

EMILY CARR UNIVERSITY

OF ART + DESIGN



INSTITUTIONAL ACCOUNTABILITY PLAN + REPORT 2022 - 2023

WWW.ECUAD.CA



520 EAST 15TH AVENUE
VANCOUVER, BC, CANADA V5T 0H2

July 14, 2023

Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Robinson:

On behalf of the Board of Governors, we are pleased to present the 2022/23 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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) Nations. We are so grateful to these Host Nations for the opportunity to work, learn and create on this land.

2022/23 was a year in which the university began to see a strong return to on-campus operations, in-person events and consistent programming following the past couple of years of pandemic uncertainties and safety protocols. The university also made important progress on its long-standing financial challenges. Through continued collaboration with the Ministry of Post-Secondary Education and Future Skills, the university developed and implemented a Deficit Mitigation Plan which seeks to achieve a balanced budget for ECU by 2025/26.

The university community has not only demonstrated resilience, creativity, and commitment in responding to the unprecedented challenges of the past two years but has also managed over this time to expand accessibility, interdisciplinarity, and technology-integrated curriculum that will enhance the skills of our graduates to meet future labour market challenges identified in B.C.'s Labour Market Outlook and the *StrongerBC: Future Ready Action Plan*.

ECU's micro-credential programs are designed in close consultation with industry partners. These programs support students in developing the creative and technical skills to be job-ready in high growth areas such as animation, game development, and visual effects, as well as leadership, professional development, and software essentials.

ECU's work-integrated learning opportunities and programs connect students and alumni with local, national and international employers in the creative industries and beyond. Creative entrepreneurship is fostered through ECU programs and spaces that connect creatives to resources needed to launch, fund, and organize projects across the spectrum of contemporary art and design activities, such as the Shumka Centre for Creative Entrepreneurship.

ECU graduates continue to be recognized locally and internationally for their exceptional creativity, interdisciplinarity, and industry-level skills. They are Sobey, IDA, Governor General, and Oscar award winners; internationally collected artists and makers; and innovative founders of new businesses and startups. In the following pages, we look forward to sharing with you more about the successes and experiences that make our programming and our community so essential.

It is an exciting time for ECU, with forward looking strategic and financial planning underway, and with the institution's 100th anniversary in 2025. There are many important achievements to recognize and we are excited about the opportunities that lay before us.

The university's Institutional Accountability Plan and Report addresses the university's goals and initiatives, as well as our specific commitments to meeting the system objectives and expectations of the Minister's 2021/22 Mandate Letter and the Minister's 2022 Letter of Direction.

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 specialized, internationally recognized, post-secondary education in visual arts, design and media.

Sincerely,



Don Avison, KC
Chair, ECU Board of Governors



Dr. Trish Kelly
Interim President + Vice Chancellor

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TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University is situated on unceded, traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and sə́lilwətaʔ (Tseil-Waututh) peoples. We greatly appreciate the opportunity for the university's students, faculty, staff and visitors to learn, work and create as guests of this land. With gratitude and respect, we acknowledge the care of the Host Nations in protecting and nurturing this land for millennia.

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

Emily Carr University 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 are vital for the cultural and economic growth of local and global communities; and encompass a range of methods, including creative inquiry and artistic creation. 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 with different learning styles and 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.



STRATEGIC DIRECTION + CONTEXT

This Accountability Plan and Report provides an overview of ECU's history and current context, communicates on ECU's current and future goals, and reports on progress toward internal targets and performance measures.

Institutional Overview

History

Founded in 1925, the institution was established as the Vancouver School of Decorative and Applied Arts. The institution has evolved over the decades, receiving degree-granting authority in 1989, offering its first graduate program in 2003, and receiving university status in 2008.

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

ECU HISTORICAL TIMELINE

1925	FIRST KNOWN AS 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 APPLIED ARTS (LATER 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	CELEBRATION OF 100TH ANNIVERSARY



Emily Carr University

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 B.C. dedicated solely to education in these creative fields.

The university merges research, critical theory and studio practice within an inclusive teaching and learning space. Since the global COVID-19 pandemic ECU has offered more flexible course offerings in remote and hybrid learning opportunities as well as continuing to provide an interdisciplinary and experiential learning environment that fosters 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. The research creation and applied research that is done by our students and faculty reflects the innovation the tech sector and creative industries are looking for from both workers and institutional partners. Through our research labs and faculty, ECU drives innovation in fields such as virtual reality, healthcare design, textile production, electronics manufacturing, interactive digital media, film and animation.

The university has a mandate to serve the province of B.C. as a whole and we successfully deliver our unique mix of practice-based creative programming to our B.C.-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. It has been assessed that ECU adds over \$200 million in income to the regional economy each year and supports approximately 2200 jobs.¹ Graduates from ECU are recognized worldwide and valued for excellence in their fields and influence on their communities of practice.

¹ Emsi. *The Economic Value of Emily Carr University of Art + Design*. 2019

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; virtual production and sound studios; motion capture and stereoscopic technologies;
- digital production labs;
- photography labs;
- printmaking, ceramic and painting studios;
- library and archives;
- foundry and 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 the unceded, traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səliłwətaʔ (Tsleil-Waututh) peoples. The university community is especially grateful for the opportunity to learn, work and live on this land.

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 2022/23, Continuing Studies had over 3,500 registrations, and 1,500 - 2,000 unique enrolments. ECU's global student base includes students from over 50 countries. 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. Its over 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 and pre-university programs. 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 degrees offered at the undergraduate and graduate levels:

- [Bachelor of Design](#)
- [Bachelor of Fine Arts](#)
- [Bachelor of Media Arts](#)
- [Master of Design](#)
- [Master of Fine Arts](#)

Four 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.

[Visual Art \(Bachelor of Fine Arts, Bachelor of Media Arts\)](#)

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.

[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.

[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 inter-disciplinarity and unique opportunities for students.

Research – As one of the most research-intensive art and design universities in Canada, ECU connects art, media, and design practices with some of the most pressing questions of our time. At ECU, we believe that our research can help to transform the world, build healthier and more vibrant futures, and cultivate cultural resilience throughout our local and global communities. As internationally renowned 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. With funding from a broad range of federal, provincial, foundation, and industry-based partners, our researchers pursue [practice-based research](#) in clusters and collaborations through respective research areas and with colleagues across the country and internationally. Our students from across graduate and undergraduate programs actively participate in research through key roles as Research Assistants, as active participants in knowledge dissemination initiatives, and by driving forward their own research under faculty guidance. Across all of ECU's research community, we prioritize activities that demonstrate the impact and social significance of art and design scholarship in ways that are most relevant and responsive to the communities, stakeholders, and knowledges involved.

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. Designed in close consultation with our industry partners, and with the BC Labour Market Outlook (2022) in mind, our micro-credential programs are intended to support students in skill-building and professional development for jobs in the creative sectors, with areas of targeted growth identified in animation, game development, and visual effects, as well as leadership and professional development, and software essentials.

Youth ages 13-18 can choose from various [teen programs](#) as an entry point for cultivating interests and skills while exploring education and career pathways in art, media, design and related fields.





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 valuable 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.

Additionally, [The Shumka Centre for Creative Entrepreneurship](#) provides another source for work integrated learning opportunities, by fostering the movement of artists and designers into systems and situations where their work and ideas can have the most impact. The aim of the Shumka Centre is to establish a place where creative practitioners can find community and knowledge as well as connection to the resources they need to launch, fund, and organize projects across the spectrum of contemporary art and design activities.

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

Accreditation, Collaboration + 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 B.C. and via extensive exchange agreements with most major art and design institutions around the world. Some examples include:

- The Master of Digital Media (MDM) degree offered at the [Centre for Digital Media](#) in collaboration with UBC, SFU and BCIT is an innovative program that includes collaborative research in new media and related disciplines.
- Transfer credit articulation agreement with the Freda Diesing School of Northwest Coast Art at Coast Mountain College, which acknowledges the First Nations and Indigenous teaching methodologies associated with both institutions.

- 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 through the popular Head Start Program. The course carries degree credit at ECU and is of interest to students considering post-secondary studies in visual art, media art or design.
- 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 consortium of 36 leading art schools across the U.S. and Canada. ECU also has membership in the B.C. 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 internationally. The university continues to be an active participant in UC initiatives, collaborative programs, advocacy and events.

Governance Framework

As a public university in British Columbia, ECU operates within a legal framework established through the [University Act](#) (the Act), and regulatory and policy frameworks set by government.

The university is governed by both a **Board of Governors** and a **Senate**. Under this bicameral model each body is tasked with different areas of oversight and together provide direction to the university to support implementation of its vision, mission, values and mandate. 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 responsible for the stewardship of the university and is accountable for ensuring that the university operates in accordance with its mandate.

Board of Governors – ECU's Board of Governors oversees the affairs of the university, key responsibilities of the Board include setting strategic direction, overseeing stewardship of institutional resources, ensuring effective risk management, selecting and evaluating the President.

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](#) and on 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 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](#) and [Senate website](#).

Strategic Direction + Context

This section highlights some internal and external factors that have impacted on and influenced the management of the university.

The COVID 19 pandemic had a significant impact on post-secondary institutions and the university continues to move forward in important ways. Enrolments declined only moderately over 2020-21 and have now returned to more optimal levels. Over the past year, it was possible to return to greater on-campus program delivery and in-person events. Equipped with new programming and delivery modes developed during the pandemic period, the university has been able to provide more flexible options where appropriate, and to support more online and hybrid programming for a variety of learner needs.

The university has taken important steps to address an ongoing structural deficit. In 2022, the university developed and submitted a three-year Deficit Mitigation Plan to the Ministry. This plan proposes to achieve a balanced budget without one-time funding by 2025/26. With positive financial results, the Plan may be achievable sooner. Key strategies under the plan include: strategic enrolment management efforts and a direct entry registration process; targeted tuition increases to align ECU's tuition more closely to its closest comparators; undergraduate FTE expansion for in-demand programs; growth in Continuing Studies programming through micro-credential course development. Achieving a balanced budget and generating surplus revenue on a regular basis, will allow the university to invest in key areas. For example, building institutional capacity to support the student experience, and be responsive to the changing expectations and needs of students post-pandemic.



Whilst taking steps to address the structural deficit, the university focused on work and initiatives underway and essential to the vitality of the university, including, for example:

- completing a Quality Assurance Process Audit for all the academic programs;
- further developing the university's EDI Action Plan;
- developing a Climate + Sustainability Action Plan with proposed recommendations, actions, and initiatives for review;
- returning to hosting major events on campus at full-scale levels, such as increased public programming at the Libby Leshgold Gallery, the ECU Graduation Industry Night celebration, and the successful ECU Student Art Sale;
- investing in IT infrastructure and evolving risk management processes;
- increasing student opportunities to participate in research initiatives;
- expanding Work-Integrated-Learning and Cooperative Learning opportunities for students, as well as diploma and micro-credential offerings;
- increasing fundraising efforts to support more students through additional bursaries and scholarships, particularly the introduction of full and partial scholarships for Host Nations students;
- increasing initiatives towards meaningful and lasting reconciliation with Indigenous peoples, which include the development of a core course on Indigenous methodologies and relationships to the land, decolonization of headings in the Library catalogue, and the installation of the Totem Pole Project in the fall.

The university is actively expanding in tech-related programs. In 2022-23, the university received funding for an additional 6 FTEs bringing the total funding for tech-related program expansion to 40 FTEs, distributed between undergraduate and graduate level programming. The university is increasing the infrastructure available for students by establishing a new computing lab by 2023-24. This funding to support additional spaces in program areas directly connects back to high-demand occupations, such as animation and interaction design.

Significant progress has been made in the past year on the Broadway Subway Project. This project and its *Great Northern Way – Emily Carr Station* at ECU will considerably affect community access to the university in the coming years. ECU maintains an ongoing relationship and frequent communications with the Broadway Subway construction team to protect the operations and interests of the university community during the construction phase.

Notably, over the last year the university has also been engaged in a dynamic process of strategic planning. Individuals across the university community have participated together in reflection, study and visioning. This important work will support alignment between strategic and operational plans and initiatives going forward.

It is an exciting time for the university and as ECU reflects on the current context there are important achievements to recognize. Emily Carr University maintains a strong global reputation for providing high quality instruction in art, design and media education. Over the past few years, it has consistently ranked highest of the Canadian institutions in the QS World University Rankings for Art & Design and in 2023 was ranked 25th, the only Canadian institution assessed within the top 50. The university looks forward to celebrating ECU's 100th anniversary in 2025, an occasion to reflect on the past and ECU's impact in our community and beyond.

REPORTING ON MANDATE PRIORITIES

ECU continues to address governmental priorities as defined in the Mandate Letter issued to public post-secondary institutions. The following sections outline the university's planning and actions related to mandate priorities identified in the government's **2021/22 Mandate Letter** and subsequent **2022/23 Minister's Letter of Direction**.

2021/22 PRIORITY	Priority 1. Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post- Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.
INDICATORS	Outline initiatives/report on how your institution is involved in cross-system and community consultation, engagement and collaboration to resume on-campus learning and services and work towards pre-COVID 19 levels. This could include demonstration of how institutions have worked with Indigenous communities and learners impacted to develop plans to support continued access to some academic programming and services in cases where communities have continued to take increased safety measures.
ECU ACTIONS	<p>In 2022/23 most programming and services returned to on-campus delivery. However, where appropriate, online and hybrid programming options have been maintained and further developed in order to ensure greater flexibility in supporting the needs of students and employees.</p> <p>Most campus shops, studios and media production areas were operating near or at pre-pandemic levels. Technical Services continued to leverage an online shop and studio booking platform to provide certainty for students of resource availability to ease their return to campus activities. There were also options enabled for virtual check-ins and supports for continuity of learning where health/wellness would not allow access to campus.</p> <p>The University Library and Archives resumed full-time, in-person services as of September 2021 and continues to provide such services. In addition to in-person services, Librarians continued to provide synchronous and asynchronous online library research instruction to classes, upon request from faculty. The Library also continues to provide increased access to online chat reference services ensuring that local and remote students can easily access help from ECU library staff. (ECU Library is a member of the shared chat reference service AskAway through BC-ELN).</p>

ECU ACTIONS

The university provided supports for Indigenous students making the transition back to campus and engaging in hybrid models of learning primarily through support and mentoring via the Aboriginal Gathering Place (AGP). The AGP provides safe working, studying and studio spaces for Indigenous students. The AGP team continued to provide Indigenous students with health and safety supports that were initiated during the pandemic, such as COVID-19 test kits, masks, and an on-campus "food pantry" in the AGP.

The Faculty of Graduate Studies continues to ensure robust support for Low-residency and Part-time Graduate students by investing in community engagement initiatives for online and remote or in-community learners and dedicated staffing provided through the Low-residency Coordinator position. Graduate Studies also continues to support hybrid thesis presentations and examinations as needed by students to ensure they can work towards program completion safely and flexibly. Graduate Studies has also invested in on-campus experiences by providing more budgetary support for on-campus exhibitions and symposia for graduate student work.

The university's new Telecommuting Framework allows ECU to remain competitive from an employee recruitment and retention perspective, while ensuring that the campus is accessible and supportive of the learning needs of its students.

The university's Teaching and Learning Centre (TLC) was active in supporting faculty, such as by hosting a reimagined Faculty Orientation and Resource Fair in August and a series of Instructional Skills Workshops throughout the year. ECU had instructors certified to teach these for the first time and was able to run these sessions in-house, graduating 16 instructors out of the program.

The university added the role of TLC Learning Specialist in 2022 and was able to grow the supports for faculty professional development. The TLC held 18 workshops throughout 2022-23 on the following topics: Instructional Skills, New to Teaching @ ECUAD, Grad Studies Teaching, Course Outlines, Group Agreements, Active Learning Activities, Approaches to teaching HyFlex, How to create demo videos using Camtasia, Moodle 101 + Kaltura, and ChatGPT.

Over the course of 2022-23, ECU was able to host on-campus events at pre-pandemic levels of attendance. These events were instrumental in re-connecting colleagues and community groups and reestablishing public participation in the university.

ECU ACTIONS

Notable events of 2022/23 include:

- **49th ECU Student Art Sale** – took place in November with 146 students participating and 2,693 items sold.
- **Innovation Fest** – cross-disciplinary symposium at ECU with TRIUMF; ECU played host to a keynote and panel led by researchers on how we collaborate across Science, Technology, Engineering, Arts and Mathematics.
- **Signals** – held in collaboration with VIFF + DigiBC, celebrates the creative power, playfulness, and storytelling potential of new technologies and featured B.C.'s wealth of talent in a multi-day showcase of Canadian and Indigenous works.
- **Product Camp** – premier event for product managers, designers, and marketers to share ideas, learn from industry experts, and network.

Meymey'em International Indigenous Artist Gathering

In 2022, the Aboriginal Gathering Place organized Meymey'em, an International Indigenous Artist Gathering of reconnection and collaboration to promote and perpetuate Indigenous art, education and culture. Taking place at ECU over two weeks in June, the event brought together three dozen renowned Indigenous artists from New Zealand, Hawaii, the US and BC to work, teach, exhibit and interact with ECU students as well as staff, faculty and the public.

During an open house, visitors were invited to view processes including carving, fibre arts and mixed media, tanning and dyeing, beading, quills and tufting, and painting and printmaking, and to chat with the artists.

Master carvers Dempsey Bob (Tahltan-Tlingit) and Stan Bevan (Tahltan-Tlingit and Tsimshian) worked with master carver Lyonel Grant (Māori and Pakeha) to finish the Northern Wolves totem pole, which was begun in Terrace, BC, and will be raised in the coming year at ECU. The trio also gave an artist talk outlining their process as well as the importance of creative practice in their communities. The gathering also included dozens of other events such as workshops, open studios and field trips to the Squamish Lil'wat Cultural Centre and to the Audain Art Museum in Whistler Village to tour the Wolves: The Art of Dempsey Bob exhibition.

ECU ACTIONS

- **Stan Douglas Talk** – presented by the Jake Kerr Faculty of Graduate Studies and the Audain Faculty of Art, in partnership with the Polygon Gallery, Alumnus Stan Douglas provided a talk on his exhibition on display at the Polygon Gallery; the exhibition presented a series of works inspired by historical events of social and political turbulence.
- **Winsor and Newton Talk / Painting Demo** – in collaboration with Opus Art Supplies, students and the public were invited to join artist Ryan Martin for an evening of live painting as he shared how he incorporates new colours into his vibrant palette.
- **Ethos Lab Innovation Summit** – spotlight on Ethos Lab’s unique innovation ecosystem through interactive experiences, inspirational speakers, exhibits, and the showcasing of talents within the community, including a marketplace featuring local BIPOC businesses and innovators, as well as spotlighting youth-led brands and creatives.
- **Unmoored, Adrift, Ashore Symposium** – led by ECU Assistant Professor Jamie Hilder, Anselm Franke (HKW), Denise Ryner (Or Gallery) and Jordan Wilson (NYU), the symposium aimed to prepare us for the kinds of visioning we will require to adapt to a new and intensified relationship with water, and to think about how we can use the transformation of the ocean’s reach to reconsider our relationships to property, futures, economies and other.
- **Canadian Fashion Symposium** – hosted by ECU Research Lab Material Matters, the ninth annual symposium was held at ECU this past summer; the theme was Bridging Decoloniality and Sustainability in Fashion.

The university’s gallery spaces have also been more actively programmed with shows and events over the past year and the [Libby Leshgold Gallery](#) has been able to host more in-person programming.

The university is aware of the need to maintain agility and preparedness for future emergency scenarios and undertook a fresh review of the Emergency Management Program post-pandemic and to further align with the recently published Emergency Management Response and Recovery Planning Guide for the B.C. post-secondary education sector. Next steps involve updates to the crisis communication and departmental business continuity plans.

To ensure that the university’s on-campus operations continue to function smoothly, efficiently and sustainably, P3 contract performance monitoring will remain a priority for ECU. For 2022-23, university-wide space use and condition availability have remained high and service failures have remained low. Regular communications and the structured performance reporting and monitoring program continues to be effective.

2021/22 PRIORITY	<p>Priority 2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.</p>
INDICATORS	<p><i>Micro-credentials</i> Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations.</p>
ECU ACTIONS	<p>ECU has been an innovator in establishing micro-credentials as customized learning pathways for students, specifically in three areas through Continuing Studies (CS):</p> <ul style="list-style-type: none"> • <i>Creative Technology</i> – seeded from Ministry grants received in 2021 and 2022 to develop and implement • <i>Web + Digital Design</i> – seeded from Ministry grant received in 2020 • <i>Teaching + Learning for Art and Design</i> – created to complement the new micro-credential courses <p>In August 2022, the university partnered with UNBC on their micro-credential grant application for Indigenous Entrepreneurship micro-credential, for which ECU received \$22,000 as a partner. This enabled UNBC students participating in the Indigenous Entrepreneurship micro-credential at UNBC to sign up for ECU’s <i>Web + Digital Design</i> skills micro-credential with 50% tuition support.</p> <p>In March 2023, the university received a \$268,000 micro-credential grant from the Ministry to continue to develop micro-credential certificate pathways in Animation and Game Development, and additional courses in VFX.</p> <p>In March 2023, the university applied for the Ministry’s <i>Future Skills Grant</i> program eligibility and all courses associated with our micro-credential programs were approved. This means that any B.C. resident, 19+ or over, can take ECU’s micro-credential courses with financial support starting in September 2023. In addition to the Future Skills Grant as a source of tuition support to take CS micro-credential courses, ECU offers tuition support for micro-credential courses, specifically for B.C. residents who cannot afford full tuition, and who identify as a member of an under-represented group in Creative Tech.</p>

INDICATORS	<i>High-demand occupations</i> Continue to report on increases or expansion of high-demand occupation programming relevant to your institution (e.g. Early Childhood Education, Trades, Health).												
LETTER OF DIRECTION	Contribute to Ministry engagement on upcoming initiatives, including further tech-relevant seat expansions.												
ECU ACTIONS	<p>The university has expanded education and skills training for high-demand occupations in program areas such as animation, film, new media and design. These areas (within the faculty of Design and Dynamic Media, DDM) have been enhanced through the assistance of the Ministry’s Tech-related Program Expansion. In 2022-23, the university was able to fund an additional 6 FTEs, to reach a total Tech-related Program Expansion to-date of 40 FTEs.</p> <table><tr><td>Technology-Related Program Expansion</td><td>2022/23</td><td>TOTAL (to-date)</td></tr><tr><td>Undergraduate Design + Dynamic Media:</td><td>+4 =</td><td>24</td></tr><tr><td>Graduate Design + Dynamic Media:</td><td>+2 =</td><td>16</td></tr><tr><td>2022/23 Total Tech-Related FTEs:</td><td>+6 =</td><td>40</td></tr></table>	Technology-Related Program Expansion	2022/23	TOTAL (to-date)	Undergraduate Design + Dynamic Media:	+4 =	24	Graduate Design + Dynamic Media:	+2 =	16	2022/23 Total Tech-Related FTEs:	+6 =	40
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Nodin Cutfeet's 'Waniskâw' Earns Two UX Awards


Designer Nodin Cutfeet (BDes 2021) received a pair of Vancouver UX Awards for his learning platform that teaches Indigenous youth how to write code and create digital art. Titled Waniskâw, the platform won awards for Best Non-Profit Experience and for overall Best UX.

[Waniskâw](#) began as Nodin's capstone project during his final year at ECU. With a focus on pixel art and vector graphics, the platform helps young learners understand the relationship between coding and visual artwork. He also designed Waniskâw to address equity gaps in rural Indigenous access to arts and technology resources.

All of this amounts to a bid to empower Waniskâw's users. The name, Nodin notes, comes from a Cree word for "awakening." The specific form, however, is more akin to "getting out of bed."

"When designing it, I was thinking about what I could create that would give youth who live in rural communities a reason to get out of bed," he says. "When their entire community is 37 houses and a grocery store, what do they have to do? What do they have to look forward to that day other than Instagram and YouTube? So, I decided to create something they'd want to get up and keep working away at. That's why I thought it was a little cheeky and a little fun to use the 'get out of bed' form of awakening."

INDICATORS	<p><i>Co-op, Work Integrated Learning and Career Planning</i> Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<p>ECU's Career Development + Work Integrated Learning Office follows guidelines and shares resources that apply to our sector and overlap with WorkBC.ca and BC Labour Market Outlook resources. The Office provides students with networking opportunities, career readiness/ professional development workshops, an art and design specific job board (The Leeway) that shares current market trends. It also hosts an annual Job Fair and coordinates co-op and work-integrated learning opportunities.</p> <p>The university has been able to expand its Co-op, Internship and Work Integrated Learning opportunities in a number of areas. These include:</p> <ul style="list-style-type: none"> • Urban Access to Aboriginal Art – Free community outreach programs hosted by the AGP • AGP Indigenous Writing Tutor – AGP weekly writing tutor on site, virtually or in person, for Indigenous students • Library + Archives work experience – opportunities for ECU students to gain work experience in the library as student monitors, research assistants and in co-op placements; as well as students enrolled in the Library and Archives program at UBC (SLAIS) to gain professional experience. • Library Research Assistant Positions – ECU Students: <ol style="list-style-type: none"> 1. ECU Research Assistant - Conducting Creative Research (CCR) (January – April 2023) – CCR was a series hosted by the Research Offices of ECU and OCAD, with funding from the Secretariat on Responsible Conduct of Research (Government of Canada) Education and Training Support Grant. The research assistant worked with a team to write an article outlining outcomes from the CCR series. Topics of the series focused on research ethics in research-creation and new models for research ethics in Indigenous, First Nations, Métis, and Inuit contexts. 2. ECU Artists' Books Research Assistantships (Jan – March 2023) - Social media, blog posts, and collection promotion. 3. ECU Slide Restoration Assistant (Apr. 2022 - Mar. 2023) - Cleaning, creating an inventory, and rehousing slides from the ECU Archives. 4. ECU Research Assistants - Roman Izdebski Industrial Design Collection (March 2022 – May 2023) Creating an inventory, conducting research related to collection objects, photography of objects, and preparation of metadata for inclusion of the collection in Arca, ECU Library's online institutional repository.

INDICATORS	<p>CONT.</p> <p><i>Co-op, Work Integrated Learning and Career Planning</i></p> <p>Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<p>The university has been able to expand its co-op, internship and work integrated learning opportunities in a number of areas, including:</p> <ul style="list-style-type: none"> • Library Research Assistant Positions – Non-ECU Students: <p>1. UBC iSchool Master of Library Information Studies Professional Experience: (Jan-Apr 2023) – Literature review and recommendations for a decolonial approach towards reclassifying collections related to Indigenous art and culture.</p> <p>Graduate Studies and Research Areas RA placements and co-op placements. The following work integrated learning and career-driven learning opportunities for students occurred over 2022-23:</p> <ul style="list-style-type: none"> • Design for Startups – 18 student RA placements including 4 co-ops • Art Apprenticeship Network – 14 student RA placements including 4 co-ops • Place-Based Field School – 1 RA placement • Mitacs Internships – 13 students involved in industry-based research internships; \$260k in funding to support student internships. <p>The following work integrated learning and career-driven learning opportunities for students are scheduled for 2023-24:</p> <div data-bbox="196 1247 878 1841">  </div> <ul style="list-style-type: none"> • Design for Startups Company Partnerships Fall 2023: 10 company partnerships, 10 student RA placements • Design for Startups Company Partnerships Spring 2024 – 10 company partnerships, 10 student RA placements • Art Apprenticeship Professional Artist Network 2023 – 15 partnerships, 15 student RA placements • Art Apprenticeship Professional Artist Network 2024 – 15 partners, 15 student RA placements

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<p>Shumka Centre for Creative Entrepreneurship work integrated learning initiatives and programs over 2022-23:</p> <ul style="list-style-type: none"> • Circular Food Innovation Lab – a partnered research project co-led by the City of Vancouver, Emily Carr University of Art + Design, Vancouver Economic Commission and Vancouver-based businesses and organizations in the food system. Led by Laura Kozak (Faculty), the project included 10 Emily Carr students who contributed to co-creative research in service design, interaction design, graphic design, UX, systemic design, and action research with 18 Vancouver-based businesses. Funded through a MITACS internship grant. Relevant links: Shumka program page linking out to all external documentation • Highlight: Christa Clay (MDes 2022) was hired by the Vancouver Economic Commission as the Manager of Economic Transformation, Circular Economy. Christa gained experience and built relationships through three research projects as a grad student at Emily Carr that positioned her for that role: Prototyping the GRIID (2021), Design for Regional Resilience (2022) and the Circular Food Innovation Lab (2022-2023). • Tide Change, False Creek Workshops – a series of workshops exploring and responding to False Creek Flats with artist Lou Sheppard. Supported by Shumka Centre’s Place-Based Field School and the Audain Faculty of Art, these workshops were part of the public art project for the Great Northern Way-Emily Carr Skytrain Station, currently under construction next to Emily Carr. Relevant links: Shumka event page • Land-Based Learning Activities – a group of Emily Carr students, Indigenous artists and ethno-botanists, community organizers, gardeners, waste remediators, and advocates for cultural labour gathered to explore responsibility, reciprocity and commitments to land and non-human life. The Field School activities drew upon students’ research and relationships with place, including land-based learning activities at Pacific Spirit Park, Capilano Dam, and Maplewood Flats with T’sou-ke Cultural Guide kQwa’s’t’not~ Charlene George and Flossie Baker, Lead Organizer, Sierra Club BC in February 2022. Other activities of the Field School included attendance at events such as Working in

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<p>Connection with Land (Groundwell School), Tree Talk (Strathcona Talks with Community Ecologist David Tracey), a sharing circle on Water at the Aboriginal Gathering Place with Skwxwú7mesh artists Aaron Nelson-Moody and Meagan Innes; and site visits with green social innovator Louise Schwarz (Co-Founder of Recycling Alternative), visiting artist Lou Sheppard, Imu Chan and the Province of B.C.'s Broadway Subway Project, Carla Frenkel (President, Strathcona Community Gardens). Relevant links: Shumka news page</p> <p>Highlight: Two students who took part in the Place-Based Field School and Satellite x False Creek, Teagan Moore and Bianca Kodato del Rio, were hired by artist Germaine Koh as artist assistants specifically because of their learning in these two programs.</p> <ul style="list-style-type: none"> • Mapping Swiya – Community-based research initiative in partnership with shíshálh Elder-in-Residence Robert Joe, master weaver Jess Silvey, Sunshine Coast Arts Centre and Indigenous students in the kálah-ay Pathways to Higher Learning program to reflect the history and future of shíshálh Nation to community and students entering post-secondary. (14 students) • Practicing Neighbourliness – student-focused learning initiative to contribute work as artists and designers to efforts of mutual aid, decolonization and anti-oppression work in community. Partners/guests include kQwa'st'not~Charlene George, Laiwan, the Decolonization Arts and Culture Team (Vancouver Park Board), Recycling Alternative, Yarrow Society for Intergenerational Justice, LOAF Community Fridge, Chessa Adsit-Morries (Center for Creative Ecologies), the Developmental Disabilities Association, Environmental Youth Alliance and Gesturing Towards Decolonial Futures. (41 students) • Power-Sharing in Implementation of Vancouver's Climate Justice Charter – Community-based field school and professional development activity for City of Vancouver staff and community organizations to reorient climate adaptation strategies to topics of social and ecological justice, co-led by Lily Raphael, Skylar Sage, Lindsay Cole and Laura Kozak. (24 participants, 3 students)

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<ul style="list-style-type: none"> • Designing for Climate Justice symposium – part of the international Relational Systemic Design HUBS program in October 2023, this two day event will bring together Emily Carr classes, city staff and Council members, public service workers, Indigenous Knowledge Holders, social justice organizations and designers for a series of workshops exploring applying lenses of justice to climate adaptation work. (60+ students, 4 RAs) <p>Art Apprenticeship Network work integrated learning examples:</p> <ul style="list-style-type: none"> • Art Apprenticeship Network Success Story: Cami Giordano and Emily Hermant Explore the Highs and Lows of Professional Art Practice as part of Art Apprenticeship Network. Cami’s apprenticeship saw her assisting Emily with an ongoing body of large-scale works, some recent examples of which appeared in a 2021 solo exhibition at Monte Clark Gallery titled, <i>In slow relief, the bright threads of a dream</i>. Link to the news story.

Art Apprenticeship Network Links Students + Arts Professionals

The [Shumka Centre for Creative Entrepreneurship](#) at ECU launched the latest edition of its outstanding Art Apprenticeship Network (AAN) program which pairs paid student apprentices with established artists, curators and cultural workers to gain professional experience working on active projects.

The latest AAN program saw Vancouver Art Gallery associate curator Stephanie Rebick paired with ECU student Cheryl Wong to [help develop a major exhibition at the VAG](#). Cheryl says contributing to a marquis show at Vancouver’s premier art gallery helped clarify essential questions about her professional future.

One of the biggest struggles I’ve been dealing with for the past couple of years is defining my practice,” Cheryl says. “The apprenticeship put me into an unfamiliar space – one that I’m now beginning to be more interested in. That helped me navigate through questions about what kind of practice I want when I graduate.”

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<p>Health Design Lab (HDL) initiatives and programs:</p> <ul style="list-style-type: none"> • Who Cares? – Cultivating a community of elder care on the Sunshine Coast – Three year collaboration with Douglas College and Deer Crossing the Art Farm, funded by the College and Community Social Innovation Fund to explore the development of an emergent model of care which focuses on the region of the Lower Sunshine Coast in B.C. The first year of this collaboration aims to identify the strengths of this rural community — including its vibrant arts and culture community and strong grassroots organizations — to co-create a community they want to age into in the coming years, by re-defining the meaning and understanding of care. No. of students: 4 (2 undergrad from ECU, 2 from Douglas College) • Recovery and Renewal of Participation in Healthcare Change – Through a 1-yr extension of the collaboration with OCAD University, University of Alberta, and others in the international health design community, with support from the SSHRC New Frontiers in Research Fund grant, the project team is working towards identifying practices through the lens of equity, diversity, and inclusion, that hold promise for enabling co-design in health beyond pandemics. One goal is to develop an international Community of Practice, while strengthening ECU HDL's international visibility and connections with the health design community. No. of students: 2 (1 undergrad, 1 grad) • Supporting the Stillbirth Journey – Partnership with B.C. Women's Hospital + Health Centre to support families in navigating their hospital experience, collaborating on identification of the needs of people who have experienced a stillbirth, through a participatory design approach. No. of students: 2 (1 undergrad, 1 grad) • BC Rehabilitation and Recovery Strategy – Collaboration of 8 community-based organizations, including the Heart + Stroke Fdn and a project steering committee of community organizations, to develop a strategy roadmap for improving services for people living with stroke, traumatic brain injury, and spinal cord injury after they leave hospital. This project is funded by a Systems Change Grant from Vancouver Fdn and seeks to identify how to build a more integrated system to better support individuals in their rehabilitation and recovery journey. No. of students: 3 (2 undergrad, 1 grad)

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<ul style="list-style-type: none"> • Decolonizing the Health Care System Through Cultural Connections – As an extension to this three year initiative, the Aboriginal Gathering Place and HDL at ECU, and College of New Caledonia, have continued to explore how Indigenous-led arts and material practice workshops can foster open dialogue between healthcare students and Indigenous community members in the Lheidli T'enneh and surrounding areas (Prince George, BC). The goal of the project has been to develop an Indigenous-led model for cultural safety and humility education that leads to fundamental changes in healthcare providers' understanding of Indigenous perspectives on health. A gallery exhibit hosted at Two Rivers Gallery (Prince George, B.C.) showcasing work over six weeks to the local community, in parallel to a community-facing project publication and published research article. No. of students: 2 (1 undergrad, 1 grad) • Challenging Stigma Through Storytelling – Through a second collaboration with B.C. Mental Health & Substance Use Services (BCMHSUS), an animated video series was developed that focused on the perspectives of families of people with experiences of mental health, substance use and the criminal justice system. The focus was on emphasizing the importance of a participatory and trauma-informed approach to co-design and storytelling. No. of students: 2 (undergrad) • Co-designing Curriculum with Students and Staff at Kenneth Gordon Maplewood School (KGMS) – Over the last 3 years, there has been development in integrating Squamish language and culture into day-to-day interactions at KGMS, which has led to a new partnership with ECU faculty member Leo Vicenti (Asst. Prof. of Communication Design) to engage KGMS students and staff in the co-development of Indigenous curriculum for Grade 10-12 students in response to the new curricular mandates from the Ministry of Education. No. of students: 1 (undergrad) • The S-kwíkwál Initiative – Collaboration with Kenneth Gordon Maplewood School and Deer Crossing the Art Farm through a Vancouver Fdtn Convene Grant, to build a more robust ecosystem of support for Knowledge Carriers as they share their ways of knowing. The project aims to support teachers as they strive to integrate this knowledge into their classrooms, and students as they seek a deeper connection with the world around them.

INDICATORS	<p>CONT. Co-op, Work Integrated Learning and Career Planning Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</p>
ECU ACTIONS	<ul style="list-style-type: none"> • Perspectives – Course-based program, co-developed by Caylee Raber and Jon Hannan, and taught by Nadia Beyzaei in the 2022-2023 term, brings together design students with people living in long-term care for intergenerational exchange and storytelling. This program gives voice to people living in care homes, providing an opportunity for creative and emotional expression, stimulation of positive memories and engagement in a unique and meaningful activity that can reopen their stories, while acknowledging their value and what they can contribute. No. of students: 17 (undergrad) • Health Design Student Fund – This fund was established in 2023 and is intended to remove barriers for students in the Health Design Lab to pursue professional development opportunities related to Health Design, including presenting locally, nationally, and internationally on the initiatives they are involved in as research assistants. • Health Design Lab Showcase – Public event, organized by Nadia Beyzaei (Manager, Health Design Lab) showcased a series of short presentations from ECU students and faculty working on health-related design projects through the Health Design Lab. The event highlighted the value of participatory design in health and social innovation initiatives through 8 projects. No. of students: 10 • Understanding Civic Impact Through the Lens of Indigenous Cultural Knowledge, Equity, Diversity and Inclusion in the Cultural Sector: The Role of Cultural Organizations – In collaboration with Mass Culture, through a Mitacs internship, Sydney Pickering (MFA student) led a research project, supervised by Connie Watts (Associate Director, of Aboriginal Programs and Nadia Beyzaei (Manager, Health Design Lab), the project focused on researching and exploring the innovative ways of reframing engagement and research methods in the arts sector and academic institutions to align with Indigenous oral knowledge practices of gathering living information systems. No. of students: 1 (grad student)

New Exhibition + Publication Spotlight Indigenous-led Cultural Safety Education Program

In 2022, a new ECU Health Design Lab exhibition and publication traced a three-year project aimed at addressing racism in healthcare and improving health outcomes for Indigenous people through creativity and dialogue.

Both titled *Lheidli: Where the Two Rivers Meet*, the [exhibition and project publication](#) document the Decolonizing Cultural Safety Education Through Cultural Connections program which brought together healthcare workers and Indigenous community members from around the Prince George area in a culturally safe, structured environment to share insights as a group.

The legacy of colonial practices such as Canada’s residential school system and the Sixties Scoop includes staggering disparity in healthcare for Indigenous people. The 2020 *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Data* report, produced by the BC Ministry of Health, documents ongoing, widespread “Indigenous-specific stereotyping, racism and discrimination” in healthcare. Statistics bear out the personal cost of this discrimination, revealing Indigenous mortality rates far greater than the general population.

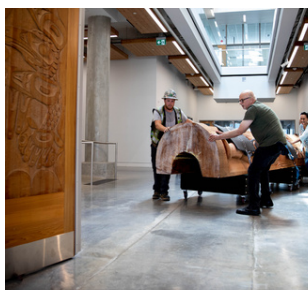
Cultural Connections aims to change this through exploring a new model for healthcare education. Such a model would “include the pillars of cultural competency,” and “recognize the limitations of classrooms/clinical practice in teaching those pillars,” with the goal of finding new methods to “move healthcare providers to a place where they integrate them into their practice.” This work is an exercise in building a future where Indigenous health outcomes are no different than non-Indigenous ones.

INDICATORS	<p><i>Initiatives to support vulnerable and underrepresented groups</i></p> <p>Continue to increase the overall numbers of Former Youth in Care accessing the Provincial Tuition Waiver Program.</p> <p>Participate in the Ministry-led Campus Navigator Community of Practice.</p> <p>Coordinate and augment wrap-around supports on campus and linked to community supports for vulnerable and under-represented students.</p>
ECU ACTIONS	<p>In 2022/23, ECU saw seven former youth in care benefit from the BC Government’s tuition waiver program, with a total of \$34,980.32 distributed in 2022/23. The increase for PTW funds collected was 56% and the increase in students accessing the program was 17% over last year. The university processes <i>Learning for Future Grants</i> for all eligible students.</p> <p>ECU is connected with TRRUST Collective Impact initiative, acting on recommendations made by the Representative for Children and Youth, and facilitates connections with wrap-around community support systems available to students in our region.</p>

INDICATORS	<p>CONT.</p> <p>Initiatives to support vulnerable and underrepresented groups</p> <p>Continue to increase the overall numbers of Former Youth in Care accessing the Provincial Tuition Waiver Program.</p> <p>Participate in the Ministry-led Campus Navigator Community of Practice.</p> <p>Coordinate and augment wrap-around supports on campus and linked to community supports for vulnerable and under-represented students</p>
ECU ACTIONS	<p>The Associate Registrar attends and participates in the Campus Navigator Community of Practice, and through this representation contributes to</p> <ul style="list-style-type: none"> • building relationships, collaborating, and resolving issues related to supporting former youth in care, • sharing knowledge and resources, • continued dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes. <p>Over the past year, the university has developed and enhanced supports for students, particularly vulnerable and under-represented students. Initiatives include: sharing information through the <i>Welcome Guide</i>, pre-arrival checklists, in-person orientation sessions, and online info sheets about how to avoid scams and dangerous situations when looking for housing and employment opportunities; establishing a smooth and accessible process for international students to set up a three month transition to healthcare services upon entry into Canada; partnering with a trusted housing agency to support students in their search for safe, supported housing in Vancouver; responding to student feedback to develop workshops, events and educational material supportive of the student experience (i.e., Good Night Out safety and consent workshops, naloxone harm reduction and safety training workshops); implementing a multi-faith safe prayer space for students on campus; supporting students to access The Leeway ECU alumni network so they can access meaningful feedback on their work, engage in critique groups, promote their events, discover other artists interested in collaborating, and find a mentor. The Aboriginal Gathering Place has provided a “food pantry” to support Indigenous student food security and the university supports a Wellness Kitchen as part of its Counselling + Wellness department programming for students. ECU has also increased the bursary and awards funds available to students through its <i>Emily Cares Student Emergency Fund</i>, BIPOC scholarships and awards, and other fundraising initiatives.</p>

INDICATORS	<p><i>Student Safety and Well-being</i> Participation in Sexual Violence and Misconduct Climate survey Report ongoing activities and future plans to sustain institutional efforts regarding Sexual Violence and Misconduct prevention and response.</p>
LETTER OF DIRECTION	<p>Contribute to Ministry engagement on upcoming initiatives, including the Ministry's sexualized violence policy review.</p>
ECU ACTIONS	<p>ECU participated in the Sexual Violence and Misconduct Climate survey data and results were shared with ECU's Sexual and Gender Based Violence Advisory (SGBVA) Committee.</p> <p>ECU's current policy, 3.6 Sexual and Gender Based Violence and Misconduct Policy, was adopted in July 2021 and supported by Procedures (3.6.2). The SGBVA Committee meets quarterly to discuss and develop education and prevention initiatives. The committee is developing a third party reporting tool to be implemented by 2024.</p> <p>ECU's Program Manager, Violence Prevention + Incident Response contributed to the Ministry's sexualized violence policy review, including the following activities:</p> <ul style="list-style-type: none"> • completed Technology Facilitated Sexual Violence (TFSV) Survey and met with TFSV Environmental Scan Team to discuss in February 2023; • met with researcher from UVic to contribute research on BC post-secondary institutions' interpretation and enactment of requirements under Section 6(2) of the BC Sexual Violence and Misconduct Policy Act, which requires that an annual report be provided to the institutions' Boards on implementation of their sexualized violence policy; • participated in the Ministry's sexual violence policy team discussion in July 2022 to review sexualized violence policies. <p>The Program Manager, Violence Prevention + Incident Response also met with the BCCampus representatives conducting environmental scans on existing sexualized violence supports and educational resources for intr'n'l students and graduate students in BC post-secondary institutions.</p> <p>Updates to procedures are in development with new awareness, prevention, response, and training initiatives ready to launch in the fall. These include: student orientation workshops "Good Night Out" consent and safety workshop and naloxone harm reduction and safety training workshop; and, coordination of processes for students to select their preferred chosen or cultural name across ECU's student information systems. A soft launch of this was conducted in August 2023 and we aim to launch this process for all students by late Fall 2023.</p>

2021/22 PRIORITY	<p>Priority 3. Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.</p>
INDICATORS	<p><i>Cross-government and stakeholder collaboration</i></p> <p>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>Over the past year, the university created a new position, Indigenous Recruitment Co-ordinator, who works with students to enhance connections to community and supports such as housing. The university also hosts culturally focused recruitment events.</p> <p>The Aboriginal Gathering Place (AGP) hosts students and contemporary artists, holds events, informs curriculum and connects students with scholarships and funding opportunities. ECU AGP scholarships-funding.</p> <p>The university engaged in significant activities towards implementing the education related TRC Calls to Action. Many of these are shared in the attached Appendix B.</p>



"Groundbreaking" Scholarship Supports Indigenous Designers in Type-Related Disciplines

A [new scholarship](#) led by the Type Directors Club (TDC) will support Indigenous designers in typography, type design and linguistic work. Designer and ECU faculty member [Leo Vicenti](#) helped lead the scholarship's development.

"The Ezhishin scholarship is groundbreaking," he says. "Our hope is to acknowledge and respect the spiritual life of Indigenous languages, and support the empowerment of the linguistic diversity of this continent, which has historically underrepresented Indigenous worldviews."

The TDC announced the Google-funded scholarship during its first [Ezhishin conference](#) in November. Ezhishin takes its name from the Ojibwe word for "[s/he leaves a mark](#)." The event is [billed](#) as the "first-ever conference dedicated to Native North American typography."

Leo and Ksenya Samarskaya, managing director at the TDC, coordinate the scholarship program. "There are few Native American type designers operating today," the TDC says in a statement. Meanwhile, "much of the type used by Native practitioners [is] designed by non-Natives."

Leo adds that the Ezhishin scholarship fills this long-overlooked gap in the design world. Creating financial support for Indigenous designers in type-related disciplines will help Indigenous voices flourish in the design field.

INDICATORS	<p>CONT.</p> <p><i>Cross-government and stakeholder collaboration</i></p> <p>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>To better support students with a diversity of needs, the university has introduced new Wellness Programming, including a Wellness Kitchen/ Student Wellness Lounge with associated programming and offers Accessibility Services to provide accommodations and supports to students with disabilities.</p> <p>ECU has adopted the 2023-28 Strategic Research Plan, which outlines commitments to enhancing participation from underrepresented student groups in research activities by making shifts to hiring practices, training opportunities, and funding. It also prioritizes better training experiences for students from underrepresented groups.</p>

INDICATORS	<p>CONT.</p> <p><i>Cross-government and stakeholder collaboration</i></p> <p>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>The Faculty of Graduate Studies and Research + Industry Office, supported by the NSERC EDI Capacity Building Grant are creating a pilot BIPOC student mentorship program that will focus on peer-based mentorship for incoming BIPOC graduate students and connections to BIPOC professionals in the broader community.</p> <p>The university has engaged in a broad review of university policies to assess these within an EDI framework. Focused review of hiring policies has been undertaken including a review of Indigenous employee hiring practices. Several bargaining proposals have been tabled to support equity deserving groups within the institution, including our trans and non-binary community, and indigenous staff and faculty. Overall enhancements have been made to working conditions and access to sustainable and responsive benefit plans.</p> <p>There was also a thorough review conducted of policy 8.6 Harassment, Bullying and Discrimination through an intersectional framework, attempting to bring the policy space into alignment with the Sexual and Gender-Based Violence and Misconduct Policy.</p> <p>ECU was the recipient of an NSERC EDI Capacity Building Grant, which is helping to align systems-based change with government commitments of anti-racism and Indigenization through targeted support in policy review, training and professional development, and faculty and student mentorship.</p>



INDICATORS	<p>CONT.</p> <p><i>Cross-government and stakeholder collaboration</i></p> <p>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>As a sample of some of the initiatives that took place over the past year as part of the NSERC EDI-funded initiatives, two ECU Library staff members undertook the following projects:</p> <ol style="list-style-type: none"> 1. hosting a temporary faculty Researcher-in-Residence in the Library to work on devising decolonial/antiracist approaches to pedagogy, and non-western geometric art and abstraction; and, 2. researching and writing a report titled <i>Student Job Postings: Looking Through the Lens of Disability Justice</i>, which explored and identified accessibility barriers preventing students from applying for Research Assistantships and Student Monitor positions at ECU.

Customizable Font for People with Low Vision Launches

In 2022, a customizable font for people with low vision, created by Tyler Hawkins (BDes 2020), became available for public use.

The font — part of an accessibility tool called [Optical](#) — allows users to shape letters to their own needs via their home computer. Optical then displays the Internet in the resulting tailored font. Operating via web-browser extension, Optical provides fine-tuned control over a base font which is designed specifically for low vision. Users can adjust the font's boldness, width, spacing, punctuation size, and letter styles.

“Studies show that familiarity improves legibility,” Tyler says, encouraging users to set up Optical, spend time reading with it, then return to the set-up process to make adjustments until their font is just right.

Optical began as an eight-month grad project during Tyler's final year in the Communication Design program at ECU. The Disability Alliance of BC helped coordinate feedback sessions. The Accessible Technology Program of Innovation, Science and Economic Development provided financial support. The Health Design Lab at ECU provided guidance, support and a home for the project. The Shumka Centre for Creative Entrepreneurship at ECU supported all of it. Visit the [Optical Font website](#) now to install the tool and to learn more about the project.

INDICATORS	<p>CONT.</p> <p>Cross-government and stakeholder collaboration Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>In 2022-23, the university made some significant advances in its climate action initiatives. These include:</p> <p>Development of a Climate and Sustainability Action Plan – The Climate Action Task Force, composed of stakeholders from throughout the university, created a draft Climate and Sustainability Action Plan, which has been presented to the university community and to the Senate to date. Tenets of the plan include fostering ecological curriculum and pedagogy; institutional investment, commitment and accountability; celebrating a culture of sustainability; centring Indigenous ways of knowing in relationship to our land and campus, and more.</p> <p>Climate-related exhibitions – The Library’s Exhibition Committee curated an exhibition titled “Responding to Climate Change Through Art and Design.” The featured drawings, mixed media works, photography, sculpture, and textile works each addressed the urgency of climate change and its impacts. Participating artists included students, faculty, staff, and alumni from ECU.</p> <p>ECU Assistant Professor Jamie Hilder, Anselm Franke (HKW), Denise Ryner (Or Gallery) and Jordan Wilson (NYU) presented a symposium titled, <i>Unmoored, Adrift, Ashore</i>. The warming climate brings an increasing sea-level rise that will redraw the interface between land and sea, the city and its shore. What is now known as the Greater Vancouver area, located on the Salish Sea, is one of the multitude of global coastal cities threatened by large areas of submersion when False Creek and the Fraser River break their banks. The symposium aims to prepare us for the kinds of visioning we will require to adapt to a new and intensified relationship with water, and to think about how we can use the transformation of the ocean’s reach to reconsider our relationships to property, futures, economies and other.</p> <p>Waste Reduction and Recycling Initiatives – the university continues to make efforts to further reduce the use of harmful materials and plastic waste in its operations and classroom environments. It donated \$25,280 worth of technology equipment (depreciated) to BC Technology for Learning Society to support job training for youth and provide access to refurbished technology. Through this partnership we hope to support climate action and create more value for publicly funded equipment that’s deemed unusable on campus.</p>

INDICATORS	<p>CONT.</p> <p>Cross-government and stakeholder collaboration</p> <p>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</p>
ECU ACTIONS	<p>Climate action initiatives (cont.):</p> <p>Gardening – ECU held a Seed Swap sustainability initiative for gardeners, designed to address climate impacts and offer a means to connect with others in the community. In response to a survey, the seeds prioritized for exchange were seeds for dye plants, which can be used by students across the ECU curricula.</p> <p>A garden on a terrace at the ECU campus has been revitalized and dubbed the “Roots Union.” The garden is a collaboration between ECU students, Library staff, and the ECU security team. This initiative offers to all an opportunity to build skills in cultivating and sustaining a garden. The garden bears flowers and food plants (kale, tomatoes, chard, etc.) and is a serene gathering place for the ECU community.</p> <p>Community Achievements – ECU Library staff member Michael Pollard won the 2023 CUPE BC Environment & Climate Justice Award for his dedication to climate action initiatives and solutions.</p> <p>Curricular Programming and Research – the university continues to centre topics of sustainability, climate action and equity within curricular programming and research endeavours within the work of labs such as DESIS and courses such as <i>Interaction Design and Community Science</i>, a third-yr course led by Eugenia Bertulis that saw students develop projects investigating the various histories and uses of False Creek, exploring Western science and Indigenous ways of knowing as lenses for understanding the waterway.</p>



Animated Film Explores Environmental Crisis Through Indigenous Storytelling

An animated video by artist Frankie McDonald explored the urgent environmental issues of our time through the story of a young girl and a magical salmon. Titled Láwa7, the video played on the outdoor Urban Screen at ECU over the winter as part of the City of Vancouver's Public Art Program, curated and presented by the Libby Leshgold Gallery.

Láwa7 brings traditional Northwest Coast formline artwork into a 3D-animated environment. The fantastical characters, compelling narrative and gorgeous visuals provide an accessible way to engage young people and families in conversations about conservation and Indigenous storytelling.

Frankie created Láwa7 in one of ECU's [world-class animation programs](#). The story calls attention to harmful effects industry can have on the environment. It also points to the power of individuals and communities to make a difference. The character Nahani is loosely based on Frankie's grandmother – educator, activist and Indigenous language revitalization researcher Ethel “Stelomethet” Gardner, a Stó:lō member of the Skwah First Nation and longtime part of the Wild Salmon Defenders Alliance.

“She was so inspiring to me as an Indigenous woman,” Frankie says. “She never let anything hold her back from accomplishing everything that she did. She was well-educated and fearless and that’s what really inspires me about her.”

A public artist talk featuring Frankie in conversation with Connie Watts, Associate Director of Aboriginal Programs at ECU, took place in November.

LETTER OF DIRECTION	Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: Working to align education and skills training to goals of the BC Economic Plan. <i>The Future Ready: Skills for the Jobs of Tomorrow</i> plan.
ECU ACTIONS	<p>The university has planned for increased computing lab capacity in response to growth for high demand digital skills curriculum such as 3D animation, Illustration, and Design.</p> <p>Capital improvements have been made to support increased capacity, improve user experience and maintain relevance of equipment and facilities. These include replacing workstations in ceramics and painting for increased ergonomics and user flexibility; adding integrated light control blinds in Foundation and Animation area for flexible use of space and improved ergonomics.</p>

LETTER OF DIRECTION	<p>CONT.</p> <p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:</p> <p>Working to align education and skills training to goals of the BC Economic Plan. <i>The Future Ready: Skills for the Jobs of Tomorrow</i> plan.</p>
ECU ACTIONS	<p>Financial Aid Opportunities – ECU’s full time Financial Aid and Awards Advisor (finawards@ecuad.ca) provides information about financial aid opportunities and programs, through consultation and webpage information that provide easy access to students on funding available, including through StudentAidBC. Detailed information can be found:</p> <ul style="list-style-type: none"> • Undergraduate Tuition and Fees • Financial Aid + Awards • Undergraduate Student Loans <p>The university introduced a new fundraising initiative, the <i>Drawn-by-Numbers</i> gala event, which raised money to support students in need through the Emily Cares Student Emergency Fund. University Advancement also ran initiatives to secure funds for a university Wellness Kitchen and awards to support student success. We curated and directed a large scholarship bequest donation to full and partial scholarships for Coast Salish students. We also secured an additional amount to offer support in the form of bursaries. The university repeated the 2020 ECU BIPOC graduation award for Anti-Racism and Social Justice in Visual Art, Design and Media. The university continued the BIPOC Scholarship and Bursary program, started in November 2020, which generated enough money for award disbursement in early 2022.</p> <p><i>Future Ready Action Plan</i> – The plan lists digital animation as a tech-relevant student space. The degree programs at ECU in 2D and 3D animation are expanding in class numbers and assistance is provided to animation students through the Library’s LibGuide (an online resource for conducting research in animation), classroom presentations on how to conduct research in animation, and in-person and online chat research help.</p> <p>ECU’s Faculty of Graduate Studies 2022 MDes program review included focus on continued differentiation for the Interaction Design stream to ensure we’re positioning our graduates for Future Ready skills. ECU’s Faculty of Graduate Studies 2022 MFA program review prioritized more professional development training. Curriculum change has been initiated to address this need.</p>

INDICATORS	<p><i>Funding Review</i></p> <p>Support the Ministry with key PSI staff participating collaboratively in the upcoming review process and any steering committee/working groups.</p>
LETTER OF DIRECTION	<p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including the upcoming funding formula review.</p>
ECU ACTIONS	<p>The university participated in the Public Post-Secondary Funding Review by participating in funding review surveys and interviews and contributing a formal submission in response to questions posed by the Ministry as part of the Funding Review in July 2022. ECU's submission can be viewed here.</p>
INDICATORS	<p><i>Tuition Policy</i></p> <p>Continue to submit annual tuition and mandatory fees data to the Ministry.</p>
ECU ACTIONS	<p>ECU submits the annual tuition and mandatory fee data to the Ministry each year.</p> <p>For 2023-24, the university committed to an annual 2% tuition increase for domestic undergraduate students, which is consistent with the Ministry's tuition limit policy.</p> <p>As part of the university's Deficit Mitigation Plan, the following tuition fee increases were approved in 2022-23:</p> <ul style="list-style-type: none"> 2% - domestic undergraduate tuition 10% - international undergraduate tuition for returning students (tuition will then be frozen for the rest of their degree) 30% - international undergraduate tuition for new students 0% - domestic graduate tuition 0% - international graduate tuition for returning students 5% - international graduate tuition for new students

INDICATORS	<p>Digital Services</p> <p>As applicable, adopt the EducationPlannerBC application and transcript exchange service.</p> <p>Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.</p> <p>Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services</p>
ECU ACTIONS	<p>EducationPlannerBC – ECU Admissions has been actively using EducationPlannerBC and provides guidance to students when accessing this resource by providing an overview of the service and referral to appropriate troubleshooting and technical questions to EducationPlannerBC.</p> <p>Teaching + Learning Technology – the university undertook several major projects to update and maintain our learning technology infrastructure, including:</p> <ul style="list-style-type: none"> • Chairing the Learning Technology Advisory Group which meets monthly to bring together learning tech users (faculty and students) with those responsible for managing and developing those technologies (TLC and ITS). • Supporting the migration of the Kaltura media storage system to the cloud. • Drafting a data retention plan to manage media storage as a result of the Kaltura migration. • Drafting plans with ITS to update Moodle to the next stable version. • Hiring a learning technology assistant to support faculty with an inclusive teaching project. • Refurbishing the video recording and editing suite in the TLC with new professional AV gear. • Library canceled two databases due to lack of relevancy and subscribed to two new, subject specific databases in design and multidisciplinary art and culture (Bloomsbury Design Library and Library Stack). Both databases provide full-text access to authoritative scholarship and are accessible to the ECU community both on-campus and remotely. <p>Enhancing Cybersecurity Measures – ECU Board of Governors approved a three-year Cybersecurity Roadmap with funding for the first year of initiatives. These initiatives include updating University Information Security policies, establishment of a Security Operations Center with cyber insurance, an Incident Response Plan, a new Identity and Access Management system, firewall upgrade, introduction of multifactor authentication, and others.</p>

INDICATORS	<p>CONT.</p> <p>Digital Services</p> <p>As applicable, adopt the EducationPlannerBC application and transcript exchange service.</p> <p>Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.</p> <p>Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services</p>
ECU ACTIONS	<p>Improvements to Digital Infrastructure – Since the establishment of Digital Transformation Council at the University in Dec 2021, 36 projects have been successfully delivered. The Council represents various stakeholder groups who advise the CIO in prioritizing key initiatives every semester. To date, 209 projects have emerged (small to large) which reflect a spectrum of system upgrades to full-fledged digital transformation initiatives. Some of these include:</p> <ul style="list-style-type: none"> • Replacement of university email, calendaring and document management to Microsoft 365. • Introduction and expansion of multifactor authentication. • Implementation of course evaluation system – Blue. • Upgrade of video conferencing equipment to support hybrid learning. • Introduction of new student printing system. • UPASS upgrade, and other critical system upgrades. • Implementation of Customer Relationship Management (CRM) for unifying student journey from prospect to alum. The first phase was to implement for unifying recruitment and intake processes at the University. The next phases will include student advising and potential expansion for Alumni relations. • Undertaking an intensive digital transformation initiative of Continuing Studies business processes and workflows so as to modernize CS service offerings and support new programs such as the Future Ready grant. <p>ECU’s Enterprise Resource planning solution (Ellucian Colleague) is supported through the BCNET consortia of nine BC Universities. ECU’s CIO, in partnership with the peer CIOs, VPs Finance and Admin, and BCNET, have initiated a discovery process to develop a modern Digital Transformation Roadmap and mitigate the risks associated with the current structure. This work is funded through the Ministry with \$350K for 1.5 years and will result in a proposal with options and recommendations for next steps.</p>

INDICATORS	<p>CONT.</p> <p>Digital Services</p> <p>As applicable, adopt the EducationPlannerBC application and transcript exchange service.</p> <p>Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.</p> <p>Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services</p>
ECU ACTIONS	<p>Data Management and Governance – IT Services is undertaking an Infrastructure Architecture review and redesign to move most of ECU’s digital cloud services to BCNET EduCloud to improve redundancy, reduce carbon footprint and increase scalability.</p> <p>Introduced Data Governance Committee in partnership with Vice Provost Students to help define best practices and improvements in data use for the university. Some initiatives include unifying system data for consistent Chosen/cultural names, developing a new campus engagement survey, and others.</p> <p>Developed a Research Data Management Strategy in support of The Tri-Agency policy on Research Data Management. Completed a data governance assessment to look at the various data stewards’ roles, policies, and current processes. This assessment has highlighted a need to expand the current capabilities to further support decision making with accurate and timely data.</p>



PERFORMANCE PLAN + REPORT

Goals + Objectives

As noted, ECU is currently in a transition period. While work is underway to shape a new strategic plan, the university continued to carry out key projects initiated under the 2017-2021 strategic plan.

Informed by Ministry Service Plan and Mandate Letter priorities, set out below are some of the key goals and objectives that have guided ECU's work over the past year and into 2023/24.

Continue to deliver high-quality curriculum that offers flexible delivery models and cutting-edge equipment to ensure that the university is providing relevant, specialized education in art, media, and design to learners from all over the province of BC. This will be achieved by

- Ensuring that university operations are agile, resilient, and sustainable in the face of further potential challenges such as pandemic or emergency-related disruptions;
- Strengthening our connections with other post-secondary and K-12 schools and further developing opportunities for cross-institutional studies and collaborations;
- Assessing academic program review and internal student evaluation surveys and incorporating the results of these processes into academic planning;
- Supporting a Direct Entry admissions process, which enables students to begin streamlining programming towards their professional goals right from the outset of their entrance to ECU. This option will be available for students in Fall 2023;
- Promoting quality of instruction through efforts to address and offset high faculty workload; and,
- Constructing an additional animation computer lab and refreshing 2D animation equipment and film camera kits for continued industry readiness.

Enhance opportunities for students to access meaningful employment and contribute to a strong and sustainable economy by

- Increasing opportunities for students to enter high-demand careers by enhancing BC Tech Expansion enrolments, particularly in program areas such as animation, interaction design and film and media;
- Expanding and enhancing work-integrated learning opportunities, research collaborations, arts mentorships and industry partnerships;
- Further developing program opportunities that foster innovation and skills towards entrepreneurship;

Enhance opportunities for students to access meaningful employment and contribute to a strong and sustainable economy by (cont.)

- Developing micro-credential certificate pathways in Animation and Game Development, and additional courses in VFX through funding from a \$268,000 Micro-credential Ministry grant; and,
- Increasing accessibility to our micro-credential offerings. Through the Ministry's Future Skills Grant program all our micro-credential courses are approved for any B.C. resident, 19+ or over, to take with financial support, starting in September 2023. In addition to this grant support for micro-credential courses, we offer [tuition support](#) specifically for B.C. residents who cannot afford full tuition and who identify as a member of an under-represented group in Creative Tech.

Continue to increase initiatives towards improving access, equity, diversity and inclusion at ECU by

- Ensuring all areas of the university continue to set goals and report progress on the university's EDI Action Plan;
- Accelerating action on EDI goals by ensuring course releases can be allocated towards EDI initiatives;
- Prioritizing EDI goals in revision and development of institutional policies and procedures;
- Ensuring that principles promoting wellness, justice, equity, diversity, and inclusion are foundations of the university's new strategic plan;
- Implementing BIPOC Graduate Student Mentorship Pilot;
- Increasing the number of successful research grants and awards, especially from early career and BIPOC faculty, in line with Strategic Research Plan priorities;
- Ensuring recruitment and bargaining processes are informed by JEDI principles;
- Developing a responsive employee-centred wellness strategy, that is trauma-informed and applies principles of intersectionality;
- Developing an EDI Action Plan for ECU's Canada Research Chair Program;
- Increasing fundraising for grants and donor-supported student scholarships, bursaries and initiatives; and, increasing the value and availability of financial awards for BIPOC students, and students in need;
- Increasing recruitment efforts for Indigenous students and under-represented learners, including Former Youth in Care;
- Supporting our international students to feel secure and successful in both their educational and wider community experiences through expansion of international student support services;

Continue to increase initiatives towards improving access, equity, diversity and inclusion at ECU by (cont.)

- Developing a new collection of borrowable tools in the Library to support patrons with neurodivergence, disabilities, and chronic illnesses. These tools include visual timers, fidgets, stools, accessible rulers, somatic supports, and more; and,
- Continuing to improve campus ergonomics and flexibility through furniture and light control improvements.

Increase collaboration with Indigenous communities, elders, artists, scholars and others to develop courses, events, support services and other initiatives to advance meaningful reconciliation. Some initiatives include:

- Continuing collaborations between the Aboriginal Gathering Place and Health Design Lab at ECU to explore how Indigenous-led arts and material practice workshops can foster open dialogue between healthcare students and Indigenous community members. The goal is to develop an Indigenous-led model for cultural safety and humility education that leads to fundamental changes in healthcare providers' understanding of Indigenous perspectives on health; that results in positive changes in healthcare experiences for Indigenous people; and that can be scaled and adapted to the unique needs of Indigenous communities across BC;
- Replacing 1,200 offensive subject headings in the Library catalogue with more culturally sensitive headings for collections focused on Indigenous art and culture (in collaboration with Sitka Co-operative Library Catalogue Group);
- Attempting to Indigenize campus spaces and promote land-based learning by attaching signage to the Library's windows that identifies native species that grow on the university grounds. The signage will include each species' name in Sḵwxwú7mesh and hə́ńqəmíhə́h, will describe the ecology of the plants, and outline how the plants are used by our Host Nations;
- Continuing the design, development and implementation of a 3 - 6 credit Introductory Halq'emeylem Language class for students to take online. Developed by Laura Wee Lay Laq (Sto:lo) with input from local three Host Nations;
- Building our internal and external community via Sharing Circles, panels, presentations, workshops and Indigenous Art exhibitions held at the university. Hosting online and in-person sharing circles and panel presentations to enable further outreach and public access;
- Mentorship for Aboriginal Students and Aboriginal community members. Aboriginal students have regular access to Elders, cultural leaders, traditional healers, language speakers and knowledge keepers. Aboriginal students are hired and mentored to assist with Aboriginal research projects;

Increase collaboration with Indigenous communities, elders, artists, scholars and others to develop courses, events, support services and other initiatives to advance meaningful reconciliation. Some initiatives include: (cont.)

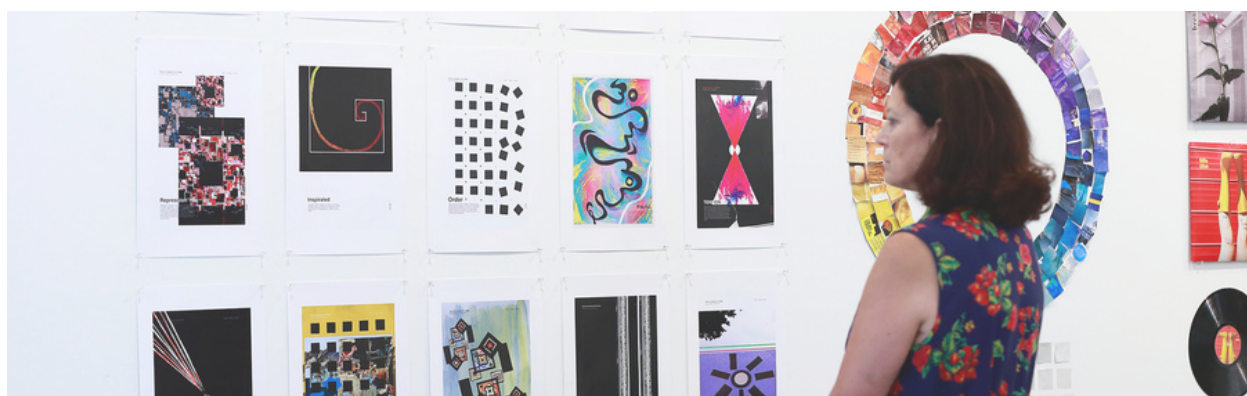
- Recruiting Canada Research Chairs in priority areas of Indigenous Research and Environmental Sustainability, Ecological Justice, and Climate Action;
- Installing the Community Totem Pole in the lobby of the University. The Community Totem Pole, created by master carvers, Dempsey Bob (Tahaltan/Tlingit), Stan Bevan (Tahaltan/Tlingit/ Tsimshian) and master carver Lyonel Grant (Māori) from New-Zealand will be installed at ECU the summer of 2023. In collaborations with the Host Nations, we will host a cultural unveiling September 28th, 2023 that will bring together Local Host Nations (xʷməθkʷə́y̓əm | Musqueam, Skwxwú7mesh | Squamish, and səliwətał | Tsleil-Waututh), Tahaltan/Tlingit/ Tsimshian Nations, and Māori protocols and cultural customs;
- Hosting the Making to Market event at ECU in June to honour and bring awareness to Indigenous History Month. The AGP hosts several studio material practice workshops, provide technical mentoring for methods of reproducing art, marketing and sales, and offer art display expertise to our Indigenous Students. We also extend the invitation to participate in the Market to local Host Nations and urban Indigenous Artists;
- Establishing a “Food Pantry” at the AGP to support food security/safety for Indigenous students.
- Hosting Aboriginal Speaker Series featuring cultural and Indigenization workshops and cultural competency presentations; and,
- Hosting an Aboriginal Artist Exhibition that includes artwork from Indigenous students, staff, faculty and alumni. The exhibition continues to grow in participation and intergenerational knowledge sharing.

Advance the university’s commitments, programs and actions directed towards climate action and sustainability by

- Developing and implementing the university’s first Sustainability and Climate Action Plan. The plan was drafted by the ECU Climate Action Task Force composed of faculty, students and staff representing all areas of the university. The plan is currently in draft stage and will be presented to Senate in Fall 2023. It includes a wide range of actions, strategies, policies and practices to support a university-wide commitment to address the climate crisis, as well as broad environmental and social injustice;
- Introducing and maintaining a seed library and on-campus garden;
- Creating research grants and undergraduate awards for faculty and students to work on climate change, ecological, land-based and sustainable practices;

Advance the university's commitments, programs and actions directed towards climate action and sustainability by (cont.)

- Significantly advancing campus wide recycling and waste reduction initiatives; incorporating waste diversion practices and education into curriculum and studio work; transitioning away from material practices that are wasteful and harmful and towards sustainable materials;
- Tracking and minimizing direct and indirect emissions to the greatest extent possible; and,
- Increasing visibility and communications of sustainability initiatives.



Performance Measures, Targets + Results

Performance assessment and cyclical reviews are part of the university's ongoing efforts to improve the quality of our programming and the overall experience at ECU. The university utilizes qualitative and quantitative methods to assess our progress towards university goals and system-wide strategic objectives.

Each year, ECU is assessed according to a set of performance criteria. The **Performance Measures Results** (shown on pp. 49-50) indicate how the university is assessed in reference to measures developed and reviewed annually by a Provincial Performance Measures Working Group. The broad goal of these measures is to encourage B.C.'s public institutions to achieve targets that support Ministry expectations for system-wide service delivery. Targets are intended to promote performance within an institution's ability to achieve and should support institution and system improvement.

The performance results rely on data collected through independent surveys, institutional submissions, and information from a number of data sources, including the Student Transitions Project, BC Student Outcomes surveys, Central Data Warehouse, and Statistics Canada.

Performance Measure Results for each institution are assessed using the following scale.

ASSESSMENT	RESULT
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed	N/A

ECU 2022/23 PERFORMANCE MEASURE RESULTS – TABLE 1 ¹

Measure	Source	Actual			Targets			Assessment
		2020/21	2021/22	2022/23	2022/23	2023/24	2024/25	2022/23
Student Spaces ²		1,272	1,347	1,480	≥1,391	1,391	1,391	Achieved
Credentials Awarded ³	Credentials	295	306	310	≥303	TBD	TBD	Achieved
Indigenous Student Spaces ⁴	Total Indigenous Student Spaces	72	73	79	Increase/maintain enrolments			Achieved
	Ministry (PSFS)	72	73	79				
Student satisfaction with education ⁵	Bachelor Degree Graduates	76.1% +/- 4.1%	74.0% +/- 4.8%	72.2% +/- 5.1%	≥90%			Not Achieved
Student assessment of the quality of instruction ⁵	Bachelor Degree Graduates	81.1% +/- 3.6%	75.7% +/- 4.7%	81.6% +/- 4.4%	≥90%			Substantially Achieved
Student assessment of skill development ^{5, 6}	Bachelor Degree Graduates	75.4% +/- 3.5%	74.7% +/- 3.9%	77.0% +/- 3.5%	≥85%			Substantially Achieved
Student assessment of usefulness of knowledge and skills in performing job ⁵	Bachelor Degree Graduates	79.4% +/- 4.7%	78.6% +/- 5.3%	78.7% +/- 5.5%	≥90%			Substantially Achieved
Unemployment Rate ⁷	Bachelor Degree Graduates	12.1% +/- 3.4%	12.4% +/- 3.8%	11.7% +/- 3.9%	≤ 8.7%			Achieved

ECU 2022/23 PERFORMANCE MEASURE RESULTS - TABLE 2

Measure	Source	Actual			Target	Assessment
		2020/21	2021/22	2022/23	2022/23	2022/23
Skill development	Bachelor Degree Graduates	75.4% +/- 3.5%	74.7% +/- 3.9%	77.00% +/- 3.5%	≥85%	Substantially Achieved
Written communication		69.8% +/- 4.5%	65.9% +/- 5.3%	66.5% +/- 5.4%		
Oral communication		83.1% +/- 3.5%	80.8% +/- 4.2%	81.5% +/- 4.3%		
Group collaboration		65.9% +/- 4.4%	69.2% +/- 5.0%	71.1% +/- 5.0%		
Critical analysis		91.6% +/- 2.5%	92.5% +/- 2.8%	93.9% +/- 2.7%		
Problem resolution		63.0% +/- 4.5%	64.9% +/- 5.2%	68.8% +/- 5.2%		
Learn on your own		79.8% +/- 3.8%	80.1% +/- 4.3%	85.2% +/- 4.0%		
Reading and comprehension		72.9% +/- 4.2%	67.7% +/- 5.2%	70.9% +/- 5.2%		

- 1 Further information about each performance measure and an explanation of the data sources and methodology used to establish datasets can be found in the 2022/23 Accountability Framework Standards and Guidelines Manual. In the case of survey results, data are presented with the margin of error calculated based on a 95% confidence interval.
- 2 Student Spaces - Results from the 2022/23 reporting year are based on institutional data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; etc. Total Student Spaces indicates number of full-time equivalent (FTEs) domestic student enrolments delivered overall (includes Undergraduate, Graduate and CS).
- 3 Domestic Credentials Awarded - average number of credentials awarded to domestic students by the institution in the most recent three years and yr-over-yr change in FTEs. Results for the 2022/23 reporting year measure 2019/20, 2020/21, and 2021/22 fiscal years. Source of the data is the Student Transitions Project Fall 2022 submission.
- 4 Indigenous Student Spaces - indicates number of FTE enrolments of Indigenous students for all program areas. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; etc. Institutions provide their own target and assessment for Indigenous Student Spaces. Data Sources: Central Data Warehouse and Student Transitions Project.
- 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 2022 survey data of primarily 2020 graduates. For the survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. 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 survey results of Student Assessment of Skill Development.
- 7 Unemployment Rate - measures % of graduates who were unemployed at the time of the survey, compared with % of unemployed individuals (18-29 yrs of age) with high school credentials or less. Data Sources: BC Student Outcomes Survey 2022; Labour Force Survey 2021. Institutions with a provincial mandate are assessed with the provincial rate; institutions with a regional mandate are assessed with a regional rate, based on location of the institution's main campus. ECU is assessed provincially.

Performance Measures Results Analysis

The university continues to perform well within range of most performance targets.

In the area of **Credentials Awarded**, we continue to see high achievement.

Unemployment Rate results also continue to achieve the target, and results are consistent with the feedback from employers, alumni, and industry professionals that ECU graduates are highly employable, valuable contributors to the workforce, and successful entrepreneurs, contributing innovative businesses to B.C.'s economy.

The university has seen ongoing increases in **Indigenous Student Spaces** over the past couple of years. The university continues to work towards greater enrolments for Indigenous students through outreach and engagement activities; ECU's Aboriginal Admissions policy; more funding opportunities for Indigenous Students, including newly developed full and partial scholarships for Host Nations students; further development of Indigenous curriculum, research and work-integrated learning opportunities; efforts to increase hiring of Indigenous faculty and staff; and support, resources, community collaborations, workshops and events offered through the Aboriginal Gathering Place.

Enrolments have improved after a small decline in 2020-21. Last year, the university achieved **Student Spaces** results that exceeded target. The following analysis shows university enrolment data for the past five years as well as the projected enrolment for 2023/24. Through strategic enrolment management, the university is committed to providing the greatest possible access for students, while also sustainably managing financial and technological resources. Accordingly, the university has defined projections for 2023-24 at 104% of target, or 1,445 FTEs. We anticipate that this level of enrolment will be financially sustainable for the university.

	FY2018-19	FY2019-20	FY2020-21	FY2021-22	FY2022-23		FY2023-24
Target FTEs	1,351	1,351	1,375	1,385	1,391	Target FTEs	1,391
Actual FTEs	1,388.12	1,346.29	1,272.27	1,347.39	1,480	Projected FTEs	1,445
%	103%	99%	93%	97%	106%		104%

From 2021-22 to 2022-23, the university saw a total increase in tech-related program expansion of 40 FTEs. These were distributed between undergraduate and graduate level Design & Dynamic Media offerings. The university was also able to increase enrolments in its Continuing Studies programming leading towards micro-credentials, such as *Creative Technology Fundamentals*, *Web and Digital Design*, and *Teaching and Learning for Art and Design*.

For the performance measures assessed on the basis of the 2022 *BC Student Outcomes Survey* data (primarily based on survey responses of 2020 graduates two years after graduation), ECU's results tended towards the lower end of targets. These included **Student assessment of the**

quality of instruction, Student assessment of skill development, and Student assessment of usefulness of knowledge and skills in performing job. For each of these areas the university was assessed as Substantially Achieved. For the category of **Student satisfaction with education**, the university was assessed as Not Achieved. These results are important to understand and address.

The results from the *BC Student Outcomes Survey* this past year are based on responses from ECU students who graduated around 2020. Over the course of their studies, this cohort would have experienced a move to a new purpose-built facility in 2017, a campus fire and consequent flood damage, and most recently, the COVID-19 pandemic. These events were disruptive and necessitated extraordinary levels of adaptation and resilience on the part of students, faculty, and staff. The effects of COVID-19 will likely affect a range of student survey outcomes across the post-secondary sector for the next 3-5 years, and that impact may be more pronounced for in the case of ECU where access to studios, labs and equipment, and practice-based, hands-on learning have been fundamental to the high-quality delivery of most of our courses and programs.

The student experience is multifaceted and the university has been undertaking the following steps to enhance its capacity to respond to and support the evolving needs and expectations of students. This is ongoing work and involves efforts across the university. It will be important for the university to build internal capacity to develop and administer ECU specific student surveys to ensure the student experience is well understood, that trends and changes in student experience can be effectively tracked and the university's responses are well-informed, and more data driven. This work is in development.

The university is taking steps to gain insight into the specific needs and expectations of students in the art and design field and sector, for example through participating in the AICAD SNAAP survey, a survey conducted every three years of students attending North American art and design institutions.

As noted earlier in the report, the university mobilized during the pandemic to deliver a significant amount of its programming online or in a hybrid model. Creative faculty and staff leveraged this experience to develop innovative programming specifically out of the conditions of the pandemic. As a result, the university offers new credential, research, and work-integrated-learning opportunities through a wider variety of platforms, reaching more diverse groups of students than before.

In addition to the above, the Quality Assurance Process Audit (QAPA), completed in the 2022-23 academic year in partnership with the Degree Quality Assessment Board (DQAB), has been pivotal for the institution in ensuring robust processes for academic program review, and providing an up-to-date assessment of the accessibility and professional standards of the programs we offer. Through a self study, which included rigorous analysis of student experience and retention data, and an external review, the university has developed an action plan which adopts best practices for critical and contextual review that engages industry and external partners. This ensures the efficacy of our programs for future skills and

the labour market, while simultaneously confirming the highest academic standards and educational practices and intersects in important ways with the students' learning experiences.

As part of strategic enrolment management, the university is accelerating the introduction of a new intake process, which will enable students who already know their preferred major to be admitted to their core program in the first year of their studies, as opposed to applying to their major area after completing a preliminary Foundation Year. Direct entry provides more certainty for students and will address some student concerns or dissatisfaction with waiting until second year to focus on their program of study. Direct Entry is also expected to have a positive impact on student retention rates. The university will pilot the Direct Entry option Fall 2023 and closely monitor student responses.

Based on student feedback available in recent years, the university has prioritized supports in areas such wellness programming, with the development of a Wellness Kitchen (mental health hub and safe social space); and, by establishing a Student Policy Navigator position to support students in working with policies and processes related to sexual and gender-based violence, racism, harassment, bullying and other policy areas. However, there is still much work to be done.

Along with enhancing operational supports and services for students, the university continues working towards advancing its curricular programming. The success of ECU's programming is largely founded in our uniquely skilled and creative faculty, who develop and teach specialized courses to high levels of professionalism. It is a priority to support faculty to ensure they have the resources to innovate and re-invigorate curriculum and the time to engage with students to enjoy successful learning experiences. Advancing programming and support services has been limited in recent years due to the university's financial pressures.

FINANCIAL INFORMATION

For the university's most recent financial information, please see the [2023 Audited Financial Statements](#) available on the [Reports](#) section of our website.



Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ^[1] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: <ul style="list-style-type: none"> · New^[2] · Planned/ · In Progress/ · Implemented · or Ongoing 	INITIATIVES AND PARTNERSHIPS Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	Indigenous Language Class – Continuing the design, development and implementation of a 3 to 6 credit Introductory Halq'emeylem Language class. Laura Wee Lay Laq (Sto:lo) is designing the course in collaboration with and input from local three Host Nations. It is now targeted to be an online class.

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><i>Cultural Connections</i> — a collaboration between the Aboriginal Gathering Place (AGP) and Health Design Lab (HDL) at Emily Carr University of Art + Design (ECU) — explores how Indigenous-led arts and material practice workshops can foster open dialogue between healthcare students and Indigenous community members in the Lheidli T'enneh and surrounding areas (Prince George, BC). The project team is made up of Indigenous leaders from the AGP at ECU and the College of New Caledonia, designers and researchers from the HDL, external consultants working in healthcare and community planning, and Indigenous artists.</p> <p>The goal of the project is to develop an Indigenous-led model for cultural safety and humility education that leads to fundamental changes in healthcare providers' understanding of Indigenous perspectives on health; results in positive changes in healthcare experiences for Indigenous people; and can be scaled and adapted to the unique needs of Indigenous communities across BC. The format is a 2.5-day workshop which combines teachings about Indigenous histories, injustices, and the current state of systemic racism, with local and culturally relevant teaching and making activities; drum making, beadwork, moose hair tufting, and rattle making led by Indigenous artists, with an intentional focus on engaging local artists and community members, where possible.</p> <p>In July 2023, a research paper on the initiative was presented at the <i>Design Research Society Conference</i> in Bilbao, Spain. This was an opportunity to present ECU and Indigenous community members as leaders in the development of Cultural Safety Education. Over the past year, the project team has also presented at the <i>Yukon Mental Wellness Summit</i>, <i>Quality Forum</i>, and <i>VCC - Teaching, Learning and Research Symposium</i>, <i>Family Medicine Forum</i>, <i>Realizing the Provincial Vision 2022: Perinatal Substance Use</i>, and others. In August-September 2022, The Indigenous-led model and insights from the project were shared through an exhibit at Two Rivers Gallery and through a project publication. While the grant funding concluded in January 2023, the project team continues to present, showcase this work and build towards expanding this initiative. In August 2023, a sequel to the exhibit will be launched at ECU to bring the project to the local art, design, and healthcare community.</p>

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

28: LAW SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

57: PUBLIC SERVANTS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

The AGP continues to facilitate cultural competency supports for the ECU community, including staff and faculty, via presentations/workshops of historical Indigenous colonialism and current institutional racism. The presentations offered are expanding to include “In the creative classroom” and “Indigenous Lens Today” (working titles).

New/Ongoing

The university is incorporating more knowledge and practices informed by an Indigenous world view in our university processes and in the development of our institutional leaders. This includes utilizing Deep Democracy training in our leadership development.

New/Ongoing

The university is undertaking a review and revision of its Bullying and Harassment Policy. We will apply an intersectional lens to the review process so we can think about how this policy serves equity seeking groups within the university. We intend for the updated policy to incorporate practices that align with restorative justice.

62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New / In Progress	<p>Indigenize and decolonize research and Research Ethics Board (REB) – <i>In a Good Way</i> – REB Indigenous draft mandate developed by Indigenous committee members, Mimi Gellman and Splashingeagle. The draft mandate has moved to the committee for approval.</p> <p>“The Research Ethics Board at Emily Carr University is committed to creating the conditions for the unfolding of emergent and respectful Indigenous research practices and methodologies that honour the complexity and diversity of Nation-specific protocols, ways of knowing, being and making. In this we understand that research conducted on Indigenous knowledges, themes and practices and also by Indigenous scholars involves different stakeholders, accountabilities and risks and acknowledge that Indigenous research projects and modalities that require a REB application should involve a review from members of the Emily Carr community that have related Indigenous cultural competencies.”</p>
Ongoing	<i>What Becomes of the Broken Hearted</i> – essay published by outgoing AGP Director, Aboriginal Programs, Brenda Crabtree, which outlines both historical and contemporary approaches to Indigenous culture, education, and art. This essay is also presented as a cultural competency presentation.
Ongoing	We are integrating the Vancouver BC Teachers Federation publication <i>Project of Heart: Illuminating the Hidden History of Indian Residential Schools in BC</i> 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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New / Ongoing	Indigenous student-led exhibition catalogues for our Indigenous student-led annual Aboriginal Art Exhibition – In 2020, we began to create an in-house published exhibition catalogue, initially implemented by our AGP team. In 2023, we have been able to hire our Indigenous students to lead this project. Writing, curatorial statements, forwards, artist bios/statements created by the Exhibition Curators; an Indigenous design student designs the publication; and photography is taken by one of our Indigenous students. Printed off site to keep costs down and use a folded saddle stitch binding.
New / In Progress	We have recently commissioned some Indigenous students with journalism backgrounds to write articles on our Indigenous students. This is a pilot program, similar to the exhibition catalogue.

92: BUSINESS SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

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

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

In Progress

Exploring the Power of Indigenous Art as a Catalyst for linking Economic Growth to Sustainable Landscapes workshops – SSHRC New Frontiers in Research Fund Exploration Grant of 247K (awarded 2019) supported collaboration between ECU Aboriginal Program Office and UBC Forest and Conservation Sciences called *Exploring the Power of Indigenous Art as a Catalyst for linking Economic Growth to Sustainable Landscapes*. 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. 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. There will be a series of workshops, which will be hosted in Vancouver, BC, in Bali, Indonesia and in Terrace, BC.

The first workshops were hosted at the Emily Carr AGP. We facilitated three one-day, in-person workshops in March 2022 with a total of 35 participants. The “Creating connections through Indigenous material practice workshop” provided participants with an opportunity to access and explore traditional and contemporary Indigenous art forms and materials. Guided by Indigenous

	<p>artists, participants created cedar bracelets and deer hide rattles, applying their own cultural context to design and practice. Throughout the workshop, participants had the opportunity to learn and exchange understanding of traditional materials, environmental stewardship, and cultural practice. Discussions encouraged reflections on reconciliation, disparities between Indigenous and non-Indigenous populations, different ways of knowing, and sustainability.</p> <p>Months later in Indonesia, a different group gathered at the foot of Mount Batu Karu to discuss how artistic expressions and cultural processes cross boundaries for sustainable landscapes. The workshop, “Crossing boundaries and creating access: Exploring the power of art and culture for sustainable landscapes” included Indonesian conservation practitioners, researchers, traditional knowledge keepers and artists. We spent three days sharing how visual methods – dance, ceremonies, animation, maps – have unique strengths in communicating conservation awareness, cultural significance, and local aspirations.</p> <p>The last workshops will be hosted in Terrace in Fall 2023.</p>
New	<p>Honouring Indigenous History Month – we are planning an exhibition at the Libby Leshgold Gallery that is founded on the knowledge that we collected from research associated with the New Frontiers grant, <i>Exploring the Power of Indigenous Art as a Catalyst for linking Economic Growth to Sustainable landscapes</i>. The workshop series will be the foundation for an exhibition that will be an expression of the workshop lessons and goals envisioned by the Indigenous Curator (TBD) with their selected artists/artwork. The exhibition is slated for June-August 2024.</p>
Ongoing	<p>Decolonizing Library Catalogue – Collaborative work with BC Post-secondary libraries in the SITKA Co-operative to decolonize shared library catalogue records through updates to harmful subject headings. Through this initiative, ECU Library staff replaced 1,200 offensive subject headings in library catalogue records with more culturally sensitive subject headings for collections focused on Indigenous art and culture. This work is ongoing and will continue to be a priority.</p>
Ongoing	<p>Aboriginal Gathering Place (AGP)/Program Office Projects -</p> <p>Host Nations Initiatives - Creating access to local knowledge, ontology and pedagogy through local Indigenous language, culture, protocols, and philosophy and facilitating guest presenters from Local Host Nations and creating ongoing conversations regarding local practices and protocols.</p> <p>In collaboration with the AGP staff at ECU, the Library contracted a speaker from Host Consulting to deliver a talk and Q & A titled, <i>A Salish Reckoning: Reclaiming Design and Place</i>. The focus of the talk was a critique of the City of Vancouver’s public art program involving Coast Salish artists and the tendency to amalgamate their unique styles into a single style.</p>
Ongoing	<p>Indigenous Knowledge Sharing - building our internal and external community via Sharing Circles, panels, presentations, workshops and two Indigenous Art exhibitions held at the university. We are now hosting online and in-person sharing circles and panel presentations to outreach further and create access to the public</p>

Ongoing	Work Integrated Learning - working to reduce barriers for Indigenous students to build capacity and accessibility through inclusive Co-op frameworks. Indigenous job opportunities are more often sent to the AGP team and they pair the job with their students. This creates an increased rate of success amongst the Indigenous students hired.
In Progress	Colonial Audit Framework - initial research has been developed and we are developing next steps, looking at localizing this within specific areas of the university. The report will include practices presently happening in the university that challenge colonial constructs and support diversity.
Implemented	Collaboration with Mass Culture Canada - examining how Indigenous artists and collectives within BC utilize culture as a means of building community and fostering Indigenous social and cultural values. AGP facilitated workshops. ECU Indigenous student Sydney Pickering attended a conference in Ottawa. The two research supervisors, Connie Watts (Nuu-chah-nulth, Gitksan and Kwakwaka'wakw ancestry) and Nadia Beyzaei, with Sydney Pickering presented at the <i>EDI in the Cultural Sector</i> conference on June 16, 2022 and were featured on the Mitacs video launched on Canadian Innovation Week (May 15-19).
In Progress	<p>S'ohl Shxweli (Our Place) - Support for Indigenous Arts Mastery (SIAM) Grant of 60K (30K x 2 years). This program will focus on supporting and engaging local urban Aboriginal artists in promoting and perpetuating intergenerational cultural knowledge and traditional and contemporary art forms. We are starting our second year of programming.</p> <p>"S'ohl Shxweli" promotes intergenerational learning and mentorship for urban Aboriginal participants, recognizing the need to address a diverse urban population which does not often have art and design programs tailored to their specific cultural contexts and needs. This program advocates supporting urban Aboriginal learners with skills, mentorship, and resources that are often difficult to procure in urban settings. We will also integrate land-based learning, stewardship, and sustainability in our mandate to connect our learners with the unceded and traditional territory of "our place."</p>
Implemented	Meymey'em - Ripple - everything depends on everything else (Sḵw̓xwú7mesh Úxwumixw- Squamish language) Canada Council Grant of 84K, June 2022. Meymey'em is an international Indigenous artist gathering of reconnection and cultural collaboration to promote and perpetuate Indigenous art, education, and culture. ECU AGP will host the gathering from June 14 th to June 22 nd , 2022. The gathering also includes an Indigenous Exhibition in the ECU Libby Leshgold Gallery and a panel on The Politics + Perils of Indigenous Identity.
Implemented	Squamish House Post - Xwalacktun, award-winning artist, educator and master carver led this collaborative carving project to complete a house post in traditional Coast Salish design. Mentored Indigenous students in the AGP once per week for the Fall semester as a Directed Study (3 credits).
In Progress	səlilwətał (Tsleil-Waututh) Art Commissions/mentorships - We have engaged our Tsleil-Waututh artist and are solidifying the project parameters and programming, including mentorships on site in the AGP. Similar to the Xwalacktun's (Squamish) house post, it will give our Indigenous students time

	to learn and understand more about Tsleil-Waututh Nations (Local Host Nation) histories, art practices and cultural knowledge and ways.
In Progress	Musqueam Art Commissions/mentorships - We are currently planning and connecting with local Musqueam Host Nation artists for commissioned artwork, including mentorships on site in the AGP. Our goal is to have our three local Host Nations represented on our campus in this project.
Implemented	The Community Totem Pole - initiated in 2018, this long-term project has reunited BC master carvers, Dempsey Bob (Tahaltan/Tlingit) and Stan Bevan (Tahaltan/Tlingit/ Tsimshian), who prepared a 25-foot old growth cedar log. In the summer of 2022, through a series of community engagement activities hosted by ECU, the pole was finalized with the collaboration of master carver Lyonel Grant (Māori) from New Zealand. The summer of 2022 project included providing intergenerational opportunities for rural and urban Aboriginal participants wanting design, tool use and carving training, and cultural mentorship. The primary goal of this project is to provide mentorship, training, and traditional knowledge transfer through an Aboriginal cultural community stewardship model to facilitate the opportunity to participate in this monumental and historical totem pole carving project that blends art, education, and culture.
In Progress	The Community Totem Pole installation - The totem pole created by master carvers, Dempsey Bob (Tahaltan/Tlingit), Stan Bevan (Tahaltan/Tlingit/ Tsimshian) and master carver Lyonel Grant (Māori) from New Zealand will be installed inside ECU the summer of 2023. In collaborations with the Host Nations, we will host a cultural unveiling September 28th, 2023 that will bring together Local Host Nations (xʷməθkʷəy̓əm Musqueam, Skwxwú7mesh Squamish, and səliwətał Tsleil-Waututh), Tahaltan/Tlingit/ Tsimshian Nations, and Māori protocols and cultural customs.
New	Making to Market - is an art market situated in the beginning of June to honour and bring awareness to Indigenous History Month. The AGP will host several studio material practice workshops, technical mentoring for methods of reproducing art, marketing and sales mentoring and art display expertise to our Indigenous Students via our AGP team. We have extended the invitation to participate in the Market to local Host Nations and urban Indigenous Artists. The project will provide mentorship and training for our Indigenous students, but also provide opportunity for the general public to deepen their understanding of Indigenous culture through in-person interaction with our students. It honours our Oral Knowledge sharing educational practices that blend art, education and culture.
Implemented	Git Hayetsk Dancers - performed in the ECU Reliance Theatre on June 14th, 2022. Open to the public as well as our Emily Carr community.
Ongoing	Squamish Traditional Welcome Song - Squamish Chief Cy Baker wrote this Welcome Song and has given Xwalacktun permission to share and teach this song with others. Xwalacktun has taught the song to participants in the AGP and we have permission to share this song as well.
Ongoing	Indigenous Knowledge/Cultural Communications - The AGP continues to add/update Indigenous articles (https://aboriginal.ecuad.ca) and Material Practice resources (https://aboriginal.ecuad.ca/mp-resources/) hosted on our Aboriginal Gathering Place website.

In Progress	Development of Indigenous-led course in Indigenous ways of knowing and cultural expressions - Indigenous faculty, Mimi Gellman has led the development of a core course on Indigenous methodologies and relationships to the land with the support of Academic Affairs and the Aboriginal Advisory Group. The Creative Process Course, "Locating Ourselves in Place" pilot was run in the Fall of 2022 and is currently situated as a Critical Studies Course. This is an Indigenous-led course that introduces students to Indigenous ways of knowing through the lens of contemporary artists and their cultural expressions. It was approved by the University Senate in Fall 2021. Academic Affairs is now working with each program area to include this core course as a program requirement.
In Progress	Mentorship for Aboriginal Students and Aboriginal community members. Aboriginal students have regular access to Elders, cultural leaders, traditional healers, language speakers and knowledge keepers. Aboriginal students are hired and mentored to assist with Aboriginal research projects.
Ongoing	Aboriginal Gathering Place - Food security/safety for Indigenous students with the establishment of a "Food Pantry."
Ongoing	ECU Library Cards - The Library continues to offer free Community Borrower cards for Indigenous community members.
Ongoing	Aboriginal Speaker Series - There were eight Aboriginal artist presentations hosted at ECU in 2022-23, Cultural + Indigenization Workshops, and Cultural Competency presentations.
Ongoing	Aboriginal Artist Exhibition - ECU AGP held an exhibition that included artwork from Indigenous students, staff, faculty and alumni. This annual event continues to grow in participation and intergenerational knowledge sharing. Three of our indigenous students co-curated: Zoe Laycock, Vance Write and Aaron Rice; and we had just under 30 artists and over 80 artworks in the spring 2023 exhibition. In 2021, we began to create an in-house published exhibition catalogue.

[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.