

 CAPILANO UNIVERSITY	<p>AGENDA</p> <p>REGULAR MEETING OF THE BOARD</p> <p>Tuesday, April 26, 2022 1:15 pm to 3:15 pm ká lax-ay Sunshine Coast Campus</p>
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We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.

AGENDA ITEM	ACTION	SCHEDULE	TIME	PAGE
1. Approval of Agenda – Duncan Brown, Chair MOTION: <i>THAT the Board approve the agenda as presented.</i>	Approval		2 min	Page 1
<p><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></p>				
2. Consent Agenda – Duncan Brown, Chair MOTION: <i>THAT the Board approves the following items on the Consent Agenda:</i>	Approval		3 min	
2.1. Minutes from the February 22, 2022 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 Executive and HR Committee		2.2.1		Page 8
2.2.2 Governance and Planning Committee		2.2.2		Page 9
2.3 Correspondence		2.3		Page 10
3. Place Holder: <i>Item from the Consent Agenda</i>	Discussion [or Approval]	Verbal	3 min	-
4. Board Chair's Report – Duncan Brown, Chair	Info	Verbal	3 min	-
5. Senate Reports				
5.1. Vice-Chair – Stephen Williams, Senate Vice Chair	Info	Verbal	10 min	-
5.2. Board Liaison – Sonny Wong, Board Member	Info	Verbal		
6. President's Report – Laureen Styles, Acting President	Info	Verbal	10 min	Page 69
7. Governance and Planning				
7.1 Board and Committee Roles and Responsibilities Regarding University Plans – Duncan Brown, Chair MOTION: <i>THAT the Board amend the Board Governance Manual, as per Appendix "A."</i> MOTION: <i>THAT the Board amend the Governance and Planning Committee's Terms of Reference, as per Appendix "B."</i>	Approval	7.1	5 min	Page 92
7.2 Related Party Disclosure – Debbie Carter, VP of Finance and Administration	Info	7.2	3 min	Page 97
8 Investment Management – Debbie Carter, VP of Finance and Administration and Jennifer Ingham, VP of University Relations				
8.1 Socially Responsible Investing (SRI) and Environmental, Social, and Governance (ESG) Integration MOTION: <i>THAT the Board of Governors receive for information the report on Socially Responsible Investing and Environmental, Social and Governance (ESG) Integration.</i>	Info	8.1	10 min	Page 99
9 Academic – Laureen Styles, Acting President and VP of Academic and Provost				
9.1 Bachelor of Arts with a Major in Governance, Policy and Justice – Stage 1 Proposal MOTION: <i>THAT the Board of Governors approve the Bachelor of Arts with a Major in Governance, Policy and Justice Stage 1 proposal as presented for the consideration of the Minister of Advanced Education and Skills Training.</i>	Approval	9.1	15 min	Page 101
9.2 Proposed Course Discontinuance (s) for The Faculty of Global and Community Studies and The Faculty of Arts and Sciences MOTION: <i>THAT the Board of Governors refer the recommendation of course discontinuances for the Faculties of Global and Community Studies and Arts and Sciences to the Senate for advice.</i>	Approval	9.2	10 min	Page 122
10 Meeting Close	-	-	-	-



MEETING MINUTES OF THE BOARD

Tuesday, February 22, 2022
4:45 pm to 6:45 pm
In-Person, Room BR126

	Board	Staff
Duncan Brown, Chair	Cherian Itty	Debbie Carter, VP Finance & Administration
Ash Amlani, Vice Chair	Nanci Lucas	Jennifer Ingham, VP University Relations
Paul Dangerfield, President	Andrew Petrozzi	Kartik Bharadwa, VP of People, Culture & Diversity
Rosie Anza-Burgess	Rodger So	Laureen Styles, VP Academic and Provost
Oscar Blue	Sonny Wong, Senate Liaison	Lesley Cook, Recorder
Patricia Heintzman		
	Regrets	Guest
Yuri Fulmer, Chancellor		Tally Bains, Director Financial Services
Harmanjot Kaur		Ryan Blades, Dir., Facilities Serv. & Campus Planning
Majid Raja		Jorge Ocegüera, Strategic Planning Lead
		Stephen Williams, Senate Vice Chair

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

The Chair called the meeting to order at 4:45 p.m.

1. Approval of Agenda

It was moved (Nanci Lucas), seconded (Cherian Itty) and resolved;

THAT the agenda be approved as presented.

2. Consent Agenda

It was moved (Ash Amlani), seconded (Rosie Anza-Burgess) and resolved;

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

- 2.1. Minutes from the November 30, 2022 Board Meeting
- 2.2. Board Committee Reports:
 - 2.2.1. Audit and Risk Committee
 - 2.2.2. Finance Committee
 - 2.2.2.1 Financial update for Period 9 ending December 31, 2021 and the January forecast
 - 2.2.3. Governance and Planning Committee
 - 2.2.4. Investment Management Committee
- 2.3 Correspondence

3. Place Holder

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

4. Board Chair's Report

Board Chair Duncan Brown summarized the Board's decision to split the Finance and Audit Committee into the Finance Committee and the Audit and Risk Committee at their November meeting. He commented that it's proved to be more inclusive and provides for a wider range of perspectives.

Duncan welcomed Kartik Bharadwa, new VP of People, Culture & Diversity.

Patricia Heintzman joined the meeting at 4:50 pm.

5. Senate Reports

5.1 Vice Chair

Senate Vice Chair Stephen Williams reported to the Board. At its February 1 meeting Senate approved initial development of three new programs. Now in the concept paper stage these three potential new programs are:

- Bachelor of Arts with a major in Criminology and Social Justice, to include a diploma and three different certificates
- Post-baccalaureate Diploma in Financial Planning to include a post-baccalaureate certificate, with a one year diploma and a two year diploma
- Master's in Responsible Tourism, expected start date fall 2025.

New programs in development at the provincial government level are a Stage 1 proposal for Bachelor of Costuming and a Stage 2 proposal for the minor in Sociology.

576 students were approved for graduation in January. CapU is now granting as many bachelor degrees as they are other credentials, such as diplomas, associates, certificates, and citations.

He also commented that Senate is excited to have Elder Latash join Senate when possible. It's quite an honour to have him participate, sitting next to Senate Chair and University President Paul Dangerfield.

5.2 Board Liaison

Board Liaison Sonny Wong sent his regrets for the last Senate meeting as he was participating in Lunar New Year.

6. President's Report

The Capilano University community welcomed and celebrated Elder Robert Joe of shíshálh Nation, a fierce warrior for Truth and Reconciliation.

Students, faculty, and staff returned to campus on January 31st. The majority of students are attending in person with a smaller portion joining classes using a hybrid model of in person and online. Recent information shows that although students prefer attending classes in person they don't like to commute.

Paul also commented on the real need for economic recovery. Since the November Board meeting the CapU community has expressed optimism for re-engagement. Management continues to develop the CapU campuses, making them great places for students, faculty, and employees. Paul also noted that management continues to work on CapU's exempt status for degree approval.

7. Integrated Plan and Budget

7.1 Integrated Plan 2021/22 to 2023/24 Year 2

Duncan reported that the Integrated Plan (IP) was presented to the Governance and Planning Committee at its February 8 meeting and the Committee was pleased that all of the University's academic and service unit plans flow from, and are aligned with, the Envisioning 2030 Strategic plan and the Illuminating 2030 Academic Plan, and that the Integrated Plan, in turn, informs the University's budgets and spending priorities. The next step is to discuss how the University reports on its progress on its Strategic and Academic Plans.

Strategic Planning Lead, Jorge Ocegüera explained the relationship of the Integrated Plan to the other plans, i.e. Envisioning 2030, Illuminating 2030 Plan, Campus Master Plan, Digital Transformation Plan, Internationalization Plan, People Plan, and the Indigenous Plan. If the plans were stacked like a sandwich, the Integrated Plan sits in the middle.

There haven't been any significant updates to the IP since last year so focus has been on implementation. As always, collaboration is key.

A list of high-level areas of focus for each VP portfolio was shared with the Board, as all initiatives outlined in the Integrated Plan fall into one of those areas of focus. Paul added that the important part is that we have 1,200 employees who are all very much involved in the process. Management is at the stage where the IP is part of the onboarding process for new employees. The University's recovery from Covid 19 also remains a key part of the collaborative conversations and focus.

It was moved (Duncan Brown), seconded (Rosie Anza-Burgess) and resolved;

THAT the Board of Governors accept the Integrated Plan 2021/22 to 2023/24 Year 2 as information.

7.2 Budget

VP of Finance and Administration, Debbie Carter provided an overview of the proposed Fiscal 2022/23 operating and capital budgets for the Board of Governors approval. The Fiscal 2022/23 operating budget is a deficit of \$8.4 million and capital budget is \$48.8 million. The operating budget includes a proposed 2% increase in domestic and international tuition fees with an exception for three programs in Faculty of Fine and Applied Arts. The budget package plus the updated January forecast for Fiscal 2021/22 of \$1.4 million surplus has been shared with Capilano University stakeholders for information and discussion.

Tally Bains, Director of Financial Services went over the key components of the operating and capital budget and explained why there is a deficit budget for Fiscal 2022/23 when the Fiscal 2021/22 January forecast is a surplus; the main reason is Fiscal 2021/22 forecast includes favourable variances in salaries and operating expenses and the Fiscal 2022/23 budget has not been reduced for these favourable variances. The Finance Department has continued to provide financial literacy training to stakeholders to explain the difference between a budget and a forecast and the reason

for using a conservative approach to budgeting. Finance adopted budget categories of enrollment, staffing, ancillary operations, restricted funds, capital and other to help explain how the budget and forecasts are developed by these major groupings. In the Enrollment category, course registration estimates for each program are used to develop the budget/forecasts for tuition revenue, faculty teaching, and the international agent commission fees. The Staffing category includes non-faculty teaching, administrative, exempt and MoveUp employees. The budget for these employee groups includes departmental staffing levels at full complement; the forecast factors in the savings that occur during the year due to vacant positions and the challenges in filling these vacancies. Operating expenses are included in the Other category. The budget for these expenses has remained at Fiscal 2021/22 budget levels; however the forecast shows operating expenses are lower than budgeted as result of savings realized from pandemic restrictions and working remotely from home.

Paul confirmed that the Provincial Government is aware of the University's deficit and that approximately 2/3 of the provincial PSIs are in a similar position. Currently there's no significant pressure from the Government to balance the CapU budget. However, there are 1.8 million outstanding Canadian visa applications in the queue and the Administration is looking into alternate education models, such as an online only option for first year students and other international possibilities. Further, some of the new degree programs will commence shortly. Students in the Human Kinetics degree program will advance into third year. There are other degree programs like this that will see the advancement of students into their third year. With a view to getting more students on campus, there's an opportunity for CapU to recruit from the Maritime Provinces and the Pacific Northwest. The Ministry of Advanced Education and Skills Training, together with the Ministry of Jobs, Economic Recovery and Innovation, may develop a strategy in the near future.

Ash, commented that it's advantageous for CapU to be able to offer 35 students per classroom. Duncan added that although the salary lag helps to stabilize the deficit, it's important to fill staff vacancies.

It was moved (Patricia Heintzman), seconded (Cherian Itty) and resolved;

THAT the Board of Governors approve the 2022/23 operating and capital budgets.

Paul and the executive team took questions from the Board regarding the 2% increase in tuition and mandatory fees. The 2% will continue to align with inflation, an issue echoed by other provincial PSIs. The University can offset the costs to students through further development of bursaries, awards, and scholarships.

Oscar informed that students must work an additional 1.5 extra days, at minimum wage, per course, to finance the additional 2%. An additional consideration is that international students are bound by their visas and therefore not able to extend their stay in order to work more to complete the set courses of their programs.

Paul and Duncan thanked Oscar for sharing these concerns through the student lens. This perspective and these ideas on tuition freezes and caps are appreciated and the University recognizes that development of more and better on campus student work opportunities are needed. Cherian noted that when compared to housing, health care, and climate sustainability, the cost of education has fallen further down the government's needs list. Ash sympathizes with students and explained the financial drawbacks of tuition freezing and tuition inflation because she's experienced it firsthand.

It was moved (Patricia Heintzman), seconded (Ash Amlani) and resolved;

THAT the Board of Governors approve a 2 percent increase in tuition and mandatory fees for domestic and international tuition for the 2022/23 academic year. The 2% increase will not be applied to the 2D, 3D and VFX programs.

8. Investment Management

8.1 Asset Mixes

Debbie provided an update. Ellement Consulting Group has been working with Administration and the Investment Management Committee on an asset mix review for both the University and Foundation investment portfolios. Ellement provided a presentation for the Investment Management Committee, which outlined alternative asset mixes that optimize the risk-reward trade-off, and further provided recommended asset mixes for each portfolio. The notable recommended asset mix changes for the University portfolio include a reduction in Canadian equity, an increase in Global equity, and the addition of real assets. The notable recommended asset mix changes for the Foundation portfolio include adjustments within total fixed income, a reduction in total equity, and an increase in real estate. Jennifer Ingham, VP of University Relations added that the Foundation portfolio has a long-term focus, which means a higher risk tolerance. It was noted that PH&N follow the Environmental, Social, and Governance (ESG) policy and they report to the Committee on a regular basis.

Action: The Administration will update the Board at the April meeting, regarding ESG and Socially Responsible Investing (SRI) policies and how that's reflected in each portfolio.

It was moved (Ash Amlani), seconded (Rosie Anza-Burgess) and resolved;

THAT the Board of Governors approves changes in the asset mix for the University portfolio and the asset mix for the Foundation portfolio and that they be reviewed once every 5 years.

8.2 Distribution Rate

Annually the Investment Management Committee reviews the Foundation's portfolio with a view to determine a proposed distribution rate. After consultation with Ellement Consulting Group, the Committee recommends that the distribution rate for the 2022/23 fiscal year be 3.5%.

It was moved (Ash Amlani), seconded (Oscar Blue) and resolved;

THAT the Board of Governors recommend the annual distribution rate of 3.5 percent from the Capilano University Foundation Investment portfolio in Fiscal 2022/23.

9. Academic

9.1 Proposed Discontinuance of the Academic Studies Diploma

Laureen Styles, VP of Academic and Provost summarized the proposal. It was a returning item from the Board's November agenda, when the Board approved a motion to recommend to Senate the discontinuance of the Academic Studies Diploma. Senate has since approved the discontinuance and the motion to discontinue, based on Senate's advice, was put before the Board of Governors.

It was moved (Nanci Lucas), seconded (Rosie Anza-Burgess) and resolved;

THAT the Board of Governors approve the discontinuation of the Academic Studies Diploma based on the advice from Senate.

10. Meeting Closed

The Regular Meeting of the Board finished at 6:25 pm.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.1: Executive and Human Resources Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Duncan Brown, Executive and HR Committee Chair	

PURPOSE

To provide the Board with a summary of the Executive and Human Resources meeting that took place on April 12, 2022.

SUMMARY

The Executive and Human Resources Committee met on Tuesday, April 12, 2022. It discussed senior leadership succession, the President's APR, EDI update, Board succession, and the roles and responsibilities of the committee chairs.

RECOMMENDATION

This is for the Board's information only.

BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.2.2: Governance and Planning Committee Report	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Duncan Brown, Governance and Planning Committee Chair	

PURPOSE

To provide the Board with a summary of the Governance and Planning Committee meeting that took place on April 7, 2022.

SUMMARY

The Committee met on April 7, 2022. The following Committee members were in attendance: Committee Chair Duncan Brown, Rosie Anza-Burgess, Oscar Blue, Patricia Heintzman, Nanci Lucas, and Andrew Petrozzi.

The Committee approved the minutes of its February 8, 2022 meeting and discussed the positive feedback from the Ministry of Advanced Education and Skills Training, regarding the Institutional Accountability Plan and Report for the 2020/21 reporting cycle. The letter is included as part of agenda package item 2.3 Correspondence.

The Committee reviewed and discussed the Board's and Committee's roles and responsibilities, outlined in the Board's Governance Manual and the Committee's Terms of Reference, with regard to Capilano University's plans, i.e. the Strategic Plan, the Academic Plan, the Integrated Plan and other strategic plans and initiatives, as well as performance monitoring. Two motions were passed and are discussed under separate cover in item 7.1.

RECOMMENDATION

This is for the Board's information only.

BOARD OF GOVERNORS REPORT

AGENDA ITEM 2.3: Correspondence	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Duncan Brown, Board Chair	

PURPOSE

To inform the Board of correspondence received since the February 22, 2022 Board of Governors meeting.

INFORMATION

The Board received six letters between February 17 and April 19, 2022.

1. February 17, 2022; from the Honourable Anne Kang, Minister of Advanced Education and Skills Training; regarding supporting students' mental health throughout the year and promoting Here2Talk.
2. February 21, 2022; from Bryan Dreilich, Director of Post-Secondary Engagement and Partnerships; regarding feedback of the draft Indigenous Post-Secondary Education and Skills Training Policy Framework (with presentation)
3. February 24, 2022; from Tony Loughran, Executive Lead, for the Governance and Corporate Planning Division of the Ministry of Advanced Education and Skills Training; a thank you letter for Capilano University's Institutional Accountability Plan and Report (IAPR) for the 2020/21 reporting year, which recognizes the work undertaken to address the Mandate Letter priorities
4. April 4, 2022; from the Honourable Anne Kang, Minister of Advanced Education and Skills Training; regarding Canada's *"measures to support impacted and displaced Ukrainians, including the new Canada-Ukraine Authorization for Emergency Travel (CUAET)."*
5. April 12, 2022; from Christopher Girodat, Executive Director, Capilano Students' Union; regarding the annual student society fees for the Capilano Students' Union
6. April 19, 2022; from the Honourable Anne Kang, Minister of Advanced Education and Skills Training; regarding direction that builds upon the Ministry's expectations, outlined in the 2021/22 Mandate Letter, to be addressed in the IAPR for the 2021/22 reporting cycle.

RECOMMENDATION

This is for the Board's information only.



February 17, 2022
Our Ref. 124307

Re: Supporting students' mental health throughout the year

Dear Colleagues:

Post-secondary students manage many competing priorities and challenges throughout the academic year. Balancing studies and jobs, being away from home and dealing with the COVID-19 pandemic can have an overwhelming effect on students' mental health. That is why it is vital for students to know what mental health supports are available for them.

We are promoting Here2Talk again this winter, to remind students that their mental health is a priority, and they are never alone. We want to ensure all B.C. students are aware that access to free, 24/7, confidential, and immediate mental health counselling and referral services is available.

Here2Talk can be accessed at here2talk.ca, by downloadable app, or by phone. Students can search for the free Here2Talk app in either the Apple App Store or Google Play. Through the app, students can start a chat session with a counsellor, and sessions can be conducted in multiple languages upon availability. Students in B.C. can call toll free: 1-877-857-3397, or direct: (604) 642-5212, while students residing abroad can call: +1-604-642-5212 (international calling charges may apply).

This campaign and its materials are available to supplement your campus services and mental health resources. We would be grateful if you could share the pictures, posters, and social media content provided in the attached Campaign Kit to help increase visibility of Here2Talk on your campuses, offices, and in prominent student spaces. Our campaign ads have also been refreshed to reflect B.C.'s diverse student population as we aim to break down all barriers to student education and care.

Students have continued to use Here2Talk services more than 17,200 times since its development in 2020, and 73% of students say it provided the support and tools they needed. Students between ages 15-24 are more likely to report mental health concerns than any other age group. Therefore, we want to continue supporting students and post-secondary communities with our continual focus on proactive awareness campaigns, information dissemination, and harm reduction education and materials.

.../2

-2-

In addition to Here2Talk, other resources remain available to help you support students:

- Students looking for substance use and mental health resources can navigate the health-care system thanks to wellbeing.gov.bc.ca, our guide to finding the right information and services for British Columbians in need.
- The Ministry of Mental Health and Addictions has also expanded the Foundry network across B.C. through Foundry centres and the Foundry BC app where youth up to the age of 24 can access care services including counselling, peer support, primary care, and family support.
- Additionally, as part of its COVID-19 response, the Province provided grants to the Canadian Mental Health Association-BC to support suicide prevention initiatives in post-secondary institutions.

The Ministry of Advanced Education and Skills Training continues to work with BCcampus to develop open-licensed, freely available mental health literacy and training resources for students, faculty and staff. These available resources provide guidance on how we can all support student mental wellness and we encourage your institutions to adopt them, including:

- Starting a Conversation About Mental Health: Foundational Training for Students
- Capacity to Connect: Supporting Students' Mental Health and Wellness, a facilitator's guide for use with faculty and staff; and,
- Let's Talk about Suicide: Raising Awareness and Supporting Students' Mental Health, a facilitator's guide for use with faculty and staff.

Thank you for supporting Here2Talk and for sharing this campaign! Your commitment to providing mental wellness services to students, faculty, and staff is very much appreciated, and we look forward to helping students access the information and resources that will support their wellbeing, academic journey, and life pursuits.

Sincerely,



Honourable Anne Kang
Minister of Advanced Education
and Skills Training



Honourable Sheila Malcolmson
Minister of Mental Health and Addictions



CAMPAIGN KIT FOR BC POST-SECONDARY STUDENT GROUPS AND INSTITUTIONS

Ministry of Advanced Education and Skills Training

“Here2Talk” A Mental Health Campaign

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Overview

The Here2Talk campaign is committed to raising students' awareness about the availability, and their accessibility, to mental health support through the Here2Talk service. In November 2021, campaign advertisements were updated to reflect the diversity in B.C.'s student population and to promote mental health in more cultural spaces.

Here2Talk is a free and confidential mental health counselling and referral service that provides immediate, 24/7 support to students in various languages and on multiple platforms. All registered post-secondary students across B.C. and abroad can speak with a trained counsellor about absolutely anything! The service is a single-session model, which means that on-going appointments are not available; however, students can reach out as often as needed (again, at no cost). Here2Talk services can be accessed via phone, by downloading the Here2Talk app, or through online chat sessions at [Here2talk.ca](https://www.here2talk.ca). Through its referral services, the program also connects students to similar helpful supports on campus and in their communities.

The Here2Talk campaign promotes the Here2Talk service and encourages students to seek help when they're in need of support. There's a growing number of students seeking mental health support, and this campaign emphasizes available options. Investments were placed in campaign materials including digital ads, online content and posters for on-campus circulation. Post-secondary institutions and organizations such as yours make a continuous effort to foster safe, open and accessible spaces for students to grow and succeed on their academic journey – **This is why we're asking for your support to promote this campaign.**

Your support would include:

- sharing links and digital content on your organization's social media platforms
- displaying posters on campus, in your offices and/or throughout the community
- posting notices in campus and community newsletters
- encouraging students to use Here2Talk, especially when existing supports experience limitations

This social media kit provides direct access to our campaign's creative content including pictures, videos, posters, and suggested social media posts to assist your marketing and communication teams.

You know the best way to communicate with your students, which is why your support is meaningful. We appreciate your help getting the message out as we remind students that someone is always available to help and to talk.

Background

The Here2Talk service was launched in April 2020 after comprehensive research was completed to assess students' needs. The campaign is one of Government's steps toward fostering healthy learning environments and reducing stigma surrounding mental health.

To date, the Here2Talk program has been accessed more than 17,200 times. Students have used the phone feature 27% of the time, and have consistently favoured the chat feature, using it 73% of the time.

The program is a part of a comprehensive approach to mental health support through *A Pathway to Hope*, B.C.'s road map for making mental health and addictions care more accessible for people in British Columbia.

Key Messages

- COVID-19 has made the return to campus challenging for everyone. Students may be feeling upset, confused and uncertain about their safety or the future.
- It's important that students are supported, whether they are away from home for the first time, local, part-time, mature or international students.
- To support students with mental health challenges, the Province has made Here2Talk available to all students registered in a B.C. post-secondary institution – whether they are taking face-to-face instruction, engaged in work-integrated learning or learning online.
- If students need support, there is someone waiting to help 24 hours a day, seven days a week – and we encourage them to reach out.

Social Media Toolkit

We have provided a variety of pictures and videos for your discretionary use on social media. Feel free to use any of the below considerations in your efforts to raise awareness about this program.

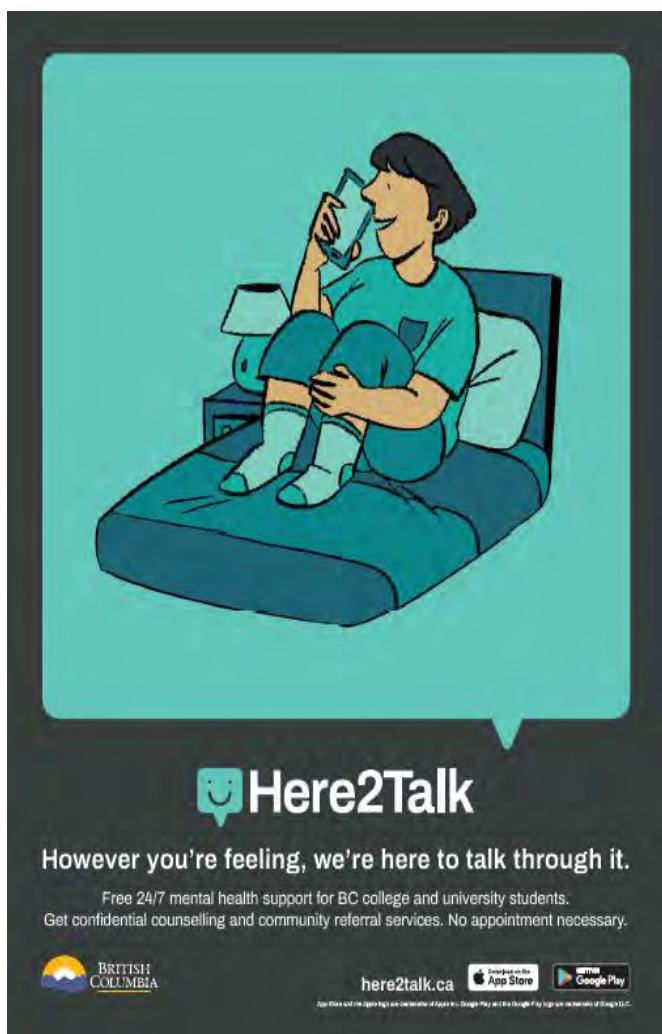
Suggested Social Mentions & Hashtags

@mentions to consider: @students_bc, @TheBCFS, @students_bc , @FNESC, @CMHABC

Hashtags: #Here2Talk, #bcpsc, #MentalHealth, #StudentsAreNotAlone

Campaign Creative Examples

Posters



**When all you
need is
somebody
to talk to,**



**we're here
to talk.**



Samples of Social Media Posts and Links to Campaign Creative

Twitter

Sample Tweets:

- #Here2Talk free counselling and referral services connect post-secondary students with confidential #MentalHealth support that's available 24-7. Call, download the app, or chat online at [Here2Talk.ca](https://www.here2talk.ca). #MentalHealth #bcpse #StudentsAreNotAlone

[244 characters]
- Student-life can be a struggle sometimes, but someone is #Here2Talk anywhere, anytime about anything. Connect with a counsellor for free at [Here2Talk.ca](https://www.here2talk.ca). #bcpse #StudentsAreNotAlone #MentalHealth

[197 characters]
- #Hear2Talk offers free and confidential services to students in English, French, Spanish, Mandarin, Punjabi, & other languages, subject to the availability of call centre providers. No appointments necessary [Here2Talk.ca](https://www.here2talk.ca). #StudentsAreNotAlone #MentalHealth #bcpse

[265 characters]
- Feeling overwhelmed, anxious, uncertain or depressed? You have support! #Here2Talk provides students with free, confidential counselling services to talk things out. We all need a listening ear, and you have one 24/7 at [Here2Talk.ca](https://www.here2talk.ca) #StudentsAreNotAlone #bcpse

[261 characters]
- However you're feeling, whatever you're dealing with, someone's waiting and wanting to help you talk through it. Free counselling is available to post-secondary students 24/7 at #Here2Talk. Connect via phone, app or web [Here2Talk.ca](https://www.here2talk.ca). #MentalHealth #bcpse

[256 characters]

Tweet Example:

Government of BC @BCGOVNEWS · 6h

#Here2Talk free counselling and referral services connect post-secondary students with confidential #MentalHealth supports that are available 24/7. Call, download the app, or chat online at Here2Talk.ca. #MentalHealth #bcpsc #StudentsAreNotAlone




Facebook & Instagram

Sample Posts:

- Mental health is essential to the post-secondary journey, and access to confidential supports can be a serious concern for post-secondary students. #Here2Talk eliminates the barriers to quality mental health care. Students can connect with counsellors at any time, 24/7, for free! No appointment necessary. There's someone available to listen and help you talk things through. Connect via app, phone or web at [Here2talk.ca](https://www.here2talk.ca).
- #Here2Talk is there to listen. Post-secondary students face unique challenges that affect persons in different ways. Your physical, mental and emotional health matters, which is why support is available 24/7 at [Here2talk.ca](https://www.here2talk.ca). Receive free and confidential help when you need it, and if you prefer to chat in a specific language, English, Spanish, Punjabi, Mandarin, and others can be selected upon availability.


Facebook Newsfeed Post Example:

 **Government of British Columbia**
Published by Stephanie Field · 5m · 🌐

#Here2Talk eliminates the barriers to quality care. Students can now connect with counsellors at any time, 24/7 for free! No appointment necessary, and no issue is too big or too small. There's someone available to listen and help you talk through what you're facing. Connect via app, phone or web at Here2talk.ca.

we're here to talk.

Anywhere. Anytime.



👍 Like 💬 Comment ➦ Share 🌐

Instagram Newsfeed Post Example:

 **governmentofbc**

When all you need is somebody to talk to,

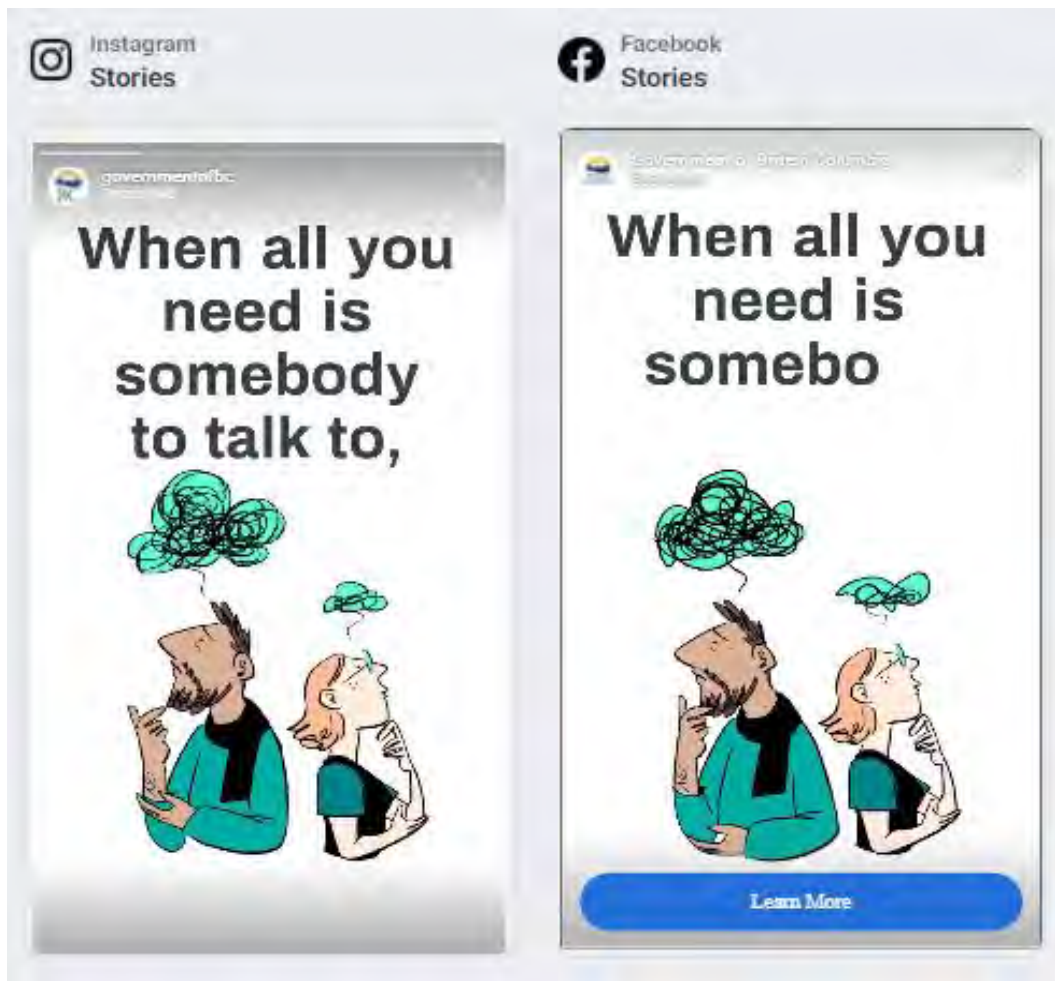


0:03 / 0:15

governmentofbc #Here2Talk eliminates the barriers to quality care. Students can now connect with counsellors at any time, 24/7 for free! No appointment necessary, and no issue is too big or too small. There's someone available to listen and help you talk through what you're facing. Connect via app, phone or web at Here2talk.ca.

Today

Facebook/Instagram Story Example:



Creative Files

If you wish to access any of the creative files, please use the links provided:

For video and graphics for Facebook, Instagram and Twitter newsfeed posts and Instagram stories:

- 1:1, 16:9 and 9:16 aspect ratios available.

Click – <https://spaces.hightail.com/space/2QfroDlkZW>

To access and use Here2Talk logos, design files and guidelines for use:

Click – <https://spaces.hightail.com/space/pw1nqp309F>

For BC Government Logo Files and Visual Identity Guidelines:

Click – <https://www2.gov.bc.ca/gov/content/governments/services-for-government/policies-procedures/bc-visual-identity>

Print Files

Here2Talk Posters for On-Campus Distribution:

To print and post in your centre, around campus, or on your organization's property, please click the link provided below:

Hightail Link: <https://spaces.hightail.com/space/2QfroDlkZW>

The creative files are to be used for the purposes supplied only, and are not for redistribution or re-use without prior written authorization from the Province of BC. Please contact BC Government Communication and Public Engagement to request permissions, or with questions regarding the use of the creative files.

Moderation Policy

Many thanks to your organization and the work you do to enhance safe learning spaces and reduce the stigma and judgements surrounding mental health! This moderation policy does not intend to replace your institution's guidelines or policies as we encourage you to refer to them when responding to online comments. The following pages offer some considerations and suggested posts to support your responses to content/comments that may be inflammatory or untruthful in their characterization of mental health and/or its related issues.

When to respond versus not respond

Please use discretion when considering a reply to social media comments – not all comments will fall into one of the below categories and not all comments will require responses.

Respond to social media comments when:

- Users explicitly reach out for support or assistance.
- ➔ If a comment directly requests assistance, respond by encouraging the user to contact Here2Talk resources or an appropriate crisis line:

Example:

Hi [INSERT NAME]. Thank you for reaching out. There is a strong network of people ready to support you. For immediate assistance, call 1.877.857.3397 (toll free), or 1.604.642.5212 (direct – international calling charges may apply). Counsellors are also available to chat online at here2talk.ca or by downloading the Here2Talk app on either the Apple App Store or Google Play.

If there is an emergency, please call 9-1-1 or your local crisis line.

Refrain from responding to social media comments when:

- There is an ongoing dialogue – a comment stream – between two or more users.

Consider responding to social media comments when:

- Users share personal stories or messages of support for the content's message.
- Comments present false information – “common myths” – around mental health, Here2Talk or the government's response to mental health supports on campus that can be quickly refuted. IE: “*Mental illness is not a real illness.*”

Common Myths and Probable Questions; Possible Responses

Commonly held beliefs and misconceptions surrounding Here2Talk and mental health supports may be referenced in negative or inflammatory comments on campaign content. These common myths include (but are not limited to) the idea that:

- Mental illness is not a real illness.
- Persons who experience mental illness(es) are weak and can't tolerate stress.
- People don't recover from mental illness(es).

- Mental health problems don't affect everyone.

Below are some suggested statements that can be used to respond fully or in part to negative, inflammatory or untruthful social media comments regarding Here2Talk and mental health:

Comment/Question: "Mental illness is not a real illness."

Possible Response: Mental health challenges are real and there are effective treatments that can help. Mental health challenges can cause distress, occur without warning, and like other health problems, recovery takes time.

Comment/Question: "Persons who experience mental illness(es) are weak and can't tolerate stress."

Possible Response: Stress affects everyone's well-being in different ways and asking for help demonstrates strength. In fact, many persons who experience mental health challenges learn how to identify triggers and manage stress effectively to prevent and/or decrease negative impacts on their daily lives. Thereby, fighting mental health challenges take a great deal of strength.

Comment/Question: "People don't recover from mental illness(es)."

Possible Response:

People who experience mental health challenges can recover with the help of targeted support services. Some mental health challenges may be longstanding but with help, symptoms can be managed, and persons can lead productive and fulfilling lives at work and in the community.

Comment/Question: "Mental health problems don't affect everyone."

Possible Response:

The Canadian Mental Health Association estimates that one in five Canadians may experience a mental health concern in any given year. It is possible that you may not experience mental health challenges, but you most likely know someone who either has or will.

Comment/Question: "Will my school know if I have accessed counselling services?"

Possible Response:

No. Your personal information is completely confidential within the limits of the law.

Violations of Moderation Policy

Posts that use profanity, hate-speech and offensive language –

Possible Response:

- delete comment and send a private message –

Example:

Hello, we welcome your comments on our post. However, we expect conversations to follow the conventions of polite discourse. Our moderation policy prohibits the use of hateful remarks or offensive language on our page. Read the full policy here: <https://news.gov.bc.ca/23589>.

Please feel free to post or comment dialogue that fits within these terms.

From: "Dreilich, Bryan AEST:EX" <Bryan.Dreilich@gov.bc.ca>
Date: February 21, 2022 at 09:51:52 PST
To: "Dreilich, Bryan AEST:EX" <Bryan.Dreilich@gov.bc.ca>
Cc: "Adams, Naomi AEST:EX" <Naomi.Adams@gov.bc.ca>, "Balicki, Greg AEST:EX" <Greg.Balicki@gov.bc.ca>, "Cubitt, Fiona AEST:EX" <Fiona.Cubitt@gov.bc.ca>, "Prisiak, Lisa AEST:EX" <Lisa.Prisiak@gov.bc.ca>
Subject: Seeking feedback on Ministry's draft Indigenous Post-Secondary Education and Skills Training Policy Framework

Dear Post-Secondary Board Chair,

I am writing to inform you that the Indigenous Policy and Engagement Branch of the Ministry of Advanced Education and Skills Training is currently engaging on the Ministry's draft *Indigenous Post-Secondary Education and Skills Training Policy Framework* (see attached for draft policy framework and presentation). As part of this engagement, we will also reach out to all Indigenous board members, given their unique perspective into the leadership of public post-secondary institutions and the work that is needed to transform the post-secondary system. We will invite their written feedback on the draft policy framework by email, and if there is interest, we will also set up a virtual meeting (60min-90min) for the Indigenous board members to enable them to provide their feedback verbally.

If you have any questions, please contact Naomi Adams at naomi.adams@gov.bc.ca. If you have any feedback on the draft policy framework, please feel free to provide that to Naomi Adams via email by March 22, 2022. Please note that the Ministry has co-developed the draft policy framework with the sector organizations who are members of our Indigenous PSE and Training Partners Table, and there have also been presentations to the Presidents and VPs Academic as well as others within the post-secondary institutions.

Background

The Ministry of Advanced Education and Skills Training's work with respect to Indigenous students has been guided by the 2012 [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). Since 2018, the Ministry has been working with Indigenous partners (the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association and Métis Nation BC) as well as the Indigenous Post-Secondary Education Partners Table to revise this policy framework to build on lessons learned and to align with the B.C. *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action. The policy framework is intended to guide the transformation of B.C.'s post-secondary education and skills training systems to better serve Indigenous learners and communities.

Ministry staff are now engaging more broadly to seek feedback from post-secondary system partners and Indigenous learners, communities and institutes. We are hoping to engage through March 2022, to set us up to launch a new policy framework later in the spring.

Sincerely,

Bryan Dreilich (he/him)
 Director, Post-Secondary Engagement and Partnerships
 Indigenous Policy and Engagement Branch
 Ministry of Advanced Education and Skills Training
 2nd floor, 835 Humboldt St., Victoria, BC
 PH: (778) 698-9778, Mobile: (250) 415-7121

Email: Bryan.Dreilich@gov.bc.ca

Acknowledging with gratitude the Lekwungen peoples, the Songhees and Esquimalt Nations, traditional keepers of this land on which I live and work.

Draft Indigenous Post-Secondary Education and Skills Training Policy Framework

DRAFT FOR ENGAGEMENT

NOVEMBER 2021

INTRODUCTION

Background

In 2012, the Ministry of Advanced Education and Skills Training (the Ministry) published the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, which outlined a plan for improving post-secondary opportunities and outcomes for First Nations, Métis and Inuit. The 2012 policy framework was developed by a working group of British Columbia's (BC) Indigenous¹ Post-Secondary Education Partners, including the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, Métis Nation BC (MNBC), the First Nations Public Service, BC Colleges, BC Association of Universities and Institutes, and the Research Universities' Council of BC.

Since 2018, the Ministry's Service Plan has committed to co-developing, with Indigenous and post-secondary partners, a comprehensive strategy for post-secondary education and training as a key strategy in response to BC Government direction to implement the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada.

Purpose

The purpose of the Indigenous Post-Secondary Education and Skills Training Policy Framework is to:

1. Identify goals, objectives and actions to guide the transformation of BC's post-secondary education and skills training systems to align with the *BC Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action.
2. Building on lessons learned, replace the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

The policy framework is intended to provide guidance across the post-secondary education and skills training system to work toward reconciliation, recognizing that post-secondary institutions, skills training service providers, Indigenous communities,² learners and organizations are diverse. Importantly, BC is committed to adopting a "distinctions-based approach" in relations with Indigenous Peoples, which acknowledges First Nations, Métis and Inuit are distinct peoples with unique histories and rights and legal traditions in what is now BC, and the Province's relationship with each will reflect their respective interests, priorities and circumstances. Further work is required to apply the goals, objectives and actions of the policy framework within the context of specific institutions, organizations and communities, recognizing that there is a wide range of experience, expertise and resources.

Purpose of the Draft Policy Framework

The draft Indigenous Post-Secondary Education and Skills Training Policy Framework was developed collaboratively with the Indigenous Post-Secondary Education and Training Partners and through bilateral discussions with the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Métis Nation of British Columbia. The Ministry is seeking broad feedback and input from Indigenous peoples¹ and post-secondary and skills training system partners on this draft policy framework. The draft policy framework does not include results and outcomes. It is the Ministry's intention to develop these based on feedback from engagement, to be included in the final policy framework.

¹ Changed from Aboriginal Post-Secondary Education and Training Partners to Indigenous Post-Secondary Education and Training Partners in June 2019

² The term "Indigenous communities" is used to refer broadly to any "community" of Indigenous peoples, regardless of status. This includes First Nations, Métis Nation chartered communities and well as urban Indigenous communities that may be tied to urban Indigenous organizations or service providers.

Context

The Ministry of Advanced Education and Skills Training provides leadership and direction for post-secondary education and skills training across the province to support British Columbians with opportunities to thrive, succeed and reach their full potential. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our education and skills training partners to contribute to the prosperity of all British Columbians and the resiliency of our post-secondary education and skills training system.

BC's post-secondary education and skills training system is broad and diverse, including:

- 25 public post-secondary institutions, including the Nicola Valley Institute of Technology, which is controlled by an Indigenous Board of Governors. Public institutions vary in size, mandate and focus, which greatly impacts how they serve Indigenous learners and which Indigenous communities they partner with.
- Over 300 private career training institutions certified with the Ministry, which offer career-related programs.
- 20 private and out-of-province public post-secondary institutions authorized to provide degree programs in BC.
- 15 theological colleges.
- Over 40 Indigenous-controlled post-secondary institutes in the Province, which serve a unique and critical role in the BC post-secondary system, helping to build community capacity and actualize Indigenous control of Indigenous education.
- 22 Indigenous Skills and Employment Training (ISET) service delivery organizations, which design and deliver job training services to First Nations, Métis, Inuit and urban/non-affiliated Indigenous people in their communities.

The Ministry also administers portions of the BC-Canada Workforce Development Agreement and Labour Market Development Agreement funding as part of the Ministry's mandate to support skills training and workforce participation. This includes skills training and education programs for Indigenous communities and individuals.

Since 2012, the context for Indigenous learners and communities in post-secondary education and skills training has shifted considerably. The Ministry and post-secondary and Indigenous partners have a better understanding of the experiences of Indigenous learners in post-secondary and skills training; though more work remains. The Ministry has released two Aboriginal Learner Reports, in alignment with Goal 5 of the 2012 Policy Framework, that compare the experiences and outcomes of Aboriginal and non-Aboriginal domestic learners attending public schools and public post-secondary institutions in BC, which are intended to provide a snapshot of public post-secondary as a system, rather than a reflection of the individual students.

There has also been progress in uncovering truths and clarifying what work is needed to work towards reconciliation, in particular:

- 2015: Final Report of the Truth and Reconciliation Commission (TRC) of Canada
- 2019 National Inquiry into Missing and Murdered Indigenous Women and Girls 2020 In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care
- 2020 Disaggregated demographic data collection in British Columbia: The grandmother perspective.

As well, the BC Government has made further commitments to advance reconciliation, including:

- 2016 renewed Métis Nation Relationship Accord
- 2017, BC committed to implementing the TRC Calls to Action and the UN Declaration, and included this commitment in all Ministers mandate letters and public post-secondary institution mandate letters
- 2018 Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples
- 2019 *Declaration on the Rights of Indigenous Peoples Act (Declaration Act)*

- 2020 First Nations Children and Youth in Care Protocol
- 2021 Métis Nation BC (MNBC) and British Columbia Letter of Intent to adopt a new whole of government approach to Métis relations as a partnership between MNBC and British Columbia that respects Métis self-determination.

Reconciliation is an ongoing process and a shared responsibility. Government's unanimous passage of the *Declaration Act* was a significant step forward in this journey – one that all post-secondary institutions and skills training service providers are expected to support. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. This policy framework, developed in collaboration with Indigenous peoples and the post-secondary education and skills training system, is a testament to our shared commitment along this path.

VISION

Post-secondary education and skills training in British Columbia is transformed to align with the United Nations Declaration on the Rights of Indigenous Peoples so that it is relevant and responsive to all Indigenous learners, advances reconciliation, and enhances the self-determination and well-being of First Nations, Métis and Inuit.

PRINCIPLES

In the spirit of reconciliation, the Strategy will be guided by...

1. Recognition and support for the right of First Nations, Métis and Inuit to self-determination and the role of post-secondary education and skills training in facilitating and supporting self-determination. UN Declaration Article 3 and 23.³
2. Post-secondary education, skills and vocational training are fundamental to improving the disparities that exist for First Nations, Métis and Inuit, from socio-economic conditions to health and well-being. UN Declaration Article 21. 1 and 21.2.
3. Recognition that First Nations, Métis and Inuit have the right to share in decisions on post-secondary education and skills training programs, policies and services impacting their citizens, including delivering programs and services through their own institutions and organizations. Existing systems require change and continued evolution to enable this to happen within governance structures. UN Declaration Article 18 and Article 23.
4. An acknowledgement of and respect for the diverse histories, experiences, lived realities, identities, languages, cultures, values, ways of knowing and teaching, and knowledge systems of First Nations, Métis and Inuit. An acknowledgement of and respect for the importance of place and land-based rights to First Nations. Recognition that the post-secondary and skills training system has a role to play in sharing this with all British Columbians. UN Declaration Article 15.1.
5. An affirmation that First Nations, Métis and Inuit languages and cultures are critical components of quality educational and training programming and are essential to support the success of First Nations, Métis and Inuit learners. UN Declaration Articles 13.1 and 13.2.
6. A commitment to co-develop and implement, in partnership with First Nations, Métis, and Inuit respectful and ethical educational and research protocols, policies and guidelines for promoting and protecting First Nations, Métis and Inuit knowledges, languages, and cultures. UN Declaration Article 31.1.

³ See Appendix 1 for a list of Articles of the UN Declaration that relate to post-secondary education and skills training.

7. Recognition of the unique, vital and complementary roles of Indigenous post-secondary institutes and public post-secondary institutions in serving the needs of Indigenous learners and communities. UN Declaration Article 14.1.
8. Indigenous learners have a right to lifelong learning, through all levels of education, without discrimination. This includes support for successful transitions throughout the lifelong learning continuum and into employment, and for innovative and flexible approaches to meet the diverse needs. UN Declaration Article 14.2 and 14.3.
9. Recognition that the work needed to achieve systemic change is significant and will take time. Thus, long-term, substantive and strategic investments are required to create, sustain and enhance programs, policies, and services to ensure they are respectful, responsive, and relevant to the needs of Indigenous communities, institutes, and learners. UN Declaration Article 39.
10. Reconciliation, in the context of post-secondary institutions, includes a responsibility to educate all people living in British Columbia about the histories, perspectives, knowledge and rights of First Nations, Métis and Inuit and promote respect, understanding and good relations. UN Declaration Article 15.2.

GOALS & OBJECTIVES

Goal 1: Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's Declaration on the Rights of Indigenous Peoples' Act.

Objective 1.1: Indigenous people are represented throughout the post-secondary education and skills training systems [work on wording with partners]

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples::

1. Continuing to appoint at least one Indigenous person to each public post-secondary institution's Board of Governors and explore affirming this policy with legislative amendments.
2. Bring Indigenous members of public post-secondary institution Boards of Governors together on a regular basis to discuss Indigenous post-secondary education and skills training.
3. Work with sector organizations including the Degree Quality Assessment Board, BCcampus, the BC Council on Admissions and Transfer, the BC Electronic Library Network and EducationPlannerBC to ensure Indigenous representation to better support Indigenous learners.
4. Explore policy to ensure at least one member of the Industry Training Authority Board of Directors is Indigenous.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

5. Develop and implement measures to increase the number of Indigenous faculty and leaders at the public post-secondary institution while working with Indigenous partners to clarify processes for confirming Indigenous identity.
6. Increase Indigenous representation on Senates and Education Councils.
7. Recognize the significant role of Directors of Indigenous Departments and frontline staff who work with Indigenous learners in advancing systemic change and reconciliation.

Objective 1.2: Indigenous Peoples have an integral role in public post-secondary institution decision making, reflective of Indigenous peoples' unique rights, interests and circumstances.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

8. Work with public post-secondary institutions and Indigenous Peoples to develop mechanisms for Indigenous Peoples to play an integral role in public post-secondary institutions' decision-making, including:
 - Provide targeted funding for public post-secondary institutions to co-develop and implement strategic plans in consultation and cooperation with Indigenous peoples to be more relevant and responsive to all Indigenous learners, advance reconciliation and enhance the self-determination and well-being of First Nations, Métis and Inuit
 - A framework for establishing and working with Indigenous councils (or similar structure determined by Indigenous communities) to facilitate participation in institution decision-making, consistent with Article 18 of the UN Declaration;
 - Exploring options to increase the involvement of local First Nations, Métis Nation chartered communities and other local Indigenous communities in the selection of Indigenous members of public post-secondary institution Boards of Governors; and
 - Recognizing the central importance of the relationship with the First Nation(s) on whose territory the institution is located.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

9. Co-develop and implement strategic plans in consultation and cooperation with Indigenous peoples to be more relevant and responsive to all Indigenous learners, advance reconciliation and enhance the self-determination and well-being of First Nations, Métis, and Inuit.
10. Establish an Indigenous council or similar structure, as determined by Indigenous communities, to facilitate participation in institution decision-making, consistent with Article 18 of the UN Declaration.
11. Regularly survey Indigenous learners to ensure their educational goals are being met and to inform planning and prioritization of initiatives going forward.
12. Incorporate the needs of Indigenous learners in major capital projects, including providing First Nations on whose territory the institution is located the opportunity to engage in their design and development.

Objective 1.3: Learners, those working in post-secondary education and skills training, and the public are educated about the United Nations Declaration on Rights of Indigenous Peoples and Indigenous Peoples history, rights, teachings and practices.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

13. Bring public post-secondary institution leadership together on a regular basis to discuss Indigenous post-secondary education and skills training.
14. Working in partnership with the BC Public Service Alliance, ensure that staff in the Ministry of Advanced Education and Skills Training are provided essential training to build foundational competence and understanding of the rights of Indigenous peoples, the UN Declaration, the *Declaration Act*, Indigenous history, treaties, Indigenous-specific racism, the dynamics of proper respectful relations and meaningful reconciliation.
15. Assist private post-secondary institutions to provide training for leadership, faculty, and staff, as appropriate for the institution on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, and Indigenous-specific racism, as called for by the Truth and Reconciliation Commission Call to Action 57.

16. Assist private post-secondary institutions to revise curricula and courses to include content on Indigenous rights, history, perspectives and knowledges, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1, 7.6, 11.1 and 18.18 as well as the In Plain Sight report recommendation 21.
17. Continue to incorporate Indigenous cultural competencies and inclusivity throughout the Ministry's procurement practices, including evaluating the Indigenous cultural competencies, components and supports of service providers.
18. Support regional research for employer to address systemic biases and advance cultural knowledge and understanding.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

19. Develop and implement training for board members, leadership, faculty and staff on Indigenous history, rights, teachings and practices, as called for by the Truth and Reconciliation Commission Call to Action 57.
20. Revise curricula and course content of specific programs, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1, 7.6, 11.1 and 18.18 as well as the In Plain Sight report recommendation 21.
21. Revise all programs leading to a credential to include Indigenous content relevant to the subject area, and ensure learners understand their responsibilities with respect to reconciliation.
22. Support public education on Indigenous history, rights, teachings, and practices, including the legacy of residential schools, in the spirit of "education for reconciliation" referenced in the final report of the Truth and Reconciliation Commission.

Objective 1.4: First Nations, Métis, and Inuit languages, knowledges, approaches and pedagogical principles are valued and integrated into all areas of post-secondary and skills training systems.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

23. Integrate Indigenous knowledge, content and considerations in the Degree Quality Assessment Board's processes and criteria, in alignment with UN Declaration, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1 as well as the In Plain Sight report recommendation 21
24. Regularly review skills training policy, programs, and services to ensure they align with the UN Declaration, the Truth and Reconciliation Commission, the Murdered and Missing Indigenous Women and Girls' Report as well as the In Plain Sight report

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

25. Regularly review policy, programs, and services to ensure they align with the Truth and Reconciliation Commission, the Murdered and Missing Indigenous Women and Girls' Report as well as the In Plain Sight report.
26. Develop repatriation processes and support initiatives to repatriate any ancestral remains and cultural objects at the institution.
27. Implement policies and procedures for the protection and respectful use of Indigenous knowledge and wisdom.

Goal 2: Remove barriers to Indigenous learners accessing and completing post-secondary education and skills training

Objective 2.1: Post-secondary education and skills training is provided in environments that are culturally safe for all Indigenous learners, faculty, staff and leaders.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

28. Review and take actions to address Indigenous-specific racism and discrimination in the post-secondary system, including implementing recommendations from the In Plain Sight report that relate to post-secondary education and skills training.
29. Assist private post-secondary institutions to provide or facilitate access through referrals to culturally relevant, distinctions-based, trauma informed supports that meet the needs of diverse Indigenous populations attending and working at the institution.
30. Assist private post-secondary institutions to develop and implement Indigenous-specific racism policy that includes procedures for reporting incidents and ensuring those who have experienced racism and discrimination have access to supports.
31. Continue to build cultural safety into procurement of potential service providers by:
 - Engaging with Indigenous partners to gain critical feedback on program design and delivery through the Request for Information (RFI) process, accepting both verbal and written submissions.
 - Including a subject matter expert panel in the evaluation of proposals to ensure alignment with Indigenous cultural practices and supports to participants.
 - Evaluating all service providers' ability to include relevant Indigenous cultural components and supports into programs
32. Support regional research for employers to develop and implement Indigenous-specific racism policies and procedures for reporting incidents and others.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

33. Provide culturally relevant, distinctions-based, trauma-informed programs and services that meet the needs of diverse Indigenous populations attending and working at the institution and facilitate access to services not provided on campus through referrals.
34. Develop and implement mechanisms to prevent and address Indigenous-specific racism and discrimination, including:
 - Assessments of current programs, policies and practices,
 - Education and skills-based training,
 - Student reporting mechanisms, and
 - Victim-centered supports for those who have experienced racism and discrimination.
35. Ensure that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally by:
 - Working in partnership with post-secondary institutions to prioritize access to student housing for Indigenous learners and current / former youth in care.
 - Meeting the needs of Indigenous learners in student housing facilities and support services through post-secondary institution partnerships with local Indigenous communities and students
 - Collaborating with post-secondary institutions to monitor, address and mitigate safety concerns in student housing, including cultural safety and experiences of racism.

Objective 2.2: Financial barriers for Indigenous learners to access and complete post-secondary education and training are addressed.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

36. In collaboration with Indigenous partners, improve First Nations, Métis and Inuit learners' access to provincial financial supports by:
 - Increasing direct engagement with Indigenous communities and organization to:
 - Improve communication and information on benefits of post-secondary and supports available to First Nations, Métis, and Inuit learners, and
 - Investigate other barriers to access and completion.
 - Reviewing existing StudentAid BC programs, policies, and procedures to better meet the needs of First Nations, Métis, and Inuit learners, including:
 - expanding online program eligibility;
 - allowing students to choose to decline loans and accept grant only funding; and,
 - continuing to monitor grant programs available in other jurisdictions to determine effectiveness with regards to access and persistence.
 - Continue to support scholarships for Indigenous students, including graduate level studies and teacher education programs
37. Provide ongoing emergency assistance funding for Indigenous learners at public post-secondary institutions and Indigenous institutes.

Objective 2.3 Support Indigenous Former Youth in Care to access and succeed in post-secondary education and skills training

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

38. Expand tuition waivers to all former youth in government care, regardless of age and improve Indigenous learners' access by:
 - Reviewing program policy and eligibility criteria,
 - Enhancing outreach and promotion of the program, and
 - Monitoring and reporting on progress.
39. Support the implementation of the First Nations Children and Youth in Care Protocol in collaboration and with the First Nations Leadership Council, the First Nations Education Steering Committee, the Ministry of Education and the Ministry of Children and Family Development.
40. Continue to provide employment programming and wrap around supports through the Workforce Development Agreement to Youth At Risk, including former youth in government care

Objective 2.4 Support Indigenous learners to transition from K-12 into post-secondary education and skills training programs

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

41. Outreach to provide career exploration opportunities and introduction of WorkBC career tools and resources to support Indigenous learners in grades 5-10 through the Find Your Fit Tour.
42. Increase the participation of Indigenous adults in ABE by identifying barriers and gaps that impede access to the learning necessary for upgrading, graduation and/or transition to post-secondary and skills programs and identifying actions to address these gaps and barriers.
43. Work with Indigenous partners to revise the Community Adult Literacy Program's objectives and funding process to better support Indigenous learners.
44. Work with post-secondary institutions to continue developing culturally appropriate assessments that are accessible and relevant to Indigenous learners.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

45. Increase the number of Indigenous learners graduating from teacher education programs in order to increase the number of Indigenous teachers in the K-12 public education system, so Indigenous learners in K-12 see themselves in the system.

Objective 2.5 Research and data supports addressing systemic barriers faced by Indigenous learners in accessing and completing post-secondary education and skills training.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

46. Support research to identify and assess barriers faced by Indigenous sub-populations in accessing and completing post-secondary education and skills training, including strategies to:
 - Increase the number of male Indigenous learners participating and succeeding in post-secondary education.
 - Increase Indigenous women, girls and 2SLGBTQQIA people's participation and success in post-secondary education and skills training in response to Call to Justice 4.4 in the Murdered and Missing Indigenous Women and Girl's Report.
47. Work with Indigenous communities, organizations and institutes as well as public post-secondary institutions, as appropriate, to develop distinctions-based data that informs policy and practice in the Ministry, post-secondary institutions and skills training organizations and aligns with the recommendations in the Disaggregated demographic data collection in British Columbia: The grandmother perspective.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

48. Support research driven by Indigenous communities to meet community needs, including community planning and searches for residential school remains.
49. Provide Indigenous People who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process outcomes.

Goal 3: Indigenous-controlled post-secondary education and training institutes are supported as critical components of BC's post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Objective 3.1 The integral role of Indigenous-led post-secondary institutes as a key pillar of BC's post-secondary system is recognized through the provision of core funding, capacity funding and the development of legislation.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

50. Provide ongoing core funding and capacity funding to Indigenous institutes in BC, including First Nations mandated institutes and a Métis post-secondary institute.
51. Work with the Nicola Valley Institute of Technology, Urban Native Youth Association and the City of Vancouver to co-develop an urban centre that supports the childcare, housing and post-secondary needs of Indigenous learners.
52. Strengthen the capacity of Native Education College to provide culturally appropriate post-secondary educational opportunities for urban Indigenous learners.
53. Recognize the integral role of Indigenous institutes through the development of legislation.
54. Support work to implement the First Nations Tripartite Post-Secondary Education Funding Model and any equivalent models developed by Métis Nation BC and other recognized Indigenous Peoples in BC.

Objective 3.2 Indigenous institutes, communities and organizations have respectful and mutually beneficial partnerships with post-secondary institutions and skills training organizations

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

55. Encourage post-secondary institutions to develop transfer and articulation agreements with Indigenous institutes to recognize program quality and articulate courses and programs.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

56. Ensure partnerships with Indigenous communities and institutes are prioritized by the institution's leadership, including senior administrators responsible for building partnerships, regularly gathering feedback to improve partnerships, and regularly welcoming partners to the campus.
57. Deliver programs in Indigenous communities that support self-determination and meet community needs, including land-based programs.
58. Support Indigenous learners' to access the breadth of education opportunities in their communities through distance, online and other methods.

Goal 4: Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Objective 4.1 Indigenous Peoples access post-secondary education and skills training, determined by and delivered in community that enables Indigenous Peoples to equitably upgrade their skills, obtain credentials, secure employment and develop and support local community economies

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

59. Work with Indigenous Peoples on an approach to provide funding for Indigenous-determined, community-led skills training and post-secondary education programs in First Nations communities, Métis chartered communities and urban Indigenous communities.

60. Continue to support the Industry Training Authority to co-develop and deliver community-based trades training that is accessible and supports self-determination and meet community priorities.

Objective 4.2 Indigenous people and Indigenous communities have supports and information to transition from post-secondary education and skills training into employment

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

61. Work with Indigenous partners to explore the development of an Indigenous-specific, distinctions-based approach to labour market information, in order to support Indigenous communities' to track and measure their economic growth and enable self-determination.
62. Ongoing updates of career planning and exploration content for Indigenous job seekers through WorkBC.ca.
63. Support Indigenous communities and organizations to better understand and respond to labour market changes and develop long-term, strategic and sustainable solutions to workforce challenges at a regional level.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

64. Support Indigenous learners to transition to the workforce through co-op, practicum, work-integrated learning and dual credit programs with school districts.

Objective 4.3 Barriers for Indigenous apprentices to become certified are addressed so that Indigenous learners benefit from increased skill levels and trades certification and Indigenous communities' benefit from a highly skilled trades workforce.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

[To be updated based on feedback from the Skilled Trades Certification Engagement]

Goal 5: Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

Objective 5.1 Public post-secondary institutions, Indigenous institutes and Indigenous communities collaborate to increase access to Indigenous language programs

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples:

65. Develop and expand post-secondary language programs, up to and including degree level programs, that align with the Indigenous Language Fluency Degree Framework, as outlined in Appendix 4.
66. Develop processes to support Indigenous language learning outside formal classroom settings, including:
- Supporting community-based scholarship and learning of Indigenous languages;
 - Supporting Indigenous language programming to develop and utilize alternative pathways (e.g. outside formal classroom settings)
 - Recognizing, through articulation and transfer agreements, Indigenous language programming

Objective 5.2 Increase the number of Indigenous languages teachers

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples

67. Improve and develop new Indigenous language teacher programs and pathways that are accessible and reflect Indigenous pedagogy, worldviews and values, working with K-12 education partners.

Objective 5.3 Public post-secondary institutions support Indigenous communities' language revitalization initiatives.

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples

68. Develop partnerships with local First Nation and Métis Nation chartered communities to improve understanding and representation of local Indigenous languages.
69. Support community-led language revitalization initiatives, such as developing curriculum materials and archival resources, recording languages and developing dictionaries, working in partnership with First Peoples' Cultural Council, the First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association.

Engagement Draft

APPENDICES

Appendix 1: United Nations Declaration on the Rights of Indigenous Peoples Articles Related to Post-Secondary Education and Skills Training

Article 3: Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14:

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15:

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 18: Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 21:

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 23: Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 31:

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

Article 34: Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 39: Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Appendix 2: "Truth and Reconciliation Commission of Canada" Calls to Action Related to Post-Secondary Education and Skills Training

1 Social Work: We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

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

16 Indigenous Language Degree and Diploma Programs: We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages

23 Health Care Professionals: We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

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

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

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

62 Teacher Education: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. ...Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

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

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

Appendix 3: “In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care” Recommendations Related to Post-Secondary Education and Skills Training

8: That all health policy-makers, health authorities, health regulatory bodies, health organizations, health facilities, patient care quality review boards and health education programs in BC adopt an accreditation standard for achieving Indigenous cultural safety through cultural humility and eliminating Indigenous-specific racism that has been developed in collaboration and cooperation with Indigenous peoples.

11: That the BC government continue efforts to strengthen employee “speak-up” culture throughout the entire health care system so employees can identify and disclose information relating to Indigenous specific racism or any other matter, by applying the Public Interest Disclosure Act (PIDA) to employees throughout the health care sector without further delay.

14: That the BC government, PHSA, the five regional health authorities, BC colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote needed system change.

18: That the BC government require all university and college degree and diploma programs for health professionals in BC to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students

21: That all BC university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement to provide service to meet the minimum standards in the UN Declaration.

22: That the BC government, in consultation and cooperation with Indigenous peoples, consider further truth-telling and public education opportunities that build understanding and support for action to address Indigenous-specific racism in the health care system; supplemented by a series of educational resources, including for use in classrooms of all ages and for the public, on the history of Indigenous health and wellness prior to the arrival of Europeans, and since that time.

23: That the BC government, in partnership with First Nations governing bodies and representative organizations, MNBC, Indigenous physicians, experts, and the University of British Columbia or other institutions as appropriate, establish a Joint Degree in Medicine and Indigenous Medicine. That the BC government, in partnership with First Nations governing bodies and representative organizations, MNBC, Indigenous nurses, experts, and appropriate educational institutions, establish a similar joint degree program for nursing professions.

Appendix 4: Indigenous Language Fluency Degree Framework – Principles for Language Programs

1. Centered on producing language fluency.
2. Accessible to all Indigenous language families in BC.
3. Designed, delivered and assessed through partnerships that are:
4. Founded on and governed by Indigenous principles and protocol requirements; and
5. Equitable with respect to resourcing program development, delivery and assessment.

6. Meet the quality assurance requirements of the institution, British Columbia and Indigenous communities, as established by Indigenous language speaker-teacher experts and Language Authorities.
7. Transferable to other public-post-secondary institutions where it is possible to do so.
8. Flexible to meet accommodate the diverse and evolving needs of Indigenous communities and individuals.
9. Respect the Indigenous language family's intellectual, tangible and intangible properties and the protocols and cultural frameworks necessary to the integrity of the language.

Appendix 5: "National Inquiry into Missing and Murdered Indigenous Women and Girls" Calls for Justice Related to Post-Secondary Education and Skills Training

2.3 Culture and Language Programs and Immersion: We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities...

2.4 Language Preservation: We call upon all governments to provide the necessary resources and permanent funds required to preserve knowledge by digitizing interviews with Knowledge Keepers and language speakers. We further call upon all governments to support grassroots and community-led Indigenous language and cultural programs that restore identity, place, and belonging within First Nations, Inuit, and Métis communities through permanent, no-barrier funding and resources. Special measures must include supports to restore and revitalize identity, place, and belonging for Indigenous Peoples and communities who have been isolated from their Nations due to colonial violence, including 2SLGBTQIA people and women who have been denied Status.

4.4 Access to Education: We call upon all governments to provide supports and resources for educational, training, and employment opportunities for all Indigenous women, girls, and 2SLGBTQIA people. These programs must be available within all Indigenous communities.

6.1 Media Industry – Scholarships and Education: We call upon all media, news corporations and outlets... academic institutions teaching journalism or media courses; governments that fund such corporations, outlets, and academic institutions; ... to take decolonizing approaches to their work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQIA people. More specifically, this includes ... providing educational and training opportunities aimed at Indigenous inclusion; and providing scholarships and grants aimed at Indigenous inclusion in media, film, and music industry-related fields of study.

7.6 Health Service Provider Training: We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: the history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; anti-bias and anti-racism; local language and culture; and local health and healing practices.

7.7 Health and Wellness Professionals: We call upon all governments, educational institutions, and health and wellness professional bodies to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness.

11.1 Educate Students on MMIWG2S: We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of *Their Voices Will Guide Us* with children and youth.

12.11 Free Post-Secondary Education for Youth from Care: We call upon all levels of government and child welfare services for a reform of laws and obligations with respect to youth “aging out” of the system, including ensuring a complete network of support from childhood into adulthood, based on capacity and needs, which includes opportunities for education, housing, and related supports. This includes the provision of free post-secondary education for all children in care in Canada.

14.9 Education for Incarcerated Individuals: We call upon Correctional Service Canada, in order to support reintegration, to increase opportunities for meaningful vocational training, secondary school graduation and postsecondary education.

18.4 2SLGBTQQA Data Collection: We call upon all governments, service providers, and those involved in research to modify data collection methods to:

- Increase accurate, comprehensive statistical data on 2SLGBTQQA individuals, especially to record the experiences of trans-identified individuals and individuals with non-binary gender identities.
- Eliminate “either-or” gender options and include gender-inclusive, gender-neutral, or non-binary options – for example, an “X-option” – on reporting gender in all contexts, such as application and intake forms, surveys, Status cards, census data and other data collection.
- Increase precision in data collection to recognize and capture the diversity of 2SLGBTQQA communities: for example, the experiences of Two-Spirit women/lesbians, and differentiations between Two-Spirit and trans-identified individuals and between trans-masculine and trans-feminine experiences.

18.7 Anti-Homophobia and Anti-Transphobia Programs: 18.7 We call upon all governments, service providers, and educators to fund and support the re-education of communities and individuals who have learned to reject 2SLGBTQQA people, or who deny their important history and contemporary place within communities and in ceremony, and to address transphobia and homophobia in communities (for example, with anti-transphobia and anti-homophobia programs), to ensure cultural access for 2SLGBTQQA people.

18.11 Accommodate Non-Binary Gender Identities: We call upon all governments, service providers, industry, and institutions to accommodate non-binary gender identities in program and service design, and offer gender-neutral washrooms and change rooms in facilities.

18.15 Pre-Colonial 2SLGBTQQA Identities Research: We call upon all governments, educators, and those involved in research to support and conduct research and knowledge gathering on pre-colonial knowledge and teachings about the place, roles, and responsibilities of 2SLGBTQQA people within their respective communities, to support belonging, safety, and well-being.

18.18 2SLGBTQQA Cultural Competency Training: We call upon all governments and service providers to educate service providers on the realities of 2SLGBTQQA people and their distinctive needs, and to provide mandatory cultural competency training for all social service providers, including Indigenous studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQA inclusion within an Indigenous context (including an understanding of 2SLGBTQQA identities and Indigenous understandings of gender and sexual orientation). 2SLGBTQQA people must be involved in the design and delivery of this training.

18.19 Public Education on Non-Binary Genders: 18.19 We call upon all governments, service providers, and educators to educate the public on the history of non-gender binary people in Indigenous societies, and to use media, including social media, as a way to build awareness and understanding of 2SLGBTQQA issues.



Overview of the Draft Indigenous Post-Secondary Education and Skills Training Policy Framework

Timeline – How We Got Here

2012:

Aboriginal
Post-
Secondary
Education and
Training Policy
Framework

2015:

Truth and
Reconciliation
Commission
(TRC) Final
Report

2017:

BC commits to
implement
TRC Calls to
Action and
United Nations
Declaration on
the Rights of
Indigenous
Peoples

2018:

Draft 10
Principles
Guiding BC's
Relations with
Indigenous
Peoples

2019:

Declaration on
the Rights of
Indigenous
Peoples Act
(Declaration
Act)

2019-20:

Missing and
Murdered
Indigenous
Women and
Girls Report

In Plain Sight
Report

Grandmother's
Perspective
Report

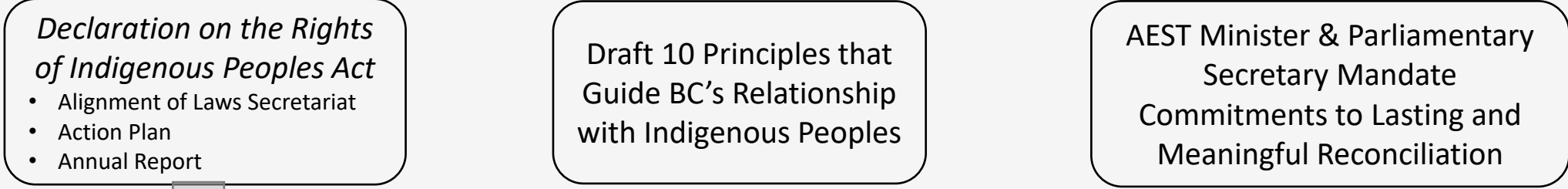
- Included in Minister's mandate letter and public post-secondary institutions' mandate letters
- **AEST commits to implement by co-developing revised policy framework with Indigenous and Post-Secondary Partners (See Appendix A for diagram of Partners Table)**

3. Indigenous PSE and Skills Training “Plan on a Page”

POLICY, AGREEMENT or LEGISLATIVE LEVEL:

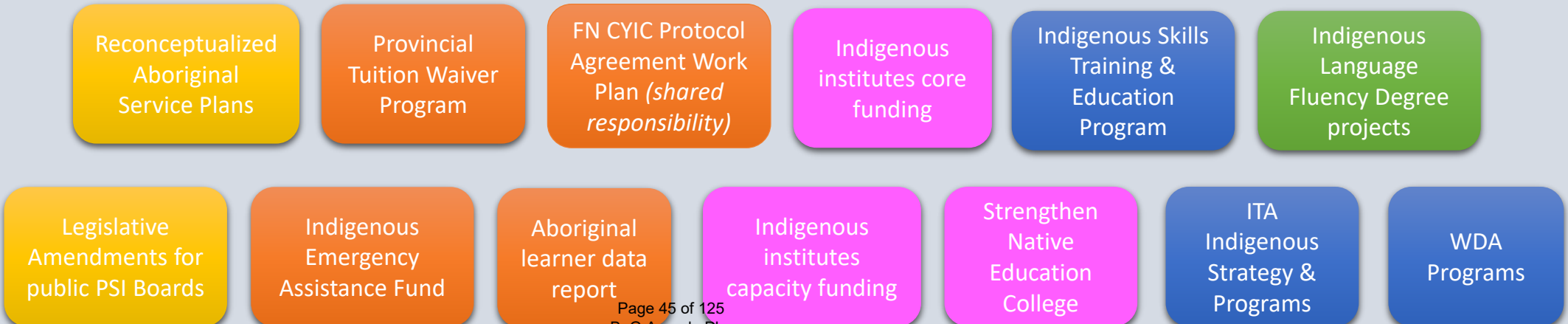
1. BC Provincial Government Commitments

2. AEST’s shared commitments with Indigenous partners & system (see Appendix B for context)



IMPLEMENTATION LEVEL:

3. AEST Programs, Initiatives and Work Plans (Examples)



VISION:

Post-secondary education and skills training in British Columbia is transformed to align with the United Nations Declaration on the Rights of Indigenous Peoples so that it is relevant and responsive to all Indigenous learners, advances reconciliation and enhances the self-determination and well-being of First Nations, Métis and Inuit.

Goal 1:

Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's *Declaration on the Rights of Indigenous Peoples' Act*

Goal 2:

Remove systemic barriers to Indigenous learners accessing and completing post-secondary education and skills training

Goal 3:

Indigenous-controlled post-secondary education and training institutes are supported as critical components of B.C.'s post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Goal 4:

Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Goal 5:

Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

Goal 1:

Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's Declaration on the Rights of Indigenous Peoples' Act.

Objective 1.1: Indigenous people are represented throughout the post-secondary education and skills training systems

Objective 1.2: Indigenous Peoples have an integral role in public post-secondary institution decision making, reflective of Indigenous peoples' unique rights, interests and circumstances

Objective 1.3: Learners, those working in post-secondary education and skills training, and the public are educated about the United Nations Declaration on Rights of Indigenous Peoples and Indigenous Peoples history, rights, teachings and practices

Objective 1.4: First Nations, Métis, and Inuit languages, knowledges, approaches and pedagogical principles are valued and integrated into all areas of post-secondary and skills training systems

Key Shifts from 2012 Aboriginal Policy Framework:

- Commit to amend legislation to ensure at least one Indigenous representative on every public post-secondary institution Board of Governors
- Increased representation of Indigenous people in leadership, faculty and staff of public post-secondary institutions
- Revise and expand Aboriginal Service Plan program to all 25 public post-secondary institutions
- Create a framework for all public institutions to establish an inclusive "Indigenous council" that plays an integral role in decision making
- Implement TRC Calls to Action in public and private post-secondary institutions (including Indigenous history/culture training for faculty, administration, staff; changes to curriculum and courses to include Indigenous history/rights/context; public education on reconciliation).

Goal 2:

Remove systemic barriers to Indigenous learners accessing and completing post-secondary education and skills training

Objective 2.1: Post-secondary education and skills training is provided in environments that are culturally safe for all Indigenous learners, faculty, staff and leaders

Objective 2.2: Financial barriers for Indigenous learners to access and complete post-secondary education and training are addressed

Objective 2.3 Support Indigenous Former Youth in Care to access and succeed in post-secondary education and skills training

Objective 2.4 Support Indigenous learners to transition from K-12 into post-secondary education and skills training programs

Objective 2.5 Research and data supports addressing systemic barriers faced by Indigenous learners in accessing and completing post-secondary education and skills training

Key Shifts from 2012 Aboriginal Policy Framework:

- Review and take actions to address Indigenous-specific racism in the PSE system, including implementing “In Plain Sight” Report recommendations related to post-secondary education
- Provide culturally appropriate services and programs to support students at public and private post-secondary institutions
- Develop Indigenous-specific anti-racism policies & procedures at public and private post-secondary institutions
- Increased support for Indigenous learners who were formerly children/youth in care
- Respond to “Grandmother Perspective” report recommendation calling for communities to govern their own data (including data on Indigenous identity)

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 3:

Indigenous-controlled post-secondary education and training institutes are supported as critical components of B.C.'s post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Objective 3.1 The integral role of Indigenous-led post-secondary institutes as a key pillar of BC's post-secondary system is recognized through the provision of core funding, capacity funding and the development of legislation

Objective 3.2 Indigenous institutes, communities and organizations have respectful and mutually beneficial partnerships with post-secondary institutions and skills training organizations

Key Shifts from 2012 Aboriginal Policy Framework:

- Commit to ongoing funding for Indigenous-controlled institutes (First Nations mandated institutes and a Métis post-secondary institute that is being developed by MNBC)
- Commit to developing new legislation to recognize Indigenous institutes within the BC post-secondary education system
- Support more equitable partnerships between public post-secondary institutions and Indigenous institutes

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 4:

Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Objective 4.1 Indigenous Peoples access post-secondary education and skills training, determined by and delivered in community that enables Indigenous Peoples to equitably upgrade their skills, obtain credentials, secure employment and develop and support local community economies

Objective 4.2 Indigenous people and Indigenous communities have supports and information to transition from post-secondary education and skills training into employment

Objective 4.3 Barriers for Indigenous apprentices to become certified are addressed so that Indigenous learners benefit from increased skill levels and trades certification and Indigenous communities' benefit from a highly skilled trades workforce

Key Shifts from 2012 Aboriginal Policy Framework:

- More explicit about Ministry's mandate to support Indigenous peoples' full participation in workforce and economic self-determination
- Provide funding directly to Indigenous communities (Including MNBC) for post-secondary education and skills training programs
- Commit to working with Indigenous partners to improve labour market information for Indigenous communities – where possible (rely on Labour Force Survey)
- Commit to improving apprenticeships for Indigenous communities - where possible (needs to be in partnership with training institutions/ organizations and employers)

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 5:

Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

Objective 5.1 Public post-secondary institutions, Indigenous institutes and Indigenous communities collaborate to increase access to Indigenous language programs

Objective 5.2 Increase the number of Indigenous languages teachers

Objective 5.3 Public post-secondary institutions support Indigenous communities' language revitalization initiatives

Key Shifts from 2012 Aboriginal Policy Framework:

- Support for Indigenous language revitalization is its own goal – recognize the integral role of Indigenous languages in Indigenous higher education
- Support public institutions to deliver programs in partnership with Indigenous communities
- Encourage public institutions to support Indigenous community language revitalization projects

4. Next Steps and Discussion

Draft Timeline for Engagement		
OCT-NOV: Engagement Planning	NOV-JAN: Engagement	FEB-MAR: Finalise Policy Framework

Questions? Feedback?
Can we set up another time or process for further discussion?

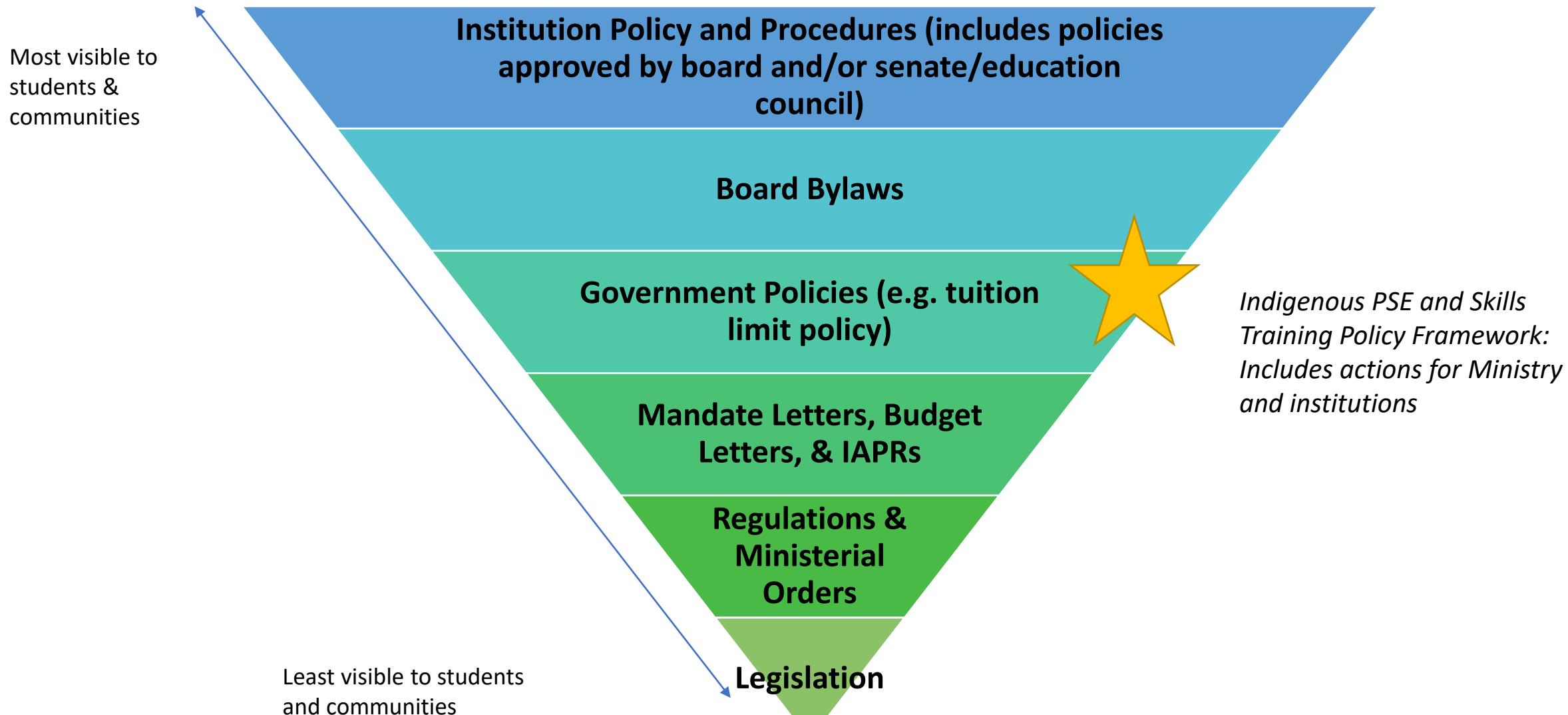
Appendix A - Indigenous and PSE Partners



AEST Commitments to Partnerships & Engagement

- FNEC IAHLA Bilateral Protocol Agreement (including critical path work plan)
- Bilateral Engagement with MNBC
- Indigenous PSE and Training Partners
- FNCYIC Protocol Agreement
- *Indigenous Skills Training and Employment Committee (in progress)*

Appendix B - Context of Policy Framework





February 24, 2022

Our Ref. 123456

Paul Dangerfield, President
Capilano University
2055 Purcell Way
North Vancouver BC V7J 3H5

Dear Paul Dangerfield:

On behalf of the Ministry, I would like to thank you for Capilano University's (CapU) Institutional Accountability Plan and Report (IAPR) for the 2020/21 reporting cycle. IAPRs demonstrate accountability for the public's investment in post-secondary education and are an important record of how post-secondary institutions are supporting students.

Your institution has done well to address the Mandate Letter priorities in its IAPR. I am pleased to see that initiatives related to each priority from the 2020/21 Mandate Letters are either in progress or fully implemented.

I would like to recognize CapU's success in achieving or substantially achieving all its Ministry established performance measure targets, except for the utilization of total student spaces and student spaces in Nursing and Other Allied Health programs. I commend CapU's responsiveness to the program needs of the community and the initiatives underway in the Strategic Enrolment Management process, already seeing success with an increase in total student spaces for the 2020/21 fiscal year.

I am also pleased to see the steps your institution has taken to revitalize enrolment in health programming. As a current priority area, the Ministry looks forward to future reporting on the outcomes of the new health program deliveries.

Thank you again for your IAPR submission. I look forward to continuing to work together in the coming year to provide an accountable, high-quality post-secondary education system for all British Columbians.

Sincerely,

Tony Loughran, Executive Lead
Governance and Corporate Planning

... /2

- 2 -

cc: Chelsea Chalifour, Executive Director
Post-Secondary Analytics & Research, & Corporate Planning

Duncan Brown, Board Chair
Capilano University



**BRITISH
COLUMBIA**

April 4, 2022
Our Ref. 124915

Dear Public Post-Secondary Board Chairs:

More than four million people have been displaced since Russia's deplorable and illegal invasion of Ukraine. Ukrainian students in B.C. are facing family disruptions and hardship, including financial vulnerability, and I know our post-secondary institutions are responding to the impacts these students are experiencing.

Canada has announced measures to support impacted and displaced Ukrainians, including the new Canada-Ukraine Authorization for Emergency Travel (CUAET). Applicants are eligible for a special three-year Temporary Resident Visa and an open work permit. Anyone looking to study at the post-secondary level can apply for a study permit once on Canadian soil. Immigration, Refugees and Citizenship Canada is prioritizing new Ukrainian applications from abroad, as well as study and work permit renewals within Canada.

While it is unknown how many displaced Ukrainians may come to British Columbia, the Province is looking across the programs and services government, agencies, and institutions offer to ensure supports are available to help Ukrainian migrants in this time of need. In the post-secondary sector, British Columbia's [international student enrolment guidelines](#) state that individuals with a full-time long-term work permit (at least one year or longer) and their dependents are, by special class application to the institution, eligible to be treated as domestic students for the purpose of funding and reporting.

Given the circumstances and the unique CUAET program established by the federal government, the Province considers individuals under the CUAET program as a special class eligible for domestic tuition, and we strongly encourage your institutions to extend this consideration to individuals and dependents who enter Canada through the CUAET.

The Province also encourages your institution to consider the various needs of impacted people entering Canada under the CUAET and how your institution can provide supports, including program, service, and emergency financial assistance, and other case-by-case compassionate assistance that may be required.

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I sincerely appreciate the work your institution is already doing to support impacted students through this crisis, and I encourage ongoing communication among institutions and with the Ministry to support a consistent response across the post-secondary system. Deputy Minister Shannon Baskerville will be pleased to meet with the President of your institution to provide further information and answer questions.

Sincerely,



Honourable Anne Kang
Minister

pc: Honourable Nathan Cullen MUNI.Minister@gov.bc.ca
Minister of Municipal Affairs

Shannon Baskerville, Deputy Minister AEST.DeputyMinister@gov.bc.ca
Ministry of Advanced Education and Skills Training

Nicola Lemmer, Assistant Deputy Minister
Ministry of Advanced Education and Skills Training
AEST.ADMPost-SecondaryPolicyandPrgrms@gov.bc.ca

Jamie Edwardson, Director Jamie.Edwardson@gov.bc.ca
Ministry of Advanced Education and Skills Training

Max Blouw, President max.blouw@rucbc.ca
Research Universities' Council of British Columbia

Ruth Wittenberg, President ruth.wittenberg@ufv.ca
BC Association of Institutes and Universities

Colin Ewart, President cewart@bccolleges.ca
BC Colleges

Presidents of Public Post-Secondary Institutions

Cindy Oliver, Chair coliver@itabc.ca
Industry Training Authority

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-3-

Dr. Michel Tarko, Chair
B.C. Council for International Education

mtarko@jibc.ca

Shelley Grey, Chief Executive Officer
Industry Training Authority

sgray@itabc.ca



April 12, 2022

Duncan Brown, Chair
Board of Governors
 Capilano University
 2055 Purcell Way
 North Vancouver, BC V7J 3H5

Re: Student Society Fees for the Capilano Students' Union

Dear Mr. Brown,

This letter serves as the notice to the board of governors that is required under section 27.1 of the *University Act* respecting student society fees to be collected by Capilano University and remitted to the Capilano Students' Union.

Our updated fee schedules are attached as appendices:

- **Appendix 1** (North Vancouver campus & locations)
- **Appendix 2** (kálaḡ-ay, the Sunshine Coast campus)
- **Appendix 3** (off-campus and online)
- **Appendix 4** (U-Pass BC program fees)

We are pleased to advise that, pursuant to section 27.1(4)(a)(iii) of the *University Act*, we have made available to our members the audited financial statements for the year ended May 31, 2021, and that a report on those statements was provided to the members by an auditor meeting the requirements of section 112 of the *Societies Act*.

We have also attached, as **appendix 5**, the student society fee to be collected on behalf of the Capilano Courier Publishing Society. Please remit this fee directly to the Capilano Students' Union, and we will make remittance arrangements, per a fee agreement between the Capilano Courier Publishing Society and the Capilano Students' Union.

Page 1 of 6



Thank you for your attention to this matter. If you need any clarification, please contact Saulo Ferreira, financial controller of the Capilano Students' Union, via email message at sferreira@csu.bc.ca or by telephone at (778) 990-7690.

Yours sincerely,



Christopher Girodat
Executive Director

cc: Paul Dangerfield, President and Vice-Chancellor (Capilano University)
Debbie Carter, Vice-President, Finance & Administration (Capilano University)
Tally Bains, Director, Financial Services (Capilano University)
Lesley Cook, Executive Assistant to the Board (Capilano University)
Maia Lomelino, President (Capilano Students' Union)
Akira Yamagishi, Vice-President Finance & Services (Capilano Students' Union)
Saulo Ferreira, Financial Controller (Capilano Students' Union)



Appendix 1

NORTH VANCOUVER CAMPUS & LOCATIONS

Our fee schedule for the 2022-2023 academic year is as follows:

Students attending courses at the North Vancouver campus		
Fee	Fee per student	Fee per credit
Basic Student Society Fee	\$47.18 (per semester)	\$2.94 (up to 10 credits)
Student Union Building Fee	—	\$8.46 (up to 15 credits)
Health & Dental Plan (Health) Fee (for full-time students only)	\$108.07 (per academic year)	—
Health & Dental Plan (Dental) Fee (for full-time students only)	\$152.36 (per academic year)	—
Clubs and Events Fee	—	\$0.34 (up to 15 credits)
Equity and Sustainability Fee	—	\$0.87 (up to 15 credits)
External Advocacy Fee	—	\$0.38 (up to 15 credits)
Personal Electronics Repair Service Fee	—	\$0.63 (up to 15 credits)
Recreation & Intramurals Fee	—	\$0.57 (up to 15 credits)
Business & Professional Associations Fee (for all courses taken by students declared in the Faculty of Business & Professional Studies only)	—	\$2.22 (up to 15 credits)
<i>^ denotes that this student society fee is unchanged from the previous year</i>		



Appendix 2

KÁLAX-AY | SUNSHINE COAST CAMPUS

Our fee schedule for the 2022-2023 academic year is as follows:

Students attending courses at <u>ká</u>lax-ay, the Sunshine Coast campus		
Fee	Fee per student	Fee per credit
Basic Student Society Fee	\$18.87 (per semester)	—
Health & Dental Plan (Health) Fee (for full-time students only)	\$108.07 (per academic year)	—
Health & Dental Plan (Dental) Fee (for full-time students only)	\$152.36 (per academic year)	—
Clubs and Events Fee	—	\$0.34 (up to 15 credits)
Equity and Sustainability Fee	—	\$0.87 (up to 15 credits)
External Advocacy Fee	—	\$0.38 (up to 15 credits)
Personal Electronics Repair Service Fee	—	\$0.63 (up to 15 credits)
<i>^ denotes that this student society fee is unchanged from the previous year</i>		



Appendix 3

OFF-CAMPUS & ONLINE

Our fee schedule for the 2022-2023 academic year, for courses that were designed to be delivered off-campus & online before the current public health emergency, is as follows:

Students attending courses off-campus and online		
Fee	Fee per student	Fee per credit
Basic Student Society Fee	\$18.87 (per semester)	—
Health & Dental Plan (Health) Fee (for full-time students only)	\$108.07 (per academic year)	—
Health & Dental Plan (Dental) Fee (for full-time students only)	\$152.36 (per academic year)	—
Clubs and Events Fee	—	\$0.34 (up to 15 credits)
Equity and Sustainability Fee	—	\$0.87 (up to 15 credits)
External Advocacy Fee	—	\$0.38 (up to 15 credits)
Personal Electronics Repair Service Fee	—	\$0.63 (up to 15 credits)
Recreation & Intramurals Fee	—	\$0.57 (up to 15 credits)
Business & Professional Associations Fee (for all courses taken by students declared in the Faculty of Business & Professional Studies only)	—	\$2.22 (up to 15 credits)
<i>^ denotes that this student society fee is unchanged from the previous year</i>		



Appendix 4

U-PASS BC PROGRAM FEES

Our fee schedule for the 2022-2023 academic year is as follows:

All students eligible for the U-Pass BC program	
Effective date	Fee per month
May 1, 2022	\$44.20
May 1, 2023	\$45.10
May 1, 2024	\$46.00

Appendix 5

CAPILANO COURIER PUBLISHING SOCIETY

The fee schedule for the 2022-2023 academic year is as follows:

All students who are members of the Capilano Courier Publishing Society		
Fee	Fee per student	Fee per credit
Student Publication Fee	—	\$1.49 (maximum of \$19.89)



April 19, 2022
Our Ref.124921

Duncan Brown, Board Chair
Capilano University
2055 Purcell Way
North Vancouver, BC V7J 3H5

Email Address: dkbyyz@gmail.com

Dear Duncan Brown:

I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

As the Minister responsible for the Ministry of Advanced Education and Skills Training, I'm providing this letter of direction which builds upon Executive Council's expectations, outlined in the [2021/22 Mandate Letter](#) sent June 1, 2021. I expect that these two letters provide public post-secondary institutions with specific direction on the priorities and expectations for the coming fiscal year and will be incorporated into goals, objectives and performance measures in your upcoming Institutional Accountability Plan and Report for the 2021/22 reporting cycle, and until the end of the Government's current term.

I expect the five foundational principles included in your 2021/22 Mandate Letter (putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and a strong sustainable economy that works for everyone) will continue to inform your institution's policies and programs. I also expect your institution will continue to make substantive progress on the following priorities:

- Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.
- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

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**Ministry of
Advanced Education
and Skills Training**

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

- 2 -

- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Government's recently released [Labour Market Outlook](#) highlights that B.C. will need to fill over 1 million job openings over the next ten years, almost 80 percent of which will require some form of post-secondary credential. Additionally, [Stronger B.C.](#), Government's new Economic Plan, identifies that the skills of our people will be the key driver of our economy, for which our post-secondary system is critical for supporting British Columbians and the overall economic vitality of our province.

As a result, I am providing further detail on the areas where we will be seeking your engagement and prioritization in your planning over the coming year. Please reflect the following additional actions in your upcoming Institutional Accountability Plan and Report:

- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - Working to align education and skills training to goals of the B.C. Economic Plan; and
 - Supporting the implementation of Skilled Trades Certification
- Contribute to Ministry engagement on upcoming initiatives, including:
 - The *Future Ready: Skills for the Jobs of Tomorrow* plan;
 - The Ministry's sexualized violence policy review;
 - Further tech-relevant seat expansions; and
 - The funding formula review of provincial operating grants

I look forward to holding regular meetings between our executive teams to discuss your institution's progress in implementing the direction and priorities set out in your Mandate Letter. These meetings will be an opportunity to clarify Government expectations and enhance engagement as we collaborate to achieve priority initiatives.

Continuing our best practice to publicly post Crown Agency mandate letters and letters of direction, you are asked to sign this letter upon approval of your board, to acknowledge Government's direction to your institution. The signed letter is to be posted publicly on your institution website.

On behalf of the Province, I would like to recognize the significant efforts post-secondary institutions have made to sustain in-person learning and services, while keeping students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your continued leadership as we navigate through this challenging time. I look forward to continuing to work with you and your board colleagues as we continue to serve the people of British Columbia.

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Sincerely,



Honourable Anne Kang
Minister

For Board Chair signature:

X _____

Duncan Brown
Board Chair

Date Signed: _____

pc: Shannon Baskerville, Deputy Minister
Ministry of Advanced Education and Skills Training

Shannon.Baskerville@gov.bc.ca

Paul Dangerfield, President
Capilano University

pdangerfield@capilano.ca

Lesley Cook, Executive Assistant, Board of Governors
Capilano University

lesleycook@capilano.ca

PRESIDENT'S REPORT TO THE BOARD

Reporting period from February 8, 2022 to April 1, 2022

PRESIDENT'S OFFICE

During this period of time, the world has watched as the Russian government continues its violent invasion of Ukraine. We join the international community's calls for de-escalation and an immediate resolution to the conflict. Our hearts are with all who are directly in harm's way as a result, and we remain hopeful for the return of peace. At CapU, we currently have 10 students from the Ukraine and over 30 from Russia, and in partnership with student success, the registrar's office, financial services and others, the Centre for International Experience has been able to offer a range of supports and services.

Joining other landmarks around the world, the exterior of Capilano University's Birch Building has been lit up in support of Ukraine. The lighting sequence illuminates the colours of the Ukrainian flag, transitions to white to represent peace, then fades into the colours of CapU as we come together in support of the people of Ukraine who continue to light the way with their courage and determination.

In other updates, the University is pleased to confirm it has entered into a purchase agreement with Oceanfront Squamish to deliver high quality post-secondary education in Squamish. This is a standing priority for Capilano University to re-establish fulsome programming in the Sea-to-Sky region.

ACADEMIC & PROVOST

Over the last two months, the Vice-President Academic & Provost (VPAP) has participated in ongoing learning and development with events focused on anti-racism, inclusion and Black History Month, including sessions offered by the Education Advisory Board (EAB), the Canadian Center for Diversity and Inclusion (CCDI) and a University workshop facilitated by Nahanee Creative on cultural empathy and cultural safety. There was also participation in the welcoming event for Elder Robert Joe at *kálaḡ-ay*, the Sunshine Coast campus, on February 7 and a subsequent trip in March to introduce University Librarian, Christina Neigel to employees, as well as spending time with Elder Joe. As part of chairing and participating in the BCAIU VPAP committee, input was provided as part of consultation and engagement processes with emergent plans being developed through the Ministry of Advanced Education & Skills Training (MAEST): International Education Framework; Indigenous Post-secondary Education Policy Framework; and Digital Learning Framework. Additional advice and consultation was provided to the Degree Quality Assessment Board secretariat on degree-level criteria. We welcomed Dean, Faculty of Fine & Applied Arts Ramin Shadmehr to CapU on February 28 and Executive Assistant Lisa Storoz commenced her new role in the Office of the VPAP on March 21, 2022.

FACULTY OF ARTS & SCIENCES

- » The Engineering Rapid Prototype Technology Microcredential program led by Mark Wlodyka, School of STEM, has received a one-time contribution of \$77,000 from MAEST to develop and deliver a microcredential. The program provides a path for learners to develop new skills that are unique and not offered by post-secondary institutions. The program's key elements include three modules that explore the fundamentals of rapid prototyping techniques and the management of the engineering design process. The modules include work-integrated learning in collaboration with industrial partners, including Riipen, and Zen Makerlabs. Upon completion, students will have learned how to apply rapid prototyping technology in an industrial setting through collaboration partners.

- » This spring, Capilano Creative Writing was awarded a Canada Council grant in public outreach for the 2022–23 Open Text Visiting Writers series. As part of this initiative, we welcomed two visiting writers this term. Filmmaker Randall Okita, who has showcased film and immersive VR projects at Sundance, Tribeca and TIFF, spoke to students about writing for digital platforms. Juliane Okot Biket, who is cross-appointed in English, Gender Studies and Black Studies at Queen's University, guided students through influential poetry-essays and erasure poems. Finally, our student literary journal [The Liar](#) has wrapped its 22nd issue and will be launched in April 2022 with an in-person and streamed event at CapU Lonsdale.
- » Instructor Bob Muckle, Anthropology, School of Social Sciences, has a new book out in June 2022 with University of Toronto Press: [Forgotten Things: The Story of the Seymour Valley Archaeology Project](#). This book outlines the work of the Capilano University Archaeology Field School (ANTH 241) and is the first book to be published in the UTP series: **Teaching Archaeology: Case Studies in Research and the Culture of Fieldwork**.
 - Bob has also participated in three different podcast interviews concerning his work on the following: collaborative work in archaeology; Seymour Valley Project; and Archaeology of COVID-19 Project (funded through CARS).
 - MONOVA (Museum of North Vancouver) has also been highlighting the Seymour Valley Project and the artifacts that Bob donated to the museum through social media.



FACULTY OF BUSINESS & PROFESSIONAL STUDIES

- » School of Legal Studies students, led by Alice Price-Stephens, participated in the Dominion Mock Trial competition with five other teams from eastern Canada at the end of February—with wonderful results:
 - Top Prosecution Witnesses—Misa Ruschieski
 - Top Prosecution Lawyers—Rachel Robertson
 - The Capilano University team **placed first overall**. Their performance was remarkable, especially given that they had to prepare and present during their midterm exams.
- » On March 10, Karen Yip, faculty, School of Legal Studies, spoke to students and faculty on how best to support aging family members and friends. As CEO and founder of Choro, Karen hopes to engage the community in providing assistance and care to the senior population.
- » Congratulations to School of Legal Studies faculty, Victoria Shroff, for being named one of 75 distinguished nominees for the YWCA Metro Vancouver 39th Annual Women of Distinction Awards, presented by Scotiabank. The award recipients will be announced on May 26.
- » CapU Marketing Association (CAPUMA) student delegates and their mentor/coach, Andrea Eby, travelled to Chicago for the [American Marketing Association International Collegiate conference](#).
 - Overall, students did extremely well, competing among 320 North American Collegiate chapters:



V. Victoria Shroff

Victoria teaches animal law in her roles as instructor and Adjunct Professor at UBC Allard School of Law and Capilano University Faculty Member. She is also a leading educator in the media in explaining animal law issues and policies including the link between animal and domestic violence. Victoria was recently invited to write the textbook "Canadian Animal Law," which is the go to guidebook to Canadian law on animal issues. Victoria established and chairs the Canadian Animal Law Study Group and developed the LSLAP Animal Law Pro Bono Clinic, a program that helps people who are often facing social and economic challenges while giving law students a chance to prepare their craft. She was one of the first animal law practitioners in Canada with her own law firm.

- **Case Competition 2nd place with client [Amazon](#) [#amazonprime](#) prime student Presenting Team:**
Amanda Phillips, Noah MacInnis, Vishal Prem Jagarapu, Eduardo Gevenez, Nadine Frankowski and Svitlana Shapotkina with support case team members Oscar Blue, Gimena Machado, Vy Nguyen, Hoang Le Van Pham, Devon Kular, and Ariel Xu
- **Perfect Pitch Honourable Mention:** Amanda Phillips
- **Undergraduate Research Competition 8th place:** Noah MacInnis
- **Students also competed in:** [Sherwin-Williams Sales Competition](#): Oscar Blue
- **ISABRE Simulation:** Justin Vogt, Justin Malialis, Pours Patell and Jay Herbsen
- **Marketplace Simulations:** Jay Herbsen, Pours Patell, Justin Vogt and Justin Malialis



- » The School of Business, in collaboration with the Work-Integrated Learning (WIL) Co-Lab and Career Development Centre, hosted three events in March to celebrate WIL at Capilano University. The first event introduced faculty to potential partners for in-class applied research projects through a panel moderated by Mohna Baichoo, WIL lead for the WIL Co-Lab. The second event was a “Resume Speed Dating” event where approximately 70 students met with 16 volunteers from the community and employer partners. The third event was a blend of a job fair/networking where almost 200 students and 30 organizations connected about WIL and full-time and post-graduate opportunities at the Pinnacle Hotel. These events were generously sponsored by BlueShore Financial.
- » The School of Business signed an articulation agreement with Holland College of Prince Edward Island, opening a pathway for graduates of Holland’s certificate and diploma programs to continue their studies into CapU’s Business Administration and Bachelor of Business Administration programs.
- » School of Business BCPT 404-Advanced Business Analytics, entered three teams in the CANDEV Data Challenge event presented by Statistics Canada. Led by Susan Romeo-Gilbert, one of our three teams made it as finalists. They were chosen as one of the top eight out of 112 teams (top 32 students for 450+ students across Canadian post-secondary institutions) to go into the finals and were the only finalists who were not in a computer science program and the only business school entrants to make it to the finals.
 - **Winning team—CapU Analytics Squad:** Evan Yee, Diane Dizon, Connor Kensley and Monika Bednarz
 - The two other teams were:
 - **CAPU BIMA Metrics:** Zabir Montazar, Malik Christine Hoang and Kaiting Yang
 - **CAPU BIMA Team 1:** Phoebe Chung, Brandon Nguyen and Aava Mehrvarzan (*Shahrukh Qidwai was ill, did not participate on the weekend*)

2022 CANDEV Finalists // Finalistes CANDEV 2022		
Department	Team Name	Team ID
AAFC	MTM	3586
CRA	CapUAnalyticsSquad	1816
DFO	-	4044
ESDC	-	2270
ISED	Ujem	1885
PSC	-	4052
SISC	CANDEV? Candev	3572
StatCan	E.G.L.S.	2728

FACULTY OF EDUCATION, HEALTH & HUMAN DEVELOPMENT

- » The University has been granted one-time additional funding from the MAEST to continue delivering the Health Career Access Program (HCAP) in 2022–23 to meet urgent labour market needs in long-term care, assisted living and home support. In partnership with MAEST, the Ministry of Health and Vancouver Coastal Health, employees in the Health Care Assistant program have been involved in the planning and development of four HCAP deliveries since May 2021 in North Vancouver and on the Sunshine Coast, with more deliveries planned for next academic year.

- » The University received a one-time grant by MAEST to develop and implement three pathway programs for domestic Adult Basic Education (ABE) and English for Academic Purposes (EAP) students into high-demand careers, starting in summer 2022. Faculty in ABE and EAP worked closely with counterparts in the Health Care Assistant (HCA) and Early Childhood Care and Education (ECCE) departments to design the pathways for entry into these program areas.
- » The University has also received a grant from MAEST for the expansion of its Rehabilitation Assistant Diploma Program (RADP). These funds will be used to offer an accelerated mixed-mode delivery of the program over a 16-month period starting in January 2023. The grant includes funding for Indigenization to support changes to program curriculum and delivery, as well as travel stipends to support the participation of students based in the Northern Health Authority in lab instruction on the North Vancouver campus.
- » In December 2012, CapU was the first university in B.C. to achieve first-year, academic credit for English for Academic Purposes (EAP) capstone courses, EAP 100 and 101. Subsequently, in October 2021, we were the first B.C. university to achieve a transfer agreement with a pair of comparable courses at Camosun College. This agreement became bilateral in February 2022. This means that EAL courses can now be listed on both the English as an Additional Language (EAL) Transfer Guide and the regular BC Transfer Guide—an important achievement for transfer credit in both Canada and internationally. Plans are underway for a similar agreement with equivalent EAP courses at UBC Okanagan, which would permit the use EAP 100/101 towards associate degrees as transfer credits across B.C.
- » Along with four ECCE students, faculty Elaine Beltran-Sellitti, Tahmina Shayan and Haideh Nouri participated in the project “Encounters with Public Art: Decolonizing Literacies of Place, Self and Education,” including a conversation with early childhood educators in March 2022 at MONOVA—the Museum of North Vancouver. The Decolonizing Literacies project was a collaboration between MONOVA, CityStudio and the ECCE department.
- » As one of the lead researchers in the [BC Early Childhood Pedagogy Network](#), Kathleen Kummert (ECCE), has made recent visits to support [community](#) and [post-secondary pedagogists](#) across the province with her colleague and researcher partner Veronica Pacini-Ketchabaw, Western University of Ontario. The visits will conclude at the end of March with an ECPN gathering to explore curriculum making and pedagogical practice in early childhood education. This ongoing project is funded by the Ministry of Children and Family Development and is part of the government’s plan to address [recruitment and retention in early childhood education](#).
- » Sylvia Kind (ECCE) has been accepted as a panel presenter at the Reconceptualizing Early Childhood Conference (RECE) taking place in Vancouver in June 2022. Along with colleagues, she will present on “Animacy, event, place and duration: New images of thought in the study of children’s drawings.”
- » Long-time faculty member in the music therapy department, Nancy McMaster, has announced her retirement, as of July 2022. Nancy has been with CapU since 1976 and was one of the founders of the Music Therapy diploma program in that year. The diploma program—the first training program of any kind for music therapists in Canada—evolved through hard work, championed by Nancy, into a degree program in 1990. This program is a leader in the field, both nationally and internationally. Throughout her distinguished career, Nancy has made unparalleled contributions to the growth of music therapy as a discipline and positively impacted the lives of students and colleagues in immeasurable ways.

FACULTY OF FINE & APPLIED ARTS

» On February 28, Dean Ramin Shadmehr began his new role. In his first week, he dropped in on an amazing lunch concert taking place in the Fir Studio with jazz legend Pat LaBarbara. LaBarbara joined members of the jazz faculty: Brad Turner, André Lachance, Dave Robbins and Bill Coon and performed for jazz students. This amazing opportunity was in advance of Pat LaBarbera's show on March 4 at the BlueShore Financial Centre for the Performing Arts.

» Live theatre in the BlueShore Financial Centre for the Performing Arts is back, with two shows featuring students from the theatre programs. The first was 'TBH', which opened on February 16, 2022. 'TBH' is internet shorthand for 'To Be Honest.' This devised performance is based on the humorous and poignant accounts of young people and their experience of the pandemic and was developed by the theatre students.



» The second show, 'Urinetown' opened on March 25, 2022. 'Urinetown' is a three-time Tony Award-winning musical satire that prods at corporate mismanagement, capitalism, bureaucracy, politics and even musicals themselves. This show was the first, in the last two years, that performers were able to not wear masks.



» On February 24 and 25, Idea School of Design held a faculty retreat at CapU Lonsdale. This retreat was the first time in two years that faculty could get together in person to discuss department policies, program goals and curriculum. It was an inspiring event that also gave them an opportunity to experience the Lonsdale location firsthand.

» In early March, Indigenous students in four film programs received bursaries totaling \$34,000 from Warner Media; a new initiative to support Indigenous film students. Doreen Manuel, director, BOSA Centre for Film & Animation, brought this partnership together. Faculty Greg Coyes, Dwayne Beaver, Denise Gingrich and Glenn Sylvester were on hand, as 14 of their students were awarded bursaries.

» As part of their coursework, first-year diploma students from Arts & Entertainment produced three in-person events in March. 'Inside the Bubble' was a visual art gallery exhibit showcasing the impact of the pandemic on artists and their mental health, held at CapU Lonsdale. AEM students also staged a multi-disciplinary festival over two days at the BlueShore Financial Centre for the Performing Arts, BOSA Centre for Film & Animation and Maple Building that showcased performers from other Fine & Applied Arts programs.

» On March 29, the School of Motion Picture Arts and CapU Centre for International Experience hosted the first Global Sustainability Short Film Alliance Symposium and Screening at the BOSA Centre for Film & Animation. The event was a result of the Global Coproduction project between CapU and VIA University College in Aarhus, Denmark, developed by Michael Thoma, chair of School of Motion Picture Arts, who visited VIA in 2019. This in-person and virtual symposium included an interactive discussion with local and international students, filmmakers, faculty and partners around the intersection of global sustainability and filmmaking, followed by a screening of sustainability-themed international short films created by students from CapU, VIA University College (Denmark), Design Factory International (Hamburg, Germany) and Humber College (Toronto, Ontario).



» On March 4, Laudate Singers performed in a CapU Classics performance. Their program is all-Canadian music including music by three past composers-in-residence who are graduates from the Music Diploma program: Chris Sivak,

Kristopher Fulton and Emile Deedes-Vincke. Emile Deedes-Vincke, also won the College/University division of the Young Composer's Competition held by the Vancouver Chamber choir.

- » School of Motion Picture Arts alumni (2011), Arielle Boisvert was promoted to partner with Brightlight Pictures, where she will continue overseeing production. Brightlight Pictures is a Vancouver-based production company, currently producing the successful series 'The Good Doctor', as well as other film and television projects.
<https://www.hollywoodreporter.com/tv/tv-news/good-doctor-brightlight-arielle-boisvert-partner-1235087188/>
- » The Costuming for Stage and Screen program will be hosting the screening of the fourth annual CAFTCAD (The Canadian Alliance for Film and Television Costume Arts and Design) Awards show on Saturday, May 7—a celebration of Canadian talent in costume arts and design. Last year faculty Anthea Mallinson and her alumni team, won the Excellence in Textiles Award for their work on the TV series Chilling Adventures of Sabrina www.thecaftcadawards.com
- » Two new microcredentials being offered through Continuing Studies this summer are now posted on the CTE webpage and accepting applications: [2D Animation, Compositing and Rigging Using Toon Boom Harmony](#)
[Virtual Production for Film, Streaming and Immersive Media](#)

FACULTY OF GLOBAL & COMMUNITY STUDIES

- » On March 11, the University in partnership with the School of Tourism Management hosted the Federal Tourism Minister Hon. Randy Boissonnault, who was in town speaking at the BC Hospitality & Tourism Conference. In consultation with government colleagues, he learned of CapU's programs and the recent UNWTO TedQual certification and came on campus to meet with students. He engaged with four student groups who presented their projects with Indigenous Tourism Association of Canada; Howe Sound Biosphere Reserve, Destination Stettler (Alberta), and the Pender Harbour Ocean Discovery Station (PODS). In addition, the Minister provided an inspiring message to the students about the recovery of the industry and the recognition of the important role tourism will play in the Canadian economy.
-
- » Dean Lara Duke presented "Complexity Leadership Theory in Higher Education" in a March 29 webinar to an international audience of kinesiology leaders through the American Kinesiology Association.
 - » The one-year program review progress report for Outdoor Recreation Diploma was presented to SAPPRC on March 8.
 - » The Master in Responsible Tourism Management concept paper was approved at Senate.

KĀLAX-AY THE SUNSHINE COAST CAMPUS

- » Pathways to Higher Learning (P2HL) students attended a two-day cultural field trip to Vancouver and Whistler at the end of February with the program's cultural facilitator and Indigenous education advisor, Jessica Silvey. Students visited the Vancouver Museum and the Squamish Lil'wat Cultural Centre, where many were excited to see photos and stories of their ancestors on display.
- » Student Support (one-on-one sessions in English and Math) are available to students and the students in P2HL. The support inspires learning and provides invaluable support as students navigate school, work and personal lives.
- » P2HL continues with their English, math and computer courses in May and June, supported by the shíshálh Nation.

» Adult Basic Education classes will be offered both online and in person starting in the Fall 2022 term.

» On February 7, we welcomed the first Elder to the *kálaḡ-ay* campus. The Elder's Celebration was well received and attended by President Paul Dangerfield and Vice-President Academic & Provost Laureen Styles, CapU Elders, colleagues from the North Vancouver campus, all employees and students at the Sunshine Coast campus and Elder Robert Joe's family. "Born and raised on *shíshálh* traditional territory, Joe points to a lot of teachings from his grandfather, late mother and uncles as he looks toward his new relationship with Capilano University."

<https://www.coastreporter.net/local-news/capilano-university-sunshine-coast-kalax-ay-campus-welcomes-its-first-elder-5051891>



Photo by: Steph Townsend

- » Director Micki McCartney worked with a team to coordinate a cultural awareness training session offered by *shíshálh* Nation to the *kálaḡ-ay* Sunshine Coast campus community, with a broad overview of national history and a more focused accounting of regional history, current issues and interests of the Nation. Over 50 employees and students attended this daylong session.
- » "Citizen Leaders: Growing the Community from Within," a microcredential course designed in partnership with local social service organizations to reskill and upskill volunteers and employees in the non-profit sector, proceeded to the development phase with the delivery of the course planned for April to July 2022.
- » Jutta Angus, education planning officer, and Karen Webb, program developer, are working together to develop relationships with department chairs to enhance communication of pathways for Sunshine Coast student taking First-Year Experience (FYE) courses to CapU programs. These intentionally articulated pathways will enable more explicit messaging of the career potential of FYE (online) courses to potential and current students through student advising and marketing campaigns.
- » A social media and print campaign ran from mid-February to the end of March focused on building awareness of and promoting enrolment to the *kálaḡ-ay* campus, Sunshine Coast offerings, such as the FYE courses, the Health Care Assistant program (with a new cohort to begin in September) and Adult Basic Education courses.
- » Dual-credit courses, jointly provided by CapU and School District #46, continue to be explored to deliver university courses to high school students wanting to begin their studies in high-demand programs such as 2-D Animation.
- » Welcoming Communities (CapU partnership with Whistler Multicultural Society) is seeing a greater uptake in community connections and informal language classes (Conversation Circles, Book Club and Introduction to English and Writing). The new Canadian population on the Sunshine Coast is growing via word of mouth amongst current participants and their ethnic communities. Changes in COVID-19 safety protocols has seen an observed participation increase.
- » The CALL (Community Access to Literacy and Learning) program continues to thrive as our Community Adult Learning program. We have 15 active pairs who meet once a week, either in person or online.
- » Literacy Outreach Coordination finds the Literacy Coalition busy planning StoryWalks. The ten-community member strong coalition has met four times this year, utilizing best practices around literacy awareness and community building within different constituent groups. We are mounting a 'Books for Babies' campaign, which will see 200 bags of goodies distributed to families with a newborn child. We support literacy programming from Port Melon to Earl's Cove.

WORK-INTEGRATED LEARNING (WIL)

- » The WIL Co-lab, the Career Development Centre and the School of Business shared the University's inaugural participation in Canada's National Co-op and Work Integrated Learning Month with various events for faculty, students and community partners. These events were sponsored by BlueShore Financial.
- » Manger, Career Development Centre Nancy Ng contributed to Chapter 1 and Jennifer Fane, Mohna Baichoo and Tania Loken, contributed to chapter 13 to CEWIL's first eBook: *The Practice of Co-op and Work Integrated Learning in the Canadian Context*.
- » Two governance committees are being formed with launch meetings planned for April/May: WIL Committee and the WIL Advisory Committees.
- » GrowthHub links students with businesses to solve real problems and is a partnership between the North Vancouver Chamber and Capilano University. To date, this partnership has seen six classes with six local/organizations and a number of student-led projects.
- » CapU volunteered to participate in a pilot survey for the WIL Framework of impacts, implemented by the B.C. Work-Integrated Learning Council (formerly ACCE WIL BC) which represents all 25 public, post-secondary institutions in the province and is an independent council of the Association for Co-operative Education and WIL (BC/Yukon).

INDIGENOUS EDUCATION & AFFAIRS

- » On February 14, 2022, Indigenous education & affairs and student affairs coordinated a large group from across the CapU community to attend the MMIWG vigil in the Downtown Eastside. At the same time, the Indigenous Student Services (ISS) student employee and the CapU Students' Union coordinated an on-campus vigil.
- » On February 23, the Indigenous Recruitment Officer Shannon Hanson, with the support of the ISS team, held "Inspiration Nation", a student recruitment event at CapU that included alumni and leadership talks, a nature walk by Takaya Tours and a site visit to BOSA Centre for Film & Animation and the Indigenous Digital Film program. There were 96 youth from high schools from all over the five traditional territories and some online visitors as well.
- » University managers and administrators attended the Cultural Safety Workshop presented by Nahanee Creative Inc. on March 14. The workshop was initiated by human resources and is the beginning of CapU's exploration into cultural training workshops.
- » Wayne Dunkley, EDI advisor from student affairs, hosted an event for the CapU community to learn more about the Indigenous student experience on March 16.
- » Dialogues engaging the draft Indigenous Plan are being initiated throughout the University and with territorial rights holders, with the plan to be presented at the May Senate meeting.

LIBRARY

- » Further supporting student success and faculty research and teaching support, the library has been extremely busy uplifting its collection. This year, the library has invested \$670,000 in its collections, including \$115,000 on monographs with nearly \$30,000 focused on an investment in sciences collections for the new Bachelor of Science and another \$11,000 to support the new psychology major. Other areas receiving an important boost includes the children's

collection, books by Indigenous creators (purchased, largely, from Indigenous owned bookstores like Massy Books in Vancouver) and new computing and data science books. Other investments include:

- significant research methods content from SAGE Research Methods Collection
- subscriptions to PsycTests, PsychiatryOnline and ScienceDirect Freedom Collection
- a first app subscription, Muscle and Motion, to support kinesiology students
- extensive purchases of web-streaming films



- » In one such example where library resources and activities support student success, the weekly coaching and research support offered by librarian Mary Sim contributed to CapU's upper-year business students placing second in the 2021–2022 American Collegiate Marketing Case Competition.

Our collections are expanding. A sample of works amplifying Black History Month

- » Leveraging the library team's expertise in the provision of knowledge, research and scholarship, CapU librarians and researchers participated in the *Building Connections Workshop* in February—a three-day webinar focused on research data management and emerging social sciences and humanities projects in Western Canada. This workshop was supported with funding from the Social Sciences and Humanities Research Council (SSHRC) and partner institutions, including CapU. Sessions included presentations from researchers, research administrators, IT professionals and librarians, and a demonstration of the free DMP Assistant tool managed by the Digital Research Alliance of Canada
- » With the assistance of university relations, the library is proud to have made a two-year contribution to the Council of Prairie and Pacific University Libraries' (COPPUL) *Indigenous Librarianship Scholarship Award* to build Indigenous librarian capacity in Western Canada. The award will be open to any Indigenous student from Western Canada who will study in the field of library and/or archives.

ACADEMIC INITIATIVES & PLANNING

- » CityStudio North Vancouver (CSNV) is enjoying a successful Spring 2022 term with 12 active work-integrated learning projects in collaboration with City of North Vancouver partners. On March 31, CSNV hosted the third Annual Idea Jam, a fun project-generation event that brought together our partners from different organizations and City of North Vancouver departments to envision a brighter future for North Vancouver. Through brainstorming and conversation, we generated new ideas for students and partners to explore through course collaborations in the upcoming academic year. The end-of-term showcase, HUBBUB #6, is scheduled for April 28. HUBBUB is a celebration showcasing student projects from this term and the collaborations that made it all possible. To learn more and to register for HUBBUB, please visit the CityStudio website www.citystudiocnv.com
- » There continues to be good progress on the credential development front with 18 active program working groups thoughtfully expanding CapU credential options in alignment with the directions established in *Envisioning 2030* and *Illuminating 2030*. A recently published *Spring Program Development Bulletin*, available on *Frontlines*, provides the campus community with regular updates on current program development activities to assist with university-wide planning processes and foreshadow how CapU's program mix is projected to evolve in the months and years ahead. The next bulletin will be published in June 2022.

CENTRE FOR TEACHING EXCELLENCE

- » February workshops included two four-day workshops: Instructional Skills and Intercultural Pedagogy and Learning. The latter was an in-depth introduction and analysis of EDI issues related to disability, gender and sexuality, race and language, and decolonization and Indigenization.

- » An interactive workshop called “Managing Challenging Topics in the Classroom” held on March 11 offered three specific facilitation techniques meant to foster dialogue about difficult topics.
- » Thirty faculty opened their classrooms to colleague visits during Open Classroom Weeks from March 7–18, 2022.
- » Mary Giovannetti will be facilitating a pre-conference workshop at the Society of Teaching and Learning in Higher Education (STLHE) conference in Ottawa, June 7 with colleague Derek Murray entitled, “Peer Observation of Teaching and Learning: An Experiential Training Model”.
- » 165 faculty were nominated by 365 individual student submissions and through an adjudication process, five recipients received recognition for the 2022 Teaching Excellence Awards.
- » Three e-portfolio workshops ran over February and March, with approximately 90 student participants and one program workshop with the Education Assistant Certificate program included the creation of a program-specific template.
- » The call for proposals for the first in-person in two years has launched for the annual Teaching and Learning Symposium (May 3–6), with this year’s theme being “Community-Engaged Teaching and Learning”.



CREATIVE ACTIVITY, RESEARCH & SCHOLARSHIP (CARS)

- » Congratulations to Faculty of Global & Community Studies instructors, Kara Walker, Jeffrey Wahl and student research assistants Georgia Phillips and Rakeli Maina, who have been awarded a Mitacs applied research grant for their work with research partner Destination Vancouver. This year-long research will unearth the real-world impacts of pandemic-induced hybrid and virtual meetings on the conventions sector.
- » Thank you to the members of CapU’s Research Ethics Board (REB). The 14-member board has seen a sustained increase in applications for REB approval from faculty and students. Last month, they received 12 applications (compared to the 20 applications they received in their first year of operation). In addition to their stellar work reviewing applications, many attended the Indigenous Cultural Safety Training and Humility workshop by Research Ethics BC. A special recognition to Carey Simpson, chair of REB, for her collaborative and inclusive leadership.
- » **Introducing *Test Your Concept (TYC)***, as a new way for faculty to pitch CARS ideas and engage with community partner organizations. Our inaugural round of TYCs took place with partner organizations such as, The Howe Sound Biosphere/UNESCO Group and The Islands Trust Conservancy. The TYC saw lively back-and-forth discussions about a range of wicked global challenges. In response to their TYC pitch, the following five faculty will receive funding and support to run community-based research projects within their classes during the spring and summer terms:
 - Danielle Wills: Nature monitoring with The Islands Trust Conservancy (descriptive statistics)
 - Banda Logawa: Burn it or ship it? An analysis of waste production with Camp Fircom on Gambia Island.
 - Mark Wlodyka: Mapping marine debris using advanced drone and LIDAR technology with The Coastal Restoration Society and Ocean Watch
 - Roy Jantzen: Connecting youth to nature, tourism and the sustainable development goals with The Howe Sound Biosphere Reserve Initiative
 - Thomas Flower: Nature monitoring with The Islands Trust Conservancy (ecology)



FINANCE & ADMINISTRATION

In preparation for fiscal year-end on March 31, 2022, we prepared the year-end audit with KPMG. T4s were issued for employees and tuition receipts for students. The 2022/23 budget was presented and approved at the February 22, 2022 Board meeting. Additionally, work has progressed with the Investment Management Committee reviewing and identifying alternate asset mixes that optimize the risk-reward trade-off for both the University and Foundation investment portfolios. A review was also conducted on the status of our investments as it relates to what is occurring in the Ukraine.

FACILITIES SERVICES & CAMPUS PLANNING

- » Natalia Skapski, associate director, safety and emergency services, was awarded the Medal of Good Citizenship on March 24, 2022 for going above and beyond in supporting the University community through the pandemic, as well as her ongoing commitment to volunteer work in her own community.
- » With support from the provincial government, the health and safety team distributed thousands of COVID-19 antigen rapid tests to the campus community for personal use.
- » An agreement was executed to acquire land on the Oceanfront site in Squamish with the intent to build a new campus.
- » A contract was executed with a general contractor to construct the new Centre for Childhood Studies facility.

INFORMATION TECHNOLOGY SERVICES

- » Capilano University welcomed a new Chief Information Officer, Stephane Fouchereau, who began his new role on March 7. Stephane brings over 25 years of experience in information technology and digital transformation, having held various IT leadership roles in Canada and France where he has transformed teams into innovative and impactful business partners.
- » IT services successfully implemented Azure Self-Service Password Reset (SSPR). With 8,900 users enrolled, they will now be able to reset their password online at their convenience without having to call IT services for support. This project was implemented due to existing functionality being removed from Banner with the latest release. This initiative paves the way for the upcoming MFA (Multi-Factor Authentication) rollout and will allow the University to modernize its password requirements. An additional benefit is that we no longer need to send default passwords in email to new applicants, and instead, redirect them to the secured SSPR system portal.
- » As part of the regular maintenance cycle, and to maintain security of systems, the student and academic systems team upgraded WordPress for the ePortfolios site. Previous comments about the site being slow to respond led to an investigation to find the cause and creative ways to improve performance. Through a software upgrade and investigation process, the team significantly enhanced system performance, enabling students to create and edit their sites more quickly.
- » The enterprise systems team successfully received the Banner regulatory updates on December 16, 2021. The team identified a number of changes that were required prior to release of the taxation forms (T4, T2200S and T2202A). The required changes were implemented and tested. The final version of the tax forms were generated and deployed for general release on February 16, 2022.

PEOPLE, CULTURE & DIVERSITY

HUMAN RESOURCES

- » Opportunities have been identified to clarify roles within the HR team and provide three distinct areas of expertise: HR Business Partners (HRBP); Organizational Development; and Shared Services. The intent of this shift is to better partner with faculty and service area to provide an exceptional employee and student experience at CapU. Certain roles have or will be transitioned from HR advisor to an HRBP role. Specifically:
 - Lyndsey Phelan: Faculty of Arts & Science; Faculty of EHHD; Student Success; Library; CTE; and AIP
 - Michelle Nalliah: Faculty Fine & Applied Arts; Faculty BPS; Faculty GCS; CE; and Sunshine Coast
 - Nazanin Fard: MoveUp Service Units; Administration; and Exempt
- » At the heart of the HRBP model is the assumption that an HR professional should become a strategic partner with leaders to help fulfill the University's goals. Its intent is to help CapU HR professionals integrate more thoroughly into organizational processes and align their day-to-day work with business outcomes, focusing more on deliverables and organizational results rather than transactional HR activities.
- » A second assumption is that the human side of the business is a key source of CapU's competitive advantage. The HRBP model enables the organization to optimize our human capital by bringing human resources considerations into *Envisioning 2030*, better positioning us to serve the employees, students and greater community.
- » Other roles within the HR team will focus on talent acquisition & allocation, employee engagement, classification & compensation, learning & development and abilities & wellness. Recruitment is underway for specific individuals with competency, credentials and lived experiences with EDI and Indigenous activities.

EDI AUDIT

- » Veza Global has been retained to conduct an EDI audit. After discussions with key stakeholders, it was determined to drive the most focus group participation was to hold these sessions now through the Spring term and again in the Fall term for a total of 30 sessions. Concurrently, Veza will review all HR policies and processes. Once this data is compiled and analyzed, Veza will provide recommendations in December 2022.
- » In addition to the EDI audit, the organizational development team is conducting a gap analysis to build an employee engagement framework. Identified gaps and recommendations will form the basis for the people plan as it relates to *Envisioning 2030* strategies. The SLC will be a key group involved in identifying gaps in the engagement framework.

COLLECTIVE BARGAINING

- » The creation of a steering committee to guide the strategic direction of the respective bargaining committees will be a new feature for this round of bargaining. Along with the VP, People Culture & Diversity, the committee will include members of the executive team, and potentially, SLC members to provide guidance, vision and oversight for the bargaining committees.
- » HR has conducted bargaining focus groups with key stakeholders in both faculty and service areas. The information gleaned from this process has informed the bargaining package proposals.
- » The CFA contract has expired and negotiations at the common table continues.
- » MoveUp collective agreement has not yet expired. However, CapU has been provided with notice to bargain with no dates currently set. Likely dates should be closer to May or June.

STRATEGIC PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

INTEGRATED PLANNING

- » A mid-year reflection summary were prepared using progress reports that each area submitted in November 2021. Along with this, the integrated planning team is developing the process for the next planning cycle to run later this year. Ongoing discussions will inform the process and respective planning priorities, considering that this round is particularly important, as it will populate the last year of our current three-year Integrated Plan.
- » End-year reflection templates were distributed for areas to report on progress achieved during the second half of Year 1, from November 2021 to March 2022. This year, the team will schedule a one-on-one meeting with each area to assist in the reflection process and to discuss topics related to continuity for Years 2 and 3, alignment to existing plans and recovery initiatives.

ENVISIONING 2030

- » Alignment with *Envisioning 2030* will be discussed again with each area as part of the one-on-one integrated planning meetings to be scheduled between April 15 and May 15, 2022.
- » *Envisioning 2030* pillars and key highlights have been incorporated in the onboarding process for new employees. It is expected that this will support the efforts to help all employees internalize our vision, purpose and values.

OFFICE OF STRATEGIC & ANALYTICS (INCLUDING INSTITUTIONAL RESEARCH AND STRATEGIC ENROLMENT MANAGEMENT)

- » The team started to scope Phase 3 of the retention ML project. The specifics of Phase 3 will include three major components. The first is related to retraining the model and conducting a deep-dive into features such as inclusion, model selection and testing. The results of this will be a Minimum Viable Product (MVP) that can be used in an A/B test. The second is related to designing an A/B test in partnership with the registrar's office and student success to measure the outcomes of the MVP. The third will be an analysis of the resources required to continue and/or expand the adoption of AI/ML in other areas of strategic enrolment management. This will be the primary strategic project for the team and is expected to run from April–November 2022.
- » We have started to monitor our time-series forecasts to assess the accuracy range of varying levels of analyses. Based on Spring 2022 term actuals (i.e., January 2022 enrolments) early indication suggests that our forecasts have an accuracy range of 90 to 95per cent at the University level. The accuracy decreases with each level of granularity and has a bottom range of around 50–60per cent accuracy. This initial monitoring provides insights as to which levels of analyses should be maintained going forward and how frequently the models should be retrained. We have also created a set of communication tools to help provide an overview of what time-series forecasting is about with its potential uses and limitations. We will soon be sharing this content with finance and the executives, once it is finalized.
- » Office of Strategy and Analytics would like to extend a big thank you to all the senior leadership members and their teams for submitting their write-ups for the Institutional Accountability Plan and Report (IAPR). The team is currently reviewing all the submissions and have begun writing the first draft of key IAPR sections.

CONTINUING STUDIES

- » The Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA) wrapped up this month with students receiving their certificates of completion. Twenty (20) mid-career Indigenous filmmakers met with industry

experts on weekends to bolster their understanding of the business, fundraising and promotion side of filmmaking in Canada. This training embedded culturally appropriate practices and was offered in partnership with the Indigenous Digital Accelerator.

- » Last January, the University received funding to develop and offer three short, industry-partnered training sessions, in alignment with the Ministry's recently announced BC Microcredential Framework. Continuing Studies has been supporting the development and offering of these programs, which will begin as early as May 2022. One program is offered on the Sunshine Coast to volunteers and professionals who work in the service sector to bolster their understanding of their field. One program targets professionals in the film and gaming industry who wish to learn more about virtual production. The final program targets professionals who work in the 2D animation industry and want to learn the Toon Boom harmony workflow.
- » Spring 2022 open enrolment courses continue to be offered in four formats this term, including an increasing number of face-to-face offerings. In addition to the new courses described in the last report, two new courses have been added:
 - **Make a Movie on Your Tablet** introduces learners to filmmaking basics to create movies using their tablets. The intended audience are seniors looking to capture memories for their family.
 - **Music Tour Guide for Beginners** course will help learners gain a basic understanding of how music works and how to understand and appreciate it better.

INTERNATIONAL

- » The international arena remains one of constant change and challenge. While we are finally seeing positive signs of increased mobility due to the evolution of the pandemic and related vaccinations, variants and adjustments, the conflict in the Ukraine and terrible destruction to the country and global peace has created a new array of uncertainty. For international, our first priority was to address the needs of our Ukrainian students on campus. We immediately reached out to the community and conveyed our concerns for their well-being and that of their families, friends and communities. We followed this with a luncheon gathering where we discussed how things were for them. We also conveyed our concerns for our Russian students who were also facing significant anxiety, displacement and uncertainty. As a result, and recognizing the conditions that both our Ukrainian and Russian students were facing, finance, the registrar, student success, deans and the VPAP collectively formulated a range of actions to address the needs of both student groups, including:
 - Preparing a specific financial-aid package for non-tuition emergency needs
 - Providing options of deferring tuition payments to Spring 2023
 - Special focus on the academic performance of affected students and extending a range of academic supports
 - Specific and independent outreach to all students to provide well-being and community support, including hosting of two luncheon gatherings to date at the Centre for International Experience
- » On March 17, IRCC announced the [Canada-Ukraine authorization for emergency travel](#) (CUAET) program. This is a special, accelerated temporary residence pathway for Ukrainians seeking safe haven in Canada and includes work and study permits for up to three years. As related policy in this area evolves, post-secondary institutions, including CapU, are looking for ways to provide support and access to Ukrainians that are affected by the war in their country.
- » Special emphasis is being placed on international recruitment to rebuild international enrolment to 2018/2019 levels, as soon as practically possible. With support from MDX and Ollometrics, we have embarked on a second six-week social media advertising campaign in Brazil, Colombia, Mexico, Vietnam, Philippines, Nepal and Bangladesh. The campaign has resulted in very high exposure in these countries for the University and a range of solid leads that are currently being pursued. We have also added to our international recruitment team by hiring Junjie (Jesse) Yang as our second international recruitment manager. Jesse comes to us from NYIT and will focus on developing China, Korea, Japan,

Taiwan, Vietnam, Hong Kong, Thailand, Philippines, Indonesia and MENA markets. We are extremely pleased that Jesse has joined our team.

- » March 28–31 was the week of the Asia Pacific Association of International Education (APAIE) conference which was scheduled to be held in Vancouver for the past two years, but shifted to online delivery. CapU is a gold sponsor of this event. Many of our European partners have continued with their plans of travel to visit partners and this week we have received visits of heads of international to our campus from Hochschule de Medien University of Applied Sciences, Stuttgart, Germany; Normandie School of Business, France; UVic Catalana University, Spain; Amsterdam University of Applied Sciences, NL; and VIA University College, Denmark.
- » Aligned with our visit from VIA, Denmark on March 28, we conducted a live and virtual screening and seminar on film and sustainability showcasing the outcomes of the 'Arms Across the Atlantic'—a VIA/CapU film co-production project involving over 20 students and faculty done during the pandemic and the connection of the Howe Sound UNESCO Biosphere Reserve and connections for film and other disciplines. The event featured speakers, plus films from other partners like Humber College. This is a planned pre-cursor to a full UNESCO and sustainability-themed film festival next year in association with the Global Sustainability Film Alliance of which CapU is the first non-European member.
- » Also on March 28, CapU was a featured institution at a high-level event at the Philippines Embassy in Ottawa, acknowledging partnership development between Canada and the Philippines during the pandemic. The director, international represented CapU for the signing of an MOU with De La Salle College of St Benilde, Philippines and progress on a five-institution consortium on animation programing and professional development currently in progress. The Philippine delegation featured the Minister of Higher Education and many university presidents and dignitaries. Canada was represented by CEOs and delegations of Universities Canada, Canadian Bureau of International Education, Colleges and Institutes, Canada and other associations and universities from across the country.
- » While visa processing remains a considerable challenge for students to start programs at CapU in person, Summer term acceptances (deposits) equaled our highest ever in 2019 at 641 accepts and currently 424 students are registered compared with 164 in 2021, 59 in 2020, 518 in 2019 and 247 in 2018. So, while there is some rollover of previous terms where students have deferred due to slow visa processing, the signs are encouraging. The new Minister of Immigration stated that visa processing would be back to normal by the end of the year, but this is still two intakes away so we need to be prepared for continued registration challenges and shifts as the start of term begins.
- » With some time since we had in-person connections with our partners and agencies in India and the new markets we are developing in South Asia, the director, international is returning to South Asia next week to conduct agent visits and receptions in India, Nepal and Bangladesh, meeting with High Commissions to review visa processing matters and conducting meetings with prospective partner institutions in Jalandhar and Chandigarh with the express purpose of providing students alternative program delivery options in country as they navigate visa and flight challenges. It is anticipated that the director will meet with over 300 agency representatives during this visit.

STUDENT SUCCESS

ATHLETICS

- » PACWEST Provincial Volleyball Championships were held February 24–26, 2022 at Columbia Bible College. The men's team finished fifth and women's team finished fourth.
- » PACWEST Basketball Championships held March 3–5 at Columbia Bible College. The women's team finished fourth and men's team won silver, qualifying them as the wild card from PACWEST for national championships March 23-28.

- » Total PACWEST awards this year for CapU Blues teams:
 - Women's Soccer PACWEST Gold Medal
 - PACWEST Awards—Academic Excellence from Capilano University—22 male and female athletes
 - PACWEST All-Stars—14 male and female athletes
 - Coach of the Year in Women's Soccer
 - Male and Female Player of the Year in Soccer
 - One Rookie of the Year and three All Rookie team athletes
 - Four CCAA All-Canadians
 - Seven Academic All-Canadians
- » Overall, 33 athletes achieved 3.5+ GPAs and 27 athletes achieved 3.0-3.5 GPAs. **More than half of the athlete students achieve above a 3.0 GPA.**
- » The Athletics & Recreation Department is pleased to announce the hiring of Georgette Reed as the new athletic director. Milt Williams, who retired after 30 years at CapU, returned in September to provide leadership to the department until a new director was hired.

RECREATION

- » **Personal training.** CapU Rec and Kinesiology have partnered to develop a personal training program at CapU. The program launched in February 2022 and has been very successful so far. Our trainers are certified personal trainers who have come through the kinesiology program at CapU. The program is open to students, employees and members outside of the university community.
- » **Intramurals.** CapU Rec is offering intramurals programs for all students and employees which have been well attended. Activities include cricket, volleyball, dodgeball and soccer.
- » **Fitness classes.** CapU Rec is currently offering: virtual yoga, circuit training and virtual Zumba. Registration has been low for all fitness and spin classes due to COVID-19.
- » **Orienteering.** The Greater Vancouver Orienteering Club (GVOC) is working with CapU Rec to create an orienteering course(s) on the North Vancouver campus, including the installation of 40 physical check point plates. Students, Employees and community members will be able to complete the course using a physical map or PDF on their smartphone. Each check point includes a QR code that participants must scan with their phone to record their time between check points and their total time completing the course. With up to three different courses around campus, this will be accessible for children, recreational adults and competitive athletes.
- » **Student housing events.** Student housing and CapU Rec have been partnering to offer free recreation events for students living in student housing. In February, we offered a drop-in sports night and this month we are offering a 3v3 March Madness basketball tournament. These free events take place in the gymnasium at student housing and led by CapU Rec student assistants and the active health programmer.
- » **Run Walk Wheel Program.** Indigenous Student Services and CapU Rec have partnered with **ISPARC** to offer a virtual run/walk/wheel program. This program is open to both Indigenous and non-Indigenous students and employees at CapU, with the goal to increase the sense of community and engagement in running or walking. The program goes until April 24 with the end goal event of the Vancouver Sun Run. Participants track their walks and runs on the Strava activity tracking mobile app. CapU Rec has been posting weekly updates on the [Teams Channel](#) to motivate participants. Prizes will be given to participants who ran and walked consistently throughout the program.

- » **Summer camps.** CapU Rec will be offering half-day recreation summer camps, open for online registration by the end of March 2022. Campers will be introduced to a multitude of different sports and outdoor activities, including cricket, disc golf, orienteering, soccer, yoga and more. Principles of physical literacy will be introduced to develop campers' confidence, competence, and motivation to live active and healthy lives. Vancouver Coastal Health has contributed a \$2,000 Healthy Communities Grant to purchase developmentally appropriate equipment for these age groups and to train/educate our summer camp leaders.
- » **Disc golf.** The athletics & recreation department recently purchased disc golf equipment to set up temporary disc golf courses around campus. 9-hole disc golf courses will be set up for students and employees to play on and around the Lillooet field. CapU Rec plans to put on one-off events and organized tournaments. The equipment will also be available for students to set-up at their own discretion.

CAREER DEVELOPMENT CENTRE (CDC)

- » The CDC team is committed to decolonization and learning more about Indigenous histories and cultures. We joined the student affairs team in a Cultural Protocols, Empathy and Safety workshop facilitated by Nahanee Creations, engaging in decolonial dialogue and how we can apply it in our practice. We also participated in a walking tour at the Capilano Hatchery with Deanne Lewis, a Squamish Nation community member from Talaysay Tours, to hear and learn from her stories and teachings.
- » Our advisors supported 93 students with one-to-one career appointments. We continue to work with faculty to integrate career education in the classroom by providing 33 workshops across all areas of study to 500+ students.
- » The CDC's advisors added a new workshop, "Teamwork Skills: Understanding Your Role in the Workplace," rounding out the offerings of 13 of our career development lunch & learn workshops each term. The advisors facilitated the remaining eight career development workshops and an all-day workshop to help students build job-finding skills, Pathway to Meaningful Employment (P2ME), to 46 students.
- » Our student career ambassadors coordinated a head and shoulder photo booth session, providing 14 students with portraits for professional use.
- » The CDC collaborated with Douglas College and the University of the Fraser Valley to host and organize the Virtual Pacific Career Fair on March 1, 2022, attracting 70 employers and 397 students, 63 of which were CapU students.
- » We collaborated with the School of Tourism Management to host the first in-person, on-campus tourism hiring fair on March 24, 2022. We sold out all 15 community partner booths, with several more on the waitlist. The fair welcomed 141 student attendees. Our student career ambassadors held a photo booth session concurrent with the tourism hiring fair, providing over 50 students with professional portraits.
- » We collaborated with the WIL Co-Lab and the School of Business to plan and organize WIL Month, with a series of events engaging students, faculty and community partners: WIL Showcase, Resume Speed Dating and Celebrating WIL at CapU networking event.

LEARNING SUPPORT

- » Appointments with the learning strategist have grown exponentially since the start of the term. Many students are recognizing that *how* they learn can be just as important as *what* they learn. This has seen an influx of students who are reaching out for support with aims of strengthening their study skills and approaches to learning.

- » The learning strategist, through consultation with the CTE and other faculty, has begun the groundwork for creating online asynchronous study skills workshops. These workshops, expected to be rolled out prior to the end of the term, can support students across the disciplines 24-7.

STUDENT AFFAIRS

- » Student affairs continues to roll out the Your Early Support (YES) Program to academic programs and service areas across all CapU locations. This new early alert program supports students who are facing personal or academic challenges during their time at CapU and helps connect them to on and off campus resources and services that can best support their academic journey. Since the pilot launch in Fall 2021, student affairs has received 74 YES Program referrals via our two student support advisors. Approximately half of the concerns involve connections to mental health supports for students feeling distressed, overwhelmed or suicidal. Other concerns involve academic challenges such as missed classes and learning struggles, financial challenges, housing insecurity and difficulties with transitioning to university life. To date, the majority of students who accessed support did not know how to find or access support services on or off campus. Approximately one-third of students referred to the YES Program receive ongoing support and well-being check-ins from our student support advisors.
- » Student affairs facilitated two university-wide virtual EDI Conversations on “Being Black During Black History Month” for all learners and employees to honour Black History Month and raise university awareness of cultural and personal anti-black racism in Canada.
- » Student affairs also hosted the weekly “Being at CapU” virtual gatherings for all CapU community members to listen to each other’s personal stories in order to give greater visibility to our equity-seeking groups in a safe and non-judgmental environment.
- » Student affairs awarded two community grants for student-led initiatives—a campus mural project and a community arts workshop—and hosted Jaybird Games, a series of fun competitions to connect students to campus and their peers.

STUDENT HOUSING SERVICES

- » Provincial Health started easing COVID-19 restrictions in early March, which in turn led to housing lifting some of its restrictions. We increased our in-person events and have seen a significant positive shift in well-being and mental health within our community.



- » We continue to provide housing to current, recently past and future CapU students. Our summer 2022 application process opened on February 1 and we received 48 applicants to date. At the start of the pandemic in 2020, we modified our fee charging method and moved to monthly charging for summer months, which students appreciate.

- » We are in conversation with summer camps for room bookings in the summer months. This is dependent on the groups having enough program enrolment and COVID-19 restrictions this summer. Having these groups stay in housing over the summer would generate additional revenue to help offset the fixed cost that we take on during those months.



REGISTRAR'S OFFICE

- » The registrar's office is continuing to partner with IT services on several projects that will assist with improving the student experience and create efficiencies in our processes. We are on track to implement improvements to the registration system for Fall 2022. We will also see the launch of MyCapMap (DegreeWorks) in the coming months, allowing students to track their progress in their programs and see significant improvements in processing of graduation evaluations. This will be a big win for CapU!

FINANCIAL AID & AWARDS

- » Financial aid advisors participated in the Experience CapU event that was held on March 19 and had 26 virtual appointments with potential students, helping our incoming students understand the financial obligations that come with post-secondary education.
- » For the months of February and March, advisors saw 50 students through booked appointments and completed the process of a heavy administrative load with spring scholarships, bursaries and awards adjudication/administration, as well as entrance award administration.

ACADEMIC ADVISING

- » The academic advising team was very busy in the months of February and March. Our advisors saw 312 students through booked appointments, 130 students through virtual Zoom drop-in and responded to 3,000 student emails.

RECRUITMENT & ADMISSIONS

- » Student recruitment and transition just completed the first of its kind—Experience CapU event. Experience CapU allowed prospective students 1:1 individualized, virtual Zoom sessions with an admissions facilitator and financial aid advisor. We had 190 virtual appointments booked and amazing feedback from employees and students/parents on the success of the event. We will be adapting this for next year to be a blend of on campus and virtual. Thank you to everyone who supported the event and stay tuned for tweaks to make it even better! Application numbers continue to trend upwards due to significant improvements in lead generation and conversion tactics and strategies incorporated into the recruitment strategy this year.
- » As always, the team is working hard to ensure that both in-house and cohort-based applicants receive offers in a timely manner. We are also conducting follow up with the program areas on a student-by-student basis to optimize the flow through the enrolment funnel. There is a significant increase in the number of students with offers to date and we hope this trend continues right through registration! As mentioned above, the admissions team supported the Experience CapU event and provided prospective students with a top class experience. Thank you to both teams for a wildly successful event.

UNIVERSITY RELATIONS

University relations includes the departments of communications & government relations, marketing & digital experience, philanthropy & alumni relations, and university events. University relation's goals are to: enhance the University's reputation, develop positive relationships and secure resources to support University priorities.

UNIVERSITY RELATIONS

- » In March 2022, Niki Hope was appointed as the new Marketing & Digital Experience (MDX) team manager, marketing. Niki has been a valued contributor to the University for the past three years through her work in paid advertising and social media management. Prior to joining CapU, Niki spent over 13 years in the fields of journalism and advertising, leading large editorial and content teams in fast-paced, deadline-driven environments. She holds a Diploma in Journalism from Langara College and has continued to augment her skill set through training in writing, digital marketing and analytics.
- » University Relations is thrilled to welcome Pamela Findling as CapU's new director, communications. Pamela will oversee CapU's communications team as they continue to advance the reputation of the University and promote understanding of the successes, challenges and opportunities that define the CapU story. Pamela's career in communications includes positions with Science World, TransLink and the fibre optic technology company, AFL. She served as the director, training, health and wellness for the BC Rapid Transit Company (Skytrain); acting director, communications for TransLink and, most recently, the senior manager, communications for the Canadian Mental Health Association, BC Division. Pamela has a diploma in professional writing from Douglas College and a diploma in computer systems technology from the Northern Alberta Institute of Technology. In 2018, she completed her Master of Arts in Leadership from Royal Roads University.

COMMUNICATIONS & GOVERNMENT RELATIONS

- » CapU communications continued to be engaged in the preparation and support of return-to-campus and COVID-19 messaging, including the distribution of COVID-19 rapid test kits to students and employees and the lifting of indoor mask mandates by the Provincial Health Officer. As of April 1, the University's "Return to Campus" webpage will transition to a "Campus Ready" page as the University turns its focus to recovery and readiness and starts to move beyond the pandemic. However, communications will remain responsive to provincial guidelines and health orders as they change.
- » Communications and the School of Tourism Management and Outdoor Recreation coordinated and hosted a visit from federal Minister of Tourism Randy Boissonnault on March 11. Minister Boissonnault was in Vancouver for the BC Hospitality and Tourism conference and expressed an interest in engaging with CapU tourism management students. Jennifer Ingham, vice president, university relations and Lara Duke, dean, Global & Community Studies greeted and facilitated student presentations and questions with the Minister. The visit was captured on various social media channels.
- » On March 17, Capilano University announced its purchase agreement to purchase two acres of land in the Oceanfront Squamish development. This announcement generated significant coverage in both traditional and online media.

MARKETING AND DIGITAL EXPERIENCE (MDX)

- » Capilano University's *Empower* brand campaign is wrapping up and we will be thoroughly reviewing the metrics to inform campaign plans for the upcoming fiscal year. While final data is yet to be compiled, throughout the campaign we have seen positive results in both student interest and action with 51–80 per cent increases in program page views, 84–395 per cent increases in conversions on the website, and 70 per cent lower cost-per-conversions.

» Several new landing pages have been launched on capilanou.ca in support of our goal to improve the experience for our users. Using recently-developed web components, we have updated the following pages for improved Search Engine Optimization (SEO) and Conversion-Rate Optimization (CRO). These changes will allow the pages to better meet accessibility requirements, highlight important calls-to-action, and allow easier access to key information:

- [Careers](#)
- [International students](#)

Note: all new landing pages are monitored through analytics for effectiveness, and adjustments made as needed.

» We have made progress on developing a new framework for University program pages to showcase the benefits of our offerings to prospective students. These marketing-focused pages integrate concise program descriptions, engaging photo and video content, student and alumni testimonials, potential career paths and clearly-defined actions and next steps. The first pages in this series to launch include:

- [Bachelor of Kinesiology Degree](#)
- [Bachelor of Tourism Management Degree](#)
- [Bachelor of Music Therapy Degree](#)
- [Bachelor of Business Administration Degree](#)

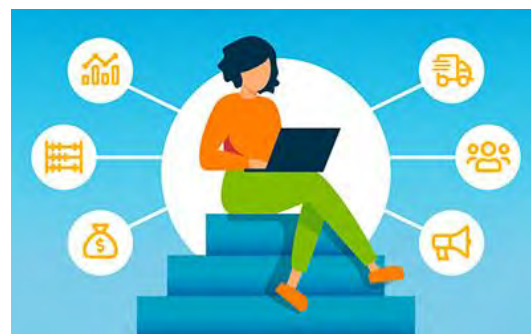
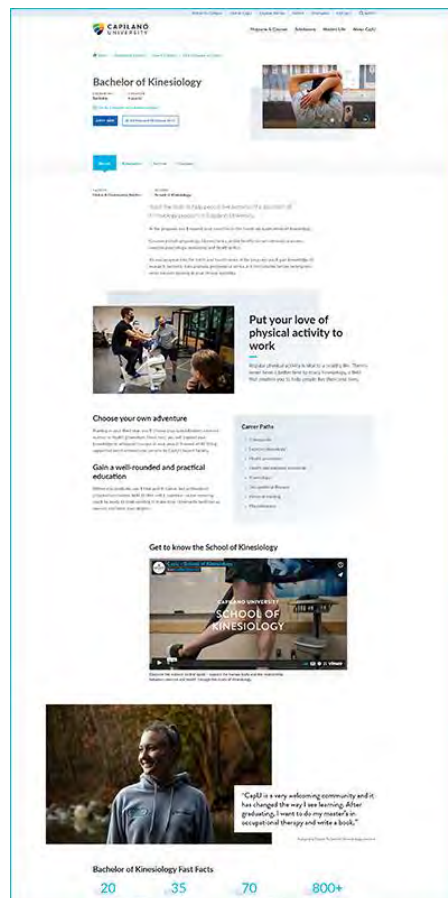
» As part of our commitment to support and promote newly-launched programs, we have partnered with Georgia Street Media to produce two program-focused videos for our new bachelor’s degrees. We are wrapping up production on the BA with a Major in Psychology and the BSc General is now complete. These videos will be featured on the website and as advertising collateral for digital campaigns.

» Creative production on this year’s acceptance package is nearly complete. A custom-designed physical box will be mailed to admitted students including a welcome letter from the deans, a new student guide, a campus map, supporting informational documents and a bamboo cutlery set.

» The team is proud to share that 13 stories have been published to our digital storytelling platform, Capsule, since early February. These compelling articles feature a diverse array of content including alumni Q&As, faculty videos, student supports and a deep dive into our program concentrations and specializations.

» MDX searching for a new creative agency partner. An NRFP was posted to BC Bid and is open until April 1. Evaluation and interviews will follow thereafter with the aim to onboard in early May.

» It has been a busy time for MDX, supporting departments with their end-of-year marketing initiatives. Despite this, our team continues to stay positive and committed to delivering best-in-class products and initiatives for the University.



PHILANTHROPY & ALUMNI RELATIONS (PAR)

- » Name change: Development & alumni relations has updated the department's name to philanthropy & alumni relations (PAR) to better reflect the work and focus of this team.
- » The University is pleased to announce that as of March 2022, the capital campaign in support of the new Centre for Childhood Studies (CCS) **has exceeded its \$5M goal in just 11 months!**
- » To date, \$5,189,319 has been raised and these funds, along with the \$9.46M provided by government, will enable us to begin construction on this \$18.6M Centre of Excellence in 2022.
- » To raise our external communities' awareness of the new Centre and invite their support, a sponsored ad, providing an overview of the new Centre for Childhood Studies and the ECCE program, was published both digitally and in print in March 2022. Additionally, an ad series entitled "And Now For Some Good News" will feature select groups of donors to the CCS Campaign, and run through the months of March, April and May 2022.
- » Planning has also begun on the anticipated CCS groundbreaking ceremony, event date still to be confirmed.
- » The annual Chancellor's Dinner took place on March 9, 2022 in the BlueShore Financial Centre for Performing Arts. Seventy-two individuals attended and were treated to an evening of delightful performances and wonderful speakers. The event was hosted by Chancellor Yuri Fulmer and MCed by Christopher Gaze from Bard on the Beach. With the help of auctioneer Howard Blank, the dinner event raised close to \$90,000 in support of the 'Take A Seat' campaign to renovate the theatre and add accessibility upgrades. In total, the team has raised an astounding \$216,801 since the start of the initiative with a plan to complete the fundraising goal early next fiscal year, enabling renovations to take place in time for the 25th Anniversary celebrations in the fall.
- » Major gifts—A generous gift of securities totaling \$32,000 and an additional \$10,000 pledge has been received from Mary Lou Owen, a retired teacher living in Sechelt, to establish two endowments: the Mary Lou Owen Sunshine Coast Award and the Becky Wayte Sunshine Coast Award. Both endowment funds will support full-time and part-time students enrolled at CapU's Ká-lax-ay Sunshine Coast campus. Preference will be given to second, third, and fourth-year students who are in foster care and have faced or are facing significant barriers in their path to higher education.
- » Appeals—The Philanthropy team launched a "Show Your Love" employee appeal in February 2022 in support of students in financial need. A total of \$745.00 was raised during month of February; in addition, \$3,480.00 was raised through payroll giving.
- » Philanthropy & alumni relations said goodbye to our funds & donations officer and alumni relations officer who accepted positions with other larger organizations and to our data analyst who has joined the IT services team at CapU. The positions have been updated and posted to reflect our current philanthropic climate and operational needs. We look forward to introducing new team members early in the new fiscal year.
- » An Alumni Perks app was developed in response to alumni requesting more benefits or discounts for CapU grads as a benefit of membership. The Capilano University Alumni Association (CUAA) launched the new app in January 2022,



gaining 540 members with 25 Perks Partners and 320 viewed offers on the app. Perks can be viewed and redeemed through both the Alumni Perks app and website, making it accessible to alumni of all ages.

- » The Alumni Perks app provides an opportunity for businesses and service providers to buy-in to the app with an annual sponsorship fee. The services provide alumni exclusive discounts and special offers at both a local and national level. To date, \$9,200 has been raised. Perk partners include Bell Mobility, Deep Cove Brewing, MODO and Fresh Prep to name a few. There are currently seven perks partners in the special feature category of “Alumni Business Owners” which include COBS Bread, Park and Tilford; Arkitek Creative Inc.; and The Phonix Band. New perks partners are continually being onboarded as businesses are actively solicited by PAR and the CUAA Partnerships Committee.

UNIVERSITY EVENTS (UE)

- » On February 7, we were delighted to welcome Elder Joe as the official Elder for the kálaš-ay Sunshine Coast campus. The UE department supported their celebration, providing streaming, set up, décor and general event logistic support.
- » On February 23, the UE assisted the Indigenous student services department in their terrific “Inspiration Nation” event hosting youth at CapU.



- » On March 9, philanthropy & alumni relations and university events teams were excited to greet guests for the Chancellor’s Dinner. The BlueShore Theatre hosted 73 people for a fundraising dinner on stage in support of the theatre refresh. The event included performances by a jazz trio of current students, classical guitar by an alumnus, an opera performance by two CapU music grads as well as theatre students acting out live auction items. Special guest Alex Cuba entertained guests. It was a beautiful and remarkable evening for all. The evening was MCed by Christopher Gaze, from Bard on the Beach and Howard Blank was the auctioneer.



- » On March 19, UE supported the recruitment department in their Experience CapU event. These two teams have been working together for months to create a wonderful experience to convert student applications to admissions.

- » UE is seeing some staff transitions. Kate Phifer moved from her interim role as ceremonies and protocol officer (CPO) to events specialist and Vanessa Campanholo took over the remaining maternity leave for CPO. The manager of university events, Julie Vanderyagt will be leaving CapU at the end of March.





BOARD REPORT

AGENDA ITEM 7.1: Board and Committee Roles and Responsibilities Regarding University Plans	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Duncan Brown	

PURPOSE

To discuss and approve changes to the Board's Governance Manual and to the Governance and Planning Committee's Terms of Reference.

BACKGROUND

The Board's Governance Manual provides that the Board's *"role is one of governance and oversight of the University. The Board carries out its responsibilities under the Act through a stewardship role and is accountable for ensuring the University fulfills its mandate. The Board's role is to be informed about, but not supervise or direct, the day-to-day activities, risks and successes of the University. The Board sets the overall vision and strategic direction, periodically assesses the operational status relative to that direction, and leaves the day-to-day management and operation of the University to the President and senior leadership team."*

In recent years the University has been improving its planning and accountability culture and practices. A new ten-year strategic plan – Envisioning 2030 – was adopted in 2020 and a new ten-year academic plan – Illuminating 2030 was adopted in 2021. The University has also moved its operational planning to an integrated planning model.

At the same time, the Board has prioritized improving its strategic oversight role and responsibilities. It reviewed its role and responsibilities when it adopted its new Governance Manual in 2020. It also revised the Governance and Planning Committee's Terms of Reference to better align the Committee's responsibilities with the Board's Charter and Mandate and to better assist the Board in fulfilling its strategic oversight responsibilities.

DISCUSSION

The Academic Plan

The *University Act* provides that the Board must seek, and the Senate must give, advice on the development of educational policy for the following matters: the mission statement and the educational goals, objectives, strategies, and priorities of the University. While it is clear that the Board approves the University's Academic Plan this is not included in the Board's Governance Manual. The Board's governance documents should be amended to include the academic plan.

Also, the Board Governance Manual refers to the University's "vision, mission and values." During the strategic planning process the University used the word "purpose" rather than the word "mission," with

its military history. This was a small but significant change in terms of decolonizing the strategic plan and our approach to who we are. The Governance Manual should be amended to reflect this change.

Strategic and Operational Plans

The Board's Governance Manual provides for Board approval of the University's strategic plan, strategic initiatives and annual operational plans. Typically Board's approve strategic plans, while operational-level plans are considered a management responsibility. The Board's governance documents should be amended to provide for Board review, but not approval, of strategic initiatives and operational plans. These documents should also be amended to reflect the fact that the University has moved from annual operational planning to multi-year integrated planning.

Performance Monitoring

The Board's Governance Manual provides that the Board monitor performance against strategic and operational plans with a focus on key risks and strategies. Board performance monitoring is typically focused on performance against strategic plans, not operational plans. The Board's governance documents should be amended to reflect this.

RECOMMENDED MOTIONS

THAT the Board amend the Board Governance Manual, as per Appendix "A."

THAT the Board amend the Governance and Planning Committee's Terms of Reference, as per Appendix "B."

Governance and Planning Committee
Board Roles and Responsibilities re University Plans

Appendix A

Proposed Amendments to the Board Governance Manual (ss 12 and 16)

12. Role of the Board

The Board's role is one of governance and oversight of the University. The Board carries out its responsibilities under the Act through a stewardship role and is accountable for ensuring the University fulfills its mandate. The Board's role is to be informed about, but not supervise or direct, the day-to-day activities, risks and successes of the University. The Board sets the overall vision and strategic direction, periodically assesses the operational status relative to that direction, and leaves the day-to-day management and operation of the University to the President and senior leadership team. The Board is responsible for the business of the University – its administration, finances, operations, assets, role in the community and the integrity of such.

The Board's governance role involves a wide range of responsibilities, including:

- overseeing the development of the overarching strategic direction and policy framework for the University;
- approving the University's ~~annual and~~ long-term plans, including a strategic plan and an academic plan;
- ensuring the University's activities are consistent with its mandate and strategic plan and academic plan;
- monitoring the University's performance;
- ensuring effective stewardship of institutional resources;
- ensuring senior leadership are appropriately qualified;
- ensuring an effective process for identifying, monitoring and managing institutional risk;
- selecting and evaluating the President; and
- overseeing a succession planning process to ensure continued leadership.

These duties are mainly discharged through oversight of the President and senior leadership, who are responsible for the management and day-to-day operations of the University and for implementation of the direction set by the Board.

16(c) The Board supports strategic planning by:

- a) reviewing and approving the vision, ~~purpose mission~~ and values of the University in collaboration with the Senate;
- b) providing input, reviewing and approving the strategic plan ~~and initiatives~~
- c) providing input, reviewing and approving the academic plan in collaboration with the Senate;
- d) reviewing ~~and approving strategic initiatives~~ and integrated the annual operational and capital plans, and key performance indicators;
- e) ed monitoring, on a regular basis, performance against strategic ~~and operational~~ plans, with a focus on key risks and strategies;
- f) approving policies under the jurisdiction of the Board and major transactions;

- gf) ensuring compliance with legal and regulatory requirements;
- hg) annually reviewing the draft Institutional Accountability Plan and Report prior to its submission to the Ministry of Advanced Education; and
- ih) creating an excellent working relationship with the Minister and the Ministry of Advanced Education to facilitate the University's progress in implementing approved strategies and plans.

Governance and Planning Committee
Board Roles and Responsibilities re University Plans

Appendix B
Proposed Amendments to the Governance and Planning Committee
Terms of Reference (s 3)

3. DUTIES AND RESPONSIBILITIES

The principal duties of the Committee are to:

Planning

(j) review and provide advice as needed on strategic planning for the University;

(k) review and recommend to the Board approval of the ~~including the~~ strategic plan;

(l) review and recommend to the Board approval of the academic plan;

(m) review ~~strategic and~~ initiatives and ~~integrated operational and capital~~ plans ~~and key performance indicators~~;

(n) -monitoring, on a regular basis, performance against strategic ~~and operational~~ plans, with a focus on key risks and strategies; and

(k) annually reviewing ~~ing~~ and recommend to the Board approval of the draft Institutional Accountability Plan and Report (IAPR).



BOARD OF GOVERNORS REPORT

AGENDA ITEM 7.2: Related Party Disclosure	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Debbie Carter, Vice-President, Finance and Administration	

PURPOSE

To comply with the provincial requirement for all Board of Governors to submit a *Related Party Disclosure that can be found on the next page.*

BACKGROUND

The provincial government implemented the requirement for a Related Party Disclosure in April 2018. The requirement applies to numerous public entities including agencies, crown corporations, school districts, health authorities, universities and colleges.

A related party exists when one party has the ability to exercise control or shared control over the other. The form requires the disclosure of any material transactions between related parties, during 2021/22, for transactions at a value other than fair market value and transactions that have a material monetary effect on financial statements at Capilano University.

The definition of a related party, for the purposes of this disclosure includes:

- entities within the governments reporting entity (e.g. Capilano University);
- key management personnel and their close family members (e.g. President and Vice- Presidents); and
- entities controlled by key management personnel or their close family members.

Three questions that need to be answered in the disclosure are:

- Are you aware of any transactions during the fiscal year between yourself and a government entity (Capilano University) that occurred at a value different than fair value?
- Are you aware of any transactions during the fiscal year involving a government entity (Capilano University) and a close family member that occurred at a value different than fair value?
- Are you aware of any transactions during the fiscal year involving a government entity (Capilano University) and an entity controlled by you or a close family member that occurred at a value different than fair value?

RECOMMENDATION

Board members are required to complete and sign the declaration and submit to the Executive Assistant to the Board of Governors no later than the upcoming meeting on April 26, 2021. The University will summarize all declarations and submit to the Ministry of Advanced Education and Skills Training and Ministry of Finance.

**DECLARATION OF RELATED PARTY TRANSACTIONS
INVOLVING KEY MANAGEMENT PERSONNEL**

The Province of British Columbia complies with generally accepted accounting principles in the Public Sector Accounting (PSA) Handbook. These standards require disclosure of material transactions between related parties that occur at a value other than fair value. Fair value is the amount of consideration that is agreed upon in an arm's length transaction between willing parties under no compulsion to act.

A related party for the purposes of this disclosure include:

- entities within the governments reporting entity,
- key management personnel and their close family members, and
- entities controlled by key management personnel or their close family members.

Entities within the government's reporting entity include ministries, agencies, Crown Corporations, school districts, health authorities, hospital societies, universities and colleges.

Key management personnel are those individuals who have the authority and responsibility for planning, directing and controlling the activities of the entity. For core government, key management personnel include Ministers, Deputy Ministers, Associate Deputy Ministers and equivalent.

To provide appropriate audit evidence to support the information required for disclosure, please answer 'Yes' or 'No' to the following questions for the fiscal year ended March 31, 2022. To the best of your knowledge,

- are you aware of any transactions during the fiscal year between yourself and a government entity that occurred at a value different than fair value? YesNo.
- are you aware of any transactions during the fiscal year involving a government entity and a close family member that occurred at a value different than fair value? YesNo.
- are you aware of any transactions during the fiscal year involving a government entity and an entity controlled by you or a close family member that occurred at a value different than fair value? YesNo.

If you've answered yes to any of the above questions, please provide a brief description of the transaction(s) and the parties involved.

Entity Name

Name
Title

Date signed



BOARD OF GOVERNORS REPORT

AGENDA ITEM 8.1: Socially Responsible Investing and Environmental, Social and Governance (ESG) Integration	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Debbie Carter, Vice-President, Finance and Administration	

PURPOSE

The purpose of this report is to update the Board regarding Environmental, Social and Governance (ESG) integration, and Socially Responsible Investing (SRI) policies.

MOTION

The following motion is proposed for the Board:

THAT the Board of Governors receive for information the report on Socially Responsible Investing and Environmental, Social and Governance (ESG) Integration.

BACKGROUND

At the February 22, 2022 meeting of the Board of Directors, changes in the investment asset mix for the University portfolio and the Foundation portfolio were approved. The Board requested that Administration update the Board at the April meeting, regarding ESG and Socially Responsible investing (SRI) policies and how that's reflected in each portfolio.

DISCUSSION

ESG refers to environmental, social, and governance factors that may have a material impact on an investment. Responsible investment is an umbrella term used to describe a broad range of approaches for incorporating ESG considerations into the investment process. ESG factors have become increasingly important in the financial market. Some examples of ESG factors include:

Environmental – air and water pollution, biodiversity, climate change, ecosystem integrity, natural resource management and use, waste management, water quality and availability.

Social – community relations, data privacy and security, employee engagement, gender and diversity, health and safety, human rights, labour practices.

Governance – Board structure and independence, bribery and corruption, executive compensation, lobbying and political contributions, shareholder rights, tax strategy and accounting standards.

Adoption of ESG principles remains at peak levels. Problems like climate change and social issues are increasingly being presented as systemic financial risks for organizations.

Responsible investment is a rising organizational strategy in understanding our environmental, social and governance (ESG) impacts and is in line with the University's Envisioning 2030 value of sustainable actions to enable a better place for future descendants. The University's investment managers adhere to the University's Investment Policy mandate. The policy establishes guidelines to ensure that the assets of the University and the Foundation are invested in a prudent and effective manner. Specific to ESG, the policy states:

"The University supports and encourages its investment managers to incorporate ESG factors, along with other conventional analytical tools, when evaluating investment opportunities and risks. Relevant ESG factors will vary by industry and should be applied appropriately to help assess both risk and return."

The policy further states:

"When selecting Investment Managers, the Investment Committee should consider how investment managers analyze and integrate ESG factors into their investment activities".

The University's investment managers, Phillips, Hager & North (PH&N), confirm that responsible investing is integrated into their investment process across all asset classes. They have offered to present their overall approach to responsible investment, including methods used in ESG integration, stewardship activities, and reporting at the Investment Management Committee's next meeting on May 12th and following that at the Board's June 28th meeting.



BOARD OF GOVERNORS REPORT

AGENDA ITEM: 9.1 Bachelor of Arts with a Major in Governance, Policy and Justice Stage 1 Proposal	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Dr. Laureen Styles, Vice President Academic & Provost	

PURPOSE

To seek Board of Governors approval for the **Bachelor of Arts with a Major in Governance, Policy and Justice** Stage 1 proposal.

DISCUSSION

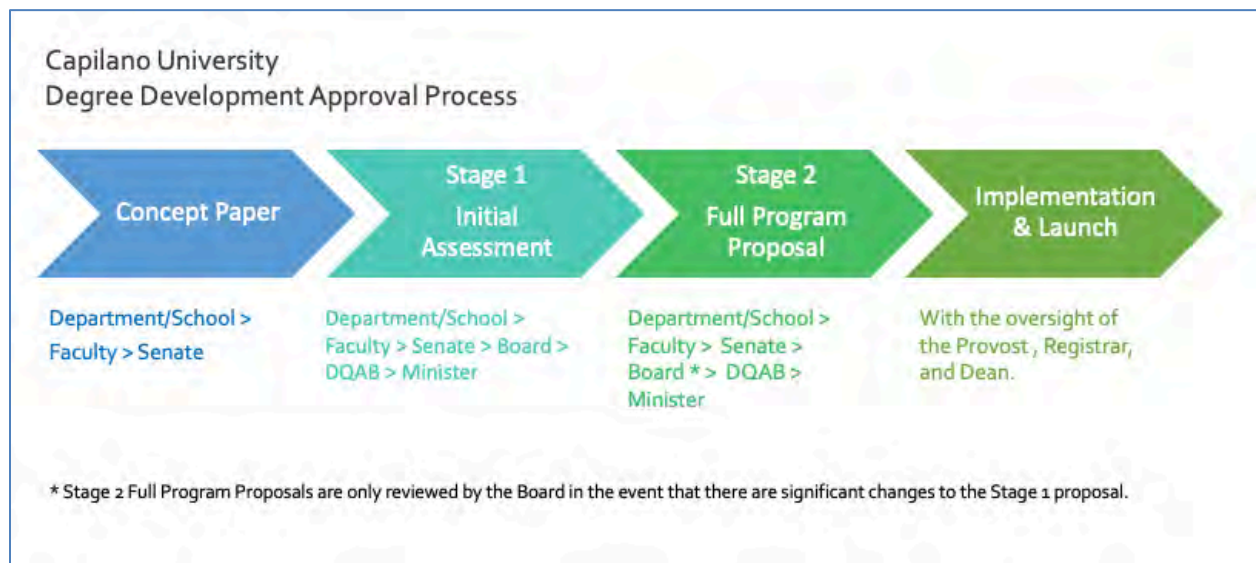
Capilano University continues to prioritize the development of new academic programs with the objective of expanding our range of regionally relevant academic programming options and increasing student enrollment. Accordingly, the Faculty of Arts and Sciences is proposing an inter-departmental **Bachelor of Arts with a Major in Governance, Policy and Justice**.

- Content:** The first two years provide a balanced load of foundational courses. In years three and four, upper-level topics across the three disciplines (Philosophy, Politics, and Economics) will include public policy and governance; human welfare and the nature of the common good; human rights; citizenship and political institutions; local and global justice and equity issues; land stewardship practices and the right to self-determination; and the economic consequences of global resource distribution and participation in trade, exchange, and employment.
- Demand:** A key indicator of student demand is enrolment in Philosophy, Political Science and Economics courses where (seat) utilization is strong overall (between 85 – 103%). Surveying of existing students demonstrated interest to explore this proposed degree, and there is solid alignment with identified labour market needs with several of the core occupational categories linked with the program goals for which graduates would be well positioned (e.g., economic policy and research analysts, business development officers, senior government managers and officials, and other managers in public administration). Additionally, the proposed degree equips students with a valuable skill-set for the evolving nature of work. Future graduates will need to successfully navigate an increasingly dynamic and evolving landscape of work due to emergent technologies such as robotics, artificial intelligence and machine learning, and cloud computing. The most valuable skills we can equip students with are those that cannot be automated, including judgement, perseverance, imagination and creativity, problem-solving and critical analysis. In addition, the most successful graduates will be those that have learned how to educate themselves continuously. These skills are heavily represented in the learning outcomes and course topics.

- **Outcomes:** Students graduating in this degree are prepared for work in a range of areas, including business, government and public administration, the non-profit sector, law, and policy work.

PROCESS

In alignment with the requirements established by the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education and Skills Training (Ministry), new degree program development and approval is a multi-step process involving internal and external consultation, review and approvals.



Board review and approval is required at Stage 1 – Initial Assessment (i.e., social and economic benefits and system coordination). In addition to the approval recommendations provided by the respective Faculty, Senate Academic Planning and Program Review Committee, and Senate, prior to Board review and approval, the Stage 1 Program Costing and Budget Development process has also been completed in collaboration with Finance. A preliminary cost-recovery budget has been approved by the Provost, based on the Stage One proposal and initial planning assumptions.

Ministry review and approvals are required at both Stage 1 and 2. The full program proposal, including specific academic requirements and any new courses, are developed in Stage 2. The Minister's approval of the full program proposal (after a Stage 2 external expert review) is required for Capilano University to implement and launch a new degree program.

POLICY

As established in B.106.2 Program Approval Procedures, the Board of Governors has the final authority to implement [or in this case approve the first stage of program approval that leads to implementation] any proposed program. The Board will make its determination based on the following criteria:



- Completion of University approval process;
- Alignment with the Ministry of Advanced Education and Skills Training approval process;
- Alignment with the University's current academic and strategic plans; and,
- Ability to contribute to the fulfillment of the University's mission and goals.

If the Board of Governors approves the proposed program at Stage 1, the Vice-President Academic and Provost will submit the proposed program to the Ministry of Advanced Education and Skills Training.

Once a decision is made by the Minister of Advanced Education and Skills Training, the Vice-President Academic and Provost will inform the Board, Senate, Dean and Program Working Group (PWG).

RECOMMENDATION

Senate met on March 1, 2022 to review this proposal, and recommended the following motion for the Board.

THAT the Board of Governors approve the Bachelor of Arts with a Major in Governance, Policy and Justice Stage 1 proposal as presented for the consideration of the Minister of Advanced Education and Skills Training.

Stage 1 Degree Submission

The purpose of the Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

INSTITUTION: Capilano University	PSIPS PROPOSAL #:
PROPOSED DEGREE: Bachelor of Arts with a Major in Governance, Policy and Justice	

2/22/2022

Summary Description of Degree Program

The **Bachelor of Arts with a Major in Governance, Policy and Justice (GPJ)**, in the Faculty of Arts & Sciences, is a multi-disciplinary, modular, 120-credit degree that aims to provide a broad-based, applied, and interdisciplinary approach to the interconnected study of Philosophy, Politics, and Economics by exploring subjects of common concern to each. A minor in GPJ will be developed in conjunction with the major.

The proposed degree program provides students with an informed and critical basis from which to engage with and evaluate relevant aspects of the contemporary world as well as develop comprehensive solutions to regional, national, and global problems. Tools of analysis to be mastered in the program include social scientific methods and models, empirical data collection techniques, and philosophically informed analytical and ethical frameworks. In general, the program's principal goal is to produce graduates with both practical and transferable skills along with rigorous academic grounding in the three disciplines.

Program curriculum and delivery model: The central presupposition of the program is that in order to adequately understand social phenomena, they must be addressed from several complementary disciplinary approaches and interpretative frameworks. To this end, topics central to the program's curriculum are those of interest to all three disciplines and will include: public policy and governance; human welfare and the nature of the common good; human rights; the environment; citizenship and political institutions; local and global justice and equity issues; Indigenous epistemologies, land stewardship practices and the right to self-determination; and the economic consequences of global resource distribution and participation in trade, exchange, and employment.

Students will take a balanced load of foundational courses in the first two years, with the final two years dedicated to thematic modules and a capstone research project. Cap Core curriculum requirements (see Appendix 2) will be embedded in the program and studio and work-integrated learning will feature throughout the degree in alignment with the Faculty of Arts & Sciences Academic Model (see Appendix 1).

Program Learning Outcomes: Upon successful completion of this program, graduates will be able to:

1. Explain in written work and discussion the main concepts and theories relevant to the interconnected study of PPE (Philosophy, Politics, and Economics);
2. Apply comprehensive research and critical thinking skills (including quantitative methods) in independent and group work to analyze current regional and global problems;
3. Evaluate relevant policies and practices from social, political, economic, and philosophical perspectives;
4. Apply evaluations to real-world problems within the realms of public policy, business practice, and individual professional and personal action (including as they relate to issues of social and environmental justice, reconciliation between Canada and Indigenous Nations, and personal well-being);
5. Create innovative and impactful solutions to current social, political, economic, and moral problems through region-based, work-integrated learning experiences; and
6. Develop self-leadership, entrepreneurial capacity, and networking abilities with regional and international organizations that focus on relevant issues.

Targeted Students and employment prospects: Students graduating in this degree are prepared for work in a range of areas, including business, government and public administration, the non-profit sector, law, and policy work.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	<p>As a special purpose teaching university Capilano University is mandated to provide academic programs to meet the needs of our designated North Shore, Sea-to-Sky Corridor and Sunshine Coast region.</p> <p>Capilano University's current mandate includes five overarching principles that are to inform the institution's policies and programs: (1) putting people first, (2) lasting and meaningful reconciliation, (3) equity and anti-racism, (4) a better future through fighting climate change, and (5) a strong sustainable economy that works for everyone. ^[1]</p> <p>The proposed GPJ program is well suited to help achieve these justice-oriented goals, as one of its main objectives is to equip students with the knowledge and skills of governance and policy so as to imagine, deliberate upon, and construct more just communities and a more just province.</p>
How does the proposed program support the current academic and strategic plan of the institution?	<p>Capilano University's current ten-year strategic plan, Envisioning 2030, is built around three core themes: imagination, community, and a distinct university experience. By pursuing specific actions related to these themes, the university aims to achieve greater health and well-being for everyone on campus. These specific actions are outlined in the university's ten-year academic plan, Illuminating 2030. To assist the university with this initiative, the GPJ program is being constructed with the following actions in mind.</p> <ul style="list-style-type: none"> • Incorporating public-oriented experiential and work-integrated learning as curriculum requirements, thus expanding CapU's partnerships with local governments, businesses, not-for-profits, and other community partners. (Community, Actions 3 and 4)

	<ul style="list-style-type: none"> • Inviting the aforementioned organizations and entities to help contribute to the design and showcasing of our students' capstone research projects, thus expanding the university's scholarly, research and creative collaborations and embedding community-oriented research into our program. (Imagination, Action 5 and Community, Action 7) • Designing the major in an open and adaptable manner, thus allowing for the incorporation of minors and certificates, as well the future incorporation of micro-credentials. (Distinct University Experience, Action 6)
<p>B. Capacity</p>	
<p>To what extent does the program build on the institution's existing infrastructure, resources, and experience from offering programs in related fields over the past three years?</p>	<p>Capilano University currently has departments in philosophy, politics, and economics and the proposed degree builds on the existing infrastructure, resources, and experience delivering lower- and upper-level courses. A large majority of required lower-division courses are already operational. Likewise, between the three departments, there are currently sufficient upper-level courses that can be packaged together as 5 thematic modules, a minimum number for the degree program to run. Additional courses will be gradually mounted based on enrolment to offer students greater breadth.</p> <p>Combined, our three departments are well qualified to deliver the degree's multidisciplinary curriculum. The three departments currently have 17 faculty members, 11 of which have PhDs and 2 of which are ABD.</p> <p>Students graduating from the Faculty of Arts and Sciences, Associate Degrees, reported a satisfaction rate of 91% with 97% of respondents rating the quality of instruction as very good, good, or adequate. ^[2]</p> <p>Many students who have taken courses from our three departments have completed presently offered baccalaureate degrees at Capilano University including Business, Communications, and Interdisciplinary Studies. Graduates from these programs have gone on to successful careers in the private, public, and not-for-profit sectors. As such, GPJ intends to build upon the existing</p>

	<p>resources and best practices of these programs to help our students achieve similar levels of success. This includes the possibility of sharing courses where appropriate (ex. Research Methods). The degree also intends to work in collaboration with other modular degree programs that are currently in development. This includes the Bachelor in Environment and Society program with whom we plan to share a module (Environmental Justice).</p>
<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p>	<p>Though most required lower-level courses are already in existence and/or operational, some courses (particularly at the second-year level) will need to be offered more frequently to ensure that students in the program can take them at the appropriate time. Likewise, to ensure a sufficient variety of upper-level modules at the third- and fourth-year level, the degree will require the development of three to six new courses (one to two per department). Overall, roughly 24 additional instructional sections (3 FTE) will be needed to deliver the proposed curriculum. This will be achieved through an increase in the number of sections allocated to some part-time faculty members and/or new hires.</p> <p>The proposed program does not require specialized classrooms or technology.</p> <p>Our projections indicate that tuition revenue will be sufficient to cover the expected costs of the new program (see Appendix 4). Final program costing will be refined during the University's annual integrated planning process, including specific tuition and any additional fees.</p> <p>The program aims to enrol 20 students in its first year of operation in 2024/2025 and in each of the subsequent three academic years. Assuming a retention rate of 85% after year 3 and 95% during year 4, we expect to have 16 graduates each year (see Appendix 3).</p>

SOCIAL AND ECONOMIC BENEFIT

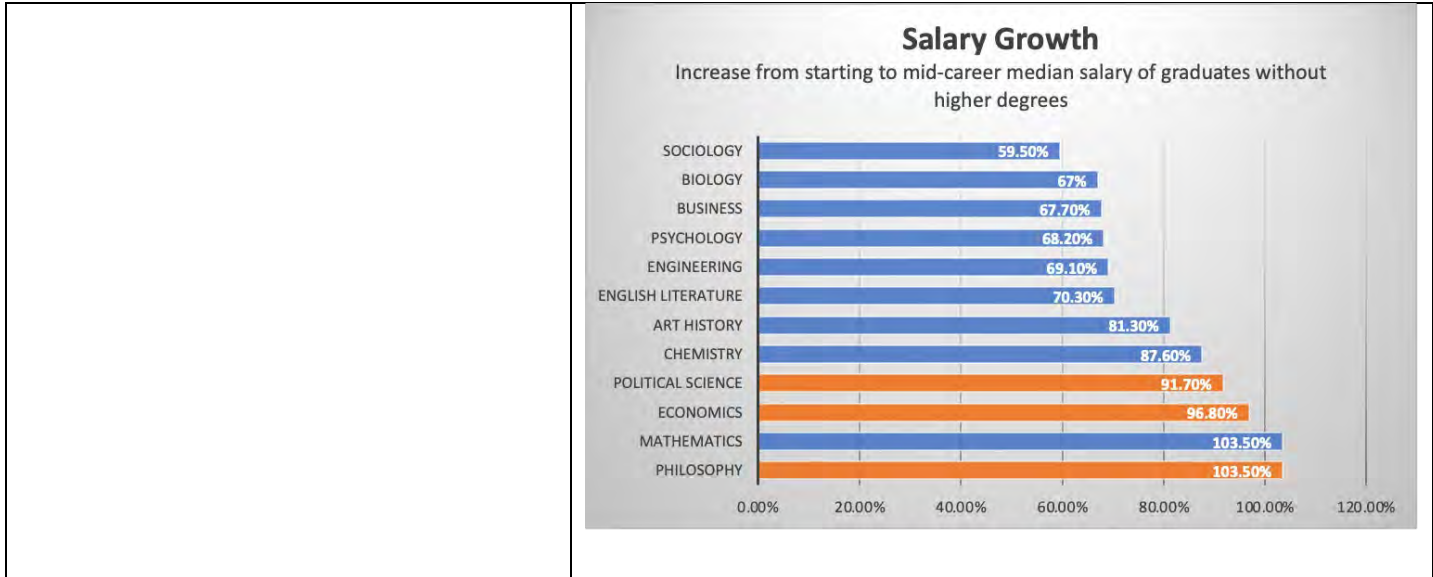
STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

CRITERIA:	COMMENTS:
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A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	The program provides both social and economic benefits.
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	<p>The program is designed so that students will learn foundational knowledge in philosophy, politics and economics and apply this knowledge in different practical and policy related domains. Graduates of the program will have the relevant knowledge and skills to contribute to many areas in our society and our broader public life. In many of these areas, the ability to examine complex empirical matters (drawing on the social sciences, models, and data) must be combined with moral insight and understanding, as well as knowledge of political institutions and political realities.</p> <p>At Capilano University, the presence of the program will benefit not only the students that pursue a degree, but the broader campus community as well. The presence of the degree will support inviting campus speakers in the relevant areas, as well as other events. And the presence of students in proposed degree program in other aspects of campus life – student groups, talks, etc – should enrich and improve the intellectual life of the campus.</p> <p>At a regional-level, the incorporation of work-integrated learning into the program will connect students to other organizations in the region – including non-profits, businesses, and government. This applied, more practical work will benefit students’ education and learning, as well as the participating organizations.</p> <p>Students in the program will also have a solid background from which to pursue graduate work in the underlying fields, as well as in areas such as law, public health, and public policy. Having students with a background in GPJ pursue graduate work and careers in these domains will strengthen and improve the subsequent work they do. And a background in GPJ prepares students well to get into graduate school. Philosophy majors have some of the highest verbal and</p>

	<p>analytic writing scores on the GRE, while Econ majors and Philosophy majors consistently outperform other majors on the LSAT test. ^[3] ^[4]</p> <p>One important government priority is affordable tuition. The prepared budget for the program illustrates Capilano University's ability to provide the proposed degree with affordable tuition fees (see Appendix 4).</p>
<p>How would the proposed program advance social goods or government priorities?</p>	<p>The program will include some applied modules (groupings of upper-level courses) where students can focus the foundational knowledge they learn in specific areas. These include modules on Environmental Issues, Indigenous Politics and Affairs, and Global Justice. Students will also have the opportunity to put this knowledge into practice, in the form of work-integrated learning.</p> <p>Thus, graduates will have the knowledge and experience to contribute to many solutions to social issues and government priorities, including those related to climate change and the environment, outlined in the BC Climate Leadership Plan. ^[5] They will be well-situated to respond and pursue the project of reconciliation, outlined in the Federal Government's Truth and Reconciliation Commission of Canada: Calls to Action. ^[6]</p>
<p>C. Economic Benefit</p>	
<p>What direct and/or indirect economic, industrial, or labour market benefits would the program offer the student, community, region or province?</p>	<p>Student</p> <p>PPE programs are globally popular degrees. ^[7] These programs equip students with a valuable skill set for the evolving nature of work. The program will produce graduates with transferable skills – including critical thinking, clear writing and communication, and the ability to understand and navigate empirical and social science data – that will always be in demand by employers and will help graduates pursue new careers shaped by emerging technologies of the future.</p> <p>These abilities and skill sets were emphasized by employers as being important for future workers during the process of consultation and in our employer survey (see Appendix 6).</p> <p>The degree aligns with the BC Labour Market Outlook: 2019, supporting employable graduates in a variety of in-demand career tracks. These graduates will have the knowledge and skills to address a wide range of issues related to economics, social justice, politics,</p>

	<p>and business, and will be able to work with community partners in a wide array of fields and areas.</p> <p>Regional-integrated curriculum and work-integrated learning will also help students to learn valuable skills and gain expertise from community partners and to form connections and networks that will allow them to contribute to these and other organizations.</p>																												
<p>How would the proposed program support economic growth and/or government economic priorities?</p>	<p>The degree equips graduates with a skill set that will allow them to navigate and contribute to future jobs in the evolving landscape of work that is shaped by robotics, machine learning, and artificial intelligence. Among the valuable set of skills for the future of work include those much more difficult to automate, including critical thinking, problem solving, the ability to understand and interpret data, along with other analytic abilities. These skills are developed and reinforced within the proposed degree.</p> <p>Students who graduate from the degree program can expect to do well in the labour market. Data is hard to find on the earnings of students with PPE degrees, however the success of these graduates is supported by their success in each of the underlying disciplines. Students with an undergraduate degree in one of the underlying disciplines (Economics or Philosophy or Political Science) have competitive and favorable career earnings. They also have some of the best salary growth from their starting job to mid-career, suggesting the skill sets and knowledge developed in these disciplines is valuable to employers. ^[8]</p>  <table border="1"> <caption>Annual Salary: Median Salary of Mid-career Graduates without Higher Degrees</caption> <thead> <tr> <th>Discipline</th> <th>Median Salary</th> </tr> </thead> <tbody> <tr><td>SOCIOLOGY</td><td>58,200</td></tr> <tr><td>PSYCHOLOGY</td><td>60,400</td></tr> <tr><td>ART HISTORY</td><td>61,900</td></tr> <tr><td>ENGLISH LITERATURE</td><td>64,700</td></tr> <tr><td>BIOLOGY</td><td>64,800</td></tr> <tr><td>HISTORY</td><td>71,000</td></tr> <tr><td>BUSINESS</td><td>72,100</td></tr> <tr><td>POLITICAL SCIENCE</td><td>78,200</td></tr> <tr><td>CHEMISTRY</td><td>79,900</td></tr> <tr><td>PHILOSOPHY</td><td>81,200</td></tr> <tr><td>MATHEMATICS</td><td>92,400</td></tr> <tr><td>ENGINEERING</td><td>93,600</td></tr> <tr><td>ECONOMICS</td><td>98,600</td></tr> </tbody> </table>	Discipline	Median Salary	SOCIOLOGY	58,200	PSYCHOLOGY	60,400	ART HISTORY	61,900	ENGLISH LITERATURE	64,700	BIOLOGY	64,800	HISTORY	71,000	BUSINESS	72,100	POLITICAL SCIENCE	78,200	CHEMISTRY	79,900	PHILOSOPHY	81,200	MATHEMATICS	92,400	ENGINEERING	93,600	ECONOMICS	98,600
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What labour market needs would the proposed program meet for the province?

WorkBC identifies as “high opportunity” several of the core occupational categories for which the proposed degree graduates would be well positioned to pursue (see chart below – NOC 4163, 0012). These occupational categories are expected to experience higher demand and offer higher pay compared to other occupations. The potential earnings for these occupations are above the provincial median for individuals with bachelor degree as their highest level of education. ^[9]

Occupational Category (NOC code)	Earnings (Annual provincial median salary)	Regional Outlook (Lower Mainland-Southwest)			Provincial Outlook (British Columbia)		
		Current number of jobs (2019)	Forecasted average annual employment growth (5yr, 10yr)	Expected number of job openings (10yr)	Forecasted average annual employment growth (5yr / 10yr)	Expected number of job openings (5yr / 10yr)	Job openings (10yr)
Economist and economic policy researchers and analysts (4162)	\$80,662	990	+0.8	+300	+0.8%/+0.8%	+50/+50	500
Business development officers and marketing researchers and consultants (4163)	\$66,664	7,790	+1.2%	+2,250	+1.2%/+1.2%	+300/+310	2,970
Senior government managers and officials (0012)	\$108,727	640	+0.6%	+380	+0.6%/+0.6%	+100/+110	1,070
Other managers in public administration (0414)	\$100,006	360	+0.8%	+200	+0.7%/+0.7%	+40/+50	440

Do potential employers require a degree for graduates to gain employment in the field?

Estimates suggest that 80% of job openings in BC over the next decade will require post-secondary education and that 36% of these openings will require a bachelors, graduate, or professional degree. ^[10] Similarly, a degree is the typical education background needed for the NOC codes selected. ^[10]

If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	N/A
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	<p>Consultations with a variety of non-profits, businesses, and other organizations informed the development of the degree's learning outcomes, as well as provided important considerations for further development of the degree. The proposed degree received support and endorsement from business, non-profits, and members of local government, including the North Vancouver Chamber of Commerce, Councillor Christine Boyle of Vancouver's City Council, and the Canadian Centre for Policy Alternatives (see Appendix 5).</p> <p>The feedback received, in employer surveys, spoke to the extent that critical thinking skills and ethical awareness are some of the most highly valued skills among employers (see Appendix 6.3, Q8). Other skills highly valued include the ability to communicate clearly and the understanding of how various issues are connected. Several employers expressed the belief that incorporating co-op or practicum learning opportunities into the degree would be a good way to improve the ability of future graduates to transfer their learning and skills into new contexts (see Appendix 6.3, Q7)</p>
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	N/A

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	

<p>What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.</p>	<p>There are no GPJ or PPE-inspired degree programs in the Vancouver area. The only PPE program in British Columbia is at UBC Okanagan. While KPU once had a PPE program, it has been reconfigured as a Policy Studies degree. In the Lower Mainland, the only other comparable programs are Langara’s Applied Social Science and Humanities diploma and the PPE stream in UBC’s Coordinated Arts Program. These however are not full-fledged degrees.</p> <p>The program at Capilano will also be unique in combining the theoretical core disciplines of PPE with applied elements. In this respect, it will be distinct from traditional PPE degrees, degrees focused solely on public policy, and combined major programs such as that offered by UBC.</p> <p>Our first round of consultation (see below) has provided support to our assertion that our proposed degree is a unique offering that fills an important need in the current landscape.</p> <p>Relevant CIP codes:</p> <ul style="list-style-type: none"> 30.99 - Multidisciplinary/interdisciplinary studies, other 38.01 - Philosophy, logic and ethics 44.00 - Human services, general 44.02 - Community organization and advocacy 44.04 - Public administration 44.05 - Public policy analysis 44.99 - Public administration & social service professions, other 45.01 - Social sciences, general 45.06 - Economics 45.10 - Political science and government
<p>B. Consultation</p>	
<p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p>	<p>Requests for consultation were sent to approximately 30 departments of philosophy, political science, economics, public policy, international studies, and other interdisciplinary programs with overlapping content. Most departments are in the Lower Mainland, with a small number from Vancouver Island and the Interior.</p>

	<p>Overall, out of 13 respondents, 12 have expressed approval of the program by either indicating “support” or “strongly support” on the survey and/or by writing a letter of support.</p> <p>Through the survey and letters of support, respondents have identified several key strengths of the proposed program:</p> <ul style="list-style-type: none"> • Its reliance upon a successful foundational model, the PPE program at the University of Oxford, which has produced successful and public-oriented graduates. • The incorporation of the normative aspect. Respondents suggested that it has become clear that both an ethical and empirical focus are needed to address some of the biggest problems our world and communities currently face. • The applied focus. Respondents stated that the practical and issue-oriented elements, including work-integrated and experiential learning, avoid the pitfalls of traditional PPE programs, which can often become constrained by academic/theoretical concerns. The GPJ program, by contrast, emphasizes the development of real-world skills and their application to pressing issues. • Its uniqueness in the provincial landscape, its well-structured draft curriculum, and its efficient and productive pooling of already established resources (“when philosophy, politics, and economics join forces, the whole becomes greater than the sum of its parts”). <p>Respondents have also provided several useful critiques and suggestions. These include further emphasizing the unique normative element of the program, further emphasizing students’ development of more advanced skills, the incorporation of a solid general social science and humanities foundation in the first two years and ensuring that students’ economics training is robust. All concerns articulated have been discussed by faculty working on the degree and have been taken into consideration within the Stage One proposals and drafts of curriculum presently under development (see Appendices 7 and 8).</p>
<p>C. Rationale for Duplication</p>	
<p>If programs with similar learning objectives are currently available in the region or online</p>	<p>No GPJ or PPE-inspired program exists within commuting distance of the broader Vancouver area.</p>

within the province, what is the rationale for establishing another program?	
<i>D. Collaboration</i>	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	<p>One central collaborative initiative that we have proposed to employers and post-secondary institutions is an undergraduate student conference. This would be run by the GPJ program at Capilano with the participation of other departments (philosophy, political science, economics, public policy, international studies, etc.) located in the Lower Mainland.</p> <p>The conference would be mutually beneficial in several ways. First, by opening the conference to undergraduate students and faculty discussants in related programs across the region, our students, who must participate as a degree requirement, will have a unique opportunity to sharpen their skills in a more professional setting. Since there are currently no undergraduate conferences in the region that are PPE focused, this would also serve as an opportunity for other departments across the region to provide their students with a beneficial academic/professional experience.</p> <p>As another potential benefit of the conference, related graduate schools and employers would be invited to help shape the research questions that students must explore in their papers. This would allow for students to obtain an understanding of the types of expectations that potential employers and graduate programs will have of them. In turn, graduate programs and employers will have the opportunity to get a sense of the skill sets that our GPJ students and others will possess upon graduation. Employers and graduate schools would be invited to set up a table at the conference in order to introduce themselves to potential future applicants.</p> <p>In total, 7 out of 13 post-secondary respondents stated that they saw the potential for collaboration through this initiative. Several post-secondary respondents indicated that the opportunity for students to network with prospective graduate schools and employers would be a unique highlight of the program (see Appendices 7 and 8).</p>

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:
COMMENTS:
A. Student Demand

How robust is the demonstrated potential student demand to sustain the proposed program?

Although we anticipate greater student demand with the commencement of the degree, each of the departments has demonstrated success in terms of utilization rates.

Philosophy 2020-2021: 39 sections, mean utilization 85%
 Philosophy 2019-2020: 41 sections, mean utilization 92%
 Philosophy 2018-2019: 31 sections, mean utilization 96%

Poli Sci 2020-2021: 17 sections, mean utilization 98%
 Poli Sci 2019-2020: 14 sections: mean utilization 103%
 Poli Sci 2018-2019: 13 sections: mean utilization 86%

Economics 2020-2021: 38 sections, mean utilization 86%
 Economics 2019-2020: 39 sections, mean utilization 94%

A survey of over 200 students currently enrolled at Capilano was conducted in mid to late September 2021 and was available for 18 days (See Appendix 9). All survey respondents had taken at least one class from one of our three departments. In total, there were 69 respondents. Overall, the results of the survey are very encouraging:

- 49% of respondents stated that they were either likely or very likely to consider enrolling in the GPJ program if it were currently offered.
- 87% of respondents stated that they either supported or strongly supported the development of the GPJ degree.
- On average, respondents had taken 39% of their courses in “GPJ”: philosophy, political science, or economics. The median total number of courses respondents had taken was 10. This suggests that a significant number of students are already demonstrating a substantial interest in GPJ subject matter.

	<ul style="list-style-type: none"> • 62% of those who were likely or very likely to consider enrolling in the program had taken courses in at least 2 out of the three GPJ disciplines. This suggests that a significant number of students are already “packaging” these disciplines together. • The 34 students (49%) who stated they were likely or very likely to consider enrolling came from the following programs: 10 - Associates of Arts 10 - BA Interdisciplinary Studies 4 - Diploma 4 - BA Business Admin 3 - BA Psychology 2 - BA Communications 1 – Undeclared <p>This relatively balanced response suggests that there is a wide range of students at the university who would consider the GPJ degree. It is particularly noteworthy that 14 of the students who are in an AA or Diploma program would consider switching over or continuing on to a BA in GPJ.</p>
B. Benefit to Students	
<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province?</p>	<p>The lower-level foundational courses for the degree exist and are delivered at most institutions at BC. Transferability is already established through the BC Transfer system. These are courses taken by students pursuing majors in Philosophy, Political Science, Economics, and other related disciplines, as well as students completing Associate of Arts degrees and general diplomas.</p> <p>In the post-secondary consultation survey, 6 out of 9 respondents with 1- and 2-year programs stated that it was likely or very likely that some of their associate, certificate and diploma program students would transfer into Capilano’s GPJ program. Respondents from Langara College and the University of Victoria’s Philosophy and Law program were particularly enthusiastic about this prospect and indicated it in their letters of support (see Appendices 7 and 8).</p>
<p>What opportunities are available to program graduates for further study in the field or in professional fields?</p>	<p>Completion of the proposed GPJ degree will allow students to pursue graduate studies both provincially and nationally. The upper-level modules selected will determine the nature of the graduate work. The multi-disciplinary approach of the proposed degree is</p>

	<p>seen as giving students broader options for graduate work than might be available following completion of a more traditional degree.</p> <p>In the post-secondary consultation survey, 6 out of 7 respondents with graduate programs stated that it was likely or very likely that graduates from Capilano’s GPJ program would be eligible to apply for graduate studies within their institution. (see Appendices 7 and 8).</p>
<p>What added value will the proposed program offer graduates in terms of employment opportunities?</p>	<p>The degree, and imbedded undergraduate theme-based and skill-based modules, will offer an excellent background for students interested in a variety of subsequent pursuits, including business, economic policy and research, education, finance, foreign service, government, journalism, law, non-profits, policy work, and public administration. These benefits are presently not possible for students who only take a handful of courses from our respective disciplines and thus represent significant value added.</p> <p>The program also exemplifies a cross-fertilizing synthesis of the methodology of social scientific models and empirical research on the one hand, with normative and critical modes of analysis and enquiry on the other, thereby providing students with a distinctively broad and informed basis from which to understand, interpret, and ultimately shape the world – a basis that is inevitably lacking in more specialized degree-awarding programs currently offered.</p> <p>The program will also be designed to synthesize rigorous academic knowledge with applied, practical transferrable skills to empower our students to be the future self-directed leaders of the local and global community. This will be achieved through deployment of the four pillars of the Arts and Sciences Academic Model (Studio Learning, Innovation-Enabled, Leadership, and Region Integrated-Learning) throughout program. In addition, the program will have a modular structure allowing for the ‘stacking’ of small credentials designed to give graduates a wide range of conceptual and practical skills, both within and outside the three core disciplines. These components will allow graduates to be ready to adapt to the complex, ever-changing world. These applied elements are what fundamentally separate the GPJ program from similar programs of a more theoretical orientation.</p>

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Approvals

The following committees have reviewed and approved the Stage 1 Initial Assessment for the **Bachelor of Arts with a Major in Governance, Policy and Justice**.

Faculty	<u>Pouyan Mahboubi</u>	<u>January 26, 2021</u>
	<i>Dean, Faculty of Arts & Sciences</i>	<i>Date</i>

SAPPRC Recommendation	<u>Sue Dritmanis</u>	<u>February 8, 2022</u>
	<i>Chair</i>	<i>Date</i>

<u>Senate Recommendation</u>	<u>Paul Dangerfield</u>	<u>March 1, 2022</u>
	<i>Chair (or Co-Chair)</i>	<i>Date</i>

Board Approval	_____	_____
	<i>Chair (or Co-Chair)</i>	<i>Date</i>



BOARD OF GOVERNORS REPORT

AGENDA ITEM 9.2: Proposed Course Discontinuance (s) for The Faculty of Global and Community Studies and The Faculty of Arts and Sciences	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: April 26, 2022	
PRESENTER: Dr. Laureen Styles, Vice President, Academic & Provost	

PURPOSE

Review and next step considerations for the proposed course for discontinuance in the Faculty of Global and Community Studies and the Faculty of Arts and Sciences.

MOTION

The following motion is proposed for the Board of Governors:

Motion: *THAT the Board of Governors refer the recommendation of course discontinuances for the Faculties of Global and Community Studies and Arts and Sciences to the Senate for advice.*

BACKGROUND

As part of regular curriculum review at program or departmental levels, and in conjunction with a newly instituted review in the Registrar's Office of courses that provide course data on the last time a course was offered, two Faculties are bringing forward requests to discontinue courses. Rationale is provided for each course that is recommended to be discontinued, and consultation has occurred through either a program chair and/or department (as appropriate), and the Registrar's Office.

Faculty of Global and Community Studies

In consultation with Stephanie Wells, Chair Schools of Tourism Management and Outdoor Recreation Management the courses presented have been part of existing programs and are now replaced, renamed, or renumbered and thus are proposed to be discontinued.

Subject Code	Course Number	Long Course Title	Rationale
REC	107	Interpreting the Outdoor Environment	Course renamed/renumbered
REC	110	Fundamentals of Recreation in the Outdoor Environment	Was offered as a four credit course and was not effective; removed from the curriculum
REC	149	Computer Applications in Outdoor Recreation	Equivalent to TOUR 149, which is active and therefore redundant.

REC	151	The Outdoor Recreation Environment	Course renamed/renumbered
REC	157	Wilderness Skills	Course renamed/renumbered
REC	169	Interpreting Natural and Cultural Landscapes	Course renamed/renumbered
REC	175	Guiding and Teaching for Mountain Biking	Course renamed/renumbered
REC	245	Organizational Leadership for Outdoor Recreation Programs	Course renumbered and renamed with learning outcomes placed into other courses
REC	255	Outdoor Recreation Practicum	Students now complete a co-op course, replacing this one
SATO	205	Study Abroad/Student Exchange (Tourism/OREC)	Renumbered with SATO, 201-204
SATO	206	Study Abroad/Student Exchange (Tourism/OREC)	Renumbered with SATO, 201-204
SATO	305	Study Abroad/Student Exchange (Tourism/OREC)	Renumbered with SATO, 301-304
TOUR	120	Adventure and Eco-Tourism	Course replaced/renumbered
TOUR	134	Promotions Management for Tourism and Hospitality	Course replaced/renumbered
TOUR	135	Hospitality Operations	Course replaced/renumbered
TOUR	137	Hospitality Operations & Food & Beverage Management in Destination Resort Environments	Course replaced/renumbered
TOUR	202	Strategic Marketing Management - Case Study Approach	Course replaced/renumbered
TOUR	212	Sales and Promotions Management for Tourism	Course was renumbered
TOUR	249	Advanced Computer Applications in Tourism	A course in Tourism Management that is no longer part of program profile
TOUR	301	Business Law in Tourism	Course renamed/renumbered
TOUR	343	Cultural Tourism Management	Course renamed/renumbered
TOUR	350	Quantitative Methods for Tourism Management	Course replaced/renumbered
TOUR	422	People Management - Human Relations in Tourism	Course renumbered (471) and renamed
TOUR	424	Entrepreneurship in Tourism	Course replaced/renumbered

Faculty of Arts and Sciences

The English department has planned to discontinue the below courses (and, de facto, has done so) since conducting a major overhaul of the course list in 2018. The range of topics covered by the delisted courses are still represented in the department but have been reframed in new courses that better match the proposed Degree, the Faculty of Arts and Sciences' new academic model, and broader changes in the discipline of literary study. There are a number of English courses that have not been offered for many years, and still exist on the website as course options. In order to ensure that course offerings are current, the department undertook consultation with the Curriculum Advisor and Registrar to validate that the proposed courses for discontinuance are not part of other programs. If such a situation does arise, the department will work with the Registrar to identify a suitable substitution, if necessary.

Subject Code	Course number	Long Course Title	Rationale
ENGL	301	Studies in Rhetoric	Represented through ENGL 300
ENGL	302	Studies in British Columbia Literature	Represented through ENGL 305
ENGL	326	Traditions in Poetry	Represented through ENGL 323, ENGL 363 and ENGL 365
ENGL	341	Literature and Visual Culture	Represented through ENGL 338
ENGL	308	Studies in British Literature	These courses have been simplified into three new course: ENGL 352, ENGL 353 and ENGL 354
ENGL	311	Studies in American Literature	
ENGL	314	Studies in National Literatures	
ENGL	317	Traditions in Western Literature	
ENGL	356	Special Topics in American Literature, 1620-1865	
ENGL	357	Special Topics in American Literature, 1865-1970	
ENGL	410	Topics in Twentieth-Century Literature	

In consultation with the geography department by email March 24, 2022, there was agreement the geography courses listed below be discontinued.

In consultation with the political science department in a meeting held March 17, 2022, POL 208 has not been taught in several years and is not intended to be offered in the future.

In consultation with the history department on March 8, 2022 the below courses have either been renamed or discontinued as part of a discontinued program.

Subject Code	Course Number	Long Course Title	Rationale
GEOG	102	Environmental Geography: Global Concerns	Replaced by GEOG 222
GEOG	107	Geography of North America	Course was developed and offered as a one time delivery for an international group of business students from France
POL	208	Aboriginal Politics in Canada	Replace with POL 308
HIST	230	World History Since 1500	Course required for discontinued program Global Stewardship
HIST	249	Twentieth Century Europe	Replaced by HIST 130 and HIST 131

HIST	340	History of Genocide	This course has not been offered since developed in 2016
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Policy Regarding Course/Program Discontinuance:

The recommendations, for both Faculties and all courses listed, are put forward and aligned with the Board Policy [B.104: Discontinuance of Programs or Courses](#) and the related Senate policy [S2013-02: Teaching Out Suspended or Discontinued Programs](#). As per Section 2 of policy B. 104, the Board may approve discontinuance of any course or program after seeking the advice of the Senate.

RECOMMENDATION

THAT the Board of Governors refer the recommendation of course discontinuances for the Faculties of Global and Community Studies and Arts and Sciences to the Senate for advice.