

AGENDA

BOARD OF GOVERNORS – OPEN SESSION

Thursday, September 26, 2024 — 1:00 – 2:20 p.m.
ECU Boardroom D2315

Zoom Webinar Link

<https://emilycarru.zoom.us/j/69844649012?pwd=Ze4E8zkllbY6HR2sVbXraUUbMt5Jle.1>

Webinar ID: 698 4464 9012

Passcode: 578984

Territorial Acknowledgement: We respectfully acknowledge that Emily Carr University is situated on the unceded, traditional and ancestral territories of the Musqueam, Squamish and Tsleil-Waututh Nations.

Time	Item	Speaker	Action	Page #
1:00 – 1:02	1. Call to Order	D. Avison		
	2. Land Acknowledgement and Welcome Remarks			
	3. Declaration of Conflict of Interest			

CONSENT AGENDA

1:02 – 1:05	4. Items for approval/acknowledgement by consent	D. Avison	Approval by Consent	
	MOTION: That the Board of Governors approves the items included under the Consent Agenda.			
	4.1 Agenda		Approval	1-3
	4.2 Minutes of the Board Open Session of June 27, 2024		Approval	4-8
	4.3 2023/24 Statement of Financial Information (SOFI) Report		Approval	9-22
	MOTION: That the Board, on the recommendation of the Audit + Finance Committee, approve the Statement of Financial Information for Emily Carr University for the fiscal year ended March 31, 2024.			
	4.4 Q1 Forecast		Approval	23-26
	MOTION: That the Board, on the recommendation of the Audit + Finance Committee, ratify the Q1 Forecast for the fiscal year 2024/25 as submitted to the Ministry of Post-Secondary Education and Future Skills.			

Time	Item	Speaker	Action	Page #
5. BUSINESS				
1:05 – 1:10	5.1 Chair's Remarks	D. Avison	Information	
1:15 – 1:20	5.2 President's Updates	T. Kelly	Information	
1:20 – 1:30	5.3 Institutional Accountability Plan and Report 2023/2024	N. Himer	Approval	27-74
	MOTION: That the Board, on the recommendation of the Executive + HR Committee, approve the 2023/2024 Institutional Accountability Plan and Report, as presented.			
1:30 – 1:35	5.4 Five Year Capital Plan	Chair/ V. Sokha	Approval	75-81
	MOTION: That the Board, on the recommendation of the Audit + Finance Committee, approve the Five-Year Capital Plan for 2025/26 to 2030/31 for submission to the Ministry of Post Secondary Education and Future Skills.			
1:35 – 1:40	5.5 Student Parking Fees	V. Sokha	Approval	82-83
	MOTION: That the Board, on the recommendation of the Audit + Finance Committee, approve an increase in student parking fees to \$700 per term (\$175 per month), effective January 1, 2025.			
1:40 – 1:45	5.6 Student OneCard	V. Sokha	Approval	84-85
	MOTION: That the Board, on the recommendation of the Audit + Finance Committee, approve the implementation of a non-refundable \$15 fee for student OneCard replacements, effective immediately.			

Time	Item	Speaker	Action	Page #
1:45 – 1:55	5.7 New Board Bylaws	M. Macaulay/ N. Himer	Approval	86-115
	MOTION: That the Board on the recommendation of the Governance Committee i) approve the updated Board Bylaws (September 2024 Draft), as amended, and ii) rescind and replace the current Board Bylaws (dated 2012) therewith and as of an effective date determined by the Board.			
1:55 – 2:05	6. REPORTS			
	6.1 President + Vice-Chancellor’s Report	T. Kelly	Information	116-117
	6.2 Interim Vice President, Academic + Provost’s Report	D. Achjadi	Information	118-119
	6.3 Vice President, Finance + Administration Report	V. Sokha	Information	120-122
	7. OTHER BUSINESS			
	8. NEXT MEETING – November 28, 2024			
	9. CONCLUSION OF MEETING	D. Avison		



MINUTES - **DRAFT**

BOARD OF GOVERNORS — OPEN SESSION

Thursday, June 27, 2024 — 2:00 p.m. - 3:00 p.m.
via Zoom webinar

ATTENDANCE:

Board Members:

Don Avison (Board Chair)
Trish Kelly (President + Vice Chancellor)
Lorcan O'Melinn (Vice-Chair)
Lindsay McIntyre

Keith Reynolds
Sung Van
Alex Phillips
Natasha Tony
Mary Macaulay

Regrets: Esther Rausenberg, Ishika Tripathi, Gaye Fowler, Carleen Thomas, Parnian Anaa, Brenda Crabtree

Resources and/or Guests: Diyan Achjadi (Interim Vice-President, Academic + Provost), Viktor Sokha (Vice-President, Finance + Administration), Mark Douglas (Executive Director, Financial Services), Natasha Himer (University Secretary), Nicole Shin (Associate University Secretary, Recording Secretary), Alexander Muir (IT Support)

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I. ADMINISTRATIVE BUSINESS

1. Call to Order — Don Avison, Chair of the Board, called the meeting to order at 2:00 p.m.
2. Adoption of the Agenda

MOTION: That the Agenda for the Board Open Session of June 27, 2024 be approved as presented.

Moved / Seconded

Carried.

3. Approval of Past Meeting Minutes – Open Session

MOTION: That the Minutes of the Board Open Session of May 29, 2024 be approved as presented.

Moved / Seconded

Carried.

II. BUSINESS ARISING

1. Chair's Remarks

On behalf of the Board of Governors, following the announcement in late May, the Chair congratulated President Trish Kelly as the newly appointed 10th President of Emily Carr University of Art + Design. He shared congratulatory remarks, noting the University is at a pivotal moment and remarking on the vision and continued strong leadership President Kelly brings to ECU.

The Chair also announced that the Board has approved the reappointment of Chancellor Carleen Thomas for a second, 3-year term commencing August 1, 2024 to July 31, 2027. He remarked on Chancellor Thomas' passion for education and life-long learning, her deep care for ECU's students and community. On behalf of the Board of Governors he thanked her for three years of service, sharing that the Board is honoured and grateful for her interest in continuing to serve as Chancellor for another term.

The Chair congratulated Faculty Board member, Lindsay McIntyre who has been awarded a pair of prestigious fellowships from the Sundance Institute and Forget Project.

He thanked departing student Board member, Ishika Tripathi who served two consecutive years on the Board.

He also thanked outgoing OIC members, Keith Reynolds and Esther Rausenberg for their 6-years of service on the Board as their term concludes on July 31, 2024. Each have demonstrated deep commitment, care and passion for ECU. They have given many hours and contributed valuable perspectives to the work at the Board and at the Committee level. He noted that K. Reynolds Chaired the Governance Committee, bringing particular focus to the policy matters and E. Rausenberg served on Audit + Finance, Executive + Human Resources and the Sabbatical Committees.

The Chair also announced two new OIC members Steven Kinsey and Harv Phandal Dhanda who are appointed as of July 31, 2024 for a one year term. They will be joining their first Board meeting in September.

2. President's Updates

T. Kelly thanked the Board and the community for the opportunity serve as President + Vice-Chancellor. ECU is at an exciting and vital moment, and she looks forward to sharing her broader vision for ECU with community.

The Chair made brief note of news regarding the proposal submitted by PCI Developments and Low Tide Property for a large development adjacent to the Great Northern Way – Emily Carr subway station (immediately west of ECU).

III. BUSINESS

1. Carry Forward of Wellness Kitchen Motion from March 2024, and Requested Update on Student Food Security and Well Being

T. Kelly reported that at the March meeting, the Board requested the Administration to bring back additional information outlining the funding and steps the administration is taking to address food insecurity. A copy of the proposed resolution is attached in the Board agenda package for reference. Recognizing that food insecurity is an increasing issue on university campuses, management added \$30,000 to the Counselling + Wellness budget (for Wellness programming) and \$30,000 to the Student Services area (to address food security). The total added to the 2024-25 Budget to address food insecurity and wellness programming involving food is \$60,000. Administration views food access and insecurity as a cross-institutional priority.

Three key areas to address:

- Food insecurity
- Food access
- Food as community

To have impact, we need to:

- Understand the distinct needs/groups affected
- Tailored approaches
- Target funding to have impact

There was discussion. Some Board members were of the view that the proposed motion is incomplete, or unclear, and they would like additional information before considering.

The Board requested that management report back on the costing of a free breakfast program.

Adrian Tees, AVP, Human Resources joined the meeting via zoom.

2. Update to Policy 5.1 Ethics in Research

K. Reynolds reported that Policy 5.1 Ethics in Research was approved in 2008 and was last revised in 2012. The updated policy is a significant redraft and brings ECU's research standards in alignment with the Tri-agency standards. The policy has been consulted on with many different groups, was endorsed by Senate, and is coming forward with the support of the Board Governance Committee.

He thanked Justin Langlois, AVP, Research + Dean, Graduate Studies and his team for the work on this policy.

MOTION: That the Board, on the recommendation of the Governance Committee, approve revised Policy 5.1: Research Administration, Ethics, and Conduct.

Moved / Seconded

Carried.

3. Employee Safe Disclosure – Public Interest Disclosure Act (PIDA) Policy

K. Reynolds reported that the PIDA policy is a whistleblower policy that encourages the disclosure of information about suspected wrongdoings in the public sector. PIDA came into effect in BC in 2019 and post-secondary institutions were required to adopt policies and procedures. The University has prepared a new updated safe disclosure policy 8.12 Employee

Safe Disclosure Policy. Community consultations were held for the policy, and the policy is coming forward with the support of the Board Governance Committee. It was noted that this policy framework is for employees. Consideration is being given to evolving the current framework for students and the mechanism to bring forward their concerns similar to the safe disclosure policy.

N. Himer noted that the procedures were reviewed and approved by the President's Executive Committee.

K. Reynolds thanked Adrian Tees, AVP, Human Resources and his team for the work on this policy.

MOTION: That the Board, on the recommendation of the Governance Committee, approve new Policy 8.12: Employee Safe Disclosure Policy – Public Interest Disclosure Act.

Moved / Seconded

Carried.

A. Tees left the meeting.

4. Institutional Accountability Plan and Report (IAPR) 2023-24

N. Himer reported that last year an *ad hoc* committee was given delegated authority to approve the draft IAPR. This year the Board is being asked to give delegated authority to the Board Executive + HR Committee to approve the draft 2023-24 IAPR before it is submitted to the Ministry.

The final report will come forward to the Board in the fall.

MOTION: That the Board confirm delegation of review and decision-making authority to the Executive + Human Resources Committee to approve the draft 2023-24 ECU Institutional Accountability Plan and Report for submission to the Ministry of Post-Secondary Education and Future Skills.

Moved / Seconded

Carried.

IV. REPORTS

1. President + Vice-Chancellor Report

T. Kelly provided a high-level update on the end of academic year celebrations: Convocation, The 2024 Grad Show and Donor Event.

She also reported that June is National Indigenous History Month in Canada and June 21 marks National Indigenous Peoples Day. To celebrate Indigenous History Month, she mentioned the following events on campus:

- *Your Old Way Kind of Vision*, exhibition at the Libby Leshgold Gallery curated by Daina Warren, Executive Director, Indigenous Initiatives; and
- The Indigenous Summer Market hosted by the Aboriginal Gathering Place.

Additional information has been provided to the ECU community highlighting other resources and external events happening in the wider community to mark the occasion.

2. Vice-President, Finance + Administration Report

V. Sokha reported that there was a question raised at the May Board meeting regarding the variance of tuition and operations of Continuing Studies (CS). He clarified that when comparing budget to actual activity it shows as a shortfall because eligible tuition was waived by the University and claimed through the provincial StrongerBC Future Skills Grant program. Therefore, the shortfall does not accurately reflect the profitability of CS programming.

3. Interim Vice-President, Academic + Provost Report

D. Achjadi provided an update on the following:

- Candidates that received Tenure and/or Promotions;
- Faculty Symposium – presentations from faculty that were awarded sabbaticals or teaching and learning fellowships in 2022-23; and
- Continuing to monitor the impact of the new IRCC guidelines on international student admissions, as the current turnaround time for visa applications is 12 weeks.

V. OTHER BUSINESS:

K. Reynolds commented on a recent event involving a student overdosing on a university campus. T. Kelly noted that ECU does have naloxone on campus. She will provide further details on ECU's emergency preparedness for drug overdose on campus at the next Board meeting.

VI. NEXT MEETING: The next Regular Open Session of the Board is Thursday, September 26, 2024.

VII. ADJOURNMENT: The meeting adjourned at 3:12 p.m.



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Viktor Sokha, Vice President, Finance + Administration
DATE:	September 19, 2024
SUBJECT:	2023/24 Statement of Financial Information (SOFI)
PURPOSE:	<input checked="" type="checkbox"/> For Action <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	Vice President, Finance + Administration

RECOMMENDED MOTION:

That the Board, on the recommendation of the Audit + Finance Committee, approve the Statement of Financial Information for Emily Carr University for the fiscal year ended March 31, 2024.

EXECUTIVE SUMMARY/OVERVIEW

The Statement of Financial Information (SOFI) is a requirement under the Financial Information Act and must be submitted to the Ministry by October 1, 2024

Employees whose remuneration exceeds \$75,000 and suppliers paid in excess of \$25,000 in the fiscal year are required to be listed individually in the SOFI. The audited financial statements of the University (approved by the Board at its meeting held on May 29, 2024) are also included with the SOFI report when submitted to the Ministry.

KEY POINTS/CONSIDERATIONS

The report provides supplemental information for financial activity occurring in the 2023/24 fiscal year and includes the following:

- *Schedule of Remuneration Expenses*
- *Schedule of Debts*
- *Schedule of Guarantee or Indemnity Agreements*
- *Schedule of Payments to Suppliers*
- *Schedule of Severance Agreements*

The *Schedule of Remuneration Expenses* includes both remuneration and expenses paid to or on behalf of employees. Remuneration includes taxable benefits, if applicable, and expenses are not limited to expenses that are generally perceived as perquisites, or bestowing personal benefit, and primarily include expenditures required for the employee to perform their job functions, such as costs related to travel, conferences, meetings, memberships and professional development.

NEXT STEPS

The Statement of Financial Information requires Board approval prior to submission. The Chair of the Board signs the Approval of Statement of Financial Information form as evidence of this approval.

ATTACHED SUPPORTING MATERIALS

1. 2023/24 Statement of Financial Information



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

Statement of Financial Information Approval:

We certify that the 2023/2024 Financial Information Act Report of Emily Carr University of Art + Design has been approved by the Board of Governors.

Don Avison
Board Chair

Viktor Sokha
Vice-President, Finance and Administration



Statement of Management Responsibility

The Financial Statements contained in this Statement of Financial Information under the Financial Information Act have been prepared by management in accordance with generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all the statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Governors is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control, and exercises this responsibility through the Board Executive. The Board Executive reviews financial information quarterly (through its Audit and Finance Committee) and reviews the audited financial statement at the end of each fiscal year.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements. Their examination does not relate to the other schedules and statements required by the Act. Their examination includes a review and evaluation of the university's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of Emily Carr University

Viktor Sokha
Vice-President, Finance and Administration

Emily Carr University
Statement of Financial Information
Schedule of Remuneration Expenses
April 1, 2023 to March 31, 2024

Name	Position	Total Remuneration	Expenses*
Board of Governors			
Anaa, Parnian	Board Member	\$ -	-
Avison, Don	Board Chair	-	36.70
Crabtree, Brenda	Board Member	-	-
Fowler, Gaye	Board Member	-	-
Kelly, Patricia	President + Vice-Chancellor	-	-
Kerrigan, Keith	Board Chair	-	916.38
Macaulay, Mary	Board Member	-	-
McIntyre, Lindsay	Board Member	-	-
O'Melinn, Lorcan	Board Vice-Chair	-	371.11
Phillips, Alex	Board Member	-	-
Rausenberg, Esther	Board Member	-	-
Reynolds, Keith	Board Member	-	-
Schneider, Stephanie	Board Member	-	-
Siddall, Gillian	President + Vice-Chancellor	-	-
Thomas, Carleen	Chancellor	-	-
Tony, Natasha	Board Member	-	-
Tripathi, Ishika	Board Member	-	-
Van, Sung	Board Member	-	-
Employees			
Abbott, Amory		114,194.80	1,554.75
Achjadi, Sri		195,886.14	14,976.50
Agbi, Toluwani		85,257.62	-
Al-Sharbati, Ahmad		104,511.31	183.75
Andersson, Patrik		114,358.91	-
Andreyev, Julie		114,194.69	6,504.32
Armen, Haig		114,194.74	20.00
Armstrong, Kate		114,480.99	1,591.07
Au-Yeung, Cecilia		117,041.60	-
Badke, Craig		114,194.49	243.38
Ballingall, Rodney		83,119.11	-
Barcham, Manuhuia		113,888.28	2,122.60
Beer, Ruth		111,170.52	362.72
Bertram, Kevin		81,084.57	4,773.37
Bertulis, Eugenia		114,488.47	-
Beyzaei, Nadia		91,608.09	8,400.90
Bird, Kevin		155,715.72	1,622.99
Bishko, Leslie		114,194.57	883.81
Blyt, Christian		114,194.65	385.59
Broder, Stephanie		76,535.07	174.72
Bryan, Charise		102,298.00	2,407.45
Burnett, Ronald		88,644.07	699.75
Bussigel, Peter		114,194.59	-
Butt, Asif		77,786.36	1,675.00

Emily Carr University
Statement of Financial Information
Schedule of Remuneration Expenses
April 1, 2023 to March 31, 2024

Name	Position	Total Renumeration	Expenses*
Cartiere, Cameron		114,194.53	1,000.00
Ceresney, Benita		102,659.06	500.00
Chen, Jian Guang		96,741.68	2,485.19
Chisholm, Catherine		89,982.27	859.17
Christiansen, Rod		80,066.53	-
Clark, Carina		96,555.10	713.76
Conbere, Nicholas		121,922.99	1,001.39
Coulson, Taryn		87,051.38	-
Crabtree, Brenda		100,543.32	-
Crawford, Ghislaine		76,351.23	1,000.00
Cutler, Randy		114,194.57	3,557.51
Day Fraser, Helene		111,455.02	6.04
Dei Cont-Oye, Kitrina		150,027.30	22,805.29
Demiralp, Cemre		91,311.21	21,321.12
Diab, Ana		100,269.91	500.00
Dorey, Suzanne		133,278.10	5,174.56
Douglas, Mark		156,202.94	1,964.23
Doyle, Keith		114,194.60	-
Drennan, Daniel		108,715.25	6.20
Entezari, Ali		133,399.82	6,646.76
Ewart, Chris		86,745.58	-
Feltham, Richard		79,116.66	-
Fiedrich, Kristina		118,089.60	4,986.04
Fitzgerald, Heather		140,318.56	2,489.87
Fossl, Thomas		81,365.90	878.34
Fowler, Gaye		78,619.98	899.27
Frid-Jimenez, Amber		147,457.79	8,222.51
Gadassik, Alla		114,102.74	5,605.20
Galvani, Luke		78,701.64	-
Garbe, Jesse		87,357.56	1,699.42
Gaur, Sophie		114,194.59	512.00
Gellman, Mimi		110,366.88	2,495.72
Ghioni, Carlito		114,194.66	1,089.58
Giesbrecht, Christine		100,168.44	500.00
Gilad, Lee		100,441.78	1,483.78
Gillieson, Katherine		114,194.66	1,138.78
Grauer, Perrin		82,929.83	2,062.86
Guno, Marcia		160,993.08	9,412.19
Guvenc-Salgirli, Sanem		105,201.75	-
Haines, Vivian		84,834.52	2,701.00
Hall-Patch, Vanessa		78,086.57	3.00
Hannan, Jon		111,295.44	670.50
Hermant, Emily		114,102.83	529.64
Hertz, Garnet		137,852.41	-
Hethrington, Christopher		114,194.60	869.21

Emily Carr University
Statement of Financial Information
Schedule of Remuneration Expenses
April 1, 2023 to March 31, 2024

Name	Position	Total Remuneration	Expenses*
Hilder, Jamie		128,651.35	1,729.63
Himer, Natasha		122,986.26	6,500.92
Hollander, Laszlo		136,214.40	4,063.26
Howard Sandoval, Christine		111,605.44	1,237.92
Howe, Margaret		108,715.43	500.00
Hug, Chelsea		135,709.64	7,922.16
Jaroszewicz, Adriana		112,968.96	184.18
Jeong, Leo		82,649.88	350.40
Johnsen, Mark		97,518.00	888.83
Johnson, Roxanne		92,238.15	115.90
Jones, Christopher		114,194.65	1,000.00
Kam, Debora		143,184.03	3,382.71
Kaur Grewal, Sandeep		183,179.08	14,118.34
Kelly, Patricia		268,805.04	34,450.51
Khan-Sequeira, Ashiya		112,472.44	436.00
Kheong, Amy		147,917.28	2,090.97
Killeen, Monica		100,582.14	504.84
Kim, Woonam		112,260.65	500.00
Koenig, Ingrid		110,620.56	3,096.10
Korinowsky, Alexandra		155,859.92	428.66
Kozak, Laura		115,914.95	5,679.22
Kwan, Vanessa		116,034.60	3,033.91
Kwiatkowski, Micaela		75,688.91	1,315.29
Lam, Gwenessa		111,363.06	3,220.50
Langlois, Justin		170,331.10	7,176.17
Lavoie, Chantale		139,874.47	9,879.92
Lazar, Edgar		95,854.56	6,250.32
Lee, Hyein		76,271.13	-
Li, Shiu Cheung		111,605.29	-
Liu, Johnny		114,080.43	435.00
Liu, Liting		81,298.73	2,664.45
Liu, Wensi		113,014.89	3,388.64
Mallett, Kyla		174,977.18	14,194.08
Marsden, Lauren		75,280.74	1,500.00
Martin, Maria		182,186.39	5,184.17
McIntosh, Elizabeth		109,673.62	500.00
McIntyre, Lindsay		106,345.68	1,582.00
McKinnon, Shannon		101,856.47	2,165.08
Mendes, Carlos		76,347.91	1,153.29
Milner, Susan		122,733.48	541.48
Molcan, Sara		86,739.11	9,994.12
Moller, Ruben		76,378.55	745.00
Moppett, Damian		79,141.97	-
Morewood, Kajola		91,802.24	1,631.58
Morgan, Marion		94,183.98	17,217.65

Emily Carr University
Statement of Financial Information
Schedule of Remuneration Expenses
April 1, 2023 to March 31, 2024

Name	Position	Total Remuneration	Expenses*
Nannar, Rumnique		81,133.56	5,534.88
Nattall, James		132,250.07	2,833.81
Neat, Cameron		114,194.63	1,267.95
Newhouse, William		138,104.52	14.08
Nkweta, Zaa		89,083.52	8,040.59
Novak, Justin		114,194.65	500.00
O'Neill, Andy		161,256.74	-
O, Debora		98,591.84	484.43
Osenton, Sara		104,046.55	139.61
Pasaribu, Indri		89,025.71	491.61
Pauker, Magnolia		116,761.34	1,500.00
Pepi, Lorelei		107,447.85	268.11
Phillips, Kasey		113,728.56	504.00
Piontek, Birthe		114,127.03	1,500.00
Plessner, Daphne		114,194.65	8.25
Porter, Taryn		84,316.86	533.03
Prasad, Saurabh		103,963.12	25.78
Purkayastha, Saurav		83,225.70	236.25
Rajani, Selina		82,719.95	740.25
Reeves, Bentley		108,715.37	-
Reyes Rodriguez, Gonzalo		101,444.86	500.00
Rooney, Leanne		119,256.30	6,591.14
Rose, Martin		114,194.65	1,011.55
Sager, Vjeko		92,705.17	1,756.24
Sawatsky, Rachelle		113,932.98	500.00
Schoahs, Tim		82,487.17	1,519.29
Shamash, Sarah		89,831.96	-
Shin, Nicole		79,483.48	120.66
Shon, Sue		114,194.65	1,516.33
Sokha, Viktor		219,154.77	11,432.86
St. Pierre, Louise		114,194.58	1,217.45
Stewart, Christine		110,262.81	1,521.25
Sun, Prophecy		136,567.02	277.95
Szasz, Lorand		77,116.00	1,533.17
Tang, Brendan		114,194.71	473.06
Tees, Adrian		173,881.78	23,246.34
Ting, Tiffanie		198,170.75	6,939.94
Tsang, Henry		114,194.58	3,054.47
Turner, Jacqueline		142,738.52	5,289.92
Valenta II, Jerome		80,601.43	-
Vera Oviedo, Ada Nilda		83,809.59	-
Vicenti, Leo		94,474.28	500.00
Wang, Brenda		87,594.74	1,304.93
Wang, Janet		78,908.73	76.16
Warren, Daina		79,826.50	16,599.12

Emily Carr University
Statement of Financial Information
Schedule of Remuneration Expenses
April 1, 2023 to March 31, 2024

Name	Position	Total Remuneration	Expenses*
Webb, Hillary		114,010.82	699.00
Weeks, Meghan		76,260.11	1,725.00
Wichuk, Stephen		102,481.84	5,833.75
Wildberger, Daniel		113,888.41	-
Wong, Gabriel		87,946.99	500.00
Wong, Rita		111,792.79	1,280.70
Xu, Jenny		78,519.19	2,954.86
York, Julie		114,010.95	1,500.00
Zabolotney, Bonne		114,194.66	514.02
Zandvliet, Danielle		88,611.45	-
Zhang, Danni		86,586.59	2,471.90

Total Remuneration for Employee earning over \$75,000.00	\$ 18,791,202.99	\$ 478,409.69
--	-------------------------	----------------------

Total Remuneration for Employee earning under \$75,000.00	\$ 15,043,512.97
---	-------------------------

Reconciling Items: Employer Paid Taxes and Benefits

Total Employer portion of: CPP	1,516,021.54
Total Employer portion of: EI	559,523.55
Employer Health Tax	660,996.59
College Pension	2,170,960.42
Municipal Pension	810,777.52
IA Financial Group	180,805.34
Workers' Compensation Board	62,561.77
Pacific Blue Cross	758,535.27
Manulife	743,345.26
Total Employer Paid Benefits	\$ 7,463,527.26

Total Remuneration and Expenses	\$ 41,298,243.22	\$ 478,409.69
--	-------------------------	----------------------

Total per Financial Statements	\$ 40,595,501.05
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Variance	\$ 702,742.17
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Note: re Section 6(1a) Financial Information Regulation

The Total Remuneration differs from the related figures in the financial statements at March 31, 2024 as the financial statements are compiled on an accrual basis in accordance with generally accepted accounting principles whereas the Statement of Financial Information shows cash payments.

* This category includes expenses paid directly to an employee, or to a third party on behalf of the employee, while engaged on University business.

Emily Carr University
Statement of Financial Information
Schedule of Debts
April 1, 2023 to March 31, 2024

Description	Amount Outstanding	Interest Rate	Maturity Date
Campus Redevelopment Project P3 Debt	\$ 52,370,534	4.59%	August 2047

Emily Carr University
Statement of Financial Information
Schedule of Guarantee or Indemnity Agreements
April 1, 2023 to March 31, 2024

UCIPP Ref #	Approval Date	Indemnatee	Activity
202416220	Jul 31, 2023	Departure Lounge Inc.	Rental Contract between Emily Carr University of Art and Design and Departure Lounge Inc. with regards to the rental of Virtual Production LED Wall
202416310	Aug 23, 2023	Warner Media, LLC	Sponsorship Agreement between Emily Carr University of Art + Design and Warner Media, LLC for the sponsorship by funding a virtual production training program.
202416978	Feb 07, 2024	The Business + Higher Education Roundtable	Master Funding Agreement for the Workplace Integrated Learning Initiative between Emily Carr University of Art and Design and The Business + Higher Education Roundtable a not-for-profit organization duly incorporated in Canada (BHER) for the WIL Opportunities
202417164	Mar 06, 2024	Global Payments Direct, Inc.	Merchant Agreement between Emily Carr University of Art + Design and Global Payments Direct, Inc. with regards to payment card processing Services and/or use of equipment
202417248	Mar 15, 2024	Urban Sustainability Directors Network	Independent Contractor Agreement between Emily Carr University of Art and Design (ECUAD) and Urban Sustainability Directors Network (USDN) with regards to ECUAD providing services per Schedule A

Emily Carr University
Statement of Financial Information
Schedule of Payments to Suppliers
April 1, 2023 to March 31, 2024

Vendor	Expenditure
AAP Partnership	7,661,046.09
Adobe Systems Inc	70,486.24
Advanced Parking Systems Ltd	434,291.67
AICAD	33,650.68
Altis Recruitment & Technology Inc	278,830.16
Amazon	42,834.85
Annex Pro	296,162.95
Apple Canada Inc	144,443.84
AVI-SPL Canada Ltd	211,352.44
Awaycare Inc	26,604.00
BC Hydro & Power Authority	128,659.23
BCNET	522,042.73
Beau Photo Supplies Inc	61,041.83
Boyden Vancouver	62,340.00
Broadway Camera	53,103.68
Canada Revenue Agency	2,075,545.09
Canon Canada's Business System Solutions (61,378.20
CDW Canada Inc	44,429.46
City of Vancouver	290,496.84
Clark Wilson LLP	35,415.96
College Pension Plan	2,170,960.42
Compugen Inc	401,380.24
Denim & Steel Interactive Inc	112,649.01
Departure Lounge in	40,565.00
Discovery Group Advisory Services Inc	56,805.00
Douglas College	33,000.00
Ebsco Canada Ltd	36,656.49
Elettra Communications Ltd	31,259.25
Facebook	53,911.92
Frances Soon	40,790.00
GOBI Library Solutions from EBSCO	26,194.09
Gravyty	42,739.73
Greenbarn Potters Supply Ltd	56,400.72
Harris & Company Llp	84,278.96
Holiday Inn & Suites Vancouver Downtown	47,686.34
Holmes & Brakel (BC) Inc	198,165.82
IA Financial Group	180,805.34
Inclusive Excellence Strategy Solutions In	34,379.11
Jamie Whitehead Counselling	42,470.00
Kastner Ko LLP	43,567.82
Kopyr Integrated Systems & Services Inc	66,440.66
KPMG LLP	67,185.30
L42 Solutions	118,202.13
Leaders International Executive Search	48,420.15
Linkedin Corporation	37,302.45
Long View Systems	46,440.95
Macquarie Equipment Finance Ltd	604,124.21
Magni Cybersecurity Consulting	118,157.85
Manulife Financial	743,345.26
McNeill Nakamoto Recruitment Group	67,592.80
Meltwater News Canada Inc	25,284.00
Microserve	181,287.33

Emily Carr University
Statement of Financial Information
Schedule of Payments to Suppliers
April 1, 2023 to March 31, 2024

Vendor	Expenditure
Minister of Finance and Corporate Relation	615,678.84
Mobia Technology Innovations	159,322.50
Monday Creative Inc	101,821.13
MTFX Inc	45,395.47
Municipal Pension Plan	810,777.52
OA Solutions	134,596.25
Opus Art Supplies	37,549.37
Pacific Blue Cross	758,535.27
Powerschool Canada ULC	32,809.92
Prime Gear Inc	117,426.73
PrivacyWorks Consulting Inc	64,470.09
Proquest LLC	27,272.97
Ricoh Canada Inc	73,433.31
Robert Half	107,201.11
Screen Industry Training	58,494.04
SFU - BC Electronic Library Network	106,252.20
Signature Recruiting	302,148.00
Singleton Urquhart Reynolds Vogel Llp	43,929.52
SIPPIO	50,041.13
Southern Butler Price LLP	30,145.53
Steeves and Associates	76,485.95
Takach Press Corporation	29,015.07
Technolutions Inc	41,095.90
Uline Canada Corp	25,116.08
Universities Canada	26,689.00
University of British Columbia	37,050.35
Vancouver Foundation	181,543.04
Vantage Point Strategies Society	33,656.58
Work Safe BC	42,171.51
X10 Technologies	46,621.87
Zoom Video Communications Inc	54,448.76
Total Payments to suppliers receiving \$25,000 or more:	\$ 22,663,799.30
Total Payments to suppliers receiving under \$25,000:	\$ 2,594,542.91
Total Grants/Contributions:	\$ 928,201.00
Total Payments to Suppliers	26,186,543.21

Note: re Section 7(1c) Financial Information Regulation

The Total Payments to Suppliers differs from the related figures in the financial statements at March 31, 2024 for the following reasons:

- A. The financial statements are compiled on an accrual basis in accordance with generally accepted accounting principles whereas this report shows payments made and/or invoices received.
- B. The GST rebates have been offset against the expenses in the financial statements whereas this report shows gross payments/invoices.
- C. Capital expenditures are shown as payments to the vendor on this report. These payments are not reflected in the financial statements, which shows amortization amounts.
- D. Certain recoveries are offset against expenditures in the financial statements but are not reflected in this report.

**Emily Carr University
Statement of Financial Information
Schedule of Severance Agreements
April 1, 2023 to March 31, 2024**

In the 2023-2024 fiscal year, Emily Carr University entered into two (2) severance agreements with non-unionized employees. The agreements represent from 2 to 4 months of compensation, based on salary.



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Viktor Sokha, Vice President, Finance + Administration
DATE:	September 19, 2024
SUBJECT:	Q1 Forecast
PURPOSE:	<input checked="" type="checkbox"/> For Action <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	Vice President, Finance + Administration

RECOMMENDED MOTION:

That the Board, on the recommendation of the Audit + Finance Committee, ratify the Q1 Forecast for the fiscal year 2024/25 as submitted to the Ministry of Post-Secondary Education and Future Skills.

EXECUTIVE SUMMARY/OVERVIEW

The forecast is provided to keep the Audit + Finance Committee (AFC) informed of the financial projections for the current year. With the approval of the AFC Chair, Emily Carr University of Art + Design's (ECU or University) Q1 forecast was submitted to the Ministry on July 5, 2024.

The attached forecast has been prepared using the template as required by the Ministry of Post-Secondary Education and Future Skills and reflects the finalized reporting requirements of Public Sector Accounting Board (PSAB) standards.

KEY POINTS/CONSIDERATIONS

- The Q1 submission reflects the approved 2024/25 budget deficit of \$(1,802,132).
- The forecast for the next three years, 2024/25 to 2026/27, includes assumptions for domestic and international student registration levels, tuition fees and operating costs, and includes activity related to new leased space at the CDM campus including tuition revenue, operating expenses and capital costs.
- The forecast does not assume the receipt one-time funding in any year.
- The appropriateness of these projections will be reviewed and adjusted as needed throughout the year and included in ECU's future quarterly submissions to the Ministry.

NEXT STEPS

With the review and approval of the AFC Chair, the Q2 forecast will be submitted to the Ministry by their deadline of October 1, 2024, and will be brought to the AFC for recommendation to the Board for ratification at the November 2024 meeting.

ATTACHED SUPPORTING MATERIALS

1. Q1 Forecast Figures

OFFICE OF THE VICE-PRESIDENT, FINANCE AND ADMINISTRATION

Q1 Forecast, submitted July 5, 2024

	Forecast	Forecast	Forecast	Forecast
	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
	----- \$thousands -----			
Statement of Operations				
Total revenue	(59,973)	(64,962)	(67,958)	(71,490)
Total expenditure	61,799	66,005	68,429	71,138
Net (Revenues)/Expenses **	1,826	1,043	471	(352)
(Gain) loss on sale of capital assets	-	-	-	-
Unallocated Pressures (use in Q1 only)	-	-	-	-
Operating Net (Income) Loss (for Ministry)	1,826	1,043	471	(352)
Endowment (restricted asset) contributions	(24)	(34)	(34)	(34)
Net (Income) Loss	1,802	1,009	437	(386)

Figure 1: ECU Q1 Forecast, submitted to Ministry

Post-Secondary Institution: Forecast Confirmation

Institution Name:

Emily Carr University of Art & Design

ECUAD

Prepared by: Mark Douglas

Entity Code:

U09

Phone #: 604-630-4568

Forecast Date:

Quarter 1, 24/25

E-mail: mdouglas@ecuad.ca

(e.g., Quarter 1, 24/25)

Forecast Summary:

Statement of Operations	Forecast	Forecast	Forecast	Forecast
	2024/25	2025/26	2026/27	2027/28
----- \$thousands -----				
Total revenue	(59,973)	(64,962)	(67,958)	(71,490)
Total expenditure	61,799	66,005	68,429	71,138
Net (Revenues)/Expenses **	1,826	1,043	471	(352)
(Gain) loss on sale of capital assets	-	-	-	-
Unallocated Pressures (use in Q1 only)	-	-	-	-
Operating Net (Income) Loss (for Ministry)	1,826	1,043	471	(352)
Endowment (restricted asset) contributions	(24)	(34)	(34)	(34)
Net (Income) Loss	1,802	1,009	437	(386)

I confirm that I have reviewed the financial forecast and key underlying assumptions provided to the Ministry for the 2024/25, 2025/26, 2026/27, and 2027/28, fiscal years as summarized in this schedule. This financial forecast represents, in all material respects, the post-secondary institution's best estimate of operating results and financial position by the year end. I also confirm that I will review the information provided to the Ministry with the Board.

Audit and Finance Committee Chair:

Name: Lorcan O'Melinn

Signature: Original Signed by AFC Chair on July 5, 2024



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Natasha Himer, University Secretary
DATE:	September 20, 2024
SUBJECT:	2023/2024 Institutional Accountability Plan + Report
PURPOSE:	<input checked="" type="checkbox"/> For Action <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	University Secretariat

MOTION

That the Board of Governors, on the recommendation of the Executive + HR Committee, approve the 2023/2024 Institutional Accountability Plan + Report, as presented.

EXECUTIVE SUMMARY/OVERVIEW

The Institutional Accountability Plan and Report is an annual report submitted to the Ministry. The report is prepared in accordance with guidelines set out by the Ministry. The report includes an overview of the university's goals, objectives and performance measure results, along with contextual information to describe the institution's achievements. The draft report was submitted to the Executive + HR Committee in July, then to the Ministry for a review and comment period, and the final draft was again presented to the Executive + HR Committee in September.

Note:

- The report showcases the new strategic direction under the recently approved strategic plan.
- ECU did not make target on student satisfaction with education overall, though the result increased slightly over last year.
- ECU did achieve/substantially achieve targets in other areas of the Student Outcomes Survey, such as in student assessment of the quality of instruction; student assessment of skill development; and student assessment of usefulness of knowledge and skills in performing job.
- The Administration is looking into comparative data, including to see how ECU's student outcomes results compare across the sector.
- With respect to the measure of Bachelor credentials awarded, it is noted that the 2023/2024 target of 284 is slightly inflated due to an issue in mapping data from ECU systems to the Ministry's database. ECU has been in contact with counterparts at the Ministry to confirm that based on ECU data, the 2023/2024 target for Bachelors credentials awarded would be 270 and the target substantially achieved. The error in the mapping of data between system is being addressed, in coordination with the Ministry.
- Appendix B (reference to a reporting req) – reporting on Progress of Implementation of TRC Calls to Action and UNDRIP.

ATTACHED SUPPORTING MATERIALS

1. 2023/2024 Institutional Accountability Plan + Report



Institutional Accountability

PLAN + REPORT

2023 / 2024

July 12, 2024

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

Dear Minister Beare:

On behalf of the Board of Governors, we are pleased to present the 2023/24 Institutional Accountability Plan and Report for Emily Carr University of Art + Design (ECU).

Situated at Great Northern Way in Vancouver, our campus is located on the unceded, traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and sə́lilwətaʔt (Tsleil-Waututh) Nations. We are so grateful to these Host Nations for the opportunity to work, learn and create on this land.

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

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

In accordance with the university's governance structure, we accept accountability for this report and look forward to working with the Ministry to continue providing specialized, internationally recognized, post-secondary education in visual arts, design and media.

Sincerely,



Don Avison, KC
Chair, ECU Board of Governors



Dr. Trish Kelly
President + Vice Chancellor

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TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University is situated on unceded, traditional and ancestral territories of the xʷməθkʷə́yəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and sə́lilwə́taʔt (Tsleil-Waututh) peoples. With gratitude and respect, we acknowledge our accountability to the host nations, and the responsibility we hold to be good partners as we live, work, and create together on these lands.

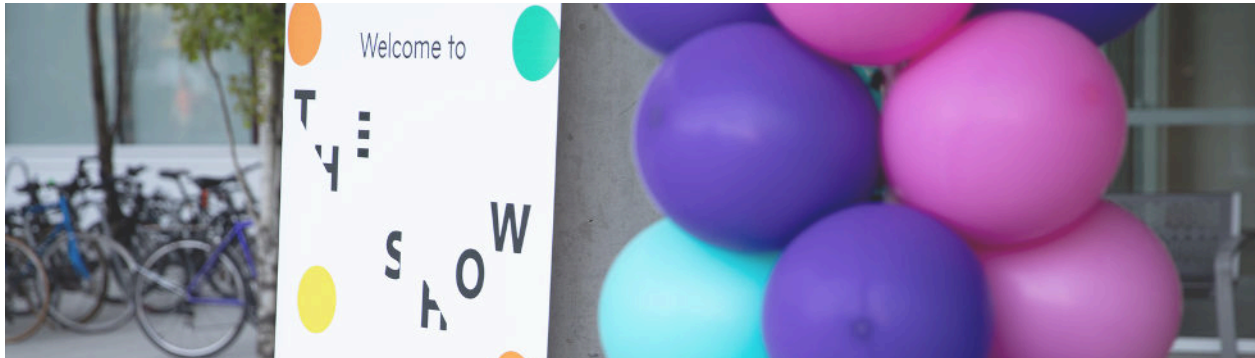


INSTITUTIONAL OVERVIEW, CONTEXT + STRATEGIC DIRECTION

ECU is a leader in art and design education and the only institution focused on art and design education in the entire post-secondary system in British Columbia. Founded in 1925, ECU was first established as the Vancouver School of Decorative and Applied Arts. The institution has evolved over the decades, receiving degree-granting authority in 1989, offering its first graduate program in 2003, and receiving university status in 2008. ECU has been advancing the role of art and design education for over a century and is recognized nationally and internationally for the excellence of our programs and the quality of our graduates. The institution is at the centre of BC’s creative community and plays a critical role in shaping the cultural sector. As the university marks its 100th anniversary in 2025, there is much to reflect on, including the accomplishments, successes and impact of the university’s students, faculty, staff, alumni and supporters over the years. There is also much to look forward to as the university builds on its strengths and takes up new strategic priorities and directions positioning ECU for the future.

History

ECU HISTORICAL TIMELINE	
1925	FIRST KNOWN AS VANCOUVER SCHOOL OF DECORATIVE AND APPLIED ARTS
1933	BECAME THE VANCOUVER SCHOOL OF ART
1978	BECAME EMILY CARR COLLEGE OF ART AND DESIGN
1980	OPENED CAMPUS ON GRANVILLE ISLAND (MOVING FROM DOWNTOWN VANCOUVER)
1989	RECEIVED DEGREE-GRANTING AUTHORITY
1995	BECAME THE EMILY CARR INSTITUTE OF ART + DESIGN
2003	BEGAN OFFERING ITS FIRST GRADUATE PROGRAM — MASTER OF APPLIED ARTS (MAA), LATER MASTER OF FINE ARTS (MFA)
2008	BECAME THE EMILY CARR UNIVERSITY OF ART + DESIGN
2013	BEGAN OFFERING MASTER OF DESIGN (MDES)
2017	OPENED STATE-OF-THE-ART PURPOSE-BUILT CAMPUS AT GREAT NORTHERN WAY
2025	CELEBRATION OF 100TH ANNIVERSARY



Emily Carr University

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

The university merges research, critical and contextual theory, and studio practice within an inclusive teaching and learning setting. ECU offers increasingly flexible course offerings in remote and hybrid learning opportunities, as well as continuing to provide an interdisciplinary and experiential learning environment that fosters creative exploration and connection to broader communities and professional opportunities. The university's resources, facilities and partnerships are intentionally student-centred to support the next generation of creative and cultural leaders.

The university supports a multitude of research practices in art, design and media. The research creation and applied research done by our students and faculty reflects the innovation the tech sector and creative industries are looking for, from both workers and institutional partners. Through our research labs and faculty, ECU drives innovation in fields such as user experience design, healthcare design, sustainable practices in textile and wood design, interactive digital media, virtual reality, film and animation.

The university has a mandate to serve the province of B.C. as a whole and we successfully deliver our unique mix of applied research and innovative creative programming to our B.C.-based students. ECU is well recognized locally and internationally and has become increasingly known as a vital hub in Vancouver, contributing value to the creative and knowledge economies and preparing graduates for professional and entrepreneurial success. It has been assessed that ECU contributes over \$200 million in income to the regional economy each year and supports approximately 2200 jobs¹. Graduates from the university are recognized worldwide and valued for excellence in their fields and influence on their communities of practice.

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

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

Campus

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

The 26,600 square-metre facility houses:

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

The campus was originally situated in downtown Vancouver before relocating to Granville Island in 1980, where it remained before moving to its current location at Great Northern Way. The present location in the False Creek region had been, at one time, an industrial site at the junction between east and west Vancouver and was later donated for the purpose of post-secondary education and collaboration. Over time, it has become a very active site for development and we expect to see another major phase of change in the area in the next five to ten years with the completion of the Broadway-Subway Project, the [Great Northern Way – Emily Carr Station](#), and other developments the area. The continuing development of this area is a strategic focus for the university as we have a central place in this evolving community and landscape and see potential for a much broader creative hub.

ECU also recognizes the long and complex history of this land and respectfully acknowledges it as the unceded, traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and sə́lilwətaʔ (Tsleil-Waututh) peoples. The university community is especially grateful for the opportunity to learn and work on this land.



Programming

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

ECU offers a range of degrees offered at the undergraduate and graduate levels:

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

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

[Culture + Community](#) [\(Bachelor of Fine Arts\)](#)

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

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

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

The Audain Faculty of Art offers a studio-based education that reflects the diversity and complexity of contemporary art practices. The Faculty's practice-based studio programs focus on [Ceramics](#), [Drawing](#), [Illustration](#), [New Media + Sound Art](#), [Painting](#), [Photography](#), [Print Media](#) and [Sculpture + Expanded Practices](#).

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



Design + Dynamic Media

(Bachelor of Design, Bachelor of Media Arts)

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



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

Graduate Studies

(Master of Fine Art, Master of Design)

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



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

Research – As one of the most research-intensive art and design universities in Canada, ECU connects art, media, and design practices with some of the most pressing questions of our time. At ECU, we believe that our research can help to transform the world, build healthier and more vibrant futures, and cultivate resilience throughout our local and global communities. As internationally renowned leaders in dedicated research for studio-based art, design and media, the university's researchers, faculty, students, and industry partners advance knowledge in unique fields, pursue interdisciplinary innovation, and develop and enhance projects in all disciplines. With substantial funding from a broad range of industry-based partners, foundations, and government granting programs, and Mitacs, our researchers pursue [practice-based research](#) in clusters and collaborations through respective research areas and with colleagues across the country and internationally. Students across our graduate and undergraduate programs actively participate in research through key roles as Research Assistants and by driving forward their own research under faculty guidance. Across all of ECU's research community, we prioritize activities that demonstrate the impact and social significance of art and design scholarship in ways that are most relevant and responsive to the communities, stakeholders, and knowledges involved.

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

Adult learners can take courses at their own pace, which can lead to a number of part-time certificates in areas such as [Visual Communication Design, 3D Design, Photography, Illustration, and more](#). Individuals looking to transition or enhance their careers in User Experience (UX) Design can pursue [full-time certificate programs](#) and gain creative and technical skills to be job-ready. Designed in close consultation with our industry advisors, and with the [BC Labour Market Outlook](#) in mind, our [micro-credential courses](#) are intended to support students in skill-building and professional development for jobs in the creative and knowledge economies, with areas of targeted growth identified in animation, game development, and visual effects, as well as leadership.

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

Work Integrated Learning – Through the university's work-integrated learning program, students successfully earn credits while contributing to a wide variety of industry led projects related to their area of study. In addition, the university's [Career Development + Work Integrated Learning Office](#) provides access to additional opportunities through work experience, field placements, internships, and professional development partnerships while also connecting student and alumni with local, national and international employers in the creative industries. Many graduate students also participate in curriculum as teaching assistants and teaching fellows, gaining professional experience and academic training. partnerships, and connects students and alumni with local, national and international employers in the creative industries and beyond.

Additionally, the [Shumka Centre for Creative Entrepreneurship](#) and the [Health Design Lab](#) provide further work integrated learning opportunities, by fostering the movement of artists and designers into networks and applied opportunities where their work and ideas can have the most impact.

Indigenous Education – ECU provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Indigenous peoples. The university's [Aboriginal Gathering Place](#) (AGP) is the centre for Indigenous Programs and community-based activities on campus, including student recruitment in collaboration with Student Services, student support, community connection and events programming. The Indigenous curriculum is interdisciplinary in nature and comprises courses in studio practice, art history, critical theory and industrial application, and includes opportunities for instruction with Indigenous faculty and community members in-person and online. The AGP has been a hub for significant learning opportunities and extensive community activities and collaborations, such as the carving and installation of a totem pole on university campus. [The Pacific Song of the Ancestors](#) totem pole is a collaborative work by master carvers Dempsey Bob (Tahltan-Tlingit), Stan Bevan (Tahltan-Tlingit and Tsimshian) and Lyonel Grant (Māori and Pakeha). It was partially carved in Terrace, B.C. then moved to ECU's AGP, where it continued to evolve until it was ready to be installed within a main entrance of ECU campus during a ceremony in September 2023.

People

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

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

Accreditation, Collaboration and Partnerships

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

- [The Master of Digital Media \(MDM\) degree](#) at the [Centre for Digital Media](#)– offered in collaboration with the **University of British Columbia, Simon Fraser University**, and the **British Columbia Institute of Technology**. This innovative program supports graduate students wanting to engage in new media and related disciplines.
- **HeadStart Program** – ECU, in partnership with **Surrey, Coquitlam and Powell River School Districts**, continues to offer qualified Grade 12 students or recent graduates from any of these districts the opportunity to take a first-year ECU credit course at their respective high school. This carries first-year course credit at ECU and transfer credit to other Fine Art programs and is of interest to students considering post-secondary studies in visual art, media art or design.
- Transfer credit articulation agreement with the **Freda Diesing School of Northwest Coast Art at Coast Mountain College**, which acknowledges the First Nations and Indigenous teaching methodologies associated with both institutions.
- In 2023, ECU joined **Ontario College of Art + Design (OCAD), Alberta University of the Arts (AU Arts)** and **Nova Scotia School of Art + Design (NASCAD)** to form the **4U Partnership** to advocate on a national level for the important work and shared priorities of Canada's four public post-secondary art and design schools.
- ECU is a full member of [Universities Canada](#) (UC), with all credentials recognized nationally and globally and ECU degrees accepted internationally. The university continues to be an active participant in UC initiatives, collaborative programs, advocacy and events.

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



Governance Framework

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

The university is governed by both a Board of Governors and a Senate. Under this bicameral model each body is tasked with different areas of oversight and together provide direction to the university to support implementation of its vision, mission, values, strategic priorities and mandate. The university receives direction on mandate and the priorities of government through an annual Mandate Letter addressed to the Board of Governors. The [Board](#) is responsible for the stewardship of the university and is accountable for ensuring that the university operates in accordance with its mandate. The [Senate](#) is the academic governing body of the university and is responsible for academic matters, including development of academic policy, approval of curriculum and academic conduct concerns.

Deficit Mitigation

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

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

Strategic Context and Direction – Towards 2030

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

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

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

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

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

Create. Change. – Towards 2030

Mission

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

Vision

A better world through art and design.

Values

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

Strategic Direction, Priorities and Objectives

Strategic Plan and Direction

The new strategic plan is aligned around five core priorities:

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

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

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

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

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

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

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

Priority #1 – Elevating Teaching and Learning

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

Objectives

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

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

Priority #2 – Expanding Research and Practice

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

Objectives

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

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

Priority #3 – Supporting People and Culture

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

Objectives

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

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

Priority #4 – Stewarding Places and Spaces

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

Objectives

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

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

Priority #5 – Strengthening Systems and Supports

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

Objectives

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

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



MANDATE PRIORITIES + STRATEGIC INITIATIVES REPORTING

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

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

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

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

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

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

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

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

In addition to the Future Skills Grant as a source of tuition support to take micro-credential courses, ECU offers tuition support for Creative Technology micro-credential courses, specifically for B.C. residents who cannot afford full tuition, and who identify as a member of an under-represented group in the industry.

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

PRIORITY	Priority 2. Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
INDICATORS	<i>Where applicable:</i> Report on how your institution is incorporating any feedback or direction from Skills Trades BC, Indigenous leaders and other partners into trades training programming as it relates to Indigenous Students. Report on training seats and utilization rates to the Ministry.

ECU is not a Skilled Trades BC approved Training Provider and does not offer certified trades training programming.

PRIORITY	Priority 3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
INDICATORS	Provide updates on your progress in implementing the education-related TRC Calls to Action and In Plain Sight Recommendations relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).

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

PRIORITY	Priority 4. Developing and implementing protections for international students that support their fair treatment.
INDICATORS	<p>Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.</p> <p>Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.</p>
<p>The university recruits internationally based on our reputation as the leading art and design institution in Canada. We do not rely on agents and handle all recruitment in house. We welcome both undergraduate and graduate students from all over the world and have exchange agreements with over 55 partner schools in 24 countries. International students at ECU make up approximately 30% of the community and present diverse cultural perspectives, interests, experiences and needs. They are a vital part of the ECU community.</p> <p>ECU does not currently have an International Education Strategic Plan and is in the process of developing one, in partnership with the Senate International Development Committee and International Student Services Office, with a timeline of January 2025 for completion.</p> <p>Federal and provincial regulations and policy changes in 2023/24 have resulted in a series of new processes for international students as they secure visas to attend post-secondary institutions and the university has adjusted internal procedures accordingly in order to continue to support international student recruitment. To ensure we align with best practices and industry standards, ECU has:</p> <ul style="list-style-type: none"> ● actively engaged with the BC Council for International Education (BCCIE) and attend relevant workshops, professional development opportunities and meetings to keep up to date on all significant policy updates; ● participated in formative discussions on the Recognized Institutions Framework; ● supported students in securing their study permits through the Immigration, Refugees and Citizenship Canada (IRCC) Letter of Acceptance verification procedures (implemented December 2023), and the Provincial Attestation Letter (PAL) process (implemented in March 2024); ● required training for an ECU Admissions Advisor to obtain their Regulated International Student Immigration Advisor (RISA) certification through IRCC to ensure all international applicants receive advice from a certified, informed source at ECU; ● instigated new support procedures to ensure that international students have medical coverage and have access to study visa support and one-on-one consultation with a certified Regulated Canadian Immigration Consultant (RCIC). 	

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

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

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

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

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

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

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

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

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

Strategic Initiatives

STRATEGIC INITIATIVE PRIORITY

Progress on Truth and Reconciliation Calls to Action and UNDRIP.

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

STRATEGIC INITIATIVE PRIORITY

Sexualized Violence Prevention and Response Initiatives.

Outline participation in engagement to validate the Ministry's sexualized violence action plan.
Provide update on any awareness and prevention activities.
Provide info on the type and number of education or training sessions offered to students, staff and/or faculty.
Provide update on progress on the 3-yr sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act.

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

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

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

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

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

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

Initiatives currently underway and planned for 2024/2025 include:

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



**STRATEGIC
INITIATIVE
PRIORITY**

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

Provide an update on participation.

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

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

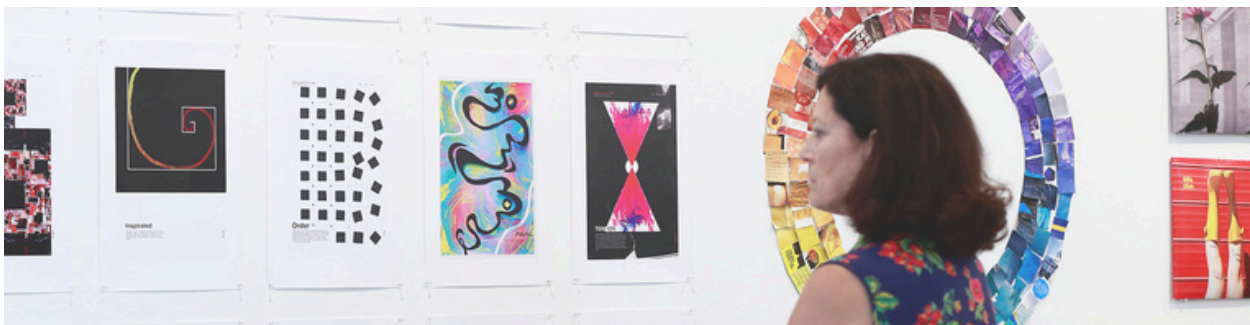
Participation:

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

Supports:

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

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



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

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



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

Shumka Centre for Creative Entrepreneurship - Design for Startups

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

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

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

Shumka Centre for Creative Entrepreneurship - Art Apprenticeship Network

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

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

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

Health Design Lab (HDL) Projects:

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

Shaping Scopes + Procedures at the New St. Paul's Hospital

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

Supporting the Stillbirth Journey

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

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

By WIL Type:

Community and Industry Research and Projects – 60

Field Placements – 21

Work Experience – 128

Total WIL placements – 209

By Degree Type:

Masters of Design – 68

Masters of Fine Arts – 22

Bachelor of Design – 48

Bachelor of Fine Arts – 55

Bachelor Media Arts – 16

Total WIL in All Programs – 209



PERFORMANCE PLAN + REPORT

Performance Measures, Targets + Results 2023/24

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

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

The performance results rely on data collected through institutional reporting and from surveys and data sources including the Student Transitions Project, BC Student Outcomes surveys, Central Data Warehouse, and Statistics Canada.

Performance Measure Results for each institution are assessed using the following scale. For the survey results, the performance assessment is based on actual result (e.g., xx%) and confidence interval (e.g., +/- x.x%) to determine highest possible result against target.

ASSESSMENT	RESULT
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed (N/A)	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater.

ECU 2023/24 PERFORMANCE MEASURE RESULTS – TABLE 1¹

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

ECU 2023/24 PERFORMANCE MEASURE RESULTS – TABLE 2

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

- Further information about each performance measure and explanation of the data sources and methodology used to establish datasets can be found in the 2023/24 Reporting Cycle Accountability Framework Standards and Guidelines Manual.
- Student Spaces - Results from the 2023/24 reporting year are based on institutional data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; etc. Student Spaces refers only to Ministry funded full-time equivalents (FTEs).
- Credentials Awarded - Results for the 2023/24 reporting year are based on data from the 2022/23 fiscal year. However, before the 2023/24 reporting year, annual performance was measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2022/23 reporting year are based on a three-year average of the 2019/20-2021/22 fiscal years. Targets are set in the previous reporting year for the next reporting cycle; e.g., targets for the 2024/23 reporting year are based on the average number of credentials awarded by an institution in the 2020/21-2022/23 fiscal years. Targets are not assessed where three years of credentials are not reported or less than 10 credentials are awarded in a given year. Data Sources: Student Transitions Project.
- Indigenous Student Spaces - indicates number of Ministry-funded FTEs that are Indigenous students. The 2023/24 reporting year results are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; etc. Institutions provide their own target and assessment for Indigenous Student Spaces. Data Sources: Central Data Warehouse and Student Transitions Project.
- Student Satisfaction with Education, Student Assessment of the Quality of Education, Student Assessment of Skill Development, Student Assessment of the Usefulness of Knowledge and Skills in Performing Job - results are based on data from the BC Student Outcomes Survey 2023 survey data of 2021 graduates. For the survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%. Data Sources: BC Student Outcomes Surveys.
- Expanded detail is available in Table 2 for survey results of Student Assessment of Skill Development. Data Sources: BC Student Outcomes Surveys.
- Unemployment Rate - measures % of graduates who were unemployed at the time of the survey, compared with % of unemployed individuals (18-29 yrs of age) with high school credentials or less. Institutions with a provincial mandate are assessed with the provincial rate, while institutions with a regional mandate are generally assessed with a regional rate, based on location of the institution's main campus. ECU is assessed provincially. Data Sources: BC Student Outcomes Survey 2023, Labour Force Survey 2022.

Performance Measure Results Analysis

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

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

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

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

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

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

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

FINANCIAL INFORMATION

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

Appendix – Reporting on Lasting and Meaningful Reconciliation

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

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

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: <ul style="list-style-type: none"> - New - Planned/In Progress/Implemented or Ongoing 	INITIATIVES AND PARTNERSHIPS Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	Indigenous Language Class – Continuing the design, development, and implementation of a 3-credit introductory local Indigenous languages course of Halq'emeylem and She Shashishalhelm.

	We are also looking for creative opportunities to produce visuals of a variety of Indigenous languages on campus to represent the diversity of Indigenous students from across Canada who attend the university.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Continuation of the three-year project, <i>Decolonizing Cultural Safety Education Through Cultural Connections</i>, co-led by the Health Design Lab (HDL) and Aboriginal Gathering Place (AGP) at ECU and Aboriginal Programs at the College of New Caledonia (CNC). This project uses sharing circles, Indigenous material practice and oral knowledge sharing to bring together health-care students with Indigenous community members in an Indigenous-led space. Through its unique programming the project brings awareness to historical and contemporary injustices and racism perpetrated against Indigenous peoples in Canada and encourages healthcare providers to integrate cultural competency into their practice.</p> <p>Marlene Erickson, Executive Director of Aboriginal Education at CNC and an Elder of the Nak'azdli Whut'en Nation, says the <i>Cultural Connections</i> model provides "foundational" lessons for transforming healthcare. "Cultural competency — which the Elders call gentle hands — is a critical component of improving the health outcomes of Indigenous people; probably as important as the medical knowledge that students learn. We hope workshops like this one will instill those skills so participants will carry them into their professional practice and beyond."</p> <p>In Fall 2023, ECU's Health Design Lab began seeking new partners to implement the next phase of this project to support cultural safety education and improve health outcomes for Indigenous people.</p>
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	The AGP continues to facilitate cultural competency supports for the ECU community, including staff and faculty, via presentations/workshops of historical Indigenous colonialism and current institutional racism. The presentations offered are expanding based on the community needs.
New/Ongoing	The university is incorporating more knowledge and practices informed by an Indigenous world view in our university processes and in the development of our institutional leaders.
62: TEACHER EDUCATION	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	Indigenize and decolonize research and the university's Research Ethics Board (REB). Adoption of In a Good Way: Principles Guiding Indigenous Research Ethics statement, based on draft principles contributed by Indigenous committee members.
86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
92: BUSINESS SCHOOLS	
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education. <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></p> <p>Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<p>Honouring Indigenous History Month – A group exhibition at the Libby Leshgold Gallery, <i>Your Old Way Kind of Vision</i>, brings together the works of four artists – Siku Allooloo, Catherine Blackburn, Wally Dion and Charlene Vickers – who explore their Indigenous backgrounds through distinct artistic practices. Through a diversity of approaches, each artist builds nuance through materials and ideas that speak equally of traditional material cultures and contemporary vision. Curated by Executive Director, Indigenous Initiatives, Daina Warren with their selected artists/artwork. The exhibition took place June 1-30, 2024.</p> <p>Future Worldings Conference - The Future Worldings Conference considers approaches of collective and collaborative ‘worldmaking.’ The project employs a collective and collaborative methodology, working with partners to consider how it may be possible to ‘world’ collectively while retaining the specificities of site, body, history, access and cultural understandings. Partners work alongside and with one another to articulate and reflect on their relation to the unfolding concerns of thinking through de-colonial futures together. Panelists and moderators include academics from Emily Carr University, Griffin Art Projects, Transformative Memory Network UBC, and the University of Witwatersrand. The conference will be held in ECU’s Reliance Theatre and will be co-produced by the Jake Kerr Faculty of Graduate Studies and Research, the Aboriginal Gathering Place, and Griffin Art Projects in addition to Transformative Memory Network (UBC) + University of Witwatersrand. The conference is scheduled for Saturday, September 28, 2024.</p>

Continuing	<p>Tautuktavuk 2024 Film Screening – In celebration of International Inuit Day on November 7, we are programming a one-day film screening in ECU’s Reliance Theatre. This is a much-anticipated partnership with Isuma TV and Vtape that will display a roster of engaging Inuit films. This will bring in new audiences to our institution including Inuit communities and artists; and will also support our students with an added opportunity to their learning experiences. Isuma has a way of telling stories within a certain level of reality – an authentic way of telling stories. After the film screenings, we will program Inuit performers and have a traditional feast. The event is scheduled for November 1, 2024.</p> <p>Host Nations Art Commission/Mentorships - We are currently planning and connecting with local Host Nation artists for commissioned artwork, including mentorships on site in the AGP. Our goal is to have our three local Host Nations represented on our campus in this project.</p> <p>Relationship Building with IAIA – While in Santa Fe, New Mexico for the SWAIA Indigenous Fashion Week, a tour of the Institute of American Indian Arts was arranged, and connections made for potential collaborations in the future.</p> <p>Indigenous Knowledge Sharing – building our internal and external community via Sharing Circles, panels, presentations, and workshops. We are hosting in-person sharing circles, artist talks, and panel presentations to outreach further and create access to the public. We have also engaged Musqueam cultural worker, Audrey Siegl to work with the students and staff through Indigenous healing practices and counseling.</p> <p>S'ohl Shxweli (Our Place) – Support for Indigenous Arts Mastery (SIAM) Grant of 30K USD. This program will focus on supporting and engaging local urban Indigenous artists in promoting and perpetuating intergenerational cultural knowledge and traditional and contemporary art forms. We are starting our third year of programming. This summer 2024, we will produce our pilot project of offering creative makers workshops on reserve with the Musqueam Nation. We will be employing artists from the community and/or bringing outside mentorship of Indigenous artists from around Vancouver to have a weeklong arts skill building with the community.</p> <p>Squamish House Post – Xwalacktun, award-winning artist, educator, and master carver led this collaborative carving project to completion of a house post in traditional Coast Salish design. He mentored Indigenous students in the AGP once per week in the Fall 2023 semester as a Directed Study (3 credits). We are now in the final stages of placing the house post as a permanent installation on a platform on the public stairwell next to the totem pole that was unveiled in September 2023.</p> <p>Urban Access is a partnership program designed to enable Indigenous people living in urban areas to access and explore traditional and contemporary Indigenous art forms and materials. Participants explore and apply their own cultural context to the design of their projects. The tangible outcomes include a diverse range of objects created from traditional and contemporary materials. 2023 workshops included:</p>
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drum and rattle making, beading, printmaking, Northwest coast style drawing, lumen prints, working with reclaimed materials, sound/music production, storytelling. Workshop facilitators are often current students and/or alumni, giving them an opportunity to connect with the community and practice their teaching skills. The AGP partnered with two organizations, Circle of Eagles Lodge Society, which supports Indigenous Brothers and Sisters leaving federal institutions and those dislocated from society, to reintegrate into Community by providing respectful wholistic services and culturally safe spaces. The second is the Museum of Anthropology's Native Youth Program, which is a summer program for urban Indigenous youth, ages 15 to 18, currently enrolled in secondary school. The goal is to produce young Indigenous leaders, provide meaningful direction and mentoring, enhance employment opportunities for Indigenous youth and promote public understanding of the diversity and richness of Indigenous cultures within the UBC community. The AGP plans on offering this program in Summer 2024.

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

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

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

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

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

Makers Workshops in the AGP

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

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

November 21: Earth Pigments with Caitlin French

November 22: Drum Making with Nova Weipert

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

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

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

February 8: Banner making for Memorial March with Rose Spahan

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

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

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

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

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

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

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

Other programming:

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

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

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

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

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

<p>Completed</p>	<p>keepers. Indigenous students are hired and mentored to assist with Indigenous research projects. A new partnership with the Gitanyow First Nation community and ECU to work with Indigenous student Ella White through a Mitacs grant. The purpose of the project is to create an engaging visual representation of Emily Carr's Visit to Gitanyow in 1928. This will allow an opportunity to visually portray colonial resistance in Gitanyow during this time period by showcasing the relationship between Gitanyow people and Emily Carr as a euro-Canadian. This project will be used as an informational piece shared at the Gitanyow museum and featured on the online Gitanyow Museum website. The project works to reach a larger audience by taking a written story and making it more engaging by adding visual and auditory components.</p> <p>Indigenous Presence Course – Development of Indigenous-led course in Indigenous ways of knowing and cultural expressions. Indigenous faculty, Mimi Gellman has led the development of a core course on Indigenous methodologies and relationships to the land with the support of Academic Affairs and the Aboriginal Advisory Group. The Creative Process Course, "Locating Ourselves in Place" pilot was run in the Fall of 2022 and is currently situated as a Critical Studies Course. This is an Indigenous-led course that introduces students to Indigenous ways of knowing through the lens of contemporary artists and their cultural expressions. It was approved by the University Senate in Fall 2021. Academic Affairs is now working with each program area to include this core course as a program requirement.</p> <p>Islands of Decolonial Love: a reception and readings – In celebration of Leanne Betasamosake Simpson's groundbreaking short story collection, writer and filmmaker Justin Ducharme explored key excerpts that are points of influence and research for his upcoming directorial feature film debut SEVENTEEN. Featured live monologues by Shane Sable, Madelaine McCallum, Monday Blues and Tarene Thomas, selected and directed by Ducharme. Presented by the ECU Libby Leshgold Gallery and Aboriginal Gathering Place in conjunction with Leanne Betasamosake Simpson's Hopper Lecture, Theories of Water - Using Michi Saagiig Nishnaabe Consciousness to Dismantle the Present Moment.</p> <p>Pacific Song of the Ancestors Totem Pole Unveiling – Summer 2023 included the planning and organization of the installation and unveiling ceremony for the Pacific Song of the Ancestors totem pole. The collaborative work by master carvers Dempsey Bob (Tahltan-Tlingit), Stan Bevan (Tahltan-Tlingit and Tsimshian) and Lyonel Grant (Māori and Pakeha) began nearly a decade ago and embodies the spirit of community building, Indigenous interrelationships and reverence for the diverse Indigenous cultures within B.C. and beyond. The pole, which tells the migration story of the wolves, eagles and grizzly bears, exemplifies the cultural relevance of movement, migration, exploration and our connection to our land. The movement of the figures points to this southward migration, with the eagle and wolf heads protruding downward, out of the traditional totem pole into a sculptural expression. The deeper carvings, the projected figures and the flowing hair make this work come to life.</p>
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At ECU, on September 28, 2023, a cultural ceremony was held in the morning that included the carvers and their families/friends and Musqueam Nation representatives. A public ceremony in the afternoon included Squamish, Tsleil-Waututh, Tahlitan/Tlingit/Tsimshian, and Māori protocols. There was an accompanying exhibition in the Michael O’Brien Exhibition Commons co-curated by MFA student Zoe Laycock and BFA student Leila Berg. The carvers and Brenda Crabtree (retired Director of the Aboriginal Gathering Place) were gifted with speaker shawls woven by Squamish hereditary chief Janice George and her husband Buddy Joseph. Video is available on the Aboriginal Gathering Place’s microsite: <https://aboriginal.ecuad.ca/pacific-song-of-the-ancestors-unveiling/>

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

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

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

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

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

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

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

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


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


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

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

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

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

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BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Viktor Sokha, Vice President, Finance + Administration
DATE:	September 19, 2024
SUBJECT:	Five-Year Capital Plan
PURPOSE:	<input checked="" type="checkbox"/> For Action <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	Vice President, Finance + Administration

RECOMMENDED MOTION:

That the Board, on the recommendation of the Audit + Finance Committee, approve the Five-Year Capital Plan for 2025/26 to 2030/31 for submission to the Ministry of Post Secondary Education and Future Skills.

EXECUTIVE SUMMARY/OVERVIEW

The Five-Year Capital Plan from each public post-secondary institution will be used by the Ministry to develop capital priorities for future consideration should funding become available.

Emily Carr University of Art + Design (ECU or University) Five-Year Capital Plan (“the Plan”) was compiled by the University’s Capital Committee in collaboration with its academic leaders. The Plan was driven by the necessity to ensure the University’s students are given the best possible preparations to enter the job market by providing access to industry-standard equipment and productive spaces throughout their education.

The Plan was submitted in draft form to the Ministry by their deadline of August 9, 2024, subject to Board approval.

KEY POINTS/CONSIDERATIONS

The Plan identifies a number of priorities encompassing projects focused on

- Technology, Equipment and Furniture Renewal
- Space Productivity Enhancements through Capital Renovations
- Improvements to our Cybersecurity Posture

NEXT STEPS

The Five-Year Capital Plan requires the approval of the Board through recommendation of the Audit + Finance Committee.

Ministry approved projects will be communicated to post-secondary institutions by April 2025.

ATTACHED SUPPORTING MATERIALS

1. Five-Year Capital Plan (2025/26 – 2030/31)

TERRITORIAL ACKNOWLEDGEMENT

Emily Carr University of Art + Design respectfully acknowledges the unceded, traditional, and ancestral territories and homelands of the Coast Salish people on which the University is situated. We are grateful to the *xʷməθkʷəy̓əm* (Musqueam), *Skwx̱ wú7mesh Úxwumixw* (Squamish) and *səlilw̓ ətaʔ* (Tsleil-Waututh) Nations for their graciousness in sharing their traditional territories with the University's students, faculty, staff, and visitors for the pursuit of knowledge.

INSTITUTIONAL OVERVIEW

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

ECU's Great Northern Way (GNW) campus hosts innovative and inclusive teaching and learning spaces and communities for our students so that they can excel in practice-based learning and creative research. Our interdisciplinary and experiential learning environment fosters creative exploration and connection to broader communities and professional opportunities. The University supports many research practices in art, design, and media, and our faculty and students engage in applied research and research creation that drives forward industry innovation, cultural production, and community capacity. Our operations, partnerships, resources, and facilities are intentionally student-centred to enable collaboration, experimentation, and open connections in support of the next generation of creative and cultural leaders.

The University has a provincial mandate to serve the Province of BC, and we successfully deliver our unique mix of practice-based creative programming to our BC-based students. ECU is also recognized internationally and contributes sustained and significant value to the creative and knowledge economies through the education of professional and entrepreneurial talent.

Graduates from ECU are recognized worldwide and valued for excellence in their fields and influence in their communities of practice.

CAPITAL PRIORITIES

ECU's practice-based programming is a driving factor for defining our capital priorities. To ensure our programming is consistently aligned with technology programs and occupations outlined in the Labour Market Outlook, it is critical that our programs advance at the speed of industry needs. Our degree programs are dependent on providing the equipment and facilities that align with industry expectations to enable our students to excel in the labour market and contribute to the economy immediately after graduation.

Capital priorities therefore aim to improve student-experience and the infrastructures that support them. Our priorities include supporting program development and expansion; cybersecurity and tech readiness; innovative technology implementation for programs;

labour- market readiness for our graduates; accessibility and curricular support; and space productivity enhancements.

PRIORITIZED PROJECTS

ECU has identified the following projects as capital priorities over the next 5 fiscal years: Technology, Equipment and Furniture Renewal; Space Productivity Enhancements through Capital Renovations; and Improvements to our Cybersecurity Posture. While ECU has identified these as critical priorities, we do not have the financial resources to meet all institutional capital needs.

Summary of Project Costs by fiscal year:

Fiscal Year	Industry Readiness	Space Enhancements	IT Network Improvements and Cybersecurity	Total
2025/26	\$1,365,493	\$1,782,000	\$ 505,000	\$ 3,652,493
2026/27	\$1,660,000	\$ 617,000		\$ 2,277,000
2027/28	\$140,000	\$ 924,000		\$ 1,064,000
2028/29	\$140,000			\$140,000
Total	\$ 3,305,493	\$ 3,323,000	\$ 505,000	\$ 7,133,493

Industry Readiness

ECU is committed to supporting students entering the job market with high quality, practice-based, technology-forward degrees. To ensure we are equipping our students with the best possible preparations for contributing to the BC economy, our purpose-built GNW campus requires timely refresh of the equipment purchased at the time of construction. These investments will allow ECU to maintain the integrity of our programs and keep them up to date with industry standards.

Our greatest need is to enhance and update equipment that is utilized across multiple degree programs and curricular areas. We are looking to enhance our provision of use-case-responsive and industry-standard built-in and portable curriculum equipment intended both for curriculum delivery and direct student use for completing projects and class requirements. This project will refresh and upgrade:

1. **Render Farm:** a network of servers and computers used to process computer graphics created in our media, animation, and design programs to allow students to display their best work as they graduate into BC's design, media, and entertainment job markets;
2. **Mobile computer lab:** Provide flexible and equitable access to mobile workstations due to increased demand for media-based learning and digital curriculum.
3. **Digital Equipment Refresh** (Technical Services and IT Equipment Renewal): comprehensive equipment refresh in support of all our programs, in particular the film, animation, design, and multimedia courses. Update our campus computing and

portable media equipment to accommodate current and future program expansion, and to support our students entering a competitive job market with access to high quality practice-based technology with particular emphasis on Film and Animation program areas. Our programs must advance at the speed of industry and are dependent on equipment and facilities that align with industry direction. Accelerated refresh is needed to ensure our students are industry ready, including in occupations outlined in the Labour Market Outlook and the list of High Opportunity Careers: computer programmers and interactive media developers, web designers and developers, authors and writers, graphic designers, and illustrators, among others. Immediate pressures include meeting equipment demand for increased registration in targeted areas, such as the Animation program and students in our Foundation year, though improvements will be felt by all programs. Refreshed technology will also increase classroom capacity digitally, in the hybrid environment. Renewing portable equipment will ensure that students have access to equipment that meets industry standards for job readiness and will help ECUAD maintain a high-quality educational environment. Access to this equipment ensures students develop the technical competencies outlined in the Future Ready Action Plan.

Student Experience and Enhanced Function of Space

Our physical spaces are at the heart of our practice-based learning and research environment. They facilitate learning, inspire innovation, and foster a sense of belonging. However, as our curriculum and research initiatives evolve to respond to industry and community needs, our campus must evolve in tandem. Over the next five years, we propose a significant investment in our space improvements through capital renovations that will position us to meet mandate requirements, including future-readiness, Indigenous learning, fair treatment of international students, equity, anti-racism, and supporting a sustainable economy. In our practice-based learning environment, the design of functional spaces are significant drivers for student success and job readiness. Curricular space improvements will ensure increased functionality, operational efficiency, student health and wellness, and ergonomic comfort to align with industry standards and ensure high-quality curriculum delivery.

We have planned four major tracks for this project:

1. Space Enhancements for Multidisciplinary Curriculum

Increasing FTEs in Undergraduate programming and our First Year (Foundation) curriculum and a robust growth trajectory for Teens and Pre-college programming, is leading to increased and sustained demand for multidisciplinary classrooms, which can accommodate a range of practices and disciplines. These classrooms act as a cornerstone to our flexible scheduling approach, which enables discipline flexibility in both growth and delivery, by accommodating increased volume in Continuing Studies, Visual Arts, Illustration and Design.

Enhancements to these spaces would increase effective usage, improve space utilization and help lessen impact of growth on curricular areas beyond foundation. Upgrades to these core classroom environments to support changes in

multidisciplinary curricular delivery due to program growth requires higher performance AV, space saving/easily reconfigurable studio furnishings, specialized studio furniture and upgrades to studio lighting for ease in adapting to immediate needs as well as in reducing risks for faculty and staff. The scope of this work impacts 10 classrooms (85 sq m each) for core multidisciplinary studio curriculum (500 FTE) and multiple cohorts of CS curriculum improving classroom utility (Over 75 FTE)

2. Accessibility Office and Audit

ECU is committed to increasing Accessibility on campus, in both physical plan and the delivery of services. Increased need for accessibility services has impacted the need for a distinct location for ECU Accessibility Services, while the Accessible Canada Act has clarified the need for increased access to all student spaces.

Within this commitment, there are two major requirements identified:

Firstly, a distinct footprint and space capture is required to enable the work of Accessibility services to serve its function of supporting students. This work requires both privacy and ease of access with a distinct footprint to enable this work to happen safely.

Secondly, an audit and action plan need to be conducted for ECU's shops, studios, and general spaces to improve access for students to those spaces, which are fundamental to practice-based learning. This work will ensure that these spaces comply with requirements for equitable access.

3. Space Enhancements for Improved function and access for Design and Illustration

Stable enrollment of over 600 FTE in three core design programs, Interaction Design (INTD), Industrial Design (INDD) and Communication Design (COMD), create strong usage patterns within the design studios and classroom spaces. There are increased access demands for these spaces due to interdisciplinary curriculum that requires these areas of support to fulfill learning outcomes, particularly increased enrollments within the Illustration program (75 FTE over next 3 years).

To maintain function of the existing spaces, and increased access and functionality of these spaces, there is a need for the relocation and addition of access doors within the INDD and INTD studio spaces to improve safety and security in the area while also improving the function of the studios. Space capture for COMD will expand capacity and access to RISO printing area. Hands on experience with professional printing and self-publishing has been an important piece of the curriculum with an increased volume of access requests within Communication Design, but also from other programs across campus, including Illustration.

4. Space Enhancements for Improved Function of Animation Programs

Sustained robust growth in Animation program areas (2DAN, 3DAN) and projected future growth of Illustration, is projected to increase demand for the digital learning environments by 30-35% over the next 3 years. This robust growth has increased the demand on computer workstations and has also increased the demand for collaborative workspaces that function adjacent to the digital studio environment. These workspaces provide enhanced program access to analog practices and function to improve curricular access, cohesion, and retention within these high demand programs.

Improvements to Cybersecurity Posture

- IT hardware replacement across the entire campus wireless network
- Redesign of existing data centre architecture to Hybrid cloud.
- Replacement and installation of required IT hardware for on-campus backup and recovery, including Servers, Storage, and backup drives, Wireless Access Points, Network cabling.

The new IT architecture for Hybrid Cloud will utilize BCNET EduCloud as the default Cloud service provider and will reduce the on-campus footprint of IT hardware for sustainability and resiliency.



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Viktor Sokha, Vice President, Finance + Administration
DATE:	September 19, 2024
SUBJECT:	Student Parking Fees
PURPOSE:	<input checked="" type="checkbox"/> For Action <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	Vice President, Finance + Administration

RECOMMENDED MOTION:

That the Board, on the recommendation of the Audit + Finance Committee, approve an increase in student parking fees to \$700 per term (\$175 per month), effective January 1, 2025.

EXECUTIVE SUMMARY/OVERVIEW

Emily Carr University of Art + Design (ECU or University) currently leases 160 parking stalls from Low Tide Properties at a rate of \$227 per month. Access to the stalls is limited to staff, faculty and students who have purchased parking passes. Since 2017, the Ministry and ECU have subsidized parking passes for staff, faculty and students at a reduced rate of \$96.35 per month, billed monthly for staff and faculty and purchased by term for students (4 months at \$385.39). This subsidy amounts to approximately \$317,000 per year: \$289,264 from the Ministry and the balance from ECU.

As part of the 2024/25 budget that was approved by the Board at its meeting held March 28, 2024, the University proposed an increase to parking fees for students. The recommendation is to increase the student parking rate from \$385.39 per term (\$96.35 per month) to \$700 per term (\$175 per month), generating an estimated \$40,000 in additional parking revenue. Students who provide a valid disability parking pass issued in their name are exempt from this increase. Staff and faculty are also exempt from this increase as reduced parking is a taxable benefit of their employment. V. Sokha advised that he met with the Emily Carr Students' Union on September 10, 2024, who were in favour of the proposed fees.

KEY POINTS/CONSIDERATIONS

- There were 131 parking passes purchased by 83 students during the 2023/24 Fiscal Year.
- The province subsidizes the UPassBC program, which provides unlimited access for students to Translink services including bus, SkyTrain and SeaBus.
- Management met with the Students' Union on September 10th to ensure they are consulted on the implementation of the fee increase. The Students' Union provided recommendations on improving application of the fee.

Risk Assessment:

- Despite the small number of students impacted, the student body may view this as another cost that makes their education progressively more expensive. However, with alternative methods of transportation available, the University does not see parking as a mandatory expense for students.
- The increased fee will make ECU's rates significantly higher than many other Post-Secondary Institutions, which could be a contentious point for students. However, ECU leases its parking space and does not have flexibility in its costs, whereas many other PSI's use their own land for parking.
- If a significant number of students choose to not purchase a parking pass due to the increased fees, ECU could see a reduction in total parking revenue.



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Viktor Sokha, Vice President, Finance + Administration
DATE:	September 19, 2024
SUBJECT:	Student OneCard Replacement Fee
PURPOSE:	<input checked="" type="checkbox"/> For Action <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	Vice President, Finance + Administration

RECOMMENDED MOTION:

That the Board, on the recommendation of the Audit + Finance Committee, approve the implementation of a non-refundable \$15 fee for student OneCard replacements, effective immediately.

EXECUTIVE SUMMARY/OVERVIEW

Emily Carr University of Art + Design (ECU or University) uses an identity card, known as the OneCard, for students, staff and faculty. In addition to an ID card, the OneCard provides access to secure areas of the University and has the ability to hold stored value that will soon be used by students to pay for printing services, with an expectation that this will be expanded to other services within the University in the future.

Currently, ECU does not charge for the OneCard, including replacement cards. Students have been able to request replacement cards at no cost and the university has absorbed the cost of supplying additional cards. Each card costs approximately \$15 to replace.

Initial cards will continue to be provided to students at no charge, but ECU is recommending a non-refundable \$15 fee be charged for replacement cards to cover its costs. Replacement cards are identified as follows:

- Lost or stolen cards – a non-refundable \$15 fee will be charged.
- Name Change – No fee will be charged to change a name on a OneCard upon return of the original card. If the original card is not presented at time of request, then a non-refundable \$15 fee will be charged.

KEY POINTS/CONSIDERATIONS

- Over the years there has been an increased need for the OneCard in day-to-day activities at ECU. This makes always holding an active ID card more essential. Examples of these activities are:
 - Secure access points are frequently added to ensure a safe and secure learning and work environment, including access to non-public levels of our campus via stairwells and elevators, card access to all campus entrances except the main public entrance, and card access to curricular areas, such as sculpture and animation classrooms.
 - ECU is introducing stored value abilities on the card, making it easier for students to pay for services at the source of the transaction.
- Additional functionality has led to an increase in replacement card requests as students use them regularly. Due to no financial consequence, some students have requested multiple cards.
- The proposed \$15 fee is cost recovery for the University.
- The Ministry has confirmed that this fee aligns with the application and intent of the Tuition Limit Policy, as long as the initial ID card remains free of charge.
- Management met with the Students' Union on September 10th to ensure they are consulted on the implementation of the fee, per the Ministry's directive. The Students' Union made some recommendations on improving application of the fee.



BOARD OF GOVERNORS

Information Briefing Note

TO:	Board of Governors
FROM:	Natasha Himer, University Secretary
DATE:	September 20, 2024
SUBJECT:	New Board Bylaws
PURPOSE:	<input checked="" type="checkbox"/> For Action <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information
RESPONSIBLE PORTFOLIO:	University Secretariat

MOTION

That the Board, on the recommendation of the Governance Committee i) approve the updated Board Bylaws (September 2024 Draft), as amended, and ii) rescind and replace the Board Bylaws (dated 2012) therewith effective January 1, 2025.

EXECUTIVE SUMMARY/OVERVIEW

The current Bylaws of the Board were last updated in 2012. Over the past year, the Governance Committee has overseen a full review of the Bylaws. Following several rounds of review, revision and a final draft of new updated Bylaws are being recommended for Board approval.

Below is a summary of the goals of the review, the process undertaken, and key changes reflected in the new proposed Bylaws.

BACKGROUND

The Board Bylaws (Bylaws) set out core provisions for Board operations. Bylaws must align with requirements in the University Act and should be reviewed periodically, including to reflect changes in governance standards and best practice.

The University Secretary conducted a sector scan in May 2023 and reviewed the current Bylaws. A new set of proposed Bylaws were drafted and there have been several rounds of review with the Governance Committee and working sessions with Committee members over the last year. The proposed re-drafts were most presented to the Governance Committee in the fall 2023, in the spring 2024 with changes based on Committee feedback and again in September 2024. The University Secretary has had special working sessions to receive and incorporate feedback from Committee members including with K. Reynolds (immediate past Committee Chair), M. Macaulay, and L. McIntyre.

Overall, the proposed Bylaws have been set out in a new format and are intended to be user-friendly. The new proposed re-draft also incorporates necessary housekeeping, and the following more substantive changes are noted:

1. The practice of holding an Annual General Meeting is phased out
2. The oath of office and code of conduct section will be phased out – reference is to a new Code of Conduct policy that will be developed as a separate and more modern policy document
3. Updates to meeting practices
 - a. Open, closed, in camera Board sessions are more clearly defined
 - b. Posting of meeting materials, agendas, minutes for open session is clarified
 - c. Abstentions will no longer count as negative vote
 - d. Provision for emergency meetings in addition to special meetings have been clarified
 - e. Advance notice of motions or additional agenda items is set out
4. Specificity on confidentiality obligations for all parties attending meetings
5. Internal and external resource persons added to clarify other individuals/guests who may attend meetings and their corresponding confidentiality obligations are also specified
6. Removal of outdated provisions regarding officers
7. Updated section on Chair and Vice Chair with the option for the Board to appoint Chair and Vice Chair for more than 1 year and to introduce that 2 year terms for Chair are recommended going forward
8. Up to date and clear provisions on Committees and authority of Board to establish Committees and set the remit of Committees

If approved, it is recommended that the new Bylaws have an effective date of January 1, 2025. This will allow time to develop and bring forward new supplementary forms and a code of conduct and conflict of interest documents.

ATTACHED SUPPORTING MATERIALS

1. Copy of the new proposed Board Bylaws
2. Copy of the current Board Bylaws (2012)



BOARD OF GOVERNORS BYLAWS

APPROVED [x]

THE BOARD OF GOVERNORS OF EMILYCARR UNIVERSITY OF ART + DESIGN

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1.0 DEFINITIONS AND INTERPRETATION

1.0 Definitions

In these Bylaws:

1. **"Act"** means the *University Act* (British Columbia) and the regulations thereunder, as amended from time to time;
2. **"Board"** means the Board of Governors of Emily Carr University of Art + Design;
3. **"Business Day"** means a day that the University is open other than a Saturday, Sunday, statutory or civic holiday in British Columbia;
4. **"Chair"** means the Chair of the Board;
5. **"Chancellor"** means the Chancellor of the University;
6. **"Code of Conduct"** means a code of conduct setting out standards of conduct, conflict of interest guidelines and any other responsibilities or expectations of individual Governors, as established by the Board;
7. **"Committee"** means a standing or ad hoc committee established by the Board;
8. **"External Advisor"** means a person external to the University, who is neither a member of the Board nor a Committee, engaged to provide advice to the Board or a Committee;
9. **"Ex-officio"** means a person who holds a role because of the office or position they have and who ceases to hold the role when the office or position terminates;
10. **"Governor"** means a member of the Board;
11. **"Internal Resource Person"** means a person from the University, who is neither a member of the Board nor a Committee, and who serves as a resource or provides advice to the Board or a Committee;
12. **"Minister"** means the Minister responsible for the Act;
13. **"President"** means the President + Vice-Chancellor of the University;
14. **"University"** means Emily Carr University of Art + Design;
15. **"University Secretariat"** means the office overseen by the University Secretary and includes the University Secretary, Associate University Secretary, and any designate(s);
16. **"Vice Chair"** means the Vice Chair of the Board.

All terms contained in these Bylaws which are not defined, and which are defined in the Act have the meaning given in the Act.

1.1 Conflict with Bylaws

In the event of a conflict between the provisions of these Bylaws and the provisions of the Act, the provisions of the Act govern.

1.2 Invalidity of Provisions

The invalidity or unenforceability of any provision of these Bylaws does not affect the validity or enforceability of the remaining provisions.

1.3 Authority of Bylaws

These Bylaws take precedence over any policies, procedures, standards, protocols, or terms of reference adopted by the Board, except where expressly indicated in these Bylaws.

2.1 Composition

In accordance with the Act, the Board is comprised of:

- The Chancellor;
- The President;
- Two faculty members elected by faculty members;
- Two students elected by students;
- One person elected by and from employees of the University; and
- Eight persons appointed by the Lieutenant Governor in Council, two of whom are to be appointed from among persons nominated by the alumni association of the University.

2.2 Term of Office

Governors serve for a term of three years or as prescribed in the Act. The Chancellor and the President are members of the Board for as long as they hold their respective offices.

The Chancellor and appointed Governors are eligible for re-appointment and elected Governors are eligible for re-election, but none may hold office for more than six consecutive years. Student Governors are eligible for re-election after one year.

2.3 Recruitment

A matrix for board composition facilitates the Board's strategic recruitment efforts. The Board may inform the appointment process by identifying skill and competence areas and potential candidates to support the Board's goal of a diverse, experienced, and inclusive membership.

2.4 Resignation, Removal and Vacancies

Any Governor may resign from the Board on written notice to the Chair.

In accordance with the Act, any Governor may be removed as follows:

- The Lieutenant Governor in Council may, at any time, remove an appointed Governor; or
- The Lieutenant Governor in Council may remove any Governor on receipt of a resolution passed by at least a two-thirds majority of the Board.

Unless excused by resolution of the board, a Governor who does not attend at least half of the regular meetings of the board in any year is deemed to have vacated their seat.

The Board may continue to act notwithstanding one or more vacancies and vacancies will be addressed in accordance with requirements under the Act.

2.5 Remuneration and Reimbursement of Expenses

Governors are not remunerated for their service. The University will reimburse Governors for reasonable expenses incurred in the performance of their duties in accordance with applicable expense reimbursement policies, procedures, guidelines and standards.

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3.0 ROLE, POWERS AND RESPONSIBILITIES

3.1 Role and Responsibilities of the Board

The Board is the governing body established by the Act and has the powers, duties, and authority set out in [section 27](#) and as further provided in the Act.

The principal role of the Board is to oversee the management and operations of the University. Except for those matters where final authority is assigned by the Act to other bodies or persons, or otherwise delegated, the governance of the University, the management, administration and control of its property and revenues, and the conduct of its business affairs are vested in the Board.

3.2 Responsibilities of Governors and Code of Conduct

Governors have a fiduciary responsibility and are required to act in the best interests of the University.

Governors bring special expertise and points of view to the Board's deliberations and must be conscientious in contributing to and helping the Board fulfill its responsibilities. Governors are prohibited from acting in their own self-interest or furthering their private interests by virtue of their position or in carrying out their duties.

The Board will establish a Code of Conduct that sets out expected standards for all Governors and provides guidance on Governors' responsibilities, including protocols for conflicts of interest.

Each Governor will review, acknowledge and confirm their commitment and agreement to abide by these Bylaws and comply with the Code of Conduct.

4.0 BOARD OFFICERS

4.1 Chair

The Chair is elected by the Board from among the appointed Governors, typically at the first meeting of the academic year. The Chair typically serves a two-year term or for a period designated by the Board.

The Chair:

- leads the Board in all aspects of its work and is responsible for managing the affairs of the Board;
- presides at meetings of the Board;
- is the official spokesperson of the Board on external or official statements made by the Board on the University's behalf;
- fosters and promotes the integrity of the Board's work and a culture where the Board works effectively and in the best interests of the University;
- serves as the Board's primary liaison with the President; and
- has such other responsibilities as may be assigned from time to time by the Board, as specified in Board or University policy, or as are incident to the office.

4.2 Vice Chair

The Vice Chair is elected by the Board from among the appointed Governors, typically at the first meeting of the academic year. The Vice Chair typically serves a one-year term or for a period designated by the Board.

The Vice Chair has responsibilities as may be assigned to them by the Board, in Board or University policy, and carries out any or all the Chair's responsibilities at the request of the Chair or in the event that the Chair is absent or unable to carry out their responsibilities.

4.3 President

In accordance with the Act, the President is appointed by the Board and is the chief executive officer of the University.

The President reports to and is accountable to the Board for the successful operation of the University.

The President has the powers and duties as assigned in the Act and such other powers and duties as may be assigned to them by the Board.

The President is remunerated by the University for their service in an amount determined by resolution of the Board and within provincial government guidelines.

5.0 MEETINGS

5.1 Schedule and Notice

In accordance with the Act, the Board will meet at least every three months and as often as necessary to transact the business of the Board.

Generally, the Board will meet in accordance with an annual meeting calendar set from September to June. Governors will be provided with a schedule of meeting dates for regular Board meetings in advance of each meeting year.

Additional special or emergency meetings may be called by the Chair. No business other than that for which the meeting is called will be conducted at special or emergency meetings.

Except in the case of an emergency meeting, notice of special meetings will be provided at least two business days in advance of the meeting date. In exceptional circumstances, the Chair may call an emergency meeting. Notice will be made as soon as possible but no minimum notice is required for an emergency meeting.

The accidental omission to send notice of any meeting to, or the non-receipt of any notice by, any of the persons entitled to notice does not invalidate any proceedings at a meeting.

A Board meeting may be postponed or cancelled by agreement of the Chair and the President.

Public notice of regular meetings of the Board will be posted on the University's website, and will include the agenda, materials, location, time, and information about attending.

5.2 Quorum

The quorum for Board meetings is fifty-one percent of the Governors currently on the Board.

5.3 Agendas

Agendas for Board meetings are developed by the Chair and the President through a process coordinated and facilitated by the University Secretariat and approved by a majority of Governors voting.

Generally, where possible, Governors should bring proposed resolutions or agenda items forward to the Chair for consideration, with notice to the University Secretariat, in advance of the meeting.

The Board may change or specify the order of the agenda on agreement of a majority of Governors voting.

5.4 Open, Closed and In Camera Sessions

The Board may hold open, closed and in camera meetings or sessions of the Board.

- a) *Open* session: Regular meetings of the Board will typically include a session that is *open* to the public.
 - i. Any individual may attend as an observer, subject to the limitation of space and good conduct as determined by the Chair.
 - ii. Open sessions of regular meetings will also be accessible via webinar or other online medium so that members of the community may observe.
- b) *Closed* session: Regular meetings of the Board will typically include a *closed* session and the Board may at any time determine that a meeting, or part of a meeting, be designated as a closed session to deal with confidential or other matters that by their nature should be considered in closed session.
 - i. The Chair, in consultation with the President, may designate or invite Internal Resource Persons, External Advisors, or guests to attend a closed session. Members of the University Secretariat attend closed sessions.
 - ii. Closed session matters, including all discussion, actions, and documentation, are confidential and must be kept in confidence by every Governor and attendee, unless otherwise made public.
- c) *In camera* session: Regular meetings of the Board will typically include an *in camera* session and the Board may at any time determine that a meeting, or part of a meeting, be designated as an *in-camera* session.
 - i. Only Governors and those invited by the Chair may attend an *in camera* session.
 - ii. Business arising from matters discussed *in camera* will be communicated by the Chair following the meeting, as appropriate.

As noted in section 5.7, matters considered in *closed* and *in camera* sessions are considered confidential information, including all related discussion, actions, and documentation, and must be kept in confidence by every Governor and attendee, unless otherwise made public.

5.5 Conduct and Procedure of Meetings

Meetings of the Board will be conducted in accordance with the Act, other applicable laws, these Bylaws, Board policy and procedure, and Roberts Rules of Order.

- a) The Chair presides at meetings of the Board. In the event the Chair is unable to attend a meeting, the Vice-Chair will act as Chair for that meeting.
- b) Only Governors may move, second, and vote on motions. Each Governor, including the Chair, is entitled to one vote.

- c) Motions will be decided by a show of hands, a roll call (voice), or otherwise in such manner that clearly evidences a Governor's vote and is accepted by the Chair of the meeting.
- d) Voting by proxy is not allowed.
- e) Matters arising at a Board meeting will be decided by a majority of the votes of the Governors present and who cast a vote, except where another threshold is otherwise required. Abstentions are tallied and indicated in the minutes but are not counted as votes for or against.
- f) In the case of a tie vote, the motion is defeated, and the Chair must so declare. The Chair does not have a second or casting vote.
- g) A declaration by the Chair that a motion has been carried and an entry to that effect in the minutes will be evidence of the action taken, without proof of the number or proportion of the votes recorded in favour or against such resolution. Abstentions will be noted, and any Governor may ask at the time of the vote that the Governor's individual vote or abstention be recorded in the minutes.

5.6 Conflicts of Interest

Governors declaring a conflict of interest must generally recuse themselves from voting on the matter and not participate in discussion, unless otherwise determined in the particular circumstance.

5.7 Confidential Information

Each Governor will undertake to keep all confidential or proprietary information in the strictest confidence.

Except where disclosure is authorized by University or Board policy, required by law, or otherwise determined by the Board, all Governors, Internal Resource Persons, External Advisors and other permitted individuals or guests will protect confidential information and respect the confidentiality of proceedings at closed and *in camera* sessions of the Board, its Committees, and related meetings.

5.8 Internal Resource Persons and External Advisors

Internal Resource Persons and External Advisors may be engaged to provide advice to the Board. Internal Resource Persons and External Advisors may be invited to Board meetings on a regular or ad hoc basis and attend and participate in discussions at Board meetings to provide input, answer questions, make presentations, and update the Board on business before the Board.

5.9 Guests and Observers

Guests may be invited by the Chair in advance to attend and speak at a Board meeting, or, at the sole discretion of the Chair, during the meeting.

5.10 Presentations to the Board

Individuals or groups wishing to make presentations to the Board at a meeting must contact the University Secretariat within timeframes established by Board policies and procedures.

5.11 Board Meeting Materials

Whenever possible, meeting materials will be circulated to Governors one week in advance of a scheduled meeting or when requested to make a decision outside of a meeting.

Material related to an open session of a Board meeting will be posted on the website and made available to the public.

5.12 Minutes

The University Secretariat will ensure that minutes are recorded and maintained for all open, closed and in camera sessions of the Board and Committees, including decisions made by electronic means and all Board and Committee decisions made outside of a meeting.

Minutes of meetings will set out the date, time, location, and attendance, and will be summaries of decisions made and discussions held. For clarity, when necessary, speakers will be identified by their full name.

Minutes of meetings will typically be approved at the next Board or Committee meeting, or as soon as practicable, and may be approved by electronic means.

Minutes of closed and any in camera sessions are confidential. Minutes of open sessions of Board meetings will be posted on the University website once approved.

5.13 Remote Meeting Attendance and Electronic Participation

The Board may meet by other means, such as a video conference or teleconference, provided that all individuals participating are able to communicate adequately with each other simultaneously and instantaneously. The Chair can decide to hold a meeting entirely via such means, or to allow a Governor to participate in an in-person meeting remotely. The same rights and responsibilities apply to Governors participating in video conference or teleconference meetings as in-person meetings. In such circumstances, Governors are deemed to be present for the purpose of quorum and can vote.

The Board may use an electronic or written process for voting on motions outside of its regular meeting schedule. The Chair may designate matters that may be decided by electronic or written vote and motions should be proposed and seconded in accordance with 5.5. For the tally to be counted correctly, the votes must be clearly articulated, and Governors must state clearly if they intend to abstain from a vote conducted in this manner. The outcome of an electronic or written vote will be reported at the next regular meeting of the Board and a record entered in the minutes of that meeting. A resolution passed in this manner will be of the same force and effect as if it had been duly

passed at a meeting.

5.14 Attendance of Governors

Regular attendance of Governors at Board meetings is required to ensure quorum and to expedite the carrying out of the business of the Board. Governors who find themselves unable to attend a regular meeting of the Board will notify the University Secretariat at least twenty-four hours in advance of the meeting. The Chair will be advised of all such notices of absence.

If a Governor is absent from Board or Committee meetings, the Chair may contact the Governor to inquire. As noted in section 2.4, in accordance with the Act, unless excused by a resolution of the Board, a Governor who does not attend at least half of the regular Board meetings in a year is deemed to have vacated their position.

6.0 COMMITTEES

6.1 Establishment of Committees

The Board may establish standing Committees or ad hoc Committees to assist the Board in its work.

The Board approves terms of reference for each Committee and may dissolve any Committee at any time.

6.2 Committee Terms of Reference

The Committee terms of reference will:

- a) set out the remit, powers, and responsibilities of the Committee;
- b) specify the Committee's composition; and
- c) include any further terms the Board deems necessary.

Unless otherwise specified in these Bylaws or the Committee's terms of reference, Committees will be subject to the same procedural rules as the Board, modified as necessary to fit the circumstances.

Unless otherwise specified in terms of reference, Committees act in an advisory capacity to the Board.

Committees will review their terms of reference regularly and recommend revisions to the Board, as necessary. The Board may approve revisions to the terms of reference at any time.

6.3 Committee Membership

Committees are comprised of Governors and ex-officio members. Except for ex-officio members, Committees will typically be filled by Governors at the first meeting of the academic year by the Board.

The Chair and the President are ex-officio non-voting members of each Committee, unless otherwise specified in the Committee terms of reference.

A Committee Chair will be recommended by the Chair for approval and appointment by the Board. A Committee Chair provides leadership to and supports the Committee in fulfilling its mandate.

6.4 Committee Meetings and Procedure

Committees will generally meet in the weeks leading up to a Board meeting and may hold additional meetings as required.

Quorum for Committee meetings will be set out in Committee terms of reference.

In order for a meeting to be validly constituted for the transaction of business, either the Committee Chair or the acting Committee Chair must be present.

Subject to these Bylaws and the Committee terms of references, a Committee Chair may establish rules of procedure to be followed at each meeting of that Committee. The Committee Chair is empowered to adjudicate rules of order and procedures for Committee meetings, if and when necessary. If the Committee Chair is not present, they may request for a Committee member to be acting Committee Chair.

6.5 Board Standing Committees

The Board's Standing Committees are:

- a) Audit + Finance Committee;
- b) Executive + Human Resources Committee; and
- c) Governance Committee.

7.0 RECORDS

7.0 Records

The University Secretariat maintains agendas and minutes of proceedings of all Board and Committee meetings and record of all decisions relating to Board and Committee work. A register of Governors, with contact information, will be maintained by the University Secretariat, along with other Board records as may be required.

Access to the records of the Board by individuals other than Governors will be determined in accordance with applicable legislation and University policies in effect from time to time.

8.0 EXECUTION OF DOCUMENTS AND UNIVERSITY SEAL

8.1 Execution

All documents or instruments in writing requiring execution on behalf of the Board will be signed by the Chair, the Vice Chair, or signatories authorized in accordance with the Act, any applicable University policies or by authorization of the Board.

All transactions, arrangements, documents or instruments authorized and signed on behalf of the Board as provided above will be valid and binding.

8.2 University Seal

The University seal will be kept in the custody of the University Secretariat, or with such other person(s) as the University Secretary may designate from time to time.

9.0 PROTECTION FROM LIABILITY AND INDEMNITY

9.1 Protection from Liability

Governors are afforded the following protection from liability under the Act:

- a) neither the Board nor the Governors are liable for any act or omission of a student organization or a student; and
- b) a Governor is not personally liable for anything done by the Board or for anything done by the Governor in good faith in the purported exercise or performance of the Governor's powers, duties and functions on behalf of the University.

9.2 Indemnity

Each Governor and officer of the Board and the heirs, executors and administrators and estate and effects of every Governors responsively will, at all times, be indemnified and saved harmless out of the funds of the University, from and against:

- a) All costs, charges and expenses whatsoever which such Governor or officer sustains or incurs in or about any action, suit or proceeding which is brought, commenced or prosecuted against such a Governor or officer, or in respect of any act, deed, matter of thing whatsoever, made, done or permitted by that Governor or officer, in or about the execution of the duties performed by that individual in the execution of the duties of their office;
- b) All other costs, charges and expenses sustained or incurred in or about or in relating to affairs thereof except such costs, charges or expenses, as are occasioned by the Governor's or officer's own willful neglect or default.

10.0 AMENDMENT OF BYLAWS

10.0 Amendment of Bylaws

These Bylaws may be amended, replaced or repealed by resolution at any meeting of the Board effective on the date specified in the resolution or, if no date is specified, on the date the resolution was passed.

As much as practicable, notice of motion of proposed amendments to the Bylaws, other than housekeeping amendments, will be provided at a regular meeting.

11.0 EFFECTIVE DATE

11.0 Effective Date

These Bylaws will be effective on the date specified in the approval motion by the Board. All prior or existing Bylaws of the Board are repealed as of the effective date of these Bylaws.



emily carr
university of art + design

BOARD OF GOVERNORS BYLAWS

**CONTINUED UNDER THE *UNIVERSITY ACT*
APPROVED BY RESOLUTION OF THE BOARD
MAY 2012**

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PART I – INTERPRETATION

1. PRECEDENCE

Where the Bylaws of the Board are at variance with the *University Act* or at variance with regulations promulgated pursuant to the *Act*, the *Act* and the regulations shall take precedence.

2. INTERPRETATION

“Act”	means the <i>University Act</i> of the Province of British Columbia
“Board”	means the Board of Governors (including committees of the Board of Governors) of Emily Carr University of Art + Design as constituted under the <i>Act</i> .
“University”	means Emily Carr University of Art and Design
“Policy”	means those policies adopted by the Board, Senate or President’s Executive Committee to govern the affairs of the University.
“Internal Member”	means members of the Board who are the faculty members, an employee, and students elected by their respective constituencies, and the President + Vice-Chancellor.
“External Member”	means a Board Member appointed by the Lieutenant Governor in Council
“Related Person”	means a spouse, child, parent, or sibling of the Board member.

PART II – ADMINISTRATION

1. HEAD OFFICE

The legal address of the University is:
Emily Carr University of Art and Design
1399 Johnston Street
Vancouver, BC V6H 3R9

2. SEAL

The Seal, an impression stamped in the margin hereof, shall be the corporate seal of the University.

3. EXECUTION OF DOCUMENTS

The execution of documents required to be in writing shall be in accordance with the *Act* and the policies of the Board.

4. BOOKS AND RECORDS

The Board shall ensure that all necessary books and records of the University required by these Bylaws or by an applicable statute or law are regularly and properly kept. Such books and records shall be kept in the custody of the University Secretariat.

PART III – BOARD OF GOVERNORS

1. BOARD

- a. The powers and duties of the Board shall be as defined in the *Act*.
- b. The affairs of the University shall be managed by the Board as set out in the *Act*.
- c. The members of the Board shall be appointed or elected in the manner provided in the *Act*.
- d. The following “Oath of Office” shall be sworn, signed and dated before the Board at the commencement of all members’ first meeting with the Board. Either the Board Chair, Registrar or a Commissioner for Oaths may administer the Oath:

“I, _____, sincerely promise and affirm that I will truly, faithfully and impartially, to the best of my ability, execute the duties and responsibilities of my position as a member of the Board of Emily Carr University of Art + Design. I have read and agree to abide by these Bylaws, including the Code of Conduct and Conflict of Interest.”

2. CHAIR AND VICE-CHAIR

a. Election and Term of Office

- i) At a meeting of the Board held annually and designated as the Annual Meeting, a Chair and a Vice-Chair of the Board, who in the absence of the Chair will assume the duties and responsibilities of the Chair, shall be elected by resolution of the members of the Board.
- ii) Three Directors-at-Large shall also be elected by resolution of the members of the Board.
- iii) All shall be eligible for re-election.
- iv) The Chair, Vice-Chair and/or Directors-at-Large may be removed from office by resolution of the Board.
- v) The Chair, Vice-Chair and three Directors-at-Large shall comprise the Board Executive Committee.

b. Vacancies

- i) Vacancies on the Board will be handled as indicated in *Sections 24 and 25* of the *University Act*
- ii) In the event that the Chair should vacate his/her office during the year or cease to be a member of the Board, the Vice-Chair shall become Chair of the Board for the remainder of the year and the Board may elect a Vice-Chair in the manner prescribed.
- iii) If the Vice-Chair should vacate his/her office or cease to be a member of the Board then the Board may elect a Vice-Chair to serve for the remainder of the year in the manner prescribed.
- iv) If a Director-at-Large should vacate his/her office or cease to be a member of the Board then the Board may elect a Director-at-Large to serve for the remainder of the year in the manner prescribed.

c. Duties of Chair and Vice-Chair

The Chair shall:

- i) call meetings of the Board and preside at all meetings of the Board;
- ii) witness, with the President + Vice-Chancellor and/or Vice President Finance + Administration, documents authorized by the Board;
- iii) appoint Board committee members and committee chairpersons;
- iv) maintain regular liaison with the President + Vice-Chancellor;
- v) be the spokesperson for the University; all major official statements on behalf of the University will be discussed, where possible, by the entire Board prior to release by Board Chair;
- vi) be the representative of the Board for any matter dealt with by the Board;
- vii) delegate authority to the President + Vice-Chancellor or to a senior administrator for routine inquiries by the press, or when the situation warrants a response from the administration;
- viii) where not specified in these bylaws or in legislation or regulation, have such powers and duties as prescribed in *Roberts' Rules of Order*; and,
- ix) have such other powers and duties as may from time to time be assigned by the Board or as are incident to the office.

The Vice-Chair shall:

- i) perform such duties as may be assigned to him/her by the Board and, in the absence or inability or refusal to act of the Chair, shall perform all the duties of the Chair as hereinbefore provided.

3. ANNUAL MEETING

The Annual Meeting of the Board shall be held each year at the date, time and place agreed to by the Board.

4. MEETINGS

- a.** Meetings of the Board shall be held as often as necessary to transact the business of the University and in any event not less than once every three months, pursuant to the *University Act*, at such place as the Board may from time to time determine.
- b.** Meetings of the Board and its committees shall be governed by the *Act*, these Bylaws, Board policy and procedures as approved and *Roberts Rules of Order* in respect of procedural matters not governed by the *Act*, these Bylaws or policies and procedures.
- c. Public and In Camera Meetings**

All Board meetings shall be considered open to observers from the University community and members of the public unless matters under consideration by the Board pertain to any of the issues listed below. The Chair may, when appropriate, recognize observers or request a statement of clarification from an observer.

The Chair shall have the right to declare the meeting or any portion of the meeting “In Camera” and close the meeting to the public if a topic on the agenda contains material that is determined to be private or confidential. In Camera meetings shall include only members of the Board (unless excused by the Board under the “Conflict of Interest” bylaw) and those individuals specifically invited by the Chair to provide resource information or advise as required. In Camera meetings are normally called when considering the following matters:

- i) Personnel, salaries, conditions of employment or collective bargaining (labour relations);
- ii) The conduct, discipline, or suspension of individual students;
- iii) Potential liability of the University, the Board or Board members, litigation or legal advice provided to the Board;
- iv) The acquisition, disposition or granting of a security interest in real property;
- v) The calling of tenders for facilities construction, or calling of tenders or proposals for contracts pertaining to other services the University is considering where the Vice President Finance + Administration determines it is in the best interest of the University to maintain confidentiality;
- vi) Contracts where it is in the interests of the University to maintain confidentiality;
- vii) Budget discussions;
- viii) Any other topic that in the opinion of the Board Chair is of a confidential nature, or topics that under advice of the University Privacy Officer should be kept confidential.

Confidentiality

The details of any matter discussed at an In Camera or committee meeting of the Board shall be held in strict confidence by all those in attendance. By resolution of the Board, any of the matters discussed at an in-camera or committee meeting may be brought forward for discussion at a public meeting.

d. Extraordinary Meetings

- i) A special (extraordinary) meeting of the Board may be called by the Chair.
- ii) Forty-eight hours notice in writing shall be given of any special meeting of the Board to each Board member by delivery of the same to a place designated by him/her for notice.
- iii) Written notice of any special meeting of the Board may be waived provided that reasonable steps have been taken to notify all members of the meeting and that not less than the number of members required to make a quorum agree to the waiving of the written notice.
- iv) No business other than that for which the meeting is called shall be conducted at the meeting.

e. Attendance

- i) Attendance at meetings shall meet the requirements of the *Act*.
- ii) Arrangements may be made to attend Board meetings or committee meetings by teleconference or other communication device by means of which all members participating in the meeting can effectively communicate with each other. Members

participating from “off-site” in a manner described above shall be deemed to be present at the meeting and counted in the quorum.

f. Agenda

- i) The Chair of the Board in consultation with the University Secretary and President + Vice-Chancellor shall prepare and submit an Order of Business called an Agenda for each meeting of the Board.
- ii) The Board may, by resolution, change or specify the order of the Agenda.

g. Actions of the Board

Unless required to be exercised by by-law, the action of the Board upon any matter coming before it shall be evidenced by resolution. The entry thereof in the minutes shall be prima facie evidence of the fact and of the action taken without proof of the name of the mover, seconder, or number or proportion of votes taken in favour of or against such resolution.

h. Validity of Proceedings

- i) No act or proceeding shall be valid or binding on the Board unless such act or proceeding has been adopted by resolution at a meeting called and held as herein provided.
- ii) In extraordinary circumstances, resolutions may be presented for Board consideration by “remote voting”. The resolution shall be sent to all Board members. The voting shall be returned to the University Secretary, signed by all members of the Board, either by original signature, faxed signature, e-signature, or by email confirmation. Resolutions may be signed in counterparts. The resolution shall be considered valid if a quorum of voting members responds to the University Secretary.
- iii) At the next regular meeting of the Board the resolution as determined by “remote voting” shall be read into the minutes and shall be prima facie evidence of the fact and of the action taken.
- iv) At all meetings of the Board a resolution shall be passed by the affirmative vote of the majority of the members present at a meeting at which a quorum is present.

i. Quorum

- i) A majority of members of the Board, or committee of the Board, holding office as defined in the *Act* constitutes a quorum for the transactions of business of the Board or the committee.
- ii) Should there be no quorum present, after a reasonable time period as determined by the Chair, the meeting shall stand adjourned to a date fixed by the Chair. The names of the members present shall be recorded.

j. Meeting Notice

Notices of upcoming regular meetings of the Board shall be given at the previous regular meeting of the Board. Notices for extraordinary meetings are as in these bylaws, Section 4 d (ii).

k. Presentations to the Board

The Board welcomes presentations at public meetings from parties on matters of interest to them. Individuals or groups wishing to make presentations should contact the University Secretary within time frames established by Board policies and procedures. Presentations will be guided by Board policies and procedures.

5. INDEMNIFICATION

Every Board Member and Officer of the University and his/her heirs, executors and administrators, and estate and effect respectively, shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the University, from and against:

- i) all costs, charges and expenses whatsoever which such Board member or Officer sustains or incurs in or about any action, suit or proceeding which is brought, commenced or prosecuted against him/her for, or in respect of, any act, deed, matter or thing whatsoever made, done or permitted by him/her in or about the execution of the duties of his office; and,
- ii) all other costs, charges and expenses which he/she sustains or incurs in, or about, or in relation to the affairs thereof, except such costs, charges or expenses as are occasioned by his/her own wilful neglect or default.

6. REMUNERATION OF BOARD MEMBERS

Members of the Board shall be reimbursed by the University for any reasonable travelling and out-of-pocket expenses necessarily incurred by them in the discharge of their duties in line with expense reimbursement policies, procedures and guidelines of the University.

7. RESIGNATION OF MEMBERS OF THE BOARD

The resignation of any member of the Board shall be made by notice in writing, addressed and delivered to the Board Chair or President + Vice-Chancellor and for appointed members also delivered to the Minister designated under the University Act.

8. COMMITTEES OF THE BOARD

The Board may from time to time appoint committees, consisting of such members of the Board as may be appointed members thereof by the Board, or by the Chair of the Board if so empowered, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of the committees. The Board Chair and President + Vice-Chancellor will be ex-officio and non-voting members of all committees on which the Board Chair and President + Vice-Chancellor are not formally members.

PART IV – CODE OF CONDUCT AND CONFLICT OF INTEREST

1. GENERAL

The Board is responsible for the overall stewardship of the University, ensuring that the University complies with policies, bylaws and procedures that govern the University's operations. In discharging its responsibilities, the Board is expected to comply with all applicable laws and regulations, and to operate within the highest ethical and moral standards.

The Board will promote a culture of integrity at the University whether directly through its own actions, or indirectly through its interactions with the University's administration, Senate, faculty, staff and students. The Board and its Members must refrain from any conduct which would call into question the integrity of the University, the Board or the Member.

This Code of Conduct and Conflict of Interest is intended to provide guidance to Members regarding the fiduciary duties and duty of care owed to the University, however nothing in this Part is intended to replace or modify any obligation or liability imposed upon the Board or Member in law or equity.

In addition to the defined terms set out in Part I – Interpretation, the following terms used in this Part IV have the following meanings.

- “Close Relative” means a parent, spouse, sibling, child, aunt or uncle of a Member, and the child or spouse of any of them;
- “Conflict” means a potential, actual, or apparent conflict of interest and includes, without limitation, any circumstance in which (i) the Member or Related Person has a Private Interest, or (ii) the Member has a Private Duty;
- “Member” means either an Internal Member or External Member of the Board;
- “Private Duty” means a duty that a Member owes to someone other than the University;
- “Private Interest” means a direct or indirect economic interest or other personal benefit or advantage;
- “Related Person” means a person, entity, or association whose relationship to a Member is that of (i) a Close Relative, or (ii) corporation, partnership, trust or estate in which the Member or Close Relative of a Member has direct or indirect ownership of control of such corporation, is a director or officer, is a partner, or serves as a trustee.

2. CODE OF CONDUCT

Fiduciary Duty

Members owe a fiduciary duty to the University. This means that Members are required to act honestly and in good faith, with a view to serving the best interests of the University. The key components of this fiduciary duty are as follows. Members must:

- a.** not put his or her self interest or the interest of others, ahead of the best interests of the University;
- b.** not take personal advantage of opportunities that come before a Member in the course of performing his or her duties unless the opportunity and interest is disclosed and the University expressly permits it;
- c.** avoid Conflicts and disclose to the Board any facts or situations which may create a Conflict or perception of a Conflict; and
- d.** not disclose any confidential or non-public information relating to the University or its affairs (including its faculty, staff or students), or any discussions that occurred in any in camera meetings of the Board or Board committees.

Internal Members who are elected due to their position as a member of the faculty, staff or students of the University are not delegates of that group. While such Internal Members may express and take into account those interests and concerns, Internal Members have the same duty as External Members to always act in the best interests of the University.

Duty of Care

Members also owe a duty of care to the University to exercise the degree of care, skill and diligence that would be reasonably expected from a member of a board of a comparable organization. This means that Members should:

- a. attend all regularly scheduled meetings of the Board (including the annual Board retreat or planning session), and of the Board committees on which the Member serves;
- b. diligently review all material provided in advance of Board meetings and where appropriate, request information that would allow the Member to properly participate in the Board's deliberations, make informed judgments, and exercise meaningful oversight;
- c. participate fully and frankly in the deliberations and discussions of the Board and its committees, applying reasoned judgement to each issue; and
- d. be generally knowledgeable about the academic, business and political environs within which the University operates.

Given that the Board is best able to fulfill its obligations to the University if the diverse views of its Members are voiced, Members are expected to present their views in a manner which respects and shows tolerance for other perspectives, and to be open minded when considering alternate approaches. However, once debate on an issue is over and a decision is made, all Members are expected to ensure that the decision stands as a united position of the Board.

3. CONFLICT OF INTEREST

Members must arrange their private affairs and conduct themselves in a manner to avoid a Conflict or perception of Conflict. In cases when a Conflict cannot be avoided, the Member has an obligation to disclose the Conflict to the Chair of the Board or the Chair of the Governance Committee so that steps can be taken to manage the Conflict. Where a Board member is unsure of whether he/she is in Conflict, that Member should raise the perceived potential Conflict with the Chair of Board or the Chair of the Governance Committee.

Members present at any meeting of the Board or Board committees must disclose any Conflict that relates to matters before the Board or committee before discussion of that matter. The minutes of the Board or committee meeting should duly note the declaration, and the Member with the Conflict must:

- a. for in-camera meetings, absent him/herself from the proceedings during discussion or voting on that particular matter, contract or arrangement; and
- b. for public meetings, refrain from discussing or voting on that particular matter, contract or arrangement.

At the discretion of the Board Chair, the Member with the Conflict may be invited to state his or her position on the issue in question prior to absents him/herself from the discussions. Where a Conflict is discovered after consideration of a matter, the Conflict must be declared to the Board and appropriately recorded at first opportunity. If the Board determines that involvement of said Member influenced the decision of the matter, the Board shall re-examine the matter and may rescind, vary, or confirm its decision as required. For purposes of clarification, student Members are permitted to vote on issues related to tuition and student fees.

Any Member who perceives another Member to have a Conflict must identify the perceived Conflict to the Chair of the Board or Governance Committee at the first opportunity.

Not more than 60 days after being appointed or elected to the Board, Members will be required to sign an acknowledgement that they have reviewed and will abide by these Bylaws, including this Part IV, Code of Conduct and Conflict of Interest. Thereafter, at least once a year, all Members will be asked to certify that neither the Member nor any Related Persons have a Conflict.

PART V - OFFICERS OF THE UNIVERSITY

1. OFFICERS

- a. The Officers of the University shall be the President + Vice-Chancellor, Vice-President, Finance + Administration (Bursar), the Vice-President, Academic + Provost and the Vice-President, Enrolment + Student Services / Registrar.
- b. Other officers, as the Board may from time to time determine, shall be appointed by resolution of the Board. The Officers shall exercise such powers and perform such duties as are assigned to them by the Board.

2. PRESIDENT + VICE-CHANCELLOR

- a. In accordance with the *Act*, the Board shall by resolution appoint the President + Vice-Chancellor who shall be the Chief Executive Officer.
- b. The President + Vice-Chancellor shall exercise such powers and perform such duties as are assigned by the *Act*, by any other enactment, by resolution of the Board.
- c. The President + Vice-Chancellor shall be remunerated by the University for his/her services in an amount determined by resolution of the Board, within Provincial Government guidelines, and shall receive such other entitlements of office as may be determined from time to time by resolution.

PART VI - EMPLOYEES OF THE UNIVERSITY

Subject to the *Act* and these Bylaws, the President + Vice-Chancellor or such person as he/she may designate, may appoint and define the duties and tenure of such employees as are necessary to carry on the business and operations of the University, other than those positions required by legislation to be appointed by the Board as indicated in Section 27(2)(g) of the *Act*.

PART VII - AMENDMENT OF BYLAWS

By giving notice of motion at a regular meeting, these bylaws may be amended at a subsequent regular meeting of the Board, subject to the *Act*.



Report to the Board of Governors

President + Vice-Chancellor
September 2024

Welcome to a new academic year!

(The following message are highlights from a recent community message)

Whether you are a returning student, staff or faculty member, or you are joining us for the first time, we are coming together as a community during a pivotal moment for the university.

We will be launching our 2024-2030 Strategic Plan this fall, which will guide our shared purpose and priorities over the next five years. Co-created with community, the collaboration and consultation that went into this work over the last two years is extraordinary. The strategic plan reflects a new vision, mission and values for the university, while also embodying the integrity, aspirations and lived experience of us all. I looking forward to sharing the full document with you soon.

I am excited to deepen my understanding of the many facets of what makes this campus so special — our vibrant studios, classrooms, departments, and research spaces. At the same time, I am committed to building strong connections with external partners, creating a dynamic balance that will help strengthen ECU's long-term future. I am truly grateful for the opportunity to represent the university as President + Vice-Chancellor, and I look forward to connecting with our talented community, listening to your stories, learning from your experiences, and celebrating your successes.

As we look ahead, remember to take a moment to dream in connection to the impact that we can have in our spheres of influence: be curious, bold, creative and imaginative as we build a better world through art and design education.

Kick off to 2024-25 Academic Year

This fall, ECU welcomed 2287 undergraduate students to campus (521 first year), and 101 graduate students across the MFA and MDes programs (60 first year). To celebrate, Welcome Week was held September 3-6 and included a variety of social activities: a lunch for all students with icebreaker bingo, a pop up social at the Library + Writing Centre, a scavenger hunt with Student Services to learn more about the campus, and a donut meet and greet with the President. The Foundation Show closing reception on September 5 provided an opportunity to celebrate last year's cohort, and provide a preview for new students of what to expect over the next 9 months.

An all-employee BBQ and meeting was held in late August to cultivate community, prepare for the beginning of term, and share some highlights and priorities for the year ahead.

Appointed Interim Associate Vice-President, Strategic Initiatives

ECU is pleased to announce the appointment of Dr. Tiffanie Ting as Interim Associate Vice-President (AVP), Strategic Initiatives. The new interim position will support the university with enterprise-level

leadership and strategic alignment on high-priority issues and revenue-generating opportunities. This includes guiding the implementation of the 2024-2030 Strategic Plan and overseeing the planning and coordination of ECU's Centennial Events to celebrate the university's legacy and future. As a key member of the president's executive team, the AVP will also manage complex, university-wide projects; under the direction of the President, lead institutional planning efforts; and continue to steward the development and growth of ECU's Continuing Studies (CS) programs.

Dr. Ting has served as Executive Director, Continuing Studies at ECU since July 2020. During Dr. Ting's tenure, CS doubled the size of its adult course offerings and expanded into new areas including animation, game development, visual effects, leadership and professional practices, and software essentials. This appointment will enable Dr. Ting to leverage her talents and keen insight in advancing the university's strategic initiatives, ensuring greater accountability as ECU continues to build on our collective successes.

An Inclusive and Responsive Campus

ECU is an amazingly diverse community, and this is our greatest strength as an institution. Last year was challenging for many members of our community. Our focus at ECU remains steadfast in our commitment to providing caring, supportive, and inclusive learning spaces for every member of this community – faculty, employees, students, and community members.

Starting in the fall term, the university will be embarking on important policy work and consultation will be embedded to ensure we provide spaces of engagement for the community. As well, we are rolling out some new workshops and initiatives to promote cross-institutional learning, understanding, and compassion. These include naloxone awareness and distribution support, de-escalation and violence prevention training, and conflict coaching and restorative resolution services. To support faith-based practice, construction has begun on a multi-faith prayer room.

100th Anniversary

The countdown to the centennial celebration has begun. Founded in 1925, Emily Carr University of Art + Design (ECU) has been a space of innovation in visual arts, media arts, and design, consistently pushing the boundaries of creativity. As we approach our centennial year, we will be reflecting on a century of achievements, celebrating influential alumni and faculty, and highlighting the groundbreaking contributions that have helped shape a better world through art and design. Much attention is being placed on telling our stories to new and established audiences.



Report to the Board of Governors

VP, Academic + Provost
September 2024

New Federal Guidelines on International Student Admissions

On September 18, Minister of IRCC Marc Miller announced changes to the International Student Program and the Post-Graduate Work Program, effective for 2025 and 2026. The International Student Program cap will decrease by 10% over 2025 and with no plans for further reduction in 2026.

Master's and PhD students will now require a Provincial Attestation Letter (PAL). Last year the PAL system was introduced for new international undergraduate students only, along with limits to the numbers of visas issued. A new 'Graduate PAL' will be issued, specifically for graduate-level students. Provincial allocations of Graduate PALS must account for 12% of overall allocations.

International Student Support

Under the leadership of Marcia Guno, Vice Provost Students, and Sue Dorey, Executive Director, Student Engagement, Retention + Success, ECUAD has provided a number of engagement and support activities for incoming international students, including:

- Individualized follow up for accepted students;
- Pre-entry info sessions to navigate IRCC processes;
- Specialized International student reception, with further information on study permits, medical insurance, etc.; and
- SIN and CRA registration pop-up service.

Thanks to these efforts, we were able to exceed our budgeted targets for new international student registration into ECU.

Student Engagement

The Student Services team is working with the Aboriginal Gathering Place to facilitate better overall support and access to services for Indigenous students.

Counselling + Wellness continues to host programming in support of student mental health and wellbeing, including:

- Breakfast on the go: fruit, veggie, yogurt Mondays
- Cook & Connect on Tuesdays and Thursdays
- Toast + Oatmeal Bar on Thursdays
- Popcorn and Button Making on Fridays
- Dog therapy + nap room

Additional programs planned throughout the semester include:

- Exchange student orientation
- Keeping Each Other Safe: Preventing Sexual and Gender Based Violence
- Navigating the Toxic Drug Crisis
- Info sessions on Work Experience and Professional Practice Skills

National Portfolio Day

On November 16, for the first time since 2018, Emily Carr will be hosting the Vancouver iteration of National Portfolio Day. This is one of the largest recruitment events for art and design institutions in North America, and is attended by prospective applicants from across the lower mainland and beyond. We will be hosting colleagues from 18 institutions from Canada, the US, and Europe. Representatives from Emily Carr University and partner schools will conduct portfolio reviews between 11:00 a.m. and 3:00 p.m, providing prospective applicants with invaluable insight on ECU and their portfolios, prior to submitting a formal application.

Faculty Hiring

Ten new full-time teaching faculty are joining Emily Carr this academic year, in the areas of Painting and Photography (Audain Faculty of Art); Foundation and Art History (Faculty of Culture and Community); 3D Animation and Industrial Design (Ian Gillespie Faculty of Design and Dynamic Media). Additionally, two full-time non-teaching faculty joined ECU earlier this summer, an Electronic and Discovery Librarian as well as an Educational Developer in the Teaching and Learning Centre.

Research

Audain Faculty of Art Associate Professor Emily Hermant was awarded a \$72,000 SSHRC Insight Grant for her project *Core Memories: Retracing the Fabric of Computing Technology*. Prof. Hermant also received an SSHRC Explore Grant (SIG Explore) from ECU in support of the project. SIG Explore grants are administered by individual institutions to support research in its early stages, providing a bridge for faculty to apply for larger, national SSHRC grants.

ECUAD has just submitted a full application to the Lab-to-Market grant competition for the project *Creative Horizons Network: Pathways to Entrepreneurship in Art and Design*. This is a pioneering national initiative, anchored by ECUAD with AUA, OCADU and NSCADU in concert with 16 post-secondary institutions and 15 partners to deliver practice-led training, mentorship, and skills-based programming for creative entrepreneurship.

Academic Affairs Leadership changes

Amy Kheong, Executive Director of Counselling + Wellness, Access + Learning Support retired after 23 years at the University. In the past year the area was reorganized, shifting Accessibility + Learning Support under the portfolio of the Executive Director, Student Engagement, Retention + Success (Sue Dorey). Johnny Liu has been appointed as Interim Director, Counselling + Wellness, reporting to the VP Academic + Provost office.



Report to the Board of Governors

Vice President, Finance + Administration
September 2024

Finance

1. Financial Update, September 2024

To date there are no significant variances from budget to report.

2024 Summer Term:

Summer Term registration was positive and exceeded our budget projections.

- Results show improvements to both domestic and international registration by approximately 1,050 credits (885 domestic and 165 international).
- The additional registration required more sections and costs for instruction, largely offsetting the increase to revenue.

2024 Fall Term:

The add/drop deadline for the Fall Term was September 10 and minor adjustments are still occurring.

- We can confirm that Fall registration targets have been achieved for both domestic and international undergraduates. Registration exceeded our targets by over 1,300 credits (1,200 domestic and 100 international).
- Additional registration will require more sections and costs for instruction.
- The full impact on the budget is not known yet.

Broadway Subway Project (BSP)

High-level Update extracted from the Broadway Subway Project – September 2024 Update

Tunnels:

- The final pieces of Tunnel Boring Machine (TBM) Elsie were lifted from the excavation at Cypress Street late July, marking the end of the disassembly process. Disassembly and removal of TBM Phyllis finished earlier that month. With this important work complete, Cypress Street has reopened to vehicles and cyclists, while Maple Street is closed north of W. Broadway.

Construction Activities

Planned construction activities for the next three months include:

- installing tracks on the elevated guideway;
- constructing the concrete bases that will hold the SkyTrain tracks in the tunnels;
- constructing the walls and columns at all six new underground stations;
- constructing the concourse floor at all six new underground stations;
- constructing the station roof at Great Northern Way-Emily Carr, Mount Pleasant, Broadway-City Hall and Arbutus stations;

- excavating the tail tracks at Arbutus Station; and
- excavating and constructing the underground passenger connections between the Millennium Line extension and the Canada Line at Broadway-City Hall Station.

Great Northern Way-Emily Carr Station:

Throughout 2024, work will continue to focus on constructing the underground station and station entrance building. This includes regular concrete pours for the walls, columns, concourse levels, and roof sections. Work is also happening in the tunnels to prepare for track installation. Regular hours of work are Monday through Friday from 6 a.m. to 9 p.m. There may be occasional work on weekends or holidays. Occasional overnight work is from 9 p.m. to 6 a.m.

Facility Operations

Maintenance Activity:

100% of planned **270** scheduled preventive maintenance activities were completed this period. Highlights of this work consist of service to main electrical vault, HVAC equipment, roads, grounds and landscaping services, fire and life safety equipment, sprinkler systems inspections, pest control, exit lighting, painting, appliances, access control and panic duress systems, elevators, waste and recycle services and wireless network maintenance.

195 service requests were responded to and addressed in this period. Highlights of this work consist of requests for service related to lighting control changes, event furniture arrangement, housekeeping, access control, telecommunications, plumbing and drainage, waste management and recycling.

Waste Diversion:

40% of waste removed from the facility in this reporting period was diverted from landfill and recycled. This is **3%** lower than last period *

*There was a significant drop in overall waste in August, skewing the average diversion percentage over the 3 months. June and July tracking the same percentage as last period.

Campus Activity:

Facilities completed maintenance, facility and safety support for several notable events including the Indigenous Summer Market, Faculty and Staff Welcome back BBQ, International Student welcome and several external events hosted on campus. Supports included event safety planning, additional resource requests (security and housekeeping services), waste removal and access control.

Emergency Preparedness for Drug Overdose on Campus

In response to this year's tragic death of a UVIC student, the Ministry of Post-Secondary Education and Future Skills (the "Ministry") prompted all post-secondary institutions to review their emergency protocols, awareness campaigns, and services to students. In response, Emily Carr's emergency leads have met to discuss and update the University's emergency response protocols.

The Ministry is also piloting a new initiative to help combat the toxic drug crisis in our post-secondary institutions. The project involves providing all publicly funded post-secondary institutions with an initial supply of nasal naloxone, a life-saving medication that can quickly reverse the effects of an opioid related poisoning, along with other components including gloves, a mouth-to-mouth resuscitation device, and instructions. The Ministry promised 10 kits of nasal naloxone (which have recently arrived on campus) to Emily Carr University of Art + Design (ECU or University) and will also provide cabinets to store these kits which includes an alarm to deter tampering and theft. As a stop-gap measure, like most post-secondary institutions, the University had purchased 6 kits of nasal naloxone (2 units per kit which includes masks for mouth-to-mouth CPR, gloves, etc.) in advance of the Ministry's summer distribution plan, to ensure there was adequate safety equipment on campus.

The University has also obtained 200 injectable naloxone kits from Vancouver Coastal Health Harm Reduction Team and will be helping to facilitate naloxone training and distribution of kits to anyone who would like to have access to these supports. However, since the naloxone kits require the use of syringes, the University has obtained Narcan Nasal Spray for security as it is easier to administer in a time of crisis and is part of their Standard Operating Procedures for their First Aid protocols. Since the naloxone kits already received require the use of syringes, and syringes are used for other reasons, the University is also purchasing sharps bins for approximately 20 bathrooms on campus. Since sharps bins can be stolen, it is impractical to provide a sharps bin in every washroom unless they are secured to the wall with a shelving bracket (to ensure hygiene as well as security). The University has requested 40 bins with 20 wall mounts in order to supply all bathrooms and have replacement bins on hand. Due to safety concerns, the current protocol for facilities to clean up syringes is being re-examined.

The goal is to have the cabinets installed on campus by the start of the 2024 Fall semester. On September 11th, an announcement on these additional safety measures was made at an event on Drug Use Risks in Vancouver. Overdose response will also be added to the Emily Carr emergency procedure handbook to support staff awareness during a response.