

PUBLIC POST- SECONDARY FUNDING REVIEW

Capilano University's response

Our Vision: Inspired by Imagination

Capilano University transforms the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential.

We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being and positively contributes to people and the planet.

(Envisioning 2030)

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INSPIRED BY IMAGINATION

CapU's Purpose: At Capilano University we cultivate life-enhancing learning experiences in diverse and inclusive environments. Our programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. We are committed to partnering with our communities for the greater good and for generations to come. We will continuously reflect on and learn from our decisions and achievements to effectively advance our commitment to co-create a distinct university experience. In this way, we will improve learning and research opportunities and the health and well-being of learners and employees.

AN INTRODUCTION

This document is Capilano University's response to Don Wright's questions in a letter to public post secondary institution presidents, dated April 22, 2022 as part of the Provincial Public Post-Secondary Funding Review.

CapU is committed to the vision, goals and priorities outlined in Envisioning 2030 and is focussed on Imagination, Community and Distinct University Experience, with Health and Well-Being at our core. We are a regional university and make an impact by responding to the needs of the region. Through collaboration with local communities, we're working to address the labour market gaps and support the full lifecycle of students so they can come here, stay here and contribute to the region. CapU is also taking action on the urgent need for sustainability and innovation.

While we could do more with more, we're proud of the work we do, the partnerships and relationships we've developed, and the services, experiences and education we offer. This document offers some highlights in response to the questions asked. However, more detailed information and additional illustrative examples can be found at the following links:

- [Envisioning 2030](#), which presents the overarching direction that will guide our decisions and actions
- [Illuminating 2030](#), Capilano University's 10-year Academic Plan
- [Institutional Accountability Plan and Report](#) (IAPR)
- [Capilano.ca](https://www.capilano.ca)



RESPONSES TO QUESTIONS

QUESTION 1

What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

[Capilano University](#) is committed to the vision, goals and priorities outlined in [Envisioning 2030](#) and [Illuminating 2030](#), focused on Imagination, Community and Distinct University Experience with Health and Well-Being at the core.

Signature [programs](#) respond to the needs of the region and include: Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Tourism Management, Bachelor of Music in Jazz, Bachelor of Legal Studies (Paralegal), Bachelor of Music Therapy, Public Administration for Local Government programs, Bachelor of Communication Studies and Canada's only university-offered Indigenous Digital Filmmaking program. CapU welcomes a diversity of students, including many first-generation students, and enhances experiences through [work-integrated learning](#) and community support opportunities. And, it's committed to inclusive and green growth for the region.

- 45 per cent of CapU courses include experiential learning opportunities
- Region ¹ includes eight municipalities, five chambers of commerce and five First Nations Territorial Rights Holders
- In last 18 months, 140 students hired and funded as research assistants
- \$800 thousand in external government and private sector grant funding for community and industry research projects

Some relevant examples showcasing CapU's contributions include:

- [Drawing on Heritage](#)
- Partnership with the [Howe Sound Biosphere Region Initiative Society](#) (HSBRIS)
- [Being Neighborli](#)
- [Cycling toward a greener future](#)

QUESTION 2

What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

At CapU, a lot of work is underway to promote Reconciliation. Some examples include:

- Office of Indigenous Education and Affairs (IEA), including Indigenous Student Support
- Ongoing relationship-developing with five Territorial Rights Holders
- [Canoe Family](#)
- [Kéxwusm-áyakn Student Centre](#)
- Relationships with Elders
- Indigenous-focussed programs
- [Indigenous Digital Accelerator](#)
- Programs at [kálax-ay](#) campus

¹ "University Act, Part 13, 71.3." *University Act*, Queen's Printer, 1 June 2022, https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96468_01.

QUESTION 3

What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

- Programs and work done in Faculty of [Education, Health and Human Development](#) and [Faculty of Global and Community Studies](#)
- Open access university
- Range of [financial aid](#) options:
 - Tuition waivers for former youth in care increased 244 per cent since 2017-2018
 - In 2020-21, over \$2.1 million in CapU scholarships, bursaries and awards were provided to 1,424 students
 - Since 2020-21 fiscal year, CapU created six annual awards with a total value of \$36,000, one endowment of \$90,000 and six scholarships, bursaries, and awards with a total value of \$126,000
- [Centre for Student Success \(CSS\)](#)

QUESTION 4

What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

- Technology gap
- Large geographic region, with multiple campuses: North Vancouver, Káxax-ay | the Sunshine Coast, CapU Lonsdale, and the Tszil Learning Centre (owned and operated by Lílwat Nation)
- Capital infrastructure financing
 - Upcoming projects include new [on-campus student housing](#) and the [Centre for Childhood Studies](#)
- Employee recruitment and retention
 - One of the top 100 employers in BC four years in a row
 - More [jobs](#) than people to fill. As an example, the IT Services team has had 19 vacancies over past twelve months on team of 64.

QUESTION 5

What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

- Working to address education and labour market gaps
- Pathways and partnerships. Examples:
 - Early Childhood Care and Education degree to elementary teacher education programs at Simon Fraser University and the University of British Columbia
 - Pathways between CapU's Fine and Applied Arts programs and Vancouver Film School, Langara College, and Vancouver Institute of Media Arts
 - Courses and programs through Tszil Learning Centre in partnership with the Lílwat Nation
- Leadership across province. Examples:
 - School of Tourism Management's participation in the Joint Tourism and Hospitality Articulation Committee including BCCAT and Go2HR
 - School of Kinesiology's participation on the BC Physical Education and Kinesiology Articulation Committee and work on block transfers and professional pathways

QUESTION 6

What stands in the way of you collaborating more with the rest of BC's PSE system?

- One-time targeting funding
- Incentive to collaborate
- Financial support for research

CapU also leverages partnerships with other organizations to create impact, such as [CityStudio](#):

- Students collaborate with the City of North Vancouver staff and partners to co-create projects that make the city more vibrant, sustainable and healthy
- Students gain employable skills and City staff receive support to advance strategic priorities in the community
- Now in its third year, CityStudio North Vancouver has supported 331 projects involving over 1,600 students, 50 municipal partners, and 36 faculty champions

QUESTION 7

What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

CapU's programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. [Envisioning 2030](#) and [Illuminating 2030](#) outline some of the trends we see and our response to those trends.

Some of these trends are:

- Climate crisis and energy
- Impact of technology, AI, ML, AR
- Global conflicts & nationalism
- Labour market trends
- Demographic shifts/transitions (2030, 2040, 2050)
- Health & Well-being
- Competition and options
- Lifelong learning and future of work
- Equity, diversity and inclusion

QUESTION 8

How do you think the PSE system needs to evolve in response to those trends?

We know collaboration with communities, governments, industry and other PSEs is necessary to address the labour market gaps and support the full lifecycle of students so they can come here, stay here and contribute to the region. Some of the ways PSE's need to evolve in response to trends include:

- Strategy and planning
- Partners and diversification
- Productive and efficient operations supported with resources, skills and investments
- Data and data analytics
- Flexibility of collective agreements, governance, financing, learning (ex: just-in-time, curated)
- Holistic and sustainable approach to learning, engagement, well-being and community

QUESTION 9

How does your institution need to evolve in response to those trends?

In a world of accelerating change, evolving learner demographics, new pathways, needs and aspirations, CapU must become increasingly agile.

CapU has outlined its strategy to respond to many evolving trends in Envisioning 2030 and Illuminating 2030. This includes:

- Imagination, Community, and Distinct University Experience
- Health and Well-being
- Partnerships and diversification
- Being agile and highly-productive

QUESTION 10

Considering the above, what modifications to the funding formula would you recommend?

This review of the funding formula and its iterative approach is an important step forward. Some modifications that would benefit British Columbia include:

- Indigenous and underrepresented student support
 - 2022-2023 operating budget and restricted funding agreements for the Indigenous Education and Affairs-related initiatives and programs total \$3.6 million, \$322,000 of which is covered through the Province's Aboriginal Service Plan (ASP)
- A higher base investment in research, student success and climate action
 - As an example, CapU has introduced a student fee to cover many of the Student Success Services to cover the gap
- Regional mandate support to ensure we're meeting the needs of the region we serve

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