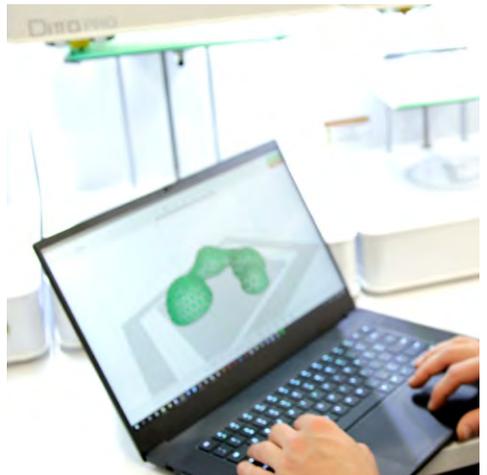
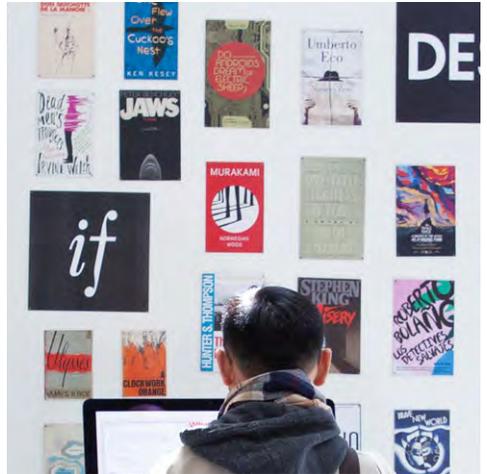


**INSTITUTIONAL  
ACCOUNTABILITY  
PLAN + REPORT**





520 EAST 1ST AVENUE  
VANCOUVER, BC, CANADA V5T 0H2

August 31, 2020

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

Dear Minister Mark:

We are pleased to present the 2019/20 Institutional Accountability Plan and Report for Emily Carr University of Art + Design (ECU). Situated at Great Northern Way in Vancouver, our campus is located on the unceded, traditional and ancestral territories of the Coast Salish peoples, including the  $x^w m \theta k^w \acute{a} y \acute{a} m$  (Musqueam), Skwxwú7mesh (Squamish), and  $s \acute{a} l i l w \acute{a} t a \text{?}$  (Tsleil-Waututh) Nations, and we are grateful for the opportunity to live, work and learn on this land.

The past year has been one of unprecedented changes, challenges and collaborative responses. With the unexpected onset and continuing impact of the global pandemic, we are extremely proud of our ECU community and the ways in which we have pulled together to meet challenges and transition quickly to online delivery of curriculum, learning initiatives, and events to protect the health and safety of our community.

This summer, global protests against racism and police violence brought to the forefront the issue of individual and systemic racism. Emily Carr University condemns violence against Black people, Indigenous people and People of Colour. We stand in solidarity with Black Lives Matter. Deliberate and thoughtful action is needed as we address these issues through meaningful dialogue, informed input and contributions from all stakeholders within our institution.

The principles of equity, diversity and inclusion when embedded throughout our culture, our curriculum and our community, create the conditions for lasting and significant change. This work is already underway, and we are grateful to the students, staff and faculty who have been engaging in this difficult work, both in recent months and over many years. We prioritize a community culture of inclusion, collaboration and consultation and are dedicated to improving our practices toward these goals. In support of our continuing commitment to equity, diversity and inclusion at the university, and in direct response to our community's calls for action, we launched [ECU's Equity, Diversity and Inclusion Action Plan](#) outlining immediate commitments and priority actions we are taking to address racism and inclusion for lasting and significant change.

Aligned with the priorities of the provincial and federal governments, we continue work to Indigenize and decolonize our university through numerous efforts, including increasing the number of Indigenous faculty members, updates to academic requirements and procedures, new courses, language and cultural supports, and employee training to reflect ECU's commitment to a truly inclusive teaching and learning community.

As we look ahead to the 100th anniversary of this institution in 2025, we are proud of our achievements and excited to share highlights of our work in continuing to deliver education of the highest quality in art, design and media that produces students who are active leaders and innovators in their respective communities of practice.

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

Sincerely,

A handwritten signature in black ink, consisting of a large, stylized 'K' followed by a long, sweeping horizontal line that ends in a small upward curve.

Kim Peacock  
Chair, ECU Board of Governors

A handwritten signature in black ink, written in a cursive style that reads 'Gillian Siddall'.

Dr. Gillian Siddall  
President + Vice Chancellor

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## TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University of Art + Design respectfully acknowledges that the university is situated on unceded, traditional and ancestral territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish) and sə́lilwə́taʔt (Tsleil-Waututh) Nations. We are grateful to these Nations for sharing their traditional territories on which we have the opportunity to learn, work and live.

## STRATEGIC DIRECTION + CONTEXT INSTITUTIONAL OVERVIEW

[Emily Carr University of Art + Design \(ECU\)](#) is a world-renowned centre for excellence in art, design and media education. Founded in 1925, it is one of the oldest post-secondary institutions in British Columbia and the only accredited public university in the province dedicated solely to education and learning in these creative fields. The university is unique in British Columbia's post-secondary landscape for its practice-based creative programming and globally recognized graduates, who excel in their fields and are valued for influencing their communities of practice.

ECU has a provincial mandate to serve the province as a whole and successfully delivers to its B.C.-based students. The university is also recognized internationally and is increasingly known as a hub for contributing value to the creative and knowledge economies through the education of professional and entrepreneurial talent.

Originally founded as the Vancouver School of Decorative and Applied Arts in 1925, the institution became the Vancouver School of Art in 1933, followed by the Emily Carr College of Art and Design in 1978. In 1995, it became the Emily Carr Institute of Art + Design and, in 2008, received university status and became Emily Carr University of Art + Design. The school received degree-granting authority in 1989 and, by 1994, was granted authority to offer degrees in its own name. In 2003, it began offering its first graduate program, the Master of Fine Arts and, in 2013, its second graduate program, the Master of Design.

Today, merging research, critical theory and studio practice within an inclusive teaching and learning space, the university's interdisciplinary and experiential learning environment fosters creative exploration and connection to broader communities and professional opportunities. ECU's strategy, partnerships, resources and facilities are intentionally student-centred to enable dialogue, expression and open connections in support of the next generation of creative and cultural leaders.

In 2020, ECU was ranked the [top art and design university in Canada](#) in the [Quacquarelli Symonds \(QS\) World University Rankings](#) and the only Canadian post-secondary art and design school to be ranked among the world's top 50. The UK-based analytics firm's ratings are based on academic reputation, employer reputation, faculty and student reputation, citations per faculty, international faculty ratio and international student ratio.

The university looks forward to celebrating its first 100 years in 2025.

## Our Mission

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

## Our Vision

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

## Our Values

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



***Did You Know?** The colours embedded within the white facade of the ECU campus reflect the palette used by iconic Canadian painter and university namesake Emily Carr. (Photo by Ema Peter, courtesy ECU.)*

## Campus

Since 2017, the ECU campus has been located at Great Northern Way in Vancouver, Canada — the centre of an emerging social, cultural, educational and economic hub for British Columbia. The university's state-of-the-art campus houses space for studio, technical and academic learning, informal gathering and exhibition, and is the first purpose-built centre for visual arts, design, and media arts education and research in the country.

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

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

The current campus at Great Northern Way is a 26,600 square-metre facility designed by leading Canadian architectural firm, Diamond Schmitt Architects and developed through a public-private partnership (P3) model with Applied Arts Partners (AAP). The LEED® gold-certified facility advances the university's efforts toward greater sustainability through energy and water conservation, recycling, use of sustainable materials, composting and other initiatives.

Campus facilities include studios and shops, technical support areas, a dedicated centre for Aboriginal cultural programs, extensive classrooms and presentation theatres, public galleries, a bookstore, an extensive library and learner support.

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

- [Interaction Design Lab](#) is a prototyping and production space for interactive products, systems and services. The lab is outfitted with well-equipped electronics and virtual reality (VR) workstations set in a collaborative environment with the resources to design, prototype and test projects.
  - [Material Matters](#) is a research facility that explores emergent fabrication technologies. A suite of 3D-printing tools and software enable investigations into 3D-printed textiles, wearable computing and materials use.
  - [Media Resources Service](#) is a lending service for cameras, microphones and other equipment supporting curricular projects.
  - [Metal Shop](#) is a production facility for 3D metal fabrication and non-ferrous metal casting with dedicated spaces for welding, grinding, cold and hot forming, forging and casting.
  - [Mixed Reality Lab](#) specializes in creating immersive digital experiences.
  - [Photography facilities](#) are dedicated to lens-based media and image making, with equipment and resources for digital and analogue processes.
  - [Print Media Studio](#) is a collaborative printmaking facility that blends traditional, contemporary and experimental printmaking processes.
  - [Sculpture Wood Shop](#) is a facility for sculpture production in a variety of materials. The shop is outfitted with stationary power and hand tools for cutting, drilling, shaping and joining.
  - [Soft Shop](#) is an interdisciplinary textile exploration space that supports processes such as sewing, pattern making, digital and hand embroidery, leather working, knitting, felting, crocheting and weaving.
  - [Stretchers + Surfaces Wood Shop](#) is a production facility outfitted with tools and machinery for building canvas stretchers and a variety of braced surfaces.
  - [Wearables and Interactive Products Lab](#) is an experimental facility integrating robotics, electronics and textiles.
- The university's [Aboriginal Gathering Place](#) is a centre that reflects the cultural characteristics of ECU's Aboriginal students, community and traditions. The centre provides culturally appropriate support that encompasses both traditional and contemporary artistic and cultural expressions of Aboriginal peoples, and is a valuable resource for students to access traditional materials supplies and find information about Aboriginal funding and scholarships.
  - ECU's [galleries and bookstore](#) are available to the public and include the award-winning [READ Books](#), which features publications by the Emily Carr University Press and more, the [Libby Leshgold Gallery](#), the [Michael O'Brian Exhibition Commons + RBC Media Gallery](#), the [Faculty Gallery](#) and the [Dr. Yosef Wosk Masterwork Teaching Collection](#), as well as ECU's public cultural amenities and spaces that run programs such as the [Audain Distinguished Artist in Residence program](#).
  - The [Ron Burnett Library + Learning Commons](#) provides public access to a unique range of diverse resources, with a primary focus on contemporary art, media, and design, as well as related materials in art and design history.
    - The library actively collects relevant materials on social justice issues and is working to decolonize its collections by rearranging and adjusting the descriptions of resources, as well as adding Indigenous subject headings. The library collection is composed of print resources, paid and open access electronic

resources, slides and digital images, streaming video and traditional video media, sound effects, artists' books and university archives, among others.

- The Learning Commons includes the [Writing Centre](#) and the [Teaching and Learning Centre](#). The Writing Centre supports students and faculty in developing writing skills as a process and material practice linked to their art, design and media work. The Teaching and Learning Centre provides support and assistance to faculty and staff in learning new technologies employed in the classroom, online courses, social media environments and their own research projects.
- The campus contains a broad collection of classrooms, critique rooms, installation spaces, large and small conference rooms and boardrooms, Mac and PC computer labs, a 75-person classroom and the 380-person capacity [Reliance Theatre](#).
- The [Emily Carr Students' Union \(ECSU\)](#) has dedicated office and student programming space on campus to support its advocacy, organizing and special event activities. Some of the student programming in its resource space has included free yoga, student clubs, meetings and workshops.
- The university also provides a range of other services on site, including [counselling](#), [student wellness](#) and [accessibility services](#) for students; [food services](#) options; campus parking stalls and bike lock-up.

## People

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

ECU's interdisciplinary faculty and staff include internationally recognized practicing artists, designers and technicians who teach students the skills to succeed and become leaders in their respective fields. With over 400 dedicated employees, ECU is a close-knit community that offers students the advantage of a personal level of service and meaningful professional connections in a creative environment.

## Programming

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

- ECU offers a range of degrees offered at the undergraduate and graduate levels:
  - **Bachelor of Design**
  - **Bachelor of Fine Arts**

- **Bachelor of Media Arts**
- **Master of Design**
- **Master of Fine Arts**
- Four distinct faculties offer teaching, critical thinking, creative practice, applied research and research creation in the following areas:
  - **Culture + Community** (Bachelor of Fine Arts)
 

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

    - The major in Critical and Cultural Practices enhances interdisciplinary artistic practices with a grounding in history, theory and criticism, taking into account current issues in art and design.
    - The minor in Social Practice + Community Engagement combines community partnerships, project-based learning and land-based pedagogy.
  - **Design + Dynamic Media** (Bachelor of Design, Bachelor of Media Arts)
 

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

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

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

    - The Faculty offers three majors: Visual Art (interdisciplinary), Illustration and Photography.
  - **Graduate Studies** (Master of Fine Art, Master of Design)
 

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

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

- [Research](#) at ECU supports significant initiatives and projects by organizing secure research infrastructure and funding, and clearly communicating results to the broader community. As global leaders in dedicated research for studio-based art, design and media, the university's researchers, faculty, students and industry partners advance knowledge in unique fields, pursue interdisciplinary innovation, and develop and enhance projects in all disciplines. Graduate students have full access to ECU research opportunities and resources. Undergraduate students can also access projects and opportunities through Research Centre Directors and their collaborative industry projects. ECU faculty also pursue practice-based research in clusters and collaborations through respective research areas. Some examples include:
  - [Health Design Lab](#), a research and design centre where faculty and students work collaboratively with industry and community partners to address complex challenges in health and healthcare through a human-centred design approach.
  - [Living Labs](#), involving a research concept and user-centred, open innovation ecosystem, often operating in a location-based context, integrating concurrent research and innovation processes within a public-private-people partnership.
  - [Canada Research Chairs](#) (CRCs), through which the Government of Canada has established research professorships with the goal to achieve research excellence, improve depth of knowledge and quality of life, strengthen Canada's international competitiveness, and help train the next generation of highly skilled people through student supervision, teaching and the coordination of other researchers' work. ECU currently has three CRCs.
  - [Material Matters](#) explores ways that new technology can enhance and mobilize enterprise, especially in the area of prototyping and fabrication systems, and fosters a community interested in 3D printing and rapid prototyping, design research, emergent technology, media, programming, materials design and manufacturing research.
  - [Basically Good Media Lab](#) focuses on imagining new and old media technologies in new forms of performance, creative expression, social and political impact, and community building. With the support of partners and students, the Lab's projects aim to teach, train and discover the aesthetic possibilities of immersive media (such as augmented reality [AR]/virtual reality [VR]) and to be leaders in creative technology exploration.

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

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

- [Continuing Studies](#) programming offers a model of lifelong learning and comprehensive course offerings that complement credit programs and serve a wide range of community learners. This flexible programming includes [youth and teen workshops and classes](#), as well as professional certificate programming in a range of areas such as [Communication Design](#), [3D Design](#), [Print Media](#), [Fine Art](#), [Illustration](#) and more.
- The university's [Career Development + Work Integrated Learning Office](#) offers access to co-op learning opportunities, internships and partnerships, and connects students and alumni with local, national and international employers in the creative industries and beyond. Work-integrated learning programming enables students to earn credits while contributing to a wide variety of projects. ECU graduate students benefit from integrated learning and practice-based research experience by working in a range of settings related to their professional goals; they also have opportunities to work as teaching assistants and teaching fellows, gaining valuable professional experience and academic training.
- The university's [Aboriginal Gathering Place](#) is the centre for Aboriginal Programs and community-based activities on campus, including student recruitment, support and events programming. The Aboriginal curriculum is interdisciplinary in nature and comprises courses in studio practice, art history, critical theory and industrial application, and includes opportunities for instruction with Aboriginal faculty and community members in face-to-face and online delivery models.

### [Decolonizing Healthcare](#)

*Led by Emily Carr's Aboriginal Gathering Place and Health Design Lab, the Decolonizing the Healthcare System through Cultural Connections project will work to improve healthcare practices and systems that have historically marginalized and harmed Indigenous individuals and communities.*

*The overarching goal for the project is to transform Indigenous people's experiences in the BC healthcare system, such that they no longer experience racism and instead consistently access culturally safe and appropriate care, feel comfortable using BC's healthcare system as part of their health management, and experience better health outcomes.*

*The key to reaching this goal is to dismantle and reconstruct professionals' perspectives on Indigenous health through relationship building, the innovative use of Indigenous-led arts and material practice to facilitate dialogue, and knowledge-sharing between Indigenous people and healthcare practitioners.*

*Focusing on engaging with community members in and around Prince George, BC, the project also draws in Marlene Erickson, Director of Aboriginal Education at the College of New Caledonia, as a Community-based Liaison for the project.*



## Governance Framework

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

As described by the Act, the university is governed by both a **Board of Governors** and a **Senate**. These bodies are tasked with different areas of responsibility and together they provide oversight and direction to the university.

### [Board of Governors](#)

The Board of Governors is primarily responsible for the management, administration and control of the property, financial concerns and business of the university. The board provides oversight and direction to the university through the President and management team, who are responsible for overseeing day-to-day operations and implementing actions that serve the university's vision, mission, values and mandate.

The powers and composition of the board are outlined in the Act and some of the primary responsibilities include: setting strategic direction; hiring members of senior leadership; overseeing management; ensuring effective processes for monitoring/managing risk; ensuring effective internal controls; approving succession and long-term planning; and approving compensation philosophy, plans and policy.

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

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

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

### [Senate](#)

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

As per the *University Act*, ECU's Senate is composed of the Chancellor, the President + Vice-Chancellor, the VP Academic + Provost, the Deans, the University Librarian, the Registrar, two elected faculty members from each faculty (eight total), four elected student members, one alumni member nominated by the Alumni Association,

two elected support staff members, and one board-appointed non-voting member. The effective governance of the university relies on all Senate members participating in the work of the Senate in an informed and collegial manner consistent with the highest standards of conduct. Information on the Senate member code of conduct, meeting rules of order, structure of committees and more is included in the [Senate Bylaws](#).

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

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

## Accreditation, Collaboration and Partnerships

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

- The Master of Digital Media (MDM) degree offered at the [Centre for Digital Media](#) in collaboration with the University of British Columbia, Simon Fraser University and the British Columbia Institute of Technology is an innovative program that includes collaborative research in new media and related disciplines.
- ECU's new partnership with the [Visual College of Art and Design](#) (VCAD), will allow VCAD students from Vancouver and Calgary campuses the opportunity to pursue continued education in ECU's bachelor degree programs, including 3D Computer Animation, Interaction Design and Communication Design.
- The [Creative Art Pathway](#) program (previously offered in partnership with Vancouver Community College) enables students who do not meet English language proficiency admission requirements the opportunity to improve their English language skills while taking ECU studio courses.
- ECU, in partnership with Surrey, Coquitlam and Powell River School Districts, continues to offer qualified Grade 12 students or recent graduates from any of these districts the opportunity to take a first-year ECU credit course at their respective high school. The course carries degree credit at ECU and transfer credit to other Fine Art programs, and is of interest to students considering post-secondary studies in Visual Art, Media Art or Design. The course is particularly beneficial for those students developing a portfolio for admission to post-secondary programs.
- Renewal of ECU's transfer credit articulation agreement with the Freda Diesing School of Northwest Coast Art at Coast Mountain College acknowledges the First Nations and Indigenous teaching methodologies associated with both institutions.

- ECU participates in a number of provincial shared services initiatives. The university's Information Technology Services staff leverage the services of BCNET, including network connection and many other services. The team actively participates in the BCNET community, including as members of:
  - BCNET Board
  - security working group
  - audio-visual procurement group
  - Colleague Service Committee
  - Shared Services Committee
  - various procurement project committees

ECU's faculty, staff and administrators are members of various national and international professional organizations and the university is a member of the [Association of Independent Colleges of Art and Design](#) (AICAD) a non-profit consortium of 36 leading art schools across the U.S. and Canada. ECU also has membership in the [B.C. Association of Institutes and Universities](#) (BCAIU) and the global [ELIA](#) network of higher education arts institutions. ECU is also a full member of [Universities Canada](#), with all credentials recognized nationally and globally, and ECU degrees accepted worldwide.

## OPERATING ENVIRONMENT

During the academic year 2019/20, a number of external and internal factors had an impact on the university, the environment in which it operates and its strategic planning and operations.

### Global Pandemic/COVID-19

The outbreak of coronavirus disease 2019 (COVID-19) was first identified in winter 2019. By March 11, 2020, the WHO had declared COVID-19 a global pandemic and authorities worldwide responded with global efforts to contain and prevent further spread of the disease. These included travel restrictions, lockdowns and workplace hazard controls. The pandemic has caused global social and economic disruption that has had considerable impact upon all aspects of life, including the post-secondary environment.

As a result of COVID-19, ECU has implemented new measures to support the continued health and safety of its students, faculty and staff, as well as modifications to the teaching and learning environment to enable continuity of program delivery. The following are some examples of these supports, innovations and adaptations.

- ECU implemented protocols in alignment with advice from federal and provincial health authorities, including suspension of all face-to-face instruction, events and access to studio and learning facilities as of March 2020. As a result, ECU accelerated online delivery of curriculum programming and learning initiatives, including an immediate transition to online instruction for the remainder of the spring term, virtual convocation greetings for graduates, and remote work arrangements for employees. Planning for the summer and fall terms began immediately. The university formed a COVID-19 working group led through Facilities and Tech Services and monitored by the President's Executive Committee, which continued to advance safety planning over the spring and summer of 2020.
- As part of the university's COVID-19-related restrictions to protect the health and safety of ECU students and employees, the university took an innovative approach to its year-end student graduation show via its first

exclusively online exhibition of graduating student work. The [2020 virtual graduation show](#) featured hundreds of works by over 150 ECU graduates from around the world.

- The [Foundation Show 2020](#) was another successful and innovative example of ECU's adaptation to current conditions. Foundation students and faculty used a virtual exhibition space for gathering, sharing and celebrating, and as a way to feature Foundation student artwork, reflections on the academic year and course-based projects. The university's unique [Foundation Program](#) is the first year of all four-year undergraduate degrees and provides core skills and transformative experiences across a range of academic and studio classes.
- The university quickly established emergency bursaries for ECU students impacted by COVID-19 through an Emily Cares Student Emergency Fund program. As of August 2020, ECU distributed 376 bursaries from Emily Cares totalling \$73,998 and 112 Emergency Bursaries for B.C. residents totaling \$46,600, in addition to the university's regular bursaries given to 113 students. The university also provided information on new government support programs.
- ECU's shift to online and hybrid learning environments due to the impact of the COVID-19 crisis included online delivery of all summer courses and plans for both online and hybrid delivery of over 400 courses in the fall term (70% online; 30% hybrid, which involves mainly online instruction and limited in-person activities and access to workshops and studios). To support online options for the fall, ECU's Information Technology Services has worked to support access and agility through a number of initiatives. These include enabling remote access to PC computing labs for students in the Greater Vancouver area, enabling Virtual Private Network (VPN) access for employees and external access to the phone system; procuring laptops for as many staff members as possible; working on automation of online course creation; provisioning hundreds of video conferencing accounts and facilitating staff and faculty training on work-from-home tools; and working with BCNET on options for students with internet access challenges and for access to online services from China.
- The university has tried to approach operating in a primarily online environment as an opportunity rather than a limitation; and, ECU's curriculum planning aims to ensure that all students have the ability to continue their programs uninterrupted, including those who cannot attend in person. To support flexibility in transitioning to online delivery, the university's Senate approved extension of the voluntary withdrawal deadline, as well as introducing a pass/fail grading option for students taking courses in the Spring Term. The university also ensured that students graduating in spring 2020 had the option to gain access to campus facilities during the summer in order to complete projects in progress.
- In June 2020, the university began implementing plans and protocols for the safe return to campus of faculty, staff and students for the Fall Term. The goal is to enable access to campus facilities, but in a careful and controlled way to support safety, limit crowding and enable contact tracing if required. The plan includes new campus safety protocols that are in compliance with WorkSafeBC and Provincial Health Authority guidelines. These include necessary alterations to the work/learning environment such as installation of plexiglass barriers; cleaning protocols, safety training and signage; limiting the number of people on campus; policies regarding remote working; protocols for the use of Personal Protective Equipment; and more. Plans will be extensively shared with the ECU community and necessary training modules in place before changes are made regarding access to campus.
- In April 2020, ECU hosted Connect 2020, a virtual event for incoming fall 2020 students and their families to learn more about the university campus and programs from faculty, Deans, Admissions team members,

current students and alumni. ECU continues contact with incoming students to answer questions, particularly related to COVID-19 impacts that may affect their decision-making.

- As part of ECU's strategic enrolment management efforts and to be responsive to the changing landscape of post-secondary education due to COVID-19-related impacts, the university has maintained ongoing communication with students throughout the spring and summer, supporting strong new enrolment and retention numbers for fall 2020.
- ECU has undertaken additional efforts to maintain enrolment during this uncertain period of COVID-19, particularly with respect to the unknown impacts on international enrolments. The university has made accommodations to address regulations for self-quarantine, air travel, and border requirements, but there remains a great deal of uncertainty and complexity for international students attempting to resume or begin their studies in Canadian institutions in fall 2020. ECU has made arrangements with local hotels to house international students who will require a safe place to stay for the duration of their required quarantine upon entry into Canada. The university is also assisting students in securing the necessary paperwork to support their safe transport across the border. ECU is in the planning stages of rebuilding its International Office as part of the university's continued support to international students. This will include certification of a Regulated International Student Immigration Advisor (administered and managed by Immigration Consultants of Canada Regulatory Council).

### ***3D Printing PPE***



*In April, Emily Carr University partnered with BC tech company Tinkerine to aid in the push to make personal protection equipment (PPE) for medical staff during the COVID-19 pandemic.*

*Delta-based Tinkerine, which designs and manufactures 3D printers, repurposed its manufacturing in the third week of March to produce badly needed face shields for health workers across the country. BC's Provincial Health Officer, Bonnie Henry, noted in late March that supplies of PPE were being used much more quickly than anticipated.*

*In response to these concerns, the Tinkerine team consulted with medical professionals to find out exactly what they'd need from a face shield. After a functional design was completed, the company reached out to Emily Carr University – which owns a number of Tinkerine 3D printers, all of which were sitting idle due to the outbreak – to aid in their fight against the virus.*

### **Commitment to Equity, Diversity and Inclusion**

Over the summer of 2020, protests against anti-Black racism and racially targeted police violence gave rise to deep conversations about racism in North America and, specifically, the ways individual and systemic racism are enacted at the university. ECU condemns violence against Black people, Indigenous people and People of Colour and stands in solidarity with Black Lives Matter. The university believes that the principles of equity, diversity and inclusion (EDI) are essential to ensuring ECU's teaching and learning environment is safe, accessible and respectful, and ECU will activate these principles throughout its culture to create the conditions for lasting and significant change. The university is committed to this path for change and initiated a number of actions this year to continue the significant work already underway by its faculty, staff and students.

- *Equity, Diversity and Inclusion Action Plan*: ECU announced a new initiative, an [Equity, Diversity and Inclusion Action Plan](#), which outlines the immediate commitments and priority actions we're taking to address racism and inclusion at Emily Carr. This is a living document that will be continually updated, in reflection of the ongoing nature of this work. The Action Plan is in direct response to our community's calls for change and identifies a number of actions and commitments for the university, which include: developing anti-racism policies; conducting an overhaul of the Student Complaint policy; formalizing the Student Wellness Advocate as an avenue for students to receive advocacy and support and make complaints of racism and discrimination; holding forums to address ways in which critique practices may contribute to racial violence against students who are Black, Indigenous and People of Colour; holding town halls for the ECU community to address racism on campus; and, offering educational opportunities and resources on anti-racism for faculty, staff and administration.
- *Indigenization of the University – curricular actions*: Aligned with the priorities of the provincial and federal governments, ECU has continued to advance its efforts toward indigenization at the university. With the addition of four new Indigenous faculty members in 2019, the university has added more curricular programming, including special courses on decolonial aesthetics, land-based pedagogy, traditional Aboriginal material practice, and critical race theory. With the help of ECU's Aboriginal Advisory Committee, the university will be developing Aboriginal programming for both degree and Continuing Studies curriculum. ECU plans to expand course offerings next year, with more consistency and choice among courses that prioritize traditional and contemporary Indigenous material practice to ensure wider access for students from all program areas and faculties.

### Climate Action

- In fall 2019, President Siddall convened a university-wide climate action committee comprising faculty, staff and students to identify and coordinate actions in response to the climate emergency. Formalized as ECU's Climate Action Taskforce, its role is to develop recommendations for the university to address climate change through ECU policies and practices. The work of the committee will be ongoing and collaborative with other university climate action and sustainability groups, and aims to arrive at clear guidelines and fixed targets for operations and academic areas by December 2021.
- ECU's strong focus on energy efficiency has led to continuous improvements in energy performance and resulting costs savings. The university achieved a 31% reduction in electrical consumption in April 2020 compared to the same period last year. While a significant portion of this is attributable to the reduction in campus services that began in March as a result of the COVID-19 pandemic, ECU's excellent thermal energy performance continues to contribute both to carbon neutrality and low energy costs for the university.
- The university continues to support and seek funding for research projects, centres and collaborative networks involved in developing knowledge to support climate action and sustainability. Research initiatives include projects such as [Wild Empathy](#), which explores opportunities to enhance human empathy for plants and animals through the use of VR technologies, and [Shifting Ground: Mapping Energy, Geographies and Communities in the North](#), which aims to broaden conversations around resource extraction, energy transition, and environmental and social changes in rural and remote regions. Research and projects developed through the globally networked [DESIS Lab](#) continue to explore opportunities for design for social innovation that further actions toward sustainability.

## Campus Fire

- An unplanned closure of the campus occurred following an instance of break-in and arson at the university in October 2019. There were no injuries. But, fire and water damage to the building resulted in temporary closure and relocation of some affected classrooms, shops and office areas. The university community was resilient in the wake of the disruptions to programming; however, the impacts of this event, occurring in the middle of a busy semester, were significant and felt across the university.
- The incident caused service payment deductions as a result of service failure or unavailability conditions for ECU, as well as a \$2.4 million insurance claim for fire and water damage. The majority of the restoration work was completed within 36 days. Analysis of security practices and protocols was conducted in the wake of the event and measures were taken toward improving emergency fire response and preparedness.

## Funding Challenges + Opportunities

ECU continues efforts to address its ongoing structural deficit, which is due in part to the high costs associated with ECU's specialized program delivery, as well as additional unforeseen costs resulting from circumstances of the past year.

- In 2019, the university began implementation of its Strategic Deficit Mitigation Plan to address budgetary challenges due in part to the higher cost of ECU's unique and specialized program delivery. The plan is a multi-year approach to eliminate ECU's structural deficit and includes new initiatives for revenue generation and cost-savings. Following approval of the plan and a commitment of one-time funding from the Ministry, the university was poised to submit a balanced budget this year prior to impacts arising from the global pandemic.
- The university's funding challenges have had an impact on operational and academic structures, including excessive faculty workload levels and inadequate personnel resource levels, especially in the areas of Information Technology Services and Financial Services. The university has been taking steps to address these issues; however, they continue to be high priority challenges.
- COVID-19 has had a significant impact on ECU's ongoing budget planning, including unanticipated costs for transitioning to online learning. The Ministry of Advanced Education, Skills and Training acknowledged that all post-secondary institutions in B.C. will be impacted financially by the pandemic and may submit a deficit budget for 2020/21. While the university approved an initial Provisional Budget for 2020/21 in the spring, the planning process remains ongoing and a final budget will be presented for board approval in the fall.

## Human Resources, Employee and Labour Relations

ECU is committed to supporting the growth, development and well-being of its faculty and staff, and providing employees with quality Human Resources programs, benefits and information to cultivate an inclusive and equitable working and learning environment.

- *Collective Bargaining for Staff and Faculty Unions:* The university successfully completed negotiations with CUPE Local 15 and the ECU Faculty Association (ECUFA) to reach approval of two new collective agreements. Negotiations occurred under the government mandate of a 3-year deal, with an annual general wage increase and additional funds made available to the bargaining units by way of a Service Improvement Allocation (SIA). These SIA funds specifically target professional development opportunities for CUPE and ECUFA members and are designed to support and enhance the teaching and learning environment, with particular emphasis on professional practice, indigeneity and decolonization.

- *New VP Academic + Provost:* Following an extensive international search, ECU appointed Dr. Trish Kelly as its Vice-President Academic and Provost, commencing summer 2019. This role continues to provide educational leadership to all academic faculties, as well as the Library + Learning Commons, Continuing Studies, technical spaces and galleries.
- *Indigenous Faculty Hires:* In 2019, ECU began recruitment of 11 permanent faculty members with the goal that five of these tenured and tenure-track positions would be filled by Indigenous faculty. Approved by the BC Human Rights Tribunal, this cluster hiring initiative was designed to introduce an interdisciplinary cohort of Indigenous academics to ECU and contribute to the university's efforts in indigenizing the university and decolonizing curriculum. Four permanent Indigenous faculty members were hired in 2019 as part of this initiative.
- *Faculty Hires:* ECU added eight new permanent faculty members over the academic year, bringing its total regular faculty to 68. The university continues to employ greater numbers of non-regular faculty than permanent faculty members, with total numbers of non-regular faculty at 114 in the Spring Term. However, the recent regular faculty hires represent a step forward in the university's continuing work toward addressing this imbalance and increasing permanent faculty positions.
- *New Vice-Provost Students:* In 2020, the university initiated a search for a Vice-Provost Students to provide leadership in the area of student services and supports. This is a restricted search open only to candidates who identify as racialized or Indigenous. Approved by the BC Human Rights Tribunal, this employment equity initiative is intended to ensure that ECU senior leadership better reflects the diversity of the community.
- *New ECU Emeritus Policy:* In May 2020, ECU approved an updated Emeritus policy supporting appreciation for the contributions of emeriti in shaping ECU programs and institutional history. The updated policy provides eligibility for Emeritus status to regular and non-regular faculty who have provided more than 10 years of service to the university. As part of the update, the university re-engaged emeriti, reviewed processes at other post-secondary institutions and consulted extensively with community members. In 2019, 10 individuals at ECU were bestowed Emeritus status in recognition of outstanding work and service to the university community and broader academic art, design and media communities.
- *Employee Recognition and Appreciation:* Enhancing employee engagement is a high priority for Human Resources and efforts to recognize employees were expanded over the past year with the introduction of some new initiatives. In addition, ECU continues to support several employee recognition and appreciation programs that recognize and inspire excellence and enhance the experience of faculty, staff and administrators. These include:
  - **Long-Service Recognition** — ECU held its inaugural annual long-service recognition event, "203 Accolades," in October 2019 to recognize the dedication and commitment of ECU employees. The event recognized 203 individuals who had provided over five years of service to the university, including 16 staff and faculty recognized publicly for over 25 years of service, as well as the new group of faculty emeritus.
  - **The Ian Wallace Awards for Teaching Excellence** — These are awarded to one regular faculty member and one non-regular faculty member, and recognize sustained teaching innovation and excellence at ECU.

- **Chick Rice Award for Teaching Excellence** — This award is granted to one non-regular faculty member who is a previous recipient of the Ian Wallace Award for Teaching Excellence and recognizes the continued passionate and innovative pedagogy of dedicated long-term non-regular faculty.
- **Staff Excellence Awards** — This new program recognizes staff members (CUPE and Administrators) who exhibit and promote the values of the university and have demonstrated excellence in their service to the university. The award criteria were developed specifically to capture the values of the university and include: equity, diversity and inclusivity; indigeneity and decolonization; community wellbeing, health and safety; and climate action and sustainability. Individuals are nominated by faculty, staff and/or students, and two award recipients are selected by committee.
- **Employee appreciation** — University Human Resources also hosts multiple events throughout the year to show appreciation for ECU colleagues. Events include the Welcome Back BBQ, Emily Thanks You and ad-hoc staff and faculty lunches.

### Commitment to Quality and Strategic Focus

ECU continues its commitment to promote clear strategic direction that prioritizes quality programming.

- *Academic Program Review:* Following a brief delay due to COVID-19-related impacts on the university, ECU is continuing the process of self-evaluation for Degree Quality Assessment and Academic Program Review, as required by the Ministry to ensure the university continues to meet internal and provincial quality assurance requirements. Program review occurs on a regular schedule and is intended to foster an institutional culture that values structured, ongoing analysis of program quality to guide curriculum improvements and innovations.
- *Strategic Visioning:* In March 2020, the university began work to initiate a strategic visioning process with the ECU community in anticipation of the university's 100th anniversary in 2025. The renewed strategic vision for the university will be developed through broad community consultation.

## REPORTING ON MANDATE PRIORITIES

The Government of British Columbia remains focused on its three strategic priorities:

- **Making life more affordable**
- **Delivering better services**
- **Investing in a sustainable economy**

ECU continues to support governmental priorities as outlined in the annual Mandate Letter. The following sections outline the university's actions and planning related to each mandate priority for academic years 2019/20 and 2020/21.

### 2019/20 Mandate Priorities

*\*Note: Actions towards mandate priorities also appear elsewhere throughout the report. Please see Appendix B for further details about the university's progress on mandate priority #1.*

- 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local Indigenous partners to develop**

**and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.**

- The university continues to offer Indigenous applicants the opportunity to qualify through its Aboriginal Admissions policy, which recognizes non-traditional learning criteria for qualification.
- In collaboration with ECU's Aboriginal Gathering Place, the university implemented a pathway to award credits in recognition of Indigenous students who participate in the Empowering Aboriginal Generation of Leaders and Entrepreneurs (EAGLE) program, designed and delivered as an interactive and innovative experience, comprising creativity, culture and entrepreneurship.
- ECU received funding from the Canada Research Chair program for Equity, Diversity and Inclusion training and support and will launch a series of training modules on the First Nations Principles of OCAP™ (ownership, control, access and possession).
- The university has incorporated special benefits for Indigenous staff and faculty into the collective agreements. These include new leave provisions, as well as Service Improvement Allocations intended to support indigeneity, decolonization and broader activities around equity, diversity and inclusion.
- ECU successfully applied to the Government of Canada's Social Sciences and Humanities Research Council (SSHRC) Connection Grant to develop a two-day symposium that supports the sharing of knowledge around best practices and successful applications of digital curation and data management in art and design research. This symposium will feature keynote presentations on urgent and critical areas, as well as Indigenous ethics and research data governance. Representatives from the First Nations Information Governance Centre will provide a keynote presentation.
- ECU successfully renewed Dr. Richard Hill, Canada Research Chair, Tier 2, for a second term. Dr. Hill will complete a book that investigates contemporary Indigenous art from 1980 to 1995 through an exhaustive analysis of existing literature, while building a comprehensive library of published material from the period, collecting original documents, compiling artist and exhibition files, and creating critical timelines and a bibliography. For the next five years Dr. Hill will also develop 'Modernism in the First Person: Lived Experiences of Modernist Art, Architecture and Design,' a research project that looks to pre-theoretical lived experiences of modernist art, architecture and design in the context of the modern world system. ECU is also preparing an application for a second Canada Research Chair, a Tier 1 Chair in Indigenous Artistic Research, who will focus on the intersection of art, environmental justice and community engagement.
- The university initiated restricted hiring searches for a number of permanent faculty positions and a Vice-Provost Students. These employment initiatives, approved by the BC Human Rights Tribunal and open only to candidates who identify as racialized or Indigenous, are intended to ensure ECU's faculty and senior leadership better reflect the diversity of the community. Four new permanent Indigenous faculty members were hired as a result; and, the search for the Vice-Provost Students is currently underway.
- ECU's Cultural Advisor/Halq'emeylem Language teacher Laura Wee Lay Laq continues to produce written and audio sound files for common objects and phrases for the university's Aboriginal Gathering Place cultural development strategies.
- ECU's Aboriginal Program Office website provides a series of video material practice, studio-based online instructional workshops that are available to the public, including Aboriginal organizations and communities.

- The university's Aboriginal Gathering Place (AGP) staff and administration have represented ECU and AGP through participation in a number of community outreach opportunities, including the YVR Art Foundation Board, First Peoples Cultural Council Board, City of Vancouver Public Art Committee, Bill Reid Art Gallery Cultural Committee, BC Creative Achievement in First Nations Art - Adjudication Advisor, Legacy Gallery (UVIC) Coast Salish Basket Exhibition consultant.
- ECU's Aboriginal Advisory Committee includes staff, faculty, administration and students and focuses on reconciliation, indigenization, decolonization and building cultural capacity from diverse perspectives from the Emily Carr community.

## **2. Work closely with government to support implementation of priority initiatives, including:**

### **2a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.**

- The university supports students who apply to ECU programs through the Tuition Waiver Program for Former Youth in Care. While numbers remain static for this cohort, ECU has met with Representative for Children and Youth (RCY) advocates to discuss their work and the university's plans to further develop recruitment strategies to support the program. ECU has not presently established a Campus Navigator position to assist with this work, but it is supported through other areas of the university, including the Associate Registrar, Financial Aid and Awards, Teaching and Learning Center, Wellness Centre and the Registrar's office. The university will participate in the ministry-led campus navigator community of practice.
- ECU continues its participation in the STEPS Forward program, which matches students with disabilities to the university's programs. The BC Initiative for Inclusive Post-Secondary Education (BC-IPSE), under STEPS Forward, provides inclusion support for students with developmental disabilities to enroll, pursue studies and engage in extracurricular activities at ECU.
- The university held Urban Access to Aboriginal Art, a free, intergenerational, three-week Aboriginal Material Practice Program for urban Aboriginal community members at the Aboriginal Gathering Place.
- ECU distributed Aboriginal Gathering Place Aboriginal Art Award Bursaries (valued at \$29K) to provide financial support to Aboriginal students.
- The Aboriginal Student Emergency Fund included Ministry emergency funding and contributed towards supporting the academic, financial, emotional and cultural well-being of the university's Aboriginal students in need.
- The university's Aboriginal Gathering Place provided writing tutors and weekly writing support available for Aboriginal students.
- The Aboriginal Student Collective, an Aboriginal student-led group, provided peer mentorship and support for fellow students.
- ECU developed new Student Engagement policy and procedures to create more equitable and inclusive access to student employment and university service opportunities, ensuring that an appropriate value exchange exists for both the employment and service-related contributions.

## 2b. Expanding programming aligned with high demand occupations and priority sectors.

- The university continues dual application/credit and articulation agreements and pathways into ECU from high schools, colleges or other university programming.
- ECU signed a new pathway agreement with the Visual College of Art and Design (VCAD) that will provide students enrolled in 3D Modeling Animation Art and Design, Game Development and Design, and Graphic Design programs with the opportunity to pursue continued education in ECU's bachelor degree programs, including 3D Computer Animation, Interaction Design and Communication Design.
- In partnership with BCIT, ECU offers the Communication Design Essentials Certificate, which provides students an ideal combination of design knowledge and technical skills to begin entry-level careers or accelerate into continued learning to earn a four-year degree. This career-focused program prepares graduates for a variety of roles in graphic design, advertising and marketing.
- *BC Tech Strategy:* In alignment with the BC Tech Strategy, the university is on track with plans to increase enrolment and credentials in our tech programming; however, COVID-19 may have disrupted these plans with some students seeking a gap year. We are working to resolve this issue. ECU continues to engage with the creative industries to further increase job readiness for students. The university secured funding through the B.C. government for tech programming to increase the number of students enrolled in industrial design, interaction design, 3D animation and new media and sound. The university is in the second year of this program, which results in a permanent funding lift for 40 students (at \$10K each).
- *ECU Research Centres:* [Health Design Lab](#) engaged in projects with care facilities (design solutions for dementia patients) and projects with rural Indigenous communities (*Decolonizing Health Care* project) to provide students opportunities to work towards collaborative design solutions; [Material Matters](#) has worked extensively with industry partners to develop projects and programming that increase student skills in 3D printing, material manufacture and product design; [Shumka Centre for Entrepreneurship](#) has developed initiatives for students who are interested in start-ups, professional development training, and working with community and organizational partnerships.
- *Digital Technology Supercluster projects:* In 2019/20, the university received funding for two projects through the Digital Technology Supercluster:
  - **The Design for Startups project** (Capacity Building recipient, \$289K) integrates design students into startups as a way to include diverse voices and methods into technology innovation, which also fills an identifiable, relevant industry need for improved digital products, platforms and services. Nine ECU design students were matched with a technology startup for an intensive 12-week session to develop applied solutions to a design problem.
  - **The Pharmacogenetic Tailored Health project** (Technology Leadership recipient) aims to integrate Pharmacogenetic (PGx) risk assessment software and medication decision support software within primary healthcare electronic medical records (EMR) and pharmacy management systems. The collaboration supported the Health Design Lab to work with students, researchers, designers and partners affiliated with the grant, including Telus Health, GenXys, LifeLabs and Genome BC.
- *Think Tank in collaboration with Microsoft:* Over six weeks in the summer of 2019, a team of design students, led by ECU's Design + Dynamic Media faculty Cameron Neat, participated in a think tank exercise with Microsoft to design a "what if" experience that could be interactive, service-based or programmatic, that

enables people to imagine the future meta-operating system computing era, and that respects people's time, attention and agency. Several students secured employment after this applied research project.

- *IRAP-funded activities:* With \$120K in funding from the National Research Council of Canada Industrial Research Assistance Program (NRC IRAP), ECU researchers provided targeted support to seven specific small- and medium-sized enterprises in multiple sectors, including health tech, design, entertainment and manufacturing, and helped them bridge gaps in their ability to integrate new technologies [e.g. augmented reality (AR), virtual reality (VR), mixed reality (MR), additive manufacturing]. The project allowed the researchers to hire 15 students as research assistants and active participants in the project, six of whom were consequently employed by the participating companies.
- *NSERC Engage and Engage Plus:*
  - ECU's Design + Dynamic Media faculty Keith Doyle received a Natural Sciences and Engineering Research Council of Canada (NSERC) Engage grant to collaborate with Kintec Footlabs Inc. on development of a new design framework for orthotics that involves a human-centered and design engineering perspective. The funding has supported hiring of students as research assistants. This project was also supported by ECU's Health Design Lab.
  - Another successful NSERC Engage Plus grant enabled ECU faculty Keith Doyle to continue a collaboration with Native Footwear Canada Ltd. Expanding on a previous Engage-enabled research partnership, the team continued to develop innovative material pathways sustaining in-house R&D by investigating new avenues for product development, in-house material innovation, and cost-effective design research methods enabled by new digital processes, production and additive manufacturing technologies.
- *Decolonizing Health Care Project:* With funding from the Vancouver Foundation, ECU's Health Design Lab and Aboriginal Gathering Place, in collaboration with the College of New Caledonia, developed a project that seeks to initiate change from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous people and healthcare practitioners-in-training.

## 2c. Expanding co-op and work-integrated learning opportunities for all students.

- ECU supported 482 on- and off-campus work-integrated learning opportunities in 2019, comprising co-ops, internships, field placements, service learning, applied research projects and entrepreneurship. Since January 2019, there have been over 1,500 unique postings specifically for art and design available through the [Career Development + Work Integrated Learning Office](#), including over 400 work-integrated learning opportunities and 175 posted artist calls.
- The university launched a new career portal, Artswork, for students and alumni to access career and work-integrated learning opportunities. The portal also provides access to professional development programming and activities tailored to Art + Design careers such as career advising, professional development workshops, panels and networking events on and off campus.
- ECU's new Student Engagement policy, developed by Human Resources in consultation with the Director of Career Development + Work Integrated Learning, will help increase opportunities for all students and ensure that on-campus student employment opportunities are centralized via postings on Artswork for greater transparency, inclusion and equity in student employment. ECU plans to implement the policy by fall 2020.

- The university's Creative Careers Week is an annual co-curricular event that features a week of programming focused on career development and industry/creative professional connection.
- ECU continues to expand its role in bridging art, education and culture in communities, and particularly rural areas, throughout B.C. and the Yukon. Many of these collaborative community outreach projects emphasize capacity-building and cultural entrepreneurship:
  - *Aboriginal entrepreneurship programming:* ECU partnered with the University of Victoria's Gustavson School of Business and Coast Mountain College's Freda Diesing School Of Northwest Art (Terrace) for the free **Artist-based Aboriginal Canadian Entrepreneurs™ (A-ACE) program**, which focused on developing business and marketing skills while providing a unique opportunity to work with established Aboriginal artists and entrepreneurs. ECU's Aboriginal Gathering Place then partnered again with UVIC's Gustavson School of Business to deliver and host the free Aboriginal **EAGLE Program**, providing a unique credit path focused on entrepreneurship and art-making modules.
  - *CAGS/SSHRC Sustainability project: **Micro-Care: Small Acts of Resilience to Live within the Earth's Carrying Capacity*** – ECU graduate students received seed funding through the Canadian Association of Graduate Studies (CAGS) and the Social Sciences and Humanities Research Council (SSHRC) to create an open publication documenting modest actions of resilience and care for ourselves, each other and the systems surrounding us. Actions will respond to concerns raised in SSHRC's Living within the Earth's Carrying Capacity report with acts of optimism and agency. Images and text will be collected to allow for a wide range of contributions and will be assembled into a digital publication or platform for broad distribution.
  - *RBC Artist Apprenticeship:* Funded by a Royal Bank of Canada (RBC) scholarship and led by ECU's Shumka Centre, the [Artist Apprenticeship Network](#) has allowed 15 emerging artists at ECU to apprentice as studio assistants to practicing artists at more advanced stages of their careers. The program forms intergenerational connections through a part-time (15 hours per week), 12-week apprenticeship model.
  - *Accountability Council for Co-operative Education and Work Integrated Learning-funded applied research projects:*
    - **Fibreshed Field School**, a collaboration with the Beedie School of Business at Simon Fraser University (SFU), involves a cohort of 25 students from SFU and ECU who work with farms and ranches to identify materials and perform gap analyses that will allow them to build socially responsible ventures, including startups, community organizations, products and/or services. This program builds entrepreneurship in students from the ground up, bringing them into close contact with the region's farmers and ranchers, including Indigenous stakeholders who have specific knowledge about materials and context. The focus on regional textile manufacturing fills a gap in advancing R&D in the Canadian textile industry and is intended to reignite experiential learning opportunities for students in this industry.
    - **Satellite Incubators**, an entrepreneurship training hub led by ECU's Shumka Centre, in collaboration with ECU's DESIS Lab, allows art and design students to leverage resources, space and mentorship to engage in early stage development of creative sector startups and projects to develop design-led solutions to real world problems.
    - ECU was recently awarded funding for **WIL For Creative Ecosystem** (2020) to build capacity and develop the ecology around applied research and work-integrated learning across the university, targeting ECU's four faculties and Aboriginal Gathering Place.

- *Collaborations in Prince George:* ECU's Living Labs has been able to continue the following collaborations with organizations in Prince George:
  - **Designing for Public Space** engages a research team of ECU design faculty and senior-level students to develop human-scale interventions and solutions for the public realm.
  - **Float School** aims to develop a platform for pedagogy and social practice that supports faculty research and institutional profile while growing connections in Prince George.
  - **The Omineca Arts Centre** is an interdisciplinary, locally led artist-run centre that is grounded in arts-based community development. With the support of project partners ECU and Two Rivers Gallery, Omineca is set to facilitate collaboration and diversify opportunities for emerging and professional visual, literary, musical and performing artists.
  - **The Local for Local Footwear project** for Prince George intends to integrate materials from the surrounding area (timber, recycled, upcycled and repurposed materials) with modern additive manufacturing techniques and digital scanning technologies to make customized footwear.
- *Health Design Lab course-based projects:* ECU's Health Design Lab supported three course-based projects in collaboration with different external partners. As an example of the kind of collaboration occurring within courses, students in a third-year Communication Design course engaged with staff, clients and volunteers at Disability Alliance of BC to help shift the current disability narrative, which rarely identifies disabled people as experts in their disability.
- *Translational Research in User Experience Design for Personalized Care:* ECU's Health Design Lab, in collaboration with industry partner Molecular You, successfully applied to the Mitacs Accelerate program to fund, for a second year, a Master of Design student to improve the overall accessibility of the information, customers' understanding, and use of data related to health risk and actions to mitigate risk on web-based interfaces. This and other projects with industry partners have allowed ECU's Health Design Lab to hire up to 46 students as research assistants.

### 3. **Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.**

- *Sharing Circles:* ECU's Aboriginal Gathering Place hosts a series of lectures, presentations, events and workshops throughout the year where guest artists bring unique, diverse skills and perspectives of local and global Indigenous artists and educators. The Aboriginal Gathering Place also hosts Aboriginal cultural leaders, elders and healers who provide cultural, spiritual and educational support.
- *Counselling Wellness and Accessibility services group:* provides five key functions to support student success while studying at ECU: 1) counselling; 2) wellness programming; 3) accessibility services, including accommodations to the learning environment; 4) student advocacy; and 5) support messaging system. Services specific to supporting student mental health include the Wellness Garden and Food Programming, Mindful Meditation, Dog Therapy and Student Coaching Sessions. In terms of supporting student safety, the counselling areas, in partnership with the Student Advocate, provide critical incident debriefs, crisis management and safety planning.
- ECU promoted Here2Talk, the provincial 24/7 counselling and referral helpline, as a supplemental resource to on-campus mental health services. Since it was launched in April/May, ECU has added it to its supplemental resource list of mental health support services available to students.

- *On-campus peer support programs:* The university piloted a peer support food program called Cook & Connect. This highly successful program ran four days a week during lunch hours and addressed issues of food insecurity, social isolation, sense of belonging, self-esteem and mental health.
- This past year, ECU participated in the Canadian Campus Wellness Survey (CCWS) led by the University of British Columbia. CCWS was designed to help Canadian post-secondary institutions assess students' mental and physical health and wellbeing and provide a national platform for shared learning and knowledge exchange for post-secondary institutions. This work has been completed and the data gathered from the survey will be used to inform and complement ECU's ongoing Student Wellness programming and support.
- Through the leadership of ECU's new Program Manager, Violence Reduction and Incident Response, the university is developing educational workshops that will support student safety and inclusion. The university has been working with members of the Student Conduct Administrators Roundtable in developing proactive steps that can be taken to reduce incidents of online victimization that impact post-secondary institutions and students.

### Reporting on ECU's Sexual Violence and Misconduct (SVM) policy, first mandatory 3-year review.

#### 3a. Student consultations over the past year to inform the three-year SVM policy review.

- ECU President Siddall established a multi-stakeholder taskforce to support the SVM policy review process and to develop recommendations for revisions to the policy and procedures; initiatives for education, prevention and accessibility; and briefing notes on areas for further attention, research and consultation. The taskforce included four student representatives from undergraduate and graduate programs, staff representatives from the Emily Carr Students Union, as well as members of faculty, staff and administration. It convened over a series of sessions in the spring/summer 2020 and the President provided the Board of Governors with an update on initial recommendations from the taskforce at the end of May. Review and consultation will continue, with the goal of completing revised drafts of policy and procedures by fall 2020.

#### 3b. Amendments/changes made to original SVM policy and procedures as a result of the review.

- Amendments and changes to ECU's [3.6 Sexual and Gender-Based Violence and Misconduct Policy](#) (SVM policy) are still under review. Recommendations have been discussed and shared with the board, but have not yet been approved or adopted. Some of these include:
  - *Recommendation 1:* Strengthen a culture of response by providing students who have experienced sexual or gender-based violence and misconduct off-campus with options for reporting the incident under SVM policy to ensure their right to a safe learning environment.
  - *Recommendation 2:* Explicitly incorporate trauma-informed training, language and practices. Policy that considers trauma-informed approaches will ensure those receiving complaints are trained and can develop responses that avoid re-traumatization, while taking into account the vulnerabilities and needs of survivors; ensure all decision-makers are aware of emerging research on neurobiology of trauma; and ensure that decision-makers understand the connection between trauma and a range of complainants' reactions and behaviours after disclosure. Policy must be culturally sensitive and reflect the perspectives of those most vulnerable to sexual violence.
  - *Recommendation 3:* Increase accountability – recommended changes include creating clear language to explain decision-making and investigative processes; establishing the role of a Policy Advisor; establishing timelines for responding to complaints; and creating processes for annual reporting and appealing decisions.

- *Recommendation 4:* Improve upon prevention education and information on SVM policy, procedures and reporting processes, including greater availability of clear, accessible online resources.

### **3c. Progress made to date on implementing SVM policy and procedures.**

- To support ongoing implementation of the SVM policy and procedures, ECU has created a new Program Manager, Violence Reduction and Incident Response position. ECU's policy has been implemented since May 2017.

### **3d. Ongoing activities and future planning to sustain institutional efforts for SVM prevention and response.**

- ECU is currently looking at establishing a working group to continue to support development of educational resources and opportunities for all staff, students and members of the ECU community. The university is also exploring peer support and train-the-trainer options for implementation of education and prevention initiatives in support of this policy.
- ECU will participate in the Sexual Violence and Misconduct Climate Survey.

### **4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.**

- ECU continues to actively recruit students across B.C. through participation in both the Post Secondary Institute (PSI) BC and Strengthening Connections (SC) recruitment schedules. SC is an Indigenous collective whose mandate is to plan and participate in events that provide Indigenous peoples and communities with educational and vocational opportunities.
- The university continues to offer its **Head Start in Art program** at high school locations in Coquitlam, Surrey and Campbell River. High school students who successfully complete the program at their respective high school are able to transfer their credit course to ECU.
- While ECU's primary admission criterion is the visual art portfolio, the university is looking forward to implementation of the Grade 12 Literacy Assessment (GLA 12) to be introduced in 2020/21. This new educational metric will complement the university's holistic review of students applying to the program.
- The Dean of the faculty of Culture and Community has worked extensively over the past two years to align ECU's first-year Foundation program (and, more broadly, practice-based post-secondary education) with the Vancouver School Board's implementation of B.C.'s new curriculum focusing on core competencies.

### **5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.**

- Working with its Institutional Technology Services, the university has successfully implemented the digital transfer of high school transcripts from the Ministry of Education via the education planning tool and is in the early stages of implementing digital transfer of the transcripts. ECU is committed to working with EducationPlannerBC and supports its one-stop shop initiative that informs students and their parents about post-secondary opportunities and careers in B.C. ECU's Registrar was on the original Policy Development team for EducationPlannerBC and the university has been an early user of the platform.

## **6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.**

- Working with Academic Affairs, Continuing Studies and ECU's Teaching and Learning Center, the university is developing a pathway program that will support its international students to engage more fully with the ECU community – academically and culturally. ECU envisions the new programming will support the success of both domestic and international students.
- To stay current on international strategies and provincial priorities for international education, ECU's Admission Team regularly attends meetings and workshops offered through the British Columbia Center for International Education (BCCIE).
- *International support for graduate students:* Working with the university Advancement Office, ECU's Graduate Studies program secured funding from donors for research travel. In summer 2019, Master of Design students traveled to Amsterdam to conduct research. Master of Design students also participated in a variety of international conferences such as Cumulus.
- *MITACS Globalink:* The university was successful in its application to the Mitacs Globalink program for an international intern to participate in research projects with Dr. Maria Lantin at ECU, in summer 2019 and summer 2020. Unfortunately, due to COVID-19, the summer 2020 program was cancelled.
- *SSHRC Internal grant support for knowledge dissemination:* In 2019, and with funding from a Social Sciences and Humanities Research Council of Canada (SSHRC) Institutional Grant, ECU supported its faculty in presenting their work at the IRCAM Forum in Paris, several conferences in Beirut and New York City and Hamilton (New Zealand). These presentations promote the university internationally by showcasing faculty and students' research.
- *INDIGO held in conjunction with ICO-D 2019 International Design Conference at ECU:* The university's Aboriginal Gathering Place facilitated and hosted an International Indigenous Design group (INDIGO) gathering co-ordinated with the ICO-D (International Council of Design) conference at ECU.

## **7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.**

- As reported in fiscal 2018/19, the university continues to face financial challenges that adversely impact academic and administrative structures. The Ministry engaged the external consulting firm BDO to review the extent of ECU's structural operating deficit. BDO's report was submitted to the Ministry in fiscal 2019/20 and confirmed that the university's financial challenges included, but were not limited to, inadequate personnel resource levels, especially in IT and Financial Services.
- The university reported a modest surplus of \$147,186 in fiscal 2019/20, which was achieved, partially, through the Ministry's one-time funding of \$1.5M. However, the university is projecting operating fund deficits for fiscal years 2020/21, 2021/22 and 2022/23. As required under Ministry guidelines, the university prepared a Deficit Mitigation Plan (DMP) that was submitted to the Ministry in December 2019. The DMP proposes revenue-generating activities to be implemented over the next three fiscal years, which would significantly reduce projected operating deficits. However, COVID-19 will have an impact on implementation of many of these initiatives through delay or cancellation, and will defer full implementation of the DMP until at least fiscal 2021/22.

- COVID-19 impacts will adversely affect operational activity at the university in terms of registration reduction and transitional costs related to online and hybrid curriculum delivery. The full extent of the financial impact will not be known until late September when Fall/Spring Term registration levels are known. However, the university estimates the impact in fiscal 2020/21 to be in the range of \$1.6M to \$2.0M based on Q1 assumptions and projections. ECU will continue to review these estimates as circumstances change.
- The university's 2019/20 overall delivery of 1,881 FTEs incorporates both domestic and international enrolment across undergraduate and graduate programs, and represents a minor increase of 6 FTEs compared to the 2018/19 delivery of 1,875 FTEs. While undergraduate domestic FTEs decreased by 43 or 3.6% from 2018/19 levels, undergraduate international FTEs increased by 36 or 8.1% and domestic and international graduate studies increased by 16 or 18% compared to the same period last year.

	2018/19 FTE	2019/20 FTE	Increase / Decrease of FTE	%
<b>Domestic</b>				
Undergraduate	1,180.18	1,136.88	(43.30)	- 3.7%
Graduate	44.26	54.80	10.54	23.8%
Continuing Studies	163.68	154.61	(9.07)	- 5.5%
<b>Total Domestic</b>	<b>1,388.12</b>	<b>1,346.29</b>	<b>(41.83)</b>	<b>- 3.0%</b>
<b>International</b>				
Undergraduate	439.08	474.69	35.61	8.1%
Graduate	42.76	47.96	5.20	12.2%
Continuing Studies	4.57	11.81	7.24	158.4%
<b>Total International</b>	<b>486.41</b>	<b>534.46</b>	<b>48.05</b>	<b>9.9%</b>
<b>TOTAL</b>	<b>1,874.53</b>	<b>1,880.75</b>	<b>6.22</b>	<b>0.3%</b>

**8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**

- For 2019/20, ECU instituted a 2% tuition fee increase and no mandatory fees increase for domestic students, in line with the provincial Tuition Limit Policy.

## 2020/21 MANDATE PRIORITIES

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

- The university announced inaugural Faculty Teaching Fellowships for the 2020/21 academic year to recognize and engage teaching and learning in response to the COVID-19 global pandemic, health crises, and anti-colonial and anti-racist movements.
- ECU plans to engage with Urban Native Youth Association (UNYA) through recruitment and Continuing Studies programming.
- ECU's Academic area, in consultation with the university's Aboriginal Gathering Place, is working on core curriculum for implementation in the 2021/22 academic year. The plan is to have a mandatory requirement for all students that addresses living and working on unceded territory, First Peoples history in Canada, and Indigenous methodologies and knowledge. Planning and consultation is underway for this new requirement, which will include every major and program area.
- ECU will update academic requirements and procedures to ensure students receive credit for traditional Indigenous learning models. ECU will also review and update, as necessary, course descriptions and learning outcomes to reflect the university's commitment to a decolonized and inclusive curriculum.
- The university will develop an Employee Indigeneity Policy to address needs related to cultural practices, campus space, research support and workplace flexibility.
- *Indigenous Matriarchs 4 (IM4)*: With continuous funding from Western Diversification, Creative BC and the Congress of Aboriginal Peoples, the IM4 project is now in its third year and has been extended until 2021. A partner of ECU, the IM4 Media Lab offers workshops for Indigenous artists, storytellers, producers, media creators and community members to learn about cross reality (XR), gain technical training and develop skills to create their own virtual reality/augmented reality (VR/AR) and 360 video productions.
- *Shifting Ground project*: Led by Dr. Ruth Beer, funded by a Social Sciences and Humanities Research Council of Canada grant, the *Shifting Ground: Mapping Energy, Geographies and Communities in the North* project involves Indigenous and non-Indigenous researchers at ECU and national and international institutions. The researchers will participate in artistic research creation through established partnerships with communities in the north, with a commitment to integrate respectfully and ethically Indigenous epistemologies.
- *SSHRC Institutional Grant*: ECU Indigenous faculty Mark Igloliorte received internal grant funding to work on his research and knowledge dissemination activities. The funding allowed him to employ two undergraduate and three graduate research assistants to complete the research.
- *Decolonizing Health Care Project*: With funding from the Vancouver Foundation, ECU's Health Design Lab and Aboriginal Gathering Place, in collaboration with the College of New Caledonia, will continue work on this project that seeks to initiate change from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous people and healthcare practitioners in training.

## Shifting Ground

*In Canada's urban centres, conversations around oil and gas tend to be rendered in black and white: fossil fuels are good because they drive the economy, or they're bad because they drive climate change. But in the circumpolar North, communities more often find their relationship to fossil fuels cast in shades of grey. Many Northern communities that find themselves economically dependent on the energy industry are also the most profoundly impacted by climate change.*

*Shifting Ground: Mapping Energy Community and Geography in the North, a four-year SSHRCC-funded project led by faculty member Ruth Beer, aims to illuminate that ambivalence and communicate its complexity to an international audience.*

*It brings together an international team of accomplished and emerging Indigenous and non-Indigenous researchers, artists, curators and writers to work with local artists and community partners in Finland, Alaska and the Yukon. This multifaceted initiative aims to broaden conversations around resource extraction, energy transition, environmental and social change in rural and remote regions. It also includes facilitating*



*cross-cultural exchanges; creating bodies of stories and maps; and disseminating research to the general public via online platforms, educational workshops, open-source digital toolkits and through community outreach initiatives, public events, and student mentorship opportunities.*

*The team's research, findings and works will be presented in numerous formats and venues, including exhibitions in galleries and museums, events such as the Arctic Arts Summit and Arctic Council Meeting, the upcoming Petrocultures conference, as well as in publications and symposia.*

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

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**
  - **Ensuring student safety and inclusion;**
  - **Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;**
  - **Providing programming that meets local, regional or provincial labour market and economic needs; and,**
  - **Working with the Ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international students.**
- ECU will work with Representative for Children and Youth advocates to enhance the university's plans to further develop recruitment strategies to increase the overall numbers of Former Youth in Care students attending ECU.
  - ECU successfully integrated into its student information system the capacity for students to self-identify gender and chosen name options, providing them with the agency to communicate their identity with their faculty and other students. Similar capacity is also enabled for the Graduway alumni networking platform and the RENXT database in use by University Advancement.
  - Over the previous year, ECU held TransFocus workshops on creating more inclusive and accessible learning spaces for gender non-conforming individuals. As part of the Transfocus Phase 2 initiative, ECU's HR

systems will review the university's policies, procedures, practices, benefits and resources to ensure they are designed to be as inclusive as possible for gender non-conforming persons.

- The university has adopted gender neutral pronouns for collective agreements.
- The university is implementing new employment equity practices to support the hiring and retention of employees from underrepresented groups, including restricted searches and unconscious bias training for search committees.
- ECU is developing a Strategic Plan for Equity, Diversity and Inclusion through a community-wide engagement process with students, staff and faculty to help address racism, decolonize the university's curriculum and ensure that ECU is a place where equity and inclusion are meaningful.
- The university will review the practice of critiques to ensure an inclusive and supportive environment for all students, including how "the critique" can better support student learning by de-centering Western biases and perspectives and creating space for more diverse feedback.
- ECU will develop more courses that focus on Black Diasporic, African, Asian, Middle Eastern and Latinx histories and cultural production.
- ECU will establish an anti-racism policy to ensure clear systems of accountability exist for community conduct.
- The university is organizing a series of community forums on anti-racism and inclusion to ensure all ECU community members have the opportunity to be heard.
- *SSHRC Canada Graduate – Master's Scholarships*: Thanks to the progressive increase in enrolment in graduate programs, ECU first received in 2018 and has maintained an allocation of three Social Sciences and Humanities Research Council of Canada (SSHRC) Canada Graduate Scholarships – Masters. This has allowed the university to fund three students at \$17.5K each.
- *Research assistant funding through faculty awards*: Initially funded by an internal award supported by the Ian Gillespie Design and Dynamic Media Research Fund, *Wild Empathy* is a research-creation investigation to develop immersive aesthetic media that generates human empathy and ecological-compassionate behaviours toward non-human beings and natural ecologies. The project funded three research assistants in this first phase and became a collaboration with Science World. The project lead, ECU faculty Julie Andreyev, then successfully applied for a SSHRC Connection grant that is funding dissemination activities for this project.
- *Reading Charisma: Art and Images in the Age of AI*: Canada Research Chair Amber Frid-Jimenez's project *Reading Charisma* is funded by a SSHRC Insight grant. The research aims to use artistic research methods to examine the technologies underlying contemporary AI platforms, known as artificial neural networks (ANNs). The grant funding supports hiring students as research assistants and, in this case, provides opportunities to work in the innovative field of artificial intelligence.
- ECU is actively undertaking review of policy, development of educational and training resources, and future planning to sustain institutional efforts for sexual violence and misconduct prevention and response. ECU is currently looking into ways to establish a working group to continue to support educational opportunities for all staff, students and members of the Emily Carr community. The university is exploring peer support and train-the-trainer options for this implementation.

- The university plans to continue to implement projects related to the EducationalPlannerBC hub, including the testing and implementation of sending and receiving post-secondary transcripts. ECU continues to work with the B.C. Registrar’s Association on the governance and strategic committees of EducationPlannerBC.
- ECU continues to explore new pathway opportunities with other BC Education Quality Assurance-designated educational institutions to allow their students to pursue continued education in ECU’s bachelor degree programs, including 3D Computer Animation, Interaction Design and Communication Design.
- The university is working with the British Columbia Council for International Education (BCCIE) and other heads of international education to assess and plan for the impact of COVID-19 on international education.

### Wild Empathy

*Led by faculty members Julie Andreyev and Maria Lantin, Wild Empathy is grounded in recent research from Stanford University’s Virtual Human Interaction Lab, which found that people can develop empathy for plant and animal species through VR environments.*

*The project’s many works use immersive and mixed media art to transport participants from the city into an old-growth forest. The project aims to encourage conservation by building empathy for BC’s unique forest ecosystems.*



*Funded in part through a SSHRCC grant, Wild Empathy has been rolling out in stages through May at Vancouver’s Science World as an interactive exhibition. The work was also featured on CBC’s weekend radio show, North by Northwest, with host Cheryl Mackay.*

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

- **Actively engaging with your local school districts to expand dual credit opportunities for students;**
- **Supporting lifelong learning pathways; and,**
- **Advancing and supporting open learning resources.**
- ECU will continue to offer its Head Start in Art program at high school locations in Coquitlam, Surrey and Campbell River, and will continue to work with other school districts in B.C. to grow this program.
- The university is implementing the Grade 12 Literacy Assessment (GLA 12) as a new metric that will complement ECU’s holistic review of students applying to the program.
- ECU’s Teaching and Learning Centre (TLC) has undergone a massive revision over the past year. As part of a shift toward online education and implementation of inclusive strategies, the TLC has relied heavily on BC Campus and its training sessions and resources, as well as ECU’s growing partnership with the OCAD University’s Faculty & Curriculum Development Centre. ECU has increased personnel in this area and will empower faculty to participate in workshops, training sessions and learning opportunities.

- The university enables access to Open Education resources through the assistance of knowledgeable staff and online portals maintained by the Library and Teaching and Learning Centre.
- The university conducted a successful search for an Executive Director of Continuing Studies who will implement new curriculum and opportunities for life-long learning. A few initiatives in this area include:
  - Pathway program: ECU expanded this program, initially begun as a partnership with Vancouver Community College, to help students with development of English language skills prior to starting as full-time students at ECU. The program allows students to earn some credits toward their degree in the process.
  - ECU has expanded its teen and youth program in the Greater Vancouver area to include outreach to Burnaby and Surrey. The programming runs throughout the school year and the summer, and will help to give high school students a sense of possible careers in the creative industries and support pathways into the university.
  - In recognition of the need to increase recruitment of Indigenous youth from Vancouver and more rural communities, ECU's Continuing Studies and Aboriginal Gathering Place are working to expand partnerships with the Native Education College and other organizations via an emphasis on Aboriginal material practice.

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

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);**
- **Increasing co-op and work-integrated learning opportunities;**
- **Responding to reskilling needs to support employment transitions; and,**
- **Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**
- Working with its new partner, Riipen (an online jobs management company), the university will be able to expand work-integrated learning opportunities for its third-year and fourth-year students.
- The Work Integrated Learning and Professional Development unit has recently moved into our Student Commons area and this has centralized services and substantially raised students' awareness of career planning resources. The university also actively promotes student work-integrated learning and professional opportunities through its Artsworld online jobs board and through the university's social media channels.
- The university is in progress developing a more comprehensive student engagement policy and procedures, which will provide greater transparency and guidance around processes for employing students at the university.
- ECU continues to develop policy/criteria and agreements with industry partners to strengthen and define student professional development. Of particular note is the university's very successful partnership with Sony, which recently hosted a professional portfolio review and job recruitment fair for ECU students at its downtown Vancouver headquarters.
- Working with the university's Alumni Relations Office, ECU continues its commitment to enhancing programming and opportunities for student mentorship and deeper connection with its alumni. The university recently began working with the Graduway platform to coordinate alumni relations and enable mentoring and networking opportunities for students.

- The university continues regular consultation with the Emily Carr Students' Union (ECSU) to continually address needs and concerns related to work-integrated learning and career services.
- ECU is an active member of the B.C. Work-Integrated Learning Council and assists with policy development and formalization of different models of work-integrated learning in the province.
- ECU's Graduate Studies has increased the number of teaching and research assistantships to promote work-integrated learning. To gain professional development for its Master of Fine Arts and Master of Design students, the Teaching Fellows program, which involves a grad student mentored by a faculty member as teacher of record, has expanded teacher training to learn how to run a critique, the anti-racist classroom, grading, accessibility in teaching and learning, etc. ECU is working to develop this as a certificate program through Continuing Studies that could be opened to graduate students from other institutions.
- ECU received funding to support our institutional capacity around WIL, titled *Work-Integrated Learning for Creative Ecosystems*. The project kicked off Fall 2020 and will run to Spring 2021 and will examine ways to strengthen partnered projects with multiple cross-institutional entities, inclusive of graduate student applied research, undergraduate sponsored studios and others. The grant aims to scale these efforts.
- *Skills Up* professional development training for undergraduate students has been implemented by ECU's Career, Co-op and Work Integrated Learning Office and the Shumka Centre. These workshops range from learning how to price and install artwork to applying to graduate school.
- *Gillespie Design and Dynamic Media Research Fund*: Thanks to generous funding from Ian Gillespie, ECU has been able to set up a fund that specifically supports Design and Dynamic Media research. The fund requires involvement of at least one Master of Design student as a research assistant. In 2019, three Gillespie awards were awarded for faculty to conduct research in interactive animation (Lorelei Pepi), design addressing biodiversity in the coastal regions of B.C. (Louise St. Pierre), and audio work as part of the Sydney Biennale, 2020 in Australia (Randy Lee Cutler). The projects enable the hiring of 9 research assistants.

### **Alumni Successes – AWARDS**

Two of our alumni were selected on the longlist for the 2020 Sobey Award. Due to the unprecedented events of the Covid-19 pandemic, all long list artists were awarded the honour of the 2020 Sobey Award along with a \$25,000 cash prize. From our alumni community, [Tsēmā Igharas](#) (BFA 2011) and [Zadie Xa](#) (BFA 2007) were recipients of the award.

[Lacie Burning](#) (BFA 2019) and [Rydel Cerezo](#) (BFA 2019) took home runner-up awards at the [2020 Philip B. Lind Emerging Artist Prize](#) ceremony at the Polygon Gallery in February, and [Lacie Burning](#) (BFA 2019), [Noah Friebe](#) (BFA 2018), [Marisa Kriangwiwat Holmes](#) (BFA 2017) and [Rachel Rozanski](#) (BFA 2017) were all longlisted for the [2020 New Generation Photography Award](#).

### **PROJECTS**

[Kelly Small](#) (Mdes 2019) turned their thesis project at Emily Carr into a book. "The Conscious Creative" walks the reader through ways they can pursue an ethical career and the changes they can make to their current one. Irreverent and vulnerable, Kelly shared that the book is a testament to the research they were able to do during their master's at ECU.

During the Covid-19 pandemic, our alumni sought to make an impact with art. [Jodie Lavery](#) (BDes 2016) raised over \$2000 by selling small paintings and funds were donated to Food Coalition and the Downtown Eastside Women's Centre. [Stella Zheng](#) (BFA 2020) created an illustration for *Solidarity Forever*, an initiative created to support businesses in Chinatown that suffered at the beginning of the pandemic due to a surge in racism.

# PERFORMANCE PLAN

## GOALS + OBJECTIVES

The Ministry of Advanced Education, Skills and Training has developed a set of goals to improve and maintain the quality of public post-secondary education through the linking of performance measures and system objectives, defined in terms of **Capacity, Access, Efficiency, Quality and Relevance**. The university's **Strategic Plan to 2021 – Performance Report** (p. 38) outlines institutional priorities and commitments through goals, strategies and measurable actions, which are aligned with the Ministry's system objectives. The **Performance Measures Results** (p. 53) track progress toward system-wide goals and targets, and illustrate ECU's ongoing contribution to B.C. post-secondary education.

## STRATEGIC PLAN TO 2021 - PERFORMANCE REPORT

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

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

**Goal:** Enhance Research Practices.

**System Objectives:** Quality, Relevance

**Actions:**

- A Privacy Risk Audit has been completed for this area, with the development of appropriate remedies and strategies to ensure a compliant, productive and safe research environment for all participants.
- ECU will develop and implement a change management plan to support the execution of the university's Research Accountability Framework.

**Goal:** Recognize and support the breadth of collaborative research practices that define Emily Carr's unique practice-based approaches to knowledge production.

**System Objectives:** Access, Relevance

**Actions:**

- ECU encouraged additional external collaborations with alumni and industry partners, while continuing to nurture existing collaborations. Over the past year these included events run in coordination with the Vancouver International Film Festival (VIFF), Netherlands Film Festival (NFF), Spark FX, Vancouver Art Book Fair, Graphic Designers of Canada, Interface Health Summit, National Canadian Film Day, TEDx, Universities Canada, and more.
- The university hosted over 213 events in 2019 (compared to 134 in 2018). In light of COVID-19, all events since March 2020 have had to be cancelled or rescheduled. ECU is evaluating and planning how some events can be delivered online, such as the Vancouver Art Book Fair.

- ECU Advancement secured a \$300K contribution from the RBC Foundation to support the Shumka Centre Artist Apprenticeship program, which established funded work-integrated placements for students with professional artists and designers.
- The impact of COVID-19 has caused delay in some donor funding, which has required the university to review cash flow and expenditure projections in research and capital equipment.
- With funding from Canada's Digital Technology Supercluster, ECU's Design for Startups project will connect Emily Carr designers with a tech startup to develop applied solutions to a product design problem. Over the next two years, the hands-on project, led by ECU and bringing together A&K Robotics and CoPilot AI, will help advance the careers of emerging designers and improve the core product offering of up to 40 regional startups. By leveraging ECU's diversity, where more than 70% of participants in entrepreneurship programs are women with design backgrounds, the project is driving diversity and inclusion in the sector, while developing improved products, platforms and services for startups.

**Goal:** Develop opportunities to create relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research.

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

**Actions:**

- ECU increased collaborative opportunities between departments with institutional and industry partners and alumni through initiatives such as Career Development & Work Integrated Learning activities, Shumka Centre opportunities, Creative Career Week, Pitch Night and more.
- The ECU Student Engagement Policy is in development, which will address student employment and service, compensation, application and selection processes, including for research assistant roles.
- The university will increase the number of research assistant positions for students who are Black, Indigenous and People of Colour.
- The university continues combined efforts between its Events and Alumni such as support and management of the Grad show and Industry night.
- The university library continues to host and maintain ECU's institutional repository (IR), *eCollections*. The IR stores all graduate theses dating back to 2009 and makes them publically available. In fall 2019, ECU launched the "Researcher Profiles" module in the IR, which showcases research conducted by ECU faculty, graduate students and staff.
- ECU has made efforts to integrate collaborative research projects in curricula and to support faculty in applying for grants, including the following:
  - *The Health Design Lab supported three course-based research projects:*
    - COMD 310 — Taught by Cameron Neat in collaboration with Haro Park Centre.
    - INDD 210 — Taught by Zach Camozzi in collaboration with Kenneth Gordon Maplewood School.
    - SOCS 309 — Taught by Eugenie Cheong in collaboration with Disability Alliance of BC.
  - *Industrial Design applied research project in collaboration with Chinese furniture design company:* Led by design faculty member, Christian Blyt, this course-based project has provided the opportunity for a group of students to work with an industry partner to produce furniture design concepts following the

partner's brief. The project included the possibility for students to travel to China and be employed as interns to work with the production of prototypes. Unfortunately, due to COVID-19 restrictions, travel had to be cancelled but ECU is working to continue the internship and collaborate remotely with the partners.

- *Pilot mentorship project for early researchers:* ECU's Research + Industry Office (RIO) created a pilot project to support six faculty members who recently joined ECU to develop research proposals for the Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Development Grant. ECU provided several workshops with a grant development expert to train the faculty members in the process of grant writing. Feedback from participants was very encouraging and the university is awaiting results of the application.
- *Increase the number of internal grants and secure funding:* In 2019, ECU's RIO disbursed funds to support projects proposed by faculty through two internal grant streams. Three proposals received funding through the Gillespie Design and Dynamic Media Research Fund and seven proposals received funding through SSHRC Institutional Grants.
- *Increase the number of scholarships for graduate students and secure funding:* ECU has been able to maintain its allocation of three SSHRC scholarships and award three current Master of Fine Arts and Master of Design students.
- *Increase the number of successful grant applications for faculty:* ECU's RIO supported, reviewed and approved submissions to the following Tri-Agency funding programs:
  - *SSHRC Insight:* One proposal has received funding
  - *SSHRC Insight Development:* One proposal pending decision
  - *SSHRC Connections:* Three successful proposals
  - *SSHRC Partnership, Stage 1:* Provision of support letters for two researchers to co-apply with McMaster University and Concordia University
  - *NSERC Engage:* One successful proposal
  - *NSERC Engage Plus:* One successful proposal
  - *CRC renewal application:* Successful renewal of Tier 1 CRC position

### *Leaning Out of Windows*

*Leaning Out of Windows is a four-year SSHRCC-funded interdisciplinary art and science project, involving four phases between 2016 and 2020. Led by ECU faculty members Ingrid Koenig and Randy Lee Cutler, it involves co-designing, curating, testing, and analyzing models of collaboration for art and science.*

*Participants include Emily Carr University's faculty, art students, visiting artists + physicists, post-doctoral researchers and graduate students working at TRIUMF, Canada's particle accelerator centre. Phase two of the project, themed around antimatter, was featured in a recent issue of Canadian Art, with artwork by ECU faculty member, and LOoW participant, Mimi Gellman on the cover.*



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

**Goal:** Develop policy and pathways for experiential learning.

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

**Actions:**

- Through collaborations between Student Services, Research and new partner Riipen (a virtual job management company), ECU is expanding its organizational and industry partnerships, and growing work-integrated learning opportunities for students.
- ECU will continue to develop policy/criteria and agreements with its industry partners to strengthen and define student professional development. An example is the university's highly successful partnership with SONY, which hosted a professional portfolio review and job recruitment fair for ECU students at its downtown Vancouver headquarters.
- Through partnership with the Alumni Relations Office, ECU continues its ongoing commitment to enhancing programming and opportunities for student mentorship and deeper connection with alumni.
- Through partnership between Human Resources and Career Development + Work Integrated Learning, ECU offers career development training for graduating students.
- ECU continues to be an active member of the B.C. Work-Integrated Learning Council and assists with policy development and formalization of different models of work-integrated learning in the province.
- The university will continue regular consultation with Emily Carr Students' Union to address needs and concerns related to WIL and Career Services.

**Goal:** Support student health and wellness by continuing to build upon resources available.

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

**Actions:**

- Developed the role and hired ECU's first Student Advocate position.
- Delivered workshops focused on strengthening student mental health resilience.
- Adapted Counselling Services to optimize the availability of counselling resources for the student body.
- The university will continue to seek opportunities for increased access to wellness programming to address the rising needs of students' mental health and wellbeing.

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

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

**Actions:**

- Working with ECU's Academic Affairs Office and the Teaching and Learning Centre, the university will continue to support students in developing academic pathways and goals to enhance their educational experience. An example of this work is creation of the in-house Creative Art Pathway (CAP) that will welcome

ECU's first cohort of students in fall 2020. Through an intensive English language program that will include reading and writing skills tailored to art and critique, the CAP program will support English As an Additional Language (EAL) students as they transfer into ECU's degree program and the university experience.

- This year, ECU successfully integrated into its student information system the capability for students to self-identify gender and chosen name options, providing them with the agency to communicate their identity with their faculty and other students.
- The university's Student Services will continue to sponsor and promote learning, cultural and international activities and events, including support and sponsorship of new student orientations, international week and the annual international mobility and exchange exhibition.
- ECU has expanded its scholarship and awards program into a more interdisciplinary model. Supported by the university's Advancement Office, the university has increased scholarships and awards with many new donor-funded initiatives, especially at the Master of Fine Arts and Master of Design levels.

Examples include:

- I Like to Draw Award (\$2.5K), a \$500 annual award for Continuing Studies painting students by Continuing Studies alumna Lisa Nolan.
- Cassidy Glaseman Memorial Fund (\$5K), a \$1K annual bursary established in memory of Cassidy Glaseman by her family and friends.
- Judson Beaumont Memorial Fund (\$5K), a \$1K annual bursary established in memory of esteemed alumnus Judson Beaumont by his friends and family.
- Judith Warren Painting Award (\$5K), a \$1K annual graduation award for painting established by her children.
- Y.P. Heung Foundation Post-Secondary Awards (\$150K), \$30K annually for 10 first-year students. Awards are based on GPA, community involvement and financial need.
- Helmut & Donna Meisl, Planned Givers, donated \$19.4K to their bursary.
- Peter Morrison's gift of \$20K in memory of his mother, alumna and retired faculty Ann Morrison.
- Two new anonymous Planned Gifts confirmed; one by alumna donor (US\$200K).
- Renewal of Christopher Foundation annual \$25K scholarship gift.
- Yau Family Foundation International Research Scholarship (\$30K).
- \$45K from RBC Royal Bank secured for sponsorship of the Graduway platform for Alumni engagement.
- In response to COVID-19-related impacts and restrictions, the university completely revised the graduation awards process to accommodate students' capacity to finalize their work. ECU's Grad Awards will be assessed and disbursed online in the fall.

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

**System Objectives:** Access, Efficiency, Relevance

**Actions:**

- ECU developed a new academic timetable to incorporate student input and concerns around curriculum development and industry/work opportunities.
- In the transition to online delivery, ECU worked with students and faculty, through the university's Learning Continuity Committee, to strengthen students' input into curricular changes and empower them in the online learning environment. The university developed a website and related resources to prepare students and ensure their success in this transition.
- The university developed new means of partnering with the Emily Carr Students' Union, prioritizing mechanisms for students to have direct and meaningful input into curriculum changes and academic opportunities.
- The university provided computers and online resources for students to access a range of services in its re-designed Student Commons. In light of COVID-19 and the challenge of physical distancing, ECU has further enhanced its services to include virtual advising appointments.
- ECU continues to improve and implement new registration and degree planning interfaces that enable students to create a holistic and complete degree education plan that they can integrate into their work and family life commitments. Integral to this is the university's new four-year student planning module, which includes targeted instructional videos on the current and new registration interfaces and other associated processes and procedures.
- ECU has expanded the online Artswork Career hub to assist students with their professional job searches.
- In collaboration with other post-secondary institutions that are members of the Colleague Consortium, ECU will continue to develop student-centric systems and self-service opportunities for transferring information over secure digital platforms. The university also continues participation in EducationPlanner BC and BCcampus.
- To make the ECU library experience more inclusive, accessible and positive, the university removed late fines on most library materials. ECU also worked with its library system provider to implement a preferred name field in library accounts.
- ECU supported access to OpenAthens library databases and services, which replaced an outdated system that required higher maintenance.
- The university planned, managed and facilitated the Adobe Licensing transition to Enterprise Named User License (NUL) for students, staff and Enterprise Shared Device License (SDL) for all campus-shared computers. In consultation with ECU Finance, Student Services, Continuing Studies and Academic areas, the university developed and established new processes for provisioning and deprovisioning Adobe licenses for staff, faculty and students.
- ECU collaborated with Academic Affairs to develop processes and systems for facilitation of Course Pack planning, faculty ordering and on-premise production in the university's Digital Output Centre.

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

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

**Actions:**

- ECU continues to develop clear communication with students, faculty and staff and provides online virtual advising sessions and video tutorials.
- Using the metric tools provided by Riipen, ECU is developing tools for students to assess their learning and experiences through their participation in co-op and other WIL options.
- ECU is supporting students with programming information to make informed, confident and meaningful decisions about their curricular choices to meet educational goals.

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

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

**System Objectives:** Capacity, Relevance

**Actions:**

- ECU selected and is currently implementing Graduway, an engagement and network tool (including platforms, forums, groups such as Almbase), to better serve the alumni community and student mentoring activities.
- ECU will increase mentorship opportunities for students who are Black, Indigenous, and People of Colour.
- Working with the Senate International Development Committee, the university continues its commitment to developing new and meaningful student and faculty exchanges and supporting workshops, field studies and other opportunities on a global scale.
- The VIA Denmark is an ECU university partner that is keenly interested in developing collaborations in experimental textile material development and film and fashion. ECU will further explore these possibilities over the next year.
- Through the Aboriginal Gathering Place, the university intends to reconnect this year with the Urban Native Youth Association of Vancouver, with the goal of offering joint programs with ECU's Continuing Studies department.
- The university continues to host speaker series, workshops, screenings and collaborative events on a wide range of topics led by guest artists, designers, media professionals and prominent speakers.

**Goal:** Support partnerships and community outreach by developing an efficient and flexible use of facilities.

**System Objectives:** Access, Capacity, Efficiency

**Actions:**

- The university has hired a Manager for Filming and Events to support implementation of an on-campus filming pilot project to evaluate the university's capacity and agility in this area. The manager began welcoming productions on campus in July in adherence with ECU's return to campus plan.

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

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

**Actions:**

- ECU will continue open dialogue and information sharing with its international exchange colleagues from other universities and colleges. There are currently over 70 international student exchange partnerships in place and, prior to COVID-19, the university had approximately 40 exchange students per year. As COVID-19 has created challenges related to travel restrictions, ECU is facilitating discussions with its partners regarding potential virtual student exchanges.
- Pre-COVID-19, ECU was developing a virtual visits and admission advising platform to reach geographically prohibitive areas and engage with potential recruitment markets and/or partnerships. The university will continue this work and seek new ways of delivering this service.
- This past year, the university expanded its International Department to include an International Student Advisor position with a Regulated Canadian Immigration Consultants (RCIC) designation. This new professional position will continue ECU's work with Canada Immigration as it relates to providing international students with travel visas and study permits, as well as supporting applications for post-graduate work permits that enhance a student's opportunity to seek Canadian citizenship.
- ECU will continue its participation in the BC Council for International Education (BCCIE), Canadian Bureau for International Education (CBIE) and International Association for College Admission Counseling (IACAC), the goals of which are to support international students and international education.
- The university will continue to offer workshops at various symposiums and conferences on the topic of preparing students for art school. In November 2019, ECU presented at the CIS (Council of International Schools) conference in Spain.
- In September 2019, ECU's expanded library [Community Day](#) involved the Vancouver Art Gallery, Vancouver Public Library, Alumni, Accessibility Office, Writing Centre and other groups to make students aware of services and supports available to them throughout Vancouver and on campus.

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

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

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

**Actions:**

- The Emily Carr Alumni Association Board recently recruited an Indigenous board member and the university continues to support ECU's Aboriginal Gathering Place in its alumni-related programming.
- ECU continues efforts to finalize fundraising for the Totem Pole project, which will bring a partially completed carving onto the ECU campus for completion through collaboration and mentorship opportunities with well-respected carvers.

- ECU is exploring options for the rollout of cultural safety training opportunities for staff and faculty in partnership with the university's Aboriginal Gathering Place.

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

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

**Actions:**

- ECU staff will continue to have opportunities to engage in professional development training on topics pertaining to Indigenous history, art practices and ongoing issues.
- The university is exploring ways to incorporate Indigenous ways of knowing into existing practices.
- The university library's internal working group, composed of librarians and support staff, sets goals and priorities for decolonization and indigenization pertaining to library processes and collections. This group is examining ways the library can decolonize the arrangement of its physical collections and the description of resources in the library catalogue, including the addition of indigenized subject headings. This work will be ongoing with the goal of working with ECU's library system cooperative (Sitka) to implement system-wide changes for shared records.

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

**Goal:** Tailor workshops for grad students in order to meet their unique personal development needs.

**System Objectives:** Capacity, Relevance

**Actions:**

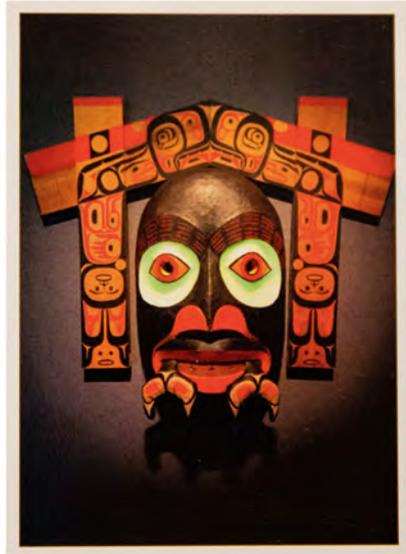
- The university continues to support a high demand for counselling, wellness and accessibility services from graduate students.
- ECU will implement a Teaching Fellow Program for interested graduate students.
- The university will increase the number of research assistant positions for students who are Black, Indigenous and People of Colour.
- Since summer 2019, ECU librarians have been reaching out to graduate students individually as part of their intake process, which serves to develop ongoing relationships between librarians and students throughout their degrees. The library liaison to the Master of Fine Arts (MFA) also conducted studio visits with MFA students to better understand their practice and research.

### First Nations Art of British Columbia

Curated by Ray Hartley and Sheila Hall. First Nations Art of British Columbia represents the first time Northwest Coast art has been featured in a dedicated exhibition in Hawaii.

The show appeared in galleries on both Maui and Oahu, and featured work by more than two dozen BC artists including Primrose Adams and Alfred Adams, Matilda Andres, Sonny Assu, Dempsey Bob, David A. Boxley, David R. Boxley, Corey Bulpitt, Delores Churchill, Ben Davidson, Reg Davidson, Robert Davidson, Aggie Davis, Richard Hunt, Shawn Hunt, Lena

Jumbo, William Kuhnley, Isabel Rorick, Larry Rosso, Evelyn Vanderhoop, Jesse Webster, Xwalactun, and Lawrence Paul Yuxweluptun. In addition to contributing work to the exhibition, Brenda Crabtree, Director of the Aboriginal Gathering Place and Special Advisor to the President on Indigenous Initiatives at ECU, also acted as consultant.



The galleries provided public outreach around the exhibition, with guided walk-throughs and educational resources to encourage deeper engagement with the artists, artworks, and their histories.

Brenda noted local Indigenous community members were also supportive, sharing their local ceremonial practice and offering traditional welcomes to the visiting artists. The visiting artists spoke back, and sang their own songs during observance of local protocol — an omen, Brenda recalled, of a respectful and heartfelt cultural exchange that would only deepen as she and her fellow artists spent time on the islands.

The exhibition was presented in collaboration with the Aboriginal Gathering Collective of Vancouver, Schaefer International Gallery, Maui Arts and Cultural Centre and Emily Carr University of Art + Design.

Top Left: Dempsey Bob, 'Eagle Mask.' Right: Corey Bulpitt, 'Gonakadeit Chief of the Sea Hecate Strait.' Below: Brenda Crabtree, 'Red Drums' (Detail).

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

**Goal:** Support ongoing learning for faculty and staff and initiatives to advance equity, diversity and inclusion in hiring practices and learning environment.

**System Objective:** Capacity, Quality, Relevance

**Actions Include:**

- ECU held TransFocus workshops on creating more inclusive and accessible learning spaces for gender non-conforming individuals. As part of the Transfocus Phase 2 initiative, ECU's HR systems will review the university's policies, procedures, practices, benefits and resources to ensure they are designed to be as inclusive as possible for gender non-conforming persons.
- The university has adopted gender neutral pronouns for collective agreements.
- The university has initiated implementation of employment equity initiatives, including diversity skills and unconscious bias training for search committees.
- The university is implementing new employment equity practices to support the hiring and retention of employees from underrepresented groups.
- ECU will increase the funding available to faculty who are engaged in anti-racism, decolonial and community engagement research creation and scholarship.
- The university has secured professional development funds to help faculty in the transition to online education, to support one-on-one consultation for curriculum design, and to implement equity, diversity, and inclusion workshops and training. ECU faculty are sent weekly updates on available workshops at ECU and at other institutions.

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

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

**Actions:**

- ECU worked with an advisory group to rebuild the Teaching + Learning Centre, which had previously focused on technology support. Outcomes included:
  - Appointment of a senior advisor on Teaching + Learning.
  - Establishment of a yearly Teaching Fellow program, open to regular and non-regular faculty to develop their research on teaching and curriculum delivery.
  - Hiring of an instructional technologist and curriculum designer.
  - Establishment of a website and resources for faculty on inclusive pedagogy, online learning, multilingual education, universal design for learning and the anti-racist classroom.
  - A hiring plan that will continue to be implemented, which includes strengthening ties with ECU's Aboriginal Gathering Place, working with the Indigenous elder in residence, and expanding relations between Accessibility Services and the Teaching + Learning Centre.

**Goal:** Expand upon programming offered on topics related to psychology, wellbeing and accessibility.

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

**Actions:**

- The university provides student advocacy, coaching, counselling and information about relevant resources and maintains a healthy and productive relationship with the Emily Carr Students' Union.
- The university engages and supports faculty, staff and students through the Support Messaging System to address academic and behavioural concerns.
- The university will soon launch "Not Myself Today," an evidence-based workplace program developed by the Canadian Mental Health Association.

**Goal:** Capture and demonstrate the value of our pedagogy.

**System Objectives:** Access, Relevance

**Actions:**

- ECU established a Teaching + Learning Centre newsletter and web presence to ensure the ECU community understands and can take advantage of its work.
- ECU has set up a partnership with OCAD University to share teaching and learning resources and ensure crossover between practice-based faculty.
- ECU Academic Affairs and Communications departments have been working to ensure better collaborative marketing and promotions for special events and initiatives.
- The university is prioritizing open access resources relevant to ECU curriculum and accessibility through the library catalogue and online databases.

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

**Goal:** Support the university's commitment to sustainability.

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

**Actions:**

- The university has implemented online solutions to reduce paper consumption, such as the new recruitment platform and onboarding solutions as well as increased online transactions and processes in Financial Services.
- ECU has developed its first-ever comprehensive HR metrics report, a publicly available document that captures and highlights the contributions of the HR area and the related return on investment for the university community.
- The university Facilities department reports annually on carbon neutral initiatives and efficiencies including the university's energy savings related to participation in the Neighborhood Energy Utility.

**Goal:** Continue to develop policies and models for collections and archives.

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

**Actions:**

- The ECU Library hired an archivist to begin creation of policies and best practices for preserving institutional history. The ECU archives do not currently contain a comprehensive group of materials and, as ECU prepares for its 100th anniversary, gaps in collections have become clear.
- Since the shift to online learning as a result of COVID-19, the ECU Library has worked to digitize collections and add more online databases and resources. For example, full text access to e-books has been a direct priority. The library is also prioritizing a curbside pickup for books that are not available any other way.
- ECU is developing and implementing a Records Retention Policy and Procedures, along with protocols for Privacy Breaches (in partnership with Information Technology Services).

**Goal:** Develop an efficient and flexible use of space.

**System Objectives:** Access, Capacity, Efficiency

**Actions:**

- The Facilities Office and Academic Advising Office are working to access programmable space to establish appropriate wellness programming, including kitchen facilities.
- The university is conducting an accessibility audit to ensure the campus continues to meet the needs of all community members with a range of physical abilities.
- A new daily timetable was established through the university Senate that will allow ECU to maximize the use of classroom and workshop space and prioritize Continuing Studies programming in the early evening.
- ECU's Space Advisory Committee has been addressing space policy and best practice. In an art and design university, all space (including walls) are also used for exhibition. The Committee has been working to centralize processes for booking these tangential spaces, which are widely used for teaching and professional development.

**Goal:** Ensure that our technical ecology is well supported to meet future needs.

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

**Actions:**

- ECU's Academic Affairs has been working closely with IT and Financial Services to support the university's transition to online learning. The university's course management system (Moodle) has been upgraded and is now mandatory for all classes and learning modules have been developed for faculty. The university has also established virtual lab access for students who may not have access to campus.
- The university created and ratified a new Service Level Agreement between BCNET, its applications service provider, and the eight schools that share licensing and project work on ECU's Colleague applications.
- ECU implemented the collection of student Social Insurance Numbers per federal government requirements, which facilitates creation of form T2202.

- To remain compliant with B.C. *Freedom of Information and Protection of Privacy Act* regulations, the university implemented a method to collect student consent for Adobe Creative Cloud sign-in after Adobe changed its sign-in paradigm to require regular sign-in by users for servers outside of Canada.
- The university implemented new student roster functionality in the student planning module, which involved replacement of the legacy faculty roster/grading/course/waitlist feedback system with a modern system that includes pictures, personal pronouns, gender identity and preferred/chosen name for students.
- ECU hired a systems administrator/network administrator resource to increase server and network team capacity and coverage.
- The university improved security, reliability and functionality via establishment of new mail servers, which removed the issue of outdated transport layer security (TLS) protocol errors.
- To increase security, the university began piloting BCNET Security Incident Event Management System (SIEM) and added high priority servers for monitoring. Additionally, ECU improved security and reliability by replacing its domain name server/dynamic host configuration protocol/active directory (DNS/DHCP/AD) server with a new upgraded server in a paired configuration. This is part of an overall effort to upgrade out-of-date servers.
- ECU supported campus-wide communication with the Digital Signage Project, including equipment purchase and installation, network connectivity, testing/piloting/staff training and university-wide rollout.
- The university hired a Senior Events Technician and AV Specialist position to help build capacity and sustainable operation with staff restructuring for CTS.
- To ensure reliability and performance of equipment, ECU completed capital, procurement/installation replacement for built-in and portable audio visual equipment and migrated from incandescent to LED lighting.
- ECU worked with BCNET, the higher education technical community of B.C., to create an Audio Visual Equipment and Service Level Agreement roster. The university participated as a member of BCNET in a small working group representing the university.
- In response to requests from the interactive media departments, the university worked with a specialist vendor to tune and calibrate the Reliance Theatre.
- As part of efforts to investigate and budget the cost of migrating from open source email to a modern communication platform, the university researched requirements and budget in January for the cost of licensing and migrating from its existing email system to either O365 or Google. As both options store or replicate data outside Canada, there is a significant amount of identity and access work required in addition to student consent processes to work through before a migration can occur.
- With regards to ECU's incident response plan, the university needs to formally document its responsibilities and procedures in response to a security or privacy incident, and requires a dedicated resource to do so. Continuity of learning activities related to COVID-19 are also a priority for ECU.

- ECU worked with a software vendor and integrator to noticeably improve registration system performance for students. The student registration system has occasionally shown an error when students attempt to gain entrance into a course that is full, as registration is opened to groups of students at one time and results in hundreds of transactions within the first five minutes.
- ECU will improve performance of its Continuing Studies registration, which requires modernization. Continuing Studies represents a key component of ECU's financial wellness strategy.
- The university will continue technical debt projects, including server upgrades, software upgrades and identity and access upgrades.
- ECU will continue security projects, including user education and work with BCNET, the Canadian University Council of Chief Information Officers (CUCCIO) and the Canadian Network for the Advancement of Research, Industry and Education (CANARIE) initiatives.

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

**Goal:** Expand intentional pathways for diverse learners.

**System Objective:** Access, Capacity, Relevance

**Actions:**

- ECU worked with both employee unions to develop special funds to support student agency and success through the investment of Service Improvement Allocations.
- ECU continues to enable diverse learners to access programming through intentional and supported pathways.
- The university established an internal pathway program through Continuing Studies, which allows students who do not meet English proficiency requirements to start their transition to ECU credit programs through some non-credit courses that ladder into ECU degrees.
- ECU's Continuing Studies has also added a certificate in visual arts and expanded its Interaction Design Certificate program, which allows students to transition to a degree program (with some credit awarded) after completion.

**Goal:** Engage full community in defining and establishing learning experiences.

**System Objective:** Capacity, Quality, Relevance

**Actions:**

- The university continues to run Teaching and Learning workshops, which are offered all year but centralized in late August for building community and skills for teaching and learning. Staff, faculty and graduate students participate.
- The university continues to host a diverse range of speaker series, workshops, screenings and collaborative events to enhance knowledge sharing, skills development and cultural dialogue.

### [Pandemic-Era Learning](#)

*Like all learning institutions, ECU is working hard to adjust to a new reality in 2020. Fortunately, Emily Carr has been advancing in online learning for more than a decade now, and many of its summer courses boast the kinds of successful outcomes that demonstrate how worthy this investment has been.*

*A DIY printmaking course [sparked a fledgling online community](#) around an open office-hour that faculty member Mark Johnsen named “The Drying Rack,” since it mimicked “the experience of being in a physical print shop, standing around, watching prints dry, offering feedback and letting the conversations flow authentically.”*

*Faculty member Patrick McDonald [encouraged his students to consider](#) how studying remotely is an opportunity to hone skills that could set them up for success in a workforce fundamentally redefined by the pandemic.*

*The [One-Page Score Project](#), which emerged from artist and ECU faculty member [Keith Langergraber’s](#) Foundation-level Interdisciplinary Studio course, gave students an opportunity to collaborate with Vancouver New Music musicians on a series of gorgeous multimedia soundscapes featuring lush instrumentation set against vibrant visual compositions.*

*And as some pandemic restrictions gradually began to lift, the Aboriginal Gathering Place [assembled Material Practice Wellness kits to send to Indigenous community members](#), as a way to engage remotely, and sustain “cultural connection to the materials and to the land.”*



## PERFORMANCE MEASURES RESULTS 2019/20

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

The eight areas identified in the **Performance Measures Results - Table 1** (see Appendix A, p. 54) address the university's performance over the past year in reference to a standard set of measures developed and reviewed annually by a Provincial Performance Measures Working Group. The broad goal of these measures is to encourage B.C. institutions to achieve individual targets that support Ministry expectations for system-wide service delivery.

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

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

<sup>1</sup> Information about the data sources listed below is from the [2019/20 Accountability Framework Standards and Guidelines Manual](#).

### **1. Student Transitions Project**

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

### **2. B.C. Student Outcomes surveys**

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

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

### **3. Central Data Warehouse**

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

### **4. Student full-time equivalents (FTEs)**

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

### **5. Additional data sources**

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

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

Further information about each performance measure applicable to ECU and an explanation of the methodology used to establish the datasets can be found in the [2019/20 Accountability Framework Standards and Guidelines Manual](#). The results for each institution are assessed against targets using the following scale. In the case of survey results, data are presented with the margin of error calculated based on a 95% confidence interval.

Assessment <sup>2</sup>	Result
Achieved	100% or more of the target
Substantially achieved	>90% and <100% of the target
Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

## Performance Measure Results Analysis

Please refer to **Appendix A - Performance Measure Results** (p. 57) to review the performance measure targets and results established for ECU for 2019/20, also outlined below.

As in previous years the university was within range of the Ministry target for **Student Spaces**, delivering 99% of the target 1361 FTE's for 2019/20, with 1346 FTEs across all domestic enrolments.<sup>3</sup> In previous years the university has generally delivered above target but in 2019/20 the target was *substantially achieved* in part due to slightly lower than projected FTEs for Undergraduate programming and Continuing Studies. The university also sees high achievement in the area of **Credentials Awarded** for 2019/20, which is consistent with previous years, as credentials awarded well exceeded the system target. For **Aboriginal Student Spaces**, the university has not previously identified a target number but strives to improve enrolment year to year. For 2019/20, the university reported 80 FTEs, which is close to the 82 FTEs reported the previous year and represents *substantial achievement* of target.

For the measures assessed on the basis of student survey data, the university continues to *substantially achieve* targets in most areas. These include **Student Satisfaction with Education**, **Student Assessment of the Quality of Instruction**, and **Student Assessment of Skill Development**.

This year, the target for **Student Assessment of the Usefulness of Knowledge and Skills in Performing Job** was *not achieved*.<sup>4, 5</sup> ECU's positive response assessment for this survey question is 72% and considering a margin of error factor of +/- 5.4% the result approaches 80%, which is quite consistent with the previous year's result and just below Ministry target of 90%. Possible factors that may have affected the results include the sample size of the survey and extent to which respondents tended to be concentrated in particular fields of study. The university

<sup>2</sup> As of the 2019/20 reporting year, the "Exceeded" category has been removed. Performance measure results will now be assessed on a three-category scale: *Achieved*, *Substantially Achieved*, or *Not Achieved*.

<sup>3</sup> A Student FTE represents the instructional activity (course registrations) of one student completing all the requirements of a full-time program in a period that extends over one normal academic year. Enrolments of students with less than full-time course loads are converted to Student FTEs through standard conversion methods, which the university adopts in alignment with Ministry and system-wide reporting standards.

<sup>4</sup> This question is part of the *2019 Baccalaureate Survey of 2017 Graduates* and the result percentage is based on the proportion of employed ECU graduates surveyed who selected "Very useful" or "Somewhat useful" in answer to the question, "How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?" Other options available on the response scale were, "Not very useful, Not at all useful, Don't know, Refused." However, calculation of percentage excludes respondents who selected "Don't know" or "Refused."

<sup>5</sup> This question is intended to address the relevance of the institution's "education programs and their effectiveness in enabling former graduates to contribute to the economic development of B.C. through their assessment of the knowledge and skills they acquired in relation to the requirements of their subsequent employment."

will continue to analyze these results and conduct independent surveys of recently graduated students, as well as their employers, to better understand perceptions of the usefulness of ECU education to alumni work performance and opportunities. We hope also to learn more about alumni's professional and educational goals in enrolling in their chosen course of study. This, in combination with the university's ongoing activities in program evaluation, curriculum review and development, research collaboration, and work-integrated learning, will enable ECU to ensure students are developing the skills and abilities they need to succeed in their creative fields.

Notably, for the same survey respondents, ECU saw an improvement in this year's result for **Bachelor Degree Graduates' Assessment of Skill Development** (see Appendix A – Table 2, p. 58), with consistently high results recorded for the specific skill areas of "Critical analysis, Oral communication and Learning on your own." ECU has heard from employers that these competencies are broadly applicable across sectors, as well as being advantageous for entrepreneurial ventures. ECU graduates are motivated and versatile critical thinkers, who are highly employable, as is evidenced by ECU's consistently low **Unemployment Rate** results. In an international context, perceptions about the quality of an Emily Carr University education continue to be very positive; in the recent [QS World University Rankings](#), ECU was the only Canadian post-secondary art and design school to be placed among the world's top 50. These rankings are informed by academic reputation, employer reputation, and faculty and student reputation, among other factors.

## FINANCIAL INFORMATION

For the university's most recent financial information, please see the [2019/20 Audited Financial Statements](#) available on the [reports](#) section of the university website.

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## APPENDIX A – PERFORMANCE MEASURE RESULTS

TABLE 1 – ECU 2019/20 Accountability Framework Performance Measures Results

Performance measure <sup>i</sup>	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
<b>Student Spaces<sup>ii</sup></b>						
Total student spaces	1,388	1,361	1,346	Substantially achieved		
<b>Credentials awarded<sup>iii</sup></b>						
Number	310	304	311	Achieved		
<b>Aboriginal student spaces<sup>iv</sup></b>						
Total Aboriginal student spaces	82	Maintain or Increase previous year's FTEs	80	Substantially achieved		
Ministry (AEST)	82		80			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>v, vi</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	80.1%	4.0%	≥ 90%	78.0%	4.0%	Substantially achieved
<b>Student assessment of the quality of instruction<sup>v, vi</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	82.9%	3.7%	≥ 90%	82.1%	3.7%	Substantially achieved
<b>Student assessment of skill development<sup>v, vi, vii</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	78.0%	3.5%	≥ 85%	80.1%	3.3%	Substantially achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>v, vi</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	76.8%	5.1%	≥ 90%	72.0%	5.4%	Not achieved
<b>Unemployment Rate<sup>v, vi</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	9.8%	3.3%	≤ 9.1%	10.7%	3.3%	Achieved

**TABLE 2 – ECU 2019/20 Accountability Framework Performance Measures Results**

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	78.0%	3.5%	≥ 85%	80.1%	3.3%	Substantially achieved
Written communication	70.2%	4.6%		75.3%	4.2%	
Oral communication	83.9%	3.6%		85.5%	3.3%	
Group collaboration	68.1%	4.7%		73.5%	4.3%	
Critical analysis	91.6%	2.8%		95.3%	2.0%	
Problem resolution	70.7%	4.7%		70.4%	4.4%	
Learn on your own	87.2%	3.4%		86.6%	3.4%	
Reading and comprehension	72.3%	4.6%		74.3%	4.3%	

<sup>i</sup> Please consult the 2019/20 Standards Manual for a current description of each measure.

[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

<sup>ii</sup> Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

<sup>iii</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

<sup>iv</sup> Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

<sup>v</sup> Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>vi</sup> As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT

<p><b>TRC CALL TO ACTION <sup>[1]</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b></p> <p><sup>[1]</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.</p>	<p><b>PROGRESS <sup>[2]</sup></b></p> <p>New, Continuing or N/A</p>	<p><b>INITIATIVES AND PARTNERSHIP DETAILS</b></p> <p>(relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how ECU's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.) Please include links where relevant/possible.)</p>
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>N/A</p>	
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>N/A</p>	
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>New</p>	<p>ECU is beginning exploration in this area through its Continuing Studies programming. ECU is looking to build its relationship with the Native Education College (a leader in Aboriginal programming for skills training located close to the ECU campus) and extend this into language courses.</p>

<p><b>23: HEALTH-CARE PROFESSIONALS</b>          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.</p>	<p><b>New + Continuing</b></p>	<p>ECU's Aboriginal Program Office and Health Design Lab received a \$300K Vancouver Foundation Systems Change Grant (a partnership with Vancouver Foundation): Health Design Lab: <i>Decolonizing the Health Care System through Cultural Connections</i>.</p> <p>In B.C., Indigenous people of all ages experience significantly poorer health outcomes than non-Indigenous people. The roots of this discrepancy can be linked to both Canada's colonial past and to systemic racism and other barriers to care, which permeate the healthcare system today. This project involves research workshops that address systemic and institutional racism and the healthcare system's failure to meet the needs of Indigenous people. The project seeks to initiate change from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous peoples and healthcare practitioners. Working with a range of First Nations communities in and around Prince George, B.C., ECU will pilot a program that situates healthcare provider training with cultural immersion and material practice-based learning. Ultimately, ECU hopes to improve healthcare for Indigenous people by developing an Indigenous-led approach that can be scaled and adapted to the unique needs of First Nations across B.C.</p>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b>          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.</p>	<p><b>New + Continuing</b></p>	<p><i>See Above.</i></p> <p><i>Decolonizing the Health Care System through Cultural Connections.</i> The project seeks to initiate change from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous peoples and healthcare practitioners. Working with a range of First Nations communities in and around Prince George, B.C., ECU will pilot a program that situates healthcare provider training with cultural immersion and material practice-based learning. Ultimately, ECU hopes to improve healthcare for Indigenous people by developing an Indigenous-led approach that can be scaled and adapted to the unique needs of First Nations across B.C.</p>

<p><b>28: LAW SCHOOLS</b></p> <p>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.</p>	<p>N/A</p>	
<p><b>57: PUBLIC SERVANTS</b></p> <p>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.</p>	<p><b>New + Continuing</b></p>	<p>ECU continues to develop its offerings for employees in skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. Some programming and initiatives include:</p> <p>A series of training modules on the First Nations Principles of OCAP™ (ownership, control, access and possession), provided through funding from the Canada Research Chair program for Equity, Diversity and Inclusion training and support.</p> <p>ECU’s Aboriginal Program Office website provides a series of video material practice, studio-based online instructional workshops that are available to the public, including Aboriginal organizations and communities.</p> <p>ECU’s Aboriginal Gathering Place hosts a series of lectures, presentations, events and workshops throughout the year where guest artists bring unique, diverse skills and perspectives of local and global Indigenous artists and educators. The Aboriginal Gathering Place also hosts Aboriginal cultural leaders, elders and healers who provide cultural, spiritual and educational support.</p> <p>Over the previous year, ECU held TransFocus workshops on creating more inclusive and accessible learning spaces for gender non-conforming individuals. As part of the Transfocus Phase 2 initiative, ECU’s HR systems</p>

		<p>will review the university's policies, procedures, practices, benefits and resources to ensure they are designed to be as inclusive as possible for gender non-conforming persons.</p> <p>The university is implementing new employment equity practices to support the hiring and retention of employees from underrepresented groups, including restricted searches and unconscious bias training for search committees.</p> <p>ECU is actively undertaking review of policy, development of educational and training resources, and future planning to sustain institutional efforts for sexual violence and misconduct prevention and response.</p> <p>ECU is exploring options for the rollout of cultural safety training opportunities for staff and faculty in partnership with the university's Aboriginal Gathering Place.</p> <p>ECU staff will continue to have opportunities to engage in professional development training on topics pertaining to Indigenous history, art practices and ongoing issues.</p> <p>The university has secured professional development funds to help faculty in the transition to online education, to support one-on-one consultation for curriculum design, and to implement equity, diversity, and inclusion workshops and training. ECU faculty are sent weekly updates on available workshops at ECU and other institutions.</p>
<p><b>62: TEACHER EDUCATION</b>          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.</p>	<p><b>New + Continuing</b></p>	<p>ECU runs many workshops each year for all students, faculty and staff that address what it means to work and live on unceded territory, prioritizing the history and cultural traditions of the Səlilwətał (Tseil-Waututh), Skwxwú7mesh (Squamish), and xʷməθkwáyəm (Musqueam) people.</p> <p>The university offers programming throughout the academic year via the Teaching + Learning Centre and the Aboriginal Gathering Place that prioritizes Indigenous knowledge and decolonial methodologies.</p>

		<p>ECU's Aboriginal Gathering Place provides cultural competency support via presentations and workshops on historical Indigenous colonialism.</p> <p><i>"What Becomes of the Broken Hearted,"</i> a published essay by Brenda Crabtree, Director, Aboriginal Programs at the university's Aboriginal Gathering Place, outlines both historical and contemporary approaches to Indigenous culture, education and art, and is presented as a cultural competency presentation.</p> <p>ECU is contributing to the Vancouver BC Teachers Federation publication <i>Project of Heart: Illuminating the Hidden History of Indian Residential Schools in B.C.</i></p>
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b>  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.</p>	<p><b>Continuing</b></p>	<p>ECU has been running a variety of practice-based courses in media-related areas. Indigenous content is evident in curriculum, for example:  VAST 310: Decolonial Aesthetics;  FMSA 321: Decolonizing the Screen;  PERF 310: Indigenous Bodies;  HUMN 305: Indigenous Art and Activism.</p>
<p><b>92: BUSINESS SCHOOLS</b>  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.</p>	<p><b>N/A</b></p>	

**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

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

*Article 14*

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

*Article 15*

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

*Article 21*

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

**New**

2019 SSHRC New Frontiers in Research Fund Exploration Grant \$247K.

Emily Carr University Aboriginal Program Office + UBC Forest and Conservation Sciences.

*Exploring the Power of Indigenous Art as a Catalyst for Linking Economic Growth to Sustainable Landscapes.*

Indigenous art is used to inclusively elicit a deep understanding of complex cultural-ecological systems that lead to a future of well-being, culture and connection to the land.

Expansion of the space in which art and science can be used to co-generate Indigenous knowledge and the development of artistic products that inspire incorporation of different ways of knowing in natural resource management and conservation.

Aboriginal Gathering Place/Program Office-Pro D.

Reconciliation Conferences:

*Perspectives on Reconciliation* – Dawson City, Whitehorse and Carcross, Yukon.

*Building Reconciliation Forum* – Sault Ste. Marie.

*Native American + Indigenous Studies Conference* – New Zealand.

*International Indigenous Artists Gathering* – Hamilton, New Zealand.

Maui and Honolulu First Nations Art Exhibitions – ECU’s Aboriginal Gathering Place partnered with exhibit curators, Sheila Hall and Ray Hartley, and the Hawaiian Cultural Centers/Art Galleries in Hawaii to host the first-ever First Nations Art Exhibitions in Maui (Maui Art + Culture Centre/Schaeffer Gallery) and Honolulu (East West Gallery). Both exhibitions included cultural ceremonies (Hawaiian and First Nations) and First Nations cultural/educational programs and workshops.

**Continuing**

Much of this work at ECU has been made possible by the Aboriginal Gathering Place (AGP). The emphasis on supporting and prioritizing Aboriginal material practice, working with hides, natural dyes, feathers, horsehair and quills, among other materials, has empowered Indigenous students and

		<p>broader community members to connect to cultural histories and forms of knowledge. Work at the AGP is distinct from that of the rest of the campus, including working with animal byproducts. The university has also empowered students to explore other forms of Aboriginal practice within the space of the AGP. This emphasis on supporting Indigenous knowledge forms is also often used to recruit Aboriginal students.</p>
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<sup>[1]</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.

<sup>[2]</sup> N/A used if there is no relevant program on this subject offered at the institution.