 CAPILANO UNIVERSITY	<p>AGENDA</p> <p>OPEN MEETING OF THE BOARD</p> <p>Tuesday, November 26, 2024 4:45 pm to 6:45 pm Main Campus, Room BR126</p>
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We respectfully acknowledge the Lílwat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations on whose territories our campuses are located.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Approval of Agenda – David Ayriss, Chair MOTION: <i>THAT the Board approve the agenda as presented.</i>	Approval		2 min	Page 1
<i>(Disclaimer: The Consent Agenda includes the minutes of the Board's previous meeting, Committee reports since the previous Board meeting, and correspondence. A Board member that approves of the Consent Agenda agrees to the information and its accuracy, without significant amendments or the need to separate a sub-schedule from the Consent Agenda for amendment and approval.)</i>				
2. Consent Agenda – David Ayriss, Chair MOTION: <i>THAT the Board approves the following items on the Consent Agenda:</i>	Approval		2 min	
2.1. Minutes from the September 24, 2024 Board Meeting		2.1		Page 2
2.2. Board Committee Reports <i>(These reports summarize the draft minutes of the Committee's last meeting; any motions coming forward from the Committees are in the regular agenda.)</i>				
2.2.1 Audit and Risk Committee		2.2.1		Page 6
2.2.2 Executive and HR Committee		2.2.2		Page 7
2.2.3 Finance Committee		2.2.3		Page 8
2.2.4 Governance and Planning Committee		2.2.4		Page 14
2.3. Correspondence		-		-
3. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
4. Board Chair's Report – David Ayriss, Chair	Information	Verbal	5 min	-
5. Senate Reports				
5.1. Vice-Chair – Deb Jamison	Information	Verbal		
5.2. Senate Liaison – Amina El mantari	Information	Verbal	15 min 	-
6. President's Report – Paul Dangerfield, President	Information	Sch 6	10 min	Page 15
7. Academics – Dr. Tracy Penny Light, Interim VP Academic & Provost 7.1 Illuminating 2030 Update	Information	Sch 7.1	20 min	Page 33
MOTION: <i>THAT the Board of Governors receive for information the update on Illuminating 2030.</i>				
8. Capilano Students' Union Annual Presentation – Angad Brar, CSU President	Information	Sch 8	25 min	Page 85
9. Finance Committee – Shelley Frost, Committee Chair 9.1 Fiscal 2025/26 Integrated Planning and Budgeting Update – Tally Bains, VP Finance and Administration	Information	Sch 9.1	15 min	Page 95
MOTION: <i>THAT the Board of Governors receives for information the Fiscal 2025/26 Integrated Planning & Budgeting Update.</i>				
10. Governance and Planning – RJ Wallia, Committee Chair 10.1 Committees' Terms of Reference – Tally Bains, VP Finance and Administration	Approval	Sch 10.1	5 min	Page 111
MOTION: <i>THAT the Board of Governors approve the changes to the Audit and Risk Committee's Terms of Reference.</i>				
MOTION: <i>THAT the Board of Governors approve the changes to the Executive and Human Resources Committee's Terms of Reference.</i>				
MOTION: <i>THAT the Board of Governors approve the changes to the Finance Committee's Terms of Reference.</i>				
MOTION: <i>THAT the Board of Governors approve the changes to the Governance and Planning Committee's Terms of Reference.</i>				
8. Meeting Close	-	-	-	-

Next Board of Governors Meeting: February 25, 2025



MEETING MINUTES OF THE BOARD

Tuesday, September 24, 2024
4:45 pm to 6:45 pm
[In Person, BR126](#)

Board Members Present

David Ayriss, Chair	Amina El mantari
Rodger So, Vice Chair	Shelley Frost
RJ Wallia, Vice Chair	Sophia Kara
Paul Dangerfield, President	Katrina Paddon
Ash Amlani	Prince
Sam Teclé	Pegah Yaghmaie
Janet Cox	

Regrets

Troy Abromaitis	Yuri Fulmer
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Staff

Tally Bains, VP Finance and Administration
Kartik Bharadwa, VP People, Culture & Diversity
Tracy Penny Light, Interim VP Academic and Provost
Kari Wharton, VP, University Relations
Joyce Ip, AVP Strategy, Analytics and Transformation
Debbie Jamison, Senate Vice Chair
Aurelea Mahood, Vice-Provost & AVP Academic
Melissa Nichol, Strategic Director People, Culture & Diversity
Kyle Vuorinen, Registrar
Lesley Cook, Executive Assistant, Board of Governors
Angela Ruggles, Executive Assistant, VP of Finance & Admin

The meeting started at 4:53 pm.

We respectfully acknowledge the Líl'wat, x̱m̱əθḵw̱əy̱əm (Musqueam), shíshálh (Sechelt), Sḵw̱x̱w̱ú7mesh (Squamish) and Səlílwətaʔ/Selilwítlh (Tsleil-Waututh) Nations on whose territories our campuses are located.

1. Welcome and Introductions

Board Vice Chair RJ Wallia Chaired the meeting on behalf of Board Chair David Ayriss. He welcomed everyone, expressed the importance of Truth and Reconciliation, and gave the land acknowledgement.

Board Chair David Ayriss, who joined the meeting remotely, welcomed the Board members and the guests.

2. Approval of Agenda

It was moved by Pegah, seconded by Ash and resolved;

THAT the agenda be approved as presented.

3. Consent Agenda

It was moved by Sam, seconded by Sophia and resolved;

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

- 3.1. Minutes from the June 25, 2024 Board Meeting
- 3.2. Board Committee Reports:
 - 3.2.1 Audit and Risk Committee
 - 3.2.2 Executive and Human Resources Committee
 - 3.2.3 Finance Committee
 - 3.2.4 Governance and Planning Committee
- 3.3 Correspondence

4. Place Holder

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

5. Board Chair's Report

David Ayriss, Board Chair gave a verbal report. He thanked VP Finance and Administration, Tally Bains for the successful orientation of the Board, on September 4th. He really enjoyed the social get-together that followed and the opportunity to meet staff that he would not normally meet. He added that the Squamish field trip was a success and encouraged those who have not been to go and look. He thanked the administration and their teams for the work that was undertaken to make the Squamish Campus happen.

6. Senate Reports

6.1 Vice Chair

Senate Vice Chair, Deb Jamison, provided the highlights of the August and September meetings. The Senate welcomed new members, held orientation for Senators (including a presentation on Robert's Rules), made revisions to 2025 convocation dates, approved revisions to two policies, and approved the list of 379 graduates for June 2025.

6.2 Senate Liaison

Amina El mantari, Senate Liaison and Board member added that the September Senate meeting was her first meeting. She had nothing to further to add to Debbie's report.

7. President's Report

President Paul Dangerfield provided a verbal report to the Board. The University welcomed more domestic students than in the past. For the first time student orientation was held at the Squamish campus. He spoke about the National Day of Truth and Reconciliation on September 30th. Capilano University celebrates Truth and Reconciliation as a weeklong event. Paul will be visiting the T'szil Learning Center in Mount Currie next week to continue the University's work there. Regarding Immigration Canada and the reduction of international student visas, it was announced that the reduction will only be 10% but there will also be a postgraduate visa reduction. CapU had already forecasted a conservative reduction of 35%. An increase to this forecast is not expected.

8. Academics

8.1 Proposed Discontinuance of the Bachelor of Performing Arts and Associated Courses

Interim VP Academic and Provost, Dr. Tracy Penny Light provided some background information and summarized the report provided in the agenda package.

It was moved by Katrina, seconded by Janet and resolved;

THAT the Board of Governors refer the recommendation to discontinue the Bachelor of Performing Arts and the associated BPAC (Bachelor of Performing Arts) courses to Senate for advice.

9. Executive and HR Committee

9.1 ARM 53 – Administrator Emeritus Policy

Melissa Nichol, Strategic Director People, Culture & Diversity noted that this is the last Human Resources Administration Reference Memo (ARM) that CapU has. The ARM is believed to have been created to honour colleague, Bill Gibson. This policy was from the Capilano College era and there is no need for this policy anymore. Upon rescission, CapU will continue to honour him for the rest of his life.

It was moved by David, seconded by Amina and resolved;

THAT the Board of Governors approve the rescission of ARM 53 – Administrator Emeritus Policy.

10. Finance Committee

10.1 Statement of Financial Information, Fiscal 2023/24

VP Finance and Administration, Tally Bains provided an overview of the Statement of Financial Information (SOFI) and reviewed the main points of the Fiscal 2023/24 SOFI. She noted that this is a required report and that upon approval it will be posted on the CapU website.

It was moved by Shelley, seconded by Rodger and resolved;

THAT the Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2024.

11. Governance and Planning

11.1 Institutional Accountability Plan and Report

AVP Strategy, Analytics and Transformation, Joyce Ip gave an overview of the process, which follows the fiscal cycle (April 2023 to March 2024), summarized the IAPR timeline, the rounds of its review, and the changes that have been made since the June submission. She updated the Board with information from this specific cycle. This fiscal year's mandate letter and the ability to publish this IAPR publicly has been delayed due to the provincial elections.

It was moved by Katrina, seconded by Ash and resolved;

THAT the Board of Governors approve the final Institutional Accountability Plan and Report (IAPR) for submission to the Ministry.

11.2 B.109 Student Appeals Policy

Kyle Vuorinen, Registrar went over the review process that was undertaken, the timeline, and he noted the changes to the policy, which are mainly around readability and flow.

RJ confirmed with Kyle that Management will be looking further into the best process for procedural fairness and the best governing body within the University to apply applicable procedural fairness. For example, the application of a “stay” in appellate procedure may be an interim remedy that is requested of a person in question and a designated governing body would have the authority to grant this type of remedy.

It was also recommended that Management keep organized records of student appeal cases, to include who was involved in the decision-making process and how the decision makers arrived at the decision.

It was moved by Shelley, seconded by RJ and resolved;

THAT the Board of Governors approve the revised B.109 Student Appeals Policy.

Sophia Kara abstained.

11.3 Board Governance Manual

Tally explained the annual review process and the changes made to the Manual, which are general housekeeping, items that were not previously captured correctly, and some changes in process.

It was moved by Rodger, seconded by Pegah and resolved;

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

12. Meeting Close

The Open Meeting of the Board ended at 5:46 pm.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.1: AUDIT AND RISK COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: Amina El mantari, 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 November 7, 2024.

SUMMARY

The Committee approved the minutes of the Audit and Risk Committee meeting held on September 5, 2024 and discussed the following item:

- Digital Technology Services Cybersecurity Program Update:** Rav Goodison, AVP Digital Technology Services updated the Committee on the cybersecurity program and activities as well as the Board's responsibilities. The Committee passed a motion to receive for information the update on cybersecurity and the Board's role and also passed a second motion to receive for information the update on the Cybersecurity Program and activities. This item is presented to the Closed Board meeting under separate cover.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2: EXECUTIVE AND HUMAN RESOURCES COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: David Ayriess, Executive and Human Resources Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources Committee (EHRC) meeting that took place on November 18, 2024.

SUMMARY

The Committee approved the minutes of the September 11, 2024 meeting. The Committee also discussed the following items.

- **Living Wages:** Melissa Nichol, Strategic Director, People, Culture and Diversity, provided the Committee with further information as requested at the September Committee meeting.
- **Board Succession Planning:** The Committee discussed the skills matrix of the current Board as well as the areas of opportunity for skills development. This item is brought to the Closed Board meeting under separate cover.
- **President's Mid-Year Review:** Paul Dangerfield, President and Vice-Chancellor provided a status update on the 24-25 President's goals and objectives. This item is brought to the In-Camera Board meeting under separate cover.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: FINANCE COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

To provide the Board of Governors with a summary of the Finance Committee meeting that took place on November 7, 2024.

SUMMARY

The Committee approved the minutes of the Finance Committee meeting held on September 5, 2024 and discussed the following items:

- **Quarter 2 Forecast:** Narisha Jessani, Director, Financial Services provided an overview of the quarter 2 forecast submitted to the Ministry. The quarter 2 forecast is a surplus of \$9.3 million which is a \$6.2 million favorable variance compared to the Board approved surplus budget of \$3.1 million. The Committee passed a motion to receive for information the Q2 Forecast report submitted to the Ministry. This report is included as part of this consent agenda.
- **Student Enrollment: 2024/25 Interim FTE Report and Fiscal Year Forecast:** Joyce Ip, AVP, Strategy, Analytics and Transformation provided an update on the 2024/25 Student FTE enrollments and forecasted fiscal year FTE enrollments. The Committee passed a motion to receive the report for information. This report is included as part of this consent agenda.
- **Fiscal 2025/26 Integrated Planning and Budgeting Update:** Tally Bains, VP Finance and Administration provided an update on the 2025/26 Integrated Planning process and budget version 1.6. The Committee passed a motion to receive the update for information and to support the proposed 5% increase to international tuition. This item is provided to the Board under separate cover.
- **Investment Management**
 - **Investments Review: ESG, Restrictions on Country/Industry, Disclosure:** Tally reviewed the responses received from the University's investment consultant and investment managers regarding this request from the Board at the June 25, 2024 Closed Board meeting. The Committee passed a motion to receive the Investments Review for information
 - **Ellement Report and Presentation Format:** Tally provided a review of the Ellement report and presentation format.

RECOMMENDATION

This is for the Board's information only.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: Financial Update Quarter 2 Forecast	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

The purpose of this report is to provide the Finance Committee the quarter 2 forecast submitted to the Ministry on October 1, 2024. This report was received for information at their November 7, 2024 meeting.

QUARTER 2 FORECAST

The Statement of Operations with the quarter 2 forecast is included in this report as *Attachment 1* and summarized in the table below. The quarter 2 forecast is a surplus of \$9.3 million which is a \$6.2 million favourable variance compared to the Board approved surplus budget of \$3.1 million.

	Forecast vs Budget				Prior Forecasts
	Q2 Forecast	2024-25 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	Q1 Forecast
Revenue	188,265,923	177,394,655	10,871,269	6.1%	186,173,641
Salaries and benefits	121,813,401	119,091,130	(2,722,271)	-2.3%	117,889,691
Operating expenses	57,131,922	55,196,860	(1,935,062)	-3.5%	57,722,246
Operating surplus/(deficit)	9,320,599	3,106,664	6,213,935		10,561,705
Net restricted endowment contributions	15,662	-	15,662		-
Surplus/(Deficit)	9,336,261	3,106,664	6,229,597		10,561,705

The table below provides the internal category view of the financial forecast with an explanation of the major variances provided.

2024/25 - FORECAST Q2										
	Enrollment	Staffing	Ancillary Operations	Restricted Funds	Capital Operating Impact	Other	Squamish	Fiscal 2024/25 Q2 Forecast	Fiscal 2024/25 Budget	Variance favourable/ (unfavourable)
TOTAL Revenue	97,930,605	-	7,821,871	7,626,958	4,758,890	67,257,359	2,870,240	188,265,923	177,394,655	10,871,269
TOTAL Salaries and benefits	39,125,976	74,029,381	3,543,549	3,968,035	-	-	1,146,460	121,813,401	119,091,130	2,722,271
TOTAL Operating Expenses	7,064,133	-	4,704,415	3,036,651	8,316,393	27,928,209	6,082,120	57,131,922	55,196,860	1,935,062
Operating Surplus/(deficit)	51,740,496	(74,029,381)	(426,093)	622,271	(3,557,503)	39,329,150	(4,358,340)	9,320,599	3,106,664	6,213,935
Budget	48,528,326	(73,068,237)	(736,982)	(4,732)	(6,855,131)	38,080,099	(2,836,678)	3,106,664		
Variance favourable/(unfavourable)	3,212,170	(961,145)	310,889	627,003	3,297,628	1,249,051	(1,521,661)	6,213,935		

Change Breakdown:									
Revenue	5,115,742	-	(127,130)	996,560	30,277	2,290,580	2,565,240	10,871,269	
Salaries and Benefits	(1,989,439)	(961,145)	436,740	(308,675)	-	-	128,248	(2,694,271)	
Operating Expenses	85,867	-	1,279	(60,881)	3,267,351	(1,041,528)	(4,215,150)	(1,963,062)	
Total change	3,212,170	(961,145)	310,889	627,003	3,297,628	1,249,051	(1,521,662)	6,213,935	

The major variances as of Q2 forecasting are in the enrollment category, capital operating and Squamish campus which are explained below:

Enrollment Category: Favorable variance of \$3.2m, tuition revenue is forecast to be \$5.1m favorable with domestic at \$2.7m favorable (18%) and international at \$2.3m favorable (4%). Teaching Salaries are forecast to increase by \$1.9m as a result of higher enrollment. Please see table below for summary of enrollment course registration information.

Headcount to Course Registrations - Q2 Forecast	Domestic					International					Domestic & International
	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Spring (1/4)	Summer	Fall	Spring (3/4)	Total	Total
2024/25 Actuals	4,033	3,954	18,856			3,674	8,824	14,511			
2024/25 Q2 Forecast*	4,033	3,954	18,856	10,629	37,472	3,674	8,824	14,511	9,447	36,456	73,927
2024/25 Budget	3,686	2,880	15,561	9,585	31,712	3,667	6,939	13,923	10,406	34,935	66,647
Q2 Forecast to Budget Change	347	1,074	3,295	1,044	5,760	7	1,885	588	(959)	1,520	7,280
Q2 Forecast to Budget Change (%)	9%	37%	21%	11%	18%	0%	27%	4%	-9%	4%	11%

Capital Category: Favorable variance of \$3.2m, mainly due to the delay in opening of Children's Centre and Student Housing which were budgeted to start in 24/25.

Squamish Category: Unfavorable variance of \$1.5m, mainly due to unbudgeted student housing operating expenses and higher than budgeted Squamish campus costs.

Attachments

#	Name
1	Q2 Statement of Operations

	Year to Date						Forecasts		2024 Actuals March 31
	2025 Actuals	Actuals YTD % of Q2 Forecast	Q2 Forecast	2024-25 Board Budget	Variance \$ fav/(unfav)	Variance % fav/(unfav)	Q1 Forecast	Q2 Forecast	
Revenue:									
Province of British Columbia	\$ 26,457,959	40.5%	\$ 65,247,983	\$ 61,502,597	\$ 3,745,386	6.1%	\$ 64,446,578	\$ 65,247,983	\$ 42,544,785
Tuition fees - Domestic	5,565,487	22.1%	25,169,888	21,703,966	3,465,921	16.0%	23,542,142	25,169,888	25,071,863
Tuition fees - International	26,040,346	34.0%	76,501,077	73,639,652	2,861,425	3.9%	77,027,841	76,501,077	72,338,633
Project and other revenue	3,008,940	36.1%	8,335,230	8,319,980	15,250	0.2%	8,928,622	8,335,230	9,848,970
Amortization of deferred capital contributions	1,950,395	41.0%	4,758,890	4,728,613	30,277	0.6%	4,728,613	4,758,890	3,921,151
Sales of goods	304,696	23.8%	1,281,250	1,281,250	-	0.0%	1,281,250	1,281,250	1,190,822
Parking, childcare and theatre	337,619	31.2%	1,080,940	1,071,940	9,000	0.8%	1,071,940	1,080,940	1,225,958
Donations and gifts-in-kind	287,258	96.7%	297,109	297,109	0	0.0%	297,109	297,109	850,730
Investment income	2,353,535	42.1%	5,593,557	4,849,547	744,010	15.3%	4,849,547	5,593,557	8,209,949
	66,306,235	35.2%	188,265,923	177,394,655	10,871,269	6.1%	186,173,641	188,265,923	165,202,861
Expenses:									
Salaries and benefits	41,093,660	33.7%	121,813,401	119,091,130	(2,722,271)	-2.3%	117,889,691	121,813,401	104,858,780
Cost of goods sold	234,616	23.8%	986,563	986,563	-	0.0%	986,563	986,563	886,101
Buildings and grounds	2,465,682	21.1%	11,664,515	7,906,562	(3,757,953)	-47.5%	8,969,485	11,664,515	6,092,968
Student support	394,900	16.0%	2,468,215	2,325,027	(143,188)	-6.2%	2,449,269	2,468,215	2,117,192
Operating expenses	12,246,668	36.3%	33,731,950	32,430,678	(1,301,272)	-4.0%	33,768,899	33,731,950	31,687,503
Amortization of capital assets	3,455,673	41.7%	8,280,679	11,548,030	3,267,351	28.3%	11,548,030	8,280,679	7,931,238
	59,891,199	33.5%	178,945,324	174,287,990	(4,657,334)	-2.7%	175,611,936	178,945,324	153,573,782
Annual operating surplus/(deficit)	6,415,036	68.8%	9,320,599	3,106,664	6,213,935		10,561,705	9,320,599	11,629,079
Net restricted endowment contributions	22,039	140.7%	15,662	-	15,662		-	15,662	278,288
Annual surplus/(deficit)	6,437,075	68.9%	9,336,261	3,106,664	6,229,597		10,561,705	9,336,261	11,907,367
Accumulated surplus, beginning of year	111,651,185	100.0%	111,651,185	111,651,185	-		111,651,185	111,651,185	99,743,818
Accumulated surplus, end of year	\$ 118,088,260	97.6%	\$ 120,987,446	\$ 114,757,849	\$ 6,229,597		122,212,890	120,987,446	\$ 111,651,185



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.3: Student Enrollment: 2024/25 Interim FTE Report and Fiscal Year Forecast	
	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: Shelley Frost, Finance Committee Chair	

PURPOSE

To provide an update on the 2024/25 Interim student full-time equivalent (FTE) enrolments and forecasted fiscal year FTE enrolments. This report was received for information by the Finance Committee at their November 7, 2024 meeting.

BACKGROUND

FTE Definition & Calculations: The definitions and reporting standards for enrolment reporting are established by the Ministry of Post-Secondary Education and Future Skills. This approach provides consistent and standardized reporting across the public post-secondary sector. The methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE over an academic year. The calculation divides the total number of credits or contact hours enrolled by a student in a fiscal year by a program divisor. The program divisor is the annual number of enrolled credits required in order to complete the program within the expected timeframe. For example, for the Bachelor of Business Administration (BBA) program, the program divisor is 30 credits (120 total credits divided by 4 years). Therefore, a BBA student who enrolled in 24 credits (approximately 8 courses) in 1 fiscal year equates to 0.8 FTE.

FTE Targets & Reporting: Annual FTE enrolment targets, along with key expansion areas, are provided by the Ministry in the annual budget letter. These targets are only for domestic students. The annual budget letter also outlines the operating grant, accountabilities, roles, and expectations.

Domestic and International FTE enrolments are reported twice during the fiscal year. An interim CDW (central data warehouse) submission is due at the end of October and the interim FTE forecast is due mid-November. The final CDW submission and final FTE report is due in May. Enrolments are one of the key performance indicators reported in the Institutional Accountability Plan and Report.

Fiscal Year 2024/2025 Interim FTE Count & Forecasted Fiscal Year FTE Enrolments

Since this briefing note was written prior to the interim CDW submission and interim FTE forecast Ministry deadlines, the analysis below is based on actuals as of October 16th, 2024, which is likely within +/- 1 to 2% of the interim submission.

Fiscal Year Domestic Target:

The CapU domestic FTE target decreased this fiscal year by a net of 63 for a total target of 5,606. This was due to reduced targets for Health and Early Childhood Education programs (Dean and Faculty accountable in brackets):

- Health programming: Net decrease of 50 FTEs, specifically decrease of 20 FTEs for Health Care Assistant - Partnership Pathway, and decrease of 30 for Rehabilitation Assistant. (Dean Brad Martin, Faculty EHHD)
- Early Childhood Programming: Net decrease of 31 FTEs, specifically decrease of 26 FTEs related to CAPU-KPU-MNBC Early Childhood Care and Education Diploma, and decrease of 9 FTEs related to the part-time Early Childhood Education Diploma. (Dean Brad Martin, Faculty EHHD)

Interim FTE Count (As of October 2024 CDW Load):

The interim domestic FTE count is 2,146. This number only includes summer and fall term registrations and represents a 9% increase (+194 FTEs) from the previous year's summer and fall count.

The interim international FTE count is 2,334. This number also only includes summer and fall term registrations and represents a 5% increase (+113 FTEs) from the previous year's interim count.

Fiscal Year Forecast:

As of October 16th, 2024, we are forecasting a final domestic FTE count of 3,811. If this forecast is realized, it would represent 68% of the Ministry domestic FTE target. We are also forecasting a final international FTE count of 3,891. However, no Ministry targets are assigned to this number. Note that international FTE forecast may not be as accurate due to unrealized/to be realized PGWP impacts.

Below is a breakdown of all the non-developmental targeted programs as listed in the Budget Letter, along with the last fiscal's domestic FTE counts, this fiscal's actual domestic FTE counts to date, the forecasted FTE counts (i.e., estimated with spring) and a forecast of the target achieved or missed.

Program	Last Summer & Fall FTE Actual	Last Fiscal		Base Domestic FTE Ministry Target	Expansion Domestic FTE Ministry Target	Total Domestic FTE Ministry Target	Domestic FTE Actuals to Date (Summer & Fall)	Domestic FTE Forecasted (+Spring)	From Target	Dean	Faculty
		Total Domestic FTE Actual	Total Domestic FTE								
Healthcare Assistant	25	48	68			68	25	48	-20	Brad Martin	E-HHD
Rehabilitation Assistant	37	50	35			35	28	38	3	Brad Martin	E-HHD
Allied Health (Music Therapy)	23	36	55			55	22	34	-21	Brad Martin	E-HHD
Interaction Design	4	8	36			36	12	24	-12	Ramin Shadmeh	FAA
2D Animation and Visual Effects*	39	75	80	14		94	37	71	-23	Ramin Shadmeh	FAA
3D Animation*	27	52	34	36		70	24	46	-24	Ramin Shadmeh	FAA
ECEDiploma (All, including KPU Partnership)	26	42	20	31		51	32	52	1	Brad Martin	E-HHD
<i>Note that numbers are rounded</i>											
<i>*Ministry targets are expansion targets only</i>											



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.4: GOVERNANCE AND PLANNING COMMITTEE REPORT	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: RJ Wallia, 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 November 12, 2024.

SUMMARY

The Committee approved the minutes of the September 10, 2024 meeting and discussed the following items:

- **Review of Committee Terms of Reference:** The Committee reviewed the changes to the Terms of Reference for the Audit and Risk Committee, the Finance Committee and the Executive and HR Committee. The Committee passed motions to recommend that the Board approve the changes to each of the three Committee's Terms of Reference. This item is provided to the Board under separate cover.
- **Board Members' Political Activity Policy:** The Committee discussed the merits of developing a policy on Board members' political activity. The Committee requested that management perform a review on necessity.

RECOMMENDATION

This is for the Board's information only.

PRESIDENT'S REPORT TO THE BOARD

Reporting period from September 4 to November 4, 2024

PRESIDENT'S OFFICE

In September, Paul Dangerfield attended the annual European Association for International Education (EAIE) Conference in France with the interim, VP academic & provost, AVP international and AVP CARS. The conference, which hosted over 7,000 participants globally, focused on networking, learning, collaboration and co-creation. It aimed to foster dialogue between alliances, non-European higher education institutions, and European policymakers to explore the current state and future pathways of alliances' internationalization.

On October 21, a President's Perspective event was held for the CapU community where updates were provided on various projects, highlighting key activities and recent events. President Paul Dangerfield shared positive news about the University's sustainability efforts. An expert panel of faculty joined in the discussion about current sustainability actions, initiatives and future perspectives. The session concluded with a Q&A.

The president attended Universities Canada's fall membership meetings in Ottawa, focusing on Canada's role on the global stage and strategies to elevate engagement and discourse on campuses. VP university relations also accompanied this trip where they met with federal government officials and discussed CapU's priorities around student housing, the home for Skw'cháys, infrastructure upgrades and graduate studies.

On November 5, Paul Dangerfield, along with various CapU leaders, provided updates on key projects at CapU. They discussed the results of the employee engagement survey, the deployment of the Enterprise Resources Planning (ERP) system—Workday, Student Enrolment Management (SEM), and updates on the Squamish campus. The session concluded with a Q&A segment.

ACADEMIC & PROVOST

Welcome to H el ene Leboucher who joined Capilano University as the new executive assistant to the vice-president, academic & provost.

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » School of Communication instructors Alaa Al-Musalli and Adam Vincent (chair) have each received CARS Grants towards Research Assistants (RA) for their research and scholarly endeavours. Their work will not only support the reputation of Capilano University but support diverse learners in the community.

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » The Kinesiology program moved into a new KINE lab space. Located in Willow Building on the main campus, this lab is bigger and was needed to accommodate the program's enrolment growth.
- » On Saturday, October 26, the Outdoor Recreation Diploma Program celebrated its 50th anniversary with close to 300 attendees on campus.

- » The Curriculum Committee welcomed a new student to its membership this term and the Faculty Council welcomed two students.

KÁLAX-AY THE SUNSHINE COAST CAMPUS

- » kálaš-ay Sunshine Coast campus welcomed Deborah Mazerolle, our new Department Divisional Assistant (DDA) 1. Deborah's role is crucial as the initial point of contact for learners and communities we serve.

- » The kálaš-ay campus gathered at the start of the Fall term at the shíshálh Long House for student orientation; 45 students were in attendance. shíshálh



member Andy Johnson provided a welcome song and a delightful First Nation activity to unite us. We were honoured to hear from our campus Elder, Robert Joe, and each faculty member welcomed returning and new students to the CapU kálaš-ay campus.

- » Natan August, the dedicated education training and post-secondary coordinator for the Education division at the shíshálh Nation, plays a crucial role in the Pathways to Higher Education (P2HL) program. This year, she is on campus once a week, providing invaluable weekly support to students and assisting them in achieving their academic and career aspirations.

- » In September, the first-year Indigenous Digital Filmmaking (IDF) students arrived at the kálaš-ay campus with their esteemed instructor, Gregory Coyes, MFA. Megan Smetzer, PhD, an instructor of art history, joined them as she will document the historical story of the shíshálh people's Canoe and the journey to fulfill a long-held desire to



have a canoe once again. The visit revolved around the activity of a shíshálh Canoe, a project and an important item for the Nation. The students arrived enthusiastically, curious and engaged; several chose the shíshálh Canoe project for their short film assignment. Traditional food was shared and Elder Robert Joe spoke about the profound significance of totems and the rich history of the shíshálh Canoe, deepening our connection to the Shíshálh culture.

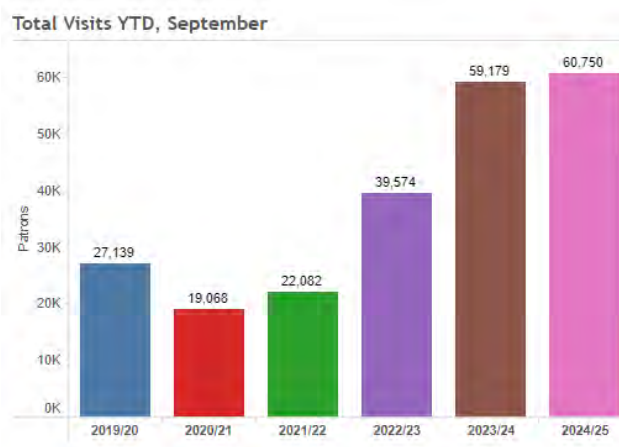
- » The campus hosted the annual International Medicine Conference—A platform where local doctors gather for professional development, knowledge sharing and networking. The conference covers a wide range of medical topics and provides a valuable learning opportunity for our local health-care professionals.

SQUAMISH CAMPUS

- » The Squamish campus welcomed Leah Primeau as the new community engagement & events manager and Kat Lee as the Department Divisional Assistant (DDA) III.
- » On campus operations now include limited café food service from 9:30–2:30 p.m. on weekdays.
- » Squamish has already successfully hosted several events this academic term, including the Great Squamish Fieldtrip open house for all employees, the UNESCO Howe Sound Biosphere Initiative roundtable, the School District 48/Squamish Chamber of Commerce entrepreneur mentor event and the CCAA Women's Soccer National Championships where the CapU Blues won Bronze.

LIBRARY

- » The library welcomed Victoria Gauthier as our new area lead, library technician for the Squamish campus, adding another important service point in supporting student and faculty information needs at this location. Melinda Watkins and Selena Cho also join us as technicians, and we are delighted to have Jonathan Sin, a library technician student, help us serve students on Saturdays.
- » **Data-informed decisions:** The library is beginning to benefit from data harvesting tools that were implemented last year. The tools provide detailed information about the use of services and collections, so we are able to enhance library services and adapt to the technological changes and evolving needs of the CapU community.
- » **Engagement:** The library provided a Truth and Reconciliation display to honour paddlers as described in Chénchenstway, and featured CapU students, faculty and alumni photos linked through QR codes to their *Capsule* stories. We also featured a collection of audiobooks by Indigenous writers and a display of audiobook titles representing women's and feminist perspectives to honor Women's History Month.
- » **Services:**
 - a) *Research Help:* 1232 questions were answered by librarians and library staff in September, breaking last September's record of 1048 questions. Requests for research help continue to increase.
 - b) *Instruction:* Thanks to Krystyna Nowak, teaching & learning librarian, the library launched a publicly available interactive library skills tutorial this term. This tool enables students to develop their research knowledge and skills by learning to explore and narrow a research topic, identify appropriate source types, identify academic materials and much more.
 - c) *The Library as Place and Space:* Gate counter data shows that student demand for library space continues to grow and has now surpassed pre-pandemic levels.



FINANCE & ADMINISTRATION

BOARD SECRETARIAT

- » Board orientation was held in early September to welcome the new members to the Capilano University Board of Governors: Amina El Mantari and Pegah Yaghmaie as elected faculty members, Prince and Sophia Kara as elected students, and Shelley Frost and Katrina Paddon as appointed members.
- » Finance & administration said farewell to Lesley Cook who left her role as executive assistant to the Board of Governors on October 31, after six years with the University.

FINANCIAL SERVICES

- » The fiscal 2024/25 Q2 forecast was submitted to the Ministry in October and was a surplus of \$9.3 million which is a \$6.2 million favourable variance compared to the Board approved surplus budget of \$3.1 million. The major variances as of Q2 forecasting are in enrolment, capital operating and Squamish campus.

CORPORATE SERVICES

- » Corporate services said farewell to Amanda Graham, purchasing assistant, whose last day was October 31, after six years with the University. Iain Medcalf, senior buyer, was seconded to the Enterprise Resources Planning (ERP) project. Recruitment is underway to fill procurement roles by the end of the year.
- » Procurement had a busy period, finalizing an agreement with Whistler Cooks Fine Foods Inc. to supply food services to the Squamish campus for the next three years. The contracts for significant facilities services and upgrades at the main and Squamish campuses were finalized during September and October.

FACILITIES SERVICES & CAMPUS PLANNING

- » Operations welcomed Andy Witan as the new manager, facilities operations for the main campus.
- » Mechanical upgrades and preparation for the heating season are underway at all our campuses.
- » Safety and Emergency Services (SES) welcomed Chester “Chuck” Faliao, new security operations & parking advisor.
- » Since the start of the academic year, SES has been updating management systems, implementing training for and installation of nasal naloxone response stations at all campuses and housing locations and monitoring pro-Palestinian activism on campus.
- » The new Squamish campus successfully opened on September 3 with new interior/exterior signage and new classroom equipment/furnishings. The recreation building’s gymnasium was renovated, as well as the turf field, which is FIFA-grade certified. The service building was renewed and the cafeteria is fully operational.
- » The Campus Functional Programming Project began with the goal of collecting baseline data for operational and space requirements for all academic and administrative departments across campuses. This project will identify gaps and provide a dashboard for dynamic strategic space planning in alignment with University goals.

DIGITAL TECHNOLOGY SERVICES

- » Digital Technology Services (DTS) welcomed Ann Louise Filbert, new director of business solutions. Ann Louise is responsible for working with the University community in developing core business solutions, specifically for the operationalization of the ERP and integration hub projects.
- » This has been a busy period for DTS with the following work in progress:
 - **Digital roadmap:** The team completed the development of a digital roadmap in collaboration with the University community to support the digital transformation work required for the *Envisioning2030* and *Illuminating 2030* strategic plans.
 - **Enterprise Resource Planning (ERP) project:** The project planning phase is complete, along with the foundation and discovery build. The detailed design phase is in progress with a completion date of January 2025.
 - **Integration services:** A project manager for the Data Integration project started work and is staffing for integration initiatives. Request for proposal submissions for the development of an Integration Hub were received and are being evaluated. Data integration consultants are working with the ERP project to validate existing interfaces.
 - **Cybersecurity:** A cybersecurity program is continuing to be established to support the University. In October we completed a successful Cybersecurity Awareness Month.

POLICY, PRIVACY & GOVERNANCE

- » The Board of Governors welcomed David Ayriss as the new chair in September with Rodger So continuing in his role as vice-chair in collaboration with RJ Wallia who also accepted the vice-chair role.
- » The Board approved the updated B.109 Student Appeals Policy and Procedure and rescinded ARM 53 – Administrator Emeritus Policy. The Senate approved two new policies to support the introduction of graduate studies, S2024-02 Graduate Studies, Final Project/Capstone/Thesis and S2024-03 Graduate Supervision. The SLC approved revisions to OP.311 Filming and Photography Policy and Procedure (now renumbered OP.611).

PEOPLE, CULTURE & DIVERSITY

PEOPLE SERVICES

- » We hired a temporary HR business analyst, Emilie Roy, to support the secondment of Joy Chan to the ERP project.
- » ERP project kicked off. We had discovery sessions with Deloitte, our implementation partner, as well as multiple in-depth meetings with subject matter experts on the PCD and finance teams.
- » We submitted a pay transparency report and met the deadline of November 1, as per government requirement.
- » We submitted the Compensation Base Report to PSEA, who will share information with PSEC.
- » We are developing a regular cadence for reporting employee-related data regarding talent acquisition, onboarding and turnover.

TALENT ACQUISITION

- » We attended two career events on October 10 and 23 at SFU and UBC, positioning CapU as an employer of choice.
- » On October 9, the team attended the *Journey to Employment* event hosted by Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nation, Skwxwú7mesh (Squamish) Nation and Work BC to connect with Indigenous community partners and showcase job opportunities and career pathways at CapU.

ORGANIZATIONAL DEVELOPMENT

- » The 2024 Engagement Survey analysis was delivered to executive and Senior Leadership Council (SLC) for discussion with their departments, and the analysis and next steps were presented at a November 5 town hall.
- » Year 1 of the Goals and Performance (GAP) program wrapped up and Year 2 kicked off with positive feedback about the program, supporting the alignment of departmental and individual goals to University strategy. Year 2 included a shift to align the GAP program cycle with the fiscal year (April–March).
- » Updated CapU's use of the term 'EDI' to 'DEI'—diversity, equity and inclusion, aligning with the DEI landscape.
- » The manager, DEI, presented at various faculty meetings to introduce himself, share upcoming DEI initiatives and address questions. Engagement will continue as initiatives progress and we invite ideas for collaboration.
- » On October 22, a DiSC 1 session rolled out to a group of 28 new hires and existing employees.

STRATEGIC PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » The team successfully gathered useful feedback from SLC. Using MS Forms, SLC members were asked questions related to what 'integrated' means to them, along with suggestions to improve the planning process and templates. The team is currently working on identifying themes that will inform developments to the integrated planning journey.
- » Vice-presidents and associate vice-presidents were asked to update the SWOT analysis they developed in May. The group also crafted some conclusions after the analysis of elements included in this updated version. These conclusions will be used to identify shifts or adjustments to plans moving forward.

ENVISIONING 2030

- » The team has been actively supporting the development of the Chénchenstway project monitor. Multiple meetings were held to gather feedback and recommendations to ensure the structure and content of this monitor serves the Nations and internal community. This work will be ongoing throughout the fall.

STRATEGY, ANALYTICS & TRANSFORMATION

- » The institutional research team completed the interim Central Data Warehouse (CDW) load to the Ministry. Below are a few preliminary findings:
 - a) The domestic Full-Time Equivalent (FTE) target decreased this fiscal year by a net of 63 for a total target of 5,606. This was due to reduced targets for Health and Early Childhood Education programs (dean and faculty accountable in brackets).

- Health programming: Net decrease of 50 FTEs, specifically decrease of 20 FTEs for Health Care Assistant–Partnership Pathway and decrease of 30 for Rehabilitation Assistant. (Dean Brad Martin, Faculty EHHD).
 - Early Childhood programming: Net decrease of 31 FTEs, specifically decrease of 26 FTEs related to CAPU-KPU-MNBC Early Childhood Care and Education Diploma and decrease of 9 FTEs related to the part-time Early Childhood Education Diploma. (Dean Brad Martin, Faculty EHHD).
- b) The interim domestic FTE count is 2,146. This number only includes Summer and Fall term registrations and represents a 9 per cent increase (+194 FTEs) from the previous year's summer and fall count.
- c) The interim international FTE count is 2,334. This number only includes Summer and Fall term registrations and represents a 5 per cent increase (+113 FTEs) from the previous year's interim count.
- d) As of October 16, we are forecasting a final domestic FTE count of 3,811. If this forecast is realized, it would represent 68 per cent of the Ministry domestic FTE target. We are also forecasting a final international FTE count of 3,891. However, no Ministry targets are assigned to this number. Note: international FTE forecast may not be accurate due to unrealized/to be realized Post-Graduation Work Permit (PGWP) impacts.

INTERNATIONAL

- » The latest and potentially most impactful revision to international education study permit and Post Graduate Work Permits (PGWP) conditions was made by IRCC on October 4. They released a list of 965 CIP (Classification of Instructional Programs) codes for programs eligible for PGWP. These program codes align with federally identified long-term labour needs, and if a student is enrolled in a degree at a university or a non-degree program that aligns with one of these codes, they will be eligible for a PGWP. As a result, all CapU's degree programs qualify, but only seven non-degree programs currently qualify. Important international programs such as tourism and hospitality, business and several associate of arts degrees, plus additional distinctive programs such as our creative arts, film and early childhood education that are critical for international reputation and attract significant international registration also do not qualify. While it is unclear how the new landscape where degree programs may become more attractive to international learners will pan out, the changes undoubtedly present a significant challenge for CapU in the years ahead. It will require an effective strategic approach to both advocate for the addition of CIP codes, program renewal and development, articulated dual-admission partnerships, and for strategic recruitment activities to support offerings at CapU. In several cases, these approaches and initiatives are already underway.
- » As a result of the uncertainty in the educational marketplace, applications for the fall were significantly less than the last two fall intakes. However, we had high conversion rates and will register approximately 450 new international students in the spring. This is lower than our original target of 600, but higher than our revised expected enrolment estimates of 300. Applications for the summer are, however, strikingly low because of uncertainty in the market and other diplomatic factors.
- » On Friday, October 25, the Centre for International Experience and the School of Motion Picture Arts hosted a magnificent evening of short films produced by students who participated on the Vietnam field school in August this year. The school, led by Chris Carnovale and Debra Rurak, was a unique collaboration between the School of Tourism Management and the documentary filmmaking program. Twenty-two students from over 10 different program areas showcased ten-minute films of their field school experience. The films were moving, inspiring, educational and entertaining. A brilliant showcase of talent and a wonderful illustration of the unique capacities at CapU.
- » The Ghana field school is getting closer to departure. Twenty-four students are participating in this exciting new venture that will centre around music activities in the village of Dzodze at the Nunya Music Academy in Ghana. The field school being run by Kofi Gbolonyo and Jared Burrows from the School of Music is a first

for CapU. Linked to this field school, DTS kindly facilitated the transfer of 40 identical Dell computers for the school members. This will benefit over 240 kindergarten to grade four students at the school. A special acknowledgement to Rav Goodison, AVP, digital technology services, Michael van den Heever, director, infrastructure/customer experience, and Sohaib Anwar, manager, customer experience, client services & help desk, from DTS for making this happen.

- » In October, Paul Dangerfield, Tracy Penny Light, Dawn Whitworth, Chris Bottrill and Stasa Andric attended the European Association of International Education (EAIE) event in Toulouse, France. This provided an opportunity to meet with over 30 European partners and engage with hundreds of international institutions on academic and strategic matters. Following EAIE, some of us visited Leeds University, the University of Edinburgh, and our long-time partner, Robert Gordon University, Aberdeen for partnership building and strengthening. New agreements are in process with at least three new institutions in the UK.

STUDENT SUCCESS

CENTRE FOR ACCESSIBILITY SERVICES

- » Matthew Menzies joined the team on October 28, in the capacity of faculty advisor to students requesting academic accommodations. Matthew comes to us with a wealth of experience from the Centre of Accessible Learning, Simon Fraser University.
- » Heather Mitchell has stepped away as CAS coordinator and will continue her work within the University's Accessibility Advisory Committee. Niloo Aslaminejad stepped into the role, November 1.
- » Registrants at CAS continue to rise. In Fall 2023, we served 629 registrants. Eight weeks into the current Fall 2024 term, the number of registrants has already reached 618 and is expected to grow as advisors remain fully booked at least two weeks in advance.

ATHLETICS & RECREATION

- » CapU Rec along with CapU Safe and the CapU Blues athletic therapist hosted the first annual Restart a Heart and Naloxone training event in September and trained 60 participants. The event instructed people on how to save a life. Nine free 45-minute classes were provided over three days and taught participants hands-on CPR and AED and Naloxone training.
- » CapU Rec added several new weekly fitness, dance, wellness and lifestyle classes (10) to their line up for Fall 2024. All the CapU Rec classes have been very popular and filled within the first few days of the session. These low barrier classes assist people with obtaining their 150 move minutes per week and improve their mental and physical health. We have hired several certified CapU students as instructors.
- » CapU Rec weight room ambassadors are back this session thanks to funding through the STEP program. These ambassadors are CapU Kinesiology students and provide weight room orientations and fun pop-up activities and events at the weight room. These positions provide CapU Kinesiology students with hands-on industry experience and create a friendly, warm and inviting atmosphere in our weight room.
- » At the Squamish campus, CapU Rec has designed, created and opened two new spaces in mid- October 2024 for students and employees. With the help of facilities, the main campus facility supervisor and head strength and conditioning coach, the weight room equipment and flooring left in the Recreation Complex was cleaned, repaired and repurposed to provide equipment for the weight and movement spaces. This

space has been used daily by students and employees.

- » CapU Rec continues to work with Sea-to-Sky community organizations to provide rental access to the Recreation Complex and surrounding areas throughout the weeks. This provides valuable service to the community as recreation spaces in Squamish are limited.
- » CapU Rec continues to offer the Move More North Shore program. This session had a record number of participants. This free 12-week physical activity prescription program provides one-on-one active health coaching with kinesiology students to help you set and achieve your fitness goals. The program is designed to support individuals who are not currently meeting the Canadian physical activity guidelines and provide CapU kinesiology students with hands-on industry experience.
- » A huge piece of the Capilano Blues 50th year celebrations was revealed on September 7, with the unveiling of the Blues Hall of Fame wall at Cap U's Centre for Sport and Wellness.
- » Inductees to the Hall of Fame enter as athletes, coaches or builders. The Hall of Fame wall is just inside the upper entrance to the Centre for Sport & Wellness in the niche on the east side of the staircase. Moving forward, the department expects to name three to five new inductees each year to be introduced at the annual April awards banquet and subsequently added to the Hall of Fame.
- » Capilano Blues Women—Silver. Off to the National Championships November 6–9, 2024 hosted at the Capilano University Squamish campus.
- » Capilano Blues Men—After a successful year with a second-place finish in league play, the Blues men's team finished third and did not advance to Nationals.



CAREER DEVELOPMENT CENTRE

- » On October 3, CDC hosted the first ever Business Career Fair in collaboration with the School of Business and partnering with North Vancouver Chamber of Commerce. Nineteen community partners (including North Vancouver Chamber of Commerce and CapU PCD team) and their 44 representatives welcomed 228 students from different faculties and programs. A professional photographer was also present to provide students with free portraits, resulting in 79 students taking part.
- » In addition to the Business Career Fair, the CDC organized Link Up Explore with the Dean: Disrupt YVR 10.0 and Job Shadowing at Lawson & Coleman for students. Accompanied by Anna Kuziakina, Francisco Nogueira and Magdalena Mot, five students attended Disrupt YVR 10.0, while engaging with inspiring speakers and networking with industry professionals during an information exchange event designed to energize, inform and empower people. Our Job Shadowing program created an opportunity for two business students to learn about day-to-day business operations while engaging in informational interviews with several industry professionals at Lawson & Coleman.



- » Career development advisors delivered 35 workshops, as part of regular programming and in collaboration with faculty from across the University, presenting engaging professional development content to 575 students. They also conducted over 200 one-on-one student advising appointments with over 55 per cent of the appointments online.
- » Career ambassadors were busy engaging with new and returning students, sharing information about CDC through in-class presentations and the Out & About campaign. They collaborated with faculty to deliver 34 in-class presentations to USS 100 and ENGL 100 classes, and in combination with our Out & About campaign, they reached over 700 students.
- » As part of our fall guest speaker series, CDC welcomed Elizabeth Maschmann from the Employment Standards Branch of the Ministry of Labour and Kathleen Brett from MEP Business Counsel, who delivered engaging sessions for students regarding the BC Employment Standards Act and understanding job offers and benefits. These intimate 1.5-hour sessions allowed 19 students to learn from industry experts and get answers to some of their most pressing questions.

COUNSELLING & LEARNING SUPPORT

- » Multiple workshops on learning strategies were offered to students. Topics included time management, academic reading, note taking, exam preparation, mindset and executive functioning:
 - 103 learning strategist appointments were booked.
 - 529 counselling appointments were booked.
 - Seventy-four student drop in/urgent appointments.

STUDENT LIFE

- » Student life welcomed Kristie Lummack in the newly created role of student success facilitator at the Squamish campus. Kristie will lead a diverse range of student life activities, including new student orientation and engagement events, leadership development, well-being and back-to-school initiatives. In her first few weeks, she was actively engaging with our Squamish students and hosted a week-long pumpkin carving event at the end of October.



- » The team, led by student life assistants and student volunteers, hosted a large-scale haunted house called "The Witch's Castle" on October 29. In just four hours, 249 students joined us to experience this unforgettable "CapU Bucket List" event with many more coming by to visit the face-painting or popcorn booth, making it a highlight of the fall term so far. A



huge shoutout to the 30+ volunteers, our student staff and facilities for setting up BlueShore at CapU, for lending us their props, and all the employees who helped from various departments.

- » Student life introduced a new series of events. Every third Thursday of the month, student life brings something new to campus, alternating between lively game shows and open mic nights. Students come together, have fun and let their creativity flow. These nights have been building a real sense of community with both domestic and international students and are giving students a place to unwind and connect. *Photo caption: Deal or no Deal contest (September 26, 2024), left and Open Mic (October 17, 2024), right.*



STUDENT HOUSING SERVICES





- » Applications for Spring 2025 and the academic year 2025/26 opened on October 1, 2024, for both the North Vancouver and Squamish locations. North Vancouver housing has already seen an impressive 52 applications for Spring 2025 alone, far exceeding expected available spaces, signaling strong demand. The Squamish location received two Spring 2025 applications, and we anticipate this interest will grow as we continue to introduce new programs and our outreach efforts.
- » Our North Vancouver student housing team has kept up the excitement from orientation through a series of dynamic, community-building events. Popular activities include:
 - **Karaoke Night:** Now an annual tradition due to overwhelming student enthusiasm.
 - **Weekly soccer and volleyball leagues:** Encouraging teamwork and fostering community bonds.
 - **Seasonal festivities:** Pumpkin carving and Halloween movie nights have brought the Halloween spirit to student housing!
 - **Creative events:** Bob Ross-inspired paint nights and field trips to Maplewood Farms were a hit.
 - Additionally, we launched the **Reusable Container Pilot Program (Friendlier)** at the dining hall, which has been remarkably effective in reducing single-use waste by nearly 90 per cent. This initiative received enthusiastic student support, with many students enjoying the app's tracking feature that quantifies their personal waste reduction, turning sustainability into a fun, competitive challenge.



- » The Squamish residence life team curated a unique experience for residents, celebrating the natural beauty and spirit of the area. Events have included:
 - **Guided hikes and outdoor activities:** Connecting students with the scenic surroundings.
 - **DIY terrarium workshops** and a **Northern lights viewing:** Bringing students closer to nature.
 - **Exploring Squamish:** Regular outings that help students fully experience their community.
- » We are hosting referees and volunteers for the **CCAA Women's soccer tournament**. They will stay in the Serratus Building. This initiative supports the event and brings a unique energy to the housing community.
- » Student housing services continues to focus on fostering a welcoming, sustainable and engaging environment, making residence life an invaluable component of the student experience.

FOOD SERVICES

- » **Food services operation:** With the new term in full swing, we are pleased to see a notable increase in the use of campus food services, with both students and employees engaging more frequently for daily meals and catered events. Daily visits are nearing pre-pandemic levels, showing a strong recovery for on-campus dining.
- » **Vegan/gluten-free tasting booth:** In early October, we hosted a vegan/gluten-free tasting booth in collaboration with Rawmbas, a local Indigenous company, offering the campus a chance to sample their delicious blueberry and apple-raspberry muffins. This event was well received and showcased our commitment to supporting local businesses and promoting diverse dietary options.
- » **"Connecting Through Food" campaign:** In recognition of World Food Day, Chartwells, our main campus food services operator, brought back the "Connecting Through Food" campaign. This initiative aims to raise awareness about student food insecurity. As part of the campaign, Chartwells made a generous donation to the on-campus food bank, contributing \$183.84 from meal sales, along with 74 pieces of fruit and vegetables and 44 bags of proteins and grains, and other food items. This effort underscores our ongoing commitment to supporting the well-being of CapU students.





- » We are excited to announce the launch of our new food services operation at the Squamish campus, now managed by Whistler Cooks. The food service is open Mondays to Fridays, from 9–2:30 p.m., offering a variety of convenient dining options including cold drinks, grab-and-go sandwiches, coffee and tea, freshly baked pastries and soup of the day. This new service is designed to enhance the campus experience by providing accessible, quality meal choices. We are confident that it will quickly become an integral part of the Squamish campus community.

REGISTRAR'S OFFICE

- » The registrar's office was pleased to welcome over 2,000 newly admitted students in addition to the nearly 7,000 returning students back to school this fall.

FINANCIAL AID & AWARDS

- » 187 students received retention-based awards totaling \$211,425.40. This is an increase from Fall 2023 by 42 per cent for the number of students receiving awards and 37 per cent in funds distributed.
- » 84 students received entrance awards totaling \$266,728.48. This is an increase from Fall 2023 by 16.7 per cent for the number of students receiving awards and 11.5 per cent in the funds distributed.

ACADEMIC ADVISING

- » The academic advising team held two in-person drop-in advising sessions over the first two weeks of the Fall term, with over 150 students in attendance. Students have appreciated the opportunity to connect with an advisor in-person on short notice during high volume periods. Similar events are planned for future terms.

RECRUITMENT & ADMISSIONS

- » A new team of student ambassadors started working with recruitment for program promotion efforts, campus tours and peer-to-peer interactions with prospective students. The ambassadors represent a diverse range of programs, including Business, Communication, Early Childhood Care and Education (ECCE), Kinesiology, Legal Studies, Science and Tourism.

- » The recruitment team began their travels across B.C. and Alberta, visiting 135 schools and public events to date, where they are meeting with students, families, teachers and counselors. *Photo caption: Student Recruitment Advisor Mei Kawasaki at Westview Secondary, showcasing creations from the Costuming for Stage and Screen students (left) and Adriana Bathurst, Indigenous student recruitment advisor, together with Mei Kawasaki and Darya Wei, recruitment advisors, during a high school visit in September (right).*



- » The admissions team collaborated with the curriculum, Centre for International Experience (CIE), and Education Planner BC teams to implement EducationPlannerBC (EPBC) 3.0, which significantly improves the student application process, making it clearer and more straightforward.

SYSTEMS & SCHEDULING

- » The Spring 2025 schedule was officially published on Wednesday, October 30.
- » Installation of Infosilem Data Capture Utility (DCU) was completed on Friday, October 25, with training sessions to follow in early November. DCU will improve our institutional scheduling practices by removing the need for duplicate manual data entry into multiple systems.

UNIVERSITY RELATIONS

- » University Relations welcomed several new members to its leadership team during the period, including three internal transitions and two external hires. Jennifer Bryan was appointed permanently to the director, philanthropy & alumni relations role; Brittany Haavaldsrud moved into the expanded role of manager,

philanthropy & alumni relations; and Alisha Moolla transitioned to director, university relations. Linda Ong joined CapU in the role of director, communications and Melanie Pennington assumed the role of director, marketing & digital experience.

COMMUNICATIONS

- » In collaboration with colleagues in MDX and university events, the communications team provided communications support for the successful delivery of the Great Squamish Field Trip, which introduced the Squamish campus to nearly 250 employees.
- » Communications promoted the following programming to University-wide audiences: National Day for Truth and Reconciliation, Women's History Month, Cybersecurity Awareness Month, and the October 19 Shake Out exercise.
- » CapU's LinkedIn followers hit the 50K+ mark, supporting the team's long-term organic content strategy.
- » Media coverage of CapU included news pick-up on new academic programs, sports and entertainment events, and CapU's 2024–25 recruitment campaign received coverage in industry publications:
 - [Capilano University adds more programs to Squamish campus](#)
 - [CapU announces new Bachelor of Arts in Writing & Literature](#)
 - [Mentorship key to Capilano University's Indigenous Digital Accelerator success](#)
 - [Capilano University Squamish campus hosts first conference league games](#)
 - [Capilano University begins campaign](#)

GOVERNMENT RELATION & COMMUNITY ENGAGEMENT

- » President Paul Dangerfield, along with several CapU representatives attended the renewal of the Memorandum of Understanding and Affiliation Agreement between Líl'wat Nation and Capilano University on September 30, National Day for Truth and Reconciliation at Tszil Learning Centre. President Dangerfield provided remarks, along with two Líl'wat Chiefs.
- » In late October, President Paul Dangerfield and Vice-president, University Relations Kari Wharton visited Ottawa for a series of meetings with federal government ministries and public service organizations.
- » CapU is participating in a provincial post-secondary institution coalition on transit issues, including the impact of proposed cuts to transit services on students and employees.
- » Ryan Blades, associate vice-president, facilities & campus planning, participated in a [panel discussion at the North Vancouver Chamber of Commerce](#) on housing development and growth for the North Shore. The sold-out event included industry leaders in the private and public sectors.

MARKETING & DIGITAL EXPERIENCE (MDX)

- » On September 16, CapU launched its 2024–25 recruitment campaign—*A space to be you*. This multi-channel marketing initiative showcases the University's distinct experience through the unfiltered stories of CapU students, capturing their individual personality and spirit. As the first outward expression of the University's new brand platform, the campaign forms part of an intentional shift to a long-term brand-building approach that articulates CapU's strategic advantage. The campaign includes a robust digital strategy targeted to key recruitment locations (including ads for Meta, Google, YouTube, Programmatic, Spotify, Reddit and TikTok and a dedicated landing page) along with SkyTrain, bus, billboard, movie theatre and high school screen

advertising. The campaign is a testament to the University's commitment to fostering a diverse and inclusive community that celebrates individuality while nurturing personal growth. It runs until March 31, 2025.

a) Campaign Videos:

- [A space to thrive](#)
- [A space to find your path](#)
- [A space to find community](#)
- [A space to grow](#)
- [A space to feel supported](#)



- » In coordination with CIE, the MDX team redesigned content for the [international students landing page](#) to enhance the user experience for prospective international students. This resulted in improved access to essential information, compelling visuals and greater connection points with CapU employees and current students.
- » To support and uplift University initiatives, MDX published several stories on Capsule, CapU's digital storytelling platform, including: [CapU in photos](#), [Transforming Tragedy into Hope](#), and [A Self-Directed Learning Journey to Reconciliation](#).
- » MDX's ongoing support of the Squamish campus included photo coverage of The Great Squamish Field Trip and photos and drone video of the inaugural soccer games on the campus' new FIFA-grade turf field. CapU-branded street banners were designed, produced and installed.



- » MDX provided creative support for several University events. The team worked with philanthropy & alumni relations to create the [2023–24 Donor Impact Report](#) in time for distribution at their annual Momentum event for donors and students. The team also provided photography coverage. In October, the Outdoor Recreation Management program celebrated its 50th anniversary and MDX created event graphics, invitations, email and web banners, social media templates, table signage and centerpieces along with event photography.

PHILANTHROPY & ALUMNI RELATIONS

- » Several generous gifts were made to create and sustain scholarship, bursary and award opportunities for CapU students during this period, including:
 - The Paul Dangerfield Business Award, created by the Y.P. Heung Foundation, honouring Paul's service to CapU, with a \$50,000 commitment over five years.
 - The Susan Summers Music Therapy Award, supported by a \$25,000 gift to the endowment.
 - The Alexander Holburn Beaudin Lang LLP Legal Administrative Assistant Award, created with a \$3,000 commitment over three years.
 - An additional \$100,000 contribution to the endowment for the Bob Crone Motion Picture Arts Memorial Award significantly expanding the support available to students in the School of Motion Picture Arts.
- » Zoran Stjepanovic, philanthropy officer, individual giving, is this year's recipient of the MoveUP Peter Corren Award. The award recognizes individuals who have dedicated their time and energy to ending discrimination against First Nations, 2SLGBTQIA+ individuals, persons living with disabilities and persons of colour. Zoran's dedication to the 2SLGBTQIA+ community, particularly through his involvement and volunteer work with Health Initiative for Men, Qmunity and Windsor-Essex Pride Fest, has been instrumental in creating safer, more inclusive spaces for queer, trans and gender-diverse individuals.
- » On October 3, the philanthropy team hosted the annual Momentum event, which connects Scholarship, Bursary and Award (SBA) donors with student award recipients. CapU Foundation Board Chair Mary-Ann Booth and Foundation Board member David Ayriss led a special presentation on the status of the CapU endowment. This year saw 87 attendees, including 25 student recipients, doubling student participation from the previous year.



- » On September 26, the alumni relations team hosted the Capilano University Alumni Association (CUAA) Annual General Meeting (AGM) and Shaping the Future event. The evening saw 125 registered attendees and began with a welcome reception, followed by the AGM, during which two new board members, Andrew Kopecki and Sina Moazzenizadeh, were elected. The event also included a tribute to outgoing board members Amina El Mantari, Joel Wollenberg and Jamil Kara. A tribute video, featuring CapU alumni and employees, honoured Paul Dangerfield's tremendous support for the alumni community. Paul then moderated an inspiring conversation with 2024



HDRs Debi Doucette and Raymond Heung on the theme “Transformative Moments: Lessons from Leaders”.

- » During the CUAA AGM, the CUAA Board announced the newly created CUAA Excellence Award aimed at supporting fourth-year students who demonstrate dedication, community engagement and academic achievement. Three awards totaling \$9,000 will be provided annually to one domestic, one international and one Indigenous student.



This new award aligns with the CUAA’s commitment to fostering future leaders and promoting inclusivity within CapU’s diverse student body.



- » On October 26, the alumni relations team together with the Outdoor Recreation Management (OREC) program faculty hosted a 50th anniversary celebration of the program, which drew 300 attendees, including current and former OREC students. The event featured a silent auction to raise funds for the Outdoor Recreation Alumni Bursary which annually supports current OREC students. Before the event, current OREC students had the opportunity to network with alumni, offering a valuable chance for inspiration and mentorship.



- » Two new partners, Wildeye Brewing and Cirque du Soleil, were added to the [CapU Perks app](#) offering CapU alumni exclusive discounts on their services through these partnerships.

UNIVERSITY EVENTS & CEREMONIES

- » We had a busy start to the Fall term producing several signature events and a new one at CapU’s Squamish campus. Kicking off with the CapU Street Party on September 5, we welcomed new and returning students to the main campus with fun activities and connections to programs, services and employees. This year, we were fortunate to have volunteer support from MP Terry Beach and MLA Suzie Chant, who served burgers with a smile to hungry students.



- » Friday, September 13 was lucky for close to 250 employees who travelled by bus to the Squamish campus for the The Great Squamish Field Trip. The event included a guided tour, catered lunch and a chance to meet AVP, Squamish Brian Storey and learn more about the exciting facilities and programs at CapU’s newest campus.



- » On September 29, the team supported the alumni relations in facilitating this year’s CUAA AGM and Shaping the Future presentation. Featuring two of CapU’s newest honorary degree recipients, Debi Doucette and Raymond Heung, and hosted by President Dangerfield, attendees enjoyed an evening filled with alumni networking and lived stories of transformation and success from these distinguished business leaders.

- » On October 3, the events team transformed Library Building, room LB322, into an elegant tearoom for the annual Momentum event which gives thanks to CapU's donors and provides an opportunity for them to meet student award recipients in person. The event was well-attended and the mini sandwiches were enjoyed by all.





BOARD OF GOVERNORS REPORT

AGENDA ITEM 7.1: Illuminating 2030 Update	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: November 26, 2024	
PRESENTER: Tracy Penny Light, Interim VP Academic & Provost	

PURPOSE

The purpose of this report is to provide the Board of Governors with an update on [Illuminating 2030](#) (*I2030*) activities. *I2030*, the university's academic plan, outlines priorities in alignment with the goals of [Envisioning 2030](#) and creates a shared understanding of academic directions to 2030.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors receive for information the update on Illuminating 2030.*

BACKGROUND

The foci and actions of *I2030* were derived through broad consultation with the university community and provide the academic direction for the university to 2030. The plan was approved by Senate in February, 2021. As the plan notes it, "...inform[s] the types of learning opportunities and academic contributions that we will foster, as well as how we will cultivate imaginative and transformative learning" (*I2030*, p. 11). Each year, faculty, staff, and academic leaders engage in many activities in support of *I2030* and the VPAP provides an update to Senate on the progress of *Illuminating 2030*. This year, the update was provided at the October 2024 meeting and Senate was advised that an annual report will be provided each Fall for the duration of the plan. Provided here are illustrative examples of the plan in action that highlight goals associated with the new Squamish campus, Strategic Enrolment Management (SEM) aimed at increasing domestic recruitment and retention, and graduate studies. These highlight some recent activities across all three pillars of the plan: community, imagination, and distinct university experience. While certainly not exhaustive of academic activities and impacts over the past year, they do illuminate some of the ways that those involved in the academic mission of the university are working collaboratively and reflectively with many others in the university community to: (a) foster integrative approaches that support high-quality learning experiences that engage internal and external communities; (b) optimize domestic recruitment and retention; and (c) implement holistic and evidence-informed processes to support operational sustainability.

SUMMARY

COMMUNITY: The Squamish campus is a place where the university's journey of reconciliACTION and learning, [Chénchenstway](#), is visible through the intentional focus on reconciliation and Indigenous resurgence as central themes that guide activities. Of note is the recently signed Prior Learning Assessment and Recognition (PLAR) agreement with the Squamish Lil'wat Cultural Centre, that enables a pathway for Indigenous learners to have their prior learning recognized for university credit into programs of study. Additionally, CapU's formal and informal partnerships with regional municipalities and districts, businesses and industries, not-for-profit and community organizations, and other interested partners aligned with the University values is ongoing. The campus provides new opportunities to develop a local action plan for the Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations.

IMAGINATION: Courses and programs of study were curated for the initial Squamish campus launch in Fall 2024 to maximize student interactions across courses and programs, and to foreground place in students' learning experiences through experiential and applied learning. The new context provided an opportunity to pilot an integrated approach to academic planning that is being further supported by SEM across all learning locations. This approach enabled coordinators an opportunity to think together about the best ways to offer courses that maximized interactions between students learning in different programs of study, such as the Degree and Diploma in Early Childhood Education and the Bachelor of Arts with a major in Interdisciplinary Studies. Additionally, foundations were laid to have an explicit focus on the broad concept of sustainability. Also of note is the scaffolding for students learning at the new campus that enables them to study in the recently approved [Bachelor of Environment and Society \(Environment Studies stream\)](#) beginning in Fall 2025. A new Certificate in Research on Environmental Sustainability (the SUSTAIN Initiative) is also being developed with students as partners in the process.

DISTINCT UNIVERSITY EXPERIENCE: There is ongoing action underway to identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials as evidenced by the recent approval of the [S2024-02](#) and [S2024-03](#) policies at Senate in October 2024, and the approval to create a Senate subcommittee on Graduate Studies in November 2024. These actions, along with work to review the university's academic policies and procedures for alignment with the recently updated [DQAB \(Degree Quality Assessment Board\) degree criteria standards](#), will enable the development of new programs of study, including at the graduate level, that will distinguish Capilano University. The Squamish campus creates a new opportunity for planning credentials that leverage qualities of a unique destination to help ensure that CapU's academic programs are infused with the learning opportunities and priorities set out in *Illuminating 2030*.

Attachments

#	Name
1	Illuminating 2030 Report
2	I2030 Update to Senate Memo (October 2024)
3	Envisioning 2030 Report

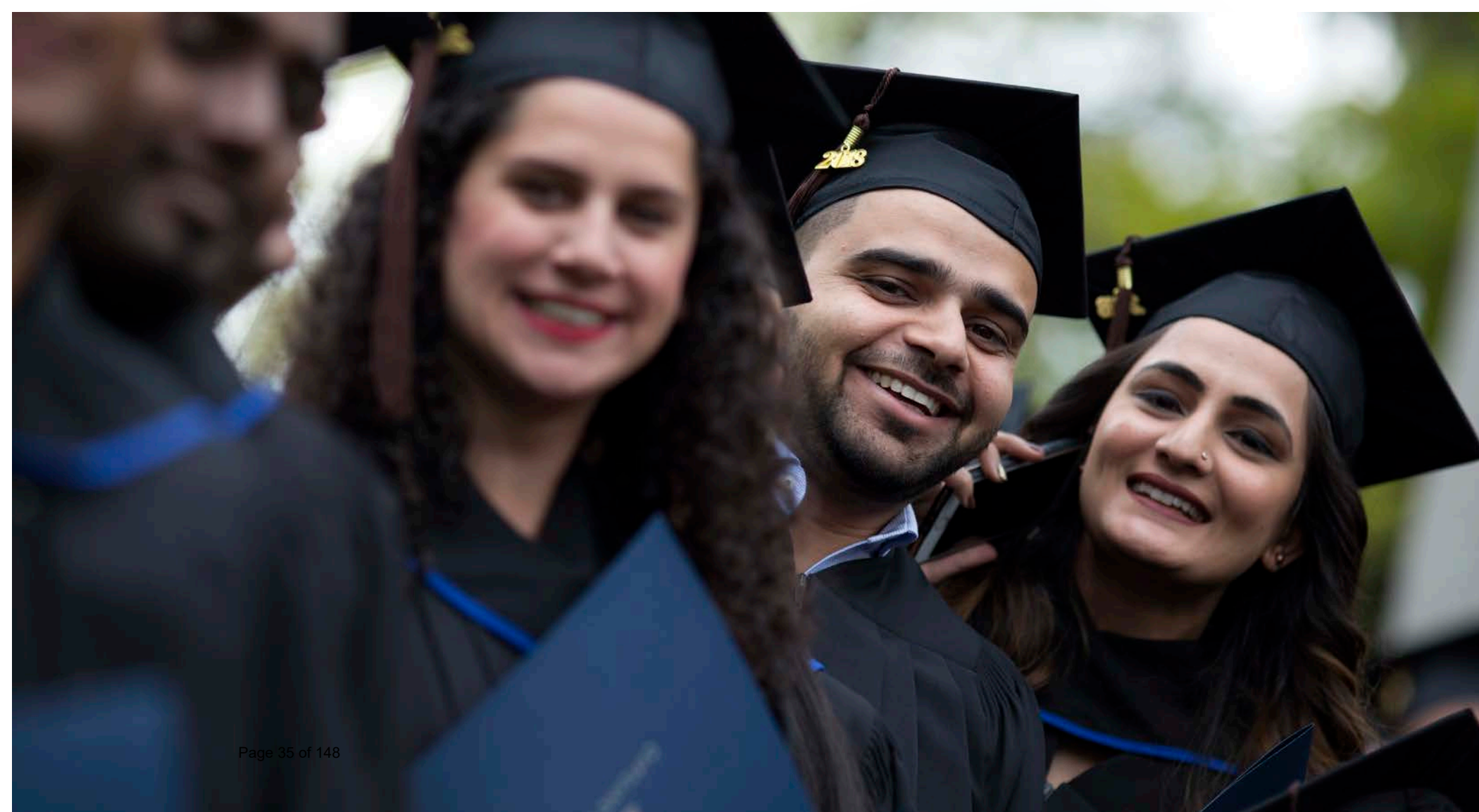


ILLUMINATING 2030



Capilano University's
10-year Academic Plan

Published August 2021



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HONOURING THE TERRITORIES

This plan has emerged respectful of our regional context on the unceded territories of the Lílwat, x̣ṃəθḳẉəỵəm (Musqueam), shíshálh (Sechelt), Skẉx̣ẉú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) 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.



MESSAGE FROM THE PRESIDENT



For more than 50 years, Capilano University has exemplified innovative, responsive and community-minded academic programming. From our roots as a college to our evolution as a university, we have developed a reputation for relevant, unique and progressive programming that attracts students from around the world to become part of our learning community.

As educators, researchers and knowledge facilitators, faculty serve as the conduit between students and a future calling out for their creativity, energy, skills and knowledge. I am proud to commend everyone who provided their thoughts and ideas to this academic plan, and I am appreciative of everyone who will bring it to life. Thank you all for your efforts.

Paul Dangerfield
President
Capilano University



MESSAGE FROM THE VICE-PRESIDENT—ACADEMIC & PROVOST



An academic plan is as much a journey as it is a destination. That journey begins in the collaborative development of the plan. Planning processes that are highly consultative bring a wide array of human dynamics to the fore. Relationships are built,

tested and strengthened by how we work together in articulating shared values and common goals.

The path towards this plan was no exception. In our journey, we discovered what really matters now in the CapU experience and how we are preparing students for the future. Learning from each other is a transformative process for all who engage, and academic planning introduces us to priorities, realities and other ways

of seeing that we would not otherwise know. It is highly generative, and it positions us on the threshold of further learning and greater contributions to the communities we serve.

I believe that academic leadership is not the purview of the few—it is the dynamic confluence of the many. I am deeply grateful for the contribution of the diverse perspectives that combined to create this plan. Where we arrived is also where we begin: ongoing collaboration lies ahead. As we progress over the next decade, we now have a powerful articulation of what matters and how we will shape the future, through education, to benefit the greater good.

Lauren Styles

Vice President—Academic & Provost
Capilano University



ACADEMIC PLAN 2030 DEVELOPMENT PROCESS

Academic planning in the decade ahead will unfold as faculty and academic unit-specific expressions of the vision, purpose and values set out in [Envisioning 2030 \(PDF\)](#). This plan is both aspirational and concrete, serving to assist us in advancing the University vision as it connects to our core activity: transformative academic programming and learning opportunities. The plan also serves to inform choices, actions, decision-making and resource allocation as they relate to academic programming, teaching and learning, including program renewal and expansion, and enhanced creative activity, research and scholarship.

Building on the extensive internal and external consultation during the development of [Envisioning 2030](#), the academic plan process involved many individuals from across the University community. The process, which launched in August 2020 with the sharing of a framing document, followed a four-phase approach: (i) idea generation and gathering; (ii) analysis and drafting; (iii) community feedback; and (iv) Senate and Board of Governors review and approvals.



PLANNING IN A COMPLEX CONTEXT

This plan was developed and launched during the COVID-19 pandemic. Efforts to stop the spread of COVID-19 surfaced a range of complex human and ethical implications for educational institutions. Rapid technology-enabled change accentuated long-standing inequities, and shifted attention away from the global crisis of climate change.

Throughout this period, our University dialogue generated an academic plan of approaches and actions characterized by hope, inspiration and imagination. We

learned to consciously value the connection between physical and virtual environments. Today, we are confident that, through integrating scholarly, creative and research activity, we can contribute to a world that is more just, more humane and more sustainable.

Overseen by the Vice President—Academic & Provost and the Director, Academic Initiatives & Planning, this plan was developed with the participation of the five faculties and academic units through respective senior leadership and academic governance



committees, the Academic Plan Advisory Group (APAG), the Senate Academic Planning and Program Review Committee (SAPPRC) and the Academic Leadership Council (ALC). Throughout the fall of 2020, additional input and ideas were sought through an online series of University-wide themed events that were open to all employees. In addition to submissions from the Capilano Students' Union (CSU), focus groups organized through the CSU were held to facilitate student input.

Our planning context has underscored the imperative of a forward-looking approach that balances commitments with flexibility. To maintain relevance over the next decade, we will create University-wide opportunities to pause, reflect and review progress.

To this end, aligned with the University's integrated planning cycles and Envisioning 2030, we will pause to review and reflect on our progress in 2022-23 and 2025-2026.



ACADEMIC PLAN 2030



STATEMENT OF PURPOSE

Capilano University's Academic Plan 2030 articulates our evolving commitment to learners, communities, knowledge development and knowledge sharing. The plan serves to create a shared understanding of academic directions, and provides guidance to other CapU plans and our annual integrated planning activities.



CONNECTING TO THE VISION

Anchored in [Envisioning 2030](#), and building on the University's previous academic plans, we reaffirm our commitment to learning and learners and our identity as a learning organization. This Academic Plan 2030 is a collaboratively developed framework and expression of our shared academic commitments to the acquisition, advancement and mobilization of knowledge.



TRANSFORMATIONAL THINKING

Guided by Envisioning 2030's commitment to transformative learning experiences, the Academic Plan 2030 values the creation of rich opportunities for the learning and unlearning that precede 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.





ACTIONING OUR PRIORITIES

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 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 learners, communities and the land
- Taking actions for a sustainable healthy planet





Inspired by our community college origins, the diversity of 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 that 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.



WHERE WE ARE: COMMUNITY ACTIONS

<p>1</p> <p>Guided by our Indigenous Education and Affairs (IEA) framework, and in partnership with territorial rights holders and the Indigenous Education & Affairs Steering Committee, develop an academic action plan from the educational priorities and requirements of territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further reconciliation.</p>	<p>2</p> <p>Seek direction and guidance from the Squamish Nation on our responsibilities to Skw'cháys and translate these responsibilities into teaching, learning and scholarship.</p>	<p>3</p> <p>Establish a centre of experiential and work-integrated learning opportunities for all students, and link with faculty creative activity, research and scholarship.</p>	
<p>4</p> <p>Expand CapU's partnerships with regional municipalities and districts, businesses and industries, not-for-profit and community organizations, and other interested partners aligned with University values.</p>	<p>5</p> <p>Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations.</p>	<p>6</p> <p>Renew and deepen the role of advisory committees, including student and alumni voices, in the ongoing evolution of our academic programs and learning opportunities.</p>	<p>7</p> <p>Deepen and expand scholarly, research and creative collaborations with local and global educational partners for mutually beneficial community-engaged learning and research opportunities.</p>



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 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.



WHO WE ARE: IMAGINATION ACTIONS

<p>1</p> <p>Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), the Office of Creative Activity, Research & Scholarship (CARS) and the Office of Indigenous Education & Affairs (IEA) to ensure that faculty and the wider university community have the supports and resources needed to explore and adopt the pedagogical orientations aligned with this plan.</p>	<p>2</p> <p>Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged flexible and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships, and immersive local and virtual deep learning).</p>	<p>3</p> <p>Contribute to the global open education movement through open knowledge mobilization initiatives involving the faculties, CARS, CTE, IEA and the University library.</p>
<p>4</p> <p>Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening the tools and platforms required for collaborating, curating and sharing evidence of learning.</p>	<p>5</p> <p>Embed opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.</p>	<p>6</p> <p>Prioritize the development of flexible academic programs with options for individualized pathways through access to incorporating minors, certificates and micro-credentials in addition to students' primary areas of study.</p>



WHAT LEARNING LOOKS LIKE: DISTINCT UNIVERSITY EXPERIENCE

In order 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 as a whole, 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.



Our dedication to creating opportunities for transformative learning and community engagement is rooted in the University's institutional commitments. These commitments include furtherance of the [Declaration on the Rights of Indigenous Peoples Act](#), [Truth and Reconciliation Commission of Canada's Calls to Action](#), [National Inquiry into Missing and Murdered Indigenous Women and Girls—Calls for Justice](#), [Dimensions: Equity, Diversity and Inclusion](#)

[Canada Charter](#), and [Okanagan Charter for Health Promoting Universities](#).

These commitments guide “what learning looks like” and, in turn, ensure that the University's academic activities contribute to local, regional and global efforts to improve people's lives and protect the planet, as expressed by the United Nations [2030 Sustainable Development Goals](#).



WHAT LEARNING LOOKS LIKE: DISTINCT UNIVERSITY EXPERIENCE ACTIONS

<p>1</p> <p>Renew CapU learning outcomes for alignment with the Academic Plan 2030.</p>	<p>2</p> <p>Review and, as required, renew Cap Core, the University's general education framework, for alignment with the Academic Plan 2030.</p>	<p>3</p> <p>Identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials.</p>
<p>4</p> <p>Create and implement a post-pandemic framework for online learning (based on a purposeful learning and learner-centred approach) that is reflective of leading practices.</p>	<p>5</p> <p>Harness the University's quality assurance activities, including assessment of learning and program review, and faculty-based strategic planning committees, to strengthen and infuse academic programs with the learning opportunities and priorities set out in the Academic Plan 2030.</p>	<p>6</p> <p>Prioritize the development of flexible academic programs with options for individualized pathways through access to incorporating minors, certificates and microcredentials in addition to students' primary areas of study.</p>



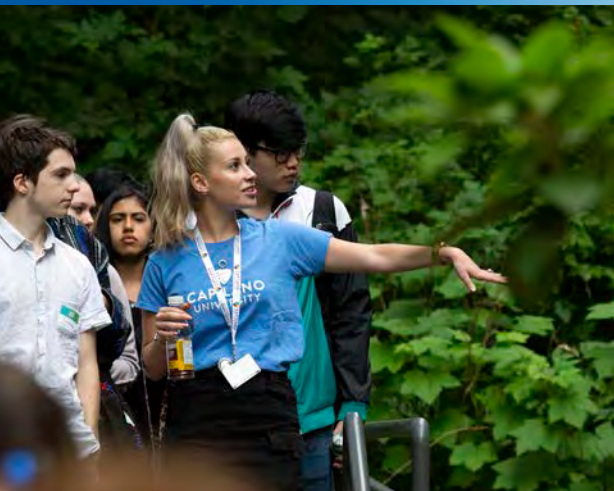
POTENTIAL AND POSSIBILITY

Achievement and success take many forms, reflective of learners' diverse goals, aspirations, identities, backgrounds, capacities and lived experiences. Across the faculties, the University's evolution is expressed in the diversity of programs and unified in attentiveness to experiential and community-engaged learning.

Guided by the University's vision, we focus on the rich interplay between learners, CapU and external communities. Facilitating learning while being attentive to people and place is foundational to our conceptualization of Capilano University as a collaborative, learning-focused university.

Capilano University transforms 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.

—(Envisioning 2030)



To support learners on their respective journeys and to build on the priorities established in the previous academic plan, the University will continue to foster exceptional experiences by providing a range of health and wellness approaches, equity and inclusion actions, along with academic and community support services and activities. In turn, a continued focus on strengthening the participation of Indigenous learners—alongside other learners who have been historically marginalized and under-represented at university—will contribute to the richness of academic activity and to university experiences where a sense of belonging is fostered.

As learning and creating are necessarily dynamic states, the University itself is dynamic. Our academic programs and learning opportunities will evolve through active, community-engaged teaching and learning practices and in parallel with the ongoing assessment of learning and shared institutional reflection practices. Attentive to disciplinary and sector-driven innovations, relevant and diverse pathways will continue to be a hallmark of University programs as we support learners in ways that are aligned with their evolving educational, professional and personal aspirations.





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Published August 2021

MEMO

To: Paul Dangerfield, Chair, Senate
From: Tracy Penny Light, Interim VP, Academic & Provost
Subject: Illuminating 2030 Three Year Update
Date: October 28, 2024
cc: Aurelea Mahood, Associate Vice-President, Academic and Vice-Provost

Each year, the VPAP provides an update to Senate on the progress of Illuminating 2030. Moving forward, this will be presented each Fall to celebrate notable activities completed in the previous academic year. Below is a summary of selected recent activities in each area of focus with emphasis on the 2023-24 academic year.

COMMUNITY

As of spring 2024, our commitment to the educational priorities and requirements of territorial rights holders to advance Indigenization, provide options for Indigenous learners and communities, and further reconciliation will be guided by Chénchenstway (see Expanding the Canoe Family). This includes seeking direction and guidance from the the Skwxwú7mesh (Squamish) Nation on our responsibilities to Skw'cháys, and exploring ways to translate these responsibilities into teaching, learning and scholarship (see Waking of the Canoe and Expanding the Canoe Family).

We continue to work toward deepening experiential and work-integrated learning opportunities for all students. In 2024-25, dedicated WIL resources include: senior manager, work-integrated learning; two staff project liaisons and two advisory committees (internal and external).

The expansion of CapU's partnerships with regional municipalities and districts, businesses and industries, not-for-profit and community organizations, and other interested partners aligned with University values is ongoing. We are working to expand and highlight current transfer-in agreements

with several institutions in BC and beyond, which will support completion of existing and new programs of study.

The soft launch of the Squamish campus is providing new opportunities to develop a local action plan for the Sea-to-Sky corridor in collaboration with the region's local governments, leaders and sector organizations. Of note is the recently signed Prior Learning Assessment and Recognition (PLAR) agreement with the Squamish Lil'wat Cultural Centre.

In December 2023, Senate approved [S2023-01](#) and [S2023-01-01](#), a new external advisory committee policy and procedure that aims to renew and deepen the role of advisory committees, including student and alumni voices in the ongoing evolution of our academic programs and learning opportunities. Effective 2024-25 academic year, external advisory committees will also be formally incorporated into the cyclical academic unit review process.

IMAGINATION

The Centre for Teaching for Teaching Excellence (CTE), the Office of Creative Activity, Research & Scholarship (CARS) and the Office of Indigenous Education & Affairs (IEA) regularly work collaboratively to create and support a range of ongoing opportunities for learning. Recently, a collaborative initiative among all five Faculties, CARS, and CTE, LEADing in Learning: Teaching with AI.

Through the involvement of academic and community partners in the development of new programs of study, such as the recently approved Bachelor of Environment and Society (Environment Studies and Environmental Sciences options) and the Bachelor of Writing and Literature, as well as the soft launch of programs at the Squamish campus, the participation of external review panels in cyclical academic unit review, and the regular involvement of external advisory committees, CapU is committed to the involvement of academic and community partners in the above.

The adoption of the Digital Learning Framework in fall 2023 affirms that we are prioritizing the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning and strengthen tools and platforms required for collaboration, curating, and sharing evidence of learning.

The Cap Core Professional Practice requirements in S2024-01-01 reflect our commitment to embedding opportunities to scaffold creative and community-based activity, research and scholarship within all degree programs.

DISTINCTIVE UNIVERSITY EXPERIENCE

The renewed institutional learning outcomes were approved at the October 2024 Senate meeting. Throughout 2025, academic units will review their program learning outcomes for alignment with the revised institutional learning outcomes. The renewal project was thoughtfully co-led by the director of academic planning and quality assurance and the director of teaching and learning with the input and guidance of the Senate Teaching and Learning Committee.



There is ongoing action underway to identify, develop and implement governance and operational requirements for the delivery of graduate-level credentials as evidenced by the recent approval of the [S2024-02](#) and [S2024-03](#) policies at Senate in October 2024.

The newly appointed director, academic planning and quality assurance, is leading the review of the university's academic policies and procedures for alignment with the recently updated DQAB (Degree Quality Assessment Board) degree criteria standards and opportunities to leverage our recently acquired DQAB exempt status to the baccalaureate level. This work in combination with the University's quality assurance activities, including assessment of learning and program review, and faculty-based strategic planning committees will help ensure that CapU's academic programs are infused with the learning opportunities and priorities set out in the Illuminating 2030.





ENVISIONING 2020–2030

ʔaʔitut – “Have Dreams”
(In Sháshíshálhem)



MESSAGE FROM THE PRESIDENT



For more than 50 years, Capilano University has been building on its foundation of educational excellence and creative, experiential learning. Our commitment to students is reflected in the success

of our alumni, the dedication of employees and the support we receive from individuals and communities.

In January of 2019, we began Envisioning 2030—a year-long exploration to better understand our existing resources and capabilities, to hear what all community partners think of CapU's future and to deepen our knowledge of the variables shaping our external environment. This process allowed us to conduct multiple virtual and face-to-face engagement experiences to foster an open dialogue with various community partners.

In this way, we identified a unifying vision, purpose and values to guide our work, our learning and our relations with each other. Through this Envisioning 2030 document, we are proud to present the overarching direction that will guide our decisions and actions for the decade to come.

Envisioning 2030 finds its spirit in a unique synergy between a renewed institution inspired by imagination and the unprecedented engagement with the communities we serve. Through our efforts, a distinct and meaningful university experience, supporting a healthier and happier campus community, can grow. As we collaboratively embrace imagination to make it a transformative capability, we will develop a new CapU culture that is responsive and ready to evolve and contribute to a better place for future descendants.

I hope you will read and reflect upon this vision for our future. Within the design, there is room for all of us to imagine and identify implications and opportunities. I believe that, in adopting the vision, purpose and values and working with them on a daily basis, a new form of dialogue, leadership and thinking will emerge. Together, we will bring forward initiatives that will make Capilano University an innovative, engaging place to learn and work, continuously inspired by imagination.

Paul Dangerfield

President

March 9, 2020



VISION

INSPIRED BY IMAGINATION

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.



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 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 in order 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.



VALUES



AT CAPILANO UNIVERSITY WE VALUE:

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 to enable a better place for future descendants



2030 GOALS AND PRIORITIES



Capilano University is at the centre of a convergence of opportunities to lead and thrive. In a world of accelerating change, evolving learner demographics, new pathways, needs and aspirations, unique challenges are being introduced. Unprecedented technologies, shifting economic complexities, global population growth and more diverse societies. CapU must become increasingly agile to continue in its relevance and purpose.

To achieve this, we will focus our efforts on three key components of our Vision: Imagination, Community and Distinct University Experience. The synergy between the transformative power of imagination and engagement with 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.



IMAGINATION

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.



IMAGINATION

GOAL 1

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

YEAR 1-3

- Instil an institutional culture of curiosity, risk-taking and learning.
- Provide physical and virtual spaces, resources, opportunities and incentives to allow imagination to flourish.
- Enable the collaborative use of existing resources to implement new approaches and initiatives.

YEAR 4-6

- Embed imagination as a key programming component across disciplines.
- Collaboratively overcome institutional challenges by implementing pioneering solutions.
- Contribute to addressing local and global questions, issues and challenges through creative activity, research and scholarship.

YEAR 7-10

- Collaboratively identify and solve community challenges using leading methodologies as we embrace new ways of doing.
- Develop and deliver transferable models/processes to enable the use of imagination as a positive transformative ability in other communities outside of Capilano University.

