly agree (G1: 88 per cent, All: 88 per cent)
3. In response to the statement that their instructors "[p]rovide useful feedback on academic work," 86 per cent of CapU respondents agreed or strongly agreed (G1: 79 per cent, All: 76 per cent).
4. In response to the statement their instructors "[a]re intellectually stimulating in their teaching," 86 per cent agree or strongly agree (G1: 77 per cent, All: 76 per cent)

There are only three areas in which CapU's respondents are less enthusiastic than peers at other universities, and the differences between CapU's ratings and it's G1 peers are at most four percentage points.

¹³ Strongly agree/agree/disagree/strongly disagree

1. In response to the statement that their instructors "[t]reat students the same regardless of race," 89 per cent of CapU respondents agreed or strongly agreed (G1: 93 per cent, All: 93 per cent).
2. In response to the statement that their instructors "[c]ommunicate well in their teaching," 80 per cent of CapU respondents agreed or strongly agreed (G1: 83 per cent, All: 82 per cent).
3. In response to the statement that their instructors "[a]re well-organized in their teaching," 80 per cent of CapU respondents agreed or strongly agreed (G1: 83 per cent, All: 81 per cent).

CUSC's graduating respondents are asked to assess whether their university has contributed to the development of a set of work-related skills. On these measures, CapU's 2024 respondents were mixed, being above the comparator groups for three skills and below on four skills. However, for several measures the differences between CapU's ratings and those of the most similar comparator, the G1 universities, were less than three percentage points, and these more substantive differences skewed more to areas in which CapU performed less well than its G1 peers, indicating areas in need of being addressed.

4. In regards to the skill of "[w]orking independently," 53 per cent of CapU's respondents said CapU contributed much or very much to their development, versus 73 per cent of G1 respondents, and 74 per cent of all respondents.
5. When it came to "[c]ooperative interaction in groups," 47 per cent of CapU's graduating respondents agreed CapU had helped to develop it, while 51 per cent of those attending a G1 school did so and 56 per cent of all respondents did.
6. A total of 35 per cent of CapU respondents indicated that CapU helped develop "[c]omputer literacy skills," versus 40 per cent of G1 respondents and 43 percent of all respondents

More positively, 39 per cent of CapU graduates agreed that CapU had helped develop "[e]ntrepreneurial skills," but only 23 per cent of G1 respondents did, and only 22 per cent of all respondents did.

Perhaps even more positively, 75 per cent of CapU's 2024 graduating respondents said they were debt free versus 53 per cent of G1 respondents and 55 per cent overall.

7. Financial Information



Financial Information

Audited Financial Statements for Capilano University are at [capilano.ca/about-capu/governance/budget-plans--reports/financial-reports/](https://capilano.ca/about-capu/governance/budget-plans-reports/financial-reports/)



8. Appendix



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

TRC Call to Action¹⁴ and UN Declaration on the Rights of Indigenous People Article

Progress	Initiatives and Partnerships
Identify whether the initiative is: <ul style="list-style-type: none"> • New¹⁵ • Planned vs In Progress vs Implemented or • Ongoing • If there is no relevant • program show as N/A. 	Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: Social Work

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ...

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

12: Early Childhood Education

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

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

¹⁴ "..." represents omitted text not related to post-secondary education from the original Call to Action.

¹⁵ New initiatives start in the current reporting year and have not been previously reported on

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>CapU's ECCE Diploma program is in partnership with Kwantlen Polytechnic University (KPU) and the Métis Nation of BC (MNBC) to deliver its program at KPU. As part of the KPU delivery, both universities have partnered with MNBC to hire a Métis cultural specialist to Indigenize and deliver content. The collaboration launched Fall 2023 and is being supported with one-time funding from the Ministry of PSEFS. The program runs until Fall 2026.</p> <p>ECCE department hired two Indigenous faculty members in 2024-25.</p>

16: Indigenous Language Degree and Diploma Programs

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	Faculty of Arts and Sciences offers Lil'wat Nation Language and Culture Certificate and Sechelt Nation Language and Culture Certificate program.
Implemented	Two courses: LING 206 (First Nations Languages of BC) and LING 208 (Indigenous Languages of the World and their Speakers) are focused on Indigenous Knowledge, Indigenous history, and Indigenous scholars' work.
Implemented	<p>BFNS 052 – First Nation Studies is a standalone Adult Basic Education course focusing on course providing a broad introduction to local and national issues related to the First Peoples, from the protocols used by host nations to family structures and child rearing practices. It was initially designed for the Skwxwú7mesh Úxwumixw for courses previously delivered by the North Vancouver School District.</p> <p>In 2021-22, the course was customized to focus on Skwxwú7mesh Úxwumixw (Squamish Nation) culture and history. In 2022-23, the course became a regular CapU offering. In 2024-25, a new version of the course focusing on Sechelt Nation history and culture began regular delivery at the ká lax-ay campus by a faculty member from the Sechelt Nation.</p>

23: Health-Care Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

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

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	An Indigenous advisor, who is also a faculty member, was hired in 2022, to complete a Decolonization audit for the RA program. The audit report and recommendations were received Fall 2023. Although the focus of the audit and report is on the RA program, expectations are that the recommendations will be applied to all programs in the School of Allied Health, where applicable.
Ongoing	Recommendations from the RA program audit by the School of Allied Health were implemented beginning in Fall 2024.
Ongoing	<p>In 2023-24, CapU completed delivery of RA Diploma program for students from the Northern Health Region. This delivery, done in partnership with the Ministry of PSEFS, was carried out under the expectation that several of the students would be Indigenous; two of the eight students were Indigenous. The students completed their practicums in the Northern Health Region and travelled to our campus to complete the skills portion. The Northern delivery involved an accelerated version of the diploma program, completing in 18 months.</p> <p>In 2024-25, a second delivery of this northern rehabilitation assistant program began with two additional Indigenous students enrolled.</p>
New	In Fall 2024, the Health Care Assistant program began a partnership with the Squamish Nation and Vancouver Coastal Health to deliver the Health Care Assistant Pathway Program to Squamish Nation members. The program runs from January to August 2025. The classroom content is being delivered in community on the Squamish Nation reserve in North Vancouver and the lab components are being delivered in health lab facilities on our North Vancouver Campus.

24: Medical and Nursing Schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

28: Law Schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>One new Indigenous-focused course, LAW-331 (Indigenous Peoples & the Law), debuted in 2022-23. In February 2024, the Faculty of Business & Professional studies approved it as a CapCore course, becoming required for completion in the Bachelor of Legal Studies program.</p> <p>The course introduces Indigenous case law and is taught by an Indigenous instructor who incorporates storytelling and her lived experience into instruction.</p>
New	LAW 332 – Colonization, Aboriginal Rights, and Reconciliation. Offered in the 2024-25 Academic Year.
Ongoing	<p>The School of Legal Studies (SLS) is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses:</p> <p>LAW 340 – Company Law course contains a teaching module on Indigenous business models.</p> <p>LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing.</p> <p>LAW 140 — Family Law & Procedures course incorporates Indigenous case law.</p> <p>LAW 130 – Criminal Law course contains a module on Indigenous accused and sentencing and incorporates Indigenous case law throughout instruction.</p> <p>LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history. Textbook revised to include a section on Indigenization.</p> <p>Instructors in SLS are encouraged to take Centre for Teaching Excellence courses on Indigenizing and decolonizing curriculum.</p>

57: Public Servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	In summer 2020, the School of Public Administration—which has programs focused on local government—added a person who self-identifies as Métis to its Program Advisory Committee.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>The School of Public Administration has a program action plan that outlines a priority to decolonize the curriculum and include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that focuses on Indigenous governments and local municipal government relationships.</p>
New	<p>The School of Public Administration received funding in 2024-25 from the First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association to adapt the coursework of the Local Government Administration Certificate to the create a custom version of the program for the Lil'Wat Nation. Faculty members are expected to be developing the custom courses over the 2025-26 academic year, with a first intake of Lil'Wat students beginning Fall 2026. However, program delivery will likely require additional funding.</p>

62: Teacher Education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>With the support of NSERC research grants, CapU began a training program on the Ownership Control Access and Possession of indigenous Data (OCAP) in January 2024. This program teaches faculty and students in data collection methods that support and recognize the right of Indigenous people to control data, and how to use data in a way that honours that right. The principles of OCAP can be found at fnigc.ca.</p> <p>In the 2023-24 academic year, over 25 faculty and one student had completed the training, while in 2024-25, 15 faculty have completed the training, as of the writing of this report.</p> <p>The training is voluntary, but CapU encourages all faculty to participate.</p>
Ongoing	<p>Beginning 2023-24, the English department hired an Indigenous faculty member who has been provided with some teaching release to allow them to provide peer mentorship for department peers on understanding Indigenous protocols, such as land acknowledgements and working with Elders. As well as educating the educators, the peer mentor is providing guidance related to decolonization of curriculum content.</p>
New	<p>The Faculty of Global and Community Studies held a workshop for 15 faculty members on decolonizing the content of course outlines. Reconciliation Pathways delivered the workshop, entitled <i>Connecting to Reconciliation</i>.</p>

86: Journalism and Media Schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>In 2021-22, Fine and Applied Arts (FAA) launched a program for Indigenous film professionals to reskill and upskill their knowledge in film business affairs, management and leadership. The Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA) consisted of eleven two-day workshops that take place on weekends. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax). As film is a storytelling digital medium, the program is anticipated to contribute significantly to the telling of Indigenous cultural and community-based stories, as well as developing Indigenous job creation and business growth. Over 20 Indigenous filmmakers participated in FILMBA.</p> <p>In May 2022, several members of the 2021 FILMBA cohorts were able to attend the 2022 Cannes Film Festival. FILMBA alumni Eva Thomas (Ojibwe), Kelvin Redvers (Deninu Kų́ę), Roger Boyer (Saulteaux/Ojibwe), Ryan Cooper (Ojibwe), Colin Van Loon (Blackfoot), and Dan Foreman (Métis) attended as a result of sponsorship provided by WarnerMedia and Creative BC, with Telefilm, Screen Pictures and the Indigenous Screen Office also helping.</p>
Ongoing	FAA has one program focused on Indigenous knowledge, history and the work of Indigenous filmmakers and scholars: Indigenous Digital Filmmaking (IDF).
Ongoing	Across the three FAA schools (Performing Arts, Design and Motion Picture Arts and Animation), 43 courses have Indigenous content. Decolonization of curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language and stories, as well as legal considerations (e.g., treaties, tax law, etc.).
Implemented	In 2020-2021, CapU's IDF and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, "Response: Our Land Narrative" which highlighted a series of short videos created because of workshops between Indigenous Knowledge Keepers and artists.

92: Business Schools

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>The School of Business hired an instructor in decolonization and Indigenization in 2023-24. The new position will instruct a broad range of courses within the School of Business, from lower-level to upper-level capstone courses, for a wide range of students. Instructors may be expected to teach courses such as Indigenous Entrepreneurship and Introduction to Management.</p> <p>This role is anticipated to assume administrative section release within the School of Business to advance program and curriculum development in support of Indigenous communities. In alignment with a Special Program approved by the BC Office of the Human Rights Commissioner, this position's duties are focused on delivering Indigenous content and as such, the University hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p>
Implemented	<p>BADM 106 - Organizational Behaviour course, NABU 318 – Project Management course, NABU 504 – Strategic Management course. All courses include a presentation and group discussion on the findings and recommendations of the Truth and Reconciliation Commission as means of an "environmental analysis", particularly for the benefit of international students. Students are expected to reflect on how truth and reconciliation relates to business, workplace and themselves, and as new immigrants in general. The second activity (more so a teaching methodology) aimed at decolonization is to allow students to write one of their assignments in their native language and then translate it through group discussion.</p>
Implemented	<p>BADM 469 - Applied Understanding of Indigenous Entrepreneurship course offered since Spring 2022. Counts for CapCore Requirements.</p>
Implemented	<p>IBUS 255 Cross-Cultural Business – Formalized Indigenous content within the course, which is required for all Bachelor of Business Administration students. Includes a walk through the history of Indigenous peoples in Canada led by an Elder using the blanket exercise. Also recruits an Indigenous business professional to speak to challenges Indigenous businesses face.</p>

92: Business Schools, cont'd

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	The School of Business delivered its Accounting Assistant Certificate to 15 Lil'Wat Nation members in 2022-23. This offering was continued in 2023-24.
New	<p>New BADM Certificate delivered in partnership with Skwxwú7mesh Úxwumixw (Squamish Nation), for Skwxwú7mesh Úxwumixw members. Memorandum is signed, with first launch in Fall 2024.</p> <p>A previous offering extended an existing BADM Certificate programming to Skwxwú7mesh Úxwumixw members. This offering has been designed in consultation with the Skwxwú7mesh Úxwumixw with the need of Úxwumixw members in mind.</p>
Ongoing	The Capilano School of Business (CSB) created a workshop Understanding Indigenization delivered to each orientation (Fall, Spring and Summer) in 2023-24. The workshop, delivered to both international and domestic students, explains what the CSB faculty and administrators mean by a commitment to Indigenization and decolonization. The workshops include a welcome by an Indigenous Business alumnus.
Ongoing	In 2023-24, the CSB also created an online training course for faculty delivering courses with Indigenous content or who are working with Indigenous people. Up to 30 members of faculty are expected to take the course.

United Nations Declaration on the Rights of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>Indigenous Education & Affairs has three forums for meetings to ensure the Nations are given opportunities to provide input and contribute to CapU's commitment to Indigenization and decolonizing approaches.</p> <ol style="list-style-type: none"> 1. Indigenous Advisory Circle (IAC): These meetings are chaired by the University president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision. The IAC did not hold meetings in the 2023-24 academic year. 2. Indigenous Education Steering Committee (IESC): These meetings are chaired by the director of IEA and are in place to open strategic conversations between representatives from the territorial rights holder Nations and the Métis and the University in all academic and student-services-oriented affairs. 3. Monthly individual meetings with the five territorial rights holder Nations: These one-on-ones allow for individual input from each of the five territorial rights holder Nations. <p>CapU has housing prioritized for Indigenous students attending CapU.</p> <p>CapU has formally acknowledged the Jay Treaty by offering domestic tuition to US Indigenous students affected by colonial, imposed borders.</p>
Implemented	CapU has developed an Indigenous framework, <i>Ché́nchenstway</i> , to meet the needs of Indigenous students, faculty and staff as well as the five host nations going forward.
Implemented	CapU has developed an Elder Protocol to ensure its relationship with Elders and Knowledge Keepers are respectful and in balance.
Ongoing	CapU has begun a process of learning its responsibilities as a canoe family, and has begun to incorporate traditional, territorially linked teachings in its support services. Beginning in the Summer 2024 term, CapU academic partners and representatives of the host nations began holding talks to determine how to build CapU's capacity for the ceremonial obligations of being a canoe family.
Ongoing	In the 2021-22 academic year, Indigenized adult upgrading courses intended to help Squamish Nation students complete their BC Adult Graduation Diploma were designed and piloted through the Eslha7an Learning Centre in North Vancouver. Courses included Provincial Level English, Math, and Computer Studies. These are now regular course offerings.
Ongoing	CapU works with the Lílwat Nation to provide Nation-specific programming through the Nation's Ts'zil Learning Centre. This programming includes the Lílwat Nation Language and Culture Certificate, as well as Adult Basic Education offerings. The collaboration between the Nation and CapU is guided by an affiliation agreement signed in 2019. In Fall 2025, a traditional foods component will be added to the programming.
Ongoing	Nation-specific programming is offered through the ká lax-ay campus. Campus leaders have worked with the shíshálh Nation to design both an upgrading program, Pathways to Higher Learning, and a Sechelt Nation Language and Certificate.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	In 2020-21, CapU received approval from the Human Rights Tribunal to initiate a five-year hiring process to increase its Indigenous employees. CapU hired San'yas , to provide a series of workshops for new and existing staff and faculty. San'yas is an organization that provides indigenous cultural safety training for institutions. These workshops will continue as part of CapU's onboarding process.
Implemented	The Office of Indigenous Education and Affairs hired a manager in the 2023-24 fiscal year. The manager directs the Kéxwusm-áyakn Student Centre.
In progress	CapU had filled the Indigenous counsellor position to address the specific needs of Indigenous students. At the time of this report, the position is again vacant.
Implemented	An Indigenous student advisor joined the Student Success team in Spring 2024. Their training includes advanced triaging skills to support students with complex issues.
Completed	CapU received permission in 2023-24 from the shíshálh Nation to fly the First Nations flag and the shíshálh Nation flag at the kálax-ay campus, and both have been added to the campus flagpole.
Completed	Beginning in 2022-23 academic year, CapU began a partnership with the shíshálh Nation and Emily Carr-Sunshine Coast Arts Council to create a campus-wide mural depicting the shíshálh Nation timeline at kálax-ay campus. This mural presents the shíshálh view of their land and history.
In progress	CapU received funding in the 2024-25 academic year to create an orange-shirt walkway commemorating the victims and survivors of the residential school system. The walkway is planned to go in front of the Fulmer Family Centre for Childhood Studies.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
<i>Instructions: Please identify program area here.</i> <i>Example: Certified Medical Laboratory Assistant</i>	<i>Instructions: Identify whether the initiative is:</i> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <i>Example: New</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i> <i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i>
Rehabilitation Assistant (RA)	Completed	<ul style="list-style-type: none"> • Indigenous faculty hired September 2022 and recruited to provide A decolonization audit.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Northern Health RA Diploma	No specific indigenous targets	<p>Two of the initial eight-member cohort that completed in 2023-24 were Indigenous.</p> <p>In 2024-25, a new cohort started that also included two Indigenous members.</p>
Partnership with Squamish Nation for HCA delivery at Squamish & NV Campuses	Discussions ongoing	Program launched in 2024-25

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p><i>Example: Completed</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
RA Diploma program	Completed	<ul style="list-style-type: none"> • Indigenization audit lead by Indigenous faculty. Reviewing report and recommendations to be implemented in the 2024-25 academic year.
RA Diploma program	Ongoing	<ul style="list-style-type: none"> • Implementation of recommendations began Fall 2024
Health Care Assistant program	Completed	<ul style="list-style-type: none"> • Cultural safety and humility training for students and faculty following guidelines and procedures laid out in Ministry directives is now standard practice.
Health Care Assistant program	Ongoing	<ul style="list-style-type: none"> • Planning for a cross-department cultural safety training workshop involving students and faculty from the Health Care Assistant, Music Therapy, and Rehabilitation Assistant programs continues. • The workshop is now expected to take place in Fall 2025 and will be run by a qualified facilitator in a way that encourages inter-professional learning and collaboration.

CapU Main Campus

2055 Purcell Way
North Vancouver, B.C.
Canada V7J 3H5

CapU Lonsdale

250-125 Victory Ship Way
North Vancouver, B.C.
Canada V7L 0G5

CapU Squamish Campus

3200 University Blvd
Squamish, B.C.
Canada V8B 0N8

ká lax-ay Sunshine Coast Campus

5627 Inlet Avenue
Sechelt, B.C.
Canada V0N 3A0

CapilanoU.ca



PRESIDENT'S REPORT TO THE BOARD

Reporting period from June 3 to August 28, 2025

PRESIDENT'S OFFICE

CapU had the pleasure of celebrating the Class of 2025 during our spring convocation ceremonies, held from June 10–12, 2025. It was a joyful occasion as we came together with graduates, their families and friends to mark the culmination of their academic journeys. We offer our warmest congratulations to our newest alumni and wish them continued success in all that lies ahead. We hope to welcome them back to campus in the future, as part of our ever-growing CapU community.

In late June, I attended the annual general meeting of Colleges and Institutes Canada (CICan), where members discussed the post-election landscape and its potential impact on the sector. The meeting also included an update on CICan's strategic planning process beyond 2026.

During the *President's Perspective* on August 21, I spoke to the University community about CapU's current top priorities: organizational sustainability and operational stability. I provided context on the broader environment impacting post-secondary institutions and reaffirmed our shared purpose. I also outlined key actions and strategies aimed at strengthening our vibrant community and advancing sustainable efforts that will benefit future generations.

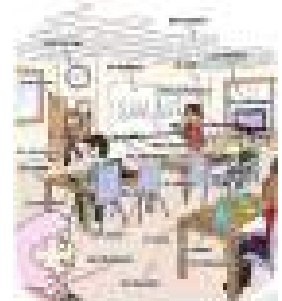
Over the summer, I met with our local elected officials to share CapU's current priorities and discussed collaborations that support students and the broader community.

ACADEMIC & PROVOST

FACULTY OF ARTS & SCIENCES

- » David Matijasevich from Political Science published an article with the Asia-Pacific Foundation of Canada on July 2. The article is entitled ["An Old Border Dispute Spawns a New Political Crisis in Thailand"](#) and provides analysis of the recent Thai-Cambodian border clash. On July 14, David also presented a paper at the International Political Science Association Congress in Seoul, South Korea. The paper, entitled "Positive Democracy vs Negative Democracy: The Promise and Peril of Populism," explores populism's complicated relationship with democracy.
- » One of the students' final projects in the Geography department's GIS class received an Esri Canada Scholarship Award, which includes a cash award, Esri learning materials and additional support. The student is also invited to attend the GIS in Education and Research Conference at the University of Toronto in October.
- » Publications:
 - Gardner, Susan T. (2025) Educating for Self-legislation in an Emotional Landscape. *Journal of Didactics of Philosophy*. Vol. 9, pp. 1-19. DOI: 10.46586/JDPh.2025.12139
 - Xhignesse, Michel-Antoine (2025). "Tolkien's Influence and the World of The Wheel of Time," in *The Wheel of Time and Philosophy: A Portion of Wisdom* (ed.) Jacob M. Held. Hoboken, New Jersey: Wiley-Blackwell, 3-16.

- » Susan Gardner was the director of a two-week "philosophy for children" camp (ages 6–13) in July. This was in conjunction with the University of the Fraser Valley and included three current Capilano students and three former CapU students as counsellors.
- » The Women's and Gender Studies (WGST) program hosted their second speaker series event with Oji-Cree Saulteaux Indigi-Queer poet and activist jaye simpson on June 23. The event included a panel discussion with faculty Dean Boulay and Mathew Arthur. WGST has also partnered with the North Vancouver District Public Library and the Museum and Archives of North Vancouver for two new innovative work-integrated learning courses. Students shared their research on intersectional feminist issues in a series of bookmarks for library patrons, as well as zines displayed at MONOVA's Lynn Valley archives reading room. Both courses included guest speakers like Ann Cvetkovich, former director of the Feminist Institute of Social Transformation and co-leader of the Public Feelings thinktank, and Alexa Manuel, a Syilx and St'at'imc scholar of Indigenous literatures. WGST formed a community partnership with the Vancouver Queer Film Festival; select students will be able to attend screenings free of charge and the partnership will be publicly announced at the start of each screening.
- » Faculty Mathew Arthur held a public feminist medical humanities workshop on clinical jargon in partnership with Making Clinical Sense, a group of artists and scholars from Maastricht University. His co-authored chapter about the workshop with Los Angeles-based public programmer Annie Zeng, is forthcoming in *The Matter of Hospitals: An Alphabetical Investigation*, edited by Anna Harris (Maastricht University Press, 2025). Mathew also co-organized the Society for the Study of Affect's (SSA) summer school, hosted at the University of New Mexico, Albuquerque from August 6–8. Workshop leaders included Stó:lō scholar of Indigenous arts, Dylan Robinson, and noted experimental ethnographer Kathleen Stewart.
- » Department of French member Catherine Gloor was awarded a CARS grant to hire IDEAS student (and now graduate) Phoebe Verdon. Phoebe created illustrations for Catherine's OER text used in her Beginner French Language and Culture I classes.



FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » On August 11, 2025, students visited SSA Marine's Lynnterm Terminal in North Vancouver, led by Erin Robison, instructor and vice-chair of administration, and Sylvio Tenorio, employer engagement and outreach liaison. This hands-on experience prepares students for success in the Canadian business environment through real-world industry exposure.
- » Career preparation events: Empowering NABU students for practicum success: Lindsay Lawler, instructor and WIL convener, and Sylvio Tenorio, employer engagement and outreach liaison, hosted two career-focused events to help prepare them to apply for their practicum placements.



- » HR panel: Industry professionals shared what they look for in candidates, offering practical advice on skills, qualities and interview readiness.
- » Resume speed dating: Students met one-on-one with professionals for quick, personalized feedback on their résumés and career tips.
- » Retirements: This year marks the largest number of retirees from the School of Business, and we would like to acknowledge and thank them for their dedication to our community.
 - Joey Sarreal, 32 years of service
 - Allen Zhu, 27 years of service
 - Carolyn Stern, 27 years of service
 - Judith Watson, 26 years of service
 - Tammy Towill, 26 years of service
 - Todd Newfield, 21 years of service
 - Jacqueline Clarke, 15 years of service
 - David Amos, 13 years of service
 - Mary Charleson, 13 years of service
 - Jane Ince, 9 years of service

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » Stephen Williams, long-time coordinator of the Music Therapy degree program, announced his retirement, effective August 31, 2025. Stephen has been a leading light in the Music Therapy department for many years. He has also served as the faculty representative to the Board of Governors and has been a very active member of Senate and its various sub-committees. His influence has been significant, and he will be greatly missed.
- » Discover Employability, an eight-month certificate program offered through the School of Access and Academic Preparation for students with intellectual and developmental disabilities, received a contribution of \$250,000 over three years from Scotia Bank. The contribution supports the delivery of an additional cohort of the program, starting in the 2026–27 academic year.
- » On July 14, the English for Academic Purposes department welcomed a delegation, including the president of Kushiro Public University (KPU) of Japan to the North Vancouver main campus to celebrate a longstanding faculty and student exchange agreement between CapU and KPU. Organized by the Centre for International Experience, groundwork was laid for a renewal of the agreement.
- » On August 22, the Health Care Assistant program celebrated the graduation of six students from the Squamish Nation who completed the program through a partnership delivery involving CapU, the Squamish Nation and Vancouver Coastal Health, with funding from the provincial government. The program was delivered at the Squamish Nation Training and Trades Centre and the CapU health laboratory in North Vancouver.
- » At the end of August, the English for Academic Purposes department celebrated the retirement of three much-loved and long-serving faculty whose contributions have been deeply influential over the past 30 years: Maggie Reagh, Wayne Hughes and Elizabeth Witkowski.

FACULTY OF FINE & APPLIED ARTS

- » Capilano University proudly participated in the Korea-Canada Year of Cultural Exchange through the musical *R:Link*—A performance co-created by emerging artists from Korea and Canada, honouring Canadian and Indigenous contributions to the Korean War. This was a collaboration between Hanyang University, CapU, the University of Saskatchewan and the First Nations University of Canada, with support from the Korean Ministry of Culture, Sports and Tourism and the Korean Foundation for International Cultural Exchange (KOFICE). Keri Minty, faculty, lent her expertise and three CapU graduate students collaborated in this invaluable cross-cultural and interdisciplinary experience. *R:Link* premiered in Seoul and was performed in August to enthusiastic audiences at CapU's BlueShore Financial Centre for the Performing Arts. [Read more in The GATE article](#) | [Read University Affairs](#)



- » Congratulations to faculty [Doreen Manuel](#) on receiving the 2025 EXNW Global Connector Award at the EXNW East by Northwest Summit in Vancouver—An award recognizing those who transcend boundaries, connecting cultures, communities and industries through storytelling, mentorship and innovation.
- » Faculty and alumni from the School of Motion Picture Arts were recognized with over two dozen nominations and several wins at the 2025 Leo Awards, celebrating excellence in B.C.'s film and television industry. Held July 12–13 at the Hyatt Regency Vancouver, the awards highlighted the outstanding contributions of CapU's creative community. Winners included current and former faculty Chris McIntosh and Jules Arita Koostachin, and alumni such as Jon Ancil, Michael Bourquin and Christian Zakharchuk. Their achievements reflect the strength of CapU's programs and its growing impact on the screen industries. [View the full list of winners on the Leo Awards website](#)
- » [Blue Heron](#), written and directed by Sophy Romvari, MOPA alumna, won the First Feature Award at the 78th Locarno Film Festival in Switzerland, August 2025.



- » Alumna Gigi Saul Guerrero's latest short film, *El Lazo de Petra*, commissioned by Apple and shot entirely on the iPhone 16 Pro has garnered over 26-million views on YouTube. Guerrero's success as a bold, genre-defying filmmaker is a testament to the talent nurtured at CapU and reflects its growing impact on the international creative stage. WATCH: [El Lazo de Petra on YouTube](#)



FACULTY OF GLOBAL & COMMUNITY STUDIES

- » We are pleased to recognize and celebrate the dedicated service of three faculty from the Faculty of Global & Community Studies who are retiring this year:
 - **Roy Jantzen**, School of Outdoor Recreation Management, 25 years of service
 - **Jacqueline Clarke**, School of Tourism and Outdoor Recreation, 15 years of service
 - **Christopher Ladner**, School of Outdoor Recreation Management, 7 years of service

SCHOOL OF TOURISM MANAGEMENT

- » CapU and the Vietnam Field School were nominated for a [PIEoneer Award](#). The PIEoneer Awards celebrate innovation and achievement in global education. The Vietnam Field School, a tourism and film collaboration, was nominated in the category of Progressive Education Delivery. Winners announced in September.
- » The school has begun a comprehensive program review to ensure its offerings remain closely aligned with evolving industry needs and emerging opportunities in the tourism sector.

SCHOOL OF OUTDOOR RECREATION MANAGEMENT

- » The school has seen strong growth this year, with overall enrolment increasing by 11 per cent and domestic enrolment increase by 24 per cent. In addition, the school signed an articulation agreement with the environmental studies bachelor, creating new pathways for students to further their education and career opportunities.

SCHOOL OF KINESIOLOGY

- » Donna Perry was awarded CapU's National Sciences and Engineering Research Council (NSERC) Applied Research Tools and Instruments (ARTI) grant. The \$151k award supports the purchase of the NeuroCatch medical device platform for her RESILIENCE Project (Research Effects for Sport and Life in Electroencephalography Neurological measurements at CapU EEG testing). The RESILIENCE project studies how head impacts in high-contact sports affect brain health and how resilience can help with injury prevention and recovery. [Read CapU News](#)
- » In 2023, in its first year graduating bachelor's students, the Kinesiology program graduated 23 students, now in 2025, there were 52 graduates, an increase of 44 per cent. From this 2025 number, six graduates were admitted to master's programs in occupational therapy.
 - One to the MOT program at University of Alberta
 - One to the MOT program at Western University
 - Two graduates to Masters of Physiotherapy (MPT) programs (one at Western and one at UBC)
 - One former graduate entering Master of Education at SFU
 - One former graduate returned from their MPT program overseas (England) and waiting to write their equivalency exam in Canada.
- » The School of Kinesiology will launch its first diploma program cohort in Squamish in Fall 2025, expanding access to students and strengthening the University's presence in the Sea-to-Sky region. Currently, 15 are registered.

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » The ká lax-ay Sunshine Coast campus demonstrated consistent community engagement, including participation from prospective and current students during the summer months. Efforts were directed towards developing and reinforcing relationships with community partners, supporting learners through invigilation, engaging with students enrolled in both in-person and online courses, and promoting Indigenous initiatives in preparation for the upcoming fall term.
 - In-person classes: June—ABE (P2HL Indigenous learners) / English / Biology / Math / Computers
 - Indigenous Art Mastery Project—Basket Weaving / Cedar Carving
 - Welcoming communities—Beginners Conversation Circle / Intermediate and Advanced Book Club

- Online classes: June through August—Adult Basic Education (ABE) / Biology / Chemistry / Physics / Math / English
 - The Literacy Program hosted its monthly tutors' meeting in June. Tutors are available to all learners.
- » Ongoing discussions regarding courses, services and potential projects with shíshálh Nation partners continued.
- » Invigilation services: The campus continued to provide exam invigilation for students and external learners, ensuring access to credential completion.
- » Student advising and support were active in providing support to continuing students and those planning fall enrolment. Working on updating our webpages to present clear, accurate and user-friendly information, plus a sense of welcome and belonging to learners and the community.
- » We have organized a drop-in day for new students who need a bit more time to feel comfortable. It's an invitation to stop by for coffee, meet us and familiarize themselves with the campus.
- » Community Programs & Partnerships:
- Community-based Learning: Exploratory discussions were held with local organizations about short programs and modular courses designed to align with Sunshine Coast needs (e.g., health, arts and business upskilling and reskilling).
 - Planning for the fall: Community Celebration and Art Show showcasing the participants' work out of The Carving Shed.
 - A community art installation is hosted on the kálaḡ-ay campus grounds. A coalition of local partners and community members led this initiative. Its purpose is to connect the installations spread out on the coast through their organizations, services and residents to create a visible and participatory expression of community life. Importantly, it provided a forum for those who may not feel they have a voice in Sunshine Coast decision-making, linking artistic expression with civic dialogue and inclusion.
- » Campus Operations: Facilities use—The campus classroom and workshop spaces persistently serve dual functions—facilitating instruction and fostering community engagement—as vital environments for learning and communal involvement.



SQUAMISH CAMPUS

- » Squamish campus welcomed Andy Witan as the new acting manager, facilities operations. Andy manages from North Vancouver, adding Squamish operations to his portfolio August 1. He will oversee the planning, scheduling and daily operations necessary to maintain the campus buildings and grounds.

- » A pilot summer-intensive course was offered on Squamish campus, with Alana Schick teaching BIOL 120 from July 21–August 1. As a place-based experience, students learned in the classroom and lab, as well as on field trips to the Sea-to-Sky Gondola, Porteau Cove, Mamquam River, and areas near campus. *Caption: Alana Schick and student Max Hill examine samples taken from a stream during the BIOL 120 summer intensive this July.*



- » Squamish campus has 101 students registered in programs, and an additional 51 from North Vancouver programs as of August 27. There are 22 credit courses scheduled. On target for program projections from May 2025.

- » CapU Squamish was on high alert this June during the Dryden Creek wildfire north of Squamish, which grew to 59.5 hectares, prompted evacuation orders and alerts, and had the District of Squamish declaring a state of local emergency. The CapU Incident Operations Command (IOC) and our AVP Squamish, Brian Storey, were active in monitoring the situation. They worked closely with the district and emergency officials to prepare space, meals and house emergency responders or evacuees, if requested. *Caption: The Dryden Creek fire was approximately 3.5km north of Squamish campus. /Hillary Johnston photo*



- » The summer pilot conference operations have come to a close, resulting in over \$200,000 revenue for CapU. As part of the pilot, the campus welcomed Tom Broadhead, manager, short-term accommodations. Tom is responsible for the planning, coordination and delivery of hotel-style accommodations at The Lodges (short-term rental of Ossa and Ionia dorms). The Lodges will be closed September–January, and reopen January 1, 2026 for year-round operations.
- » CapU Squamish hosted the following community events, organizations and companies: the 2025 BC North, South and Central Zone Mine Rescue Competition, School District 48's Dry Grad, a company-wide Carbon Engineering workshop, School District 43 high school counsellor tours, Squamish Nation's Annual General Meeting, Whistler Film Festival's Screenwriter's Lab, and the Squamish 50 race. All events were well attended, increasing awareness of CapU Squamish. CapU's women's soccer and men's basketball teams used the RecPlex and dorms for summer training camps. The first filming for a movie also took place at the campus in July. This follows significant work in preparing policy and procedures for reviewing and approving filming requests for CapU Squamish campus.

INDIGENOUS EDUCATION & AFFAIRS

- » Elder Martina Pierre received an honorary doctorate at this year's graduation. Elder Martina has dedicated her life to preserving Lílwat language and culture, helping establish the Lílwat community school and serving as language and culture advisor for Skel7aqsten Skel7antsut. Her work bridges Indigenous and western knowledge systems and includes co-developing CapU's Lílwat Languages program. Elder Martina also authored the powerful "Women's Warrior Song," a widely embraced anthem of resilience and healing within the MMIWG2+ movement across Canada.

- » The IEA team coordinated the annual awakening ceremony for Skw'chays, attended by the University community, the children at the daycare and the students of Squamish Nation language program.
- » CapU now has a designated Elders parking space. All of the Elders receive an annual parking pass, and now they have an accessible, guaranteed location to ease their visits to campus.

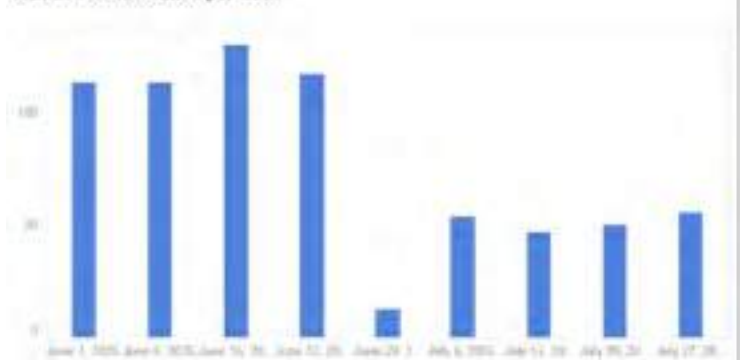
LIBRARY

- » Scholarship: Rujipa Laosin, eResources library technician, participated in the Emerging Library Leaders' Summer School for Asia Pacific at Singapore Management University. The weeklong event focused on library leadership in an age of technological change and digital transformation. Rujipa was also named a Kaleidoscope Scholar, awarded by the Association of Research Libraries (ARL), for the 2025–2027 period. *Caption: Rujipa delivering an address at the Emerging Library Leaders' Summer School for Asia Pacific in Singapore.*



- » Spaces: Our spaces continued to be in high demand for group collaboration and individual study over the summer term. Over June and July, we had 693 reservations by 247 unique users across our eight bookable spaces.

Number of reservation per week



- » Student engagement: Librarian Jen Goerzen partnered with student life on another successful Wellness Wednesday! On June 18, 15 students upcycled weeded library magazines and craft materials to create their own vision boards.




WORK-INTEGRATED LEARNING (WIL)

- » CapU WIL facilitated over 60 curricular work-integrated learning applied projects, as part of specific courses, during the 2024/25 academic year.
- » Faculty Stephen Williams, as the lead applicant, was successful for a second time in a row to secure a CEWIL Canada iHub grant for the Bachelor of Music Therapy program, totaling \$81,640.00, to provide student stipends Fall 2025 terms.
- » CapU WIL created a university-wide curricular WIL map to identify gaps and find solutions to increase WIL programing; over 18 programs include one of the following WIL curricular types: internship, co-op, work experience and practicum; the Bachelor of Science has been identified as one of the programs that needs immediate support with incorporating a curricular WIL experience term into its graduation requirements.
- » As part of cultivating a WIL ecosystem at CapU to enhance programing and activities, while promoting quality in every WIL experience our students participate in, we worked with a policy analyst and the

risk management office to complete an environmental scan and a comparative analysis of WIL policies, procedures and handbooks from peer institutions. We've drafted a policy that will go through a consultation process, with a goal of reaching Senate in December 2025. This policy applies to all types of curricular WIL activities included as part of the University-approved courses or programs.

TEACHING & LEARNING

- » The Centre for Teaching Excellence welcomes Christina Lennox, educational developer—Indigenous pedagogies, to the team. Christina (they/them/she/her) is a Red River Métis and mixed settler (French, English, Irish, German) scholar, artist, educator and cultural facilitator. They are a member of the Métis Nation of British Columbia, and live, study and play on the lands of the x̣ṃəθḳʷəỵəm, Sḳẉx̣ẉú7mesh, and səliłwətał Nations. They are also a master's student with the Institute for Gender, Race, Sexuality and Social Justice at the UBC and currently hold a Bachelor (Hons.) of Arts in psychology from CapU. In their studies they advocate for expansive, creative and transtemporal methods of research and doing based in Indigenous knowledge systems of art, story and Land. Christina will support faculty in their efforts to decolonize and Indigenize curriculum.
- 
- » It is with mixed emotions that we share the news that Mary Giovannetti, PhD, retired from CapU on August 28. Mary was a member of the CapU community for over 45 years, serving in multiple roles, the most recent being one of the founding educational developers in the Centre for Teaching Excellence. We wish her well and can't wait to hear about her next adventures.
 - » Generative AI guidelines for faculty and students were updated with a new section on our website, <https://cte.capilanou.ca/generative-ai/>. Watch this space for regular updates and shared information.
 - » Workshops over the summer have included: GenAI Workspace, Instructional Skills Workshop, Generative AI in Education Part 1: Teaching Critical GenAI Literacy to Students, and EdTech Drop Ins to prepare faculty for the update to our Learning Management System—Moodle 4.5.
 - » As faculty members got a head start on Fall 2025, we saw an increase in consultations with the educational technology specialists in June, more than doubling the number of consultations held in May.

CREATIVE ACTIVITY, RESEARCH AND SCHOLARSHIP & GRADUATE STUDIES

- » Sylvia Kind and Tatiana Zakharova-Goodman (Faculty of Education, Health & Human Development) were awarded a Social Sciences and Humanities Research Council (SSHRC) Insight grant. The \$300k grant spans three years and supports their research project titled, *Transforming Art Studio Pedagogies Through Research Creation in Early Childhood*. Research will be conducted in collaboration with the University of Calgary and McMaster University.



- » Donna Perry (Faculty of Global & Community Studies) was awarded CapU's National Sciences and Engineering Research Council (NSERC) Applied Research Tools and Instruments (ARTI) grant. The \$151k award supports the purchase of the NeuroCatch medical device platform for her RESILIENCE Project (Research Effects for Sport and Life in Electroencephalography Neurological measurements at Capilano University EEG testing). The RESILIENCE project studies how head impacts in high-contact sports affect brain health and how resilience can help with injury prevention and recovery.
- » Sophia Jaworski (Faculty of Arts & Sciences) was awarded a \$6k BCcampus Research Fellow grant for her research titled, *Reshaping Anthropology: Indigenous-Led Teaching Modules for Decolonial Learning in B.C.* In partnership with Indigenous scholars, educators and knowledge holders, the project will co-develop undergraduate teaching modules for the course ANT 206: First Nations of British Columbia.



FINANCE & ADMINISTRATION

Financial services supported the review of the Fiscal 2025/26 forecast by designing two reporting templates (faculty and non-faculty) and assisting budget owners in completing these templates. Financial services also completed the Statement of Financial Information, as per requirements under the Financial Information Action and the charity returns for the University and the Foundation.

CORPORATE SERVICES

- » Corporate services said farewell to our privacy, access to information and records management coordinator Isabel Meledez, and welcomed Polina Makedonskaya back from maternity leave. This role provides advice about privacy and records management matters and coordinates FOI responses and privacy assessments.
- » The Board approved updates to *B.511 Discrimination Bullying and Harassment Policy*. SLC approved updates to *OP.423 Emergency University Closure Policy*, *Student Academic Regelia Policy* and *OP.422 Facilities Access Policy* and rescinded *E.301 Development & Alumni Relations: Data Management Policy*.
- » The sixth update of the Risk Register was completed.
- » Procurement completed a Request for Proposal (RFP) and awarded contracts for the Bosa Centre for Film & Animation building heat pump upgrade. Vendors were qualified for the janitorial services Request for Pre-Qualification (RFPQ). 133 orders were processed with a value of approximately \$6.5M. A new agreement for shredding services was finalized and executed, and new rates were agreed to with EVO car share.

FACILITIES SERVICES & CAMPUS PLANNING

- » The facilities operations team were busy readying campus buildings and grounds for the fall term, including upgrades to the Squamish campus cafeteria, Routes Eatery.
- » Department management attended the provincial post-secondary facilities directors semi-annual conference, hosted by BCIT, in June.

- » The Office of Safety & Emergency Services has transferred the management of electronic door access from digital technology services to the security technology & access business unit. That unit also completed the transition and soft launch of a new CapU Safe Alert app, the Alert Aware platform.
- » The Duty of Care Committee hosted an in-house behavioural threat assessment training.

DIGITAL TECHNOLOGY SERVICES

- » The Enterprise Resource Planning (ERP) project completed its business process reviews of future state. The testing environment has been built, and end-to-end testing phase 1 has begun. We are officially in testing phase.
- » Work to identify interfaces and map Banner data continues on the Integration Hub (Workday) project.
- » Cybersecurity:
 - ERP security: Role-based access controls are being implemented as part of the ERP initiative to strengthen data protection.
 - Office 365 security: A project is underway to address identified gaps and ensure a fully secure Office 365 environment for the University.
 - Cybersecurity awareness: The KnowBe4 Cybersecurity Awareness training began phased testing in early August and has shown near-100 per cent compliance and positive feedback. Training is tailored for each department to build a stronger security culture across campus.
- » All required classroom equipment replacements have been completed, ensuring improved reliability for instructors and students.
- » In collaboration with academic integrated planning and the Registrar's Office, work is progressing on the Cataloguing & Curriculum Management System (CCMS). The CCMS will deliver a single definitive source of reliable curriculum information and will support timely and efficient development of programs.

PEOPLE, CULTURE & DIVERSITY

EMPLOYEE EXPERIENCE

- » HR business partners conducted a joint training session for faculty on Vacation, PD and Leaves on June 3.
- » Manager, employee experience, participated in two post-bargaining committee meetings regarding vacation scheduling for faculty.

PEOPLE SERVICES

- » Compensation: Job classification and reclassification requests have been rising.
- » Uptick in employee engagement since announcement of performance-based salary increase pause for admin/exempt employees.
- » Compensation & classification advisor developing compensation resources for employees and managers.

- » People analytics: Development of HR dashboard is underway. Once finalized in the coming months, we'll be able to share the PowerBI dashboard with management.
- » Uptick in reporting requests in preparation for Workday reports function.
- » Reorganization of SharePoint is underway, with ease of use as primary goal.
- » HRIS: Sally Olarte was seconded full-time to the ERP project to replace Melissa Nichol. Workday go-live is scheduled for April 2026. Cross-functional collaboration between PCD, finance, DTS and procurement is going well. There will be an introduction and change management roadshow in October and November, in which project leads will meet with departments to provide overview of Workday.

TALENT AQUISITION

- » Participated in the Diverse Abilities Discovery Fair, hosted by the Vancouver Convention Centre and the Tourism Workforce Accessibility Clinic, to strengthen community engagement and inclusive workforce development.
- » Developed standard operating procedures to support future search processes for associate dean and AVP, enrolment management & university registrar roles, enhancing consistency and efficiency in academic leadership recruitment.
- » Successfully supported a LMIA-exempt work permit application under the Canada–United States–Mexico Agreement (CUSMA) for a new faculty member in Early Childhood Care and Education, enhancing international recruitment and program excellence.
- » Led community consultation meetings to inform the candidate profile for the provost & vice-president, academic search, and director, teaching & learning (temporary) roles. Search process formally commenced.
- » Provided strategic support to the associate vice-president, enrolment management & university registrar search committee.
- » President Search Committee met on July 21 to review initial candidates with Boyden executive search firm.

ORGANIZATIONAL DEVELOPMENT

- » Piloted and launched a re-imagined new employee orientation to more effectively engage with and introduce new employees to CapU culture and provide greater understanding of CapU's purpose, vision, values and strategic plans. Attended by 44 new employees with a 100 per cent participant satisfaction rate.
- » DEI Advisory Council membership selected and announced on *Frontlines* (nine members, including two CSU representatives); first council meeting on August 28.
- » Draft *DEI Framework* shared with council members for feedback; framework aligns with *Envisioning 2030*, *Illuminating 2030* and the *People Plan* and is the foundation for developing strategic DEI roadmap.
- » Hosted 2SLGBTQIA+ employee lunch social on August 7 to connect and build community, with positive feedback from attendees.

- » Manager, DEI attended BC Post-Secondary Indigenous Citizenship Policy Gathering at the Musqueam Cultural Centre on August 25 to gather insights into policy development and explore alignment opportunities across institutions.

STRATEGIC PLANNING, ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » Senior Leadership Council (SLC) members completed the final accountability report that outlines progress achieved toward initiatives proposed for fiscal year 2024–2025. The integrated planning team is preparing a summary report of those key achievements.
- » In close collaboration with the transition planning team, the integrated planning team established the appropriate coordination to support SLC members in the process to work on the Deficit Mitigation Plan for 2025–2026 and to start the integrated planning cycle for fiscal year 2026–2027. A fillable PDF template was developed and distributed to make the submission process simpler. This template provides planning priorities and the opportunity to submit marketing & digital experience requests, if applicable.

ENVISIONING 2030

- » The vice-president, strategic planning, assessment & institutional effectiveness along with planning team members have actively participated with the people, culture & diversity team in the delivery of their new employee orientation, as it includes an introduction to *Envisioning 2030*. The plan's structure, themes, main goals, purpose and values were explored, and the alignment of other relevant plans was also explained.
- » The planning team actively contributed to the organization of the most recent President's Perspective in August. As requested by our interim president, an invitation was extended to community members to go back to CapU's purpose as we navigate difficult times. A slideshow was prepared using key words from *Envisioning 2030* and showcasing our learners.

STRATEGY, ANALYTICS & TRANSFORMATION

- » The institutional research team submitted the final 2024/25 Institutional Accountability Plan and Report (IAPR) and is awaiting the board's signoff and ministry approval before posting it on the website.
- » The team continued to support student recruitment efforts through enhancements to the recruitment dashboard, as well as development of a simulation modelling dashboard.
- » We continued to support Strategic Enrolment Management (SEM). A major milestone was the completion of the transfer credit dashboard project. Additionally, major progress was made in preparation of the data for future development of a financial aid dashboard.
- » A validation study of the SEM predictive model was completed and shared with senior leadership. The analysis showed overall satisfactory levels of accuracy for the model especially at university level.
- » The team launched the Senate Sub-Committee Review survey, in which Senate sub-committee representatives provide feedback on their committee experience. The final report was provided to the

Self-Evaluation Sub-Committee. Additionally, the 2025 Graduation Survey and summary reports were completed and posted on *Frontlines*, CapU's intranet.

INTERNATIONAL

- » As previously noted in previous reports, international recruitment for all institutions remains challenging due to the impaired reputation of Canada as a learning destination, slow visa processing times and inconsistent visa outcomes, and reduced work permit eligible programming. For the fall 2025 term, while we exceeded deposit targets with 482 issued Letters of Acceptance, only 238 new international students registered at CapU. This represented a 55 per cent conversion of deposits to registration which is well above the reported average visa approval rates of 32 per cent for universities, but it was a considerably lower conversion rate than normal for us. It is too early to provide estimates of Spring registration; however, we anticipate a similar pattern.
- » As previously noted, the critical issue for attracting international students to CapU is the reduced amount of attractive two-year programs that align with federal employment priorities. Of our 19 programs that align with federal priorities, three will no longer be eligible in one year's time. CapU is actively pursuing and exploring suitable two-year programs that will be attractive to international learners and that align with federal priority fields and are post-graduate work permit eligible. Additionally, transfer credit options from other international programs present a positive option for attracting students to complete our degrees and qualify for post-graduate work permits. CapU international is actively developing these relationships and evaluating market and competitive conditions to help support all program development initiatives.

STUDENT SUCCESS

ACCESSIBILITY SERVICES

- » Centre for Accessibility Services welcomed Tina Ansari on August 5, as our newest accessibility advisor.
- » To streamline how the centre collects and secures exams from instructors, we launched a new exam instruction form for instructors starting September 2025. This project was accomplished over the past four months, working diligently with DTS software Target X expert, Kenneth Chau. Bravo Kenneth, for your commitment and teamwork! We appreciate the work you do.
- » CAS participated in two student life Welcome Wednesday events on August 20 and 27. Both were well attended by many interested students.

ATHLETICS & RECREATION

- » Novell Thomas joins us as new director, athletics & recreation. Thomas brings a wealth of experience and leadership to CapU, most recently as director of operations at SFU, where he led a team of more than 150 staff supporting 17 varsity programs and over 300 student athletes. [Read full announcement](#)
- » On June 17, we received the CCAA's Innovation Award for hosting a successful 2024 Women's Soccer National Championship at CapU Squamish. The CCAA was impressed with the use of ID wristbands that doubled as hotel room keys, digitized tournament documents accessed by QR code, partnership with the Squamish Nation and Indigenous culture, and record-breaking social media engagement that saw over 1M video views and 350,000 post impressions. [Read CapU News](#)

- » Blues alumni and soccer players Diana Artuso and Corey Birza, both Blues all-time leading goal scorers, were inducted to the CCAA Hall of Fame on June 17 in Kelowna. [Read CapU News](#)

- » A record nine Blues student-athletes were recognized June 10 as CCAA Academic All-Canadians. To achieve this honour, individuals must be named all-stars in their conference while maintaining a GPA of 3.50 or above.



- » Blues athletes were huge helpers at CapU student housing on move-in day, August 27, assisting residents in getting settled into their rooms. In all, 61 athletes helped that week.

- » There are 124 Blues student athletes across the six teams for the coming year:
 - 11 international student-athletes
 - 17 student athletes are from the North Shore
 - 73 student-athletes come from elsewhere in Metro Vancouver
 - 18 student-athletes come from B.C., outside of Metro Vancouver
 - Six student-athletes are from other provinces in Canada
 - 51 are first-year or new Blues athletes.

CAREER DEVELOPMENT CENTRE

- » As part of the CDC's Link UP Explore with the CDC programming, on June 12, Anna Kuziakina along with faculty Bruno Tomberli accompanied five students from the School of STEM to the 2025 Clean Energy Summit hosted by the Burnaby Board of Trade. The participants networked with leading industry professionals while learning about groundbreaking technologies, policies and business practices that will shape a sustainable future.



- » On June 25, CDC's Career Development Advisor, Ning Zhang accompanied by one of our career ambassadors, Aylin Polo Calderon, hosted a booth at the Parent and Supporter Orientation Mini Fair where they connected with over 100 newly admitted students and their families, sharing information about the CDC's resources, supports and programming.
- » The CDC team participated in Fall 2025 Orientation and Welcome Wednesdays programming, hosting booths and delivering two Find Your Purpose workshops to new students. In addition, one of our career development advisors connected with new residence advisors during the Campus Resource Fair to share information about our services and resources available to CapU students.

COUNSELLING & LEARNING SUPPORT

- » Counsellor Jules Smith retired at the end of August after 14 years at CapU. Most of Jules' time was at the Sunshine Coast campus and in the latter years at the North Vancouver main campus. Students and all of us that worked alongside Jules over the years appreciated her warmth, compassion and positivity.
- » We participated in two Welcome Wednesday events on August 20 and 27. Both were well attended, and we engaged with many interested students.
- » A counsellor met with 12 resident advisors for an information session on August 25, 2025.
- » On August 27, the School of Legal Studies held an information fair for their students in the Paralegal program. Jeff Ross attended and answered questions about counselling and learning support services.
- » The five most common reasons for seeing a counsellor, as noted by students: relationships, anxiety, depression, family and trauma. For the same time, there were 97 regular student appointments and 14.5 hours of drop-in/urgent appointments.

STUDENT AFFAIRS

- » As previously reported, student affairs is now two standalone departments: student life and student affairs. We have updated our marketing materials to incorporate CapU's new branding, and updated our presence on CapU's intranet platform *Frontlines*, as well as our webpage.
- » We have an initiative to expand our restorative justice knowledge and practice and will host training scheduled in October.



STUDENT LIFE

- » 60 students gathered at Mic & Match for an exciting round of Task Master. Hosts Ash and Kash kept the energy high with fun, creative challenges that had everyone engaged. Even those who came just to watch couldn't resist joining in. The night was filled with laughter as students competed for prizes.
- » This year, 30 Orientation Leaders (OLs) joined the team in orientation facilitation (seven returning and 23 brand new). On August 6, the group were on campus to tie-dye their personalized t-shirts, which they were proudly wearing throughout orientation events. Afterward, they shared lunch, completed training and got to know one another. To wrap up the day, the OLs teamed up to prepare 1,200 new student swag bags.



- » Orientation hosted two Welcome Wednesday events, drawing 144 and 255 attendees on August 20 and 27 respectively. Each day began with a faculty panel, followed by time for students to enjoy lunch, explore campus, connect with peers and pick up their Cap Cards. In the afternoon, students joined a variety of workshops, all of which were well attended (each averaging over 30 participants). One student life workshop, hosted by two student life assistants, was especially popular, attracting 116 new students.
- » On August 26, 430 new students attended an online new student orientation kick-off session online where we introduced students to all the services, resources and support available to them on campus.

STUDENT LIFE – SQUAMISH

- » Capilano Students' Union and student life have partnered to launch the Capilano University Community Garden on Squamish campus. The garden was created to support food sustainability for students, offer opportunities for club involvement, promote mental health and integrate academic programming. Students and employees came together, putting time, effort and care into the garden. Now, we are thrilled to be harvesting the fruits of our labour.



STUDENT HOUSING SERVICES

- » We had a strong and successful start to the Summer 2025 season, with increased occupancy and expanded service offerings at both North Vancouver and Squamish housing.
- » We hosted a regular summer camp group (CISS) for the fifth summer. This external group brought about 48 participants to stay in our North Vancouver residence over a five-week period. We were also happy to host visitors from Korea through CapU's Faculty of Applied Arts—24 young adults staying for about two weeks.
- » Student housing demand remained strong. Despite offers being issued later than usual, we filled all 300 beds. Traditionally, students begin exploring off-campus options if early housing offers are not received. This year saw sustained interest throughout the summer, reflecting the high value students place on on-campus living.
- » We officially welcomed students on August 27. The day was filled with energy, enthusiasm and a genuine sense of community. A heartfelt thanks to athletics & recreations for organizing student athletes, whose support helped create a warm and vibrant welcome for our newest residents.



SQUAMISH HOUSING

- » This summer marked a significant milestone with the successful launch of The Lodges at Capilano University, a pilot short-term accommodation initiative utilizing the Ossa Residence buildings. While the season began with a gradual uptake, occupancy and interest grew steadily through July and August, culminating in a highly successful inaugural run. This outcome is a testament to the strong cross-departmental collaboration between CapU Squamish team, marketing, communications and our exceptional group of six Tourism & Hospitality practicum students, whose professionalism and enthusiasm added immeasurable value to the guest experience. We look forward to expanding the program in 2026 with the support of our newly hired manager, short-term accommodations, who will be instrumental in shaping the next phase of this promising venture.
- » Student housing at the Squamish campus saw a remarkable 375 per cent increase in new resident admissions, welcoming 19 new students this fall, reflecting growing interest in CapU's offerings in the region. The arrival of these students has brought renewed energy to the campus housing community, strengthening the campus experience. Our focus remains on creating a vibrant, supportive living and learning environment for residents.

FOOD SERVICES – NORTH VANCOUVER CAMPUS

- » On June 6, we proudly hosted the annual Feed BC Partner Summit, welcoming representatives from over 10 institutions and organizations across B.C., both in person and online. The event was a valuable platform for knowledge sharing, collaboration and advancing local food systems within post-secondary education. CapU's role as host was well received, reflecting our ongoing commitment to sustainability and sector-wide engagement.

FOOD SERVICES – SQUAMISH CAMPUS

- » From early June to August, food services were temporarily suspended to allow for renovations and control operating costs. This pause allowed us to prepare for a more dynamic food service offering this fall, with a focus on enhancing menu variety, improving food quality and sustainability. Whistler Cooks will continue operations with an expanded menu to meet diverse dietary needs. Additionally, new technology, including menu boards and self-order kiosks, were installed to help streamline the ordering process. These improvements create a more efficient, inclusive and enjoyable dining environment as we welcome more students to this campus.

REGISTRAR'S OFFICE

FINANCIAL AID & AWARDS

- » Over \$58,000 was awarded to 40 students through our summer scholarships, bursaries and awards offerings.

ACADEMIC ADVISING

- » Academic advising facilitated three course planning workshops for newly admitted students in Fall 2025. These sessions help support students in their decision-making in identifying the courses needed to meet their program requirements. This year saw record participation, with more than 300 students

attending each workshop. Post-workshop survey results show students felt better prepared to begin their journey at CapU after attending.

- » We conducted proactive outreach to 176 students who were placed on academic probation. The goal of this early intervention is to ensure students are aware of the potential consequences of their academic standing and to connect them with academic support networks that can help promote student success and retention.

RECRUITMENT & ADMISSIONS

- » In August, the domestic recruitment team welcomed two new recruitment advisors: Nancy Wang and Gabriel Leony Primo. They have joined just in time for the busy recruitment season starting in September. Both will be visiting high schools and leading several new recruitment initiatives.
- » The 2025 Parent Orientation, hosted by the recruitment team on June 25 at CapU's North Vancouver main campus, welcomed 230 attendees, including parents and student supporters of newly admitted students. The event featured a mini fair with student services, presentations from financial aid, accessibility services, student life and academic advising, along with live music and refreshments to create a welcoming atmosphere. This collaborative initiative highlighted the essential role of parents and supporters in helping students transition successfully, with participation across key departments that showcased CapU's commitment to student success.
- » In preparation for recruitment season, the team dedicated the summer to training sessions with CapU programs and services to ensure they are well-equipped and ready to promote CapU to prospective students and families.
- » The new conversion initiatives were finalized this August, and we extend our thanks to the many CapU departments that contributed to their completion. The participation of MDX and faculty members in developing the welcome letter and new student checklist was fundamental to bringing these initiatives to life.
- » MDX and recruitment partnered to showcase CapU at Crankworx in Whistler from August 8–12. CapU hosted a booth, which welcomed more than 30,000 attendees each day. The main focus was promoting the new Squamish campus to outdoor enthusiasts, with recruiters Vedant Mehra, Gabriel Primo and Hillary Johnston attending. *Captions: Recruiter Gabriel Leony Primo speaking with a Crankworx participant (left); Squamish recruiter Hillary Johnston at the CapU booth (right).*



SYSTEMS & SCHEDULING

- » In mid-August, the scheduling unit hosted two roundtable discussions with divisional supervisors from various academic units to discuss the upcoming transition to a multi-term scheduling cycle for the 2026–

2027 academic year. The purpose of these sessions was to provide a space to identify potential obstacles, explore solutions and strengthen collaboration between the registrar's office and academic departments.

REGISTRATION & STUDENT INFORMATION SERVICES

- » The team responded to over 4,300 student email inquiries and 4,300 telephone calls from students.

UNIVERSITY RELATIONS

During this period, university relations welcomed two new employees to the philanthropy & alumni relations and the marketing & digital experience teams. On August 15, Brittany Haavaldsrud, manager, philanthropy & alumni relations, began her parental leave.

June marked the largest convocation ceremonies to date, with 1,210 students graduating in ceremonies at the North Vancouver main campus. They were joined by 4,113 guests over the three days, with 122 employees volunteering. At the June 12 ceremony, Chancellor Yuri Fulmer, OBC, delivered his final address in the role.

In August, university relations launched projects and working groups to prepare for the upcoming president and chancellor installations, which will feature comprehensive communications, marketing and event plans to commemorate these milestone occasions.

COMMUNICATIONS

- » The communications team spent the summer working on several digital transformation projects: evaluating email enterprise solutions, providing communications support for the Enterprise Resource Planning (ERP) Workday project and working with digital technology services, security and facilities on the rollout of an enhanced CapU Safe Alert app for the fall. As a team, we connected with fellow communicators at the International Association of Business Communicators (IABC) World Conference, which returned to Vancouver after five years and invited rotating CapU leaders to share what's coming up in their portfolios in preparation for the new academic year.
- » For the first quarter of the 2025–26 fiscal year (April 1–June 30, 2025), we experienced incremental audience growth within our digital channels. Content with the most audience engagement included the annual announcements of the University's 2025 honorary degree recipients and faculty emeritus, the opening of the Fulmer Family Centre for Childhood Studies and the announcement of Laureen Styles as interim president.
 - LinkedIn: 1,777 new followers | 361,316 impressions and 3,925 reactions
 - Facebook: 228 new followers | 406,517 reach and 4.4M views
- » Newsworthy mentions during this period:
 - In celebration of its 25th anniversary, the Whistler Film Festival partnered with Capilano University in Squamish to [create a new and improved Screenwriters Lab](#).
 - [CapU received the 2025 CCAA Innovation Award](#) for its exceptional and forward-thinking execution of the 2024 CCAA Women's Soccer National Championship.
 - Alumni from the [Indigenous Digital Accelerator program](#) had their retail pop-up shop featured in Vita magazine.

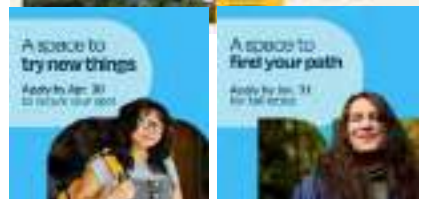
- Daniel Levangie, AVP student success, was interviewed [on the student housing market](#) for Business in Vancouver.

GOVERNMENT RELATIONS & COMMUNITY ENGAGEMENT

- » With both the provincial legislature and the federal House of Commons on summer recess, the team coordinated introductory meetings for Interim President Laureen Styles with key MPs and MLAs for the regions CapU operates:
 - Jeremy Valeriot, MLA for Sea-to-Sky Sunshine Coast on July 8;
 - Lynne Block, MLA for West Vancouver-Capilano on July 9;
 - Jonathan Wilkinson, MP for North Vancouver-Capilano on July 17; and,
 - Bowinn Ma, BC Minister of Infrastructure and MLA for North Vancouver-Lonsdale and Susie Chant, MLA for North Vancouver-Seymour on July 30.
- » MP Wilkinson toured the Fulmer Family Centre for Childhood Studies, while Minister Ma and MLA Chant visited the student housing construction site. These meetings further familiarize elected leaders with CapU, and convey our successes along with current challenges facing the University. MP Wilkinson requested CapU to provide a summary of the University's key issues and proposed solutions. The document was submitted to his office on August 28.
- » Meetings were held with District of North Vancouver Mayor Mike Little and City of North Vancouver Mayor Linda Buchanan, and there was CapU representation at Mayor Buchanan's annual State of the City address in June.
- » Upcoming meetings are scheduled with Terry Beech, MP for Burnaby North-Seymour, Randene Neill, B.C. Minister for Water, Land and Resource Stewardship and MLA for Powell River-Sunshine Coast in early September.

MARKETING & DIGITAL EXPERIENCE (MDX)

- » The team welcomed Alix Davidson as marketing project lead for Squamish initiatives, expanding our capacity to deliver targeted campaigns and deepen engagement in the Sea-to-Sky region. Alix brings a wealth of project coordination and engagement experience that will enhance our responsiveness to Squamish-specific opportunities and support alignment between campus, community and recruitment goals.
- » We produced the 2025 Student and International Guides, including design, copywriting and a custom photo shoot to reflect an authentic and current student experience. These core student recruitment tools provide prospective students and their families with a polished and compelling introduction to CapU.
- » The team has been busy planning the upcoming domestic and Squamish campaigns launching in October. The targeted campaigns include transit, digital and social



media executions focused on driving student applications and increasing awareness in priority markets.

- » MDX is collaborating closely with academic leaders and their respective faculties to align program marketing priorities ahead of the fall recruitment cycle. Outcomes resulted in strategic positioning support and digital strategies for high-priority programs, especially those with new intakes, low enrolment or competitive positioning needs.
- » MDX delivered strategic and creative support for five major web projects to enhance the user journey across key recruitment and engagement areas. These include new or updated pages for [Alumni](#), [Work-Integrated Learning](#), [Parents and Friends](#), [Student Affairs](#) and [Study Abroad](#). Work included improvements to the user experience, refreshed content, new photography and optimized navigation.
- » Working with others in the university relations portfolio, MDX provided end-to-end support for the annual convocation activities, including creative development, on-site photography, signage and social media coverage. The content created showcased student achievements, reinforced CapU's brand and community values and will be repurposed for ongoing alumni engagement and social content.



PHILANTHROPY & ALUMNI RELATIONS (PAR)

- » We are pleased to welcome Amanda Mercado to the team as manager, fundraising, where she will help drive the University's philanthropic strategy and support the team in meeting our annual revenue goals. Amanda joins CapU from her role as director, philanthropy at the Calgary International Film Festival, and she has held prior fundraising positions at the National Music Centre, Kids Help Phone and the Kettle Society.
- » On June 5, in partnership with the Faculty of Business & Professional Studies, PAR hosted the second annual Executive in Residence (EIR) business networking lunch at CapU Lonsdale. EIR Keith Cross led a dynamic panel discussion featuring students and alumni, engaging an audience of business leaders on the theme: *Reimagining Professional Pathways—What Business and Education Offer Each Other Now*. The event was sponsored by West Edmonton Centre Corporation and TD Bank.



- » CapU honoured five exemplary British Columbians with an [honorary doctorate degree](#) during the spring convocation ceremonies: Elder Martina Pierre (Sawt), Zach Bhatia, Ken Cretney, Alison Lawton and Garth Richardson. The honorary doctorate is CapU's highest form of recognition; it is given to individuals who have made significant contributions to others through their work, the University or voluntary pursuits.



- » A special thank you to CapU Alumni Association Board members, Alvaro Calderon, Sina Moazeni, Kate Phifer, Matthew Smith and Emily Walmsley for their involvement in the platform party for the 2025 convocation ceremonies.

- » On June 19, the CapU Alumni Association hosted its first-ever *From Caps to Connections* alumni social mixer at Cates Deck, officially welcoming the Class of 2025 into the alumni community. Our alumni enjoyed local craft beer from Perks App partner Northpoint Brewing, Japadog and giveaways from our affinity partner TD Insurance.



- » The von Mandl Family Foundation made a generous gift to the Costuming for Stage and Screen program in memory of Bedrisk von Mandl, mother of Anthony von Mandl and 2021 CapU honorary degree recipient. This generous gift supports a new student entrance award, costuming program enhancements and enriched student learning by providing access to essential tools and materials.



- » Sponsorship renewals confirmed during this reporting period include G3 Terminal Vancouver in support of the University One Entrance Award (\$11K), Indigo Park Canada in support of the CapU Blues (\$20K) and Bell Mobility as a Premium Perks Partner of the CUAA (\$3K).

UNIVERSITY EVENTS & CEREMONIES

- » Between June 10–12, the University hosted its annual convocation ceremonies, marking the largest celebrations in CapU history.
- To accommodate the record-breaking number of attendees, the team reconfigured the ceremony hall by rotating the stage 180 degrees, making use of the larger bleachers on the south side of the Centre for Sport & Wellness.
 - To further manage capacity, graduands in the largest programs were given the option of choosing between two ceremonies. These adjustments ensured that



every graduand could participate with up to four guests, preserving the sense of celebration and inclusivity that is central to convocation.

- The ceremonies featured the installation of five new honorary degree recipients and three new faculty emeritus. University events coordinated all logistics, including preparation, hospitality and guest services, ensuring honourees were well supported and appropriately celebrated.
- » On June 24, two members of the events team stepped in to support BCIT's convocation ceremonies after learning through the North American Association of Commencement Officers (NAACO) that BCIT had a shortage of volunteers. Responding to this need demonstrated CapU's commitment to collaboration across the post-secondary sector. The experience provided valuable insights into different ceremony practices, strengthened professional networks and allowed the team to bring back new ideas and perspectives to enhance future CapU ceremonies.
- » On August 15 and 16, CapU partnered with the University of Saskatchewan, First Nations University and Hanyang University to present R;Link at the BlueShore at CapU. Performed in English, Korean, French and Cree with subtitles projected during each show, the production premiered in late July in Seoul before heading home for its Canadian premiere. Following the final performance, a government reception was hosted to celebrate the success of the event. The university events team was proud to support this initiative, with events assistant Karina Escobar leading the design, setup and execution of the reception. The reception was well attended, well received and reflected positively on CapU's commitment to cross-cultural partnership and excellence in performance arts.





BOARD OF GOVERNORS REPORT

AGENDA ITEM 10.1: Deferral and Re-Approval of Expedited Squamish Certificate Programs	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Tracy Penny Light, Interim Vice President, Academic and Provost	

PURPOSE

The purpose of this report is to provide information to the Board of Governors following a discussion at Senate regarding the approval timelines for four expedited certificate programs delivered at the Squamish campus that were approved for September 2025.

BACKGROUND

The four expedited certificate programs at the Squamish campus were originally approved under the expedited process outlined in [B.106.02](#), which requires re-approval before a program is offered a second time. While the original plan was to offer the expedited Certificates at the Squamish campus in AY 2025-26, insufficient applications necessitated a pause of a Fall 2025 launch and the timelines necessarily need to be adjusted. Additionally, the office of Academic Programming and Quality Assurance raised considerations related to an appropriate evaluation plan for expedited Certificates that were deemed as operational. After discussing the expedited procedure, Senate moved that the re-approval deadline be extended to Spring 2027 to allow the programs to be scheduled for marketing/recruitment for launch in the AY 2026-27.

An interim report will be submitted to Senate in Fall 2026, with full re-approval submissions expected by Spring 2027. Programs that do not launch due to low enrollment will be reconsidered for Fall 2026 and reviewed accordingly.

Attachment

#	Name
1	Excerpt from Senate Minutes – June 3, 2025 (for reference)

Excerpt from minutes of Capilano University Senate Meeting held June 3, 2025

6.3 Squamish Certificates Extension Request*Presented by: Claire Carolan*

Senate was requested to provide approval to defer the mandatory re-approval of the four expedited certificate programs launched at the Squamish campus—Outdoor Filmmaking, Sustainable Economics, Computing Systems, and Communication for Professionals (the Squamish certificates) beyond the one-year re-approval requirement outlined in B.106.02 Program Approval Procedure (policy B.106). This extension will allow time to gather sufficient evidence of early program performance, enabling a more data-informed, equitable, and sustainable decision on full program re-approval.

On discussion, a concern was raised regarding the interpretation of the policy (B.106.02 Program Approval Procedure and Policy), particularly that the enrollment metrics are not part of the program approval process. The policy indicates that the academic side of the program is addressed within one year and to not use the enrollment justification for the proposed approval. In this regard, information was provided that the existing procedures are out of date and currently under revision.

It was also suggested that in undertaking a curriculum review and re-approval of the curriculum, it would be beneficial to do the review from the date of when the program starts, instead of the date that the program was approved.

A further concern was raised regarding the recommendation that any certificates that do not perform well on the Squamish campus be considered for delivery at another location. In this regard, information was provided that the recommendation was based on taking into account the amount of work involved in developing a new program and that if unsuccessful in one location, the program could be successful in a different location.

Motion 1

On review of the proposed motion 1, it was suggested to remove the rationale from the motion and to strike out the last sentence of the motion.

Tracy Penny Light moved and Thomas Flower seconded:

25/19 THAT the re-approval deadline be extended to Spring 2027 (in alignment with the academic calendar deadline) for the expedited Squamish certificate programs with sufficient enrolment numbers to launch in Fall 2025.

**CARRIED
1 Opposed**

Motion 2*Tracy Penny Light moved and Diana Twiss seconded:*

25/20 That those programs unable to launch due to insufficient registration numbers for Fall 2025 be considered for promotion and scheduling for Fall 2026. If the programs have sufficient enrollment for Fall 2026

**CARRIED
1 Opposed**

delivery they should re-approved before being delivered a second time in alignment with the procedures for policy B. 106.

Motion 3

This motion was considered operational and would require consideration on a number of other factors and based on the discussion, Senate determined that this was not a required motion and, accordingly, a vote was not undertaken.

Motion 4

Tracy Penny Light moved and Christina Neigel seconded:

25/21 That this deferral plan be recommended by Senate to the Board of Governors, with interim reporting scheduled for Fall 2026 to demonstrate progress and preliminary performance indicators.

CARRIED



BOARD OF GOVERNORS REPORT

AGENDA ITEM 10.2: Restructuring Faculties	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Tracy Penny Light, Interim Vice-President, Academic & Provost	

PURPOSE

The purpose of this report is to provide information to the Board of Governors in support of the motion proposed to merge the Faculties of Global and Community Studies and the Business and Professional Studies.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors seek advice from Senate on the merger of the Faculty of Global & Community Studies and the Faculty of Business and Professional Studies per Section 5 of B. 105 – Establishment and Discontinuance of Faculties and per Section 35.2 (6) e) of the University Act.*

BACKGROUND

The Faculty of Global and Community Studies (GCS) was established to support interdisciplinary education in global citizenship, intercultural engagement, and community development. It is the smallest of the five Faculties and is comprised of four Schools: Tourism Management, Outdoor Recreation Management; Kinesiology; and Public Administration. The School of Outdoor Recreation Management offers one credential at the diploma level, and the School of Kinesiology offers both a diploma and degree. The other two schools offer several credentials. Over the last six years, student FTE has ranged from a high of 703 (2019/20) to a low of 585 (2022/23) with last year's (2024-25) student FTE at 622, 54% being domestic students. The Faculty, based on last year's student FTE, represents 8.4% of the overall university FTE of 7,364 and over the last six years has not represented more than 11% of the overall university FTEs (reference [Tableau](#)).

Given the high percentage of international students in the Faculty and programs specific to international students in the School of Tourism Management, it is no surprise that there have been program pauses for the 2025-2026 academic year. These include:

- Global Hospitality & Tourism Management International Post-Baccalaureate Diploma
- Tourism Management International Diploma

In 2024-25, the Outdoor Recreation Management Program was notified by the Vice President Academic & Provost that their program would be suspended if enrolment did not reach an 80% fill rate for the 2025-2026 academic year. While the numbers are up from previous years, the Faculty recognizes that it is not sustainable with its current numbers, and discussions are underway to

explore the possibility of a new collaborative degree that would combine Tourism Management, Business, and Outdoor Recreation. Further, program rethinking and redesign will be essential as the Bachelor of Tourism Management has also seen a steady decline in enrolments over the last 5 years.

RATIONALE FOR MERGING

The merging of the Faculty of Global and Community Studies (GCS) and Faculty of Business of Professional Studies (BPS) provides an opportunity to align the university's academic priorities to foster recruitment and retention, provide high quality learning experiences for students, and enable organizational sustainability and operational efficiency. Additionally, this merger will foster interdisciplinarity and program renewal and growth to better address the need for programs aligned with student interest and labour market outcomes. GCS programs increasingly overlap with those in other Faculties, primarily BPS, and this presents an opportunity for consolidation at a time of budget constraints that necessitates a consideration of all structures and positions at the university. Maintaining a small Faculty structure is resource-intensive and limits scalability while resource optimization could enable enrolment and center the student learning experience. While a growth mandate was identified as a key strategic goal for GCS in 2023-24, the rapidly shifting contexts over the last two years have limited progress on this front. The dean, BPS resigned July 1, 2025 and the position is currently vacant with coverage being provided by the dean, GCS.

POTENTIAL IMPACTS ON STUDENTS

No disruption to current student pathways is anticipated. Enrolled students will be advised that there will be no changes to their program or program requirements as this is an administrative change only. Students may benefit from enhanced access to resources, co-curricular opportunities, and interdisciplinary learning within a larger Faculty. A comprehensive communication plan will be implemented confirming that there will be no impact on credentials.


NEXT STEPS

An effective date for the merger is proposed as January, 2026. The VPA & Provost will work with constituents in both Faculties to develop a comprehensive plan to address any student, faculty, or staff questions, concerns/uncertainty about the identity and visibility of programs during the transition. A transitional working group will be struck and provide advice on faculty and staff communications, student advising and program continuity, communication with international/external constituents, governance changes and updates as needed (e.g., membership of Faculty Councils and other Faculty governance with new schools, Senate), Marketing and Digital Experience, and recruitment implications. Given that there are limited changes anticipated in the overall existing School structures, there would be minimal collective agreement implications (e.g., functional units would stay the same).

Attachment

#	Name
1	B.105 – Establishment and Discontinuance of Faculties



	Policy No.	Officer Responsible		
	B.105	President		
	Policy Name			
	Establishment and Discontinuance of Faculties			
Approved by	Replaces		Category	Next Review
Board			C	June 2018
Date Issued	Date Revised	Related Policies, Reference		
June 9, 2015		B.104 Discontinuance of Programs or Courses		

1. OVERVIEW

This policy governs the establishment and discontinuance of Faculties at Capilano University. The establishment or discontinuance of Faculties must be considered and evaluated within the context of Capilano University's strategic, academic and financial plans, subject to the requirements of the *University Act*.

2. LEGAL FRAMEWORK: THE UNIVERSITY ACT

Section 27 of the *University Act* empowers the University's Board of Governors to establish Faculties. Subsection (i) requires the Board to consider the establishment of Faculties recommended by the Senate. Under ss. (j) the Board may establish Faculties on its own motion, with the approval of Senate, subject to financial considerations set out in s. 29.

Section 29 states that the Board cannot incur a budget deficit without the approval of the Ministry.

Section 35.2 (6)(e) requires the Board to seek advice from the Senate, and the Senate to advise the Board, on educational policy regarding the establishment or discontinuance of Faculties.


Section 39 states that Faculties may be constituted by the Board, on the Senate's recommendation.

Section 40 sets out the powers and duties of a Faculty, which are subject to approval of the Senate.

3. ESTABLISHMENT OF FACULTIES

The Board may establish a new Faculty, either on the recommendation of the Senate or the Executive, or on its own motion. Unless the Senate recommended the establishment of the Faculty, the Board must obtain Senate approval. The Board must consider the financial constraints imposed by s. 29 of the *University Act*. The Board may base its decision on the following considerations, or other relevant factors:

- (a) Implications for the organizational structure of the University;
- (b) Implications for the functioning of Senate;


	Policy No.	Officer Responsible		
	B.105	President		
	Policy Name			
	Establishment and Discontinuance of Faculties			
Approved by	Replaces		Category	Next Review
Board			C	June 2018
Date Issued	Date Revised	Related Policies, Reference		
June 9, 2015		B.104 Discontinuance of Programs or Courses		

- (c) Availability of administrative resources;
- (d) Availability of space and equipment; and
- (e) Whether the proposed Faculty is
 - i) sufficiently complex to allow for departmentalization;
 - ii) composed of a coherent group of educational programs that share similar or common educational goals;
 - iii) able to assume its governance powers and duties under s. 40;
 - iv) able to provide representation at the Senate;
 - v) likely to deliver sufficient student FTEs;
 - vi) able to retain and attract faculty members, administrators, and staff; and
 - vii) able to ensure high quality education for University students.

4. DISCONTINUANCE OF A FACULTY

The Board may discontinue a Faculty, either on the recommendation of Senate or of the Executive, or on its own motion. If Senate did not recommend the discontinuance, the Board must seek advice from the Senate and the Senate must advise the Board before the Board discontinues a Faculty. The Board may base its decision on the following considerations, as well as other relevant factors:

- (a) Budgetary considerations;
- (b) Organizational implications for the University, including Senate operations and representation;
- (c) Student demand for courses and programs;
- (d) Alternative delivery of courses and programs; and
- (e) Collective agreement requirements.

	Policy No.	Officer Responsible		
	B.105	President		
	Policy Name			
	Establishment and Discontinuance of Faculties			
Approved by	Replaces		Category	Next Review
Board			C	June 2018
Date Issued	Date Revised	Related Policies, Reference		
June 9, 2015		B.104 Discontinuance of Programs or Courses		

5. MERGER OF FACULTIES

The merger of one or more Faculties may involve the discontinuance of some Faculties and the establishment of others. All of the above considerations will apply to mergers, as appropriate.

DEFINITIONS

Faculty Section 1 of the *University Act* defines Faculty as an educational administrative division of a university constituted by the Board as a Faculty under s. 39 of the *University Act*.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 11: Capilano Students' Union Strategic Plan 2025-2030	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Chris Girodat, Executive Director	

PURPOSE

The purpose of this report is to share with the Board of Governors a high-level summary of the Capilano Students' Union five-year strategic plan.

SUMMARY

The Capilano Students' Union (CSU) is a separate non-profit organization led by a board of directors made up exclusively of Capilano University students. The CSU's board of directors has recently approved a five-year strategic plan setting direction for student leaders and a team of 20+ professional staff to implement programs, services, events, and advocacy for CapU students.

The CSU's vision is "a welcoming, barrier-free community at Capilano University," and we work toward that vision by elevating the post-secondary experience and empowering our members (i.e., CapU students) through advocacy, services, and leadership opportunities. We are guided by the following principles in the goals that we set and how we decide to pursue them:

- We are driven by results
- We are accountable
- We are open, supportive, and collaborative
- We are professional and inclusive
- We are honest and transparent

Following a comprehensive planning process over the Summer term and concurrently with the development of our 2025–2026 budget, the CSU's board of directors has approved the following strategic priorities and long-term goals to guide our work over the next five years.

1. BUILDING STUDENT COMMUNITY

A student engagement crisis is brewing at student societies across the country, and the CSU is taking action now to ensure that participation in our organization is broadly reflective of the membership we serve through our advocacy, events, programs, and governance. Over the next several years, we will be taking significant steps to build community, including a new purpose-built student centre, a fresh approach to student life, an inclusive community, and one of the most engaged post-secondary student society memberships in the province.

- 1.1. Improve students' awareness of the work of the students' union, the importance of our mandate, how to get involved, and how to make the most of CSU membership
- 1.2. Improve the CSU's presence for regional campus and online students

- 1.3. Improve domestic student engagement in leadership, campaigns, services, and events while continuing to celebrate our high levels of international engagement
- 1.4. Strengthen the role of our eight collectives and constituency associations, which represent students from traditionally marginalized and equity-seeking communities
- 1.5. Increase low-barrier, high-visibility student programming on the campuses
- 1.6. Increase programming to better educate students on their rights and issues of student interest (such as CSU and CapU resources, appeals, tenancy rights, etc.)
- 1.7. Build a dedicated student union building on the North Vancouver main campus (a fully CSU-funded project to further animate student life at CapU)
- 1.8. Expand and improve social and dedicated student spaces such as the resource centres (such as the Queer Resource Centre, the Women's Resource Centre, and the Black Students' Resource Centre)

2. DEMONSTRATING OPERATIONAL EXCELLENCE

Given the changing post-secondary landscape and new and emerging pressures on our work, we need to demonstrate—and share—that the CSU operates an excellent, data-driven organization that is responsive to our members' needs, respectful of students' financial resources, and impactful across campuses. Over the next several years, we will demonstrate our work ethic, our commitment to using resources wisely, and our dedication to using data to inform decisions.

- 2.1. Improve the alignment between our long-term priorities and our operating and capital budgets by more effectively evaluating student interactions with our programming
- 2.2. Improve how quantitative data informs our decision-making
- 2.3. Generate external revenue to support our operations, including looking to revenue-generating membership services elsewhere in the student society sector
- 2.4. Improve the financial sustainability of the student clubs program
- 2.5. Improve leadership continuity within the CSU's board of directors
- 2.6. Pursue operational excellence and other accreditations through AMICCUS-C (the Association of Managers in Canadian College, University, and Student-Centres) and other accrediting organizations in the non-profit and student society space

3. STRENGTHENING MEMBERSHIP AND COMMUNITY TRUST

Strengthening our members' trust in student leadership and our capacity to hold one another accountable is a critical success factor over the next several years—to keep our members engaged, protect our credibility and influence with university, government, and community partners, and to be a positive sector example. Over these next several years, we will strengthen our members' trust, our reputation with the university and governments, and our profile in the community.

- 3.1. Empower board members as more effective ambassadors to the community
- 3.2. Improve our board development program to better respond to the unique knowledge, skills, and experience levels of each year's elected student leadership team



- 3.3. Improve our student leadership team's capacity for peer accountability
- 3.4. Build external relationships and partnerships, such as with national and provincial student advocacy organizations, coalition partners, and other student societies
- 3.5. Improve how we share and celebrate our successes with our community

Appendix

#	Name
1	Capilano Students' Union Strategic Plan 2025-2030 Presentation



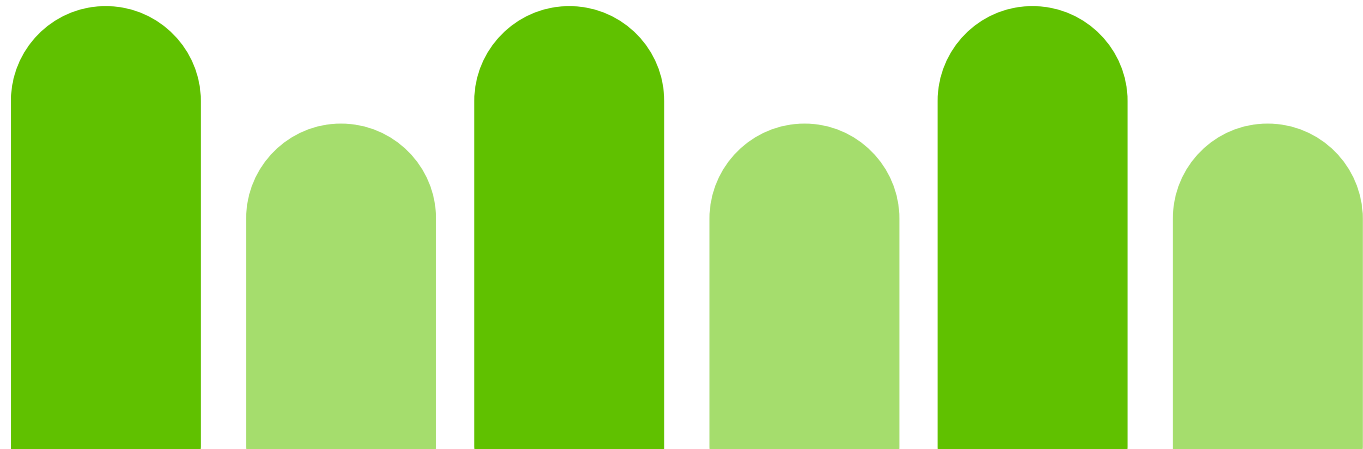
Strategic Plan

2025–2030



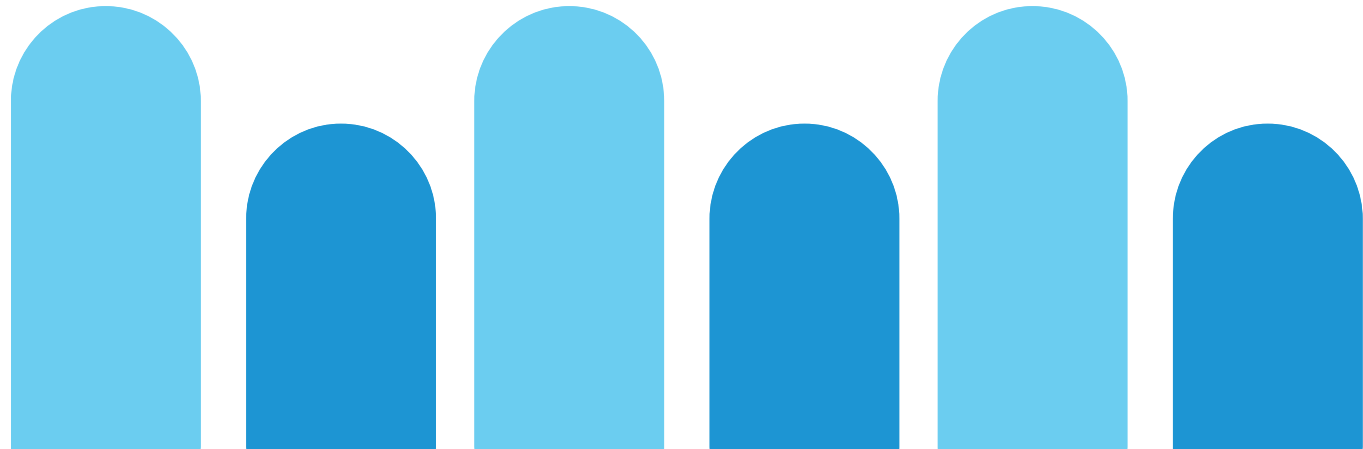
Purpose

The Capilano Students' Union elevates the post-secondary experience and empowers our members through advocacy, services, and leadership opportunities.



Vision

A welcoming, barrier-free community at Capilano University.



Guiding Principles

- We are driven by results.
- We are accountable.
- We are open, supportive, and collaborative.
- We are professional and inclusive.
- We are honest and transparent.

Objective 1

Building student community

Objective 1

Building student community



MEMBERSHIP
EDUCATION



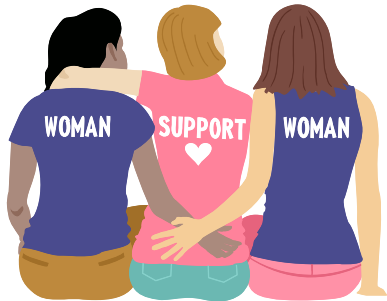
INCREASED
CSU PRESENCE



HIGHER DOMESTIC
ENGAGEMENT

Objective 1

Building student community



COLLECTIVES'
EMPOWERMENT



EXPANSION OF LOW-
BARRIER EVENTS



ADVANCEMENT OF
STUDENTS' RIGHTS

Objective 1

Building student community



STUDENT UNION BUILDING
CONSTRUCTION



STUDENT SOCIAL
SPACE EXPANSION

Objective 2

Demonstrate operational excellence

Objective 2

Demonstrate operational excellence



REALIGNMENT SCOPE
AND CAPACITY



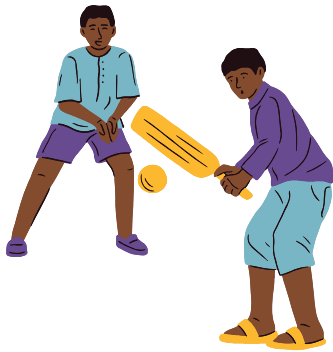
DATA-INFORMED
DECISIONS



EXTERNAL
REVENUE

Objective 2

Demonstrate operational excellence



STUDENT CLUBS
SUSTAINABILITY



LEADERSHIP
CONTINUITY



EXTERNAL
ACCREDITATION

Objective 3

Strengthening the trust of members and the community

Objective 3

Strengthening trust of members and community



COMMUNITY
AMBASSADORS



GOOD DECISION-
MAKING



PEER
ACCOUNTABILITY

Objective 3

Strengthening trust of members and community



EXTERNAL RELATIONSHIP
DEVELOPMENT



COMMUNICATION OF
ACHIEVEMENTS

Thank You





BOARD OF GOVERNORS REPORT

AGENDA ITEM 12: Approve Naming of Student Housing	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: October 1, 2025	
PRESENTER: Kari Wharton, Vice President, University Relations	

PURPOSE

The purpose of this report is to provide information to the Board of Governors in support of the motion proposed below.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors approve the proposed Indigenous names **Laḿíwa** and **θqétəw̓txʷ** for Capilano University’s first North Vancouver on-campus student housing building, as presented.*

BACKGROUND

In Spring 2024, President Dangerfield initiated a process, with guidance from the University’s Director of Indigenous Education & Affairs, Miranda Huron, and the Indigenous Education Steering Committee (IESC), to engage our host Nations in the naming of the North Vancouver campus’ first student housing building. As a result of this process, the Skwxwú7mesh Úxwumixw (Squamish Nation) and the səliłwətał (Tsleil-Waututh Nation) each put forward a name. This process reflects Capilano University’s commitment to honouring the traditional territories on which the campus is located.

In early 2025, both Nations submitted names reflecting the theme of “place and space” intended to convey the idea of a “welcoming home in the woods” for students. The names below were provided by each Nation in their respective languages, confirming that they each translated to the English words “Tree House”.

- **Laḿíwa**
- **θqétəw̓txʷ**

As the names are intended to be permanent, approval is required under Capilano University **Policy B.301 – Naming of Buildings Spaces and Programs** by both Senate and the Board of Governors.

The proposed names were endorsed by Executive in May 2025 and subsequently approved by Senate on September 9, 2025.

The approval schedule is as follows:

BOARD/GROUP	SUBMISSIONS	MEETING DATE	STATUS
Executive	May 14, 2025	June 3, 2025	Approved
Senate	September 29, 2025	September 9, 2025	Approved
Board of Governors	September 11, 2025	October 1, 2025	

Attachment(s)

#	Name
1	Capilano University - Laḿíwa/ θqétəw̓txʷ (Tree House) Student Housing Overview



Lamíwa/ ʔqétəw'txw (Tree House)

Capilano University in North Vancouver resides on the traditional and ancestral territory of the Squamish and Tsleil-Waututh Nations. These lands are known for their lush forests, towering trees and natural beauty. The words "Tree House" evoke imagery of being immersed in the forest, a setting that aligns perfectly with the University's surroundings and as trees are universal symbols of growth, strength, and knowledge—they align well with the university experience and Indigenous teachings about stewardship, respect for nature, and interconnectedness.

The building design incorporates wood elements, sustainable materials, and large windows with views of the surrounding trees. It has also been sustainably designed in alignment with the Province of BC's CleanBC priorities and climate action goals and will meet the highest standards for accessibility.

Here, students will be provided with convenient and affordable accommodation that contributes to a vibrant new centre of student life.

Housing will be designated for first and second-year students, and priority will be given to Indigenous learners. The project includes:

- 8,250 square metres of floor area over six stories, with residences on the top five floors.
- 362 beds (72 beds per floor) in single and double-occupancy dormitory rooms
- Each residence floor will include shared washrooms, laundry facilities and student study, lounge and kitchen areas.
- The ground floor will include an Indigenous-focused reflection space, resident support offices, café, and dining facilities for 250 people, secure bicycle storage, a multipurpose room, and a two-bedroom apartment for the residence life facilitator.
- Extensive energy efficient features designed to LEED® Gold equivalence and Step 4 of the BC Energy Code.
- The central courtyard and covered outdoor dining area provides a new outdoor gathering space on campus.
- The dining pavilion will have an exposed, mass timber structure to provide outdoor dining space for student use and shelter from the rain when approaching the building.
- Indigenous students will receive priority housing.
- Located on the first floor of the building, there is a dedicated space referred to as the 'Reflection Room' that will be equipped with ventilation for smudging. The room is adjacent to other building common areas and has an entrance directly to the outdoors.

We anticipate occupancy in late spring 2026.