



AGENDA – OPEN SESSION

SENATE MEETING

Wednesday, May 13, 2026

9:35 a.m. – 11:20 a.m.

ECU Boardroom (D2315)

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.*

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| I. OPENING PROCEDURES | T. Kelly, Chair |
| 1. Call to Order | Chair |
| 2. Adoption of the Agenda | Chair |

IT IS HEREBY RESOLVED that Senate approve the agenda, as circulated.

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| II. BUSINESS | |
| 1. Chair’s Remarks + Report (~5 mins) | T. Kelly |
| 2. Vice President, Academic + Provost’s Report (~5 mins) | D. Achjadi |
| 3. Research Report (~5 mins) | J. Langlois |
| 4. Senate Committee Appointments (~10 mins) | K. Verkerk |
| Secretary’s Note: This item is included pending a meeting of the Nominations Committee and materials may follow by separate cover. | |
| 5. APPROVAL: Policy 8.9 (Hiring) Procedures (~20 mins)
- Attachment: Briefing Note at p. 5 | A. Tees |

IT IS HEREBY RESOLVED that Senate endorse the updates to the following procedures, as presented and recommend for approval by the Board of Governors:

- **8.9.1 Procedures for the Recommendation + Selection of Senior Academic + Administrative Personnel**
- **8.9.3 Procedures for the Recommendation + Selection of Vice Presidents**

6. APPROVAL: Senate Budget Committee Reforms (~25 mins) N. Himer
- **Attachment:** Briefing Note at p. 22

IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee, Senate approve:

- **That the Senate Budget Committee responsibilities be taken up by the Academic Planning + Priorities Committee; and**
- **That the Academic Planning + Priorities Committee terms of reference be updated to effectively reflect all changes outlined in the Table of Recommendations on Senate Budget Committee Reform; and**
- **The dissolution of the Senate Budget Committee.**

Secretary's Note: If the Senate approves, updated terms of Reference for the Academic Planning + Priorities Committee will be prepared no later than the first Senate meeting in September 2026.

7. APPROVAL: Senate Bylaw Amendments (~3 mins) N. Himer
— **Attachment:** Briefing Note at p. 39

IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee and the Executive Committee, Senate approve the amendments to the Senate Bylaws, as circulated.

Secretary's Note: Briefing and notice of motion given at April Senate meeting.

8. APPROVAL: Senate Bylaw Amendments regarding sabbaticals + education leaves (~ 5 mins) N. Himer
— **Attachment:** Briefing Note at p. 60

Notice of Motion

IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee and the Executive Committee, Senate approve amendments to the Senate Bylaws providing that a Senator may apply for a leave from Senate meetings for the period of an approved sabbatical or education leave.

9. INFORMATION: Curriculum Planning + Review Committee Report A. Jaroszewicz
— **Attachment:** Curriculum Planning + Review Committee Report at p. 64

10. APPROVAL: Curriculum Planning + Review Committee Recommendations (~ 7 - 10 mins)
- **Attachment:** Curriculum Planning + Review Committee Recommendations p. 66

A. Jaroszewicz

IT IS HEREBY RESOLVED that, on the recommendation of the Curriculum Planning + Review Committee, Senate approve:

Faculty of Culture + Community – course change proposal as presented:

- **MHIS 230 Histories + Theories of Photography**
(changes to name, description, and learning objectives)

Faculty of Design + Dynamic Media – course change proposals as presented:

- **2DAN 310 Creative Development for Animation Production**
(changes to name, prerequisites, description, learning objectives, and learning outcomes)
- **2DAN 400 Senior Animation Production I**
(changes to name, description, learning objectives, add learning outcomes)
- **2DAN 410 Senior Animation Production II**
(changes to name, description, learning objectives, add learning outcomes)
- **3DAN 307 3D Character Creation II**
(changes to name, prerequisites, description, learning objectives, add learning outcomes)

Faculty of Design + Dynamic Media – new course and PRW change proposals as presented:

- **2DAN 2XX Animation Core Studio**
(New course proposal)
- **2DAN 2XX Animation Core Studio**
(New course proposal)
- **2DAN 3XX (requesting 300) Animation Core Studio**
(New course proposal)
- **2D Animation Program Requirement Worksheet (PRW)**
(course changes and name updates)

Faculty of Art - Course change proposal as presented:

- **VAST 410 Senior Studio Interdisciplinary**
(change to not repeatable for credit)

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| 11. INFORMATION: Academic Planning + Priorities Committee Report
- Attachment: Academic Planning + Priorities Committee Report at p. 97 | J. Turner |
| 12. INFORMATION: Accommodations Policy (~ 10 mins)
- Attachment: Briefing Note at p. 99
- Note: Presentation will be provided at the Senate meeting | C. Seney- Coletta |
| 13. INFORMATION: Appeals Committee Report
- Attachment: Appeals Committee Report at p. 103 | K. Verkerk |
| 14. INFORMATION: Governance Committee Report
- Attachment: Governance Committee Report at p. 104 | C. Martin |
| 15. INFORMATION: Financial Awards Committee Report
- Attachment: Financial Awards Committee Report at p. 106 | K. Verkerk |
| 16. Closing Remarks | Chair |

III. **NEXT MEETING:** September 23, 2026, 9:30 a.m. – 11:20 a.m.

IV. **ADJOURNMENT**

IT IS HEREBY RESOLVED that the meeting be adjourned.	Chair
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Senate Recommendation Form

Meeting Date:	May 6, 2026
Presenter(s):	Adrian Tees, AVP, Human Resources + Privacy Officer

Subject: Updated Policy 8.9 Hiring + Procedures and Sector Scan

Recommendation:	<input checked="" type="checkbox"/> Motion to approve / <input checked="" type="checkbox"/> Discussion / <input checked="" type="checkbox"/> For Information
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Resolution:	<p>IT IS HEREBY RESOLVED that Senate endorse the updates to the following procedures as presented and recommend for approval by the Board of Governors:</p> <ul style="list-style-type: none">• 8.9.1 Procedures for the Recommendation + Selection of Senior Academic + Administrative Personnel• 8.9.3 Procedures for the Recommendation + Selection of Vice Presidents
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Purpose:

Human Resources was tasked by the Board of Governors (the Board) with reviewing the current hiring policy and its procedures. The updates to the policy and procedures are intended to capture current leading practices in staff recruitment, while ensuring the university is compliant with the leading interpretation of the University Act. The Senate plays an important role in approving the procedures specific to the hiring of academic staff, and feedback from Senate will be critical to the successful recruitment and retention of future employees.

The Senate was presented with background and draft documents and the March 2026 meeting. At the April 2026 meeting, the Senate engaged in a second meaningful discussion specific to Procedure 8.9.1, and through these discussions, several Senators raised important points for the university's consideration.

As such, Human Resources is presenting a revised Procedure 8.9.1 and seeking approval of Procedures 8.9.1 and 8.9.3 from the Senate for recommendation to the Board of Governors. Policy 8.9 and procedures 8.9.2 have been included for reference.

KEY POINTS/CONSIDERATIONS

The following consideration was given to the feedback and proposed amendments raised at Senate:

Feedback on Section 3.a

Concerns regarding the composition of the committee were raised and it was proposed that an amendment to this section would look as follows:

3.a. In the case of hiring a Dean, the search committee shall have four (4) faculty from the Faculty elected by the Faculty the Dean will serve.

One perspective that stood out in the discussion supported the notion that the faculty affected by a Dean Search, for example, should be able to elect all faculty representatives. In contrast, another view emerged, suggesting that the current model allows for greater cross-pollination of faculty given the interdisciplinary nature of the faculty and their teaching assignments.

In reviewing this suggestion, and considering the discussion that occurred at the Senate, the suggested change has not been adopted. The role of the procedure is to ensure the composition of the search committee is a balanced representation of the university community when engaging in a search process. The university's interest is to maintain the current practice which allows the chair to select from outside the Faculty. The counter argument suggested that the proposed language would not prohibit the selection of an additional faculty member, bringing the total faculty participate to five; this would have the effect of unbalancing the search committee, where Faculty already have a significant stake.

Feedback on Section 4

It was suggested that the search committee should have a greater role in defining the role description of the role being recruited. Contrary to that suggestion, others argued that the role of a Dean, for example, should be developed with consistency in mind, and keeping in mind the broader needs of the university community, including both internal and external stakeholders. Further to the discussion that took place, a suggested amendment to this section was proposed:

4) The role description developed in consultation with the hiring committee shall establish criteria for the search and must include job specific requirements that articulates the skills, abilities and duties required by the role.

In response to this request, and reflecting on the discussion at the senate, the following amendment has been incorporated which clearly delineates the role of the chair, relative to the search committee, in the design and development of the role description.

4) The role description shall establish criteria for the search and must include job specific requirements that articulates the skills, abilities and duties required by the role. The role description shall be authored by the chair, who may seek input from the university community, external stakeholders and the search committee.

Feedback on Section 5

It was suggested that a simple edit to this section would be helpful to create greater trust and transparency in the search process. The proposed edit was:

...shall include a minimum time period of no less than two weeks for advertising any given position on the applicant tracking system and externally.

In response to this request, and reflecting on the discussion at the Senate, the following amendment (note the struck language has been included for clarity purposes) has been made:

5) Positions will be advertised on the university's applicant tracking system (ATS) and externally with a specified closing date and shall conform to any laws or regulations governing the advertisement of job opportunities. Applications will be received by Human Resources. Human Resources, in consultation with the search committee, shall identify appropriate locations for advertising and promoting the opportunity, and shall **be posted for a period of time no less than two (2) weeks**.

Feedback on Section 11

Quite a lot of discussion occurred around the way in which a search committee makes a recommendation following their search activities. Some Senators felt that a voting process should be enshrined into the procedures to provide the committee members with some assurance around the decision making process. Other Senators felt that a voting mechanism was contrary to collegial decision-making and healthy decision-making. It was proposed that an amendment to this section would include the following:

11) Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate **through a simple vote of the majority**, subject to satisfactory references, and final approval by the Board of Governors.

Or alternatively:

11) Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate **through discussion and confirmed through a simple vote of the majority**, subject to satisfactory references, and final approval by the Board of Governors.

In response to this request, and reflecting on the discussion at the Senate, the procedures have been further amended to provide greater clarity concerning the decision-making process of the search committee in terms of how it will advance a recommendation for the selection of a candidate. As such, the following amendment has been included to honor the various ways that collegial decision making can occur in a search committee context:

11) Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate, subject to satisfactory references, and final approval by the Board of Governors. **The chair shall be responsible for establishing a clear procedure for decision making, and at a minimum, may rely on a simple vote of majority should other procedures fail.**

Feedback on the section: Extension of Appointment

A few issues were identified in the section. First off, the title of the section was subject to interpretation, so for clarity's sake, the title of the section will now read as: **Renewal of Appointment**.

Secondly, a request for amendment to the composition of the Renewal Committee was proposed as follows:

1. A Review Committee for Reappointment ("the committee") with representation from various internal community members shall be established, and **will** have at a minimum:
 - a. Chair – will normally be the incumbent's supervisor
 - b. 2 (two) executive administrators
 - c. **4 (four) faculty elected by the Faculty:**

For the same reasons outlined in the 3.A proposed amendment above, the university's interest rests in maintaining a balanced committee with respect to community representation, therefore it is important to mirror the composition of the Renewal Committee with the Search Committee.

Feedback on the section: Pro Tem Appointments

Concerns were raised regarding the current interim appointment process. Specifically, that the current practice of two years gave internal temporary incumbents an unfair advantage in the hiring process once the position is permanently posted. As such, interim appointments should be limited to 12 months. On the contrary, it was noted by others that their experience with hiring demonstrates a legitimate need to have interim appointments for the two-year duration.

Several proposed amendments were brought forward to this section, which are as follows:

Be it resolved that interim appointments shall be limited to a period of 12 months.

Be it resolved that interim appointments shall not be extended beyond 18 months in exceptional circumstances.

Be it resolved that interim appointments shall involve a committee with a minimum of four elected faculty elected by the Faculty.

In response to this request, and reflecting on the discussion at the Senate, the following amendment has been made in an effort to balance the needs of the administration in ensuring a realistic interim appointment process that will not overly limit or constrain management rights in response to the concerns raised by some Senators.

From time to time, it may be necessary to establish interim appointments when roles are vacated and while the University runs a search process to recommend the appointment of a new incumbent.

In such instances, the administrative supervisor of the vacant role shall recommend to the President the appointment of an individual on an interim basis, who will in turn, advance the recommendation to the Board for final approval.

Interim appointments shall be limited to a maximum of 18 months and may be extended under exceptional circumstances. Interim appointments do not require a search process; however, leaders are required to use an expression of interest process, with clearly stated criteria, and may or may not involve a committee, where multiple potential applicants are available.

The administrative supervisor of the vacant role will develop clear and transparent criteria in consultation with Human Resources prior to any internal expression of interest process being deployed.

NEXT STEPS

The administration is seeking Senate's endorsement of the updated procedures 8.9.1 and 8.9.3 and approval to recommend to the Board of Governors for approval.

Attachments:

1. Draft Policy 8.9: Hiring
2. Draft Procedures 8.9.1: Procedures for the Recommendation + Selection of Senior Academic + Administrative Personnel
3. Draft Procedures 8.9.2: Procedures for the Recommendation + Selection of Administrative + Support Staff Positions
4. Draft Procedures 8.9.3: Procedures for the Recommendation + Selection of Vice Presidents



Policy Number	8.9
Approval Body	Board of Governors
Policy Officer	Associate Vice President, Human Resources
Approval Date	March 2010
Revision	xxx 2025

8.9 HIRING (DRAFT)

ENABLING LEGISLATION + LINKED POLICIES

University Act

Powers of board

Section 27

(2) Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:

(c) to appoint a secretary and committees it considers necessary to carry out the board's functions, including joint committees with the senate, and to confer on the committees power and authority to act for the board;

(f) with the approval of the senate, to establish procedures for the recommendation and selection of candidates for president, deans, librarians, registrar and other senior academic administrators as the board may designate;

(g) subject to section 28, to appoint the president of the university, deans of all faculties, the librarian, the registrar, the bursar, the professors, associate professors, assistant professors, lecturers, instructors and other members of the teaching staff of the university, and the officers and employees the board considers necessary for the purpose of the university, and to set their salaries or remuneration, and to define their duties and their tenure of office or employment.

Tenure, appointment and removal of teaching staff and others

Section 28

(1) Unless otherwise provided, the tenure of persons appointed under section 27 (2) (g) is during the pleasure of the board.

2. A person must not be appointed a member of the teaching staff of the university or of any faculty of the university unless the person is first nominated for the position by the president.
3. A member of the teaching staff of the university or of any faculty of the university must not be promoted or removed except on the recommendation of the president.

President and powers

Section 59

(2) Without limiting subsection (1), the president has the following powers:

(a) to recommend appointments, promotions and removal of members of the teaching and administrative staffs and the officers and employees of the university;

Employment Standards Act Regulations
Public Sector Employers Act and Regulations
BC Labour Relations Code
BC Human Rights Code
Freedom of Information and Protection of Privacy Act
Collective Agreement: Emily Carr University of Art + Design and Emily Carr University of Art + Design Faculty Association
Collective Agreement: Emily Carr University of Art + Design and CUPE
Terms and Conditions for the Administrative Group
Citizenship and Immigration Canada Regulations
Canada-United States-Mexico Agreement (CUSMA)

OBJECTIVE

The objective of this policy is to describe the commitment of Emily Carr University of Art + Design (University) to ensuring fair and equitable hiring practices. Furthermore, this policy authorizes the Executive and Human Resources Committee of the Board of Governors (“the committee”) to approve the appointment of all officers and employees necessary for the purposes of the University, as recommended by the President.

SCOPE + APPLICATION

This policy applies to all University employees, which include members of the administrative group, faculty members and staff members. The Board has established procedures for recommending and selecting candidates for employment, which are approved by Senate, in accordance with section 27(2)(f) of the *University Act*.

DEFINITIONS

Equity Deserving Groups refers to an individual or group of individuals whose identity is aligned with a protected ground under the *BC Human Rights Code*. An equity deserving group can usually be defined as: women; Indigenous identity; visible minorities; people with disabilities; members of the lesbian, gay, bisexual, transgender, queer, 2 spirited, and intersex communities; and faith-based groups.

Protected Grounds are defined by the *BC Human Rights Code*, and are understood as the following: Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.

Special Program means an approved exemption by BC’s Office of the Human Rights Commissioner to create unique and targeted recruitment campaigns for Equity Deserving Groups. The purpose of the Special Program is to improve conditions for an individual or group that has faced disadvantage. It achieves this by treating them in a way which would normally contravene the *Human Rights Code*.

POLICY PRINCIPLES

1. To inspire excellence and innovation, the University will attract and hire the most qualified applicants in accordance with equitable and accessible hiring practices as set out in relevant policies and procedures and in compliance with applicable legislation, collective agreements and terms and conditions of employment.
2. The University will encourage applications from all Equity Deserving Groups as the University strives to foster a workplace that celebrates the principles of justice, equity, diversity and inclusion.
3. The University may choose to engage in searches at the local, provincial, national, or international level. All qualified persons will be invited to apply; however, Canadians, permanent residents of Canada, and those professions under any applicable international trade agreements, will be given priority.
4. From time to time, the University will use Special Programs to engage in restricted searches to promote the inclusion of equity deserving groups. This may include other Protected Grounds, such as place of origin.
5. The University will ensure that fair employment practices are followed, including the maintenance of confidentiality for all applicants and search proceedings, requiring declaration of conflict of interest of search committee members, protecting the human rights of all applicants, and observing Freedom of Information and Protection of Privacy requirements.
6. The University may be required to fill permanent vacancies in an interim (pro tem) capacity pending the conclusion of a hiring process.

7. The University will run internal expressions of interest, where practicable, when filling pro tem appointments and non-administrative academic leadership roles, such of Assistant and Associate Deans and Faculty Coordinators.
8. The University will engage in search processes for the purposes of identifying nominees for a Canada Research Chair. These search practices shall comply with relevant provisions of the collective agreement and any Government of Canada policy requirements, including those requirements as set out by the granting agency.

POLICY SUPPORTS

1. 8.9.1 Procedures for Recommendation + Selection of Senior Academic + Administrative Personnel
2. 8.9.2 Procedures for the Recommendation + Selection of Administrators + Staff
3. 8.9.3 Procedures for the Recommendation + Selection of Vice Presidents



Policy Number	8.9.1
Approval Body	Board of Governors, on recommendation of Senate
Policy Officer	Associate Vice President, Human Resources
Approval Date	March 2010 (B); May 2010 (S)
Revision	xxx 2026

8.9.1 PROCEDURES FOR THE RECOMMENDATION + SELECTION OF SENIOR ACADEMIC + ADMINISTRATIVE PERSONNEL (DRAFT)

ENABLING POLICY

8.9 Hiring

OBJECTIVE

The objective of these procedures is to define the process for the recommendation and selection of Emily Carr University of Art + Design (University) senior academic administrators and administrative personnel.

SCOPE

These procedures apply to all University candidates for: Associate Vice-President, Chief Information Officer, University Secretary; Dean; University Librarian; Vice-Provost, Students; Registrar; and any other senior leadership role necessary for the operation of the university.

PROCEDURES FOR SELECTION

- 1) The search and selection procedure will be coordinated by the University Human Resources Department in collaboration with the administrator responsible for the vacant position. All selection processes will be conducted in accordance with University Hiring Policy 8.9, Policy 8.10 and in compliance with relevant legislation.
- 2) Prior to the search committee being formed, the committee chair and Human Resources shall assess the need for a Special Program to support the inclusion of an Equity Deserving Group.
- 3) A search committee of appropriate representatives of the University community will be formed and chaired by the supervising administrator or designate. The purpose of the search committee is to identify a preferred candidate by following university procedures.
 - a. In the case of hiring a Dean, the search committee shall have four (4) faculty from the Faculty. Two (2) faculty will be selected by the chair, and two (2) faculty will be elected by the Faculty.
- 4) The role description shall establish criteria for the search and must include job specific requirements that articulates the skills, abilities and duties required by the role. [The role description shall be authored by the chair, who may seek input from the university community, external stakeholders and the search committee.](#)
- 5) Positions will be advertised on the university's applicant tracking system (ATS) and externally with a specified closing date and shall conform to any laws or regulations governing the advertisement of job opportunities. Applications will be received by Human Resources. Human Resources, in consultation with

the search committee, shall identify appropriate locations for advertising and promoting the opportunity, and shall [be posted for a period of time no less than two \(2\) weeks](#).

- 6) The search committee chair, in consultation with Human Resources, may choose to appoint a third-party vendor to assist with the search committee's activities. When a third party is engaged, the third party shall engage their own search process provided they align with the University's operational requirements and values.
- 7) Postings shall require candidates to submit, at minimum, a current resume or curriculum vitae, and a covering letter.
- 8) Each search committee member will assess the applications applying the agreed upon criteria to create a shortlist of candidates for interviews. In certain circumstances, the committee may identify and interview a long list of candidates prior to establishing the short list at the discretion of the chair.
- 9) Human Resources will arrange interviews. Interview questions will be developed based on the established criteria and will be asked of each candidate.
- 10) Additional components of the interview and assessment activities may be utilized as appropriate and at the discretion of the Chair.
- 11) Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate, subject to satisfactory references, and final approval by the Board of Governors. [The chair shall be responsible for establishing a clear procedure for decision making, and at a minimum, may rely on a simple vote of majority should other procedures fail.](#)
- 12) Prior to verifying the candidate's references, a tentative offer of employment shall be issued to the candidate. Once a tentative agreement is reached between the university and the candidate, the candidate's references will be verified.
- 13) The search committee chair will verify the references of the preferred candidate and shall receive support from Human Resources or from a third party where appropriate.
- 14) The selection recommendation will be made by the search committee chair to the President + Vice Chancellor or designate for their approval. The President +Vice-Chancellor will in turn, advance the recommendation to the Board for final approval.
- 15) To avoid undue delay, once approved by the President, Human Resources shall issue the successful candidate a written contract of employment.

TERMS OF APPOINTMENT

The following academic leadership roles shall serve a "fixed term" no longer than 5 years, and may be renewed for an additional term:

- Dean
- Associate Vice-President, Research

All other appointments shall be for a "continuing" term, as described in the *Terms and Conditions of Employment for Administrators*

RENEWAL OF APPOINTMENT

Fixed Term appointments may be renewed for an additional fixed term. The following outlines the process to renew a fixed term appointment:

The Administrative supervisor of the fixed term employee shall ascertain whether the incumbent intends on serving an additional term. This determination shall be made at least 18 months prior to the end of the current term. If the incumbent wishes to serve a second term, the following steps shall take place prior to the final year of the current term:

1. A Review Committee for Reappointment ("the committee") with representation from various internal community members shall be established, and shall attempt to have at a minimum:
 - a. Chair – will normally be the incumbent's supervisor

- b. 2 (two) executive administrators
- c. 4 (four) faculty:
 - i. 2 (two) appointed by the supervisor
 - ii. 2 (two) elected by the faculty area
- d. 2 (two) Support Staff appointed by the supervisor
- e. 1 (one) Student
- f. Associate Vice-President, Human Resources as non-voting support

Human Resources provides advice and expertise as needed by the Committee or by the President or delegate.

When establishing a Review Committee for the AVP Research + Dean of Graduate Studies, faculty will be appointed or elected from all three undergraduate Faculties.

2. The committee mandate is to provide a recommendation to the President + Vice-Chancellor with respect to renewal. The criteria for the recommendation shall be based solely on the job description for the role in question.
3. To support the work of the Committee, the chair may contract with an external consultant to provide additional expertise; to conduct confidential interviews with key stakeholders and to anonymize and collate that input for the Chair; and to receive, anonymize and collate the confidential input solicited from and submitted by members of the University community, for the Chair. Whether the chair contracts with an external consultant or not, only attributed submissions will be accepted. If an external consultant has not been engaged, a confidential internal system will be utilized to ensure anonymity of contributors. The Chair, at their discretion, will share relevant details of the reports with the committee to support their deliberations.
4. In addition to any information collected in section 3 above, the committee will gather the following information to support the renewal process:
 - a. Statement from Incumbent
 - i. Shall include reflections on accomplishments and learnings during the term, highlighting significant achievements and contributions to the university.
 - b. Statement on Professional Development
 - c. Annual Performance Goal and Final Assessment documentation;
5. The chair shall advance a recommendation to the President + Vice Chancellor, who will in turn, advance the recommendation to the Board for final approval.

PRO TEM APPOINTMENTS (INTERIM)

From time to time, it may be necessary to establish interim appointments when roles are vacated and while the University runs a search process to recommend the appointment of a new incumbent.

In such instances, the administrative supervisor of the vacant role shall recommend to the President the appointment of an individual on an interim basis, who will in turn, advance the recommendation to the Board for final approval.

Interim appointments shall be limited to a maximum of [18 months](#) and may be extended under exceptional circumstances. Interim appointments do not require a search process; however, leaders are required to use an expression of interest process, with clearly stated criteria, and may or may not involve a committee, where multiple potential applicants are available.

The administrative supervisor of the vacant role will develop clear and transparent criteria in consultation with Human Resources prior to any internal expression of interest process being deployed.



Policy Number	8.9.2
Approval Body	Executive Committee
Policy Officer	Associate Vice President, Human Resources
Approval Date	April 2010
Revision	xxx 2025

8.9.2 PROCEDURES FOR THE RECOMMENDATION + SELECTION OF ADMINISTRATIVE + SUPPORT STAFF POSITIONS (DRAFT)

ENABLING POLICY

8.9 Hiring

OBJECTIVE

The objective of these procedures is to define the process for the recommendation and selection of Emily Carr University of Art + Design (University) administrative staff and staff positions

SCOPE

These procedures apply to all University candidates for administrative + support staff positions, other than those referenced in:

- Procedures 8.9.1: Procedures for the Recommendation + Selection of Senior Academic Administrators, and
- Procedures 8.9.3: Procedures for the Recommendation + Selection of Vice Presidents, and all candidates for other staff positions, other than teaching staff positions.

PROCEDURES

1. The search and selection procedure will be coordinated by the University Human Resources Department in collaboration with the administrator responsible for the vacant position. All selection processes will be conducted in accordance with Policy 8.9 Hiring and in compliance with relevant statutory regulations, legislation, the Collective Agreement between the University and CUPE, and the Terms and Conditions for the Administrative Group.
2. Prior to the search committee being formed, the search committee chair and Human Resources shall assess the need for a Special Program to support the inclusion of an Equity Deserving Group.
3. A search committee of appropriate representatives of the University community will be formed and chaired by the supervising administrator or designate. The purpose of the search committee is to identify a preferred candidate by following university procedures.
4. The role description shall establish criteria for the search and must include job specific requirements that articulates the skills, abilities and duties required by the role.
5. Positions will be advertised on the university's applicant tracking system (ATS) and externally with a specified closing date and shall conform to any laws or regulations governing the advertisement of job opportunities. Applications will be received by Human Resources. Human Resources, in consultation with the search committee, shall identify appropriate locations for advertising and promoting the opportunity, and shall determine an appropriate length of time for posting.

6. The hiring leader, in consultation with Human Resources, may choose to appoint a third-party vendor to assist with the search committee's activities. When a third party is engaged, the third party shall engage their own search process provided they align with the University's operational requirements and values.
7. Every posting shall require candidates to submit, at minimum, a current resume or curriculum vitae, and a covering letter.
8. Each search committee member will review the applications and, based on the agreed upon criteria, create a shortlist of candidates for interviews. The search committee will meet to discuss shortlists and agree upon a combined shortlist. In certain circumstances, the committee may identify and interview a long list of candidates prior to establishing the short list.
9. Human Resources will arrange interviews. Interview questions will be developed based on the established criteria and will be asked of each candidate.
10. Additional assessment activities may be utilized as appropriate and agreed upon by the hiring committee.
11. Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate, subject to satisfactory references, and final approval by the Board of Governors.
12. Prior to verifying the candidate's references, a tentative offer of employment shall be issued to the candidate. Once a tentative agreement is reached between the University and the candidate, the candidate's references will be verified.
13. The hiring leader will verify the references of the preferred candidate and shall receive support from Human Resources or from a third party where appropriate.
14. The selection recommendation will be made by the search committee chair to the President + Vice Chancellor or designate for their approval. The President +Vice-Chancellor will in turn, advance the recommendation to the Board for final approval.
15. To avoid undue delay, once approved by the President, Human Resources shall issue the successful candidate a written contract of employment.

PRO TEM APPOINTMENTS (INTERIM)

From time to time, it may be necessary to establish interim appointments when roles are vacated and while the University runs a search process to recommend the appointment of a new incumbent.

In such instances, the administrative supervisor of the vacant role shall recommend to the President the appointment of an individual on an interim basis, who will in turn, advance the recommendation to the Board for final approval.

In most instances, these interim appointments shall be limited to a maximum of 2 years and may be extended under exceptional circumstances. Interim appointments do not require a search process; however, leaders are required to use an expression of interest process, with clearly stated criteria, and may or may not involve a committee, where multiple potential applicants are available.

The administrative supervisor of the vacant role shall develop clear and transparent criteria in consultation with Human Resources prior to any postings or internal expression of interest processes are deployed.

For support staff, these interim appointments shall be limited to the terms set out in the collective agreement and may be extended under exceptional circumstances.



Policy Number	8.9.3
Approval Body	Board of Governors + Senate
Policy Officer	Associate Vice President, Human Resources
Approval Date	April 2010 (B); May 2010 (S)
Revision	xxx 2025

8.9.3 PROCEDURES FOR THE RECOMMENDATION + SELECTION OF VICE PRESIDENTS (DRAFT)

ENABLING POLICY

8.9 Hiring

OBJECTIVE

The objective of these procedures is to define the process for the recommendation and selection of Emily Carr University of Art + Design (University) Vice Presidents.

SCOPE

These procedures apply to all University candidates for Vice Presidents, which include the Vice President Finance + Administration, and the Vice President Academic + Provost, and any other Vice Presidents as necessary.

PROCEDURES

1. The search and selection procedure will be coordinated by the University's Human Resources Department in collaboration with the administrator responsible for the vacant position. All selection processes will be conducted in accordance with Policy 8.9 Hiring and in compliance with relevant legislation, and the Terms and Conditions for the Administrative Group provisions.
2. Prior to the search committee being formed, the President + Vice Chancellor and Human Resources shall assess the need for a Special Program to support the inclusion of an Equity Deserving Group.
3. A search committee of appropriate representatives of the University community, including an appointed member of the Board, will be formed and chaired by the President + Vice Chancellor. The purpose of the search committee is to identify a preferred candidate by following university procedures.
4. The role description shall establish criteria for the search and must include job specific requirements that articulates the skills, abilities and duties required by the role. [The role description shall be authored by the chair, who may seek input from the university community, external stakeholders and the search committee.](#)
5. Positions will be advertised through the University's applicant tracking system and may specify a closing date. Human Resources shall be responsible for the administration of the University's applicant tracking system and may delegate portions to specific service and support areas. Human Resources, in consultation with the search committee, shall identify appropriate locations for advertising and promoting the opportunity, and shall [be posted for a period of time no less than two \(2\) weeks.](#)
6. The President, in consultation with Human Resources, may choose to appoint a third-party vendor to assist with the search committee's activities. When a third party is engaged, the third party shall engage their own search process provided they align with the University's operational requirements and values.
7. Postings shall require candidates to submit, at minimum, a current resume or curriculum vitae, and a covering letter.

8. Each search committee member will review the applications and, based on the agreed upon criteria, create a shortlist of candidates for interviews. The search committee will meet to discuss shortlists and agree upon a combined shortlist. In certain circumstances, the committee may identify and interview a long list of candidates, prior to establishing the short list.
9. Human Resources will arrange interviews. Interview questions will be developed based on the established criteria and will be asked of each candidate.
10. Additional assessment activities, such as presentations to the community, informal meetings, etc., may be utilized as appropriate and agreed upon by the search committee.
11. Upon conclusion of the interviews, the search committee will discuss each candidate and decide on a recommendation for the successful candidate, subject to satisfactory references and final approval by the Board of Governors. [The chair shall be responsible for establishing a clear procedure for decision making, and at a minimum, may rely on a simple vote of majority should other procedures fail.](#)
12. Prior to verifying the candidate's references, a tentative offer of employment shall be issued to the candidate. Once a tentative agreement is reached between the university and the candidate, the candidate's references will be verified.
13. Human Resources, or a third-party vendor, will coordinate the reference checking and provide the President + Vice Chancellor with the reference information to confirm the recommendation for selection decision.
14. The President will present the recommendation for appointment to the Board of Governors for approval. The role of the Board of Governors is as follows:
 - a. To ensure the procedural framework was adhered to in arriving at a recommended candidate for the position. As such, the Board shall receive, with as much notice as possible, an overview of the search process, detailing:
 - i. the various stages of the search process,
 - ii. how many candidates were screened,
 - iii. long list numbers,
 - iv. short list numbers, and
 - v. any other relevant information pertaining to: interview schedules; stakeholder meetings; presentations; and so on.
15. Once approved by the Board, the successful candidate will be provided a formal written contract of employment issued by Human Resources.

TERM OF APPOINTMENT

The following academic leadership roles shall serve a "fixed term" no longer than 5 years, and may be renewed for an additional term:

- Vice-President, Academic + Provost

All other appointments shall be for a "continuing" term, as described in the Terms and Conditions of Employment for Administrators.

RENEWAL OF APPOINTMENT

Fixed Term appointments may be renewed for an additional fixed term. The following outlines the process to renew a fixed term appointment:

The Administrative supervisor of the fixed term employee shall ascertain whether the incumbent intends on serving an additional term. This determination shall be made at least 18 months prior to the end of the current term. If the incumbent wishes to serve a second term, the following steps shall take place prior to the final year of the current term:

1. A Review Committee for Reappointment ("the committee") with representation from various internal community members shall be established:
 - a. Chair – will normally be the President + Vice-Chancellor
 - b. 1 (one) executive administrator
 - c. 1 (one) dean
 - d. 3 (three) faculty:

- i. 1 (one) appointed by the President + Vice-Chancellor
 - ii. 1 (one) elected by the faculty
 - iii. 1 (one) elected by the Senate
- e. 1 (one) Support Staff appointed by the President + Vice-Chancellor
- f. 2 (two) Student: 1 (one) Undergraduate and 1 (one) Graduate, elected by students
- g. Associate Vice-President, Human Resources as non-voting support

Human Resources provides advice and expertise as needed by the Committee or by the President + Vice Chancellor.

The *Faculty of Graduate Programs and Research* does not elect a faculty member to the Committee, as no faculty members at ECU are specifically assigned to that Faculty.

2. The committee mandate is to provide a recommendation to the Board of Governors with respect to renewal. The criteria for the recommendation shall be based solely on the job description.
3. To support the work of the Committee, the chair may contract with an external consultant to provide additional expertise; to conduct confidential interviews with key stakeholders and to anonymize and collate that input for the Committee; and to receive, anonymize and collate the confidential input solicited from and submitted by members of the University community, for the Committee. Whether the chair contracts with an external consultant or not, only attributed submissions will be accepted. If an external consultant has not been engaged, a confidential internal system will be utilized to ensure anonymity of contributors.
4. In addition to any information collected in section 3 above, the committee will gather the following information to support the renewal process:
 - a. Statement from Incumbent
 - i. Shall include reflections on accomplishments and learnings during the term, highlighting significant achievements and contributions to the university.
 - b. Statement on Professional Development
 - c. Goal and Final Assessment documentation
5. The chair shall advance a recommendation to the Board for final approval.
6. Once approved by the Board, the successful candidate will be provided a formal written contract of employment issued by Human Resources.

PRO TEM APPOINTMENTS (INTERIM)

From time to time, it may be necessary to establish interim appointments when Vice-President roles are vacated and while the University runs a search process to recommend the appointment of a new incumbent.

In such instances, the President + Vice-Chancellor shall recommend to the Board of Governors the appointment of an interim leader for approval.

Interim appointments shall be limited to [18 months](#) and may be extended under exceptional circumstances. Interim appointments do not require a search process; however, the President + Vice-Chancellor will use an expression of interest process, with clearly stated criteria, and may or may not involve a selection committee, where multiple potential applicants are available.

The President + Vice-Chancellor shall develop clear and transparent criteria in consultation with Human Resources prior to any internal expression of interest processes are deployed.



Senate Committee Recommendation Form

Committee:	Senate Governance Committee
Meeting Date:	April 30, 2026
Presenter(s):	Natasha Himer, University Secretary + Executive Director, Governance

Subject: Senate Budget Committee Reforms

Recommendation:	<input checked="" type="checkbox"/> Motion to approve / <input checked="" type="checkbox"/> Discussion / <input type="checkbox"/> For Information
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Resolution:	<p>IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee, Senate approve:</p> <ul style="list-style-type: none"> ▪ That the Senate Budget Committee responsibilities be taken up by the Academic Planning + Priorities Committee; and ▪ That the Academic Planning + Priorities Committee terms of reference be updated to effectively reflect all changes outlined in the Table of Recommendations on Senate Budget Committee Reform; and ▪ The dissolution of the Senate Budget Committee.
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BACKGROUND

Over the past two years, the Senate has provided feedback about the functioning of the Senate Budget Committee (the Budget Committee or SBC), and the Senate Governance Committee (Governance Committee or SGC) was tasked with exploring the effectiveness, role and structure of the Budget Committee.

In fall 2025, the Senate Office updated research, including to conduct a sector scan of budget committee structures to support a closer examination of ways to improve and strengthen ECU's practice.

Findings, key themes and initial recommendations for consideration were presented to the Senate Governance Committee in January 2026. The Senate Governance Committee (Governance Committee) spent subsequent meetings considering key issues and potential changes. The Governance Committee is now bringing forward a set of proposed reforms to the Budget Committee for Senate's consideration and approval.

In summary, the overall recommendation is to work to combine the Senate Budget Committee functions and responsibilities with the Academic Planning + Priorities Committee (APPC) and integrate discussions and consideration of academic and fiscal planning.

This briefing note provides a summary of the following:

- Legislative Framework
- Current Structure at ECU
- Findings from Sector Scan
- Recommendations and Rationale and Key Deliberation Points

A presentation will also be provided at the May Senate meeting.

LEGISLATIVE FRAMEWORK

The University Act requires that the President, when preparing the annual budget for submission to the Board of Governors, consult with an appropriate standing committee of Senate¹.

This requirement establishes Senate's role in the budget process. The legislation does not prescribe a specific committee structure but instead sets out a principle-based expectation that Senate be consulted during the development of the budget. In practice, meetings to discuss the budget are not exclusively with the President; often engagement includes meetings with senior administrators such as vice presidents who have responsibilities for the budget/budget development.

Within this framework, the Senate's role with respect to the budget is advisory rather than decision-making. The President is responsible for presenting the final budget to the Board of Governors, often in coordination with senior level administrators. The budget should be informed by input from Senate and also through additional budget development processes. Ultimate financial authority and fiduciary responsibility for approving the budget rests with the Board of Governors.

CURRENT STRUCTURE AT EMILY CARR UNIVERSITY

At Emily Carr University, the Senate Budget Committee is currently constituted as the entire Senate (a Committee of the Whole) rather than as a smaller standing committee. This has been the University's practice for many years.

Sector research indicates this is unusual when compared with peer institutions. While there may have been practical or historical reasons for this approach, the structure warrants examination as part of the review.

FINDINGS FROM SECTOR SCAN

The Governance Committee and sector scan surfaced several areas for consideration. Key findings from the research and considerations raised at the Governance Committee are summarized below.

1. Committee Size and Training

Sector Observations

Findings from the sector research suggest that it is uncommon for the entire Senate to function as the Senate Budget Committee. Across all British Columbia post-secondary institutions, as well as among peer art and design schools, a smaller committee structure is used to support Senate's budget advisory role.

The structure of these committees generally fall into one of two categories:

- (1) a smaller standalone Senate Budget Committee; or
- (2) an Academic Planning + Priorities Committee or equivalent (w/ responsibilities to advise on budget/financial implications)

ECU Context

During discussion at the January SGC meeting, members noted that transitioning to a smaller committee may be easier to train and support and may allow for more meaningful engagement with financial information. A more focused membership may also allow members to develop greater familiarity with institutional budgeting processes and the connection with academic priorities.

It was also noted that it may be worth considering whether SBC work should remain standalone or be combined with another committee, given the strong linkages between budget decisions and academic planning.

¹ University Act, 62(2):

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96468_01#section59::~:~:text=appropriate%20standing%20committee%20of%20the%20senate.

2. Connection Between the Budget and the Academic Project

Sector Observations

As part of the sector research, the Vice-President, Finance reached out to Chief Financial Officers at other post-secondary institutions to better understand what information is typically presented to Senate Budget Committees. Three institutions shared the following:

- **VIU** – only income statement shared with SBC.
- **Capilano** – receives same presentation as Board; SBC meetings held in closed sessions; same presentation materials are later shared with wider community.
- **KPU** – receives same presentation as Board.

The purpose of gathering this information was to consider how other SBCs connect their budget with Senate's academic governance role.

Across the sector, Senate Budget Committees are often provided with high-level financial presentations that mirror those presented to the Board, with some adjustments for audience; however, this approach does not necessarily ensure a clear connection between financial information and academic priorities.

ECU Context

During discussion at the January SGC meeting, members noted that budget conversations risk remaining at a superficial level if there is not a clear connection between financial information and the academic project. Much of the discussions at SBC tends to focus on numbers and line items, while there may be less clarity about how those figures support the academic mission or how academic priorities are evaluated through the budget. Members also noted that without this connection, it can be difficult for Senate to fully engage with the budget from an academic governance perspective.

3. Who Presents and Who Chairs

Sector Observations

The Provost and the Vice-President, Finance + Administration together play an important role in supporting an effective SBC. Together, these two individuals present the budget to the SBC, translating academic priorities within the context of financial realities.

At Emily Carr University, the Vice-Chair of Senate serves as Chair of the Senate Budget Committee, and this role is typically held by the Provost. As a result, the Provost may be both presenting elements of the budget—particularly as they relate to academic priorities—and chairing the committee discussion.

Findings from the sector scan suggest that, while typically the Provost and Vice-President, Finance present the budget, the role of chairing the committee is usually held by a different individual, such as a Senator elected by the committee.

ECU Context

During discussion at the January SGC meeting, members noted that the current structure may limit this separation of roles. Where the Provost is both presenting and chairing, it can be more difficult to maintain a clear distinction between providing information and facilitating committee discussion.

Based on the sector scan, this arrangement appears to be uncommon and may warrant consideration as part of the SBC review.

4. What Does “Recommendation” Mean in Practice

Sector Observations

Across the sector, a smaller Senate Budget Committee or equivalent is engaged in budget development primarily in seeing how the budget aligns with academic priorities/implications. The budget is then subsequently presented to the Senate and then to the Board of Governors for approval, noting any feedback received from Senate.

ECU Context

Under the current SBC Terms of Reference, the Committee reviews the draft annual operating budget submission and may make recommendations to the President and Vice-President, Finance + Administration for their consideration when presenting the final budget to the Board of Governors for approval.

During discussion at the January SGC meeting, members noted that while the Terms of Reference indicate that recommendations are directed to the administration, the language of “recommendations” may create some ambiguity regarding the intended advisory pathway between Senate, the administration, and the Board of Governors. Clarifying this pathway may help ensure that the role of the SBC is clearly understood within the University’s bicameral governance structure.

5. Open vs. Closed Meetings

Sector Observations

Across the sector, discussions of draft budget information within Senate Budget Committees or smaller committees such as planning committees, are often held in closed session, particularly when preliminary financial information or sensitive budget assumptions are being discussed.

ECU Context

Because the Senate Budget Committee at Emily Carr University currently consists of the entire Senate, meetings have historically been held in open session.

During discussion at the January SGC meeting, members noted that if the structure of the SBC were to change in the future, it may also be appropriate to consider whether some stages of the Committee’s work should occur in closed session.

OVERVIEW OF RECOMMENDATIONS

In April, the Senate Office presented final recommended changes regarding the Senate Budget Committee and weighed three options: i) maintain current state Senate Budget Committee of the whole; ii) constitute a smaller Senate Budget Committee; or, iii) combine Senate Budget Committee responsibilities/functions with Committee work on academic planning and priorities.

Attached as Appendix A is a summary of sector research and below a summary of key deliberations:

- There were questions regarding capacity to constitute and/or maintain a separate Senate Budget Committee, given that ECU is a relatively small institution, as compared to institutions with a larger senate body, a larger pool of potential members to engage in the work and where the budget/financial context is more complex or distributed.
- The Committee endorsed the recommendation to combine the functions of the Senate Budget Committee with the Academic Planning + Priorities Committee. The underlying goal of this approach is to reset and better unify consideration of academic planning and priorities with fiscal planning and considerations.

- Sector research had identified timely examples of budget discussions being integrated into academic planning and priorities committees. There could be significant synergies in locating ECU's budget-related discussions within the Academic Planning + Priorities Committee (the APPC).

While there was support for moving to this model, important points were raised by Committee members, including to get assurance of the following:

- To continue with dedicated financial orientation for committee members and all Senators
- To continue with efforts to evolve financial information/reports to the committee/Senate, including if the work is integrated into another committee
- To confirm that the Senate will still be presented with the proposed budget, before the budget is presented to the Board of Governors
- To confirm that, in the near term/first year or so, there may be more time needed at APPC meetings to phase in the new responsibilities; whereas overtime a new cadence will be established

The proposed reforms were previewed with the APPC and there was support for the general approach on the understanding that some of the details will require careful consideration as changes are phased in.

OVERVIEW OF RECOMMENDATIONS

Area	Recommended Direction
Committee Size and Structure	Dissolve the Senate Budget Committee and assign its responsibilities to the Academic Planning + Priorities Committee (APPC), with corresponding amendments to the APPC Terms of Reference to reflect its role in advising on the academic implications of the budget (see also below).
Update APPC TOR	Update APPC Terms of Reference to specify that it now handles key responsibilities of the Senate Budget Committee, advising on budget policies/consultation, and to help ensure that academic planning/priorities align with proposed budgets.
Advisory Pathway and What Recommendation Means in Practice	Revise the APPC Terms of Reference to include that: <ul style="list-style-type: none"> - APPC provides advice to the President, through the VP Finance and the Provost, on the academic implications of the budget, with deliberations reported to Senate as appropriate - The President considers APPC's and the Senate's advice, and such advice is presented to the Board of Governors with Senate feedback noted.
Role in Programs	Update the APPC Terms of Reference to include that the Committee has a role in program review, plans, and program proposals for academic alignment and cost implications.
Note on Committee Structure/Resources	Update APPC Terms of Reference to clarify that the VP Academic, Provost and Vice-President, Finance present the budget to the Committee.
Training and Orientation	Update the APPC Terms of Reference to include a requirement for financial orientation and training for all APPC members and continue to make this available to all Senators.
Open vs. Closed Meetings	Revise the APPC Terms of Reference to permit APPC to meet in closed session as needed, e.g., preliminary or sensitive information not yet confirmed.
Note	Under the new model there will be potentially more (and not less) time for the APPC to engage on the budget than under the current model.

NEXT STEPS

If the Senate approves the proposed reforms, it is recommended that the full set of changes be introduced for the coming year and the Senate office will prepare updated terms of reference for the APPC to be approved by the Senate in the fall for the 2026-2027 Senate cycle.

It is also recommended that there be a report back to Senate on the first year under the new model on what is working well, and if any further refinements are needed.

Signature: Celeste Martin

Date: [2026-04-30]



Senate Budget Committee Research – Sector Scan

University	Type	Committee Name	Composition	Terms of Reference	Notes
Capilano University	Budget Committee	Senate Budget Advisory Committee	<p>Voting</p> <ul style="list-style-type: none"> • Vice-Chair of Senate • 4 x faculty members • 1 x staff member • 1 x student • 2 x administrators <p>Non Voting</p> <ul style="list-style-type: none"> • President • VP Finance and Administration • VP, Strategic Planning, Assessment and Institutional Effectiveness • Director, Financial Operations • Director, Financial Planning & Analysis 	<ul style="list-style-type: none"> • Review the University's annual budget with respect to its impact upon the University's programs and educational services. • Make recommendations to the President sufficiently in advance of the adoption of each University budget as to allow SBAC's recommendations to be considered by the President in making budget decisions. • To request, receive and review data and make recommendations in a timely manner to the President as deemed appropriate in relation to the University budget. • Recommend to Senate a draft Senate operations budget, in accordance with Ministry guidelines and University policies. • Report to Senate on its activities. 	All meetings are held in-camera. The content of meetings will be released at the discretion of the Chair.

ECU	Budget Committee	Senate Budget Committee	<p>Senate Budget Committee will be comprised of all members of the Senate</p> <p>VP, Finance + Administration shall be the staff officer and President's designate in presenting the budget to the Senate Budget Committee</p>	<p><i>The president must prepare and submit to the board an annual budget in consultation with the appropriate standing committee of the senate.</i></p> <ol style="list-style-type: none"> 1. The Vice President, Finance + Administration shall present the budget to the Senate Budget Committee on behalf of the President. The responsibility for the budget however, rests with the President. 2. The Senate Committee will review the draft annual operating budget submission and may make recommendations to the President and Vice President, Finance + Administration for their consideration when presenting the final budget to the Board for approval. 3. Recommendations shall be by resolution of the Committee. 4. The President may present the original budget to the Board for approval, but must include the resolutions from Senate in that presentation to the Board for information and discussion. 5. The resolutions passed by this "Standing Committee of the Whole" shall be as valid as if passed at a regularly constituted Senate meeting, and the rules and procedures for meetings shall be the same as outlined in the Senate Bylaws. 	
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<p>KPU</p> <p>NOTE: KPU is now considering the merger of the Budget Committee with the Academic Planning and Priorities Committee</p>	<p>Budget Committee</p>	<p>Senate Standing Committee on University Budget</p>	<p>Voting Members</p> <ul style="list-style-type: none"> • Chancellor • President • 2 x Student senator or student representative • Faculty senator or representative from each Faculty • Support staff senator or representative • 2 x deans or designates • Librarian • Representative, Information Technology <p>Non Voting Members</p> <ul style="list-style-type: none"> • Vice-Chair of Senate • Provost and Vice-President, Academic or designate • Vice-President, Administration or designate • Chief Finance Officer or designate • Chair of Senate Standing Committee on Academic Planning and Priorities 	<ul style="list-style-type: none"> • Advise Senate and its committees on the budgetary implications of matters within the jurisdiction of Senate and its committees, including proposals for new educational, research or other programs or initiatives, as required by Senate and its committees. • On behalf of Senate, and in consultation with the Senate Standing Committee on Academic Planning and Priorities, advise the President and Vice-Presidents on the review and development of academic budgetary priorities, major capital plans, and the allocation of funds. • At the request of the President, Board of Governors and Senate, provide advice on matters related to the University's property, building, and structures. • Assist the President and Vice-Presidents in the development of budgetary policies, guidelines, processes, and models. • Assist the President and Vice-Presidents with the development of consultation and communication strategies related to budgetary matters. • Present the annual University budget to Senate. • Establish such subcommittees as needed to fulfill the Committee's responsibilities. <p>Other duties as assigned by Senate</p>	
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TRU	Budget Committee	Budget Committee of Senate (BCOS)	Not listed	<p>The Budget Committee of Senate (BCOS) serves two important roles. Its responsibilities include:</p> <ol style="list-style-type: none"> 1. those related to its role as an advisory body to Senate on matters within the jurisdiction of Senate, and 2. those related to its role as an advisory body to the President and Vice-Presidents on budgetary policy, processes and allocations. 	
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UBC	Budget Committee	UBC Senate Budget Committee	<p>The Budget Committee shall be composed of:</p> <ul style="list-style-type: none"> • Three (3) Councillors, elected by and from the Council of Senates • Nine (9) members of the Okanagan Senate appointed by and from Senate, who must include at least six (6) faculty members and two (2) students • Nine (9) members of the Vancouver Senate appointed by and from Senate, who must include at least six (6) faculty members and two (2) students <p>The Budget Committee shall elect:</p> <ul style="list-style-type: none"> • a Chair, from those members of the Committee who are Councillors; and • Two (2) vice-chairs - one from those members specific in Section 45(b) and one from those members specified in Section 45(c) - who shall be responsible for representing the Budget Committee to their respective Senates. <p>No member of the Budget Committee shall hold an administrative appointment as a Dean, Principal, Associate Vice-President, or Vice-President.</p>	<p>No member of the Budget Committee shall hold an administrative appointment as a Dean, Principal, Associate Vice-President, or President</p> <p>The Budget Committee shall:</p> <ul style="list-style-type: none"> • Meet with the President and assist in the preparation of the University budget; • Make recommendations to the President and to report to Senate at least annually concerning academic planning and priorities as they relate to the preparation of the university budget; • Review the annual budget submission for the Office of the Senate and make whatever recommendations it sees fit to any office or officer of the university <p>In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.</p>	
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UNBC	Budget Committee	Senate Committee on University Budget	<ul style="list-style-type: none"> • 4 x Faculty Members, including: • 2 x faculty Senators • 1 x from a professional program • 3 x Students including: graduate, undergraduate, student senator • 1 x CUPE Staff Representative, appointed by CUPE • 1 x Faculty Association Representative, appointed by the Faculty Association 	<p>This Committee is an advisory Committee to the President and Senate. It is intended to assist the President in the preparation of the university budget by meeting with senior university officials, reviewing budgetary submissions and issues with them, and submitting recommendations to the President prior to the tabling of the annual budget with Senate. The committee should then advise Senate on the proposed university budget as submitted by the President and make recommendations, if any, to Senate.</p> <ul style="list-style-type: none"> • To be provided with information on the operating and capital funds of the University including confidential materials upon request. • Recommend and assist in the development of consultative procedures for input by faculty, staff, students and other interested parties on the setting of the University budget. • Review funding issues related to academic and administrative units, both as referred to the Committee by Senate and at the initiative of the Committee, and to report to Senate on such reviews. 	<p>A 2021 governance review by Harriet Lewis recommended that the Committee on the University Budget be disbanded and its budget advisory responsibility be assigned to the Committee on Academic Affairs. The committee was seen as reactive, infrequent, and lacking suitable membership to contribute meaningfully to the budgeting process.</p> <p>It does not appear that this recommendation was approved.</p>
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UVIC	Budget Committee	Senate Committee on University Budget	<ul style="list-style-type: none"> • President • 7 x faculty members • 1 x student senator • 1 x convocation member of Senate • Secretary of committee is the Associate university Secretary 	<ol style="list-style-type: none"> 1. Meet with and assist the President in the preparation of the University Budget by meeting senior administrators (e.g., Vice-Presidents, Deans), reviewing budgetary issues with them and submitting recommendations to the President prior to the establishment of the annual budget. 2. Receive copies of the final university budget, provide comments to the Vice President, Finance and Operations, and report to the Senate. 3. Recommend on consultative procedures for input by faculty and staff on the setting of the university budget. 4. Review funding issues related to academic and administrative units, both as referred to the committee by Senate and at the initiative of the committee and to report to Senate from time to time on such reviews. 	Meetings are normally closed
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SFU	University Priorities Committee or Academic Planning & Priorities Committee	Senate Committee on University Priorities	<ul style="list-style-type: none"> • VP, Academic (Chair, ex-officio) • Dean and Associate Provost, Graduate Studies (or designate)(ex-officio) • 3 Deans (selected by the Deans and the University Librarian. Representation rotated on a two-year basis) • VP, Research (ex-officio) • Associate VP, Academic (ex-officio, non-voting) • Registrar and Executive Director, Student Enrolment (ex-officio, non-voting) • 7 Faculty Senators (elected by Senate) • 3 Undergraduate Student Senators (elected by Senate) • 1 Undergraduate Student Senator (Alternate)(elected by Senate) • 1 Graduate Student Senator (elected by Senate) • 1 Graduate Student Senatore (Alternate)(elected by Senate) • Convocation Senator (elected by Senate) • Director, Office of Institutional Research and Planning (ex-officio, non-voting) • Chief Information Office (ex-officio, non-voting) • Director, University Curriculum (Secretary)(ex-officio, non-voting) • Coordinator, University Curriculum (Recording Secretary)(ex-officio, non-voting) 	<p>To provide advice to the President on the annual operating budget, annual capital budget, and Five Year Capital Plan before they are submitted to the Board of Governors for their approval. In carrying out this responsibility, SCUP will:</p> <ul style="list-style-type: none"> • Maintain an overview and familiarity with the operating and capital funds of the University, with the current financial environment, and with financial opportunities and constraints impacting the University. • consult with the university community concerning the preparation of the operating and capital budgets • Have provided to it confidential and non-confidential budgetary and related documentation as required to assist in the conduct of its work. 	
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UFV	University Priorities Committee or Academic Planning & Priorities Committee	Senate Academic Planning and Priorities Committee The Senate Budget Committee has been amalgamated with the Academic Planning and Priorities Committee effective August 1, 2023.	<p>Chair Provost and Vice-President, Academic (ex officio, voting)</p> <p>Vice-Chair A faculty voting member of the committee, nominated and approved by the committee</p> <p>Voting Members:</p> <ul style="list-style-type: none"> • Chief Financial Officer • Chair or designate from the following standing committees of Senate: Undergraduate Education, Graduate Studies, Research, and Governance • 7 x faculty members, approved by Senate, at least three of whom shall be members of Senate • 2 x staff members approved by Senate • 2 x students approved by Senate • 3 x deans or associate deans approved by Senate <p>Ex Officio Non-Voting Members:</p> <ul style="list-style-type: none"> • Vice President, Students (or designate) • Associate Vice-President, Teaching and Learning • Associate Vice-President, Research & Graduate Studies (or designate) • Associate Vice-President, UFV International • Vice-Provost, Academic • Associate Vice-President, Xwexwilmexwawt • Associate Vice-President, Institutional Research and Planning (or designate) • University Librarian (or designate) • University Registrar & Associate Vice President, Enrolment Management • University Secretary (or designate) 	<p>Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:</p> <ol style="list-style-type: none"> 1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university. 2. Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs. 3. Verify program suspension and discontinuance effectively address the criteria as outlined in Policy 222- Program Suspension and Discontinuance. 4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs. 5. Advise Senate on the establishment or discontinuance of academic faculties of the university. 6. Advise Senate on enrolment management strategies and plans. 7. Advise Senate on: a) Policies relating to the library. b) Policies and procedures related to educational affiliations, transfer articulation agreements, and partnerships with other post-secondary institutions. c) Policies and processes for the development, review, implementation, and communication of plans that support the academic priorities of the university. d) Policies and procedures for the systematic review of courses, programs, and educational services. e) Policies, guidelines, and process related to budget at the request of the President. 8. Advise the President annually on the University's budget. 9. Advise Senate on matters related to the university's property, buildings, and structures. 10. Advise Senate on the budgetary implications of matters 	
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			<ul style="list-style-type: none"> • Associate Director, Program Development and Quality Assurance • Director, Equity, Diversity and Inclusion • Director, Budgets & Resource Planning <p>Administrative Support: Office of the Provost and Vice-President, Academic</p>	<p>within the jurisdiction of Senate and its committees, including the costs of developing, implementing, and delivering new educational, research, or other programs.</p> <p>11. Review the reports and recommendations of program reviews and advise Senate on actions.</p> <p>12. Establish such subcommittees as needed to fulfill the committee's responsibilities.</p> <p>13. Other duties as assigned by Senate.</p> <p>14. Provide annual written reports to Senate.</p> <p>15. Review the committee's terms of reference and composition annually and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.</p>	
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VIU	University Priorities Committee or Academic Planning & Priorities Committee	Planning & Priorities Committee	<p>Voting Members President Provost & Vice-President Academic 1 x Dean each faculty 1 x faculty member from each faculty 1 x regional campus faculty member 1 x student 1 x support staff</p> <p>Resource Persons (non-voting)</p> <ul style="list-style-type: none"> • Associate registrar, student recruitment & advising • Associate vice-president academic • Associate vice-president scholarship, research, & creative activity • Chief financial officer and vice-president administration • Indigenous education & engagement • Regional campus administrator (Cowichan) • Regional campus administrator (Powell River) • University planning & analysis • University librarian 	<p>Provide advice to Senate regarding:</p> <ul style="list-style-type: none"> • Implications of the annual budget as presented by the president; • Financial and resource implications, if any, of proposals for new courses and programs; • Establishing or revising the mission statement, educational goals, objectives, strategies and priorities of the University; • Establishing, developing, revising, or discontinuing courses, programs and instructional disciplines; • Prioritizing new programs and courses leading to certificates, diplomas or degrees • Establishing or discontinuing Faculties; • Developing the library and resource centres; • Establishing the terms for affiliation with other post-secondary bodies; • Reporting on implementing new non-credit program and programs offered under service contracts that were not previously reviewed by Senate; • Establishing or revising processes for evaluating departments, programs and educational services; • Consulting with the community on the University's educational programs (e.g., advisory committees); • Other matters as assigned by Senate. <p>In order to provide advice to Senate under VIU Policy 31.15, and to ensure instructional programs are aligned with the values, goals, and objectives of the institution, Planning and Priorities will: Review all new program proposals prior to their approval and implementation; Monitor evidence-based periodic program reviews for all existing instructional programs; Review Provost recommendations as a result of the summative assessment of all existing instructional programs.</p>	
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Senate Committee Recommendation Form

Committee:	Governance Committee
Meeting Date:	April 30, 2026
Presenter(s):	Natasha Himer

Subject: Senate Bylaw Amendments

Recommendation:	<input checked="" type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input type="checkbox"/> For Information
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Resolution:	<p>IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee and the Executive Committee, Senate approve the amendments to the Senate Bylaws, as circulated.</p> <p>NOTE: To be approved, the bylaw amendments must receive a two-thirds (2/3) majority of votes cast by voting members present at the Senate meeting.</p>
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BACKGROUND

As part of ongoing work to improve the clarity and consistency of Senate governance documents, the Senate Office has identified several areas within the Senate Bylaws that would benefit from clarification or refinement. Some of the key changes are set out below.

Notice of motion/the proposed amendments was provided at the April Senate meeting, as required by the bylaws. Sector research was also provided at that meeting.

Senate is being asked to approve the proposed amendments at the May Senate meeting.

PROPOSED AMENDMENTS

i. Quorum

The current bylaws state that quorum is 50% + plus one. This should be updated to a simple majority of eligible voting members. The primary issue with defining a quorum as "50% plus one" (or "half plus one") is when the total number of voting members is an odd number - it can create an ambiguous or mathematically awkward threshold.

ii. Voting Threshold Language

The current bylaws state that "[a] simple majority of a quorum of the voting members is required to carry a motion." This language is unusual and may lead to unintended outcomes. For example, if there are 23 voting members of Senate and quorum is 12, this wording could be interpreted to mean that only 7 votes are required to approve a motion.

Proposed Change

Revise approval language to read "majority of votes cast."

This wording aligns with standard governance practice. It ensures that decisions are based on the number of votes cast and reflects the principle of majority rule.

iii. Clarification of Committee Meeting Openness

In practice, ECU has operated Senate Committees as closed meetings. However, a provision in the Senate Bylaws notes that “Meetings of the Senate and Standing Committees, with the exception of the Appeals meetings, will normally be open to the University community and members of the public.”

Proposed Change

Amend the bylaws to specify:

- Senate committee meetings are typically attended by committee members by default; and
- guests may attend and observe with prior notice and in consultation with the committee chair.

This aligns with common practice across the sector, reflects current practice and provides committee chairs with flexibility to invite presenters, subject matter experts, or observers where appropriate.

ATTACHMENTS

- Senate Bylaws in Track Changes to show Proposed Amendments

Signature: Celeste Martin

Date: 2026-04-30



SENATE BYLAWS

Approved by Resolution of the Senate [\[May 13, 2026\]](#)~~November 2024~~

THE SENATE OF EMILY CARR UNIVERSITY

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ARTICLE I – INTERPRETATION

The *University Act*, Part 7, 35.2 sets out the composition, powers and duties of the Senate of a special purpose teaching university. The legislation sets forth a bicameral or shared governance structure for decision-making between the Board and the Senate. 35.2 (4) of the University Act states:

The senate of a special purpose, teaching university must make bylaws for the conduct of the business of the senate, including bylaws specifying the duties of members of the senate in conflict of interest situations.

The ECUAD Senate Bylaws set forth a framework that is both operational and ethical: they articulate principles of good governance, where “the ultimate role of good governance is to ensure the effectiveness, credibility and viability of the organization.” (Broadbent Report)

Pursuant to these Bylaws, the Senate will carry out its responsibilities in a manner which is:

- Accountable to Stakeholders
- Consensus Oriented
- Collegial
- Open and Participatory
- Effective and Efficient
- Ethical
- Transparent
- Responsive
- Equitable and Inclusive
- Strategic in Vision

These Bylaws should be interpreted in a manner consistent with the Act. In the event of any inconsistency the Act will take precedence.

ARTICLE II – DEFINITIONS

In these Bylaws:

1. **“Academic Administrator”** means a Dean, Vice President, or similar employee of the University whose primary responsibility is to provide administrative services in support of education or training offered by the university, and does not include the President;
2. **“Act”** means the *University Act*;
3. **“Board”** means the Board of Governors of the University;
4. **“Faculty Member”** means a person employed by the University as an instructor, a lecturer, an assistant professor, an associate professor, a professor or in an equivalent position designated by the Senate who is elected to the Senate;
5. **“Non-voting Member”** means the non-voting member of Senate that may be appointed to the Senate by the Board pursuant to the Act;
6. **“President”** means the President of the University;
7. **“Registrar”** means the Registrar of the University;
8. **“Related Person”** means a spouse, common law spouse, significant other, child, dependant, parent or sibling of the Senate member;
9. **“Senate Member”** or **“Member”** means a member of the Senate including any non-voting member;
10. **“Student Member”** means a student as defined in the Act who is in good standing at the University and who is elected to the Senate;
11. **“Support Staff Member”** means an employee of the University, other than a member of a faculty, a member of the teaching staff, the President, the Vice-Presidents, the Deans, the University Librarian or the Registrar, who is elected to the Senate;
12. **“University”** means the Emily Carr University of Art and Design.

ARTICLE III – Composition

The composition of the Senate will be that as set out in Part 35.2(2) of the Act, as may be amended from time to time.

ARTICLE IV – ELECTIONS AND TERMS OF OFFICE

1. The Registrar will conduct the elections required with respect to Senate members in accordance with the Act and the rules for nominations, elections and voting made by the Senate.
2. The term of office for members, and the procedure for filling vacancies are as set out in the Act, Section 36. In the case of elections run to fill vacancies, nomination papers will be deemed valid if received by the Registrar at least two weeks before the date of the election.
3. If a member is absent for more than three (3) consecutive meetings the Secretary of Senate will declare a vacancy and the position must be filled for the duration of the term of that position as per procedures for filling vacancies as set out in the Act, Section 36.
4. Any student member who ceases to be enrolled or a student in good standing at the University, or any staff or faculty member who ceases to be an employee of the University, will be declared by the Secretary of Senate to have vacated their seat on the Senate.

1. Duties of the Chair, Vice Chair and Secretary

- a. Chair is the President and will:
 - i. preside over all meetings of the Senate and the Senate Executive meetings;
 - ii. call meetings of the Senate as provided for in these Bylaws and in the Act;
 - iii. consider recommendations from the Senate Executive Committee to determine the meeting business and the order in which it is acted upon by developing meeting agendas and will ensure that meeting agendas are distributed to all Senators;
 - iv. execute documents as authorized by the Senate;
 - v. maintain a liaison with the Board;
 - vi. vi) be the spokesperson and representative of the Senate; and,
 - vii. vii) perform such other duties as determined by the Senate.

- b. Vice Chair is elected annually by the Members of Senate from voting Members of Senate and will:
 - i. fulfill the duties of the Chair in their absence.

- c. Secretary is the Registrar and will:
 - i. conduct all elections for Senate members as outlined in the Act;
 - ii. carry out all duties that Senate may require including:
 - 1. maintaining the Senate record book of minutes;
 - 2. maintaining a current list of Senate Members, appointment dates and terms;
 - 3. facilitating the preparation of the agenda, timely preparation and distribution of all materials for the Senate and Executive meetings; and,
 - 4. the completion of any other duties Senate may require of the Secretary to ensure the efficient operation of the Senate.

- d. Senate Members will:
 - i. act in what the member considers to be the best interest of the University even if that conflicts with the wishes of any constituency that the member may represent on the Senate; and,
 - ii. consult with any constituency the member may represent and communicate to such constituency on a regular basis the matters dealt with at the Senate.

- e. Senate Executive
 - i. The terms of reference for the Senate Executive Committee are described in policy 2.1.7 and the membership of the Executive will consist of the following:

- Chair of Senate
 - Vice Chair of Senate
 - Secretary of Senate (non-voting)
 - Vice President Academic + Provost
 - One elected Member-at-Large of Senate who is elected every year by and from all Senate members
 - Two Faculty Senate members who are elected every year by and from all Senate members
 - One Student Senate member who is elected every year by and from the Student Senate members
 - One Dean who is elected every year by and from all Senate members
 - One Support Staff Senate Member who is elected every year by and from all Senate members
 - University Secretary (non-voting)
- ii. The Executive will be subject to the order of the Senate, and none of its acts will conflict with action taken by the Senate.
 - iii. Unless otherwise ordered by the Senate, regular meetings of the Executive will be held at the call of the Chair.
- f. The Chair, the Vice Chair, the Secretary of Senate, and the Senate Executive may be assisted in their duties by the University Secretariat.

ARTICLE VI – SENATE ADMINISTRATION AND OPERATIONS

1. Regular and Special Meetings

a. General

- i. The meetings of Senate will be governed by:
 1. these Bylaws;
 2. policies or procedures established by Senate;
 3. *Robert's Rules of Order*, as revised.

b. Timing of Meetings

- i. The Senate will normally meet every five to six weeks except during summer months. Extraordinary or emergency meetings may be called by the Chair at the Chair's discretion, or, with appropriate notice. At an extraordinary or emergency meeting only the matter(s) specified in the notice convening the meeting will be considered.

c. Meeting Quorum

- i. A quorum of the Senate will consist of ~~50% plus one~~ a simple majority of the eligible voting members.
- ii. If within a half an hour from the time appointed for a meeting of the Senate a quorum is not present, the meeting will stand adjourned to a date and time and place to be determined by the Chair, and if, at the adjourned meeting, a quorum is not present within a half an hour of the appointed time for the meeting, the Members present will be a quorum.
- iii. A Senate member may participate in a meeting of the Senate or of any committee of the Senate by a means of a conference telephone or other communication device by which all members participating in the meeting can hear each other. A member participating in accordance with this Article will be deemed to be present at the meeting and will be counted in the quorum.

2. Agenda

- a. The agenda and minutes of the Senate will be public and be posted for the University at large by print or by electronic means.
- b. All agenda items will normally be drawn from motions and discussions made at meetings of Standing or Ad Hoc committees.

- c. Any member or constituency of the University may bring an agenda item to the Chair for consideration. If the Chair cannot determine an appropriate route for the item, the Senate Executive Committee or Senate as a whole may discuss the matter at a regular or extraordinary meeting and assign the matter to a Standing or Ad Hoc committee, who will report their deliberations to the Senate.

3. Voting

- a. A simple majority of ~~a quorum of the voting members~~ the votes cast is required to carry a motion.
- b. Each voting member will have one vote on a motion.
- c. The name of the maker of a motion or the seconder of any motion will not be recorded in the minutes.
- d. The names of those voting for or against any motions will not be recorded in the minutes unless a member requests that their vote be recorded.
- e. Only the vote of members present at a meeting will be counted. No absentee voting or voting by "proxy" will be permitted for any motions or elections.
- f. In extraordinary circumstances, resolutions may be presented for Senate consideration by "remote voting". The resolution will be sent to all Senate members. The vote will be returned to the University Secretary either by original signature, facsimile signature, e-signature, or by email confirmation. Resolution may be signed in counterparts. The resolution will be considered valid if a quorum of voting members respond to the University Secretary in the time frame indicated in the notice of resolution.
- g. At the next regular meeting of the Senate, the resolution as determined by "remote voting" will be read into the minutes and will be prima facie evidence of the fact and of the action taken.

4. Presentations to Senate

- a. Individuals or groups wishing to make presentations should contact the University Secretary within time frames established by Senate policies and procedures.
- b. Presentations will be guided by Senate policies and procedures.

5. Status of Observers

- a. Meetings of the Senate ~~and Standing Committees, with the exception of the Appeals meetings,~~ will normally be open to the University community and members of the public.
- b. The Chair will have the right to declare the meeting or any portion of the meeting be held in a closed or "In Camera" session, in order to consider and close the meeting to the public if a topic on the agenda items or materials contains material that is determined to be private or confidential.
- c. The Chair may, when appropriate, recognize observers or request a statement of clarification from an observer.

ARTICLE VII – COMMITTEES

1. The Senate will ~~establish~~appoint such ~~Standing and Ad Hoc~~ Committees as it, from time to time, will determine necessary.
2. The Senate will determine the membership, the method of appointment or electing members to each ~~Standing and Ad Hoc~~ Committee.
3. The Senate will approve Terms of Reference for each ~~C~~committee established and indicate whether it is a standing Committee or ad hoc Committee.
4. The Senate will establish a set of overall principles and operating guidelines for Senate Committees.
- 3.5. The Senate Committees will typically meet in committee, meaning with Committee members and staff resources in attendance. Guests or observers may attend a Committee meeting or meetings, with advance notice and in consultation with the Committee chair.

ARTICLE VIII – RESIGNATION OF SENATE MEMBERS

The resignation of any member of the Senate will be made by notice in writing, addressed and delivered to the Senate Chair.

1. General

A member of the Senate holds a position of trust. As such there is a general obligation on them to avoid situations of conflict of interest. Each member, regardless of how they become a member, has a responsibility first and foremost to the welfare of the University and must function primarily as a member of the Senate, not as a member of any particular constituency.

Given the nature of Senate activities, members of Senate will occasionally find themselves in potential conflict of interest situations. The constituent specific guidelines are intended to be parallel to the historical nature of interest conflicts. That is, those of primarily a financial interest.

Definitions in this Statement:

“Adjudicator” means a person identified by the Senate to assist in determining a declaration of conflict of interest.

2. Conflict of Interest

A conflict of interest could arise from *Real, Potential or Apparent* Conflict of Interest for a Senate member or Related Person and may be personal financial or other personal benefit. For this purpose:

- a. A **"Real Conflict of Interest"** occurs when a Member exercises an official power or performs an official duty or function and at the same time, knows that in the performance of this duty or function or in the exercise of power there is the opportunity to further their own private interest or the private interest of a Related Person.
- b. A **"Potential Conflict of Interest"** occurs when a Member's private interest or the private interest of a Related Person could influence the performance of that Member's duties as a Member of Senate.
- c. An **"Apparent Conflict of Interest"** exists when a person who is reasonably well informed of the relevant facts would reasonably apprehend that a conflict of interest exists on the part of the Member.

3. Declaration of Conflict

- a. Senate members must arrange their private affairs and conduct themselves in a manner to avoid a conflict of interest. In cases when a conflict cannot be avoided, a Senate member has an obligation to declare a conflict of interest prior to discussion or decision of an issue. Upon declaration of a conflict the person recording the events of the meeting should duly note the declaration and the Senate member must:
 - i. In an in-camera session or committee meeting, absent themselves from the proceedings during discussion or voting on that particular matter, contract or arrangement;
 - ii. In a public session, refrain from discussing or voting on that particular matter, contract or arrangement.
- b. Where a Senate member is unsure of whether they are in conflict that member should raise the perceived potential conflict with the Senate, and the Senate should determine by majority vote whether or not a conflict of interest exists. The member perceived to be in conflict should refrain from voting on the issue.
- c. Where a conflict of interest is discovered after consideration of a matter, the conflict must be declared to the Senate and appropriately recorded at first opportunity. If the Senate determines that involvement of said member influenced the decision of the matter, the Senate will re-examine the matter and may rescind, vary, or confirm its decision.
- d. Any Senate member who perceives another member to be in conflict of interest in a matter under consideration must identify the perceived conflict to the Senate at the first opportunity. The Senate should determine by majority vote whether or not a conflict of interest exists. The member perceived to be in conflict should refrain from voting.
- e. Where a Senate member has been declared by vote to be in conflict of interest, and that Member is in disagreement with the decision of the Senate they may appeal the decision through the steps outlined in Section (4) below. Until the appeal process is completed, the Senate member perceived to be in conflict either stands aside on the given issue or continues at risk of acting in conflict and being subject to the associated penalty(s).
- f. At the discretion of the Senate, the Senate may invite the member in conflict to state their position on the issue in question prior to absenting themselves.

4. Appeal of Declaration of Conflict

- a. If the Senate has exhausted all possible means of resolving a conflict of interest declaration and the Senate members(s) in question and the Senate are still at an impasse, then, upon mutual consent of both parties, the determination of conflict will be referred to Adjudicator(s) to review and make a determination on a perceived conflict of interest.
- b. The process for appealing a declaration of conflict will require the following:
 - i. The Senate will identify Adjudicator(s) to review and make a determination on a perceived conflict of interest;
 - ii. The Senate will submit a report to the Adjudicator and a copy to the member in question within seven (7) days of the request for adjudication documenting the nature of the perceived conflict, and the background leading to the impasse;
 - iii. The Senate member(s) perceived to be in conflict will submit a report to the Adjudicator(s) and a copy to the Senate within seven (7) days of the request for adjudication documenting the nature of the perceived conflict, their rationale for not being in conflict, and the background leading to the impasse;
 - iv. The Adjudicator(s) will review the documentation, gather any other additional information required to make an informed decision, and provide the Senate with a determination on the declaration of conflict of interest within two weeks of receiving the request for adjudication or may, if further review is necessary, request an extension from the parties involved.

5. Punitive Action Associated with Conflict of Interest

- a. A second role for the Adjudicator(s) is to recommend to the Senate any punitive action to be directed to a Senate member deemed to be in conflict. The Senate will have the power and ability to impose punitive action including one or more of the following:
 - i. Letter of reprimand; and/or
 - ii. Recommendation that a Senate member(s) resign from the Senate

6. General Guidelines for Declaring Conflict of Interest

The following examples of conflict of interest are intended to provide general guidelines for declaring conflict of interest. These examples should not necessarily be considered exhaustive.

- a. A "**financial interest**" exists when a matter is before the Senate which:

- i. affects a private company or business in which a Member or Related Persons are an owner, a proprietor, shareholder or director;
- ii. affects a public company in which the Member, or Related Persons hold more than 10% of the shares issued of that public company or is a director;
- iii. affects a partnership or firm in which the Member, or Related Persons are a partner or ownership interest;
- iv. affects an organization in which the Member is a senior officer;
- v. affects a Society, Crown Corporation or other organization in which the Member by virtue of office holds a position of influence.

7. Code of Conduct

The effective governance of the University is contingent on Senate members fulfilling their roles and responsibilities with the highest standards of conduct. The following outlines the duties demanded of members of the Senate:

- a. Duty of Integrity: to act honestly and in good faith;
- b. Duty of Loyalty: to give one's loyalty to the University when acting on behalf of the Senate; and,
- c. Duty of Confidentiality: notwithstanding the need of Members to make an informed decision on an issue before the Senate by obtaining input from internal and external communities, members are to ensure that information which is normally considered confidential remains so.

Conduct of members contrary to the above duties may be subject to review by the Senate, and subsequent punitive action similar to the Conflict of Interest Bylaw may be imposed. The appeal process outlined in the Conflict of Interest Bylaw will be made available to either party in a dispute.

ARTICLE X – BYLAW AMENDMENTS

1. By giving notice of a motion at a regular meeting of Senate, these Bylaws may be amended at a subsequent regular meeting of the Senate, subject to the University Act.
2. Resolutions for amendments to the Bylaws require a two-thirds (2/3) majority of affirmative votes of the voting members in attendance at the meeting where a quorum is established.

APPENDIX A – LIST OF REVISIONS

Approved September 2008

Revised October 2009

Revised October 2010

Revised May 2014

Revised April 2021

Revised November 2024



Senate Committee Recommendation Form

Committee:	Governance Committee
Meeting Date:	April 30, 2026
Presenter(s):	Natasha Himer

Subject: Senate Bylaw Amendments regarding sabbaticals + education leaves

NOTICE OF MOTION:

Recommendation:	<input checked="" type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input type="checkbox"/> For Information
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Resolution:	IT IS HEREBY RESOLVED that, on the recommendation of the Governance Committee and the Executive Committee, Senate approve the amendments to the Senate Bylaws providing that a Senator may apply for a leave from Senate meetings for the period of an approved sabbatical or education leave.
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BACKGROUND

As part of ongoing work to improve the clarity and consistency of Senate governance documents, the Senate Office has identified an additional area within the Senate Bylaws that requires clarification.

Currently, there is no provision in the Senate Bylaws or policy for how to treat leaves of absence during a Senator’s term. And, if a Senator misses three consecutive meetings of the Senate they may lose their position on Senate.

At the same time, key provisions in the Collective Agreement indicate that faculty members on sabbatical are relieved of regular service obligations. If Senate participation constitutes University Service, a Senator should/would therefore not be expected to continue serving during the leave and risk losing their position on Senate. Any approach that requires or presumes continued Senate participation during sabbatical leave may be inconsistent with the intent of these Collective Agreement provisions.

The Senate Governance Committee was presented with and reviewed sector research on how other institutions address situations where senators are on sabbatical or similar leaves.

It was agreed that there should be a process and provision in the ECU Senate Bylaws for how to treat sabbatical and education leaves during a senator’s term. And the Governance Committee endorsed the approach taken by several institutions whereby if an elected senator is on sabbatical, the senator may request from the Chair of Senate that they be excused from attending Senate meetings for the period of their sabbatical.

The proposed bylaw amendments would therefore introduce this practice at ECU.

If the Senate approves the bylaw amendments, the Senate Office will follow up with proposed guidelines to support the administration of granting absences from the Senate during a sabbatical or education leave, as these would need to be tracked (e.g., for attendance and record keeping purposes).

Generally, sabbaticals at ECU are for a defined period (six months or one year), which makes it possible to establish a clear and predictable approach to managing a Senator's seat during this type of leave. In practice, there will be the ability for a Senator to request that they be excused from attending Senate meetings for the period of their sabbatical or education leave. The approval will not be automatic, however, to account for the possibility (though likely remote) that multiple potential Senators request to be absent from Senate at the same time while on a sabbatical or education leave. If this were to occur, the Chair should have discretion to decide accordingly so that there is not a prolonged absence of multiple faculty Senators from the Senate over the same period.

NEXT STEPS

1. **Notice of Motion at Senate:** A notice of motion to amend the Senate Bylaws must first be introduced at a regular meeting of Senate.
2. **Consideration at a Subsequent Meeting:** Following notice, the proposed amendments may be brought forward for decision at a subsequent regular meeting of Senate. This ensures members have sufficient time to review and consider the proposed changes in advance of a vote.
3. **Voting Threshold for Approval:** To be approved, the bylaw amendments must receive a two-thirds (2/3) majority of votes cast by voting members present at Senate.
4. **Guidelines:** If the bylaw amendments are approved, the Senate Office will prepare guidelines in the form of a policy to be approved by the Senate or a designated Committee, such as the Governance Committee.

ATTACHMENTS

- Senate Bylaws (Track Change)

Signature: Celeste Martin

Date: 2026-04-30



SENATE BYLAWS

Approved by Resolution of the Senate [\[TBC\]November](#)
[2024](#)

ARTICLE IV – ELECTIONS AND TERMS OF OFFICE

1. The Registrar will conduct the elections required with respect to Senate members in accordance with the Act and the rules for nominations, elections and voting made by the Senate.
2. The term of office for members, and the procedure for filling vacancies are as set out in the Act, Section 36. In the case of elections run to fill vacancies, nomination papers will be deemed valid if received by the Registrar at least two weeks before the date of the election.
3. If a member is absent for more than three (3) consecutive meetings the Secretary of Senate will declare a vacancy and the position must be filled for the duration of the term of that position as per procedures for filling vacancies as set out in the Act, Section 36.
4. [Any member on a sabbatical or education leave approved in accordance with the terms of an applicable collective agreement\(s\), may i\) request that they be excused from attending Senate business for the duration of the sabbatical or education leave or ii\) they may opt to vacate their position on the Senate. The Senate will establish guidelines for granting absences from Senate in cases of sabbatical or education leaves. Each case will be considered by the Chair of the Senate and approved on a case by case basis with reference to the guidelines.](#)
- 4.5. Any student member who ceases to be enrolled or a student in good standing at the University, or any staff or faculty member who ceases to be an employee of the University, will be declared by the Secretary of Senate to have vacated their seat on the Senate.



Senate Committee Report Form

Committee:	Curriculum Planning + Review (CPR)
Meeting Date:	April 22, 2026
Presenter(s):	Adriana Jaroszewicz

Chair's Summary:

1) Jacqueline Turner, Interim Dean of the Faculty of Culture + Community presented course changes to:

MHIS 230 Histories + Theories of Photography
(changes to name, description, and learning objectives)

The proposal addresses changes in Photography to align with current realities. It addresses the boundaries of the historical discipline in a way that incorporates new theoretical understandings.

The Curriculum Planning + Review Committee approved and recommended to Senate changes to the above course as presented.

2) Harry Killas, Assistant Dean in the Faculty of Design + Dynamic Media presented new course:

FMSA 2XX Radical Solitude: Cinema of ONE as a Personal Practice
(New course proposal)

H. Killas presented a new course proposal that encourages and instructs students who prefer to work on their own personal projects as opposed to working collaboratively as with most of the programs in FMSA. The Committee found the course title too long and that it wouldn't translate to the vast audience of students.

The new course proposal for FMSA 2XX was tabled pending a new course title.

3) Adriana Jaroszewicz, Assistant Dean of the Faculty of Design + Dynamic Media presented course changes to:

2DAN 310 Creative Development for Animation Production
(changes to name, prerequisites, description, learning objectives, and learning outcomes)

2DAN 400 Senior Animation Production I
(changes to name, description, learning objectives, add learning outcomes)

2DAN 410 Senior Animation Production II
(changes to name, description, learning objectives, add learning outcomes)

3DAN 307 3D Character Creation II
(changes to name, prerequisites, description, learning objectives, add learning outcomes)

The proposed course changes were made to align with program review.

The Curriculum Planning + Review Committee approved and recommended to Senate changes to the above courses as presented.

4) Adriana Jaroszewicz, Assistant Dean of the Faculty of Design + Dynamic Media presented new courses and PRW changes:

2DAN 2XX Animation Core Studio

(New course proposal)

2DAN 2XX Animation Core Studio
(New course proposal)

2DAN 3XX (requesting 300) Animation Core Studio
(New course proposal)

2D Animation Program Requirement Worksheet (PRW)
(course changes and name updates)

The proposed course changes were made to align with program review. The 2DAN 2XX proposals combine two sets of 3-credit courses: 2DAN 200 with 2DAN 201 and 2DAN 210 with 2DAN 211 to create two 6-credit core studio courses. The Faculty of Design + Dynamic Media are requesting course numbers that run in sequence to provide clarity through the levels.

The 6-credit 2DAN 3XX replaces the 3-credit ANIM 300 on the Program Requirement Worksheet and to accommodate that change, one 3-credit open studio elective was removed.

The Curriculum Planning + Review Committee approved and recommended to Senate the above new course proposals and PRW changes as presented.

5) Amory Abbott, Interim Dean of the Faculty of Art, presented course changes to:

VAST 410 Senior Studio Interdisciplinary
(change to not repeatable for credit)

A. Abbott presented a shift from repeatable for credit to not repeatable for credit to address increasing demand for studio space. Some students have been enrolling in the course multiple times in order to maintain access to studio facilities.

The Curriculum Planning + Review Committee approved and recommended to Senate changes to the above course as presented.

6) Jacqueline Turner, Interim Dean of the Faculty of Culture + Community, presented a new major proposal business case:

For information only:
BFA in Studio Writing, WRTG Program Business Case

J. Turner presented a cost analysis of the proposed Writing Major. As it pulls on a lot of already existing courses, it's courses can be available to all students as electives, it doesn't rely much on tech services and only requires classroom space it proves cost effective. There's also a specific niche for this major as there are not many institutions offering the same type of program. J. Turner said that students at Emily Carr University have already shown an interest in writing courses, and that writing courses at SFU are oversubscribed. The Writing Major proposal will return to CPR for approval in the Fall.

Signature: Adriana Jaroszewicz

Date: April 29, 2026

**** PLEASE SUBMIT COMPLETED FORMS [HERE](#) FOR INCLUSION IN THE SENATE AGENDA PACKAGE. ****



Senate Committee Recommendation Form

Committee:	CPR Committee
Meeting Date:	April 22, 2026
Presenter(s):	Jacqueline Turner, Amory Abbott, Adriana Jaroszewicz (for Celeste Martin)
Guest(s):	

Subject:

Presenter: Jacqueline Turner, Dean, Faculty of Culture + Community
Course change proposal for MHIS 230

Presenter: Celeste Martin, Dean, Faculty of Design + Dynamic Media
Course change proposals for 2DAN 310, 2DAN 400, 2DAN 410 and 3DAN 307

Presenter: Celeste Martin, Dean, Faculty of Design + Dynamic Media
New course proposals for 2DAN 2XX, 2DAN 2XX, 2DAN 3XX and updates to the 2D Animation Program Requirement Worksheet

Presenter: Amory Abbott, Interim Dean, Audain Faculty of Art
Course change proposal for VAST 410

Recommendation:	<input checked="" type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input type="checkbox"/> For Information
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Resolution:	<p>THAT SENATE APPROVE the following:</p> <p>From the Faculty of Culture + Community – course change proposal as presented:</p> <p>MHIS 230 Histories + Theories of Photography (changes to name, description, and learning objectives)</p> <p>From the Faculty of Design + Dynamic Media – course change proposals as presented:</p> <p>2DAN 310 Creative Development for Animation Production (changes to name, prerequisites, description, learning objectives, and learning outcomes)</p> <p>2DAN 400 Senior Animation Production I (changes to name, description, learning objectives, add learning outcomes)</p> <p>2DAN 410 Senior Animation Production II (changes to name, description, learning objectives, add learning outcomes)</p> <p>3DAN 307 3D Character Creation II (changes to name, prerequisites, description, learning objectives, add learning outcomes)</p>
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	<p>From the Faculty of Design + Dynamic Media – new course and PRW change proposals as presented:</p> <p>2DAN 2XX Animation Core Studio (New course proposal)</p> <p>2DAN 2XX Animation Core Studio (New course proposal)</p> <p>2DAN 3XX (requesting 300) Animation Core Studio (New course proposal)</p> <p>2D Animation Program Requirement Worksheet (PRW) (course changes and name updates)</p> <p>From the Faculty of Art - Course change proposal as presented:</p> <p>VAST 410 Senior Studio Interdisciplinary (change to not repeatable for credit)</p>
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Purpose:

2DAN 2XX Animation Core Studio - Merging 2DAN 200 and 2DAN 201. It is necessary to formally integrate 2DAN-200 and 201 as a revised 6-credit “course studio” in the 2D & Experimental Animation degree. As the two have paired as an informal core, there is a problem if a student fails one of the two. If they are required to repeat a course in the following year, there will be a hurdle with registration. Sections of students have been co-listed for 2DAN-200 and 201. If a person needs to take the course again, they will be an additional seat in one but not both courses.

2DAN 2XX Animation Core Studio - Merging 2DAN 210 and 2DAN 211. It is necessary to formally integrate 2DAN-210 and 211 as a revised 6-credit “course studio” in the 2D & Experimental Animation degree. As the two have paired as an informal core, there is a problem if a student fails one of the two. If they are required to repeat a course in the following year, there will be a hurdle with registration. Sections of students have been co-listed for 2DAN-210 and 211. If a person needs to take the course again, they will be an additional seat in one but not both courses.

2DAN 3XX (requesting 300) Animation Core Studio - The course exposes students to different narrative development techniques, leads them to practice using different written, visual and sound strategies, in order to develop one or more complex narrative and animation concepts for animated forms such as short film, installation, interactive animation, etc.

Rationale:

MHIS 230 – to address changes in Photography to align with current realities. It addresses the boundaries of the historical discipline in a way that incorporates new theoretical understandings.

2DAN 310, 2DAN 400, and 2DAN 410– changes to align learning objectives and student learning outcomes with their approved 3rd and 4th year program learning outcomes.

3DAN 307 – to build curricular continuity from 3DAN 210 towards 3DAN 307 to build proficiency in creating functional and animatable character rigs for 3D computer animation.

2D + Experimental Animation Major:

Changes are in response to the program review’s action plan to articulate Animation pathways and increase the number of elective options. Merging two previous required courses in each Fall and Spring:

- Fall: 2DAN 200 and 2DAN 201 are merging into one 6 credit 2DAN 2XX animation core studio.
 - Spring: 2DAN 210 and 2DAN 211 are merging into one 6 credit 2DAN 2XX animation core studio.
- By merging existing courses into animation core studios, we are focusing on curriculum continuity guided by a single instructor while exploring in greater depth topics of relevance to animation and the impacts of animation and the choices creators make.
- ANIM 300 (3) will be replaced by 2DAN 3XX (request 300) (6) I Fall semester
- 2DAN 3XX (300) will cover a greater breadth of topics such as different narrative development techniques using different written, visual and sound strategies, to develop one or more complex narrative and animation concepts for animated forms paving the way for student engagement for experimentation and concept exploration for their third-year films.
 - This change removes an open studio elective in Fall semester of third year

VAST 410 – shifting from repeatable for credit to not repeatable for credit to address increasing demand for studio space. Some students have been enrolling in the course multiple times in order to maintain access to studio facilities.

Analysis and discussion:

Consultation:

Resource requirements:

Does this matter respond to any of the strategies in the institutional strategic plan (2024-2030)?

<input checked="" type="checkbox"/> Elevating Teaching + Learning	<input checked="" type="checkbox"/> Expanding Research + Practice	<input type="checkbox"/> Supporting People + Culture	<input type="checkbox"/> Stewarding Places + Spaces	<input type="checkbox"/> Strengthening Systems + Supports
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Attachments:

- Course change proposal form for MHIS 230
- Course Change Forms for 2DAN 310, 2DAN 400, 2DAN 410, 3DAN 307
- New course proposal forms for 2DAN 2XX, 2DAN 2XX, 2DAN 3XX, 2D Animation PRWs and PRW cover sheet
- Course change proposals forms for VAST 410

Signature: Adriana Jaroszewicz

Date: April 29, 2026

**** PLEASE SUBMIT COMPLETED FORMS [HERE](#) FOR INCLUSION IN THE SENATE AGENDA PACKAGE. ****



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Histories and Theories of Photography	COURSE MNEMONIC: MHIS 230
NUMBER OF CREDITS: 3	PREREQUISITE: completion of 21 credits
<input type="checkbox"/> STUDIO <input checked="" type="checkbox"/> ACADEMIC	REPEATABLE FOR CREDIT: No

Changes to the current course info – changes only:

NAME OF COURSE: Imaging After Photography	COURSE NUMBER: <Leave blank if no changes>
COURSE MNEMONIC: <Leave blank if no changes>	PREREQUISITE: <Leave blank if no changes>
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: YES
EFFECTIVE DATE: SP 2027	REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

This course is an introduction to the history of photography: photography as a set of technological inventions, as a widely embraced social phenomenon and as a field of intellectual and philosophical discourse. Students will become aware of advances in photographic technologies since the middle of the nineteenth century as well as variations in aesthetics and the desire to document. Students will learn about the relationship of photography to industry, to emerging social sciences, police records and other disciplinary structures, and will consider how these social relations have evolved, expanded and been theorized through the uses and application of photography today.

Proposed Course Description:

This course considers the histories and theories of 'technical' images - images made not by the artist's hand, but with an apparatus (i.e. primarily photographs, but also: film, video, computer-generated images, etc...). The role of technical images in daily experience has increased exponentially, from the early influence of photographic plates through to the current ubiquity of electronic screens. As a vital form of culture, technical images raise profound questions concerning the production of knowledge, ethics, aesthetics, politics, the development of personal selfhood, and the construction of social awareness. This course addresses these media not only as forms of art, but collectively as expressions in a complex and abstract mode of human communication and language.

Learning Objectives:

In this course, students will learn how to:

- understand photography as a complex and socially pervasive creative practice.
- historically and critically contextualize photographs and creative photographic practices, their authors and audiences.
- consider technical aspects of photography and related material practices in the generation of meaning.

- understand how photographs gain meaning through processes of distribution, circulation and reception, attending to the ways that photography has developed in diverse geographic and cultural contexts.
- focus capacities to critically appraise ideas and ideologies relating to different types of photographs, and gain an understanding of how photographs themselves contribute to cultural criticism.
- read and write attentively and critically in a range of formats and to expand visual and verbal literacies across different contexts and environments for photography.
- responsively and reflexively exercise methods of research and critique that are pertinent to the field of study.

Proposed Learning Objectives (5-10)

- knowledge of the key histories and theories of photography and associated disciplines
- an introduction to discourse on technical image media in relation to the ontology of photography
- an introduction to the developing ecology of networked technical image media
- an understanding of the social and cultural implications of photography and other technical image media
- knowledge of a range of contemporary art practices that address or make use of technical image media

Reason:

The historical view of photography as a discipline-specific form of art making and cultural production has evolved in relation to the current and broader discourse on technical images. Enrollment in PHOT courses has diminished, even though the role of technical images in visual culture has become more crucial and pronounced. Addressing the boundaries of the historical discipline in a way that incorporates new theoretical understandings will give the wider learning community a means to continue to study an important cultural phenomenon that is central to both art production and general cultural affairs.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

The course supports outcomes for students to critique the role and influence of technical images in a range of historical paradigms, including those associated with colonialism.

Does this course address the climate crisis? How so?

Technical image literacy is vital to understanding the climate crisis, both in terms of the cultural narratives it makes possible, as well as in its own patterns of energy consumption.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Dr. Chris Jones	DATE: <select>
ASSISTANT DEAN: <Click to enter>	DATE: <select>
DEAN: Jacqueline Turner	DATE: <select>
If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:	
ASSISTANT DEAN: Ingrid Koenig	DATE: <select>
DEAN: <Click to enter>	DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: CAC and ART	DATE: <select>
CPR: Passed	DATE: 4/22/2026
SENATE: <office use only>	DATE: <select>



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Creative Development for Animation Production

COURSE MNEMONIC: 2DAN-310

NUMBER OF CREDITS: 6

PREREQUISITE: ANIM-300 Story + Structure for Animation and 3 credits of 300 level studio - Must be completed prior to taking this course.

STUDIO ACADEMIC

REPEATABLE FOR CREDIT: NO

Changes to the current course info – changes only:

NAME OF COURSE: **Animation Core Studio**

COURSE NUMBER: <Leave blank if no changes>

COURSE MNEMONIC: <Leave blank if no changes>

PREREQUISITE: **2DAN 3XX (300)**

NUMBER OF CREDITS: <Leave blank if no changes>

NEW DESCRIPTION: **Yes**

EFFECTIVE DATE: <Click to enter semester>

REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

Students will undertake the production of a semester-long animation project, either individually or as collaborative teams. They will carry their concepts and vision through the stages of pre-production, production and post-production, creatively and practically engaging their animation skills and advancing the level of their craft. Students will present regularly on their progress and participate in peer reviews in order to give and receive feedback on production progress, artistic direction, and technical details of their work. Concurrently, students will explore and develop material for their 4th year project, resulting in a proposal to be presented at the end of the semester.

Proposed Course Description:

Students will undertake the production of a semester-long animation project, either individually or as collaborative teams. They will be involved with the creation of "junior short films", or variations thereof, to be produced over the duration of the spring semester. This project may be based on narrative and concept explorations developed through the course 2DAN-300. Students will carry their project through the stages of pre-production, production and post-production, creatively and practically engaging their animation skills and advancing the level of their craft. Students will present their progress regularly in class and participate in peer reviews in order to give and receive feedback on production progress, artistic direction, and technical details of their work.

Current Course Learning Objectives:

Course learning objectives complement course descriptions and outline what faculty deliver as content, process and methods that support students in practicing and achieving learning outcomes.

This course will:

By the end of the course, you will know how to:

- Apply your own creative concerns, animation education, artistic influences, and technical knowledge to make technique-based decisions for complex animation production situations.

- Develop projects with pre-production sketches, storyboards, animatics, pre-visualization material and animation prototypes.
- Pitch and critique project material in group situations.
- Work collaboratively and independently to form knowledgeable and professional animation practices that balance your own artistic vision with technical challenges, tight production schedules, resource availability, financial constraints, project scope, etc.
- Develop a written proposal, budget, and preliminary audio / visual material for a variety of animation production processes.
- Develop a work ethic as a professional artist and work as a team.

Proposed Course Learning Objectives (5-10)

By the end of the course, you will know how to:

- Be involved in the creation of one or more short animation projects, including creative and production aspects, bringing projects to completion.
- Develop an advanced thorough understanding of animation principles.
- Develop projects by creating pre-production elements, animation prototypes, audio/visual material for a variety of complex animation production processes.
- Present your ideas and creative process to your peers to review the content together, learn to critically evaluate responses, and make important conceptual decisions accordingly.
- Work both collaboratively and independently to develop competent and professional animation practices that balance one's own skills.
- Develop a personal artistic vision, overcome technical challenges, meet tight production deadlines, use available school resources, and consider the scope and requirements of the project in order to complete it.
- Learn to work in a self-directed manner on projects that require one's own initiative, organization, time management; and to take pride in one's own creative pursuits.
- Reference and present your own creative explorations and choices, artistic influences, and animation/sound training to develop narrative concepts and experiments with animation media.
- Explore and investigate a personal voice through the completion of an animation project.

Current Student Learning Outcomes:

Student Learning outcomes describe ways in which students demonstrate competency in relation to knowledge, skills and dispositions expected as well as the criteria for assessment.

By the end of this course, students will be able to:

- Explore all aspects of filmmaking and production, including the development of:
- Initial development, including creative writing, beat board and animatic, including sound design
- Concept and visual research
- Character formation
- Continued shaping with animatic iterations and WIP (work-in-progress) reels
- Layout, camera blocking, and cinematic approaches
- Poses, animation drafts, revisions, and polishes
- Project-specific production methods and techniques
- Technical standards and preparation for final output
- Post-production picture editing and audio production
- Learn to organize a production schedules and prepare a formal project proposal.
- Pitch ideas, collaboratively review and workshop development stages to shape the work, to figure out and analyze production pipelines. All of this will be documented by maintaining a project portfolio or process book.
- Plan, organize, and promote a final screening of junior films, to be held at the conclusion of the course.

Proposed Student Learning Outcomes:

By the end of this course, students will be able to:

- Present an animatic, work from animatic iterations and WIP (work-in-progress) reels.
- Compose sound designs for their project.
- Develop concept and visual research.
- Develop character profiles.
- Develop layout, camera blocking, and cinematic approaches to animation narratives.
- Develop poses, animation drafts, revisions, and polished work.
- Know project-specific production stages, methods, and techniques.
- Know technical standards and preparation for final output.
- Go through post-production picture editing and audio production.
- Manage a production by organizing production schedules and tracking ongoing progress.

- Prepare a formal project proposal.
- Leverage resources and collaboration opportunities for developing sound design.

Reason:

To align the Learning Objectives and Student Learning Outcomes to our approved 3rd year Program Learning outcomes, and to ensure continuity with the objectives of the new course offered 2DAN-3XX (requested 300) (Fall semester).

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course contributes to decolonizing the curriculum by 1) supporting students to complete one or several projects which will be built on unconventional and culturally non-Western narrative structures and/or which will be related to decolonizing topics, 2) supporting students to express a critical reflection on social, cultural and ecological contemporary concerns through the completion of their projects, and 3) supporting students to express a personal viewpoint on the possibilities offered by animation media to address these concerns.

Does this course address the climate crisis? How so?

This course contributes to decolonizing the curriculum by 1) supporting students to complete one or several projects related to the climate crisis, 2) supporting students to express a critical reflection on ecological contemporary concerns through their projects, and 3) supporting students to express a personal viewpoint on the possibilities offered by animation media to address these concerns.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Eleonore Goldberg	DATE: 2/27/2026
ASSISTANT DEAN: Adriana Jaroscewicz	DATE: 4/7/2026
DEAN: Celeste Martin	DATE: <select>
If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:	
ASSISTANT DEAN: <Click to enter>	DATE: <select>
DEAN: <Click to enter>	DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 2D + Experimental Animation	DATE: 3/2/2026
CPR: Passed	DATE: 4/22/2026
SENATE: <office use only>	DATE: <select>



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Senior Animation Production I	COURSE MNEMONIC: 2DAN 400
NUMBER OF CREDITS: 6	PREREQUISITE: 2DAN 310
<input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC	REPEATABLE FOR CREDIT: NO

Changes to the current course info – changes only:

NAME OF COURSE: Animation Core Studio	COURSE NUMBER: <Leave blank if no changes>
COURSE MNEMONIC: <Leave blank if no changes>	PREREQUISITE: <Leave blank if no changes>
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: Yes
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

Students will work on complex animation productions, undertakings that are either individually produced or collaborative and team-based, student-initiated or originated by client proposals. The specific nature of each course offering will be planned thematically by the instructor on a case-by-case basis. Students follow professional standards, meet mileposts according to production schedules, and work towards a completed exhibition-ready project. The course involves lectures, presentations, and one-on-one contact with the instructor. Over the duration of the course, students participate in regular critique sessions and workshops, consult with peers, instructors outside of the course, and guest practitioners to receive important feedback on the details of their work.

Proposed Course Description:

In 2DAN 400 Animation Core Studio, students work on the creative and conceptual development of their capstone animation project. The project is the culmination of students' development as an animation artist within the 2D + Experimental Animation Bachelor of Media Arts degree. Through this project, students pursue their self-expression, personal and professional goals in the medium of animation. The project is a time-based animation piece with sound, created individually, or collaboratively, over the course of the fall and spring semesters (8 months of production time). It may take the form of a short film, interactive project, installation, etc. Following professional production practices and standards, students engage in formulating their project concept, developing their narrative, visual and sound design, drafting and refining their project, meeting project milestones according to production schedules, leveraging collaborative resources, and work towards 50% progress on an exhibition-ready project. The course involves regular feedback sessions, lectures, workshops, group discussion and one-on-one contact with the instructor.

Course Learning Objectives:

Course learning objectives complement course descriptions and outline what faculty deliver as content, process and methods that support students in practicing and achieving learning outcomes.

This course will:

By the end of the course, you will be fully engaged in production on your project, and in good standing for completion by the April deadline. To support this goal, you will:

- Develop your project concept and production plan.
- Strategize project resources and leverage them to your advantage.
- Communicate project status effectively.
- Engage in the creative direction and production of your project.
- Work objectively by offering feedback to others and receiving input on your own work.
- Discuss your work in a critical context.

Proposed Course Learning Objectives (5-10)

- Develop and articulate a capstone animation project through writing, narrative, visual and sound exploration, identifying the project's source, influences and creative intentions
- Explore and apply narrative, visual and sound design strategies across key pre-production phases, including concept art, character design, storyboarding, animatic, layout, tension chart, colour script and sound design
- Engage in creative process as a method of discovery, using making, experimentation and iteration to uncover, test and refine ideas
- Develop approaches to production planning and management, including scheduling, tracking progress, estimating production quotas and working toward project milestones
- Apply professional production practices and technical standards in pre-production and early production phases
- Engage in critical feedback processes, learning to evaluate work in progress, respond to critique and make informed creative decisions
- Identify and work with collaborators and resources to support areas such as sound design and music composition
- Reflect on the broader context of their work, including how it relates to animation practices, ethical considerations in representation, and the potential impact of creative and production choices

Student Learning Outcomes:

Student Learning outcomes describe ways in which students demonstrate competency in relation to knowledge, skills and dispositions expected as well as the criteria for assessment.

By the end of this course, students will be able to:

<Current Learning Objective>

Proposed Student Learning Outcomes (5-10)

At the end of this course, students will be able to:

Voice, Agency & Authorship

- Develop and articulate a capstone project concept as a short, animated film or alternate format, communicating its source, influences, motivations, and what they seek to express and be recognized for through their work.

Research & Concept Development

- Develop and apply narrative, visual and sound design strategies through key pre-production phases, including art direction, concept art, character design, storyboarding, animatic, layout, tension chart, colour script and sound design.
- Research and evaluate production strategies, pipelines and references that support the project vision while accounting for time, scope and feasibility constraints.

Creative Process & Methodology

- Generate and evolve project ideas through creative exploration, experimentation and iteration, using making as a process of discovery.

- Generate and develop their project through making across production phases—concept art, character design, storyboarding, animatic, layout, tension chart, colour script and sound design—using creative exploration to discover and refine their vision.
- Apply critical feedback to refine narrative, visual, sound and production development through cycles of trial, evaluation and revision.
- Develop and implement production methodologies, including scheduling, tracking and production quotas, to support steady progress toward project completion.
- Apply professional technical standards in pre-production and production processes.

Collaboration and Community

- Identify and engage the roles and contributions of creative collaborators, making informed decisions within the production process.
- Participate in constructive feedback processes, integrating multiple perspectives to strengthen the work.
- Leverage available resources and collaboration opportunities to support areas such as sound design and music composition.

Critical Engagement, Social Justice and Ecological Sustainability

- Articulate how their work aligns with, challenges or extends animation practices within historical and contemporary contexts.
- Reflect on the ethical implications of how individuals, relationships and situations are represented in their work.
- Consider how production choices and/or project themes relate to environmental impact and sustainability.

Reason:

To align the Learning Objectives and Student Learning Outcomes to our approved 4th year Program Learning outcomes.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course contributes to decolonizing the curriculum by supporting students to reflect on diverse cultural perspectives and approaches to animation, and to consider how their own work engages with representation, authorship, and the broader social and cultural contexts of their practice.

Does this course address the climate crisis? How so?

This course addresses the climate crisis by encouraging students to consider how their creative work and production choices may relate to environmental concerns, and by supporting awareness of how animation can engage with ecological themes and perspectives.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Leslie Bishko

DATE: 4/6/2026

ASSISTANT DEAN: Adriana Jaroscewicz

DATE: 4/7/2026

DEAN: Celeste Martin

DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter>

DATE: <select>

DEAN: <Click to enter>

DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 2D + Experimental Animation	DATE: 3/30/2026
CPR: Passed	DATE: 4/22/2026
SENATE: <office use only>	DATE: <select>



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Senior Animation Production II	COURSE MNEMONIC: 2DAN 410
NUMBER OF CREDITS: 6	PREREQUISITE: 2DAN 400
<input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC	REPEATABLE FOR CREDIT: No

Changes to the current course info – changes only:

NAME OF COURSE: Animation Core Studio	COURSE NUMBER: <Leave blank if no changes>
COURSE MNEMONIC: <Leave blank if no changes>	PREREQUISITE: <Leave blank if no changes>
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: Yes
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

Continuing the project begun in Senior Animation Production I, students focus on fully realizing all aspects of animation production, by effectively managing production milestones, working with collaborators and refining their work. Students will complete their project by a fixed deadline, and prepare a professional trailer, poster and press kit to use when promoting their work to potential employers and festivals.

Proposed Course Description:

Continuing the project begun in 2DAN 400 Core Animation Studio, students focus on fully realizing all aspects of production on their capstone animation project. Course activities include refining the project's narrative towards production efficiencies that focus the project's creative objectives, meeting project milestones by working to a weekly production quota, managing collaborations across production, sound and music, writing a personal biography and artist's statement, developing a press kit, poster and trailer for promotion, and ongoing feedback from faculty and peers. Students complete their project by a fixed due date and prepare to participate in the graduation exhibition.

Course Learning Objectives:

Course learning objectives complement course descriptions and outline what faculty deliver as content, process and methods that support students in practicing and achieving learning outcomes.

This course will:

Throughout this course, you will be fully engaged in production on your project, and in good standing for completion by the project deadline. To support this goal, you will learn to:

- Adjust your project concept and production plan as needed, in order to achieve your conceptual goals and complete on time.
- Strategize project resources and leverage them to your advantage.
- Communicate project status effectively.
- Engage in the creative direction and production of your project.
- Work objectively by offering feedback to others and receiving input on your own work.
- Discuss your work in a critical context.

Proposed Course Learning Objectives (5-10)

- Refine and complete their capstone animation project, bringing all aspects of production to a resolved and cohesive final work
- Develop strategies to manage production, including scheduling, tracking progress, meeting production quotas and adapting workflows to support project completion
- Advance the quality and consistency of their work through refinement of animation, movement, performance, visual design, compositing, sound and timing
- Apply professional technical standards in production and post-production processes, including animation, colour, compositing, editing and sound
- Explore approaches to editing and narrative refinement to focus the project's scope and strengthen clarity of ideas
- Support students in coordinating and managing collaborations across production, sound design and music composition
- Provide guidance in developing professional materials, including an artist statement, biography, promotional assets and presentation of the final project
- Create opportunities for critical reflection on their work in relation to animation practices, ethical considerations in representation, and the broader impact of creative and production choices

Student Learning Outcomes:

Student Learning outcomes describe ways in which students demonstrate competency in relation to knowledge, skills and dispositions expected as well as the criteria for assessment.

By the end of this course, students will be able to:

<Current Learning Objective>

Proposed Student Learning Outcomes (5-10)

At the end of this course, students will have learned how to:

Voice, Agency & Authorship

- Refine and articulate their creative voice through the completion of a capstone animation project, and communicate their work through a professional artist statement, biography and promotional materials

Research & Concept Development

- Refine the project's narrative, structure and scope to support clarity of ideas and effective communication with an audience
- Evaluate and adapt production strategies and workflows to support the successful completion of the project

Creative Process & Methodology

- Develop and refine their project through sustained making, using iterative production to clarify, strengthen and resolve their creative vision
- Advance the calibre of their work through focused refinement of animation, movement, performance, visual design (including colour, rendering methods and compositing), sound and timing
- Work at a sustained pace by meeting production quotas and milestones
- Apply professional technical standards in production and post-production, including animation, colour, compositing, editing and sound
- Edit and refine the project to achieve a cohesive, resolved final work

Collaboration and Community

- Coordinate and manage the contributions of collaborators across animation production, sound design and music composition
- Engage in critical feedback processes, integrating multiple perspectives to refine and complete the work

- Situate their work within animation practices and contexts, and articulate how it aligns with, challenges or extends these traditions
- Evaluate the ethical implications of representation within their work, including how individuals, relationships and situations are portrayed
- Reflect on how production choices and/or project themes relate to environmental impact and sustainability

Reason:

To align the Learning Objectives and Student Learning Outcomes to our approved 4th year Program Learning outcomes.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course contributes to decolonizing the curriculum by supporting students to reflect on diverse cultural perspectives and approaches to animation, and to consider how their own work engages with representation, authorship, and the broader social and cultural contexts of their practice.

Does this course address the climate crisis? How so?

This course addresses the climate crisis by encouraging students to consider how their creative work and production choices may relate to environmental concerns, and by supporting awareness of how animation can engage with ecological themes and perspectives.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Leslie Bishko	DATE: 4/6/2026
ASSISTANT DEAN: Adriana Jaroscewicz	DATE: 4/7/2026
DEAN: Celeste Martin	DATE: <select>
If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:	
ASSISTANT DEAN: <Click to enter>	DATE: <select>
DEAN: <Click to enter>	DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 2D + Experimental Animation	DATE: 3/30/2026
CPR: Passed	DATE: 4/22/2026
SENATE: <office use only>	DATE: <select>



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: 3D Character Creation II	COURSE MNEMONIC: 3DAN-307
NUMBER OF CREDITS: 3	PREREQUISITE: 3DAN-207 3D Character Creation I
<input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC	REPEATABLE FOR CREDIT: No

Changes to the current course info – changes only:

NAME OF COURSE: Intermediate 3D Rigging	COURSE NUMBER: <Leave blank if no changes>
COURSE MNEMONIC: <Leave blank if no changes>	PREREQUISITE: 3DAN 210
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: Yes
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

In 3D Character Creation II students will explore various techniques in 3D modeling, rigging and creature FX to develop the look and performance nuance of their 3D character animations. Starting with animation-friendly modeling techniques, students explore a range of animation set ups and creature rigs with hairs, muscles and facial expressions. Following the completion of 3D character assets, students follow through the overall workflow of 3D dynamics and shot-sculpting techniques for cloth, hair and muscle simulations. At the end of the course students will have completed 3D character assets and character show reels. Building on the foundations of 3D animation, this course is an in depth investigation of the role of 3D character creation, including implementing appropriate body anatomy, Facial Action Coding System based rigging and dynamic simulations, in support of storytelling development.

Proposed Course Description:

This course builds on foundational rigging concepts covered in 3DAN 210 to develop proficiency in more advanced technical and artistic skills for 3D character and prop setup. Students will design and implement complex rigging systems for props and characters using scripting to optimize the rigging pipeline and applying industry-standard workflows. Topics include introductory scripting, joint hierarchy organization, custom control creation, deformation systems, skin weighting, facial rigging, and inverse kinematic systems. Emphasis is placed on creating efficient rigs that support animation performance and production workflows. Through practical assignments and a final project, students will demonstrate the ability to integrate rigging techniques into a complete animation pipeline.

Learning Objectives:

By the end of the course, students will be able to

- 1) Demonstrate knowledge of workflows and techniques in the creation of 3D character models and rigs.
- 2) Show understanding of animation friendly 3D sculpting principles and techniques
- 3) Build character rigs for a range of 3D animation and creature FX;
- 4) Set up simulation-ready hair groom, cloth and muscles;
- 5) Experiment with 3D dynamics for muscle, hair and cloth simulations to achieve the most appropriate results;
- 6) Critique peers' work and incorporate constructive feedback on own work.

Proposed Learning Objectives (5-10)

1. Review how mechanical props utilizing custom controls, constraints, and expressions can achieve precise motion and functionality.
2. Demonstrate intermediate-level facial rigs integrating joints, corrective blendshapes, and deformation techniques for expressive performance.
3. Break down spline IK systems to create flexible control setups for various situations.
4. Discuss space switching techniques and how these enable animation flexibility.
5. Guide students in creating scripting solutions that automate repetitive rigging tasks and rigging efficiency.
6. Demonstrate skinning techniques to bind geometry accurately and achieve natural deformation during animation.

Proposed Student Learning Outcomes (5-10)

By the end of the course, students will be able to:

1. Rig complex mechanical props with custom controls and expressions
2. Create facial rigs with joints, corrective blendshapes and other intermediate rigging techniques
3. Build bipedal and quadruped intermediate limbs
4. Generate spline IK control systems
5. Apply space switches to their rigs
6. Generate scripts to simplify repetitive tasks
7. Skin characters using intermediate techniques

Reason:

We are building curricular continuity from 3DAN 210 towards 3DAN 307 to build proficiency in creating functional and animatable character rigs for 3D computer animation.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

<Enter reason>

Does this course address the climate crisis? How so?

<Enter reason>

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Adriana Jaroszewicz

DATE: 4/7/2026

ASSISTANT DEAN: Adriana Jaroszewicz

DATE: 4/7/2026

DEAN: Celeste Martin

DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter>

DATE: <select>

DEAN: <Click to enter>

DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 3DAN Program

DATE: 4/7/2026

CPR: Passed

DATE: 4/22/2026

SENATE: <office use only>

DATE: <select>



NEW COURSE PROPOSAL

NAME OF COURSE: Animation Core Studio

COURSE MNEMONIC: 2DAN 2XX

NUMBER OF CREDITS: 6

PREREQUISITE: Completion of 21 Credits

STUDIO ACADEMIC

SPACE REQUIRED: SEMINAR LECTURE LAB

EFFECTIVE DATE: Fall 2027

Proposed Course Description:

Through the observation and analysis of movement, students learn ways to create animated motion by studying animation principles. A variety of films are presented, relating contextually to lecture themes. A series of assignments support lecture topics, following an iterative process of reviewing and implementing drafts and revisions, towards polish. Additionally, coursework covers essential 2D computer animation concepts and techniques, applied to comprehensive projects including digital imaging, ink and paint methods, compositing, interpolated movement, digital puppets, and the fundamentals of video and audio editing. By the end of the course, students should be able to appreciate the underpinning features of animated filmmaking, that they can apply to pursuits with future studies, for a range of methodologies, including contemporary industry practices, stop-motion, and experimental approaches.

Purpose of the Course:

Merging 2DAN 200 and 2DAN 201. Years ago, this was a 6-credit course. The curriculum subsequently was split into two 3-credit courses, 2DAN-200 & 2DAN-201 to focus on two specific areas: “animation creation and principles” and “digital production”. With the recent evolution of software, drawing / screen tablets, and paperless production methods, the integration of curriculum is now clearer and accessible. We came to realize this particularly during the period of online teaching during the COVID-19 pandemic.

For a few years recently, 2DAN has paired the two courses with the same cohorts of students. The integration has worked well.

The combination of courses is more student centred. It has reduced their workload by at least one assignment per course and alleviates duplication of content.

Furthermore, there are fewer faculty needed to teach the material. However, with 6 credits, it is possible to co-teach material.

Moving back to a 6-credit core studio model, there is more stability in the program, with “home room” courses in the fall and spring of 2nd year.

It is necessary to formally integrate 2DAN-200 and 201 as a revised 6-credit “course studio” in the 2D & Experimental Animation degree. As the two have paired as an informal core, there is a problem if a student fails one of the two. If they are required to repeat a course in the following year, there will be a hurdle with registration. Sections of students have been co-listed for 2DAN-200 and 201. If a person needs to take the course again, they will be an additional seat in one but not both courses.

Learning Objectives (5-10):

Course learning objectives complement the course descriptions and outline that faculty deliver; the content, process, and methods that support students in practicing and achieving learning outcomes.

This course will:

- Incorporate the observation and analysis of movement from life study;
- Articulate ways to create animated motion by studying recognized animation principles;
- Follow an iterative process of reviewing and implementing drafts and revisions, towards polish;
- Cover the nature of gravity and weight;
- Instruct 2D hand-drawn animation and layout methods and tools;
- Teach basic body mechanics such as how to animate characters shifting weight, walking and turning, including treadmill cycles;
- Introduce students to a variety of aesthetic and technical approaches through the presentation of a variety of animated films, relating contextually to lecture themes;
- Address essential 2D computer animation concepts and techniques including digital imaging, ink and paint methods, compositing, interpolated movement, digital puppets, and the fundamentals of video and audio editing;
- Contextualize topics as the underpinning conditions of animated motion features that students can then apply to pursuits with future studies, for a range of methodologies, including contemporary industry practices, stop-motion, and experimental approaches.

Proposed Student Learning Outcomes:

Student learning outcomes describe ways in which students demonstrate competency in relation to knowledge, skills and dispositions expected as well as the criteria for assessment.

By the end of this course, students will be able to:

- **Voice and authorship**
 - Recognize options for authorial voice, resulting from assignments and the presentation of films, at an introductory level.
- **Creative process and methodology**
 - At an introductory level, notice informing interests that will then form a creative voice, through iteration and the animation process.
 - Perceive movement through lived experience and observation of live action, animation, and the world around us, and use movement vocabulary to describe such perceptions.
 - Apply the elements of timing to animated movement, such as pacing, speed, acceleration / deceleration, rhythm, and duration.
 - Create the illusion of weighted forms and materials in animation, through timing of actions, shape change, active or passive weight, exaggeration, follow-through and overlapping action.
 - Create character animation that conveys intention through the actions of anticipation, walking, turning, and talking.
 - Design a character that is practical in the context of production by experimenting with animatable shapes and how they relate to motion.
 - Design character and object actions in relation to layered backgrounds that convey depth, with clear staging of poses and movement pathways, conceived as part of the overall composition.
 - Composite and assemble sequences, build layers of depth, design virtual camera moves, and apply visual effects.
- **Research and concept development**
 - Observe live motion and incorporate findings into animated movement and visual design.
 - Apply the fundamentals of cinematography, editing, and sound to tell a basic story.
- **Collaboration and community**
 - Engage collaboratively with peers through feedback, discussions, and class activities.
 - Recognize the diversity of choices, processes, and outcomes to enrich an individual's practice, as screenings of work are presented and by participating in topic-based discussions.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

Essentially, the content of the course focuses on skill development. However, creative work / films are presented to illustrate concepts and approaches. Although, historically, the early evolution of animation centred in Europe and America, especially with commercial theatrical enterprises, as an art form, animation is diverse and has been produced around the world since the beginning of the 20th century. Efforts can be made to emphasize the rich range of authorship, especially as standards of practice, depictions of gender, race, and culture have been interpreted and

challenged. Furthermore, in the classroom, modes of review and discussion should be collaborative and community-based, rather than to follow outmoded notions of knowledge sharing.

Does this course address the climate crisis? How so?

Again, the basis of the course focuses on skill development. However, creative work / films are presented to illustrate concepts and approaches. Animation, in its many forms of expression and dissemination, can visually articulate and communicate concepts in distinct ways. Examples of work can be presented as inspirations for students' assignments. Furthermore, along with assigning skill-based directions, creative prompts can begin to reference conditions of the environment, nature, consumption, pollution, and other facets that refer to the climate crisis, including solutions-based perspectives.

Will this course replace an existing course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this course an elective? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of course replaced by new course: 2DAN 200 and 2DAN 201	Is registration priority given to Majors? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is this course required for Graduation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this course repeatable for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If required, in which program will this course be a required component? Degree: BACHELOR OF MEDIA ARTS Major: 2D + EXPERIMENTAL ANIMATION MAJOR	Could this course be credited through PLA? <input type="checkbox"/> Yes <input type="checkbox"/> No
	This course will be offered: <input type="checkbox"/> From time to time as required <input checked="" type="checkbox"/> Regularly <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Online

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Martin Rose	DATE: 3/31/2026
ASSISTANT DEAN: Adriana Jaroszewicz	DATE: 4/7/2026
DEAN: Celeste Martin	DATE: <select>
If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:	
ASSISTANT DEAN: <Click to enter>	DATE: <select>
DEAN: <Click to enter>	DATE: <select>
Committee Consideration of the Proposal:	
CURRICULUM AREA: 2D & Experimental Animation	DATE: 3/30/2026
CONSULTATION WITH TECHNICAL SERVICES: <enter>	DATE: <select>
CPR: Passed	DATE: 4/22/2026
SENATE: <office use only>	DATE: <select>



NEW COURSE PROPOSAL

NAME OF COURSE: Animation Core Studio

COURSE MNEMONIC: 2DAN 2XX

NUMBER OF CREDITS: 6

PREREQUISITE: 2DAN 2XX

STUDIO ACADEMIC

SPACE REQUIRED: SEMINAR LECTURE LAB

EFFECTIVE DATE: Spring 2028

Proposed Course Description:

Continuing the study of animation principles, students progress towards more complex movement phrases and character animation through short exercises and projects. Students develop their animation abilities through iterative refinement based on feedback, progressing from rough to polished stages of production. Emphases are placed on acting, staging, and timing to portray characters' personalities and motives. Key aspects of filmmaking and visual narratives are shaped through pre-production research, storyboards, and film structures, including scene designs, shot types, camera angles, video editing, and sound design. Coursework continues to cover 2D computer animation concepts and techniques, including digital imaging, ink and paint methods, compositing, interpolated movement, and digital puppets. By the end of the course, students nurture their artistic voices and expression and appreciate the underpinning features of animated filmmaking that they can apply to pursuits with future studies, for a range of methodologies, including contemporary industry practices, stop-motion, and experimental approaches.

Purpose of the Course:

Merging 2DAN 210 and 2DAN 211. Years ago, this was a 6-credit course. The curriculum subsequently was split into two 3-credit courses, 2DAN-210 & 2DAN-211 to focus on two specific areas: "animation creation and principles" and "digital production". With the recent evolution of software, drawing / screen tablets, and paperless production methods, the integration of curriculum is now clearer and more accessible. We came to realize this particularly during the period of online teaching during the COVID-19 pandemic.

For a few years recently, 2DAN has paired the two courses with the same cohorts of students. The integration has worked well.

The combination of courses is more student-centred. It has reduced their workload by at least one assignment per course and alleviates duplication of content.

Furthermore, there are fewer faculty needed to teach the material. However, with 6 credits, it is possible to co-teach material.

Moving back to a 6-credit core studio model, there is more stability in the program, with "home room" courses in the fall and spring of 2nd year.

It is necessary to formally integrate 2DAN-210 and 211 as a revised 6-credit "course studio" in the 2D & Experimental Animation degree. As the two have paired as an informal core, there is a problem if a student fails one of the two. If they are required to repeat a course in the following year, there will be a hurdle with registration. Sections of students have been co-listed for 2DAN-210 and 211. If a person needs to take the course again, they will be an additional seat in one but not both courses.

Learning Objectives (5-10):

Course learning objectives complement the course descriptions and outline that faculty deliver; the content, process, and methods that support students in practicing and achieving learning outcomes.

This course will:

- Continue with the study of animation principles, progressing towards more complex movement phrases and character animation;
- Engage students in an iterative production approach based on feedback, progressing from rough to polished stages of making;
- Present the concepts of acting, staging, and timing, focusing on the portrayal characters' personalities and motives;
- Cover technical approaches to track-read voice recordings, Teach how to competently animate synchronized mouth positions to an analyzed voice recording;
- Present approaches to visual narratives through pre-production research, storyboards, and film structures, including scene designs, shot types, camera angles, video editing, and sound design;
- Teach 2D computer animation concepts and techniques, including digital imaging, ink and paint methods, compositing;
- Demonstrate computer-based interpolated movement and digital puppets;
- Contextualize topics as the underpinning conditions of animated filmmaking that students can apply to pursuits with future studies, for a range of methodologies, including contemporary industry practices, stop-motion, and experimental approaches.

Proposed Student Learning Outcomes:

Student learning outcomes describe ways in which students demonstrate competency in relation to knowledge, skills and dispositions expected as well as the criteria for assessment.

By the end of this course, students will be able to:

- **Voice and authorship**
 - Notice informing interests that contribute to their creative voice, through iteration and the animation process.
 - Visualize animation sequences using storyboards, animatics, layout drawings, and pencil-tests.
- **Creative process and methodology**
 - Perceive movement through lived experience and observation of live action, animation, and the world around us, and use movement vocabulary to describe these perceptions.
 - Animate complex movement phrases with intermediate-level animation principles such as character animation (performed with personality), anticipation and reaction, figures walking, moving, and acting in space, follow-through movement and secondary motion.
 - Consider conceptual approaches to communicate an animated figure's motivation, emotions, and behaviour with personality, expressing information clearly at both a long-shot view with distinctive, evocative silhouette poses, and at a close-up vantage point with a character's facial expressions.
 - Apply technical approaches to track-read voice recordings, transcribe information to an exposure sheet, practice planning and timing with one, and to competently animate synchronized mouth positions to an analyzed voice recording.
 - Consider conceptual approaches to implement animation design principles, including layout, character design, scene and environment design.
 - Implement technical approaches to compositing, assemble, and edit movie files and image sequences, build layers of depth, plan virtual camera moves, and apply visual effects.
- **Research and concept development**
 - Reference observational studies of live motion and incorporate their findings into animated movement and visual design.
 - Develop narratives from story prompts, and apply the fundamentals of cinematography, editing and sound to tell the story.
 - Identify and research relevant aesthetic references and technical workflows to complete projects.
- **Collaboration and community**
 - Engage collaboratively with peers through feedback, discussions, and class activities.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

Essentially, the content of the course focuses on skill development. However, creative work / films are presented to illustrate concepts and approaches. Although, historically, the early evolution of animation centred in Europe and America, especially with commercial theatrical enterprises, as an art form, animation is diverse and has been produced around the world since the beginning of the 20th century. Efforts can be made to emphasize the rich range of authorship, especially as standards of practice, depictions of gender, race, and culture have been interpreted and

challenged. Furthermore, in the classroom, modes of review and discussion should be collaborative and community-based, rather than to follow outmoded notions of knowledge sharing.

Does this course address the climate crisis? How so?

Again, the basis of the course focuses on skill development. However, creative work / films are presented to illustrate concepts and approaches. Animation, in its many forms of expression and dissemination, is able to visually articulate and communicate concepts in distinct ways. Examples of work can be presented as inspirations for students' assignments. Furthermore, along with assigning skill-based directions, creative prompts can begin to reference conditions of the environment, nature, consumption, pollution, and other facets that refer to the climate crisis, including solutions-based perspectives.

Will this course replace an existing course?

Yes No

Name of course replaced by new course:

2DAN 210 and 2DAN 211

Is this course required for Graduation?

Yes No

If required, in which program will this course be a required component?

Degree: **BACHELOR OF MEDIA ARTS**

Major: **2D + EXPERIMENTAL ANIMATION MAJOR**

Is this course an elective?

Yes No

Is registration priority given to Majors?

Yes No

Is this course repeatable for credit?

Yes No

Could this course be credited through PLA?

Yes No

This course will be offered:

From time to time as required

Regularly Fall Spring

Online

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Martin Rose

DATE: 3/31/2026

ASSISTANT DEAN: Adriana Jaroszewicz

DATE: 4/7/2026

DEAN: Celeste Martin

DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter>

DATE: <select>

DEAN: <Click to enter>

DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 2D & Experimental Animation

DATE: 3/30/2026

CONSULTATION WITH TECHNICAL SERVICES: <enter>

DATE: <select>

CPR: Passed

DATE: 4/22/2026

SENATE: <office use only>

DATE: <select>



NEW COURSE PROPOSAL

NAME OF COURSE: Animation Core Studio

COURSE MNEMONIC: 2DAN 3XX (requesting 300)

NUMBER OF CREDITS: 6

PREREQUISITE: 2DAN 210

STUDIO ACADEMIC

SPACE REQUIRED: SEMINAR LECTURE LAB

EFFECTIVE DATE: <Click to enter semester>

Proposed Course Description:

Through lectures, workshops, assignments and in-class presentations, students develop and apply an advanced understanding of narrative construction (fiction, non-fiction), using a variety of strategies: writing, sequential drawing, storyboarding, sound and material exploration, analyzing themes and narrative structures (traditional and non-traditional story narrative structures), and developing a personal visual language. Students work with both digital-based software and material-based techniques (drawn animation, under-the-camera methods like collage, cutout, and paint-on-glass, puppets, etc.). A particular emphasis is placed on exploring narrative concepts in animation through self-expression, identifying creative influences, co-creation, critique and individual reflection on animation practice, as well as contemporary social/cultural/ecological interests and contexts.

Purpose of the Course:

The course exposes students to different narrative development techniques, leads them to practice using different written, visual and sound strategies, in order to develop one or more complex narrative and animation concepts for animated forms such as short film, installation, interactive animation, etc.

Learning Objectives (5-10):

This course will support students to:

- Explore and experiment with narrative and structural approaches to develop self-expression, and ways to convey ideas.
- Deepen their understanding of shot types, camera angles, camera movements, and how their use contributes to narrative construction.
- Explore and experiment with various animation techniques (digital and/or material-based) to express oneself and convey narrative ideas.
- Generate and develop narrative concepts effectively through creative sound exploration applied to narrative in animation.
- Consider experimentations with animation as a form of narrative investigation and personal expression.
- Develop and articulate a personal and conscientious reflection and practice regarding the possibilities offered by animation media through conceptual writing, structure and exploration.
- Develop and pitch a narrative idea using a logline, synopsis, visual treatment (character design/background design/set design/animation tests/experimenting with materials/storyboard) and sound treatment.
- Refer and present your own creative explorations and choices, artistic influences, and animation training to develop narrative concepts and experiments with the animation media.
- Maintain and present a log of ideas, research, and production notes.

- Receive feedback from ~~your~~ peers and instructor, reflect critically on them, review your investigations and make important conceptual decisions accordingly.

Student Learning Outcomes:

By the end of this course, students will be able to:

- Discuss the relationship between shot types, camera movements, and camera angles to narrative.
- Demonstrate cinematic principles and terminology for filmic cinematography and editing.
- Create narratives following different kinds of story-structure, from a creative and critically aware perspective, through writing and visual development.
- Use personal experiences to enhance the emotional content of stories.
- Develop visual imagery (storyboard) that illustrates text (script), along with animation tests.
- Experiment with different visual and sound material, animation techniques, and identify the ones that will convey their project's ideas.

Develop and pitch a project story. Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course contributes to decolonizing the curriculum by 1) exposing students to unconventional and culturally non-Western narrative structures, 2) exposing students to creative approaches and projects related to decolonizing topics, 3) supporting students to build on and share a critical reflection on social, cultural and ecological contemporary concerns they may have, and 4) supporting students to develop a personal perspective on the possibilities offered by animation media to address these concerns through alternative ideas.

Does this course address the climate crisis? How so?

This course contributes to addressing the climate crisis through the curriculum by 1) exposing students to creative approaches and projects related to the climate crisis, 2) supporting students to build on and share a critical reflection on ecological contemporary concerns, and 3) supporting students to develop a personal perspective on the possibilities offered by animation media to address these concerns through alternative ideas.

Will this course replace an existing course?

Yes No

Name of course replaced by new course:

<Click to enter if applicable>

Is this course required for Graduation?

Yes No

If required, in which program will this course be a required component?

Degree: Bachelor of Media Arts

Major: 2D/Experimental Animation

Is this course an elective?

Yes No

Is registration priority given to Majors?

Yes No

Is this course repeatable for credit?

Yes No

Could this course be credited through PLA?

Yes No

This course will be offered:

From time to time as required

Regularly Fall Spring

Online

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Éléonore Goldberg

DATE: 4/7/2026

ASSISTANT DEAN: Adriana Jaroszewicz DATE: 4/7/2026

DEAN: Celeste Martin DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter> DATE: <select>

DEAN: <Click to enter> DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: 2D + Experimental Animation DATE: 4/7/2026

CONSULTATION WITH TECHNICAL SERVICES: ANIM Technicians DATE: 4/7/2026

CPR: Passed DATE: 4/22/2026

SENATE: <office use only> DATE: <select>

COVER SHEET FOR PROGRAM REQUIREMENT WORKSHEETS

NAME OF PROGRAMS: 2D + Experimental Animation

EFFECTIVE DATE: Fall 2026.

Please attach current and proposed program requirement worksheet(s) with changes highlighted.

Rationale:

2DAN is responding to program review's action plan, specifically recommendations 5 and 6:

- Recommendation 5: **Review curricular structure and flow**, articulate Animation pathways and increase the number of elective options to support greater curricular breadth.
- Recommendation 6: Continue to support integration on EDI perspectives in the Animation curriculum, operations, and faculty representation.

Second year changes

We are merging two previous required courses in each Fall and Spring:

- Fall: 2DAN 200 and 2DAN 201 are merging into one 6 credit 2DAN 2XX animation core studio.
- Spring: 2DAN 210 and 2DAN 211 are merging into one 6 credit 2DAN 2XX animation core studio.

By merging existing courses into animation core studios, we are focusing on curriculum continuity guided by a single instructor while exploring in greater depth topics of relevance to animation and the impacts of animation and the choices creators make.

Third year changes

ANIM 300 (3) will be replaced by 2DAN 3XX (request 300) (6) I Fall semester

- 2DAN 3XX (300) will cover a greater breadth of topics such as different narrative development techniques using different written, visual and sound strategies, to develop one or more complex narrative and animation concepts for animated forms paving the way for student engagement for experimentation and concept exploration for their third-year films.
- This change removes an open studio elective in Fall semester of third year

Notes: We are updating 6 credit course content and titles to Animation Core Studio in second, third and fourth year.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Adriana Jaroszewicz

DATE: April 7 2026

ASSISTANT DEAN: Adriana Jaroszewicz

DATE: April 7 2026

DEAN: Celeste Martin

DATE:

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter>

DATE: <select>

DEAN: <Click to enter>

DATE: <select>

Motion from Curriculum Areas to be attached before submission to CPR.

Committee consideration of this proposal:

CURRICULUM AREA: 2D + Experimental Animation

DATE: April 7, 2026

CONSULTATION WITH TECHNICAL SERVICES: <enter>

DATE: <select>

CPR: Passed

DATE: April 22, 2026

SENATE: <office use only>

DATE: <select>



PROGRAM REQUIREMENT WORKSHEET

BACHELOR OF MEDIA ARTS: 2D + EXPERIMENTAL ANIMATION MAJOR, 120 CREDITS Students beginning first year in 2025

- Currently enrolled students should consult their Program Evaluation through myEC for the most up-to-date information.
- Course Load: Maximum of 12 credits of studio courses per semester. Maximum of 18 credits overall per semester.
- If a course is indicated in a specific semester it may not be offered in another semester. i.e. MHIS 205 is only offered in Fall, MHIS 206 is only offered in Spring.
- Courses are either 3 or 6 credits as indicated by the bracketed number after the course.

FOUNDATION – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
HUMN 100 Academic Core I (6) FNDD 108 Creative Processes (3) FNDD 165 Core Interdisciplinary Studio (6)	HUMN 101 Academic Core II (6) Foundation Studio Elective (3) FNDD 185 Core Studio in Animation (6)*
Foundation deficiencies must be made up by the beginning of year 3.	
SECOND YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
2DAN 205 Intro Drawing for Animation (3) 2DAN 200 Animation I (3) 2DAN 201 2D Animation I (3) MHIS 205 Film + Media Aesthetics (3) Critical Studies Elective 200 level (3)	ANIM 215 Storyboarding (3) 2DAN 210 Animation II (3) 2DAN 211 2D Animation II (3) MHIS 206 Film + Media Culture (3) Open Elective 200 level (3)
THIRD YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
ANIM 300 Story + Structure for Animation (3) 2DAN 303 Character Animation I (3) MHIS 327 Studies in Animation History (3) Open Studio Elective (3)* Open Studio Elective (3)*	2DAN 310 Creative Development Animation Production (6) PROF 311 Professional Practices (3) Open Studio Elective or Critical Studies 200/300/400 level (3) Open Studio Elective (3)*
FOURTH YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
2DAN 400 Senior Animation Production I (6) Critical Studies Elective 300/400 level (3) Choose 6 credits from: Open Studio Elective (3)* Open Studio Elective (3)* Critical Studies Elective 200/300/400 level (3) Critical Studies Elective 200/300/400 level (3)	2DAN 410 Senior Animation Production II (6) Critical Studies Elective 300/400 level (3) Choose 6 credits from: Open Studio Elective (3)* Open Studio Elective (3)* Critical Studies Elective 200/300/400 level (3) Critical Studies Elective 200/300/400 level (3)

*For Bachelor of Media Arts Degree: FNDD 160 Core Media Studio I (6) may be recognized as equivalent to FNDD 185 Core Studio in Animation (6) *Students may take Co-op or Internship in years 3 and 4, to a maximum of 9 credits.

*Critical Studies subject areas include: AHIS, DEST, DHIS, ENGL, HUMN, MHIS, PROF, SCIE, SOCS

*Studio subject areas include: 2DAN, 3DAN, ANIM, CCID, CGIA, COMD, CRAM, DESN, DEST, DRWG, FMSA, FNDD, FRMS, ILLUS, INDD, INTD, MDIA, NMSA, PERF, PHOT, PNTG, PRAX, PRNT, SCLP, SOUN, VAST, WRTG



PROGRAM REQUIREMENT WORKSHEET

BACHELOR OF MEDIA ARTS: 2D + EXPERIMENTAL ANIMATION MAJOR, 120 CREDITS Students beginning first year in 2026

- Currently enrolled students should consult their Program Evaluation through myEC for the most up-to-date information.
- Course Load: Maximum of 12 credits of studio courses per semester. Maximum of 18 credits overall per semester.
- If a course is indicated in a specific semester it may not be offered in another semester. i.e. MHIS 205 is only offered in Fall, MHIS 206 is only offered in Spring.
- Courses are either 3 or 6 credits as indicated by the bracketed number after the course.

FOUNDATION – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
HUMN 100 Academic Core I (6) FNNDT 108 Creative Processes (3) or FNNDT 115 Indigenous Presence (3) FNNDT 165 Core Interdisciplinary Studio (6)	HUMN 101 Academic Core II (6) Foundation Studio Elective (3) FNNDT 185 Core Studio in Animation (6)*
Foundation deficiencies must be made up by the beginning of year 3.	
SECOND YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
2DAN 205 Intro Drawing for Animation (3) 2DAN 2XX Animation Core Studio (6) 2DAN 201 2D Animation I (3) MHIS 205 Film + Media Aesthetics (3) Critical Studies Elective 200 level (3)	ANIM 215 Storyboarding (3) 2DAN 2XX Animation Core Studio (6) 2DAN 211 2D Animation II (3) MHIS 206 Film + Media Culture (3) Open Elective 200 level (3)
THIRD YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
ANIM 300 Story + Structure for Animation (3) 2DAN 3XX (request 300) Animation Core Studio (6) 2DAN 303 Character Animation I (3) MHIS 327 Studies in Animation History (3) Open Studio Elective (3)* Open Studio Elective (3)*	2DAN 310 Animation Core Studio(6) PROF 311 Professional Practices (3) Open Studio Elective or Critical Studies 200/300/400 level (3) Open Studio Elective (3)*
FOURTH YEAR – 30 CREDITS	
FALL – 15 CREDITS	SPRING – 15 CREDITS
2DAN 400 Animation Core Studio(6) Critical Studies Elective 300/400 level (3) Choose 6 credits from: Open Studio Elective (3)* Open Studio Elective (3)* Critical Studies Elective 200/300/400 level (3) Critical Studies Elective 200/300/400 level (3)	2DAN 410 Animation Core Studio (6) Critical Studies Elective 300/400 level (3) Choose 6 credits from: Open Studio Elective (3)* Open Studio Elective (3)* Critical Studies Elective 200/300/400 level (3) Critical Studies Elective 200/300/400 level (3)

*For Bachelor of Media Arts Degree: FNNDT 160 Core Media Studio I (6) may be recognized as equivalent to FNNDT 185 Core Studio in Animation (6) *Students may take Co-op or Internship in years 3 and 4, to a maximum of 9 credits.

*Critical Studies subject areas include: AHIS, DEST, DHIS, ENGL, HUMN, MHIS, PROF, SCIE, SOCS

*Studio subject areas include: 2DAN, 3DAN, ANIM, CCID, CGIA, COMD, CRAM, DESN, DEST, DRWG, FMSA, FNNDT, FRMS, ILUS, INDD, INTD, MDIA, NMSA, PERF, PHOT, PNTG, PRAX, PRNT, SCLP, SOUN, VAST, WRTG



COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Senior Studio Interdisciplinary	COURSE MNEMONIC: VAST 410
NUMBER OF CREDITS: 6	PREREQUISITE: VAST 400 or ILUS 400 or NMSA 400 or VAST 420 or PHOT-400 - Must be completed prior to taking this course.
<input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC	REPEATABLE FOR CREDIT: YES

Changes to the current course info – changes only:

NAME OF COURSE: <Leave blank if no changes>	COURSE NUMBER: <Leave blank if no changes>
COURSE MNEMONIC: <Leave blank if no changes>	PREREQUISITE: <Leave blank if no changes>
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: <Yes or No>
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: No

Current Course Description:

This course provides students with the opportunity to propose and develop a self-directed body of work. Sections are often offered in a team-taught model with an interdisciplinary focus. Through artistic production, research, discussions, writing and critique, students are expected to increase their understanding of the content and context of their process and production as well as their knowledge of contemporary art. Students meet regularly for group meetings as well as in one-to-one tutorials with their instructor(s). Critiques and discussions complement studio production where considerable independent time and maturity is expected.

Proposed Course Description:

<Leave blank if no changes>

Learning Objectives:Studio practice

Create a robust, self-directed body of artwork.

Develop a practice of resourcefulness and problem solving through the refinement of ideas and material processes

Demonstrate a thorough investigation of formal and technical approaches relating to one's research interests.

Research and Critical Inquiry

Understand the context and relationships of one's artworks to historical and contemporary discourse

Develop a research methodology that utilizes conceptual investigation, critical writing, and technical exploration.

Establish critical awareness and ability to position their own work and that of others in a larger social/artistic/cultural context (such as the climate crisis, decolonization, and the ethics of representation.)

Discourse and Professional Development

Evaluate and assess the quality of one's own work and that of others.

Further develop and refine skills in professional practice including writing, presenting, and the installation of artworks.

Proposed Learning Objectives (5-10)

<Leave blank if no changes>

Reason:

The shift from repeatable for credit to not repeatable for credit is intended to address increasing demand for studio space. Some students have been enrolling in the course multiple times in order to maintain access to studio facilities. At present, we are facing significant pressure on available studio space, and our priority is to ensure that students are able to access this required course at least once as part of their program. Maintaining the course as repeatable for credit places considerable strain on our ability to accommodate all students who need access.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

Efforts will be made to diversify contemporary and historical precedence, de-centralize in class structures, and create a safe and inclusive environment for all.

Does this course address the climate crisis? How so?

Students will be instructed on working with materials in a mindful and respectful manner, with an emphasis on minimizing environmental impact.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Julie York DATE: 4/1/2026

ASSISTANT DEAN: Ingrid Koenig DATE: 4/1/2026

DEAN: Amory Abbott DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter> DATE: <select>

DEAN: <Click to enter> DATE: <select>

Committee Consideration of the Proposal:

CURRICULUM AREA: < Click to enter> DATE: <select>

CPR: Passed DATE: 4/22/2026

SENATE: <office use only> DATE: <select>



Senate Committee Report Form

Committee:	Academic Planning + Priorities (APP)
Meeting Date:	April 22, 2026
Presenter(s):	Jacqueline Turner

Chair's Summary

1) Student Academic Accommodation Policy

The Committee received an overview from C. Seney-Coletta, Senior Director, Student Engagement, Retention + Success, on the proposed **Student Academic Accommodation Policy**. C. Seney-Coletta provided examples of how the guides and procedures work. The policy introduces clearer expectations for the implementation of accommodations. The policy is for students with disabilities, and it has implications for many departments. Consultations were held with student focus groups and Faculties. A legal review was performed as well as a review and comparison of policies at other institutions, and a look at the responsibilities we have with the Ministry. The language is being reviewed, and revisions will happen over the summer.

The Committee will be prompted to vote for approval via email. [Secretary's Note – The Committee had initially intended to proceed with an email vote; however, subsequent to the APP meeting, it was agreed that the policy would not proceed to an email vote at this time and will go forward in the next Senate. The summer period will provide an opportunity to test and refine procedures and implementation approaches for accommodated students ahead of formal adoption.]

2) Revisions to Policy 4.16 (For Information)

K. Verkerk asked the Committee to look at both drafts, Policy 4.16 and Policy 4.1X, and insert any comments directly into the drafts. K. Verkerk will visit each Faculty in August for consultation. The drafts will be brought back to APP for further discussion and approval.

3) Admission Policy (For Discussion)

The Committee received a presentation from K. Verkerk outlining the rationale for developing a formal admission policy. At present, the University does not have a Senate-approved admission policy. While admission practices and standards are in place, they are not comprehensively documented in a way that clearly articulates operational processes. As a result, information is dispersed across multiple sources, with some inconsistencies, and there is currently no unified policy framework to guide and support institutional practice.

The policy is intended to:

- Clarify authority and delineate roles and responsibilities
- Establish admission categories (e.g., high school admission, unclassified, etc.)
- Provide guiding principles for portfolio assessment, academic thresholds, transfer, and advanced standing
- Promote consistency in admission practices
- Enhance operational clarity
- Support equity and fairness in decision-making
- Ensure decisions are transparent and defensible
- Align admission practices with the University's academic mission

Faculty expertise in admissions decisions will not be removed, and program-specific requirements will not be eliminated. Current detailed procedures will be incorporated. The policy is for credit programs only. Consultations will be held across all units.

4) Senate Budget Committee (For Information)

N. Himer presented to the Committee on a possible restructuring of the Senate Budget Committee. She advised that the Senate Governance Committee is considering the option of having budget and financial related engagement combined with APP rather than maintain two separate committees. APP would have a slightly broader scope; this approach aims to ensure that academic priorities and financial considerations and sustainability receive focused consideration. It was noted there are examples of other institutions that have moved to/are moving to this model as a way to better support and connect conversations on academic and fiscal planning. It was clarified: i) that Financial orientation would continue to be provided to all Senators and to APP members; ii) that APP meetings might need to be extended; iii) the VP Finance wouldn't attend every APP meeting; iv) the proposed budget will still be presented to the Senate before it is presented to the Board of Governors. On balance, the goals would not be less time devoted to the budget, but rather more opportunity for discussions at a Committee level to join conversations on academic and fiscal planning.

Signature: Jacqueline Turner

Date: May 5, 2026



Senate Briefing Note

Presenter(s):	Cory Seney-Coletta, Senior Director, Student Engagement, Retention + Success
Guest(s):	Alla Guo, Student Accommodation Advisor

Subject: Academic Accommodations for Students with Disabilities Policy and Procedures – DRAFT

Recommendation:	<input type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input checked="" type="checkbox"/> For Information
------------------------	--

Purpose:

Over the past academic year, Student Services has led the development of a proposed Academic Accommodations for Students with Disabilities Policy and Procedures framework.

The University does not currently have a formal policy or procedures governing academic accommodations for students with disabilities. The proposed framework is intended to establish a clear, student-centred, and legally grounded approach to accommodation, while clarifying institutional roles, responsibilities, and processes.

The proposed framework has undergone extensive consultation, legal review and was recently presented to the Academic Planning + Priorities Committee.

The purpose of this briefing note is to provide a high-level overview of the proposed Academic Accommodations for Students with Disabilities Policy and Procedures and a short presentation will be given at the May Senate meeting.

Rationale:

The new policy and procedures establishes how Emily Carr University (ECU) ensures equitable access to academic learning for students with disabilities, while protecting academic standards and integrity.

For faculty and instructional staff, this policy introduces clearer expectations for the implementation of accommodations, including engagement with Accommodation Notices and the articulation and application of essential academic requirements within courses and programs.

By adopting this policy, we set out:

- Our legal and institutional commitments
- Clear roles and responsibilities
- A consistent framework for accommodation decision-making
- Expectations across all learning environments (including studios and shops)

As noted, this is ECU's first formal Academic Accommodations for Students with Disabilities Policy and aligns the institution with the *BC Human Rights Code* and the *Accessible British Columbia Act*.

This policy responds to legal and legislative requirements, the nuanced complexity in academic delivery at ECU, particularly in studio, shop, and practice-based learning, and the need for:

- Clear, defensible decision-making
- Consistent understanding across programs, staff, and faculty
- Defined expectations across roles
- Protection of both student rights and academic integrity

This work comes at a time of increasing legal expectations and growing complexity in academic delivery, particularly within studio, shop, and practice-based learning environments.

Analysis and discussion:

While much of the work of Student Accessibility Services and the creation of inclusive, accessible learning environments has long been established at ECU, the absence of a formal policy and documented procedures has led to a lack of clarity and consistency. This work formalizes existing practices while also introducing key refinements and future-oriented improvements shaped through consultation and feedback. While many practices are already in place, this policy introduces key structural changes to improve clarity, consistency, and accountability across the institution.

Consultation:

This policy has been developed through a multi-phase process grounded in research, consultation, and institutional review to ensure it reflects the needs of Emily Carr University, including its distinctive studio and practice-based learning environment.

The development process:

- Engaged faculty, staff, and students throughout multiple phases
- Reflected ECU's unique academic context, including studios, shops, and experiential learning
- Incorporated sector best practices, legal guidance, and external expertise
- Created multiple opportunities and modalities for feedback, consultation, and refinement

The following activities were incorporated into the process and led by the Senior Director, Student Engagement, Retention + Success alongside the Student Accessibility Services team:

- Broad discovery and early engagement, including faculty visits, internal audits, and review of SAS practices
- Sector research and environmental scans across BC and Canadian institutions, including art and design schools
- Development of the policy framework, including key approaches (e.g., temporary, retroactive, WIL) and core values
- Drafting and circulation for targeted internal review across academic and service units
- Broad consultation and external review, including faculty, students, and sector experts
- Advancement through institutional governance, including Academic Planning + Priorities Committee

At the time of adoption, the policy is intended to:

- Ensure legal compliance
- Establish clear and consistent processes
- Protect academic standards and essential requirements
- Reduce institutional risk and ambiguity
- Uphold student dignity, access, and equitable participation

Without a formal policy, the University remains exposed to inconsistent decision-making, increased legal risk, and a lack of clarity in supporting both students and faculty.

Timeline of process to date

Timeline	Phase	Outcomes
September – October 2025	Discovery + early engagement	<ul style="list-style-type: none"> • Visited all Faculty meetings to gather insights on current practices and challenges • Reviewed Student Accessibility Services practices and procedures • Conducted an internal audit of case files and documentation systems
October 2025	Research + sector alignment	<ul style="list-style-type: none"> • Completed an environmental scan across BC and Canadian institutions (including art + design schools) • Reviewed Continuing Studies accommodation practices • Presented to Accessibility Committee (Oct 28)
November – December 2025	Framework development	<ul style="list-style-type: none"> • Documented approaches to temporary, retroactive, and WIL accommodations • Identified core values and equity commitments • Presented to Academic Planning + Priorities Committee (Nov 26) • Developed the initial policy structure
January 2026	Drafting + internal review	<ul style="list-style-type: none"> • Circulated draft to named stakeholders: Deans, Academic Affairs, Accessibility Committee, Library, ITS, Continuing Studies, Writing Centre, Teaching + Learning, ESCU
February – March 2026	Broad consultation + external review	<ul style="list-style-type: none"> • Engaged broadly with stakeholders via: <ul style="list-style-type: none"> - All Faculty meetings - Focus groups - Students registered with SAS - Continuing Studies • Conducted external reviews by two professionals in accessible learning services in postsecondary education, including one from an AICAD institution • Returned to Academic Planning + Priorities Committee • Legal review by disability rights lawyer who supports students and institutions
April – June 2026	Review process	<ul style="list-style-type: none"> • APP review • Senate information
2026 – 2027 cycle	Approval	<ul style="list-style-type: none"> • APP recommendation to Senate for approval • Senate • Board • Adoption

Resource requirements:

The work is already within the mandate and existing scope of Student Accessibility Services and the University's responsibilities under provincial accessibility and human rights obligations. Implementation will require continued staff time, coordination, education, and refinement of procedures; however, no significant new resource requirements are anticipated at this stage. Any future resource needs will be identified through implementation planning and brought forward through the appropriate institutional processes.

Next Steps

- The proposed policy and procedures have been presented to the Academic Planning + Priorities Committee for review and input.
- The final proposed policy and procedures will be brought to the Senate in the fall for endorsement and before being presented to the Board of Governors for final approval.



Senate Committee Report Form

Committee:	Appeals Committee Annual Report
Meeting Date:	Tribunal convened April 9 th , 2026, last committee meeting was February 5 th , 2026
Chair:	Kathryn Verkerk

Chair's Summary

Over the academic year, the Committee has continued its review of plain-language website materials intended to support students, staff, and faculty in navigating appeals processes and related policies at the university. These materials address processes including the Senate Appeals Tribunal, grade appeals, general appeals to the Tribunal, findings of academic and non-academic misconduct, and the required-to-withdraw and readmission process. It is anticipated that this content will be finalized over the summer and implemented in advance of the next academic year.

The April 2026 meeting was initially rescheduled and subsequently cancelled. In lieu of a meeting, Committee members were provided with documentation for review as part of the plain-language initiative.

Senate Appeals Tribunal

The Tribunal convened three times during the academic year. A total of 10 files were submitted to the Registrar for review, of which eight proceeded to the Tribunal. Of these, five appeals were sustained, two were denied, and one required additional information to be reviewed.

Of the appeals sustained, the majority involved applications for readmission following a required-to-withdraw period, with one case pertaining to a grade appeal.

Signature: Kathryn Verkerk

Date: 2026-05-05



Senate Committee Report Form

Committee:	Governance Committee
Meeting Date:	April 30, 2026
Presenter(s):	Celeste Martin

Chair's Summary:

1) Senate Budget Committee Review

The focus of the April meeting was on the Senate Budget Committee review and potential reforms. The Senate Office presented final recommended changes regarding the Senate Budget Committee and weighed three options i) maintain current state Senate Budget Committee of the whole; ii) constitute a smaller Senate Budget Committee; or, iii) combine Senate Budget Committee responsibilities/functions with Committee work on academic planning and priorities.

The Committee deliberated and discussed. In summary:

- There were questions regarding capacity to constitute and/or maintain a separate Senate Budget Committee, given that ECU is a relatively small institution, as compared to institutions with a larger senate body, a larger pool of potential members to engage in the work and where the budget/financial context is more complex or distributed.
- The Committee endorsed the recommendation to combine the functions of the Senate Budget Committee with the Academic Planning and Priorities Committee. The underlying goal of this approach is to reset and better unify consideration of academic planning and priorities with fiscal planning and considerations over time.
- Sector research had identified timely examples of budget discussions being integrated into academic planning and priorities committees. There could be significant synergies in locating ECU's budget-related discussions within the Academic Planning and Priorities Committee.

While there was support for moving to this model, important points were raised by Committee members, including the following:

- To continue with dedicated financial orientation for committee members and Senators
- To continue with efforts to evolve financial information/reports to the Senate, including if the work is integrated into another committee, such as APP
- To confirm that the Senate will still be presented with the proposed budget, before the budget is presented to the Board of Governors
- To confirm that, in the near term/first year or so there may be more time needed at APP meetings to phase in the new responsibilities; overtime a new cadence will be established.

Note: As the Committee endorsed the reforms, the recommendations are set out and presented in a separate briefing for the Senate's consideration at the May meeting.

2) Sabbaticals and Senate Membership (For Approval)

The Committee continued discussion of and considered a proposal regarding how to address the participation of Senators who are on sabbatical or education leave.

Again, it was noted that this proposal applies to sabbaticals and education leaves only. Other types of leave (e.g., medical or other protected leaves) will be brought forward for separate consideration.

In short, it was agreed that the Senate bylaws should be updated to reflect that if/when a Senator takes a sabbatical or education leave over the course of their Senate term, there needs to be a provision for how to administer their potential absence from Senate meetings.

The Committee endorsed the following to address the situation:

- Step 1: amend the bylaws to provide for the fact that there may be instances where a Senator takes a sabbatical or education leave;
- Step 2: establish guidelines whereby the Senate office can administer, and the Senate Chair can excuse absences from Senate meetings for a reasonable period or determine another way to address the leave as needed in the circumstances.

The Committee endorsed the bylaw amendments, subject to consideration by the Senate Executive Committee.

Note: The proposed amendments are being presented in a separate briefing for the Senate's consideration with a notice of motion.

3) Other Matters

The University Secretary and the Registrar (Secretary to Senate) also reported on a recent external review of SFU's Senate highlighting some key takeaways that the Senate office will reflect on as part of evolving ECU's practices.

Signature: Celeste Martin

Date: 2026-05-05



Senate Committee Report Form

Committee:	Financial Awards Committee
Meeting Date:	Thursday, April 23, 2026
Chair:	Kathryn Verkerk

Chair's Summary

The Committee reviewed its Terms of Reference, including benchmarking against comparator institutions, and identified significant gaps in mandate clarity, governance, and reporting. The current mandate is narrowly focused on award criteria, with no clear policy development role, adjudication authority, or distinction between governance and operational responsibilities, and lacks formal reporting mechanisms to Senate.

The Committee affirmed that its role should be oversight and policy-focused, not adjudicative. Key responsibilities include recommending policies and award criteria, ensuring alignment with donor and institutional priorities, and monitoring the effectiveness, accessibility, and equity of awards.

Significant concerns were raised regarding fragmentation and lack of transparency, including decentralized funding sources, inconsistent adjudication practices, and limited visibility into how awards are distributed. The need for improved coordination of data, reporting, and a centralized inventory of awards was emphasized. The Committee also highlighted the need for clearer guidance on adjudication processes, including defined roles, responsibilities, and safeguards against bias.

Next Steps

Next steps include clarifying the Committee's mandate and composition, establishing a centralized awards inventory, improving adjudication guidelines, strengthening data coordination and reporting, and enhancing communication to increase awareness and uptake of available funding. Updates to the TOR will occur over the next academic year.

Signature: Kathryn Verkerk

Date: 2026-05-05