



**EMILY CARR
UNIVERSITY**
of Art + Design

Institutional Accountability

PLAN + REPORT

2023 / 2024



520 East 1st Avenue
Vancouver, BC Canada V5T 0H2

July 12, 2024

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

Dear Minister Beare:

On behalf of the Board of Governors, we are pleased to present the 2023/24 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 *səlílwətaʔt* (Tsleil-Waututh) Nations. We are so grateful to these Host Nations for the opportunity to work, learn and create on this land.

The report has been prepared in accordance with the Ministry of Post-Secondary Education and Future Skills guidelines and addresses the university's commitments to meeting the system objectives and expectations of the Minister's 2023/24 Mandate Letter. In this report, we are pleased to showcase many examples of ECU student and faculty achievements from the past year, to highlight how creative entrepreneurship is fostered through work-integrated learning opportunities and programs and how our programs equip students with the technical and creative skills to be job-ready.

We are also pleased to share that in 2023/2024, the university was once again ranked among the best schools in the world for post-secondary art and design education in the [QS World University Rankings by Subject: Art + Design](#). ECU was ranked 29th and was the only Canadian university to appear in the top 50. It is an exciting time at ECU – the university also recently concluded a dynamic strategic planning process, will launch a new strategic plan in the fall of 2024, and we are looking forward to celebrating 100 years of ECU's impact and leadership in art and design education.

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
President + Vice Chancellor

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TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University is situated on unceded, traditional and ancestral territories of the x̱m̱əθḵw̱ə́y̱əm (Musqueam), Sḵw̱x̱w̱ú7mesh Úx̱wumixw (Squamish) and sə́lilw̱ətaʔṯ (Tsleil-Waututh) peoples. With gratitude and respect, we acknowledge our accountability to the host nations, and the responsibility we hold to be good partners as we live, work, and create together on these lands.

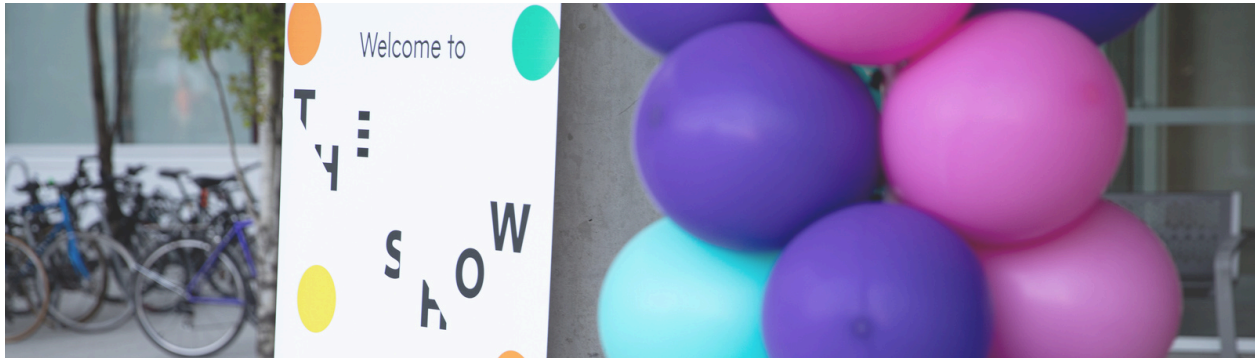
INSTITUTIONAL OVERVIEW, CONTEXT + STRATEGIC DIRECTION

ECU is a leader in art and design education and the only institution focused on art and design education in the entire post-secondary system in British Columbia. Founded in 1925, ECU was first 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. ECU has been advancing the role of art and design education for over a century and is recognized nationally and internationally for the excellence of our programs and the quality of our graduates. The institution is at the centre of BC's creative community and plays a critical role in shaping the cultural sector. As the university marks its 100th anniversary in 2025, there is much to reflect on, including the accomplishments, successes and impact of the university's students, faculty, staff, alumni and supporters over the years. There is also much to look forward to as the university builds on its strengths and takes up new strategic priorities and directions positioning ECU for the future.

History

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
1995	BECAME THE EMILY CARR INSTITUTE OF ART + DESIGN
2003	BEGAN OFFERING ITS FIRST GRADUATE PROGRAM — MASTER OF APPLIED ARTS (MAA), LATER MASTER OF FINE ARTS (MFA)
2008	BECAME THE EMILY CARR UNIVERSITY OF ART + DESIGN
2013	BEGAN OFFERING MASTER OF DESIGN (MDES)
2017	OPENED 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 noted above, as one of the oldest post-secondary institutions in British Columbia, ECU is also 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 and contextual theory, and studio practice within an inclusive teaching and learning setting. ECU offers increasingly 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. The university's resources, facilities and partnerships are intentionally student-centred to support 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 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 user experience design, healthcare design, sustainable practices in textile and wood design, interactive digital media, virtual reality, 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 applied research and innovative creative programming to our B.C.-based students. ECU is well recognized locally and internationally and has become increasingly known as a vital hub in Vancouver, contributing value to the creative and knowledge economies and preparing graduates for professional and entrepreneurial success. It has been assessed that ECU contributes over \$200 million in income to the regional economy each year and supports approximately 2200 jobs.¹ Graduates from the university are recognized worldwide and valued for excellence in their fields and influence on their communities of practice.

In 2023/24, ECU was once again ranked among the very best schools in the world for post-secondary art and design education in the [QS World University Rankings by Subject: Art + Design](#). ECU was ranked 29th and was the only Canadian university to appear in the top 50. The university also received top marks for its animation programming, ranking 6th by [Animation Career Review](#) of 200 postsecondary degree programs in animation from around the world. It was one of only six other Canadian institutions to factor in the top 50.

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 core of an emerging social, cultural, educational and innovation centre for British Columbia. The campus is the first purpose-built complex 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 studios;
- ceramics studios;
- painting studios;
- library and archives;
- foundry and sculpture areas;
- wood shops;
- textiles shop;
- design studios;
- animation studios;
- classrooms and theatres;
- galleries; and,
- the award-winning READ Books bookstore.

The campus 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 present location in the False Creek region had been, at one time, an industrial site at the junction between east and west Vancouver and was later donated for the purpose of post-secondary education and collaboration. Over time, it has become a very active site for development and we expect to see another major phase of change in the area in the next five to ten years with the completion of the Broadway-Subway Project, the [Great Northern Way – Emily Carr Station](#), and other developments the area. The continuing development of this area is a strategic focus for the university as we have a central place in this evolving community and landscape and see potential for a much broader creative hub.

ECU also recognizes the long and complex history of this land and respectfully acknowledges it as the unceded, traditional and ancestral territories of the $\chi\omega\mu\theta\kappa\omega\acute{\gamma}\alpha\mu$ (Musqueam), $S\acute{\kappa}\omega\chi\omega\acute{7}mesh$ $\acute{U}\chi\omega\mu\iota\chi\omega$ (Squamish) and $s\acute{a}lil\acute{w}\acute{e}t\acute{a}\eta$ (Tsleil-Waututh) peoples. The university community is especially grateful for the opportunity to learn and work on this land.



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, individual, 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.

Programs: Foundation Year; Critical + Cultural Practice Major; Social Practice + Community Engagement (SPACE) Minor

[Audain Faculty of Art](#) ([Bachelor of Fine Art](#), [Bachelor of Media Art](#))

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](#), [New Media + Sound Art](#), [Painting](#), [Photography](#), [Print Media](#) and [Sculpture + Expanded Practices](#).

Programs: Illustration Major; Photography Major; Visual Arts Major; New Media + Sound Art Major; Art + Text Minor; Curatorial Practice Minor; Ecological Practices in Art Minor



[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.



Programs: Communication Design Major; Industrial Design Major; Interaction Design Major; Ecological Design Practice Minor; 2D + Experimental Animation Major; 3D Computer Animation Major; Film + Screen Arts Major

[Graduate Studies](#)

[\(Master of Fine Art, Master of Design\)](#)

The Jake Kerr Faculty of Graduate Studies offers world-class graduate programs through on-campus and low-residency streams, a supportive community of creative peers, deliberate interdisciplinarity and unique opportunities for students.



Programs: MFA on-campus or low residency; MDes Interdisciplinary stream (on-campus); MDes Interaction stream (on-campus); MDes Information Futures stream (online)

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 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 substantial funding from a broad range of industry-based partners, foundations, and government granting programs, and Mitacs, our researchers pursue [practice-based research](#) in clusters and collaborations through respective research areas and with colleagues across the country and internationally. Students across our graduate and undergraduate programs actively participate in research through key roles as Research Assistants 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, Photography, Illustration, and more](#). Individuals looking to transition or enhance their careers in User Experience (UX) Design can pursue [full-time certificate programs](#) and gain creative and technical skills to be job-ready. Designed in close consultation with our industry advisors, and with the [BC Labour Market Outlook](#) in mind, our [micro-credential courses](#) are intended to support students in skill-building and professional development for jobs in the creative and knowledge economies, with areas of targeted growth identified in animation, game development, and visual effects, as well as leadership.

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.

Work Integrated Learning – Through the university's work-integrated learning program, students successfully earn credits while contributing to a wide variety of industry led projects related to their area of study. In addition, the university's [Career Development + Work Integrated Learning Office](#) provides access to additional opportunities through work experience, field placements, internships, and professional development partnerships while also connecting student and alumni with local, national and international employers in the creative industries. Many graduate students also participate in curriculum as teaching assistants and teaching fellows, gaining professional experience and academic training. 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](#) and the [Health Design Lab](#) provide further work integrated learning opportunities, by fostering the movement of artists and designers into networks and applied opportunities where their work and ideas can have the most impact.

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, student support, community connection 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-person and online. The AGP has been a hub for significant learning opportunities and extensive community activities and collaborations, such as the carving and installation of a totem pole on university campus. [The Pacific Song of the Ancestors](#) totem pole is a collaborative work by master carvers Dempsey Bob (Tahltan-Tlingit), Stan Bevan (Tahltan-Tlingit and Tsimshian) and Lyonel Grant (Māori and Pakeha). It was partially carved in Terrace, B.C. then moved to ECU's AGP, where it continued to evolve until it was ready to be installed within a main entrance of ECU campus during a ceremony in September 2023.

People

The university serves over 2,000 credit students (including domestic and international), full-time students enrolled in graduate and undergraduate programs; and about 1,500 active non-credit students enrolled in continuing studies courses and programs. ECU has a provincial mandate to serve students throughout the entire province. The university attracts domestic students from a wide range of regions and with a well-established global reputation, the university also attracts a consistent base of international students. ECU's global student base includes students from countries all over the world and we have agreements with over 55 [student exchange partner schools](#).

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 confident in their respective fields.

Accreditation, Collaboration and Partnerships

The university fosters extensive collaborations with agencies, industry, and fellow academic researchers to increase projects and learning opportunities for our students. ECU also participates in networks, partnerships and collaborative activities with a wide range of organizations and post-secondary institutions in B.C. and around the world. Some examples include:

- [The Master of Digital Media \(MDM\) degree](#) at the [Centre for Digital Media](#)– offered in collaboration with the **University of British Columbia, Simon Fraser University**, and the **British Columbia Institute of Technology**. This innovative program supports graduate students wanting to engage in new media and related disciplines.
- **HeadStart Program** – 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. This carries first-year course credit at ECU and transfer credit to other Fine Art programs and is of interest to students considering post-secondary studies in visual art, media art or design.
- 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.
- In 2023, ECU joined **Ontario College of Art + Design (OCAD), Alberta University of the Arts (AU Arts)** and **Nova Scotia School of Art + Design (NASCAD)** to form the **4U Partnership** to advocate on a national level for the important work and shared priorities of Canada's four public post-secondary art and design schools.
- 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.

- ECU's faculty, staff and administrators are members of various national and international professional networks:
 - The university is a member of the [Association of Independent Colleges of Art and Design](#) (AICAD), a non-profit consortium of 36 leading art schools across the U.S. and Canada.
 - ECU has membership in the [B.C. Association of Institutes and Universities](#) (BCAIU),
 - The [Canadian Association for University Continuing Education](#) (CAUCE),
 - [BC Council for International Education](#) (BCCIE),
 - [Canadian Bureau for International Education](#) (CBIE),
 - [International Association for College Admission Counseling](#) (IACAC),
 - [Association of International Educators](#) (NAFSA),
 - [Canadian Association of Fine Arts Deans](#) (CAFAD),
 - ECU maintains a research lab in the [DESIS network](#) of design-led labs based in universities around the world created to trigger and support social change towards sustainability,
 - ECU is a member of the global [CUMULUS Association](#) of art and design research institutes.



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 the 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, strategic priorities 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. 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.

Deficit Mitigation

In 2022, the university developed and submitted a three-year Deficit Mitigation Plan to the Ministry. Key strategies under the plan include: strategic enrolment management efforts and a direct entry registration process; undergraduate FTE expansion for in-demand programs; and, growth in Continuing Studies programming through micro-credential course development. Over the course of the last fiscal year, the university has continued to take steps under the plan including:

- maximizing capacity in all program areas;
- introducing a direct entry enrolment model (students assured choice of program area); adding an accelerated first-year Foundation program, specifically targeting transfer students;
- expanding equipment and support for programming areas targeted for growth (e.g. Animation and User Experience Design);
- expanding new micro-credentials in high-demand areas such as Animation, Gaming, and Visual Effects;
- launching a new online Master of Design program stream, *Information Futures*, to create flexibility for graduate students who prefer to study from their home communities.

Strategic Context and Direction – Towards 2030

Over this past year, and as ECU approaches its 100th anniversary, the university has concluded a dynamic strategic planning process and will launch a new strategic plan in the fall of 2024 – **Create Change**.

The plan, recently approved by the Board of Governors, was developed over two years, led by a cross functional Strategic Planning Advisory Group, through an inclusive process that engaged internal and external community members.

Central to the process, the vision and the plan is ECU's unique position as a public art and design university.

The strategic plan is based on our new vision, mission, values and commitments. Together, these foundational statements outline what we do, why we do it and our shared purpose as a public university of art and design – they also underpin the priorities and objectives outlined in the plan. The new strategic direction and plan build on ECU's exceptional history and position the university for the future.

The section below outlines the vision, the plan and how these will guide our work, operational plans and initiatives going forward.

Create. Change. – Towards 2030

Mission

We inspire and prepare the next generation of artists, designers, and creative thinkers, to create meaningful change in the world, through innovative, practice-based art and design education.

Vision

A better world through art and design.

Values

- **Leading through practice.** We are change agents – moving beyond the theoretical to engage with the broader social and cultural world.
- **Innovating through collaboration.** We work with others to co-create, explore, discover, innovate, and make change.
- **Learning with curiosity.** We inquire, listen, reflect, and adapt.
- **Relating with care.** We embrace diversity in all its forms, and we treat each other, and ourselves, with compassion and care.

Strategic Direction, Priorities and Objectives

Strategic Plan and Direction

The new strategic plan is aligned around five core priorities:

- Elevate Teaching + Learning
- Expanding Research + Practice
- Supporting People + Culture
- Stewarding Places + Spaces
- Strengthening Systems + Support

As the university operates in a constantly evolving landscape, the core priorities and the corresponding objectives/goals will serve to future proof the institution and position ECU to meet the demands of a changing world.

A wide range of external and internal factors, opportunities and risks, inform the plan, some of these factors include:

- the rapid pace of technological innovation and developments in artificial intelligence
- the impacts of economic factors from the rising cost of living and inflation to housing precarity
- the trends towards increased mobility of society
- changing preferences among students, with respect to flexibility, hybrid learning, shorter or part time options
- making meaningful progress on commitments to Indigenous Peoples
- advancing equity, diversity and inclusion principles
- the effects of global challenges such as the climate crisis and taking climate action and the global pandemic
- optimizing physical and non-physical resources, addressing financial constraints and increasing educational costs, while at the same time identifying growth opportunities
- the evolving focuses of government in areas such as immigration
- the specific experiences of international students
- the value of critical and creative thinking skills for the workplace/workforce and multi-disciplinary backgrounds

The plan is also informed by BC public post-secondary system strategic objectives, which are centered on Relevance, Capacity, Access and Quality, including to:

- provide more affordable access to skills training and post-secondary education
- build an inclusive workforce by bringing more people into the workforce who have historically been left behind
- support a more responsive and relevant post-secondary and skills training system

The new strategic plan and new operational plans in development across the university will guide our work over the years to come. Other core plans, such as the university's research plan, academic plan, and operational plans will align under this new framework. Together, the plans will support decision-making and guide resource allocation and regular operations. Strategic priorities and objectives may be reviewed on an ongoing basis, and some may evolve to respond to changing needs.

Priority #1 – Elevating Teaching and Learning

Teaching is, and will always be, at the heart of everything we do at Emily Carr University. We support and encourage a diverse community of artists, designers and creative thinkers in their learning – both within and beyond the academic program.

Objectives

1. Increase accessibility for domestic and international students of all backgrounds, communities, ages, abilities, and intended career paths.
2. Ensure that curriculum is relevant, effective and adapts to the changing needs of students and society.
3. Support the success of all students, especially Indigenous students, by advancing Indigenization and reconciliation through curriculum, partnerships and educational opportunities.
4. Ground practice-based education in critical inquiry and making in a way that responds to broader social and cultural contexts, and local and global circumstances.
5. Create flexible and diverse learning pathways that equip students with the skills and knowledge that they need to take full advantage of the professional, economic, cultural and creative opportunities available to them.

Corresponding measures will include a focus on ensuring accessible education programs and curricular pathways, robust student enrolment and retention, a diverse student body, and professional opportunities for students.

Priority #2 – Expanding Research and Practice

Through research, we engage with materials, technology, visual representation, and theory. This ongoing process of inquiry generates new knowledge and understanding, leading to healthier communities, more vibrant economies, and culturally resilient futures.

Objectives

1. Encourage student participation in research projects with faculty and peers as well as with community and educational partners.
2. Enhance capacity for students and faculty to conduct, apply, and disseminate critical and creative research.
3. Strengthen research partnerships and collaborations throughout ECU and with the community, including not-for-profit organizations, government, and industry.
4. Advance art, design, and media research methods in transforming communities, industries, disciplines, and new technologies such as generative AI.
5. Unlock new ways to support researchers in creating new understanding and knowledge across the key research themes outlined in ECU's Strategic Research Plan.

Corresponding measures will include a focus on Student Participation and Community Awareness, Research Culture and Capacity, Industry and Community Partnerships, Outreach and Communication of Research Findings, Grants and Funding.

Priority #3 – Supporting People and Culture

We strive to cultivate a diverse and inclusive environment where everyone is recognized, valued, and celebrated. We will invest in the appropriate structures and resourcing needed to support all members of our community.

Objectives

1. Build and invest in an organizational model that fully supports excellent student experience, learning and success.
2. Foster mutually beneficial relationships and support networks with host nations, community partners, alumni and the broader cultural community.
3. Create an inclusive community by embracing diversity, promoting understanding of differences and building intercultural competence.
4. Review and support clear organizational structure, work design, operational planning, and leadership in all departments and areas of the university.
5. Prioritize faculty and staff's creative work and career advancement by offering opportunities for professional development, career growth and partnerships.

Corresponding measures will include a focus on student services expansion; increased relationship building; faculty, staff, and student diversity and recruitment; employee engagement, satisfaction, and retention; and networks and communities of practice.

Priority #4 – Stewarding Places and Spaces

Situated on the traditional, unceded territory of the Musqueam, Squamish and Tsleil-Waututh peoples, ECU strives to operate in a respectful, sustainable and beneficial way. We are committed to creating an accessible, state-of-the-art campus where our community can learn, create and connect.

Objectives

1. Make our space more welcoming, supportive and accessible for students, promoting positive learning and social experiences.
2. Incorporate Indigenous knowledge into our operations and collaborate with Indigenous communities to provide equitable access to ECU facilities and resources.
3. Invest in our facilities, infrastructure and technical expertise to allow us to provide state-of-the-art practice-based learning and research.
4. Act sustainably and respond in a meaningful way to the climate crisis and habitat degradation.
5. Uphold a commitment to public service as a shareholder in the Great Northern Way Trust, and be proactive and responsive to the social, cultural, and economic contexts of the site.

Corresponding measures will include a focus on fostering an engaged and vibrant campus; accessibility plan/s; state-of-the-art production facilities; and climate action plan.

Priority #5 – Strengthening Systems and Supports

We commit to the ongoing improvement of the systems, processes, and technologies that form Emily Carr University's operational and organizational foundation. This will enhance the campus experience and ensure the ongoing stability, resilience and sustainability of the university.

Objectives

1. Develop systems and relationships that support the entire student journey, and the unique needs of domestic and international students – from admissions to graduation, to joining our alumni network and becoming a lifelong learner.
2. Coordinate our business systems – including workflows, resource allocation, teamwork, and support – to enable smooth and efficient experiences for students, faculty, and staff.
3. Improve our financial sustainability by working with funders, government, alumni, and community organizations, and by managing enrolment strategically and making efficient use of our resources.
4. Invest in the tools, systems, and spaces required to provide a cutting-edge learning environment and enhance the user experience for all.
5. Enhance our information and communications systems to allow us to better share information, tell our story and build relationships.

Corresponding measures will include a focus on organizational effectiveness; fiscal responsibility; development, fundraising and endowment strategies; digital strategy and transformation; and communication and Marketing Expansion.



MANDATE PRIORITIES + STRATEGIC INITIATIVES REPORTING

ECU continues to address governmental priorities as identified in the Ministry's **2023/24 Mandate Letter**.

<p>PRIORITY</p>	<p>Priority 1. Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</p>
<p>INDICATORS</p>	<p>Outline initiatives your institution has taken to support this priority. <i>Where applicable: <u>Micro-credentials</u></i> Continue to report on progress to introduce and recognize micro-credentials. <i>Where applicable: <u>Expanded health-seats</u></i> Continue to report on increases or expansions of health seats.</p>

ECU has continued to have great success with establishing micro-credential options for students seeking to develop skills, upskill or streamline their training towards high opportunity careers in the creative sector. Micro-credentials are time and cost effective, offering competency-based learning aligned with labour market needs.

The university has also been an innovator in establishing micro-credentials as customized learning pathways for students through Continuing Studies programming. Under a newly introduced framework courses can be bundled allowing students to attain micro-certificates and certificates in focused areas of training.

In Spring 2023, the university received Ministry funding to expand micro-credential course offerings in Creative Technology, including in Animation, Game Development, Visual Effects and Leadership.

In summary, Micro-credential offerings are organized within three streams and now include:

- [Creative Technology](#): courses to prepare students for careers in video game design, animation, visual effects and/or extended reality.
- [Web + Digital Design](#): courses to prepare students for careers in web design or as interactive media developers.
- [Teaching + Learning for Art and Design](#): course to support aspiring, new and experienced art + design educators.

In Spring 2023, the university was approved for the [Ministry's StrongerBC Future Skills Grant program](#), which offers any B.C. resident, 19 years and older, the opportunity to benefit from tuition credit, up to \$3,500 per person, for eligible short-term skills training at public post-secondary institutions.

In addition to the Future Skills Grant as a source of tuition support to take micro-credential courses, ECU offers tuition support for Creative Technology 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 the industry.

Many courses, particularly micro-credentials, are offered in both online and in-person formats so that working professionals or students outside of the Lower Mainland have more flexible options. Currently, ECU Continuing Studies offers 68 micro-credential options, and we are actively developing more of these high-demand options.

PRIORITY	Priority 2. Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
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INDICATORS	<i>Where applicable:</i> Report on how your institution is incorporating any feedback or direction from Skills Trades BC, Indigenous leaders and other partners into trades training programming as it relates to Indigenous Students. Report on training seats and utilization rates to the Ministry.
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ECU is not a Skilled Trades BC approved Training Provider and does not offer certified trades training programming.

PRIORITY	Priority 3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
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INDICATORS	Provide updates on your progress in implementing the education-related TRC Calls to Action and In Plain Sight Recommendations relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).
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See Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation: Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C. p. 32

PRIORITY	Priority 4. Developing and implementing protections for international students that support their fair treatment.
INDICATORS	<p>Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.</p> <p>Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.</p>

The university recruits internationally based on our reputation as the leading art and design institution in Canada. We do not rely on agents and handle all recruitment in house. We welcome both undergraduate and graduate students from all over the world and have exchange agreements with over 55 partner schools in 24 countries. International students at ECU make up approximately 30% of the community and present diverse cultural perspectives, interests, experiences and needs. They are a vital part of the ECU community.

ECU does not currently have an International Education Strategic Plan and is in the process of developing one, in partnership with the Senate International Development Committee and International Student Services Office, with a timeline of January 2025 for completion.

Federal and provincial regulations and policy changes in 2023/24 have resulted in a series of new processes for international students as they secure visas to attend post-secondary institutions and the university has adjusted internal procedures accordingly in order to continue to support international student recruitment. To ensure we align with best practices and industry standards, ECU has:

- actively engaged with the BC Council for International Education (BCCIE) and attend relevant workshops, professional development opportunities and meetings to keep up to date on all significant policy updates;
- participated in formative discussions on the Recognized Institutions Framework;
- supported students in securing their study permits through the Immigration, Refugees and Citizenship Canada (IRCC) Letter of Acceptance verification procedures (implemented December 2023), and the Provincial Attestation Letter (PAL) process (implemented in March 2024);
- required training for an ECU Admissions Advisor to obtain their Regulated International Student Immigration Advisor (RISA) certification through IRCC to ensure all international applicants receive advice from a certified, informed source at ECU;
- instigated new support procedures to ensure that international students have medical coverage and have access to study visa support and one-on-one consultation with a certified Regulated Canadian Immigration Consultant (RCIC).

Additionally, we have enhanced activities in reception and orientation support for international students, as well as workshops offered on pre-arrival and post-graduate work permit processes. We have also developed more workshop programming for faculty and staff that is focused on intercultural relations and holistic community approaches to supporting international students.

Providing support to our international students in finding secure and accessible housing continues to be a priority concern. The university is engaged with development and review of multiple web-based housing navigation sites that provide screening and scam protection options and that provide information for students seeking various accommodation options: i.e., rentals, roommate finders, homestays, etc. We anticipate having housing navigation services for Fall 2024.

PRIORITY	Priority 5. Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.
INDICATORS	Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.

The university has met and exceeded the targets set out in the Ministry's annual institution budget letter in a number of areas. Most notably, in support of the government's StrongerBC Future Ready Action Plan, ECU continues to actively expand its tech-related programming at levels well beyond target.

In 2023/24, the university received funding for an additional 17 FTEs bringing the total funding for tech-related program expansion to 57 FTEs, distributed between undergraduate and graduate level programming. This increased the university's total FTE target to 1,408 FTEs for 2023/24. ECU was able to exceed these targets, achieving 110 tech-expansion related FTEs and 1,562 total FTEs, or 111% of the total FTE target over 2023/24.

PRIORITY	Priority 6. Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.
INDICATORS	Confirm institutional compliance with the Tuition Limit Policy. Continue to submit annual tuition and mandatory fees data to the Ministry.

ECU submits the annual tuition and mandatory fee data to the Ministry each year.

For 2024/25, the university committed to the following tuition fee adjustments:

- Domestic undergraduate:
 - An annual 2% tuition increase for domestic students, which is consistent with the Ministry's Tuition Limit Policy.
- Domestic graduate:
 - No increase for returning domestic graduate students
 - 2% increase for incoming domestic graduate students
- International undergraduate:
 - No increase for students first registered 2022/23 and earlier
 - 4% increase for students first registered 2023/24 and 2024/25
- International graduate:
 - No increase for returning international students
 - 5% increase for incoming international students

Strategic Initiatives

**STRATEGIC
INITIATIVE
PRIORITY**

Progress on Truth and Reconciliation Calls to Action and UNDRIP.

See Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation: Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C. p. 32.

**STRATEGIC
INITIATIVE
PRIORITY**

Sexualized Violence Prevention and Response Initiatives.

Outline participation in engagement to validate the Ministry's sexualized violence action plan.

Provide update on any awareness and prevention activities.

Provide info on the type and number of education or training sessions offered to students, staff and/or faculty.

Provide update on progress on the 3-yr sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act.

The university participated in collaborative focus group discussions facilitated by the Ministry to inform development of a sexualized violence action plan to meet the specific needs of post-secondary communities. The Interim Executive Director, Student Engagement, Retention + Success contributed to focus group sessions in July 2023 and in March 2024.

The university continued to advance education, awareness and prevention activities on sexual and gender-based violence. Over 2023/24, these included:

- Restorative Response options to incidents of harm;
- creation of anonymous reporting tool;
- creation of new position Co-ordinator Student Rights, Responsibility + Safety to support early intervention and timely response to reported sexual and gender-based violence concerns;
- completion of steps to use students chosen/cultural names in university processes.

In 2023/2024 information and awareness sessions were provided with peer mentors in the university's Teaching and Learning Centre and Graduate Studies Department and with new faculty members. One-on-one consultations were also provided for members of the university community during drop-in Q&A sessions on policy [3.6 Sexual and Gender-based Violence and Misconduct](#).

Review of the procedures associated with policy 3.6 took place over 2023, with updates to student procedures completed September 2023. The updates are focused on new awareness, prevention, response, and training initiatives, which will be ready to launch in Fall 2024.

An annual report on Sexual and Gender-based Violence and Misconduct for 2023/2024 was also provided to the Board.

Initiatives currently underway and planned for 2024/2025 include:

- workshops to be held during incoming student orientation – the “Good Night Out” consent and safety workshop; naloxone harm reduction and safety training workshop;
- Safe-talk peer support training;
- creation of Trans-Hang safe space;
- updated web-based resource guide with self-directed training modules



**STRATEGIC
INITIATIVE
PRIORITY**

Former Youth in Care – Supports for students who are former youth in care, including participation in the provincial tuition waiver program.

Provide an update on participation.

Describe how the institution is working or planning to coordinate and augment wrap around supports for former youth in care (FYIC), vulnerable, and under-represented students, both on campus and within the community.

Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.

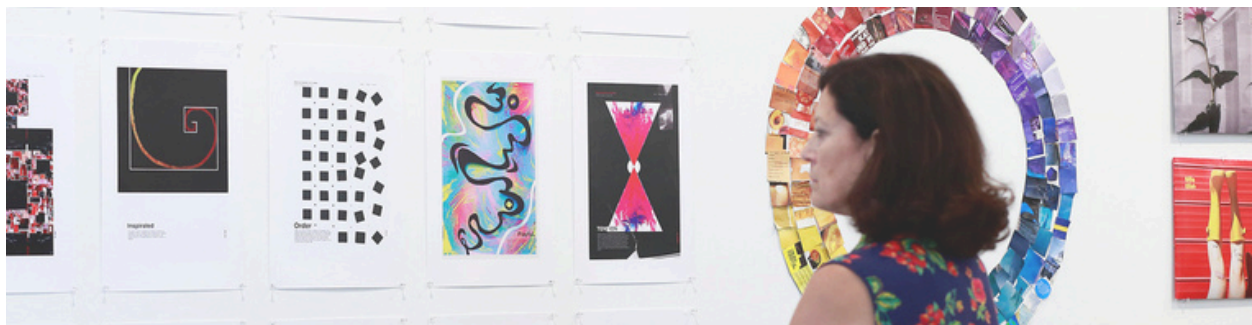
Participation:

In 2023/24, ECU saw 11 former youth in care (FYIC) benefit from the BC Government's tuition waiver program, with a total of \$40,618 distributed in 2023/24, representing an increase of 16% over last year.

Supports:

ECU is actively meeting with all individuals who self-identify as FYIC in order to best determine funding needs and eligibility, and to assess other support needs. Aside from assisting FYIC with all aspects of the provincial tuition waiver paperwork and subsequent follow-up, we also connect them to other institutional supports (i.e., Aboriginal Gathering Place, Counselling/Wellness, Accessibility Services, etc.) and various external resources such as Strengthening Abilities and Journeys of Empowerment ([SAJE](#)) supports and [agedout.com](#). Additionally, we participate in monthly Community of Practice sessions for FYIC Navigators to keep updated on changes and share information and best practices for the sector.

For the next admission cycle, ECU will be including a question on the application for admission asking applicants to identify as former youth in care. This will allow the university to reach out and make contact with individuals earlier and provide supports at the very beginning of their post-secondary journey. Currently, University leads who have responsibility recruitment, including one dedicated to working with indigenous communities, are well versed on the program, work to ensure it is promoted in the community. The university proactively communicates out on the various supports available to FYIC through postering, social media and the university's website.



STRATEGIC INITIATIVE PRIORITY	K-12 Transitions and Dual Credit Programming. Provide updates on the uptake of K-12 Transitions and Dual Credit programming at the institution. This may include reporting on: Number of dual credit students served Number/percentage of courses/programs with dual credit students
<p>ECU offers dual credit opportunities through its HeadStart programming, in which a three-credit ECU course is taught in local high schools in cooperation with three school districts in BC: Powell River, Surrey, and Coquitlam. These credits can be applied to ECU's first year Foundation program. In 2023/24, there were 30 HeadStart students participating in ECU programming.</p>	
STRATEGIC INITIATIVE PRIORITY	Work-Integrated Learning Description of institutional changes, realignments or other concerted action to offer work-integrated learning (WIL) options to students, including Career Services offices where appropriate.
<p>ECU's work-integrated learning (WIL) opportunities are available to students through numerous areas of the university including curriculum, special programming and events, Research Centres + Labs, and the Career Development + Work Integrated Learning Office.</p> <p>The university is committed to embedding opportunities for students to gain real-world experience and applied skills from the moment they start at ECU through graduation and beyond. A wide range of programming and opportunities are offered across the university, from professional speaker and networking events, to classroom collaborations with industry, and paid positions on innovative research projects.</p> <p>Opportunities and options include:</p> <ul style="list-style-type: none"> ● extensive guest artists' and designers' speakers series; ● comprehensive exhibition program that all areas of the university can participate in, that is intended to enhance a range of student proficiencies in exhibition and curation; ● Professional Practices course requirement for most degree programs, which helps students to understand professionalization in their respective disciplines; ● MFA Interdisciplinary Forum course that is dedicated to professional practice and helps students to make connections with curators, studios, artists and potential employers and mentors; ● curricular projects that involve collaborations with community or industry groups, such as recent Industrial Design class explorations into how Canadian sheep farmers could prevent wasted wool or how a local startup could turn recycled lumber into portable food service options; 	

- research assistant positions on grant-funded research projects, often coordinated through the [research labs and centres](#) at the university, such as the [Health Design Lab](#) (HDL), which enables teams of designers, including students, to partner with local businesses, community organizations, health authorities, and academic researchers to address complex health challenges through the use of participatory design methods; past HDL projects have helped to develop new ideas, amplify voices, and improve systems and services.
- [Shumka Centre for Creative Entrepreneurship](#) is a ECU research hub where students, faculty and organizations can connect to launch, fund, and organize projects across the spectrum of contemporary art and design practices; it offers two main streams for students to participate in a variety of Community and Industry Research and Projects (CIRP) and Field Placement WIL experiences: [Design for Startups](#), which matches emerging designers with startups to work on a particular design problem and the [Art Apprenticeship Network](#), which enables emerging artists to gain applied experience working with established artists, curators, and cultural workers.
- Student Services recently hired an Indigenous Business Development Liaison who will collaborate closely with the Career Development + Work Integrated Learning Office to develop meaningful connections with Indigenous artists and businesses, community partners, alumni, and non-profit organizations with the primary goal of creating WIL opportunities in art, design and media for Indigenous students, to enhance their employability upon graduation.
- [Career Development + Work Integrated Learning Office](#) shares resources particularly relevant to the creative sector and offers information about current market trends and opportunities that overlap with [WorkBC.ca](#) and [BC Labour Market Outlook](#); organizes Creative Industry Day and Critique Night for soon to be graduating students to get feedback on their work, and expand their connections with potential employers and professional mentors in their respective industries; provides students with networking opportunities, career readiness/professional development workshops, an art, design + digital media specific job board and networking site, [The Leeway](#), which has over 4000 registered users and (since January 2023) 144K job board views; and coordinates co-op and a wide variety of WIL opportunities.



A closer look at some WIL experiences from 2023/24:

Shumka Centre for Creative Entrepreneurship - Design for Startups

Rita (Honghuan) Wang (BDes 2024) worked with Adwov Marketing Inc. to improve their website's user experience for both desktop and mobile versions. This partnership significantly enhanced the user experience and functionality of Adwov's products. At the conclusion of the program, Rita was offered a position with Adwov.

Graduating student Cailine Keirstead (BDes 2024) collaborated with Airble Aviation Inc. to integrate Transport Canada's crew fatigue management regulations into their web systems, resulting in a more intuitive and efficient crew scheduling dashboard. Following the conclusion of Design for Startups, Cailine was offered a full-time position with Airble. She attributes her employment success to the experience gained through the Shumka Centre's Design for Startups program, which helped her secure the position. [Link to the news story.](#)

Faizaan Siddiqui (MDes 2024) has participated in the Design for Startups program three times, gaining valuable professional experience. Recently, he worked with MergeBase, a software analysis company, where he redesigned their dashboard to improve user accessibility. Siddiqui praises the program for its impactful learning opportunities, helping him feel more confident and prepared for his future career. [Link to the news story.](#)

Shumka Centre for Creative Entrepreneurship - Art Apprenticeship Network

In 2023, Elijah Biscoe (BFA 2023) collaborated with Holly Schmidt at New Westminster's historic Irving House, gaining hands-on experience in research, collaboration, and public art creation, which enriched his understanding of community-connected art. [Link to the news story.](#)

Will Price (BFA 2024) participated in the program twice, first with artists Mark Johnsen and Sara-Jeanne Bourget in 2022 and then Sylvan Hamburger in 2023. Will and Sylvan collaborated on community projects exploring change in Vancouver neighborhoods. This opportunity provided Will invaluable insight into the art community, including developing project proposals, grant writing, and the practicalities of being a working artist in Vancouver. Will's favourite experience from his undergrad journey was exhibiting with Johnsen and Bourget in 2024, while working on Sylvan's large-scale installations allowed Will to see the inner workings of a professional art practice in the city, which he found to be a valuable and enriching experience. [Link to the news story.](#)

Damarra Vogt (BFA 2023) received mentorship from artist Cathy Busby, assisting with the Cathy Busby and Garry Neil Kennedy collection. She gained insights into archival management, exhibition development, and insight into the broader art sector, culminating in her first solo exhibition at the James Black Gallery.

Health Design Lab (HDL) Projects:

[Who Cares? Fostering a culture of care on the Sunshine Coast through arts-based co-design processes.](#) This 3-year project aims to foster a culture of community care for elders on the Sunshine Coast and employs arts-based co-design processes. It is funded through NSERC CCIF and Canada Council for the Arts and involves partnership with Deer Crossing the Art Farm (non-profit Arts Organization) and Douglas College. Timeline: June 2022 - June 2025

[Shaping Scopes + Procedures at the New St. Paul's Hospital](#)

With the development of a new healthcare facility in Vancouver, the New St. Paul's Hospital, there is huge opportunity to re-consider how hospitals are designed and processes organized. The objective of this project is to explore and make recommendations towards the design of the workflow of front-line staff in the Scopes and Procedures space at the New St. Paul's Hospital. The project is funded through Providence Healthcare and involves partnering with the St. Paul's Hospital Redevelopment Team. Timeline: September 2023 - April 2024.

[Supporting the Stillbirth Journey](#)

BC Women's Hospital + Health Centre sought to partner with ECU's Health Design Lab (HDL) to try to better help families navigate their hospital experience of stillbirth. They sought to "shift [the] focus from helping people to fit [the hospital] care delivery system, to one where we design our care delivery system to fit people." The large design team, with members of many areas of expertise and experience, hosted two workshops with bereaved parent participants to learn more about their in-hospital experiences of stillbirth. Activities were designed with sensitivity towards the intense nature of the topic and how to approach the conversations from a trauma-informed perspective to support safe and meaningful sharing and insight gathering. Content from the workshops was analyzed by the core design team and shared with key stakeholders with the goal of identifying opportunities for hospital improvement. This work was funded by BC Women's Hospital and Health Centre. Timeline: November 2022 -September 2023

Number of students involved in WIL options, and, if possible, by type of WIL.

By WIL Type:

Community and Industry Research and Projects – 60

Field Placements – 21

Work Experience – 128

Total WIL placements – 209

By Degree Type:

Masters of Design – 68

Masters of Fine Arts – 22

Bachelor of Design – 48

Bachelor of Fine Arts – 55

Bachelor Media Arts – 16

Total WIL in All Programs – 209



PERFORMANCE PLAN + REPORT

Performance Measures, Targets + Results 2023/24

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

Each year, the university is assessed according to a set of performance criteria. These **Performance Measures** (p. 32) are developed and reviewed annually by a Provincial Performance Measures Working Group and have the broad goal of encouraging B.C.'s public institutions to achieve targets that support Ministry goals for system-wide service delivery. Targets are intended to promote performance within an institution's capacities to excel, and to support institutional and system-wide progress towards goals like increased quality, relevance, capacity, access and efficiency.

The performance results rely on data collected through institutional reporting and from surveys and 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. For the survey results, the performance assessment is based on actual result (e.g., xx%) and confidence interval (e.g., +/- x.x%) to determine highest possible result against target.

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)	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater.

ECU 2023/24 PERFORMANCE MEASURE RESULTS – TABLE 1¹

Measure	Source	Actual			Targets			Assessment
		2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2023/24
Student Spaces ²	Total Student Spaces (PSFS)	1,347	1,480	1,562	≥1,408	1,428	1,433	Achieved
Credentials Awarded ³	Total Credentials	306	310	294	N/A			Not Assessed
	Bachelor			252	≥284	280	TBD	Not Achieved
	Certificate			21	N/A			Not Assessed
	Graduate, First Professional and Post-Degree			21	≥20	24	TBD	Achieved
Indigenous Student Spaces ⁴	Total Indigenous Student Spaces	73	79	102	Increase/maintain enrolments			Achieved
	Ministry (PSFS)	73	79	102				
Student satisfaction with education ⁵	Bachelor Degree Graduates	74.0% +/- 4.8%	72.2% +/- 5.1%	74.5% +/- 5.9%	≥90%			Not Achieved
Student assessment of the quality of instruction ⁵	Bachelor Degree Graduates	75.7% +/- 4.7%	81.6% +/- 4.4%	86.4% +/- 4.5%	≥90%			Achieved
Student assessment of skill development ^{5,6}	Bachelor Degree Graduates	74.7% +/- 3.9%	77.0% +/- 3.5%	76.8% +/- 4.1%	≥85%			Substantially Achieved
Student assessment of usefulness of knowledge and skills in performing job ⁵	Bachelor Degree Graduates	78.6% +/- 5.3%	78.7% +/- 5.5%	75.9% +/- 6.5%	≥90%			Substantially Achieved
Unemployment Rate ⁷	Bachelor Degree Graduates	12.4% +/- 3.8%	11.7% +/- 3.9%	9.3% +/- 4.1%	≤ 9.2%			Achieved

ECU 2023/24 PERFORMANCE MEASURE RESULTS – TABLE 2

Source	Measure	Actual			Target	Assessment
		2021/22	2022/23	2023/24	2023/24	2023/24
Bachelor Degree graduates	Skill development	74.7% +/- 3.9%	77.0% +/- 3.5%	76.8% +/- 4.1%	≥85%	Substantially Achieved
	Written communication	65.9% +/- 5.3%	66.5% +/- 5.4%	70.6% +/- 6.2%		
	Oral communication	80.8% +/- 4.2%	81.5% +/- 4.3%	80.9% +/- 5.2%		
	Group collaboration	69.2% +/- 5.0%	71.1% +/- 5.0%	71.9% +/- 6.0%		
	Critical analysis	92.5% +/- 2.8%	93.9% +/- 2.7%	87.3% +/- 4.4%		
	Problem resolution	64.9% +/- 5.2%	68.8% +/- 5.2%	68.8% +/- 6.2%		
	Learn on your own	80.1% +/- 4.3%	85.2% +/- 4.0%	84.8% +/- 4.8%		
	Reading and comprehension	67.7% +/- 5.2%	70.9% +/- 5.2%	71.7% +/- 6.0%		

- Further information about each performance measure and explanation of the data sources and methodology used to establish datasets can be found in the 2023/24 Reporting Cycle Accountability Framework Standards and Guidelines Manual.
- Student Spaces - Results from the 2023/24 reporting year are based on institutional data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; etc. Student Spaces refers only to Ministry funded full-time equivalents (FTEs).
- Credentials Awarded - Results for the 2023/24 reporting year are based on data from the 2022/23 fiscal year. However, before the 2023/24 reporting year, annual performance was measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2022/23 reporting year are based on a three-year average of the 2019/20-2021/22 fiscal years. Targets are set in the previous reporting year for the next reporting cycle; e.g., targets for the 2024/23 reporting year are based on the average number of credentials awarded by an institution in the 2020/21-2022/23 fiscal years. Targets are not assessed where three years of credentials are not reported or less than 10 credentials are awarded in a given year. Data Sources: Student Transitions Project.
- Indigenous Student Spaces - indicates number of Ministry-funded FTEs that are Indigenous students. The 2023/24 reporting year results are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; etc. Institutions provide their own target and assessment for Indigenous Student Spaces. Data Sources: Central Data Warehouse and Student Transitions Project.
- 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 2023 survey data of 2021 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%. Data Sources: BC Student Outcomes Surveys.
- Expanded detail is available in Table 2 for survey results of Student Assessment of Skill Development. Data Sources: BC Student Outcomes Surveys.
- 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. Institutions with a provincial mandate are assessed with the provincial rate, while institutions with a regional mandate are generally assessed with a regional rate, based on location of the institution's main campus. ECU is assessed provincially. Data Sources: BC Student Outcomes Survey 2023, Labour Force Survey 2022.

Performance Measure Results Analysis

ECU has continued to perform well for most performance measure results, *achieving* or *substantially achieving* in all but one categories. In the areas of **Total Student Spaces / Total Indigenous Student Spaces**, the university has improved FTEs over the previous year and exceeded performance targets.

It is noted that the 2023/2024 Bachelor credentials target of 284 is inflated due to an issue in mapping data from ECU systems to the Ministry's database. ECU has been in contact with the Ministry to confirm that based on ECU data, the 2023/2024 target for Bachelors credentials awarded would be 270 and the target substantially achieved. The data mapping error between systems is being addressed with the Ministry, and targets for 2024/2025 will be updated, as needed.

Unemployment Rate results are improved over previous year's results and are well in range of target. These results are consistent with feedback from employers and industry that ECU students are highly employable and bring required skills and experience for a range of in-demand roles.

For the Student Outcomes Survey results, the university saw similar results to the previous year with some improvements in the areas of **Student satisfaction with education** and **Student assessment of the quality of instruction**. These improvements, particularly the *achieved* result in the latter category, may reflect advances in our teaching and learning environment.

Targets in the areas of **Student assessment of usefulness of knowledge and skills in performing job** and **Student assessment of skill development** continue to be *substantially achieved*. Students have given the highest rating to skill development in the areas of **Critical Thinking, Oral Communication, and Independent Learning**. We are pleased to note these results and are committed to understanding how we can better support students in developing their competencies.

In the area of **Student satisfaction with education**, there was some improvement in the university's results over the previous year however these results do not meet target. It is possible the results reflect, in part, the effects of the COVID-19 pandemic and its aftereffects given that the 2023 cohort of survey respondents are primarily 2021 graduates.

The university has been focused on and taking steps to enhance student experience, engagement and retention. Student experience is multi-faceted, student needs are changing, and students face newer challenges in areas such as food access and housing. New roles in Student Services have been introduced to support student engagement and to improve access to services. The university has introduced more flexible options for students to enter the university with the accelerated summer Foundation program and low-residency Graduate programming, and we're empowering students to be more selective over their programming with our direct-entry option. Importantly, students are at the centre of the new strategic plan and priorities and will further inform operational initiatives.

FINANCIAL INFORMATION

For the university's most recent financial information, please see the [2024 Audited Financial Statements](#) available on the [Reports](#) section of our website.

Appendix – Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: <ul style="list-style-type: none"> - New - 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-credit introductory local Indigenous languages course of Halq'emeylem and She Shashishalhelm.

	<p>We are also looking for creative opportunities to produce visuals of a variety of Indigenous languages on campus to represent the diversity of Indigenous students from across Canada who attend the university.</p>
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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
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<p>Ongoing</p>	<p>Continuation of the three-year project, <i>Decolonizing Cultural Safety Education Through Cultural Connections</i>, co-led by the Health Design Lab (HDL) and Aboriginal Gathering Place (AGP) at ECU and Aboriginal Programs at the College of New Caledonia (CNC). This project uses sharing circles, Indigenous material practice and oral knowledge sharing to bring together health-care students with Indigenous community members in an Indigenous-led space. Through its unique programming the project brings awareness to historical and contemporary injustices and racism perpetrated against Indigenous peoples in Canada and encourages healthcare providers to integrate cultural competency into their practice.</p> <p>Marlene Erickson, Executive Director of Aboriginal Education at CNC and an Elder of the Nak’azdli Whut’en Nation, says the <i>Cultural Connections</i> model provides “foundational” lessons for transforming healthcare. “Cultural competency — which the Elders call gentle hands — is a critical component of improving the health outcomes of Indigenous people; probably as important as the medical knowledge that students learn. We hope workshops like this one will instill those skills so participants will carry them into their professional practice and beyond.”</p> <p>In Fall 2023, ECU’s Health Design Lab began seeking new partners to implement the next phase of this project to support cultural safety education and improve health outcomes for Indigenous people.</p>
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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
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N/A	
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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 based on the community needs.
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.
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
Implemented	Indigenize and decolonize research and the university's Research Ethics Board (REB). Adoption of <i>In a Good Way: Principles Guiding Indigenous Research Ethics</i> statement, based on draft principles contributed by Indigenous committee members.
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
N/A	
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	
<p>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:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <p>Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<p>Honouring Indigenous History Month – A group exhibition at the Libby Leshgold Gallery, <i>Your Old Way Kind of Vision</i>, brings together the works of four artists – Siku Allooloo, Catherine Blackburn, Wally Dion and Charlene Vickers – who explore their Indigenous backgrounds through distinct artistic practices. Through a diversity of approaches, each artist builds nuance through materials and ideas that speak equally of traditional material cultures and contemporary vision. Curated by Executive Director, Indigenous Initiatives, Daina Warren with their selected artists/artwork. The exhibition took place June 1-30, 2024.</p> <p>Future Worldings Conference - The Future Worldings Conference considers approaches of collective and collaborative ‘worldmaking.’ The project employs a collective and collaborative methodology, working with partners to consider how it may be possible to ‘world’ collectively while retaining the specificities of site, body, history, access and cultural understandings. Partners work alongside and with one another to articulate and reflect on their relation to the unfolding concerns of thinking through de-colonial futures together. Panelists and moderators include academics from Emily Carr University, Griffin Art Projects, Transformative Memory Network UBC, and the University of Witwatersrand. The conference will be held in ECU’s Reliance Theatre and will be co-produced by the Jake Kerr Faculty of Graduate Studies and Research, the Aboriginal Gathering Place, and Griffin Art Projects in addition to Transformative Memory Network (UBC) + University of Witwatersrand. The conference is scheduled for Saturday, September 28, 2024.</p>

Continuing

Tautuktavuk 2024 Film Screening – In celebration of International Inuit Day on November 7, we are programming a one-day film screening in ECU’s Reliance Theatre. This is a much-anticipated partnership with Isuma TV and Vtape that will display a roster of engaging Inuit films. This will bring in new audiences to our institution including Inuit communities and artists; and will also support our students with an added opportunity to their learning experiences. Isuma has a way of telling stories within a certain level of reality – an authentic way of telling stories. After the film screenings, we will program Inuit performers and have a traditional feast. The event is scheduled for November 1, 2024.

Host Nations Art Commission/Mentorships - We are currently planning and connecting with local 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.

Relationship Building with IAIA – While in Santa Fe, New Mexico for the SWAIA Indigenous Fashion Week, a tour of the Institute of American Indian Arts was arranged, and connections made for potential collaborations in the future.

Indigenous Knowledge Sharing – building our internal and external community via Sharing Circles, panels, presentations, and workshops. We are hosting in-person sharing circles, artist talks, and panel presentations to outreach further and create access to the public. We have also engaged Musqueam cultural worker, Audrey Siegl to work with the students and staff through Indigenous healing practices and counseling.

S'ohl Shxweli (Our Place) – Support for Indigenous Arts Mastery (SIAM) Grant of 30K USD. This program will focus on supporting and engaging local urban Indigenous artists in promoting and perpetuating intergenerational cultural knowledge and traditional and contemporary art forms. We are starting our third year of programming. This summer 2024, we will produce our pilot project of offering creative makers workshops on reserve with the Musqueam Nation. We will be employing artists from the community and/or bringing outside mentorship of Indigenous artists from around Vancouver to have a weeklong arts skill building with the community.

Squamish House Post – Xwalacktun, award-winning artist, educator, and master carver led this collaborative carving project to completion of a house post in traditional Coast Salish design. He mentored Indigenous students in the AGP once per week in the Fall 2023 semester as a Directed Study (3 credits). We are now in the final stages of placing the house post as a permanent installation on a platform on the public stairwell next to the totem pole that was unveiled in September 2023.

Urban Access is a partnership program designed to enable Indigenous people living in urban areas to access and explore traditional and contemporary Indigenous art forms and materials. Participants explore and apply their own cultural context to the design of their projects. The tangible outcomes include a diverse range of objects created from traditional and contemporary materials. 2023 workshops included:

drum and rattle making, beading, printmaking, Northwest coast style drawing, lumen prints, working with reclaimed materials, sound/music production, storytelling. Workshop facilitators are often current students and/or alumni, giving them an opportunity to connect with the community and practice their teaching skills. The AGP partnered with two organizations, Circle of Eagles Lodge Society, which supports Indigenous Brothers and Sisters leaving federal institutions and those dislocated from society, to reintegrate into Community by providing respectful wholistic services and culturally safe spaces. The second is the Museum of Anthropology's Native Youth Program, which is a summer program for urban Indigenous youth, ages 15 to 18, currently enrolled in secondary school. The goal is to produce young Indigenous leaders, provide meaningful direction and mentoring, enhance employment opportunities for Indigenous youth and promote public understanding of the diversity and richness of Indigenous cultures within the UBC community. The AGP plans on offering this program in Summer 2024.

Indigenous Art Market – The AGP held the first Indigenous Art Market in June 2023 to honour and bring awareness to Indigenous History Month. This project provides an opportunity for the general public to deepen their understanding of Indigenous culture through in-person interaction with our students and artists. It honours our Oral Knowledge, sharing educational practices that blend art, education, and culture. The second market was held in December 2023 and we are pleased to continue this programming in June 2024. The AGP coordinates over 20 vendors of both current students and local Vancouver Indigenous artists to market and sell their wares at this exciting event.

Food Security for Indigenous Students – Food security/safety for Indigenous students is of utmost importance. To support this, we provide an accessible food pantry, as well as the availability of an assortment of snacks throughout the day in the AGP. The Aboriginal Program Coordinator, Sydney Pascal, also cooks homemade lunches for Indigenous students twice a month throughout the academic year in the AGP.

Aboriginal Artist Exhibition – This annual AGP event continues to grow in participation and intergenerational knowledge sharing. In 2024, the exhibition ran from February 1-15 and included artwork from Indigenous students, staff, faculty, and alumni. Five of our Indigenous students co-curated the group show: Taylor Baptiste, Zoe Laycock, Rylee Taje Vance Wright, and Aaron Rice. Over 30 artists and 70 artworks were exhibited. An exhibition publication is designed by Aboriginal Program Coordinator, Sydney Pascal, and an Indigenous student is hired to document the work and provide head shots of the artists. In progress is the development of a 3-credit experiential Fall semester course to learn about curatorial practice, installation skills, and gallery mapping to ready the next group of emerging curators for programming the 2025 Indigenous exhibition at ECU.

Aboriginal Speaker Series in the AGP – There were twelve Aboriginal artist presentations hosted at ECU in 2023-24, Cultural + Indigenization Workshops, and Cultural Competency presentations. Speakers included: Sir Derek Lardelli, Patricia

Michaels, Tantoo Cardinal, Eliot White-Hill, Polina Shulbaeva, James Harry & Lauren Brevner, David Garneau, Rolande Souliere, and Rebecca Belmore.

Makers Workshops in the AGP

September 18: Beading with Serena Steel. Participants learned how to make beaded hoop earrings.

October 18: Weaving with Chief Janice George & Buddy Joseph. Introduction to Coast Salish style weaving.

November 21: Earth Pigments with Caitlin French

November 22: Drum Making with Nova Weipert

January 16: Beading Circle with Matt Provost. Open gathering for folks to start/continue on beading projects.

January 29-31: Contemporary Art Making with Rolande Souliere. Using materials available in the AGP, participants were invited to think big by making “a gift for the creator” which were then exhibited in the AGP’s Annual Exhibition.

February 6: Part One of Moccasin making with Georgina McBride, focusing on pattern making

February 8: Banner making for Memorial March with Rose Spahan

February 13: Part Two of Moccasin making with Georgina McBride.

February 15: Library Community Day. Library hosted a community day for ECU departments and local organizations to set up tables and meet students. AGP held a tufting workshop on the mezzanine level.

March 1: Needle case workshop with Vance Wright. Participants were shown how to make a beaded and lined felt needle case.

March 5: Part Three of Moccasin making with Georgina McBride.

March 7: Storytelling workshop with Russell Wallace, partnership with ECU Student Union

April 5: Birch bark biting with Pat Bruderer. Introduction to the history of birch bark biting and the artist’s practice. Participants learned how to peel the layers of birch bark, fold them, and mark a pattern with their teeth.

April 11 & 12: Indigo Dyeing with Valerie Walker. An introduction to hand-shaped resist patterning (shibori, adiré, plangi) and the artist’s indigo practice. Participants were able to try different techniques to make 2 pieces: one cotton, one silk.

Other programming:

January 25, 2024: Performance - Pop-up Improv with Delbert Anderson and Rena Priest

February 5 & 9, 2024 Workshop Partnership: Sheway, Vancouver Aboriginal Health Society – Painting Workshops with Rose Spahan

February 14, 2024 – Community Building Event, Women’s Memorial March with AGP Staff and Students

March 21, 2024: Film screening of *Slides on the Mountain* which follows two brothers from the Lílwat Nation, as they decide to ski Ts’zil (Mount Currie). During their journey, they uncover a way to reconnect with their land and tradition.

Mentorships – Creating mentorships for Indigenous Students and the campus Indigenous community members. Indigenous students will have regular access to Elders, cultural leaders, traditional healers, language speakers and knowledge

<p>Completed</p>	<p>keepers. Indigenous students are hired and mentored to assist with Indigenous research projects. A new partnership with the Gitanyow First Nation community and ECU to work with Indigenous student Ella White through a Mitacs grant. The purpose of the project is to create an engaging visual representation of Emily Carr’s Visit to Gitanyow in 1928. This will allow an opportunity to visually portray colonial resistance in Gitanyow during this time period by showcasing the relationship between Gitanyow people and Emily Carr as a euro-Canadian. This project will be used as an informational piece shared at the Gitanyow museum and featured on the online Gitanyow Museum website. The project works to reach a larger audience by taking a written story and making it more engaging by adding visual and auditory components.</p> <p>Indigenous Presence Course – 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.</p> <p>Islands of Decolonial Love: a reception and readings – In celebration of Leanne Betasamosake Simpson’s groundbreaking short story collection, writer and filmmaker Justin Ducharme explored key excerpts that are points of influence and research for his upcoming directorial feature film debut SEVENTEEN. Featured live monologues by Shane Sable, Madelaine McCallum, Monday Blues and Tarene Thomas, selected and directed by Ducharme. Presented by the ECU Libby Leshgold Gallery and Aboriginal Gathering Place in conjunction with Leanne Betasamosake Simpson’s Hopper Lecture, Theories of Water - Using Michi Saagiig Nishnaabe Consciousness to Dismantle the Present Moment.</p> <p>Pacific Song of the Ancestors Totem Pole Unveiling – Summer 2023 included the planning and organization of the installation and unveiling ceremony for the Pacific Song of the Ancestors totem pole. The collaborative work by master carvers Dempsey Bob (Tahltan-Tlingit), Stan Bevan (Tahltan-Tlingit and Tsimshian) and Lyonel Grant (Māori and Pakeha) began nearly a decade ago and embodies the spirit of community building, Indigenous interrelationships and reverence for the diverse Indigenous cultures within B.C. and beyond. The pole, which tells the migration story of the wolves, eagles and grizzly bears, exemplifies the cultural relevance of movement, migration, exploration and our connection to our land. The movement of the figures points to this southward migration, with the eagle and wolf heads protruding downward, out of the traditional totem pole into a sculptural expression. The deeper carvings, the projected figures and the flowing hair make this work come to life.</p>
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At ECU, on September 28, 2023, a cultural ceremony was held in the morning that included the carvers and their families/friends and Musqueam Nation representatives. A public ceremony in the afternoon included Squamish, Tsleil-Waututh, Tahltan/Tlingit/Tsimshian, and Māori protocols. There was an accompanying exhibition in the Michael O’Brien Exhibition Commons co-curated by MFA student Zoe Laycock and BFA student Leila Berg. The carvers and Brenda Crabtree (retired Director of the Aboriginal Gathering Place) were gifted with speaker shawls woven by Squamish hereditary chief Janice George and her husband Buddy Joseph. Video is available on the Aboriginal Gathering Place’s microsite: <https://aboriginal.ecuad.ca/pacific-song-of-the-ancestors-unveiling/>

Indigiqueer Curatorial Workshops – This intensive workshop shared best Indigenous curatorial practices by the facilitators, Michelle McGeough (Métis) and Léuli Eshrāghi (Tagata Sāmoa), and their peers in an affirming context with in-depth projects from various northern and southern cultures. The Two-Spirit / Indigiqueer Emerging Curators’ Workshop was hosted by the Canada Excellence Research Chair in Decolonial and Transformational Indigenous Art Practices, Heather Igloliorte (Inuk-Newfoundlander), in Ləkʷəŋən (Songhees and Esquimalt) territory at the University of Victoria, from March 13 - 17, 2024. Daina Warren, Executive Director, Indigenous Initiatives, travelled with two undergraduate students, Vance Wright and Aaron Rice, to participate in the curatorial mentorship held at UVIC.

SWAIA Native Fashion Week – From tradition to runway, Indigenous cultures are continually shifting, responding to the land and modern environment; some fashions reflect this and may challenge the viewer’s notion of “Indian style,” while other designers use fashion as a means for social activism. Contemporary Native American fashion is a vibrant and diverse field that reflects the ongoing creativity and innovation of Indigenous knowledge expressed through material culture. The annual SWAIA fashion shows are founded and directed by Native Art Historian and Fashion Curator, Amber-Dawn Bear Robe. The AGP team – Kajola Morewood, Sydney Pascal, and Daina Warren – attended the event in Santa Fe, New Mexico from May 2 to 5, 2024. Included in the trip were graduate student, Jennifer Lamont and undergraduate, Kimberly Ronning, who participated by volunteering at the event. This was a great opportunity for the team to network, be inspired by incredibly creative designs, and help support SWAIA’s first fashion week.

Interdepartmental collaboration – The Grad Studies X Research Ethics Intensive was a program for First Year Master’s students doing research and creative projects involving people as participants. Presentations provided students with ways to prepare for research and creative thesis projects that involve people as participants. Aboriginal Programs Manager, Kajola Morewood, presented on working ethically with Indigenous peoples and communities.

Networking Initiatives – AGP Staff and University Executive Staff are following through on our commitment to building and strengthening our networks with community academic neighbours and have been supporting their community events at the Vancouver Community College and Native Education Centre. Sydney Pascal

	<p>attended the 2023 Indispire’s National Gathering for Indigenous Education, in Montreal, QC, November 2023.</p> <p>Work Integrated Learning Initiatives – Student Services recently hired an Indigenous Business Development Liaison who will collaborate closely with the Career Development + Work Integrated Learning Office to develop meaningful connections with Indigenous artists and businesses, community partners, alumni, and non-profit organizations with the primary goal of creating WIL opportunities in art, design and media for Indigenous students, to enhance their employability upon graduation.</p>
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In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 – please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (if none exist, N/A)
N/A	N/A

In Plain Sight recommendation #14 – The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.


For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Instructions: Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> 	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i></p>
N/A	N/A	N/A

In Plain Sight recommendation #18 – The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
N/A	N/A	N/A
<p>In Plain Sight recommendation #21 – All B.C. university and college degree and diploma programs for health practitioners include <u>mandatory</u> components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.</p>		
<p><i>For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.</i></p>		
Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> 	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
N/A	N/A	N/A

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