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VANCOUVER, BC, CANADA V5T 0H2

Honourable Anne Kang
Minister of Advanced Education and Skills Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Kang:

We are pleased to present the 2020/21 Institutional Accountability Plan and Report for Emily Carr University of Art + Design (ECU). Situated at Great Northern Way in Vancouver, our campus is located on the unceded, traditional and ancestral territories of the Coast Salish peoples, including the $x^w m \theta k^w \acute{a} y \acute{a} m$ (Musqueam), $S k w x w \acute{u} 7 m e s h \acute{U} x w u m i x w$ (Squamish), and $s \acute{a} i l w \acute{a} t a 7 \ddagger$ (Tsleil-Waututh) Nations, and we are grateful for the opportunity to live, work and learn on this land.

The past year has continued to be one of unprecedented changes, challenges and collaborative responses. Having now come through a full academic year in the context of a global pandemic, we are extremely proud of our ECU community and the ways in which we have pulled together to meet challenges and protect the health and safety of our community by transitioning quickly and creatively to online delivery of curriculum, learning initiatives and events. We are currently in the process of transitioning back to full activities on campus, and look forward to the resumption of regular curriculum delivery as well as building on the significant work we have done in delivering curriculum online to enhance diverse and accessible learning and teaching environments.

Throughout this year we have maintained our commitment to reconciliation, and to equity, diversity and inclusion. Of the over 50 actions identified in our EDI Action Plan, for example, many have been implemented or are well under way. As you will see from this report, we have done a great deal of work on reconciliation and Indigenization, and are delighted to announce the appointment of ECU's new Chancellor, Carleen Thomas,

from the Tsleil-Waututh Nation. We see this appointment as a significant indication of our ongoing work to engage in meaningful ways with the host nations on whose land Emily Carr sits. Having a chancellor from the Tsleil-Waututh Nation with the depth of experience and commitment that Carleen has will contribute to the transformation of Emily Carr University and to lasting and meaningful reconciliation within our community and beyond.

This report addresses key performance measures expected of ECU, including our commitment to address the Taxpayer Accountability Principles, system objectives and the Ministry of Advanced Education and Skills Training's Mandate Letter. In accordance with the university's governance structure, we accept accountability for this report and look forward to working with the Ministry to continue providing exceptional post-secondary education in the visual arts, design and media within an inclusive and creative community.

Sincerely,



Keith Kerrigan
Vice Chair, ECU Board of Governors



Dr. Gillian Siddall
President + Vice Chancellor

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TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University of Art + Design respectfully acknowledges the unceded, traditional and ancestral territories and homelands of the Coast Salish people on which the university is situated. We are grateful to the *xʷməθkʷəy̓əm* (Musqueam), *Skwxwú7mesh Úxwumixw* (Squamish) and *səlilwətaʔ* (Tseil-Waututh) Nations for their graciousness in sharing their traditional territories with the university's students, faculty, staff and visitors for the pursuit of knowledge. As guests of this land, we greatly appreciate the generosity of the host nations and the beauty of the land on which we learn, work and live. With gratitude and respect, we acknowledge the care of the First Nations peoples in protecting and nurturing this land for millennia.

STRATEGIC DIRECTION + CONTEXT

INSTITUTIONAL OVERVIEW

[Emily Carr University of Art + Design \(ECU\)](#) is a world-renowned learning community and centre for excellence and innovation in art, design and media education. As one of the oldest post-secondary institutions in British Columbia, ECU is unique in the province's post-secondary landscape as the only accredited public university in BC dedicated solely to education in these creative fields.

The university merges research, critical theory and studio practice within an inclusive teaching and learning space. In 2020/21, despite the ongoing global COVID-19 pandemic and the unexpected shift to remote and hybrid learning, ECU's interdisciplinary and experiential learning environment continued to foster creative exploration and connection to broader communities and professional opportunities. Its strategy, partnerships, resources and facilities are intentionally student-centred to enable dialogue, expression and open connections in support of the next generation of creative and cultural leaders.

The university supports a multitude of research practices in art, design and media. ECU's faculty and students engage in applied research and research creation to remain relevant and competitive in their fields of choice. Creating a shared definition of research at ECU positions the university as unique in Canada, and a leader in art, design and media education.

The university has a provincial mandate to serve the province of BC as a whole, and we successfully deliver our unique mix of practice-based creative programming to our BC-based students. ECU is also recognized internationally and has become increasingly known as a hub for contributing value to the creative and knowledge economies through the education of professional and entrepreneurial talent. Graduates from ECU are recognized worldwide and valued for excellence in their fields and influence on their communities of practice.

Historical Context

Originally founded in 1925, the institution was first known as the Vancouver School of Decorative and Applied Arts. In 1933, it became the Vancouver School of Art, followed by the Emily Carr College of Art and Design in 1978. By 1995, it was known as the Emily Carr Institute of Art + Design and, in 2008, received university status and became what is today known as Emily Carr University of Art + Design.

The institution received degree-granting authority in 1989 and, by 1994, was granted authority to offer degrees in its own name. In 2003, the university began offering its first graduate program, the Master of Fine Arts and by 2013, it was also offering a Master of Design.

As a leading institution in the areas of art and design for nearly a century, ECU looks forward to celebrating its 100th anniversary in 2025.

ECU Historical Timeline

1925	First known as the Vancouver School of Decorative and Applied Arts
1933	Became the Vancouver School of Art
1978	Became Emily Carr College of Art and Design
1980	Opened campus on Granville Island (moving from downtown Vancouver)
1989	Received degree-granting authority
1994	Received authority to offer degrees in its own name
1995	Became the Emily Carr Institute of Art + Design
2003	Began offering its first graduate program — Master of Fine Arts
2008	Became the Emily Carr University of Art + Design
2013	Began offering Master of Design
2017	Opened new state-of-the-art purpose-built campus at Great Northern Way
2025	Celebrates 100th anniversary

Recognition: Top University for Art and Design

ECU again ranked among the top 50 universities worldwide for delivery of art and design curriculum, according to the 2020 [Quacquarelli Symonds \(QS\) World University Rankings](#). ECU placed 30th in the world and 11th in the Americas in the UK-based analytics firm's ratings and was the only Canadian university to place in the top 50 for art and design. This ranking places ECU in the company of other celebrated schools, including the School of the Art Institute of Chicago, the Massachusetts Institute of Technology (MIT) and Goldsmiths, University of London. [According to QS](#), more than 5,500 universities from around

the world were assessed and considered for inclusion in this year's list. The annual QS ratings are based on academic reputation, employer reputation, faculty and student reputation, citations per faculty, international faculty ratio and international student ratio.

Our Mission

ECU is a learning community devoted to excellence and innovation in visual arts, media arts, and design.

Our Vision

To be a worldwide centre of excellence in art, design and media education and research.

Our Values

ECU is committed to ensuring that its degrees, programs and courses are relevant to the needs and interests of students and society. The university believes that research and learning in visual arts, media arts, and design—which encompass a range of methods such as creative inquiry and artistic creation—are vital for the cultural and economic growth of local and global communities. ECU aspires to the ideal of excellence in all programs and service areas. The university values diversity and strives to increase accessibility to its programs for students of varied financial means. As a university, ECU believes that good citizenship includes social and environmental sustainability, recognition of Indigenous rights and Indigenization of the curriculum. ECU understands that it is through collaboration and dynamic interaction with professional groups and organizations that the university and the wider community will benefit. ECU's responsibility to its students and alumni includes developing as many pathways as possible toward employability and contribution to society at large.



Developing Artistic Self-Reliance During COVID-19

A brush-making tutorial aimed at empowering locked-down visual artists has joined a broader continuum of arts teachings emphasizing material ingenuity and self-reliance, says artist and ECU associate professor Mimi Gellman.

DIY Brush Making, begun over the summer with help from ECU graduate student Yaaz Pillay, provides video and PDF tutorials for using materials of just about any kind to create brushes with unique mark-making capabilities — a vital lesson as many artists face barriers to purchasing pricey brushes from retail outlets.

“Having to rely on art supply stores doesn’t provide the opportunity to extend our abilities to problem solve, be creative and more self-reliant,” said Mimi.

Mimi’s class was one of several offered in Summer 2020 that encouraged students to pay attention to their surroundings, and use found and non-traditional materials in art-making as a way to develop a personal narrative in their practice. These practices are also inherently sustainable and connected to the land, even during a time of distant learning. In Mimi’s words: “I think all of these activities are beginning to establish, for us at Emily Carr, an ecology of place.”

Campus

Since 2017, ECU's campus has been located at Great Northern Way in Vancouver, Canada — the centre of an emerging social, cultural, educational and innovation hub for British Columbia. The campus is the first purpose-built centre in the country for visual arts, design and media arts education and research. ECU's state-of-the-art campus houses space for studio, technical and academic learning, informal gathering and exhibition; providing students, staff and faculty with resources to foster their creative achievements.

The 26,600 square-metre facility houses:

- research studios and centres supporting 3D printing and prototyping, motion capture and stereoscopic technologies;
- digital production labs;
- photography labs;
- printmaking, ceramic and painting studios;
- library and archives;
- sculpture areas;
- wood shops;
- textiles shop;
- design studios;
- classrooms;
- galleries; and
- the award-winning READ Books bookstore.

The school was originally situated in downtown Vancouver before relocating to Granville Island in 1980, where it remained before moving to its current location at Great Northern Way. The current location in the False Creek region had been an industrial site at the junction between east and west Vancouver, and was later donated for the purpose of post-secondary education and collaboration.

ECU recognizes the long and complex history of this land and respectfully acknowledges it as unceded, traditional and ancestral territory of the Coast Salish peoples. The university community is especially grateful for the opportunity to learn, work and live on this land.

Facilities

In concert with the university's curricular and research programming, ECU houses state-of-the-art facilities, including studios and shops, technical support areas, a dedicated centre for Aboriginal cultural programs, extensive classrooms and presentation theatres, public galleries, a bookstore, an extensive library and learner support.

- Studios and shops are designed to support an expansive range of practices and approaches, and are maintained by expert technical staff who collaborate with university faculty to provide meaningful instruction and guidance.
 - The Animation Studio supports 2D and 3D animation production, and is outfitted with industry-standard equipment and software for drawing, modeling, filming, rendering and editing animations.
 - The [Ceramics Studio](#) is a production facility that accommodates traditional to experimental ceramic methods, and is outfitted with tools and equipment for wheel throwing, handbuilding, slip casting, firing and a wide variety of glazing and finishing techniques.
 - The [Communication Design Studio](#) is used for developing visual communication and is outfitted with tools and equipment for producing work in print and digital media platforms.
 - The [Design Wood Shop](#) is a serial production and prototyping facility that accommodates a range of materials and processes. It is outfitted with industrial machinery and tooling, supporting processes such as cutting, joining, bending, veneering, milling, carving, assembling and finishing.
 - The [Digital Fabrication Lab](#) is a serial production and prototyping facility that leverages computer-aided design (CAD) for output. The lab supports 3D printing, laser cutting and computer numerical control (CNC) milling.
 - [Film and Screen Arts facilities](#) accommodate production and post-production for digital and analogue filmmaking. Studios are outfitted with tools and equipment for filming, set building, lighting, recording, sound editing and film editing.
 - The [Flexible Materials Lab](#) is a three-dimensional production facility that accommodates a range of processes. The lab is outfitted with tools and equipment for serial production through mold making and casting, as well as direct material sculpting and carving.
 - The [Foundation Shop](#) is a multidisciplinary production facility outfitted with tools and equipment for woodworking, mold making, model making, assemblage, sewing, media processing and digital prototyping.
 - The [Interaction Design Lab](#) is a prototyping and production space for interactive products, systems and services. The lab is outfitted with well-equipped electronics and virtual reality (VR) workstations set in a collaborative environment with the resources to design, prototype and test projects.

- [Material Matters](#) is a research facility that explores emergent fabrication technologies. A suite of 3D-printing tools and software enable investigations into 3D-printed textiles, wearable computing and materials use.
 - The [Metal Shop](#) is a production facility for 3D metal fabrication and non-ferrous metal casting with dedicated spaces for welding, grinding, cold and hot forming, forging and casting.
 - The [Mixed Reality Lab](#) specializes in creating immersive digital experiences.
 - [Photography facilities](#) are dedicated to lens-based media and image making, with equipment and resources for digital and analogue processes.
 - The [Print Media Studio](#) is a collaborative printmaking facility that blends traditional, contemporary and experimental printmaking processes.
 - The [Sculpture Wood Shop](#) is a facility for sculpture production in a variety of materials. The shop is outfitted with stationary power and hand tools for cutting, drilling, shaping and joining.
 - The [Soft Shop](#) is an interdisciplinary textile exploration space that supports processes such as sewing, pattern making, digital and hand embroidery, leather working, knitting, felting, crocheting and weaving.
 - The [Stretchers + Surfaces Wood Shop](#) is a production facility outfitted with tools and machinery for building canvas stretchers and a variety of braced surfaces.
 - The Wearables and Interactive Products Lab is an experimental facility integrating robotics, electronics and textiles.
 - The [Digital Output Centre \(DOC\)](#) offers the campus' highest quality printers with both self-serve and full service options for a variety of professional quality output types.
- The [Aboriginal Gathering Place](#) is a centre that reflects the cultural characteristics of ECU's Aboriginal students, communities and traditions. The centre provides culturally appropriate support that encompasses both traditional and contemporary artistic and cultural expressions of Aboriginal peoples, and is a valuable resource for students to access traditional materials supplies, get involved in programming, and find information about funding, scholarships and other supports.
 - ECU's [galleries and bookstore](#) are available to the public and include the award-winning [READ Books + ECU Press](#), which features publications by the Emily Carr University Press and more; [Libby Leshgold Gallery](#), the [Michael O'Brian Exhibition Commons + RBC Media Gallery](#); the [Urban Screen](#) and [University Collections](#); and ECU's public cultural amenities and spaces that run programs such as the [Audain Distinguished Artist in Residence program](#).
 - The [Ron Burnett Library](#) provides public access to a unique range of diverse resources, with a primary focus on contemporary art, media, and design, as well as related materials in art and design history. The library actively collects relevant materials on social justice issues. The library collection comprises print resources, paid and open access electronic resources, slides and digital images, streaming video and traditional video media, sound effects and artists' books, among others.

- Library staff are updating subject headings in the library catalogue related to Indigenous peoples, with respectful, culturally appropriate terminology. The new subject headings are more inclusive of Indigenous peoples worldwide, with a specific focus on peoples and places in BC and the rest of Canada.
- The ECU Archives acquires, preserves and makes available records documenting the history of ECU. The holdings consist of a broad range of materials, including publications, textual records, course calendars, video recordings, audio recordings and photographs dating from 1925 to present.
- The Learning Commons includes the [Writing Centre](#) and the [Teaching and Learning Centre](#).
 - The Writing Centre supports students and faculty in developing writing as a process and material practice linked to their art, design and media work. It also supports students in the development of academic skills necessary to progress and succeed in their academic programs.
 - The Teaching and Learning Centre is the central point of support for instructors at the university, providing resources and services to help faculty in the development and delivery of curriculum. It also offers resources and programs to support students in using learning technologies.
- The university includes a broad collection of classrooms, critique rooms, installation spaces, large and small conference rooms and boardrooms, Mac and PC computer labs, a 75-person classroom and the 380-person capacity [Reliance Theatre](#).
- The [Emily Carr Students' Union \(ECSU\)](#) has dedicated office and student programming space on campus to support its advocacy, organizing and special event activities. Some of the student programming in its resource space has included free yoga, clubs, meetings and workshops.
- The university also provides a range of other services on site, including [counselling services](#), student [wellness](#) and [accessibility services](#) for students; [food services](#) options; campus parking stalls and secure bike parkades.



The 2020 Foundation Student Anthology

In early 2020, a group of 20 students came together to plan the annual edition of the Foundation Writing Anthology. They agreed on the title, *Points of Connection*, but further progress was immediately halted by COVID-19, which closed campus and ended the opportunity for in-person collaboration.

But three students—Parnian Amani, Kashish Hukku Jani and Hayley Ng— were determined to finish the work and document the strange, surreal year. With guidance from faculty coordinator Jacqueline Turner and second-year student mentor Thu Le, who'd worked on the previous year's anthology, the trio got to work. Hayley and Kashish focused on design, while Parnian tackled the editing.

In September, just in time for the start of their mutual second year, they delivered *Points of Connection* — a distinctive, string-bound collection of student writings, wrapped in a paper “bag” which folds out into a poster.

They celebrated with an outdoor launch event on campus, where they gave out free copies of the anthology, as well as individually wrapped snacks, delivered to attendees by carefully gloved hands.

People

The university serves approximately 2,000 credit students (including domestic and international), full-time students enrolled in graduate and undergraduate programs, and about 1,900 active non-credit students, part-time students enrolled in certificate and continuing studies programs. In 2020/21, Continuing Studies had over 2,800 registrations, of which 1,222 were unique students (some students took multiple courses with ECU). ECU's global student base includes students from over 50 countries, as well as approximately 30 exchange students and researchers from around the world at any given time. For the academic year 2019/20, the university received 1,706 undergraduate applicants and registered 430 first-year or transfer students. ECU is one of only 18 art and design institutions in North America with over 1,000 student full-time equivalents (FTEs).

The university is a close-knit community. More than 400 dedicated faculty and staff members provide students with the advantage of a personal level of service and meaningful professional connections in a creative environment. The university's interdisciplinary faculty and staff include internationally recognized practicing artists, designers and technicians who teach students the skills to succeed and become leaders in their respective fields.

Programming

The university's programming includes leading art, design and media degree programs, certificates, continuing education courses, graduate studies and research opportunities, as well as youth programs/pre-university programs for youth. The curriculum is flexible, personal, multidisciplinary, interdisciplinary and based on the learning needs of students. As a practice-based learning community, the university is oriented around small, studio-based classes and critical and cultural studies courses, which constitute the academic core of the degree programs.

ECU offers a range of undergraduate and graduate degrees:

- Bachelor of Design
- Bachelor of Fine Arts
- Bachelor of Media Arts
- Master of Design
- Master of Fine Arts

Four distinct faculties offer teaching, critical thinking, creative practice, applied research and research creation in the following areas:

Culture + Community (Bachelor of Fine Arts)

The [Faculty of Culture + Community](#) offers a range of dynamic and interdisciplinary courses and provides the academic core and studio foundation of all the university's undergraduate degrees. Faculty maintains meaningful engagement with the wider community through student- and faculty-centred partnerships with industry, social enterprises, and cultural and educational institutions.

- The major in Critical and Cultural Practices enhances interdisciplinary creative practices with a critical and reflexive grounding in history and theory, taking into account current issues in art and design.
- The minor in Social Practice + Community Engagement combines community partnerships, project-based learning and land-based pedagogy, with a focus on relational and participatory ethics.
- The trajectory in Writing situates the materiality of language as a site of experimentation and inquiry within an interdisciplinary and multilingual community of writers in a studio context.
- The cluster in Critical Studies of Race, Ethnicity and Diaspora assembles academic perspectives and creative interventions in theories and practices of decolonization and transformative justice.

Design + Dynamic Media (Bachelor of Design, Bachelor of Media Arts)

The [Ian Gillespie Faculty of Design + Dynamic Media](#) responds to changing needs in the world and supports the development of engaged and skilled graduates who are able to join in a range of creative industries, as well as initiate their own ventures. Upon graduation, these emerging designers, filmmakers and media artists continue their leadership in the creative industries and the creative sector in general.

- The Faculty offers six majors: Communication Design (BDes), Industrial Design (BDes), Interaction Design (BDes), 2D & Experimental Animation (BMA), 3D Computer Animation (BMA), and Film and Screen Arts (BMA).

Visual Art (Bachelor of Fine Arts)

The [Audain Faculty of Art](#) offers a studio-based education that reflects the diversity and complexity of contemporary art practices. The Faculty's practice-based studio programs focus on ceramics, drawing, illustration, painting, photography, print media and sculpture. New Media and Sound Arts (NMSA) round out the diverse offerings in contemporary art practices.

- The Faculty offers three majors: Visual Art (interdisciplinary), Illustration and Photography.

Graduate Studies (Master of Fine Art, Master of Design)

The [Jake Kerr Faculty of Graduate Studies](#) offers world-class graduate programs through full-time residential and low-residency streams, a supportive community of creative peers, deliberate interdisciplinarity and unique opportunities for students.

- The Master of Fine Art (full-residency and low-residency streams) facilitates multi-disciplinary interaction among students and learning experiences across the disciplines of media and art.
- The Master of Design provides practice-based, professional experiences for graduate students in all areas of design in two program streams: an interdisciplinary, research-driven and project-based curriculum; and a more purposefully tech-focused interaction design program.

Research

[Research](#) at ECU supports significant initiatives and projects by organizing secure research infrastructure and funding, and clearly communicating results to the broader community. As global leaders in dedicated research for studio-based art, design and media, the university's researchers, faculty, students and industry partners advance knowledge in unique fields, pursue interdisciplinary innovation, and develop and enhance projects in all disciplines. Graduate students have full access to ECU research opportunities and resources. Undergraduate students can also access projects and opportunities through Research Centre Directors and their collaborative industry projects. ECU faculty also pursue practice-based research in clusters and collaborations through respective research areas. Some examples include:

- [Health Design Lab](#), a research and design centre where faculty and students work collaboratively with industry and community partners to address complex challenges in health and healthcare through a human-centred design approach.
- [Living Labs](#), involving a research concept and user-centred, open innovation ecosystem, often operating in a location-based context, integrating concurrent research and innovation processes within a public-private-people partnership.
- [Canada Research Chairs](#) (CRC), through which the Government of Canada has established research professorships with the goal to achieve research excellence, improve depth of knowledge and quality of life, strengthen Canada's international competitiveness, and help train the next generation of highly skilled people through student supervision, teaching and the coordination of other researchers' work. ECU currently has three CRCs.
- [Material Matters](#) explores ways that new technology can enhance and mobilize enterprise, especially in the area of prototyping and fabrication systems, and fosters a community interested in 3D printing and rapid prototyping, design research, emergent technology, media, programming, materials design and manufacturing research.
- [Basically Good Media Lab](#) focuses on imagining new and old media technologies in new forms of performance, creative expression, social and political impact, and community building. With the support of partners and students, the Lab's projects aim to teach, train and discover the aesthetic possibilities of immersive media (such as augmented reality [AR]/virtual reality [VR]) and to be leaders in creative technology exploration.

ECU's research empowers new means of production, employment, creative and aesthetic expression, and culminates in a wealth of opportunities for its graduates.

Examples of research creation include:

- [Studio for Extensive Aesthetics](#)
- [Studio for Critical Making](#)
- [Chair in Indigenous Studies](#)
- [Integrated Motion Studio](#)
- [Digital Fabrication Lab](#)
- [Print Media Studio](#)
- [Mixed Reality Lab](#)
- [Wearables + Interactive Products Lab](#)
- [DESI Lab](#)
- [Shumka Centre for Creative Entrepreneurship](#)
- [Graduate Studies Students and Research](#)

Continuing Studies

[Continuing Studies](#) offers accessible and innovative opportunities for life-long learning in art and design. Programs focusing on skills development, creativity and personal and professional growth complement credit programs and serve the diverse needs of a multi-generational community of learners. From pre-university courses and workshops for youth, to part-time and full-time certificates for adults, Continuing Studies programs provide flexible and comprehensive learning pathways for students to achieve their goals.

- Adult learners can take courses at their own pace, which can lead to a number of part-time certificates in areas such as [Visual Communication Design, 3D Design, Print Media, Photography, Illustration, and more](#). Individuals looking to transition or enhance their careers in User Experience (UX) Design or Communication Design can pursue [full-time certificate programs](#) and gain creative and technical skills to be job-ready. Youth can choose from various [teen programs](#) as an entry point for cultivating interests and skills while exploring education and career pathways in art and design.

Integrated Learning

In addition to the university's work-integrated learning program, where students successfully earn credits while contributing to a wide variety of projects, ECU graduate students benefit from integrated learning and practice-based research experience within their programs by working in a range of settings related to their professional goals. Many graduates also participate in curriculum as teaching assistants and teaching fellows, gaining professional experience and academic training. The university's [Career Development + Work Integrated Learning Office](#) offers access to co-op learning opportunities, internships and partnerships, and connects students and alumni with local, national and international employers in the creative industries and beyond.

Aboriginal Education

ECU provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Aboriginal peoples. The [Aboriginal Gathering Place](#) is the centre for Aboriginal Programs and community-based activities on campus, including student recruitment, support and events programming. The Aboriginal curriculum is interdisciplinary in nature and comprises courses in studio practice, art history, critical theory and industrial application, and includes opportunities for instruction with Aboriginal faculty and community members in face-to-face and online delivery models.



[Making Online Reading Accessible to People with Low Vision](#)

A research project led by designer Tyler Hawkins (BDes 2020) to create the first customizable font catering to the individual needs of people with low vision has received \$125,750 from the Government of Canada.

The project, called Access Font, tailors a font to the specific visual needs of individual users to make on-screen reading more accessible. The Access Font uses Opentype 1.8 — a recently introduced “variable font format” — as a foundation. A web tool assesses the needs of individual readers, and translates those needs into a tailor-made font. A browser extension then “reads” text from the Internet, displaying it on-screen in the user’s personalized font.

The project will include support for multiple languages. It is currently in development and is scheduled for release in 2022. “I’m excited to play a small role in helping to move the conversation on accessibility forward, to use research and new tools to make what difference I can,” said Tyler.

Governance Framework

As a public university in British Columbia, ECU operates within a legal framework established through the [University Act](#), as well as other regulatory and public policy frameworks set by government. The university receives direction on mandate and the priorities of government through an annual Mandate Letter addressed to the Board of Governors. The board is ultimately responsible for the stewardship of the university and is accountable for ensuring that the university operates in accordance with its mandate.

As described by the Act, the university is governed by both a Board of Governors and a Senate. These bodies are tasked with different areas of oversight and provide direction to the university to support implementation of its vision, mission, values and mandate.

Board of Governors

ECU's [Board of Governors](#) manages, administers and directs the affairs of the university. The powers and composition of the board are outlined in the Act and some of the primary responsibilities include: setting strategic direction; hiring members of senior leadership; overseeing management; ensuring effective processes for monitoring/managing risk; ensuring effective internal controls; approving succession and long-term planning; and approving compensation philosophy, plans and policy.

As per the Act, the Board of Governors is composed of the Chancellor, the President + Vice-Chancellor, eight appointed members, two elected faculty members, one elected staff member, and two elected student members. Appointed members are established by Order of the Lieutenant Governor in Council. Faculty, employee and student board members are elected by their peers. The effective governance of the university relies on all board members fulfilling their roles and responsibilities with the highest standards of conduct. Information on the Board of Governors' procedures, code of conduct, meeting rules of order, structure of committees and more is included in the [Board Bylaws](#).

The Board of Governors typically holds five meetings per academic year, each of which includes a public session. In addition to this, the board's committees meet regularly throughout the year to address specific matters. There are currently three board committees, each with a mandate and membership defined by terms of reference:

- [Executive + Human Resources Committee](#)
- [Finance + Audit Committee](#)
- [Governance Committee](#)

For further information about the Board of Governors, please refer to the [Board of Governors website](#).

Senate

The [Senate](#) is the academic governing body of the university and is responsible for academic matters, including development of academic policy, approval of curriculum and academic conduct concerns. The Senate must also advise the Board of Governors and the board must seek advice from the Senate on various policy areas of joint concern as outlined in the Act.

As per the Act, the Senate is composed of the Chancellor, the President + Vice-Chancellor, the VP Academic + Provost, the Deans, the University Librarian, the Registrar, two elected faculty members from each faculty (eight total), four elected student members, one alumni member nominated by the Alumni Association, two elected support staff members, and one board-appointed non-voting member. The effective governance of the university relies on all Senate members participating in the work of the Senate in an informed and collegial manner consistent with the highest standards of conduct. Information on the Senate's procedures, member code of conduct, meeting rules of order, structure of committees and more is included in the [Senate Bylaws](#).

The Senate typically holds eight meetings per academic year. In addition to this, the Senate's committees meet regularly throughout the year to address specific matters and provide advice to the Senate. There are currently 10 Senate committees, each with a mandate and membership defined by terms of reference:

- [Executive Committee](#)
- [Governance Committee](#)
- [Curriculum Planning + Review Committee](#) (CPR)
- [Academic Planning + Priorities Committee](#) (APP)
- [Budget Committee](#)
- [Appeals Committee](#)
- [Nominations Committee](#)
- [Aboriginal Advisory Committee](#)
- [Financial Awards Committee](#)
- [International Development Committee](#)

For further information about the Senate, please refer to the [Senate website](#).

Accreditation, Collaboration and Partnerships

The university has a number of collaborative partnerships with other post-secondary institutions provincially, nationally and internationally, including collaboration with many major institutions in BC and via extensive exchange agreements with most major art and design institutions and universities around the world. Some examples include:

- The Master of Digital Media (MDM) degree offered at the [Centre for Digital Media](#) in collaboration with the University of British Columbia, Simon Fraser University and the British Columbia Institute of Technology is an innovative program that includes collaborative research in new media and related disciplines. The university has a province-wide service mandate and has collaborative agreements and partnerships in place with many other post-secondary institutions throughout BC.
- ECU's new partnership with the [Visual College of Art and Design](#) (VCAD), which enables VCAD students from Vancouver and Calgary campuses the opportunity to pursue continued education in ECU's bachelor degree programs, including 3D Computer Animation, Interaction Design and Communication Design.
- The [Creative Art Pathway](#) program (previously offered in partnership with Vancouver Community College) enables students who do not meet English language proficiency admission requirements the opportunity to improve their English language skills while taking ECU studio courses.
- ECU, in partnership with Surrey, Coquitlam and Powell River School Districts, continues to offer qualified Grade 12 students or recent graduates from any of these districts the opportunity to take a first-year ECU credit course at their respective high school. The course carries degree credit at ECU and transfer credit to other Fine Art programs, and is of interest to students considering post-secondary studies in Visual Art, Media Art or Design. The course is particularly beneficial for those students developing a portfolio for admission to post-secondary programs.
- Renewal of ECU's transfer credit articulation agreement with the Freda Diesing School of Northwest Coast Art at Coast Mountain College acknowledges the First Nations and Indigenous teaching methodologies associated with both institutions.
- ECU participates in a number of provincial shared services initiatives. The university's Information Technology Services staff leverage the services of BCNET, including network connection and many other services. The team also actively participates in the BCNET community, including as members of:
 - The BCNET Board
 - The security working group
 - The audio-visual procurement group
 - The Colleague Service Committee
 - The Shared Services Committee
 - Various procurement project committees



ECU Partners with 2021 Capture Photo Fest for Two Feature Artist Talks

Launched in 2013, Capture Photography Festival is Western Canada’s largest lens-based festival. Capture’s vision is to connect Vancouver to the world through lens-based art. The festival is devoted to presenting compelling and urgent work by local and international artists annually.

For the 2021 Festival, which took place in April, the Audain Faculty of Art was a presenting partner for the Emerging Artist Talk and a featured talk by Mi’kmaq artist Jordan Bennett.

“These talks, which are part of our annual Speaker Series, share insight into the ways in which these diverse artists work, and the expansive, multi-faceted nature of contemporary lens-based practice,” said Emmy Lee Wall, executive director of the Capture Photography Festival. “With ECU’s support we are able to reach students, faculty and alumni that form an integral part of the arts community.”

ECU also hosted a Capture exhibition on campus, Revisions, featuring the work of more than a dozen Photography students. The exhibition, curated by artist and assistant professor Birthe Pointek, also included an artist talk featuring exhibiting students in conversation with Justin Ramsey, assistant curator at the Polygon Gallery.

- ECU provides community programs in partnership with local art galleries:
 - [Teen Art Group](#) members work with practicing artists in a studio setting at ECU and gain an expanded understanding of visual culture at the Vancouver Art Gallery.
 - [Youth Art + Culture Lab](#) is an exciting partnership between ECU and Richmond Art Gallery, providing youth ages 12 to 15 an opportunity to build confidence and develop diverse creative skills through behind-the-scenes, hands-on and interactive sessions with local and international artists, art gallery professionals and ECU instructors.
- ECU’s faculty, staff and administrators are members of various national and international professional organizations. The university is a member of the [Association of Independent Colleges of Art and Design \(AICAD\)](#), a non-profit consortium of 36 leading art schools across the U.S. and Canada. ECU also has membership in: the [BC Association of Institutes and Universities \(BCAIU\)](#); the global ELIA network of higher education arts institutions; the [Canadian Association for University Continuing Education \(CAUCE\)](#); BC Council for International Education (BCCIE); Canadian Bureau of International Education (CBIE); International Association for College Administrators Counselling (IACAC); and the Association of International Educators.
- ECU is a full member of [Universities Canada](#) (UC), with all credentials recognized nationally and globally, and ECU degrees accepted worldwide. The university continues to be an active participant in UC initiatives, collaborative programs, advocacy and events; and, in 2020, ECU President, Dr. Gillian Siddall, joined the Universities Canada Board of Directors.
- The university’s ongoing participation in and support of the Artist in Residence Studio Program at the Vancouver School Board continues to highlight the activation of community- and place-based art in the local public elementary school system by the university’s alumna of colour. This contribution to the wider ecology of arts education was featured as one of four exemplars of community-engaged research in BC in the first community-engaged research symposium in Canada hosted online by Simon Fraser University’s Community-Engaged Research Initiative in March 2021. [“Research as Advocacy: Collaborative Inquiry Meets Material Practice”](#) comprised a synchronous panel discussion of the university’s partnership with AIRS-VSB and an asynchronously launched [animated documentary](#) created by an alumna and student production team, thus enabling academic research with and for internal and external communities.
- Funded by the McConnell Foundation, a social research and development partnership between the Faculty of Culture + Community and posAbilities (social services agency for people with developmental disabilities in Metro Vancouver), InWithForward (social design agency in East Vancouver) and Exeko (social change agency in Montreal) brought transformative storytelling for social justice to the university in spring 2021. An undergraduate interdisciplinary forums course, open to graduate students who are auditing and employing graduate teaching assistants, hosted a series of lectures and workshops that strengthened the university’s position in local and national cultural dialogues on social belonging, restorative justice and, ultimately, storytelling as a mode of reconciliation.



Helping Loved Ones Stay Connected

For the last three years, the Health Design Lab (HDL) has worked with Vancouver Coastal Health (VCH) on the Come Alive project, which re-imagines the possibilities for long-term care homes.

The project brings student design researchers into conversation with residents of care homes, and their family members. Using participatory methods like collaborative storytelling and interactive games, the residents and families are able to express their wishes and needs for the future.

Future in-person activities were put on hold due to COVID-19, but the project continued through interactive Zoom workshops with more than 50 care homes. “We had to come up with creative ways to continue the work that we knew was still important, pandemic or not,” says Ajra Doobenen, a fourth-year Industrial Design student and a research assistant on the project. “It was definitely a lot of learning.”

The virtual workshops were used to generate ideas for staying connected with loved ones in care. At one, a participant expressed frustration with the challenges of coordinating Zoom calls, so student researcher Vannysha Chang suggested sending pre-recorded videos instead. “This simple idea, this shift in how the family was communicating, was so exciting to the family member,” said Caylee Raber, Director of the HDL.

The list of ideas is now available at the [Health Design Lab’s website](#) — a living document that will continue to grow.

Operating Environment

During the academic year 2020/21, a number of external and internal factors had an impact on the university, the environment in which it operates and its strategic planning and operations.

Global Pandemic/COVID-19

With the ongoing global pandemic in 2020/21, ECU continued initiatives to support the health and safety of students, faculty and staff. For example, the university's modified teaching and learning environment enabled continuity of program delivery. The following are other examples of these supports, innovations and adaptations:

- With continued pandemic-related suspension of in-person campus activities in 2020/21, [Foundation Show 2021](#) opened online in Spring 2021, with voluntary participation from Foundation students and faculty. First-year students who were learning from 35 different countries in 2020/21, submitted work and reflections on their Foundation year during COVID-19. This year, more faculty showcased student projects and interdisciplinary pedagogy than in previous years. A virtual Foundation Show 2021 Launch Party was also held to celebrate the tenacity and talent of Foundation students, staff and faculty. A customized interactive and gamified 2D video experience of the university's Exhibition Commons also enabled Foundation students —the majority of whom learned solely remotely in 2020/21—to familiarize themselves with features and facilities on the main floor of the university prior to coming to campus in 2021/22.
- Where feasible and in compliance with recommendations from provincial health authorities, faculty and students participated in experiential visits beyond the virtual and hybrid classroom as an optional physical feature of a course in 2020/21. Field trips to galleries, outdoor spaces and watch houses — in small groups, with masks, and safely distanced — were rare but rewarding for local students who could meet for such place-based learning opportunities under the guidance of faculty and provincial health authorities. Presentations about the visits were shared with students who were unable to participate. This type of immersive empathetic exchange proved a potent way to build community across geographies and cultures.
- In collaboration with the Vancouver Parks Board and in partnership with chART Public Art and Opera Opulenza, ECU's Faculty of Culture + Community hosted in-person and virtual community outreach activities through the Oak Park Fieldhouse as a way to sustain intergenerational and intercultural creativity and exchange despite the pandemic.
- Master of Design candidate [Richard Kennedy](#) turned his research at ECU towards helping create better, safer personal protective equipment (PPE) for health care workers using a 3D printer.

- Continued efforts to shift to remote learning and online events
 - The university's academic areas transitioned online for speaker series, invited guest lectures, workshops and discussions with other artists, designers and cultural institutions.
 - To support remote learning, ECU implemented new systems, solutions and support mechanisms for faculty, including implementation of new video conferencing solution Zoom (~15K virtual meetings), remote access to student computer labs, and teaching software and upgrade of the current learning management system.
 - The Graduation Award process was revised and held entirely online in October 2020.
 - The university produced its first Virtual Convocation Ceremony in May 2021.
 - The Student Art Sale was completely redeveloped to an online format in December 2020. The virtual model will be used in conjunction with an in-person sale in 2021.
 - Virtual academic advising was provided.
 - Virtual tours of the campus were provided.
 - Virtual recruitment events were held.

- Initiatives to support increased mental health needs of students + employees
 - ECU conducted a wellness survey and developed wellness strategies to assist the community during the pandemic with particular emphasis on mental health, emotional well-being and ergonomics.
 - The university offers wellness programming to students to reduce stress and promote and enhance their success and well-being. During the pandemic, student wellness programming transitioned online.
 - Group programming is also available to encourage a sense of community and to help students reduce feelings of isolation and loneliness they may be experiencing during the pandemic.

- Fundraising for Student Support + Emergency Aid
 - The university reshuffled bursaries, scholarships and donor-related funds to create approximately \$550,000 in new funds for students affected by the pandemic.
 - The university distributed emergency bursaries (funded through its Emily Cares campaign and reallocated funds) to 375 students for 2020/21.

- Challenges for International Students and Supports
 - The university worked with our international students to navigate the changing regulations around travel from their home nations; entry requirements for Canada; and work/study permits.
 - ECU provided partially subsidized hotel quarantine accommodations for returning International Students and their families while in quarantine.

- Commercial Filming program
 - As the film industry proceeded cautiously in the context of the COVID-19 pandemic, ECU rapidly adapted to increase capacity for commercial filming activities on campus. ECU quickly became a prime location, especially as the campus had limited occupancy due to pandemic restrictions. The commercial filming program netted over \$400,000 in just under eight months and played a significant role in ECU's recent efforts to increase revenue generation. The campus continues to be a highly desirable location for the industry; however, with the planned return of most on-campus programming for Fall 2021, this level of activity is unlikely to be sustained in the future.

Funding Challenges + Opportunities

The university continues to face financial challenges, which adversely impact administrative and academic structures. Financial challenges continue with respect to the university's inability to address inadequate personnel resource levels and excessive faculty workload levels that continue to be approximately 33% higher than the National Comparison Group levels.

With the support of the Ministry of Advanced Education and Skills Training's one-time funding, the university was able to end fiscal 2020/21 reporting a surplus of approximately \$1.6M, approximately \$1.1M of which representing its 25% equity interest in the net income of Great Northern Way Campus Trust (GNWCT). However, for fiscal years 2021/22 through 2024/25, ECU is projecting significant operating fund deficits. The Ministry has granted approval to run a deficit in 2021/22 and the university will run a deficit at a level that it can support through internal funds.

The financial challenges faced by the university are extensive, with unfunded operating deficits in each of the next three years. The university is committed to identifying additional sources of revenue and expense reduction wherever possible; however, a reduction in salary and/or non-salary costs will have a detrimental impact on the university's ability to operate or provide services to its students. As such, the primary avenue for addressing the deficit is through revenue generation.

COVID-19 has delayed planned revenue generation initiatives. Prior to the pandemic, collaborative credit programming with other universities and the expansion and growth of Continuing Studies programs were identified as areas where the university could generate revenues. However, during the pandemic, new collaborative programming was not practicable and tuition for continuing education fell by over 20%. While Continuing Studies is expected to achieve close to pre-COVID tuition levels in 2021/22, collaborative programming is likely delayed until 2022/23.

In 2021/22 the university has increased its Foundation Student intake and reviewed its class fill rates to increase registration. In addition, the university is performing program reviews and is engaged in a program costing exercise. Through this process it is expected that areas of financial concern will be identified and addressed.

The university continues to look at expense reduction and ways to generate new revenue, or enhance or improve existing revenue streams; however, identifying savings or new revenue to offset the full extent of the projected deficits continues to be a challenge.

Commitment to Equity, Diversity and Inclusion

- Progress on [EDI Action Plan](#)
 - Improved accessibility features in our information systems such as accurate audio name pronunciation for all graduates at the 2021 Convocation.
 - Closed captioning in Zoom.
 - Replacement of racist terms with neutral language within IT Services vocabulary.
 - The ECU Library made progress in decolonizing the way library collections are arranged, including the addition of Indigenized subject headings.
 - Upgraded Continuing Studies forms to improve recognition of gender diversity.
 - Engaged an advisor on anti-racism to support initial policy review efforts.
 - Review of learning outcomes and course descriptions across all program areas is ongoing to reflect our commitment to an inclusive and decolonized curriculum.
 - A framework is in development for undertaking a colonial audit of the university.
 - Progress was made towards developing a core course on Indigenous methodologies and relationships to the land.
 - Progress was made on developing an introductory Halq'eméylem language course. The AGP is working with language instructor Laura Wee Lay Laq on curriculum development.
 - Progress was made on updating procedures to ensure students receive credit for traditional Indigenous learning models. The EAGLE program is now recognized for transfer credit. Additional learning opportunities will continue to be reviewed for transfer credit moving forward.
 - Wellness kits were provided through the Aboriginal Gathering Place to provide cultural support for Indigenous community members. The first 50 Wellness Kits were created in Fall 2020 and offered primarily to Indigenous students, staff and faculty at ECU. Additional kits have since been created in support of other initiatives, including the community-based work taking place in Prince George to decolonize the healthcare system.
 - The university is developing initiatives to strengthen relationships between ECU and local First Nations. Initial meetings have taken place with Musqueam, Squamish and Tsleil-Waututh representatives about facilitating cultural connections between host nations and the university. Further conversations are forthcoming.
 - New recruitment strategies are underway to increase Indigenous student enrolment. Student Services is working with the YWCA Strive program and the Office of the Representative for Children and Youth in British Columbia to better support the Provincial Tuition Waiver Program for former youth in care. The Aboriginal Program Office is participating in targeted engagement activities, including virtual recruitment events through the Strengthening Connections initiative, and is exploring new partnerships with community groups.

- With permission from the Office of the BC Human Rights Commissioner, the university engaged in restricted searches to increase faculty from underrepresented groups; the university was able to hire 5 new Indigenous or racialized faculty members.
 - A restricted search for a BIPOC candidate was undertaken for the new role of Vice Provost, who would sit on the President's executive committee.
 - HR has made progress towards the adoption of an intersectional framework for reviewing HR policies and practices. One or more frameworks will soon be implemented to guide the evaluation and development of policies, procedures and practices that foster an inclusive workplace.
 - Progress was made towards development of a Student Engagement Policy to ensure students are fairly compensated for participating in university committees, consultations and other engagement activities; the goal is for policy to be in place by Fall 2021.
 - A new donor program was developed to support the creation of new financial awards for BIPOC students.
 - ECU was the recipient of a \$400K Federal EDI Capacity Building grant administered by the Natural Sciences and Engineering Research Council of Canada. This pilot grant program started in 2019 and has funded 29 universities and colleges. ECU is one of four BC universities and colleges to receive this accomplishment.
- Progress on initiatives supporting social justice and responding to calls of community anti-racist petition
 - The majority of ECU's programming funding shifted this year to prioritize Indigenous artists and artists of colour as part of a coordinated response to equity, diversity, inclusion, and social justice initiatives.
 - The university updated its Graduation Award program to include BIPOC exclusive awards for anti-racism and social justice.
 - The university formed a seed grant program for anti-racist student initiatives.
 - The university launched a new public BIPOC Scholarship and Bursary program.
 - ECU Human Resources has implemented new employment equity practices to support the hiring and retention of employees from underrepresented groups.
 - ECU Deans participated in anti-racist training and professional development workshops on decolonizing academia and integrating Indigenous knowledge and methodologies.
 - ECU's President's Executive Committee and all Deans, University Librarian, Director of Technical Services, Executive Director of Continuing Studies, General Manager Facilities, Director of Teaching and Learning participated in anti-racist training workshop.
 - Anti-racist training and educational opportunities will be made available for all employees and members of the university's governance bodies.
 - ECU staff are encouraged to take professional development training on topics pertaining to Indigenous history, art practices and ongoing issues.

- Monthly discussion focused on Indigenous Reconciliation will be incorporated into unit-wide staff meetings.
- ECU created a Student Wellness Advocate position.

Climate Action

- In 2019, the momentum of the [Global Climate Strike](#) led to the creation of the [Student Climate Action Network \(SCAN\)](#). This collective of ECU students is dedicated to connecting and supporting students working on sustainability and environmental justice, and creating a hub for student-led efforts. The decentralized and collective nature of SCAN recognizes that these efforts happen across faculties, programs, research areas and topics.
- ECU also created a Climate Action Task Force, which includes students, faculty, staff and board members, who are developing recommendations for ECU to mitigate climate change through university policies and practices. ECU community members involved in projects that champion sustainability have been invited to assist the task force in mapping the many initiatives and contributions to this work already underway. Of late, the task force has been strategizing on efforts to protect the [Dakota Bear Sanctuary](#), as well as the [1308 trees](#) at risk of being cut down by the Trans Mountain Pipeline Expansion (TMX) project.
- The university continues to support and seek funding for research projects, centres and collaborative networks involved in developing knowledge to support climate action and sustainability. Research and curricular initiatives include:
 - [Nature Speaking](#), a summer course in which students were encouraged to produce podcasts documenting pandemic-era resiliency in the local environment;
 - [Border Free Bees](#), a public art initiative whose mission is to raise awareness about the challenges for wild pollinators and empower communities to engage in solutions for habitat loss, transforming under-utilized urban sites into viable pollinator pastures;
 - [Wild Empathy](#), which explores opportunities to enhance human empathy for plants and animals through the use of VR technologies;
 - [Shifting Ground: Mapping Energy, Geographies and Communities in the North](#), which aims to broaden conversations around resource extraction, energy transition, and environmental and social changes in rural and remote regions;
 - and, [Design With More Than Humans course](#), which engages in design for all beings rather than maintaining a human-centred approach;
 - Research and projects developed through the globally networked DESIS Lab continue to explore opportunities for design for social innovation that further actions toward sustainability.

- ECU has maintained its strong focus on campus-wide energy efficiency and making continuous improvements in energy performance and resulting cost savings. ECU's excellent thermal energy performance continues to contribute both to carbon neutrality and low energy costs for the university.

Reporting On Mandate Priorities

For 2020/21, the Government of British Columbia continued its focus on three strategic priority areas:

- Making life more affordable;
- Delivering services people count on;
- Building a sustainable economy.

ECU continues to support governmental priorities as outlined in the annual Mandate Letter. The following sections outline the university's actions and planning related to each mandate priority for academic year 2020/21.

2020/21 Mandate Priorities

**Note: Actions toward mandate priorities also appear elsewhere throughout the report.*

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

Indicator:

- **Provide an update on your progress in implementing the education-related TRC Calls to Action relevant to your institution. The progress report is included with the annual IAPRs (as per Appendix B).**

Aboriginal Admissions Policy: The university continues to offer Indigenous applicants who might not meet ECU's academic basis for admission an opportunity to qualify through our Aboriginal Admissions Policy, which recognizes non-traditional learning criteria for qualification.

Pre-university programming for rural Indigenous youth: In collaboration with ECU's Student Services, the university's Continuing Studies will continue exploration of online pre-university programming for Indigenous youth in rural areas.

Student Engagement Policy: Work related to ECU's Student Engagement Policy is ongoing in the context of the university's Equity, Diversity + Inclusion (EDI) Action Plan. The policy is intended to create more equitable and inclusive access to student employment and university service opportunities, ensuring an

appropriate value exchange for both employment- and service-related contributions. Repeated consultation with ECU's community led to the inclusion of a lived experience component to share with the community. This component recognizes students for their lived experience as a racialized individual, thereby recognizing the value of their experience and time in contributing to university discussions.

Indigenous Cultural Safety Committee: The Indigenous Cultural Safety Committee is in its initial stages. Comprising ECU's Special Advisor to the President on Indigenous Initiatives, the Associate Director of the Aboriginal Gathering Place, the Vice-Provost, Students, and Associate Vice-President, Human Resources + Privacy Officer, the committee's work will include development of a policy that meets the unique needs of ECU's Indigenous community and engagement with the broader ECU community.

Anti-racism workshop: ECU senior and academic leadership participated in an anti-racism workshop provided by the Canadian Race Relations Foundation to facilitate anti-racist discussions and recommendations moving forward. Human Resources also provided funding opportunities for anti-racist discussions and workshops to other areas of the university.

New employment equity practices: The university implemented new employment equity practices through a number of initiatives to support the hiring and retention of employees from underrepresented groups. Initiatives included:

- Requirements that applicants provide diversity statements in their employment application
- Embedding of mandatory EDI criteria into the review of applicants
- Support from external subject-matter experts on creating inclusive and barrier-free job postings
- Ongoing professional development for HR staff
- Micro-audits by leaders hired to address EDI in the recruitment process

Restricted searches: A number of restricted searches were approved by the BC Office of the Human Rights Commissioner. These include the search for seven Indigenous or racialized faculty members and the Vice Provost, Students, restricted to BIPOC candidates.

Coordinator of Indigenous Pedagogy: The university's Coordinator of Indigenous Pedagogy position was created to liaise between the Aboriginal Gathering Place and ECU's Faculty of Art to support the use of decolonial methodologies in pedagogy, dissemination of Indigenous knowledge and professional development for other ECU Art faculty through lectures, workshops and resources.

EAGLE program: ECU's Student Services, in partnership with the team at the Aboriginal Gathering Place at ECU, implemented a pathway to award university credits for Indigenous students who participate in the Empowering Aboriginal Generation of Leaders and Entrepreneurs (EAGLE) program. The EAGLE program is an interactive and innovative experience comprising creativity, culture and entrepreneurship. Three Aboriginal students who completed the program are now studying full-time in the university's degree program.

Planned partnership with Yukon University: The university has been in discussion with Yukon University (YU) about offering our Aboriginal Material Practice course to a cohort of YU visual art diploma students. ECU hopes to partner with YU in a fulsome articulated Memorandum of Understanding that will allow YU diploma students to complete the BFA degree with ECU while staying in their local community.

Reclassification of library material on Indigenous topics: Implementing recommendations from the Canadian Federation of Libraries (CFLA) Truth and Reconciliation Report, the university has begun work to reclassify library materials on Indigenous topics to better reflect the diversity of nations, languages and systems of knowledge. To ensure integrity and transparency in this process, an outline of the steps taken to decolonize subject headings within the library catalogue and the arrangement of the physical collections will be available for public viewing in the new year.

Expansion of Indigenous library material: Work has been ongoing to expand library collections with materials by and about Indigenous artists, Indigenous ways of knowing and artists' books by Indigenous makers.

Decolonization and Indigenization Fund: Service Improvement Allocation funds were finalized upon completion of bargaining and implemented into professional development funds incorporating special benefits for Indigenization into the collective agreement. This includes access to a new fund for faculty called the Decolonization and Indigenization Fund that supports faculty activities that promote, research or implement ideas of decolonization and Indigenous learning into the teaching and learning environment.

Further funding and support:

- **Training on OCAP principles:** Funding for participation by 29 faculty and staff in a training module organized by the First Nations Information Governance Centre on the Fundamentals of OCAP principles (ownership, control, access, possession) relating to research data.
- **Core Indigenous Cultural Safety Foundations Course:** Funding for the Research Ethics Board (REB) Coordinator to complete the Core Indigenous Cultural Safety Foundations Course offered in San'yas Cultural Safety Training Program (PHSA).
- **Research project:** A Social Sciences and Humanities Research Council (SSHRC) grant to support Dr. Mimi Gellman's research project – Explore Program: *The Animacy of Indigenous Archives, Objects as Being*.
- **Indigenous Leadership Circle:** Support for Dr. Mimi Gellman's application to the Indigenous Leadership Circle in Research Inclusion of Indigenous representative in the Research Advisory Committee.
- **Decolonizing the Health Care System through Cultural Connections:** Continued administrative support for the ECU Health Design Lab and Aboriginal Gathering Place to progress the *Decolonizing the Health Care System through Cultural Connections*, a project in its third year and funded by a Vancouver Foundation grant.
- **Cross-school student research grants:** Implementation of cross-school student research grants: Community Enhancement Fund and the Anti-Racism Student Action fund.
- **Indigenous matters and partners awards:** Partnering with the Aboriginal Gathering Place and Mitacs Business Strategy Internship (BSI) awards focused on Indigenous matters and partners.

2. Contribute to an affordable and accessible post-secondary system by:

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**
- **Ensuring student safety and inclusion;**
- **Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;**
- **Providing programming that meets local, regional or provincial labour market and economic needs;**
- **Working with the Ministry of Advanced Education and Skills Training to implement a student-centered international education framework for British Columbia that supports the success of domestic and international students.**

Indicators:

- **Increase the overall numbers of Former Youth in Care students accessing the tuition waiver program at your institution.**
- **Establish a Campus Navigator position to assist with on-campus success for vulnerable and underrepresented students as/where appropriate.**
- **Participate in a Ministry of Advanced Education and Skills Training-led Campus Navigator Community of Practice.**
- **Develop Best Practices model for implementation of wraparound supports on campus and linked to community supports.**
- **Participation in Sexual Violence and Misconduct Student Climate Survey.**
- **Ongoing activities and future planning to sustain institutional efforts for Sexual Violence and Misconduct prevention and response.**
- **Use the Education Planner application and transcript exchange services at your institution.**
- **Show demonstrable progress towards adopting the EducationPlannerBC application and transcript exchange service at your institution.**
- **Participate on EducationPlanner governance and strategic committees.**
- **Implement new or expanded programming at your institution to meet local, regional or provincial needs.**
- **Indicators for international education being reassessed in light of COVID-19 pandemic.**

Aboriginal Gathering Place: The AGP continued to expand its role in bridging art, education and culture in rural communities throughout BC and the Yukon, including via collaborative community outreach projects focused on capacity building and cultural entrepreneurship. Other initiatives included:

- Support and mentoring of Aboriginal students in their transition to online learning.
- Free community outreach programs, including Urban Access to Aboriginal Art.
- Weekly Writing Tutor, held virtually or in person, for Indigenous students.
- Establishment of “Food Pantry,” food security for Aboriginal students.

ECU Aboriginal Advisory Committee: The university’s Aboriginal Advisory Committee provides ongoing strategic planning regarding the development, implementation and evaluation of Aboriginal Programs, initiatives and student support. This advisory group includes staff, faculty, administration and students, and focuses on Reconciliation, Indigenization and cultural safety.

Aboriginal Student Awards: The university disseminated 22 awards for Aboriginal students in 2020/2021. Awards ranged from \$300 to \$3,000 each, for a total of \$21,050 awarded.

Aboriginal Student Emergency Funding: The university disbursed designated Emergency Funding for Aboriginal students from the Ministry of Advanced Education and Skills Training.

Strengthening Connections outreach, guidance and support: Operating virtually over the past year, the Strengthening Connections recruitment group continued to provide outreach, guidance and support for potential Aboriginal applicants and our Aboriginal Admissions Policy.

ACE-Eagle Program: In collaboration with the University of Victoria Gustafson School of Business, ECU hosted a free program for Aboriginal participants to facilitate art and business entrepreneurship through capacity-building for marketing, social media, networking, and portfolio development. A cohort of 14 participants successfully completed the certificate program in June 2021.

Policy for recruiting and supporting underrepresented groups: In collaboration with the university’s Senate Academic Planning + Priorities Committee, ECU is developing policy that will incorporate best practice policy and procedures for recruiting and supporting underrepresented groups.

Tuition Waiver Program for Former Youth in Care: The university supports students who apply to ECU’s programs through the Tuition Waiver Program for Former Youth in Care. Working with the YWCA STRIVE/ Youth-In-Care Transition program, ECU has admitted three new youth-in-care students to our Fall 2021 degree program.

Campus Navigator: Supported through ECU’s Associate Registrar, Financial Aid and Awards, the Teaching and Learning Center, Wellness Centre and the Registrar’s office, the university’s Campus Navigator comprises a team of professionals who support ECU’s vulnerable and underrepresented students. The university’s Associate Registrar participates in the Ministry of Advanced Education and Skills Training-led Campus Navigator Community of Practice.

New Program Manager, Violence Reduction + Incident Response: The university completed the successful search for a Program Manager, Violence Reduction + Incident Response, to provide guidance and act as a specialist on matters related to sexual and gender-based violence and misconduct, and threatening behaviour. This position ensures appropriate supports are in place when responding to disclosures from marginalized and vulnerable populations.

Sexual and gender-based diversity and inclusion initiatives: ECU partnered with external subject matter experts on a number of sexual and gender-based diversity and inclusion initiatives, including:

- Diversity 101 training for the entire university community.
- Focus group sessions to gather requirements needed for provision of focused training to faculty.
- Development of a training plan to assist faculty in creating a more gender diverse teaching and learning environment.

EducationPlannerBC: ECU was one of the first adopters of the early digital application service offered through EducationPlannerBC, which helps learners plan, search and apply for admission to post-secondary institutions in BC. The university supports their one-stop shop initiative that informs students and their parents about post-secondary opportunities and careers in BC. All applications to ECU programs are delivered via this hub.

Policy Development team, EducationPlannerBC: ECU's Registrar was on the original Policy Development team for EducationPlannerBC. The university continues to work with the BC Registrar Association on matters of governance and with strategic committees related to EducationPlannerBC.

Digital transfer of post-secondary transcripts: The university has successfully implemented the digital transfer of high school transcripts from the Ministry of Education via the EducationPlannerBC hub. We are in the final stages of implementing the digital transfer of post-secondary transcripts.

MyCreds for Digital Exchange Highway: The university collaborated with EducationPlannerBC to implement MyCreds for Digital Exchange Highway for digitized documents and credentials. The shared service includes transcripts, parchments, badges, micro-credentials, letters, degrees, diplomas, certificates, etc. The MyCreds.ca platform and website enables secure issuing, exchange and verification of official digital documents, badges, micro-credentials and diplomas from across Canada and around the world.

Students' experiences initiative: ECU is undertaking strategic implementation of a Customer Relationship Management solution to review and improve students' experiences throughout the process from prospective students to alumni.

Continued research opportunities: The university's Research + Industry Office regularly reviews proposals for Research Assistant opportunities for students. Despite COVID-19 limitations, our researchers adapted their research activities to support student training and, in 2020, 25 research projects supported faculty and students.

Ongoing Mitacs partnership: The university continues to partner with Mitacs, a national, not-for-profit organization that has designed and delivered research and training programs in Canada for 20 years. In addition to federal and provincial governments and companies, Mitacs works with 70 universities to build partnerships that support industrial and social innovation in Canada.

- In the 2020/21 academic year, 13 ECU students were awarded Mitacs opportunities and ECU received 15 units of Mitacs awards.

- 10 units of the Mitacs Business Strategy Internship award
- 2 units of the Mitacs Research Training award
- 3 units of the Mitacs Accelerate award
- \$157,000 (total) in Mitacs awards for ECU students

- The following companies partnered for the Mitacs opportunities:

- Econic
- Hammer & Tong
- Alzheimer Society
- Toronto Biennial of Art
- Molecular You
- Regenerative Waste Labs
- Spatial Lab
- Inzana Consulting
- Atomic Cartoons
- Mass Culture
- 3DQue

STEPS Forward: The university continues its participation in the STEPS Forward program, which matches students with disabilities to ECU programs. Under STEPS Forward, the BC Initiative for Inclusive Post-Secondary Education provides inclusion support for students with developmental disabilities to enroll and pursue studies and engage in extracurricular activities at ECU. At the end of their program, students are included in the university's convocation ceremony and awarded a certificate of achievement related to their area of study.

Strengthening Connections: The university continues to actively recruit students throughout BC by participating in both the Post-Secondary Institutions (PSI) BC and Strengthening Connections recruitment schedules. Strengthening Connections is an Indigenous collective whose mandate is to plan and participate in events that provide Indigenous peoples and communities with educational and vocational opportunities. This year, ECU hopes to hire a new Aboriginal recruitment coordinator to be tasked with recruitment of Aboriginal and other underrepresented students.

Creative Art Pathway: Through ECU's Academic Affairs, Continuing Studies and Teaching and Learning Centre, the university is developing the Creative Art Pathway (CAP), the university's international pathway. This pre-Foundation bridging program prepares multilingual learners for art and design university education, and supports our international students in engaging more fully with our community, both academically and culturally. Established in partnership with Vancouver Community College in 2017, CAP was consolidated for full in-house delivery in Fall 2020. After one full-time semester of language studios in listening and speaking, plus reading and writing specific to an art and design learning context, two cohorts of Pathway students transitioned successfully into Foundation for a Spring 2021 start.

British Columbia Center for International Education partnership: To remain current on international strategies and provincial priorities for international education, ECU's Admissions Team participates regularly in meetings and workshops offered through the British Columbia Center for International Education. We continue to work with other university and college heads of International Education in an effort to assess and plan for the continuing and changing impact of COVID-19 on our international education.

3. Develop and recognize flexible learning pathways for students to and between post-secondary institutions, including:

- Actively engaging with your local school districts to expand dual-credit opportunities for students;
- Supporting lifelong learning pathways; and
- Advancing and supporting open learning resources.

Indicators:

- **Maintain or increase K-12 to post-secondary transition rates in post-secondary transitions.**
- **Report your institution's progress in implementing admission criteria and program requirements for the updated BC Graduation Program.**
- **Highlight initiatives to support K-12 to post-secondary transitions.**
- **Report on your institution's support for and expanded use of Open Education Resources in teaching and learning.**

Direct entry admissions: ECU's goal to implement a direct entry admissions process is on track for the Fall 2023 intake. The project commenced in Spring 2021 and is currently in the landscape analysis phase.

Dual application/credit and articulation agreements and pathways: The university continues to explore dual application/credit and articulation agreements and pathways into ECU from high schools, colleges or other university programming, with interest in expanding to include visual arts and dynamic media.

Head Start in Art: ECU continues to offer its Head Start in Art program at high school locations in Coquitlam, Surrey and Campbell River, BC. High school students who successfully complete the program at their high school are able to transfer their credit course to ECU. The university is in discussions about partnering with Yukon University.

After School Programming and a Spring Break Art Camp: In 2020/21, the transition to online learning created opportunities for the addition of more programs for teens and youth as the university was not constrained by space limitations. ECU successfully launched After School Programming and a Spring Break Art Camp, providing students with even more opportunities and entry points to learn and pursue their educational pathway in art and design.

Updated BC Graduation Program: While the university's primary admission criterion is the visual art portfolio, ECU is implementing aspects of the updated BC Graduation Program, including use of the new Grade 12 Literacy Assessment and other new academic courses as our academic metric tool. This new educational metric complements our holistic assessment and forms the student's academic basis of admission.

Education Quality Assurance BC: ECU continues to explore new pathway opportunities with other Education Quality Assurance BC educational institutions to allow their students to pursue continued education in ECU's bachelor degree programs, including 3D Computer Animation, Interaction Design and Communication Design.

Communication Design Essentials Certificate: In partnership with BCIT, ECU offers the Communication Design Essentials Certificate that provides students an ideal combination of design knowledge and technical skills to begin entry-level careers or accelerate into continued learning towards a four-year degree. This career-focused program prepares graduates for a variety of roles in graphic design, advertising and marketing.

Education Planner BC upgrade: For the Spring and Fall 2022 intake, completed the implementation of a uniform and optimized way to transfer applications from Education planner BC to Post Secondary Institutions (PSIs). Secondly, the application process now includes the new Gender Identity (GI) component as defined by the Ministry of Advanced Education and Skills Training's guidelines.

4. Strengthen workforce connections for student and worker transitions by:

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);**
- **Increasing co-op and work-integrated learning opportunities;**
- **Responding to reskilling needs to support employment transitions; and**
- **Supporting students' awareness of career planning resources (such as the Labour Market Outlook)**

Indicators (where applicable):

- **High Opportunity and Priority Occupations**
 - **Trades Programming: Increase number of training seats and utilization rates in high priority trades occupations at your institution.**
 - **Technology Programming: Increase overall enrollment and credentials in technology related programs at your institution.**
 - **Early Childhood Educators: Increase enrollment in early childhood education training at your institution**
 - **Health programming: Increase enrollment in targeted health and medical programs at your institution.**
 - **Co-ops and Career Planning: Increase number of students in co-op placements supported/ facilitated by your institution as/where appropriate.**
 - **Highlight new initiatives to support co-op and work-integrated learning at your institution.**
 - **Report on strategies in place at your institution to increase students' awareness of career planning resources.**

Micro-credential Initiative: ECU's Continuing Studies received a grant for a micro-credential initiative. Since December 2020, the university's project team has completed vendor analysis and is currently finalizing a partner for digital micro-credentials. Two pilot programs (web design and digital design tools) have been designed as part of the project's first-phase project and will inform future implementations for skills badge. Micro-credentials are a key part of a new initiative for BC post-secondary education that will enable learners to get the education and skills they need to access high-demand jobs. We have identified a digital solution for micro-credentials, which is planned for implementation in Fall 2021.

BC Tech Strategy: In alignment with BC Tech Strategy, the university increased enrollment and enhanced and expanded its digital and tech-based programming. ECU continues to engage with the creative industries to further increase job readiness for students.

Tuition support for web and digital design: In partnership with WorkBC and Immigrant Services Society of BC, ECU is providing tuition support to under-employed and unemployed individuals for high-demand skills in web and digital design.

Co-op opportunities: The university's IT Services and Student co-op offices are partnering to provide students with co-op opportunities in ECU projects. These opportunities provide students with real-life experience and allow IT Services to design and implement solutions that meet student needs.

Workforce connections for students: ECU's Research + Industry Office supported workforce connections for students via the following programs:

Shumka Centre for Creative Ecosystems

- **Art Apprenticeship Network** – 15 students x 15 mentors - Funders: RBC Emerging Artists Project. The Art Apprenticeship Network connects emerging Emily Carr artists with established artists, curators and cultural workers to create a win-win situation for the art community locally and regionally.
- **Design for Startups** – 19 Students x 19 Partner Companies x 2 Faculty Leads - Funders: Digital Super-cluster, Innovate BC, Company partners. Design for Startups pairs emerging designers with early stage technology startups to work on a specific design problem.
- **Satellite Residency** – 10 Residents x 11 Mentors x 1 Faculty Lead - Funders: ACCE WIL, Vancouver Foundation. Satellite Residency supports emerging artists and designers as they work to actualize self-directed projects.
- **Designing for Public Space** – 3 Faculty Leads x 2 Community Partners - Funders: WIDC, Great Northern Way Trust. Designing for Public Space engages a research team of Emily Carr design faculty and senior-level students to develop human-scale interventions and solutions for the public realm.
- **Fibreshed Field School** – 17 ECU Students x 1 SFU Student x 14 Mentors/Community Partners x 2 Faculty Leads - Funders: ACCE WIL. Fibreshed Field School is an experiential field school and a mentorship program that investigates ecologically sensitive and economically viable methods of local textile production.

Health Design Lab:

- **Decolonizing Healthcare Through Cultural Connections** – Cultural Connections explores how Indigenous-led arts and material practice workshops can foster open dialogue between non-Indigenous healthcare students and Indigenous community members in the Lheidli T'enneh and surrounding areas (Prince George, BC).
- **Shifting the Culture of Care by Sharing the Voice and Choice of People Living in Long-term Care** – Working collaboratively with people living in care homes, their families and staff, we have been co-facilitating the Come Alive culture change initiative with Vancouver Coastal Health through an emergent and collaborative process since 2018.
- **Perspectives** – Perspectives is a course-based program at Emily Carr University of Art + Design, which brings together design students with people living in long-term care for intergenerational exchange and storytelling.
- **Co-Design with Teachers and Students at KGMS** – This year's project continued to build on the 2019-20 project, which created opportunities for KGMS students to speak, write, and learn Skwxwú7mesh words in day-to-day school interactions.

Work Integrated Learning opportunities: The university supports a variety of Work Integrated Learning opportunities, including:

- **On and off-campus opportunities:** Since spring 2020, ECU has supported 451 Work Integrated Learning opportunities on and off campus, comprising co-ops, internships, field placements, service learning, applied research projects and entrepreneurship.
- **RIIPEN:** With ECU's partner RIIPEN (a virtual job management company), the university was able to expand Work Integrated Learning opportunities for all students. This project has expanded to include Level Up, a federally funded program designed to give students access to paid Work Integrated Learning opportunities. These projects are all remote to comply with provincial COVID guidelines.
- **Artswork:** Through ECU's career portal, Artswork, students and alumni have been able to access career and Work Integrated Learning opportunities and professional development programming specific to art and design careers such as virtual career advising, professional development workshops, panels and networking events. Since the inception of Artswork, 1,284 employers have joined the platform including 444 new employers. Since January 2020, 1,680 employment opportunities have included 540 Co-op/Work Integrated Learning positions and 350 calls for artists.
- **Health Design Lab and Material Matters collaboration with Kintec Footlabs:** With funding from a Natural Sciences and Engineering Research Council of Canada Engage grant, an exploration into the patient journey and experiences of comfort were explored through journey mapping and hands-on co-creation workshops with Kintec clients.

- **Workshops for Indigenous media producers:** The university's IM4 Lab has continued to provide workshops for Indigenous media producers.
- **A Design industry partnership course** led by Professor Christian Blyt for students. The project involved designing furniture in collaboration with ULRIC, a representative in Canada for Tianjin Hongshan International Trade Co. Ltd., a company based in China.
- **Work Integrated Learning student advising:** From January 2020 to May 2021, there were 229 Co-op/Work Integrated Learning student advising appointments and 72 alumni appointments. During the same period, email advising appointments for students totalled 1,005 and employer advising totalled 362.

Online advising and events for students: ECU successfully pivoted to provide online advising and events for students and alumni. The new online format enabled the university to record and increase accessibility of many of its online events and workshops for students and alumni to upload as future resources.

Career Development Series: 134 students attended the ECU's Career Development Series, which included Cover Letters 101, Resumes and CVs, and How to Find Work Integrated Learning Opportunities.

Alumni Career Pathways Series: In collaboration with Alumni Relations, ECU hosted a series of five panels where alumni shared their career journeys and advice to demystify career pathways for current students and early alumni. Over 150 students, alumni and faculty attended these panels.

Online Digital Tool Kit Development: The university received a \$28,000 grant from the Ministry of Advanced Education and Skills Training to create comprehensive interactive online resources offering relevant interactive tools and information to expand access for all students; resources specific and relevant to careers in art, media and design sectors; and increased engagement through the interactive nature of the resources. The university plans to share these sector-specific resources with all BC post-secondary institutions.

Arts education partnership: In partnership with the Vancouver School Board and its Artist in Residence Studio Program, alumnae Aaniya Asrani (MFA 2019) and Annie Canto (MFA 2020) were matched with Mount Pleasant Elementary in 2020/21 to bring artist-led art-making to its students and teachers remotely and safely. This arts education partnership continues to amplify ECU's commitment to community, community engagement and community-based pedagogy, and build ECU's capacity and reputation as the post-secondary institution best positioned to guide educators across Metro Vancouver in the realization of BC K-12 curricular changes through the lenses and approaches of art, design and media.



Prototyping Sustainable Textile Production with the Fibreshed Field School

Fibreshed Field School is a community-activated research program that connects a wide range of artisans, farmers, and educators with our local fibre systems and supply chains. This is a critical sustainability issue, as the textile industry produces 92 million tons of waste each year, and contributes to 10% of annual global carbon emissions.

“Fibreshed Field School is learning about the local land, local materials and to really show people how it could be done and that we could actually make it happen,” says Emily Smith, ECU alum and research faculty lead.

Emily founded the Fibreshed Field School through the Shumka Centre, where it explored how to build truly sustainable BC communities that can depend on local textiles to provide clothing over the Fall 2020 term. Eighteen students participated in three cohorts that focused on multiple means of textile production.

“Engagement in the arts and meaningful labour has positive reverberations, especially in the lives of people who are marginalized or vulnerable,” said Taja Jinnah, a participant and Visual Arts student from Nexwléxwm (Bowen Island). “This program is directly a part of building resilient localized communities.”

Performance Plan

Goals + Objectives

The Ministry of Advanced Education and Skills Training has developed a set of goals to improve and maintain the quality of public post-secondary education through the linking of performance measures and system objectives, defined in terms of *Capacity, Access, Efficiency, Quality* and *Relevance*. The university's **Strategic Plan to 2021 - Performance Report** outlines institutional priorities and commitments through goals, strategies and measurable actions, which are aligned with the Ministry's system objectives. The Performance Measures Results track progress toward system-wide goals and targets, and illustrate ECU's contribution to BC post-secondary education.

Strategic Plan To 2021 - Performance Report

ECU continues execution of its [Strategic Plan to 2021](#), which outlines the university's eight core priorities and commitments: (1) Research, (2) Student Agency, (3) Outreach and Community Engagement, (4) Indigeneity, (5) Graduate Programming, (6) Teaching and Learning, (7) Infrastructure, and (8) Lifelong Learning. The university's progress toward each commitment is expressed through a series of clearly identified goals and actions. Below are some of the key goals and initiatives that ECU has achieved or continues to work toward, as well as the Ministry of Advanced Education and Skills Training's system objectives that these support. This represents a selection of goals and actions integral to implementation of the Strategic Plan, but is not an exhaustive list.

Priority 1. Research: Support research and its integration in curricula.

Goals: Develop relationships, mentoring and structures for research. / Improve research support. / Develop opportunities to create the relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research.

System Objectives: *Access, Capacity, Quality, Relevance*

Actions:

- The university's Grant Management system was reviewed for improvement to better reflect ECU's research needs. The improvement project is underway and evaluation results are expected in summer 2021.
- ECU researchers were supported to ensure a comprehensive plan for student participation in research projects was included as part of proposal submissions.
- ECU continues work to streamline the process for industry engagement and supported mapping exercises to identify gaps in its efforts relating to Work Integrated Learning.
- The university supported the ACCE-WIL Creative Ecosystems project. The goal of this project is to look holistically at ECU's systems and locate efficiencies and processes that will allow the university to offer more and better applied research and work integrated learning initiatives with external partners and employers. Through this work the university engaged 50+ internal and external stakeholders.
- As part of the work to develop ECU's new Strategic Research Plan, collaboration in research is highlighted as an essential characteristic of research in art and design.
- The university received two federal grants, an institutional stipend for Equity, Diversity and Inclusion (EDI) work that supported OCAP training. ECU's AVP, Research, submitted a successful application for a Natural Sciences and Engineering Research Council of Canada EDI Capacity Building grant. This institutional grant will support the university's EDI efforts in research. To be implemented in 2021-2023, this funding will support a new mentorship program for faculty and researchers.

Goal: Recognize the breadth of research practices that define ECU's unique practice-based, critical approaches to knowledge production.

System Objectives: *Quality, Access, Relevance*

Actions:

- The university's Research Advisory Committee was created in 2020 to prepare a new draft Research Strategic Plan for consultation by the community. A cohesive draft was completed in late 2020 that encompasses a summary of feedback from the community.

- Consultations with the community were held to identify new avenues for innovation and ways to better communicate research activities and results.

Goal: Promote research that demonstrates the social significance of art and design scholarship in transforming post-secondary education and citizenship.

System Objectives:

Actions: *Access, Quality*

- During the 2020/21 academic year, the university’s Research + Industry Office provided support for faculty grant submissions:
 - Two new Insight Grant applications and two Partnership Grant co-applications
 - Continued internal research grants for faculty:
 - o Reviewed and approved three research proposals from faculty as part of the Social Sciences and Humanities Research Council (SSHRC) Institutional Grant (SIG) Explore program.
 - o The SIG Exchange program was put on hold due to COVID travelling restrictions.
 - o Four faculty grants from the Ian Gillespie Research Fund were supported.
 - Continued support for centres: DESIS, Living Labs, Health Design Lab and the Shumka Centre for Creative Entrepreneurship to continue research activities and develop new projects.
- In collaboration with other post-secondary partners and led by the University of Northern British Columbia, our team received \$50,000 in New Frontiers in Research funding to proceed with a full proposal for Humanities, Education and Anti-Colonial Learning (H.E.A.L.) for the Transformation of Medical Curriculum and Healthcare Delivery in Canada.

Priority 2. Student Agency: Strengthen, enable and develop student agency

Goal: Expand our scholarship + awards program into a more interdisciplinary model.

System Objectives: *Access, Capacity, Quality*

Actions:

- New and renewed major gifts include:
 - o Shawn Larsen Memorial Fund – \$12,000
 - o Peter Harnetty Scholarships – \$50,000
 - o Anonymous Faculty Scholarship – \$15,000

- Geoff Rees Memorial Fund – \$20,000
 - Renee Van Halm Scholarship & Grad Award – \$6,000 (renewal)
 - Brissenden Scholarships – \$15,000 (annual renewal)
 - Judson Beaumont Bursary contributions – \$20,000 (two donors @ \$10,000 each)
 - Christopher Foundation – \$25,000 (annual renewal)
 - Highbury Foundation – \$10,000 (annual renewal)
- In light of COVID-19 and the impact of the pandemic on students, the university created new funds by reshuffling bursaries, scholarships and donor-related funds to secure over \$548,000 divided between Hardware Bursaries, Emergency International Bursaries, BIPOC seed grants and Emily Cares.
 - The spring Emily Cares campaign yielded \$33,260.95. The funds, in addition to reallocated funds, were distributed in the form of emergency bursaries to 375 students.
 - The university also secured partially subsidized hotel quarantine accommodations for returning International Students. These sponsorships with the Granville Island Hotel and the Downtown YMCA enabled 33 students and their families to access secure facilities while in quarantine.

Goal: Enhance access to education through technical ecology and flexible use of resources and space.

System Objectives: *Access, Efficiency, Relevance*

Actions:

- ECU’s Teaching and Learning Center and IT Services are working to identify new systems, solutions and support mechanisms for faculty through the university’s Learning and Teaching Advisory committee. This committee has recently implemented new video conferencing solutions, upgraded the current learning management system and implemented new teaching software to support remote learning.
- The university hosted its first virtual convocation on May 14, 2021, in partnership with Simon Fraser University.

Goal: Graduation Awards: Adapt our practices to COVID-19 and to a more inclusive jury selection.

System Objectives: *Access, Capacity, Quality*

Actions:

- Due to the continued impact of COVID-19, the Graduation Award process was revised and held entirely online in October 2020. Changes ensured compliance with COVID-19-related restrictions and students’ capacity to finalize work:

- Web infrastructure built for student applications.
 - Revision of Grad Juries Procedures.
 - Transformation of Process/Award procedures.
- In 2021, in collaboration with Simon Fraser University, ECU produced its first Virtual Convocation Ceremony. This included a pre-recorded ceremony with messages from key dignitaries, individual students graduating with artwork and multiple live celebration events held online.

Goal: Student Art Sale was moved entirely online.

System Objectives: *Access, Capacity, Quality*

Actions:

- Due to the continued impact of COVID-19, the December 2020 Student Art Sale was completely redeveloped to an online format, powered by Shopify. Seventy-two students participated in the virtual sale, which generated \$39,567.80. This virtual model will continue to be used alongside an in-person sale in 2021.
- Working with the university's Academic Affairs Office and the Teaching and Learning Centre, ECU's Student Services continues to support students in developing academic pathways and goals to enhance their educational experience. Building on our successful Creative Art Pathway program, we will design new programming that will support our students at all levels of their programming.
- The university's Student Services successfully integrated into our SIS the ability for students to self-identify gender and chosen name options, providing them with the agency to communicate their identity with their faculty and other student cohorts.
- ECU's Student Services supports and sponsors new student orientations, international week and the annual international mobility and exchange exhibition. In relation to data collection, Student Services will enhance its data collection process to demonstrate annual data of all student points of contact and programming provided to ECU students.

Goals: Student-driven learning. / Enact student-driven learning model that generates interconnectivity and enables each student to fully develop their own emergent creative practice and identity.

System Objectives: *Access, Capacity, Quality*

Actions:

- *Student Engagement Policy + Handbook:* The Student Engagement Policy was developed to respect and honour students' lived experience and recognize and acknowledge their experience as an individual

and their contributions to the community. Development of the policy involved consultation with various stakeholders within the community. After consultation, we will finalize the policy and will develop an accompanying handbook and training to assist staff, faculty and students in the employment process and deliver equitable access and compensation for employment opportunities for students.

- Implementation of Service Improvement Allocation funds through bargaining provided professional development activities that directly benefit student learning. These include the faculty Curriculum Benefit Fund and CUPD PD fund, both of which focus on creating cultural awareness, furthering meaningful engagement, fostering inclusivity and supporting development of skills that directly impact the student learning experience.
- Research supported the cross university endeavour in the Anti-Racism Student Action Fund and Community Enhancement Fund.
- The university's Graduate Studies created a BIPOC Graduate Caucus for cross-school conversations and programming around exclusion and agency.
- ECU's Graduate Studies hosted several student-led graduate symposiums that featured the work of graduate students, including a thesis symposium with graduates of the Ontario College of Art and Design University, Nova Scotia College of Art and Design, and Alberta University of the Arts; a feature panel on art and design research hosted in the annual [Canadian Graduate Studies](#); and a panel that featured design and regeneration via the annual Association of Independent Colleges of Art and Design symposium.
- ECU graduate students disseminated their research through various digital means, including via the Master of Design site [23 Actions](#) and Master of Fine Arts virtual thesis exhibition [MFA 2021 Full Res.](#), [MFA 2020 Low Res.](#)
- *Gender Identity workshops and focus groups:* This past year, ECU launched Gender Diversity 101 workshops for the university community. Focus groups were also convened to address how gender identity issues can be better supported in a teaching and learning environment. The result of these focus groups was the development of a three-module training program for faculty that will be implemented this coming year.

Goal: Enhance access to education through technical ecology and flexible use of resources and space.

System Objectives: *Access, Efficiency, Relevance*

Actions:

- The challenges of COVID-19 have presented some new and enhanced service opportunities for our students, including virtual advising.
- With the involvement of ECU stakeholders, including students and faculty, the university is reviewing its online registration processes with the goal of improving and implementing new registration and degree planning interfaces that enable students to create a holistic and complete degree education plan they can integrate into their work and family life commitments.

- In collaboration with other post-secondary institutions that are members of the Colleague consortium, ECU will continue to develop student-centric systems and self-service opportunities. This includes work with Education Planner BC, BC Campus and the Association of Registrars of the Universities and Colleges of Canada (ARUCC) to enhance the transfer of information through secure digital service platforms. One of our major projects will be the implementation of the digital student wallet myCREDS.
- Major technology refresh is underway for the Continuing Studies registration system. The goal of this exercise is to improve the prospective student experience, reduce lost applications through instant enrollment and modernise the old applications and workflows.

Goal: Develop policy and pathways for experiential learning.

System Objectives: *Access, Capacity, Relevance*

Actions:

- ECU continues to develop policy, criteria and agreements with our industry partners to strengthen and define student professional development.
- In partnership with its Alumni Relations Office, the university continues to enhance programming and opportunities for student mentorship and deeper connection with alumni.
- ECU is an active member of the B.C. Work-Integrated Learning Council and assists with policy development and formalization of different models of work-integrated learning in the province.
- The university continues regular consultation with Emily Carr Students' Union to address needs and/or concerns related to Work Integrated Learning and career services.

Goal: Ensure best practices in communication between students, faculty and staff.

System Objectives: *Efficiency, Quality, Relevance*

Actions:

- As part of its communication with stakeholders, ECU provides students, faculty and staff with virtual advising sessions and video tutorials.
- The university implemented a new collaborative student/advisor record of advising to enhance student support.
- ECU continues to provide programming information to students to enable them to make informed, confident and meaningful decisions about their curricular choices to meet their educational goals.
- All ECU Student Services staff will participate in staff training workshops in the upcoming year to strengthen student service practices, including teambuilding, communication skills enhancement, reconciliation efforts and supporting BIPOC and racialized students.

- ECU's Teaching and Learning Centre (TLC) compiled and circulated a series of resource guides for students and faculty on subjects such as how to get the most out of Moodle; online learning and etiquette; time management, organization and other learning strategies; and best practices in distance learning. Additionally, the TLC set up a peer-to-peer mentoring program for online learning.

Goal: Enact student-driven learning model that generates interconnectivity and enables each student to fully develop their own emergent creative practice and identity.

System Objectives: *Access, Capacity, Quality*

Actions:

- *Work-Integrated Learning:* Facilitated through ECU's Shumka Centre, Career Development and Work Integrated Learning Office, there has been significant emphasis over the past year to expand access to internships, co-ops and Work Integrated Learning opportunities. The extension of this programming, in partnership with industry, has been extremely important since the beginning of COVID-19, when many offices ceased internships as a result of new work-from-home policies.
- *Wellness Programming:* The university offers programming to students to reduce stress and promote and enhance their success and well-being along seven dimensions of wellness: emotional, psychological, physical, financial, environmental, cultural and social. During the pandemic, student wellness programming transitioned online. Group programming such as cook and connect, small space gardening club, mindful meditation, craft and connect, and Skillshare workshops facilitated by students, aims to foster a sense of community and belonging and reduce feelings of isolation and loneliness that students may be experiencing as they remain vigilant against the spread of COVID-19.

Priority 3. Outreach + Community Engagement: Expand our local and global communities of practice.

Goal: Increase outreach to alumni & increase dialogue with alumni located outside BC

System Objectives: *Capacity, Relevance*

Actions:

- As part of community building, ECU is interviewing alumni with varied careers and mediums, specifically those conducting anti-racist work in order to highlight their practices.
- ECU hosted a series of panels highlighting different career pathways for students and early career alumni. Nineteen panelists and 140 attendees participated in five panels: Film, Animation, Illustration, Community Building and Digital Presence. Hosting panels on Zoom enabled the university to host alumni who are not local to Vancouver.

- Evaluate acquisition of an engagement and network: Sponsored by RBC, ECU's platform with Gradway (TheLeeway.ca) progressed from stage 2 to 3, with a focus on increasing student presence on the platform. As more students join the platform, the mentorship program will become more active, providing students the invaluable ability to ask for advice, critique and feedback directly from alumni. The platform is available to staff and faculty and will be launched to students in October 2021. Current membership includes 177 alumni, 67 students, 12 faculty and 26 staff.

Goal: Alumni/Community Network in Relation to Curriculum and Student/Faculty Opportunities.

System Objectives: *Capacity, Relevance*

Actions:

- The university engaged with external subject matter experts for guidance and training on creating more inclusive environments with an emphasis on marginalized groups within both our own community and the broader community.
- *Make Change Studio:* Begun in 2019 in collaboration with SFU and with funding from the Vancouver Foundation, ECU's Shumka Centre for Creative Entrepreneurship continued the Make Change Studio project. Fifteen ECU students, 60 SFU students and three faculty leads participated in this interdisciplinary, cross-institutional program that brings design and business students together, integrating design at the forefront of business, prior to the conception of an idea. In 2020, the project included three courses (one in Spring and two in Summer).
- *Critical Transformations Speaker Series:* With funding from the Vancouver Foundation, the university's Shumka Centre offered the monthly [Critical Transformations Speaker Series](#), whereby visionary artists, curators, activists, designers, architects and arts organizers from around the globe are invited to discuss their work in creating ground-breaking new models for the arts sector.
- [Dementia Lab 2021:](#) In January 2021, with support from Vancouver Coastal Health, The Alzheimer Society of BC, Vancouver Foundation and the Social Sciences and Humanities Research Council of Canada, ECU's Health Design Lab hosted Dementia Lab 2021. The online conference highlighted issues and innovations surrounding ability and disability, reflecting on how design and research efforts can lead the way in uncovering, supporting and enhancing the abilities of people with dementia, and involving the community within which they live in the conversation. This inclusive multidisciplinary conversation was open to students, designers, artists, researchers, health professionals, caregivers and people living with dementia.

- *Shifting the Culture of Care by Sharing the Voice and Choice of People Living in Long-term Care:* In partnership with Vancouver Coastal Health, ECU's Health Design Lab created a series of short animated videos for the Shifting the Culture of Care by Sharing the Voice and Choice of People Living in Long-term Care project to provide better understanding of the resident care experience. Using human-centred design approaches that emphasize participatory research to address complex healthcare challenges, students and members of VCH's Interdisciplinary long-term care team did art-based activities with residents to help them express what good care looks like and what is important to them.
- *Ideas for Connecting: Ideas from Families for Families:* In September 2020, ECU's Health Design Lab teamed up with Vancouver Coastal Health to hold three Zoom workshops for family members of people living in long-term care homes and participate in creating ideas for how to connect. The Ideas for Connecting: Ideas from Families for Families project produced a compilation of ideas collected from over 40 families and was shared on the Health Design Lab website for other families to use.

Goal: Harness our global alumni, partner and community network to create new possibilities for partnerships, mentorships and creative collaborations; ensure deep commitment to cultural competencies and respect for diversity and inclusivity.

System Objectives: *Capacity, Relevance*

Actions:

- ECU introduced a Digital Transformation Council to bring together key university stakeholders for transparent and collaborative decision-making related to all digital investments. There is no shortage of digital initiatives underway and the council is working on defining a prioritization model for demand management and ensuring high value and sustainable initiatives are prioritized and implemented.
- ECU hosted its first virtual convocation on May 14, 2021 in partnership with Simon Fraser University. The ceremony recognized over 400 graduates, Emily Award recipients and Honorary degree recipients, and included personalized messages from key speakers. This community celebration supported the success of our students and the resilience of the university during difficult times.
- The university partnered with BCNET to implement a shared Security Information and Event Management (SIEM) initiative. Developed to strengthen the cybersecurity posture of the higher education and research community in British Columbia and the Yukon, the SIEM initiative won the Collaboration award at the CUCCIO annuals conference in June, 2021. The lead institutions in this initiative include ECU, Yukon University and BCNET. The vision of the initiative is to develop a technology solution, a knowledge base and to train cybersecurity professionals as an approach to help the higher education sector better protect itself against current and emerging cybersecurity threats.
- Working with the university's Senate International Development Committee, ECU is committed to developing new and meaningful student and faculty exchanges and supporting workshops, field studies and other opportunities on a global scale.

- The Aboriginal Gathering Place at ECU plans to reconnect with the Urban Native Youth Association of Vancouver to offer joint programs via ECU's Continuing Studies department.
- ECU Academic Affairs' contributions to the university's EDI Action Plan include: diversifying curriculum and moving away from a reliance on the Western canon, including adding more courses and content prioritizing African, Latinx, Asian, Indigenous primary texts, histories and perspectives; re-examining the studio critique within an anti-racist framework (e.g. group agreements, retooling critique workshop); prioritizing anti-racist training of faculty, staff and students; and hiring more Indigenous faculty and faculty of colour (e.g. current restricted hiring process, with permission from BC's Office of the Commissioner of Human Rights).
- ECU Deans have engaged in anti-racist training and professional development workshops on decolonizing academia and integrating Indigenous knowledge and methodologies into the university.

Goal: Expand our involvement in cultural dialogues and international relationships.

System Objectives: *Access, Quality, Relevance*

Actions:

- ECU continues open dialogue and information-sharing with international exchange colleagues from other universities and colleges, including discussion regarding virtual student exchanges. The university has over 70 international student exchange partnerships. Prior to COVID-19, there were approximately 40 student exchanges per year. Pandemic-related restrictions, including travel restrictions, have created challenges for student exchanges.
- Prior to the pandemic, ECU was developing a virtual visits and admissions advising platform to reach geographically prohibitive areas and engage with potential recruitment markets and/or partnerships. The university will continue this work and seek new ways of delivering this service.
- The university continues to participate in the BC Center for International Education (BCCIE), Canadian Bureau for International Education (CBIE) and International Association for College Admission Counseling (IACAC) to support international students and international education.
- The university continues to offer workshops at various symposiums and conferences on the topic of preparing students for art school.
- As a result of COVID-19 and to comply with pandemic-related restrictions, all ECU academic areas pivoted to online formats for speaker series, invited guest lectures, workshops and discussions with other artists, designers and cultural institutions. Shifting online has been incredibly generative, allowing ECU to extend its international reach and enable our students to connect with a diverse and culturally rich pool. The impact on student experience has been transformative in increasing cultural competences and alternative forms of knowledge production.

Goal: Create intentional and supported pathways for diverse learners to access our programs and research.

System Objectives: *Access, Capacity, Quality*

Actions:

- The university received a \$200,000 grant from the Ministry of Advanced Education and Skills Training's micro-credential program. This limited funding opportunity enabled ECU Continuing Studies to prioritize a series of certificate programs on topics related to digital design, user experience and web development. This program was funded to enhance job creation and skills retraining during the aftermath of COVID 19.

Priority 4. Indigeneity: Expand on the success of our Aboriginal Programming, integrating Indigenous knowledge fully into teaching and learning practices.

Goal: Revise Awards allocations to include BIPOC exclusive.

System Objectives: *Capacity, Relevance*

Actions:

- The university updated the ECU Graduation Award program with the addition of BIPOC exclusive awards for Anti-Racism and Social Justice in Visual Art, Design and Media.
- ECU formed a seed grant program for anti-racist student initiatives.
- In November 2020, the university launched a new public BIPOC Scholarship and Bursary program.

Goal: Mentorship for Aboriginal Students and Aboriginal community members.

System Objectives:

Actions: *Access, Capacity, Quality, Relevance*

- ECU ensures Aboriginal students have regular access to elders, cultural leaders and knowledge keepers.
- The university hires and mentors Aboriginal students to assist with Aboriginal research projects.
- ECU's Student Services and Graduate programming continue work to increase BIPOC graduate student support.

Goal: Increased financial awards for Aboriginal students.

System Objectives: Access

Actions:

- The university continues to work to increase financial support for our Aboriginal students through private and public donations.

Goal: Acknowledging Aboriginal material practice as research.

System Objectives: Access, Capacity, Quality, Relevance

Actions:

- ECU curriculum development and grant research projects include Aboriginal material practice as a core initiative.

Goal: Engage Aboriginal community members – prioritizing local three host Nations.

System Objectives: Access, Capacity, Relevance

Actions:

- The university facilitates guest presenters from the three Host Nations xʷməθkʷəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish) and sə́lilwətaʔt (Tsleil-Waututh) Nations, and creates ongoing conversations regarding local practices and protocols.

Goal: Develop, promote + perpetuate land based pedagogy.

System Objectives: Access, Capacity, Relevance

Actions:

- ECU facilitates Aboriginal speaker series, Sharing Circles and material practice workshops.

Goal: Continue facilitating access to Aboriginal elders, knowledge keepers and cultural advisors.

System Objectives: Access, Capacity, Relevance

Actions:

- The university provides ongoing support via regular interactions, teachings and projects.
- ECU enables provision of cultural, spiritual and educational support.

- The university's Aboriginal Gathering Place facilitates Sharing Circles.

Goal: Continue to promote cultural competency and Indigenous epistemology in curriculum.

System Objectives: *Access, Capacity, Quality, Relevance*

Actions:

- Development of Cultural Safety Workshops and cultural initiatives for students, faculty and staff.
- Development of the initial framework for a Colonial Audit, for next steps in decolonizing the academy.

Goal: Role of art, design and media in the reconciliation process.

System Objectives: *Access, Capacity, Quality, Relevance*

Actions:

- The university is exploring the development of cultural safety training opportunities for staff and faculty in partnership with the Indigenous Cultural Safety Committee.
- ECU is exploring non-metaphorical opportunities to meaningfully decolonize Collective Agreements prior to the start of 2022 bargaining.

Goal: Development of meaningful dialogue for Indigenous art.

System Objectives: *Access, Capacity, Quality, Relevance*

Actions:

- ECU staff are required to partake in professional development training on topics pertaining to Indigenous history, art practices and ongoing issues.
- Implementation of the Service Improvement Allocation funds from the last round of bargaining are a resource for faculty and staff to apply Indigeneity to the teaching and learning environment.
- ECU's Student Services will incorporate an Indigenous Reconciliation discussion focus once a month in unit-wide weekly staff meetings.

Goal: Engage Truth and Reconciliation recommendations and commit to intentionally understanding and embedding the role of art, design, and media in the reconciliation process.

System Objectives: *Capacity, Quality, Relevance*

Actions:

- *Braiding Sweetgrass initiative:* As part of a teaching fellowship, faculty member Mimi Gellman has led a year-long reading group with 50 faculty, graduate students and staff on Robin Wall Kimmerer’s book, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (2013). This project has been an incredibly important initiative for thinking about processes of reconciliation at the ECU campus and healing as a community.
- *Indigenous knowledge course:* As part of ECU Academic Affairs’ commitment to the university’s EDI Action Plan, faculty member Mimi Gellman has been asked, in consultation with all Indigenous faculty, to lead development of a course on Indigenous knowledge and what it means to live and work on unceded territory.
- *Indigenous Presence/Locating Ourselves in Place:* This entry-level course introduces Indigenous cosmologies, peoples and knowledge paradigms through the lens of contemporary Indigenous artists and their cultural expressions. Situated within a basket of Indigenous values, this curriculum privileges Indigenous presence and the gifts that Indigenous cultures have contributed and continue to contribute to the social, ecological, cultural and political fabric of our country. Through thematic based lessons, we track important moments and impacts in Indigenous-settler relations and the ways that these are being engaged with, and negotiated through, academic pedagogy, research and Indigenous political activism. A central tenant is the importance of understanding the spirit of place and the way in which place informs us as artists, designers, guests and community members. By foregrounding place and the land, we are situated as teachers and learners in a reciprocal, responsible relationship with the Indigenous ethos of “all my relations.”
- *Anti-Racism Workshop:* A workshop delivered by the Canadian Race Relations Foundation to both senior and academic leadership provided insight, thought provoking discussions and recommendations on addressing racism within our university. This supports the strategic plan priority of Indigeneity.
- *Unconscious Bias and Diversity Skills workshops + revision:* The unconscious bias workshops are mandatory for all senior administration and faculty search processes and provide valuable learning and insight into unconscious bias and how to identify diversity skills in candidates. The plan is to update the training to an online module with input from subject matter experts and with reference to the current EDI Action Plan. This supports the strategic plan priority of Indigeneity.
- *EDI Recruitment Process Review:* As outlined in the EDI Action plan, HR has Implemented new employment equity practices to support the hiring and retention of employees from underrepresented groups. This has included implementing mandatory training, diversity statements and micro-audits in the recruitment process. This supports the strategic plan priority of Indigeneity.

- *Investigating Intersectional Frameworks*: As the university embarks on the Justice, Equity, Diversity and Inclusion (JEDI) framework, HR has been exploring an intersectional framework that can be applied to HR policies, processes and benefits to create a more inclusive community.
- *Indigenous Cultural Safety Committee*: The work of this committee is to develop a policy that meets the unique needs of our Indigenous community and engage with the broader ECU community.

Goal: Continue to develop consistent and meaningful dialogue for traditional and contemporary Indigenous art/design/media practices within and beyond the Emily Carr community. This includes creating more opportunities for workshops, guest lectures and community events.

System Objectives: Access, Capacity, Quality, Relevance

Actions:

- *Faculty of Art: In Conversation Gatherings*: This series of four talks for faculty, each led by an Indigenous and non-Indigenous artist and faculty, were held in February and March 2021 to discuss their praxis and pedagogy related to Indigenization and Decolonization.
 - In Conversation Gatherings: H  l  ne Day Fraser and Brenda Crabtree
 - Topic: Land-Based Practice
 - In Conversation Gatherings: Cole Pauls and Daniel Drennan ElAwar
 - Topic: Indigenizing Comics / Decolonizing Illustration
 - In Conversation Gatherings: Garnet Hertz and Richard William Hill
 - Topic: Research
 - In Conversation Gatherings: Christine Howard Sandoval and Emily Hermant
 - Topic: Material-Based Practice
- The majority of funding for programming pivoted this year to prioritize Indigenous artists and artists of colour as part of a coordinated response to equity, diversity, inclusion, and social justice initiatives.

Speakers/Guest Artists:

- Tracy Williams, weaver, Squamish Nation/Vancouver, September 18, 2020
- Jacek Smolicki, new media and sound, Stockholm September 25, 2020
- geetha thurairajah, painting, Brooklyn-based, November 10, 2020
- Laurie Kang, photography, Toronto, November 4, 2020
- Samuel Roy-Bois, sculpture, UBCO, November 17, 2020
- Sunny Shah, illustration, Vancouver, November 2, 2020
- Jade Yumang, sculpture, Calgary, November 3, 2020

- o Jasmine Nyende, painting, Los Angeles, November 4, 2020
- o Jessica Stockholder and Monika Szewczyk, February 2, 2021
- o Wendy Red Star, February 8, 2021
- o Howie Tsui and Joni Low, February 25, 2021
- o Marie Watt, March 3, 2021

Priority 5. Graduate Programming: Expand and develop thriving graduate programs.

Goal: Engage faculty in envisioning and developing curriculum based on our existing strengths in design, media and visual art to meet demands for emerging practice and exploration.

System Objectives: *Capacity, Quality, Relevance*

Actions:

ECU's Master of Fine Arts (low-residency) program underwent curricular changes and moved from a three-summer program to a two-summer program. Goals for harmonization include more regular faculty involvement, streamlining bridges and identifying opportunities for student loans.

The university's Master of Design program underwent its first external review by BC's Degree Quality Assessment Board.

Goal: Develop a culture of supervision and practice-based research that responds to contemporary practices in advanced education and other sites for learning and professional development.

System Objectives: *Access, Quality*

Actions:

- ECU's Graduate Studies created a BIPOC Graduate Caucus for university-wide conversations and programming around exclusion and agency.

Priority 6. Teaching and Learning: Develop a sustainable and supportive teaching and learning environment

Goal: Ongoing learning.

System Objective: *Capacity, Quality, Relevance*

Actions:

- ECU offers university-wide workshops and focus groups on creating more inclusive and accessible learning spaces for non-conforming gendered individuals.
- The university has adopted gender-neutral pronouns in collective agreements and forms.
- *JEDI framework for Human Resources:* The university continues ongoing development of a comprehensive Justice, Equity, Diversity and Inclusion (JEDI) framework for Human Resources (HR). This framework outlines a multi-year roadmap for HR to assist in fostering a just, equitable, diverse and inclusive teaching, learning and working environment for all members of the university community.
- *Teaching and Staff Excellence Awards:* These annual programs recognize outstanding achievement in teaching as well as staff achievement and service.
- *Pre-bargaining committees:* In an effort to create a collegial approach to upcoming bargaining with the Faculty Association, three pre-bargaining committees have been convened to have ongoing discussions leading to the next round of bargaining.

Goal: Continue to build up a Teaching and Learning Centre and its resources.

System Objectives: *Access, Capacity, Quality, Relevance*

Actions:

- *The Teaching and Learning Centre:* The university's Teaching and Learning Centre (TLC) has seen amazing growth this year and has been critical to faculty in their transition to remote learning strategies.
 - The TLC was pivotal in ensuring the success of the 2020/21 curriculum, with notable accomplishments including: organizing a central repository for real, useable information related to teaching and learning at ECU; creating accessible user guides and workshops for our learning management system that are custom-designed for studio-based learning community; bringing in specialized staff such as an instructional designer to help transform the ways in which faculty use technology in the classroom; and developing the peer-learning mentors program to help students make the most of their online learning.
 - The TLC established a "teaching and learning community of practice" through faculty mentorship and partnering with other university areas. For example, the TLC has teamed up with ECU's

Continuing Studies to develop an online teaching course for both internal and external instructor education. The course examines effective online course design, pedagogical styles, Central Management Systems (CMS), forms of assessment, working with media and graphic content, and universal design for learning.

- o The university's Student Services and TLC continue collaborative work on peer student support programming.
- o TLC established a new Learning Technology advisory committee which is co-chaired by the TLC Coordinator and CIO. This committee includes membership of faculty, students and staff representation with a goal to develop pedagogy and technology solutions to support the learning requirements.
- o Developing a strategy for managing Teaching and Learning software through consolidated services and software purchases.

Goal: Capture and demonstrate value of pedagogy.

System Objectives: *Access, Relevance*

Actions:

- Teaching Fellow Program: Inaugural Faculty Teaching Fellowships for the 2020/21 academic year were awarded for the following projects: Mimi Gellman, How We Come to Know / Indigenous Methodologies and Reflection; Juliane Okot Bitek, A Multilingual Toolkit; and Sue Shon, Decolonizing Crit.

The 2020/21 Teaching Fellows, in their own words, recognize and engage teaching and learning in response to the global pandemic, health crises, and anti-colonial, anti-racist movements. Their projects focused on the concept, meaning and practice of "language" in order to democratize and politicize education and pedagogy at ECU locales in the midst of massive global transformations.

- o Dr. Juliane Okot Bitek's project focused on ways ECU can transform our classrooms into multilingual communities that reflect who we are and how we can more fully express and practice art.
- o Dr. Mimi Gellman's project focused on Indigenous methodologies that arise out of a profound and intimate relationship to place and space, creating opportunities for ECU's faculty to gain a greater understanding of Indigenous knowledges, aesthetics and embodied values.
- o Dr. Sue Shon's project created spaces for ECU's BIPOC artists to invent alternative and new languages that speak to art and aesthetic practices and productions.

Goal: Foster ongoing learning for faculty and staff.

System Objectives: *Capacity, Quality, Relevance*

Actions:

- ECU's Teaching and Learning Centre (TLC) is the central point of support for instructors at Emily Carr.

It provides resources and services to help instructors develop and deliver curriculum, both face to face and online. It also develops and offers resources and programs to support students in their online learning. The TLC staff offer regular workshops on learning technologies (Moodle, Kaltura, Camtasia) and common teaching practices, and produce a weekly email newsletter connecting instructors with events, resources and supports at ECU and beyond. The TLC is also the liaison between the ECU community and BC Campus resources (e.g. open resources and Facilitating Learning Online (FLO) programming) and events.

Priority 7. Infrastructure: Develop flexible infrastructure and support for community need and emerging teaching and learning practices

Goal: Infrastructures.

System Objectives: *Quality*

Actions:

- *Asset naming policy:* ECU began the process of creating an asset naming policy as part of the university's Equity, Diversity and Inclusion initiatives and to expand our cultural dialogue to include donor recognition policies that address diversity. Adoption of this policy is anticipated in 2021.

Goal: Capture and develop community knowledge and commitment to sustainable practices: socially, ecologically, and as it applies to workload capacity.

System Objectives: *Capacity, Efficiency, Quality*

Actions:

- The university enabled the transition to hybrid learning and remote work during the COVID-19 pandemic via development of ECU's telecommuting framework, return to campus HR guide and wellness survey and strategies to assist the community during the pandemic, with particular emphasis on mental health, emotional well-being and ergonomics.
- *Telecommuting Framework:* A telecommuting framework has been developed and is in continuous review as the university prepares for a post-pandemic workplace that may include remote work. This supports the strategic plan priority of Infrastructure.

Goal: Ensure that our technical ecology — from analog to virtual — is well supported and understood so that it meets future needs.

System Objectives: *Capacity, Efficiency, Quality, Relevance*

Actions:

- Emily Carr University is establishing a data governance committee to achieve two key goals, help the university make informed decisions with accurate and timely data; and improve EDI data requirements in university systems and processes.
- ECU is committed to developing mature project management practices via implementation of an Enterprise Project Management Office to serve the entire university. A small PMO community of practise has been established to develop the plan. The EPMO will provide best practices, governance, process oversight, training and resources for project management, business analysis and change readiness to support initiatives in alignment with strategic direction.
- ECU is undertaking a major transformation project to implement Customer Relationship Management solutions to improve Student enrollment to graduation processes. The project is currently in the requirements-gathering phase with a goal to implement a student recruitment module before Fall 2022.

Goal: Cybersecurity risk.

System Objectives: *Efficiency, Relevance*

Actions:

- To mitigate the increasing cybersecurity risk, IT Services has hired an internal security analyst, and has formally kicked off a cybersecurity program that includes security assessment. The program covers three key aspects of Security: understand the risks, mitigate the critical risks and sustain cybersecurity operations. This program will also address data security for systems managed internally and externally by our partners.
- To reduce the vulnerabilities in our IT infrastructure and manage our technical debt, progress is being made to complete infrastructure upgrade and will continue with new resourcing hiring underway.
- ECU has hired its first Information Systems Security Analyst and plans on including security skills as a key requirement in current and future hires.
- We continue to partner with BCNET, CUCCIO and Canarie to improve intelligence on external threats; monitor traffic and report security vulnerabilities; and incident response plans.
- Completed an audit of security controls and user access of ECU's Student Information System (Colleague). The next phase of the project will review gaps and implement improvements.

Priority 8. Lifelong Learning: Develop and strengthen the pathways and experiences for lifelong learning and inquiry.

Goal: Develop Intentional Pathways for Diverse Learners.

System Objective: Access, Capacity, Relevance

Actions:

- The university worked with both unions to implement special professional development funds through the investment of Service Improvement Allocations.
- ECU is investigating growth plans and mentorship opportunities to develop pathways for a more inclusive community.
- *Creative Art Pathways Program:* This semester-long program had been run in partnership with Vancouver Community College, but was developed as an exclusive ECU program for Fall 2020. The program was developed for potential ECU students who have conditional acceptance based on portfolio, but do not meet the English language proficiency requirements for admission. Students take non-credit English reading, writing and speaking classes through Continuing Studies, and FNDDT 165: Core Interdisciplinary Studio. If they achieve a minimum grade point average, they can continue to the degree program in their second term.

Goal: Engage full community in defining and establishing learning experiences. Broadening the scope of learning opportunities engages the ECU community across and within disciplines, faculties, stakeholder and credit and non-credit spheres.

System Objective: Capacity, Quality, Relevance

Actions:

- *Long Service Recognition:* This year we are implementing a juried artist call for original student artwork that will be presented to long service employees of the university.
- *Digital + Creative Knowledge Sharing:* ECU's Library, Research and Culture and Community held [Digital + Creative Knowledge Sharing](#), a series of presentations and workshops on data management in creative research from September 2020 to March 2021. These events were open to a broad public, and related videos are archived on the library's website:
 - o **Data Refusal:**
 - Mickey L. D. Morgan, "Emily Carr University Campus in East Van II: A time for Story Sharing and Critical Discussion."
 - T.L. Cowan & Jas Rault, "Feminist Emergency & Emergent Methods & Actions on Data (FEEMAD)."

- o **Data Care:**

- Jessie Loyer, “Research as Trauma & Medicine: How Libraries can Provide an Ethic of Care.”
- Melissa Dane, First Nations Information Governance Centre, “First Nations Data Sovereignty and Research Creation: Communities of Practice.”
- Dorit Naaman, “Data and archiving in the face of state erasure: a case for Research-Creation methods.”

- o **Data Collections/Collectivism:**

- Victoria Lemieux, “Designing for Interdisciplinary, Multidisciplinary and Transdisciplinary Pedagogy.”
- Hillary Webb, “Submitting research to eCollections at Emily Carr, including ORCID Registration and How to Make a Researcher Profile.”
- Roundtable, “Anti-Racism in Action: Race-Based Data Collection for Evidence-Based Policy Change in Vancouver” with Nadia Carvalho, Peter Marriott, Dr. Laura Tate, and Rachel Wuttunee.

- o **Data Culture:**

- Lucy Cotter, “Artistic Research and the Future.”
 - Portage Network, “A Practical Introduction to Research Data Management.”
 - François-Joseph Lapointe, “The aesthetics and ethics of bioart.”
 - Hoda Hamouda, “Human-Centered Design, Blockchain, and Decentralized Identity: How can they shape our experience and rights to manage our health data?”
- *Libby Leshgold Gallery:* After slowed programming during the early months of the COVID-19 pandemic, the gallery re-opened in March 2021 with *Emút | Being Home*, an exhibition highlighting contemporary artwork from some of British Columbia’s most accomplished Indigenous artists.

The gallery’s next big project – organized by a trio of guest curators: Phaniel Antwi, Jenn Jackson and Christian Vistan – is in response to the Vancouver Art Gallery’s Vancouver Special, an exhibition concerned with contemporary art in the Greater Vancouver area. This series of three shows, from June through October 2021, explores making, cultural transformation and the role of experimentation and pedagogy in shaping contemporary art. The first iteration is a solo show by Vancouver artist and ECU Alumni Tom Hsu.

- *Not Myself Today program:* This workplace mental health initiative, rolled out in Fall 2020 to all faculty and staff, is helping the university build greater awareness, reduce stigma and foster safe and supportive cultures around employee mental health.
- The university continues to host a diverse range of speaker series, workshops, screenings and collaborative events to enhance knowledge sharing, skills development and cultural dialogue. A sample of some of these, held over 2020/21, include:

- *Workshops:*

- o DIY Papermaking Workshop with Sophie P. Voyer, Montreal, November 21, 2020
- o Sewing Circle with Marie Watt, March 11, 2021

- *Studio Talks open to ECU Community:*

- o Tania Willard, Land-based Practice, January 28, 2021
- o Ralph Escamillan, If My Body Could Talk 2/Performance, February 12, 2021
- o Ronny Quevedo, February 24, 2021
- o Rose B. Simpson, Ceramics (professional practice), March 2, 2021
- o Mark Clintberg, Drawing and Painting (professional practice), March 10, 2021
- o Kriss Munsya, Photography (professional practice), March 15, 2021
- o Sahej Rahal, Illustration (professional practice), March 22, 2021
- o Rafaela Dominici Vidinha, Drawing, May 11, 2021
- o Matthew Brooks, Photography, June 16, 2021

- *Area talks:*

- o Sebastien Goyette Cournoyer, If My Body Could Talk, performance, January 19, 2021
- o Lian Ng, Print, February 4, 2021
- o Nina Elder, Land-based Art, February 25, 2021
- o Cannupa Hanska Luger, Visual Art, March 18, 2021
- o Ben Blount, Print, March 22, 2021
- o Malayay Tuyay, Print, March 25, 2021
- o Chelsea O’Byrne – Children’s Literature, February 11, 2021
- o Yu-Ting Wei – Children’s Literature, February 11, 2021
- o Katherine Feldmann – Children’s Literature, February 11, 2021
- o Michael Cho – Portfolio Reviews, February 25, 2021

- *Speakers/Guest Artists:*

- o [Avi Faber](#), Multimedia Artist, March 3, 2021
- o [Nella Etkind](#), Deputy Content Director, March 1, 2021
- o [Rosemary Georgeson](#), Sahtu Dene & Coast Salish, Writer, Storyteller, January 25, 2021
- o [Jacky Lourens](#), Film and Media, January 25, 2021
- o [Rachaela Van Borek](#), Production Coordinator WildBrain Studios, January 25, 2021
- o [Maya Goodwill](#), Power Literacy, February 1, 2021

- [David Brigden](#), Videographer + Co-founder of Moonshake Media, February 1, 2021
- [Craig Berggold](#), Media Artist + Activist, February 1, 2021
- [Zack Camozzi](#), Interdisciplinary Designer and Educator, February 4, 2021
- [Dana Qaddah](#), Artist, February 8, 2021
- [Natalie Tillen](#), Social Design + Anti-Fashion, February 8, 2021
- [Gina Lupino](#), Intellectual Property Patent Attorney, February 8, 2021
- [Rod Roodenburg Cgd](#), Brand Design, February 11, 2021
- [Dimeji Onafuwa](#), Designer, Researcher, Educator + Speaker, February 11, 2021
- [Lama Mugabo](#), Community Planner, Hogan's Alley Society, February 23, 2021
- [Anne Koizumi](#), Director, February 24, 2021
- [Valérie d. Walker](#), Renaissance Artist, alchemist, transmedia maker, educator, curator, Indigo Griot, Radio-Wave creatrix & BIPOC Femme Afro-Futuristic transmitter, February 24, 2021
- [Rebecca Burgess](#), Executive Director of Fibreshed, February 25, 2021
- [Jenny Heijun Wills](#), writer, February 25, 2021
- [Kaishin Chu](#), Design Thinking Educator, March 1, 2021
- [Ingrid Figueroa; Daniel Mendoza](#), Working Group on Indigenous Food Sovereignty (WGIFS), March 3, 2021
- [Padraig O'Tuama](#), Poet + Theologian, March 4, 2021
- Ilana Benari, Toy Designer + Entrepreneur, March 4, 2021
- Cicely Bryce, Oncologist, March 12, 2021
- [Terra Poirier](#), Artist, March 15, 2021
- [Trevor Mack](#), Artist + Activist, March 15, 2021
- [Dr. Sabine Silberberg](#), Expressive Arts Therapist, March 15, 2021
- Dr. Judith Flores Carmona, Director of Chicano Programs at New Mexico State University, March 18, 2021
- [Jean Chisholm](#), Designer, Researcher + Educator, March 31, 2021

- *Speakers and Workshop: 2020/21:*

- **Ramon Tejada:** Puncturing: Or making space(s) as a practice (October 9, 2020)
Description: A designer's search for communities that question (and disrupt) Design's history, practice, and its in-betweens to find more equitable perspectives, points of views, responsible expansion, and joyful collaborative work. Ramon Tejada is an independent (New Yorkino/ Dominican/ Latinx/ Afro-Caribbean/ American) designer (as Estudio Ramon) and educator based in Providence, RI.

- o **Kirk Tougas** (October 14, 2020)
 Description: Kirk spoke to students of MDIA-300 about the International Emmy Award-winning “Gerri and Louise,” which he shot; “Gerri and Louise” is about truth and reconciliation in South Africa.
- o **Edward Madojemu: Demystifying VR Animation Production** (Workshop) (October 14, 2020)
 Description: This workshop delved into the process of creating animated content using Virtual Reality creation tools in tandem with Unity, a game engine. With the goal of demystifying Virtual production workflows, this presentation explored how animation works in Virtual Reality and the various ways it can expedite the process, enabling single artists to do the work of entire teams in significantly less time.
- o **Rebecca Burgess: Building Fibersheds** (October 15, 2020)
 Description: Communities around the world often rely upon exploitative textile systems. Fibershed develops place-based regional fiber and natural dye systems that generate necessary forms of material culture, while simultaneously regenerating lost carbon stocks in our soils and providing meaningful livelihoods.
- o **Jane Abernethy: Evaluating Sustainable Product Design: An Evolving Practice** (October 20, 2020)
 As Humanscale’s Chief Sustainability Officer, Jane leads the company’s efforts to create a net positive impact through both its products and operations. Collaborating closely with company executives as well as designers and engineers, Jane guides the development process to help create the most sustainable products possible. With an eye on the future, Jane has led and developed sustainability initiatives within Humanscale beginning from her tenure as a Senior Industrial Designer.
- o **Daniel Sousa: On Animation** (October 27, 2020)
 Description: In his work, Sousa uses animation and themes commonly found in mythology and fairy tales to examine archetypes of human nature, and the inner struggles between our intellects and our unconscious drives.
- o **Sasha Constanza-Chock, Victoria Barnett, and Design Justice Vancouver Node: Design Justice** Workshop (October 29, 2020)
 Description: The Design Justice Network is an international community of people and organizations who are committed to rethinking design processes so that they center people who are too often marginalized by design. They have local nodes across the globe, including one here in Vancouver. This interactive session saw participants unpack and interact with the 10 principles of Design Justice, including discussion on the history of the network.
- o **Adam Brandon: COMD-200 Guest Speaker** (November 17, 2020)
 With a background in typography and graphic design and a wealth of professional experience across branding, moving image, and postproduction Adam strives to create work that lives at the boundary of intellect and intuition, creating holistic, brand-driven visual solutions across any medium. He takes a considered, systematic approach to his work, and has led design teams internationally across Europe and the USA, working with smart studios and smarter clients.

- o **Mousa Brooker: On Animation** (November 17, 2020)
 Description: Animator/Director/Producer Musa Brooker spoke about his diverse career in stop motion, commercial production, education, and his latest work with Academy Award winning animation studio Six Point Harness.
- o **Ahmed Ansari: Speculation in Design Intending Towards A Pluriverse: Theory & Praxis** (November 19th, 2020)
 Description: This presentation laid out the grounds of Ansari’s research towards a re-imagining and materialization of the role of speculation in design, especially insofar as it informs design practice aimed at supporting new programmatic agendas that are pluriversalizing in nature and scope, realizing alternatives to the modern, capitalist, colonial world-system.
- o **Dr. Andrew Moravcsik** (November 25, 2020)
 Description: Dr. Andrew Moravcsik spoke to students of MDIA-300 about “The Battle of Algiers,” a classic of world cinema from 1966; “The Battle of Algiers” is a docudrama about the end of the French occupation of Algeria.
- o **Julia Kwan** (December 2, 2020)
 Description: Julia spoke to students of MDIA-300 about the National Film Board-produced “Everything Will Be,” which she directed; “Everything will Be” is about the gentrification of Vancouver’s Chinatown.
- o **Class Guest: Lou Papa, Background Artist** (January 27, 2021)
 Description: In this presentation, Lou Papa spoke about his career and journey as a background artist, and his experiences transitioning from a new graduate at Emily Carr into the animation industry. He went over his process and the key principles that he considers when designing backgrounds, as well as his approach for tackling colour. He offered tips for aspiring artists who are interested in becoming a background artist in the industry, and also gave insight to the different roles within the background design department.
- o **Class Guest: Aaron Nelson Moody** (February 13, 2021)
 Description: Aaron has worked with community groups and students in a number of schools in the Squamish and Vancouver areas since 1995, as well as sharing in Japan and Scotland. He has recently been carving a housepost at the British Columbia Institute of Technology, and worked on a repousse piece for the “Here and Now” exhibit at the Burke Museum in Seattle.
- o **Silas Munro: Bearing Witness: A Designer’s Struggle for Integrity** (February 23, 2021)
 Description: Munro explored how his mutable practice as a designer, educator, writer, researcher, historian, poet, surfer, and activist has attempted to create a form of integrity in the face of racism, homophobia, classism, stigma, and other forms of exclusion. This attempt at integration is reflected in his lived experience as a queer biracial man and the experiences of his clients and students. Munro is particularly interested in the often unaddressed post-colonial relationship between design and marginalized communities.
- o **Vrints-Kolsteren Design Studio** (February 25, 2021)
 Description: Naomi and Vincent visited the Communication Design 4th-year studios to share their

approach to practice and where they find their inspiration, and took questions from attendees.

- **Suresh Eriyat: My Journey Through the World of Animation** (March 3rd, 2021)
Description: Studio Eeksaurus is an award-winning, design-driven, multi-platform production and content-creation studio. The studio specializes in audio visual amalgamation and idiosyncratic culmination of wacky ideas and techniques that are aimed at creating astonishingly odd-balled solutions.
- **Nayeli Jimenez, Communication Design** (March 11th, 2021)
Description: Designer Nayeli Jimenez discussed her practice, which began during her time as a student at Emily Carr, and weaves social and climate justice with communication design.
- **Working with the National Film Board, with Shirley Vercruysse and Teri Snelgrove** (March 22, 2021)
Description: The National Film Board of Canada is an essential supporter of Canadian and Indigenous perspectives while supporting the original voices that create and share these stories. Participants learned about working with the NFB in this information session with Executive Producer, Shirley Vercruysse, and Producer and Emily Carr alumnus, Teri Snelgrove.
- **Class Guest: Lisa Liskovoi** (March 22, 2021, COMD-310)
Description: Lisa is an inclusive designer and digital accessibility specialist. She supports organizations in creating more accessible digital experiences by questioning how practices and assumptions impact their products and services.
- **Class Guest: Emanuel Alec Ilagan** (March 25, 2021)
Description: Emanuel Alec Ilagan is a freelance designer and art director based in Toronto, Canada.
- **Dr. Joanna Boehnert, Communication Design in the Anthropocene** (March 26, 2021)
Description: This session described how communication design can respond to the eco-social challenges of the Anthropocene.

- *Capture Photography Festival:*

- Exhibition - "Revisions," 1st Floor Gallery, April 1- 30, 2021, featuring 14 photography students
- "Revisions - Artist Talk," exhibiting students in conversation with Justin Ramsey (Curatorial Assistant, The Polygon), April 16, 2021
- Capture and Canadian Art Speaker series: Emerging Artist talk with Yumna Al-Arashi, Aaron Jones, and Zinnia Naqvi, April 18, 2021
- Artists talk with Jordan Bennett, April 25, 2021

- **Alumni successes.** Here are a few of the achievements that ECU graduates have been noticed for in the past year. For more information, please visit the [News](#) section of the website.

- *Awards & Recognition*

- Alum Gabi Dao (BFA 2014) was one of five artists shortlisted for the 2021 Sobey Art Award. Similar to the 2020 iteration of the award, both the short and longlisted artists will be receiving monetary prizes. Two other alums, Sheena Hoszko (BFA 2003) and Emily Neufeld (BFA 2013) were also among the 25 artists nominated to the longlist. Alumni Svava Tergesen (BFA 2020) and Jeff Downer (BFA 2018) were among the Canadian artists named to the 2021 New Generation Photo Award longlist.
- Metis artist and alum Nahanni McKay (BFA 2017) has been invited to exhibit her work at Personal Structures in 2022 in Venice, Italy as a parallel exhibition to the Venice Biennale. A film shot by cinematographer and alum Benjamin Loeb (BFA 2011), titled *After Yang*, debuted at the prestigious Cannes Film Festival. Alum Genki Ferguson (BMA 2020) joined legendary journalist Shelagh Rogers on her long-running CBC show, *The Next Chapter*, to talk about his debut novel, *Satellite Love*.
- Designer and alum Heidi Rey (BDes 2020) was featured in the Globe and Mail's second edition of Designing Canada. Heidi's grad project, the *Bouba* dining set, was chosen to represent the work of Canadian design students. Bachelor of Media Arts alumni Alisha Steinberger and Goody Wu collaborated together on their grad film, *Across the Bridge*. Throughout 2020, the duo entered the film into twenty festivals, receiving three awards as well as being named as a runner-up for four additional awards.

- *Community Outreach & Social Justice*

- A group of ECU alumni including Jonny Sopotiuik (BFA 2018) and Zandi Dandizette (BMA 2014) founded The Vancouver Artists Labour Union Cooperative (VALU CO-OP) in 2020, which is transforming labour practices within the arts and cultural sector. VALU CO-OP's founding team are also the founding members of the union which represents them: The Arts and Cultural Workers Union (ACWU), IATSE Local B-778, established in January 2020.
- Olúwàşọlá Kẹhíndé Olówó-Aké (MDes 2021) received the ECU Graduation Award for Anti-Racism + Social Justice (Design) for her work *Ahọn Dudu*. Olówó-Aké also created a podcast, ... *into words with Sola*, which is an exploration of human expression, culture and politics, as well as the lived experience of people of colour.
- Alumni Relations has partnered with Opus Art Supplies to highlight our alumni community as part of their podcast series. The first iteration of the podcast will launch in August and is featuring alumni Zandi Dandizette (BMA 2014), Allison Chan (BDes 2020), Kirk Gower (BFA 2010), and Michelle Chan (BDes 2020).

- *Acquisitions and Exhibitions*

- o Alumna Russna Kaur (MFA 2019) had her large painting, *‘What would YOU do?’* acquired by the Vancouver Art Gallery for its permanent collection. The Vancouver Art Gallery has also been highlighting our talented alumni, including some more recent graduates, in their 2020-2022 exhibition schedule, most prominently in *Where do we go from here?* and *Vancouver Special: Disorientations and Echo*. Alumni in these two exhibitions include: Lacie Burning (BFA 2019), Patrick Cruz (BFA 2010), Gabi Dao (BFA 2014), Rebecca Bair (MFA 2020), Charlene Vickers (Diploma 1994), and Elizabeth Zvonar (BFA 2002). Burrard Arts Foundation’s 2021 Residency Program chose three alumni to work in residency towards exhibitions: Parvin Peivandi (BFA 2012), Rydel Cerezo (BFA 2019) and Maria-Margaretta (BFA 2018).

- *2020-2021 Graduates on Our Radar*

- o Allison Chan (BDes 2020) was the recipient of the Moment Factory Award for her interactive grad show piece. Allison is currently working as a designer with the BC Government. Michelle Chan (BDes 2020) was the recipient of the ECUAA Community Engagement award for her thoughtful exploration of participatory health design. Michelle is also working as a designer with the BC Government. Rebecca Bair (MFA 2020) debuted her installation, “We Are Not What We Are Oppressed To Be (Black Speaker, White Walls)” at the Vancouver Art Gallery in the group exhibition *Where do we go from here?* this past year.
- o Recent grad Sydney Pickering (BFA 2021) is an artist, researcher, activist, family archivist and community advocate creating multidisciplinary work to tell her family’s story, speak about identity and what it is like to navigate within a colonial society as an Indigenous person. Sydney was named the recipient of the Vancouver Art Attack Award for Excellence in Visual Arts for her project *kwé kwa7 skicz7a wi kwimtsen* and also received an honourable mention for the ECU Graduation Award for Anti-Racism and Social Justice (Visual Arts).

Strategic Planning – 2021 + Beyond

In the coming year, the university looks forward to entering a new phase of visioning in anticipation of the institution’s **centennial celebrations in 2025**, as well as developing clearly defined initiatives and targets as part of an **updated Strategic Plan**.

In the annual Mandate Letters issued to public post-secondary institutions, the Ministry of Advanced Education and Skills Training has addressed five overarching foundational principles to be reflected in institutions’ operations and that will inform their policies and programs:

- 1. Putting people first** (advance + protect the public interest)
- 2. Lasting and meaningful reconciliation** (creating opportunities that implement the Truth and Reconciliation Commission through mandate)
- 3. Equity and anti-racism** (tackle systemic discrimination in all its forms; adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in operations and programs; Board appointments that reflect the diversity of BC)
- 4. A better future through fighting climate change** (align operations with targets and strategies of the CleanBC climate action plan; minimize greenhouse gas emissions and manage climate change risk; 50% reduction in public sector building emissions and 40% reduction in public sector fleet emissions by 2030)
- 5. A strong, sustainable economy that works for everyone** (achieve mandate and serve citizens of BC within the guidelines of the PHO; support economic recovery; support accessibility and opportunities for skills development and training)

In alignment with the Ministry of Advanced Education and Skills Training's 2021/2022 Mandate Letter for ECU, the university looks forward to continuing and developing its work on the many initiatives already described in the above report. The following are some additional projects and targets that the university is working towards for academic year 2021/22 and beyond:

- *Student Recruitment Priority* - Increasing recruitment efforts for Indigenous Students and under-represented learners including former youth in care.
- *Enhance student opportunities to support a strong economy* - increase BC Tech program enrollments; work-integrated learning opportunities; research collaborations and industry partnerships; and program opportunities that foster skills and capacity in entrepreneurship.
- *EducationPlannerBC*: In early 2022, ECU anticipates commencing receipt of electronic post-secondary student transcripts via EducationPlannerBC.
- *EducationPlannerBC / Association of Registrars of the Universities and Colleges of Canada*: Implementation of myCREDS, digital student wallet, is anticipated in early 2022.
- *Streamlined registration and course planning*: Updated and streamlined registration and course planning for students is anticipated in early 2022.
- *Direct entry admissions*: Implementation of a direct entry admissions process is on track for the Fall 2023 intake.
- *Strengthening Student Service practices*: In the upcoming year, all ECU Student Services staff will participate in staff training workshops to strengthen student service practices, including teambuilding, communication skills enhancement, reconciliation efforts and supporting BIPOC and racialized students.

- *Enhanced data collection*: The university's Student Services will enhance our data collection process to demonstrate high-level data on total hours of student support provided and all student support programming provided to ECU students.
- *Yukon University* – An articulation agreement with Yukon University is anticipated for 2021/22.
- *What Becomes of the Broken Hearted*: Residential School Health + Healing - Four one-day land-based cultural connections workshops based on Residential School trauma and survival that will include sharing, listening and healing through the support of local Indigenous healers, cultural leaders and intergenerational survivors of Residential School.
- *The Perils and Politics of Indigenous Identity*: This symposium, to be held in June 2022, will include Indigenous presentations, panel discussion and Sharing Circle focused on the current controversy regarding Indigenous self-identity at post-secondary institutes.
- *Development of anti-racism policy and policy for recruiting and supporting underrepresented groups*: Development of these policies is continuing with research of best practices of equivalent policy and procedures in post-secondary contexts.

Performance Measures Results 2020/21

Performance assessment and cyclical reviews are part of an ongoing and continuous process of evaluation at ECU. The university utilizes qualitative and quantitative tools to assess progress toward university goals, Ministry of Advanced Education and Skills Training expectations and system-wide standards.

The eight areas identified in the **Performance Measures Results** (Appendix A, p. 81) address the university's performance over the past year in reference to a standard set of measures developed and reviewed annually by a Provincial Performance Measures Working Group. The broad goal of these measures is to encourage BC institutions to achieve targets that support the Ministry of Advanced Education and Skills Training expectations for system-wide service delivery.

Targets are intended to promote performance within an institution's ability to achieve and should be based on reasonable and valid comparators. Cyclical, contextual and other structural impacts, including statistical variation are taken into consideration in developing the targets.

The **performance results** rely on data collected through independent surveys, institutional submissions and information from the following data sources:¹

¹ The sources listed here are quoted from the 2020/21 Accountability Framework Standards and Guidelines Manual, p. 16.

1. Student Transitions Project

The [Student Transitions Project](#) is a collaborative project between the Ministry of Advanced Education and Skills Training, the Ministry of Education, all public post-secondary institutions, and the British Columbia Council on Admissions and Transfer. This project provides data related to transition rates of high school students to public post-secondary education, credentials awarded, supporting information for Aboriginal student spaces (full-time equivalents), year-to-year retention and time to completion.

2. BC Student Outcomes surveys

Student Outcomes survey data are provided to the Ministry of Advanced Education and Skills Training and institutions by BC Stats. Student Outcomes surveys use telephone, web and mobile collection methods. The surveys provide data related to students' educational experience and outcomes in addition to employment outcomes. The data come from annual student outcomes surveys of:

- *Baccalaureate graduates - surveyed approximately two years after graduation*
- *Diploma, Associate Degree and Certificate students - surveyed approximately 18 months after they leave an institution or program*
- *Apprenticeship Students - surveyed between nine and 20 months after completing their final level of technical training*
- *Trades Foundation and Trades-Related Vocational Students - surveyed between nine and 20 months after completing trades foundation or trades-related vocational programs*

3. Central Data Warehouse

Twenty-one public post-secondary institutions, including all colleges, institutes and teaching-intensive universities, submit data twice a year to the [Central Data Warehouse](#). Data from the Central Data Warehouse is provided to the Student Transitions Project. It is also used to support the detailed calculations by student for full-time equivalent enrollments and statutory reporting to Statistics Canada.

4. Student full-time equivalents (FTEs)

Enrollment reports inform the performance measures relating to student full-time equivalents. FTE data are prepared by each public post-secondary institution according to the [Ministry of Advanced Education and Skills Training guidelines](#) and are reported to the Ministry. Data for Aboriginal FTE uses the Aboriginal student self-identifier from the Student Transitions Project in coordination with the Central Data Warehouse and data requests from some institutions.

5. Additional data sources

The following additional data sources are used for the Accountability Framework:

- Statistics Canada:
 - Annual Income Estimates for Census Families and Individuals (T1 Family File)
 - Labour Force Survey
 - Pan-Canadian Education Indicators Program data
 - Tuition and Living Accommodation Costs (TLAC)

- Institutional data:
 - Self-reported Research Funding
 - Aboriginal Students Spaces Target and Assessment

Further information about each performance measure applicable to ECU and an explanation of the methodology used to establish the datasets can be found in the *2020/21 Accountability Framework Standards and Guidelines Manual*.

The results for each institution are assessed against targets using the following scale. In the case of survey results, data are presented with the margin of error calculated based on a 95% confidence interval.

Assessment	Result
Achieved	100% or more of the target
Substantially achieved	>90% and <100% of the target
Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

Performance Measure Results Analysis

Please refer to **Appendix A - Performance Measure Results** (p. 80) to review the performance measure targets and results established for ECU for 2020/21, also outlined below.

For 2020/21, the university saw a small decline in overall domestic FTE² that was consistent with projected uncertainties in enrollment due to the COVID-19 pandemic. **Total Student Spaces** for 2020/21 were reported as 1,272 down slightly from 1,346 in the previous year. This marks 92.5% achievement of the target 1,375, which is *substantially achieved*. However, it also conveys the challenges for enrollment management over the past year. Despite these dips in domestic FTE, the university experienced moderate gains in international undergraduate and graduate enrollments, which resulted in an overall delivery of 1844 FTE. This is fairly consistent with previous years, despite COVID-19 challenges, and represents a drop of about 2.0%, or 37 FTE, compared to 2019/20 delivery of 1,881 FTE.

² Includes Domestic Undergraduate, Graduate and Continuing Studies FTEs.

The following chart provides a more comprehensive reporting of the past three years for FTE across enrollment categories:

	2018/19 FTE	2019/20 FTE	2020/21 FTE	Increase / (Decrease) of FTE 2019/20 to 2020/21	%
Domestic					
Undergraduate	1,180.18	1,136.88	1,097.40	(39.48)	(3.5%)
Graduate	44.26	54.80	46.78	(8.02)	(14.6%)
Continuing Studies	163.68	154.61	128.09	(26.52)	(17.2%)
Total Domestic	1,388.12	1,346.29	1272.27	(74.02)	(5.5%)
International					
Undergraduate	439.08	474.69	517.74	43.05	9.07%
Graduate	42.76	47.96	51.30	3.34	7.0%
Continuing Studies	4.57	11.81	2.84	(8.97)	(76%)
Total International	486.41	534.46	571.88	37.42	7.0%
TOTAL	1,874.53	1,880.75	1844.15	(36.6)	(2.0%)

Looking forward to next year, the university anticipates increasing domestic enrollments with the ramping up of on-campus programming. Our strategic enrollment planning has also factored in the need for increased recruitment and enrollment offers to offset the possibility of continuing uncertainty in actual registrations. We expect that the increasing return of on-campus programs and services, newly available online offerings, and recruitment efforts over the coming months will enable us to meet future year delivery targets: 1,385 FTE for 2021/22 and then 1,391 FTE in the next two years.

In the area of **Aboriginal Student Spaces**, we also see a slight decrease in FTE reported for 2020/21 as compared to the previous year. The university will continue efforts to increase Aboriginal Student enrollments through our Aboriginal Admissions Policy; funding opportunities for Aboriginal Students; development of Indigenous curriculum, programming (including new language program) and work-integrated learning opportunities; increased hiring of Aboriginal Faculty and Staff; support, resources,

² Includes Domestic Undergraduate, Graduate and Continuing Studies FTEs.

community collaborations, workshops and events offered through the Aboriginal Gathering Place.

The university continues to see high achievement in the area of **Credentials Awarded**, which reflects the average number of credentials awarded to domestic students by the institution in the most recent three years. For 2020/21, we were substantially achieved at 97% of target. We expect that the university is well-poised to meet or exceed targets for 2021/22.

For the measures assessed on the basis of student survey data (collected from 2018 graduates), the university continues to *substantially achieve* targets in most areas. These include **Student Assessment of the Quality of Instruction**, **Student Assessment of Skill Development**, and **Student Assessment of the Usefulness of Knowledge and Skills in Performing Job**. For **Student Satisfaction with Education**, the university is not achieved for this reporting period. ECU's positive response assessment for this survey question is 76.1% and, considering a margin of error factor of +/- 4.1%, the result approaches 80%, which is quite consistent with the previous year's result and just below the Ministry of Advanced Education and Skills Training's target of 90%.

ECU saw a slight decline in this year's result for **Bachelor Degree Graduates' Assessment of Skill Development** (see Appendix A – Table 2, p. 82), with lower positive response rates for specific skill areas such as “Written communication,” “Group collaboration,” and “Problem resolution.” Areas such as “Critical analysis,” “Oral communication,” and “Learning on your own” continue to show higher positive response rates.

The university will continue to analyze these results and conduct independent surveys of recently graduated students to better understand their perceptions and overall satisfaction with their education at ECU. This is vital information that will enable the university to better support and enhance student experience through initiatives such as Academic Program Review, curriculum development and the strategic planning process.

ECU graduates continue to be highly employable, as is evidenced by ECU's consistently low **Unemployment Rate** result. This continues to be an *achieved* target. Within a provincial context, perceptions about ECU graduates remain high amongst employers. And internationally, perceptions about the quality of an Emily Carr University education continue to be very positive. In the recent [QS World University Rankings](#), ECU was the only Canadian post-secondary university to be ranked among the world's top 50 for delivery of art and design curriculum. These ratings are informed by academic reputation, employer reputation, and faculty and student reputation, among other factors.

Financial Information

For the university's most recent financial information, please see the [2021 Audited Financial Statements](#) available on the [Reports](#) section of our website.

APPENDIX A – PERFORMANCE MEASURE RESULTS

Performance Measure Results - Table 1

ECU 2020/21 Accountability Framework Performance Measures Results

Performance Measure ¹	Reporting year						
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment	2021/22 Target	2022/23 Target	2023/24 Target
Student Spaces ²							
Total Student Spaces	1,346	1,375	1,272	Substantially achieved	1,385	1,391	1,391
Domestic Credentials awarded ³							
Number	311	303	295	Substantially achieved	284	TBD	TBD
Aboriginal student spaces ⁴							
Total Aboriginal student spaces	80	Increase / maintain enrollments	72	Substantially achieved	Increase / maintain enrollments	Increase / maintain enrollments	Increase / maintain enrollments
Ministry (AEST)	80		72				
Industry Training Authority (ITA)	N/A		N/A				
Student satisfaction with education ⁵							
	%	+/-		%	+/-		
Bachelor degree graduates	78.0%	4.0%	≥ 90%	76.1%	4.1%	Not Achieved	≥ 90%
Student assessment of the quality of instruction ⁵							
	%	+/-		%	+/-		
Bachelor degree graduates	82.1%	3.7%	≥ 90%	81.1%	3.6%	Substantially achieved	≥ 90%
Student assessment of skill development ^{5,6}							
	%	+/-		%	+/-		
Bachelor degree graduates	80.1%	3.3%	≥ 85%	75.4%	3.5%	Substantially achieved	≥ 85%
Student assessment of usefulness of knowledge and skills in performing job ⁵							
	%	+/-		%	+/-		
Bachelor degree graduates	72.0%	5.4%	≥ 90%	79.4%	4.7%	Substantially achieved	≥ 90%
Unemployment Rate ⁷							
	%	+/-		%	+/-		
Bachelor degree graduates	10.7%	3.3%	≤ 17.7%	12.1%	3.4%	Achieved	≤ unemployment rate of the population aged 18-29 with high school credentials or less.

Performance Measure Results - Table 2

ECU 2019/20 Accountability Framework Performance Measure Results

Performance Measure ¹	Reporting year						
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment	2021/22 Target	2022/23 Target	2023/24 Target
Bachelor degree graduates' assessment of skill development ⁵							
	%	+/-		%	+/-		
Skills development (avg. %)	80.1%	3.3%	≥ 85%	75.4%	3.5%	Substantially Achieved	≥ 85%
Written communication	75.3%	4.2%		69.8%	4.5%		
Oral communication	85.5%	3.3%		83.1%	3.5%		
Group collaboration	73.5%	4.3%		65.9%	4.4%		
Critical analysis	95.3%	2.0%		91.6%	2.5%		
Problem resolution	70.4%	4.4%		63.0%	4.5%		
Learn on your own	86.6%	3.4%		79.8%	3.8%		
Reading and comprehension	74.3%	4.3%		72.9%	4.2%		

1 Please consult the 2020/21 IAPR Standards Manual for a description of each measure.

2 Total Student Spaces indicates number of full-time equivalent (FTEs) Domestic student enrollments delivered overall (includes Undergraduate, Graduate and Continuing Studies programming). Results from the 2019/20 reporting year are based on data from the 2019/20 fiscal year; results from the 2020/21 reporting period are based on data from the 2020/21 fiscal year.

3 Number of Domestic Credentials Awarded is defined as the average number of credentials awarded to domestic students by the institution in the most recent three years. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2020/21 IAPR Standards Manual for details.

4 Aboriginal Student Spaces indicates number of FTE enrollments of Aboriginal students delivered in all program areas. Results from the 2019/20 reporting year are based on data from the 2018/19 fiscal year; results from the 2020/21 reporting period are based on data from the 2019/20 fiscal year. Institutions provide their own targets. The Ministry of Advanced Education and Skills Training recommends target of FTE increase over previous year.

- 5 Student Satisfaction with Education, Student Assessment of the Quality of Education, Student Assessment of Skill Development, Student Assessment of the Usefulness of Knowledge and Skills in Performing Job results are based on data from the BC Student Outcomes Survey 2020 survey of 2018 graduates. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 Expanded detail is available in Table 2 for Student Assessment of Skill Development.
- 7 Unemployment Rate reflects the percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less. Data is collected through the BC Student Outcomes Survey 2020 and the Labour Force Survey 2020. The reference age group for the target is the population aged 18-29 with high school credentials or less. Institutions with a provincial mandate are assessed with the provincial rate, while institutions with a regional mandate are assessed with a regional rate based on the location of the institution's main campus. ECU is assessed provincially.

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT

TRC CALLS TO ACTION 1 and UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>New ²</p> <p>Continuing</p> <p>N/A ³</p>	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how ECU’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.</p>
1: SOCIAL WORK	
<p>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.</p>	
<p>PROGRESS</p> <p>N/A</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
12: EARLY CHILDHOOD EDUCATION	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
<p>PROGRESS</p> <p>N/A</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS

New

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Design, development and implementation of a three to six credit Introductory Halq'emeylem Language class. Laura Wee Lay Laq (Sto:lo) is designing the course in collaboration with and input from local 3 Host Nations.

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS

Continuing

(Final Year of three-year project grant)

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Vancouver Foundation Systems Change Grant: ECU Aboriginal Program Office and Health Design Lab are in the final year (of three) of a \$300,000 Vancouver Foundation Systems Change Grant – Decolonizing the Health Care System through Cultural Connections, involving research workshops that address systemic and institutional racism and the healthcare system’s failure to meet the needs of Indigenous people. We adapted to virtual workshops during the pandemic.

Our project seeks to initiate change from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship-building and knowledge-sharing between Indigenous peoples and healthcare practitioners.

We facilitated a three-day pre-COVID workshop in Prince George, which piloted a program that situates healthcare provider training with cultural immersion and material practice-based learning. It is an Indigenous-led approach.

COVID protocols resulted in virtual two-day workshops with participants in Prince George. Participants included Indigenous and non-Indigenous healthcare students in programs at College of New Caledonia, as well as local community partners, including elders, cultural advisors and Indigenous artists.

ECU’s Aboriginal Gathering Place designed, produced, packaged and shipped 50 material practice kits to workshop participants for the making component.

The university published paper “Finding Synergies Between Indigenous + Designerly Ways of Knowing,” a paper for an international healthcare conference and selected for expansion to a full-length article in Design for Health Journal.

The project team, comprising ECU’s Health Design Lab and Aboriginal Gathering Place, and College of New Caledonia, presented at a UBC Health Conference in March 2021. Subsequently, we have met with the First Nations Health Authority to discuss collaborations regarding potential cultural safety workshops for healthcare students in BC.

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

H.E.A.L. - Humanities, Education and Anti-Colonial Learning for the Transformation of Medical curriculum and Health Care delivery in Canada: University Northern British Columbia with ECU and other post-secondary partners received \$50,000 in New Frontiers in Research funding to progress H.E.A.L. Our proposal is one of 30 under consideration.

28: LAW SCHOOLS

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

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

57: PUBLIC SERVANTS

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

PROGRESS

New + Continuing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

ECU Student Services staff will participate in staff training workshops to strengthen student service practices, including teambuilding, enhancement of communication skills, reconciliation efforts and supporting BIPOC and racialized students.

Student Services will learn about the history of Aboriginal peoples, including the history and legacy of residential schools, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and anti-racism. Student Services will incorporate monthly Indigenous Reconciliation discussions as an integrated topic of discussion and learning during staff meetings.

62: TEACHER EDUCATION

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

PROGRESS

New + Continuing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

The Aboriginal gathering Place at ECU provides cultural competency supports via presentations/workshops of historical Indigenous colonialism. Brenda Crabtree, Director, Aboriginal Programs, published the essay “What Becomes of the Broken Hearted,” which outlines both historical and contemporary approaches to Indigenous culture, education and art. This essay is also presented as a cultural competency presentation.

ECU is integrating the Vancouver BC Teachers’ Federation publication “Project of Heart: Illuminating the Hidden History of Indian Residential Schools in BC” into areas of teaching + learning.

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

92: BUSINESS SCHOOLS

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

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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.

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.

<p>New + Continuing</p> <p>(Year 2 of a 3-year grant)</p>	<p>2019 SSHRC New Frontiers in Research Fund Exploration Grant \$247,000 – ECU Aboriginal Program Office and UBC Forest and Conservation Sciences.</p> <p><i>Exploring the Power of Indigenous Art as a Catalyst for Linking Economic Growth to Sustainable Landscapes:</i> Indigenous art is used to inclusively elicit a deep understanding of complex cultural-ecological systems that lead to a future of well-being, culture and connection to the land. ECU partnerships with University of British Columbia Forest and Conservation Sciences and Wood Science Canada.</p> <p>Expanding the space in which art and science can be used to co-generate Indigenous knowledge and the development of artistic products that inspire incorporation of different ways of knowing in natural resource management and conservation. An ECU student was interviewed and selected for a full graduate school scholarship included in this grant.</p> <p>Aboriginal Gathering Place/Program Office:</p> <p>Host Nations Initiative – Panel discussion “Building Relationships Through Language of Place” with over 260 online participants. The discussion entailed access to local knowledge, ontology and pedagogy through local Indigenous language, culture, protocols and philosophy.</p> <p>Indigenous Knowledge Sharing – Building ECU’s internal and external community via Sharing Circles, panels, presentations, workshops and two Indigenous art exhibitions.</p> <p>Work Integrated Learning – Work to reduce barriers for Indigenous students to build capacity and accessibility through inclusive Co-op frameworks.</p> <p>Colonial Audit Framework – Initial research conducted; currently drafting next steps.</p> <p>Fibreshed Field School – This immersive accredited field experience/ entrepreneurship included an Indigenous material practice component (cedar bark weaving, fish skin tanning, quviut, stinging nettle and hemp fiber).</p> <p>Aboriginal Gathering Place – A “Food Pantry” was established to provide food security/safety for Indigenous students.</p> <p>Aboriginal Speaker Series – The series included six Aboriginal artist presentations, cultural and indigenization Workshops and cultural competency presentations.</p>
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1 “...” represents omitted text not related to post-secondary education from the original Call to Action.

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

3 N/A used if there is no relevant program on this subject offered at the institution.