AGENDA – OPEN SESSION

SENATE MEETING
Wednesday, November 4, 2026
9:30 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.*

I. OPENING PROCEDURES

1. Call to Order — T. Kelly, Chair

2. Adoption of the Agenda — Chair

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

3. Approval of Minutes — Chair

   IT IS HEREBY RESOLVED that Senate approve the September 23, 2026 Open Session meeting minutes, as circulated.
   — ***Attachment***: Draft Minutes of the Senate Open Session Meeting of September 23, 2026, p. 3 - 8

II. BUSINESS

1. Chair's Remarks + Report — T. Kelly

2. Vice President, Academic + Provost's Report — D. Achjadi

3. APPROVAL: Academic Planning + Priorities Committee Terms of Reference — N. Himer
   — ***Attachment*****:** Briefing Note and Revised Terms of Reference for APP, p. 9 - 13

   IT IS HEREBY RESOLVED that, on the recommendation of the Senate Governance Committee and the Academic Planning + Priorities Committee, Senate approve the revised terms of reference for the Academic Planning + Priorities Committee.

4. RATIFICATION: Recognition of Oxford ELLT Digital for Graduate Admissions — N. Himer/ J. Langlois/ K. Verkerk
   — ***Attachment*****:** Briefing Note: Recognition of Oxford ELLT Digital for Graduate Admissions, p. 14 - 16

   IT IS HEREBY RESOLVED that, on the recommendation of the Senate Executive Committee, Senate approve the Oxford ELLT Digital as an acceptable English language proficiency assessment for admission to

ECU graduate programs, subject to established minimum proficiency standards; and, that it be an approved assessment for an initial 18-month period.

5. APPROVAL: Senate Bylaw Amendments regarding sabbaticals + education leaves — N. Himer
   — ***Attachment***: Briefing Note and Bylaw Revisions, p. 17 - 37

   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.

   Secretary's Note: Briefing and notice of motion given at May, 2026 Senate meeting.

6. INFORMATION: Curriculum Planning and Review Committee — D. Achjadi
   — ***Attachment***: Curriculum Planning and Review Committee Report Form, p. 38 - 39

7. APPROVAL: Curriculum Planning and Review Committee — C. Martin
   — ***Attachments:*** p. 40-50:
   — Senate CPR Committee Recommendation Form
   — Course Change Proposal FMSA 323 Visual Effects + Compositing
   — Course Change Proposal FMSA 326 Creative Producing
   — Course Change Proposal INDD 213 Computer Aided Design I

   Faculty of Design + Dynamic Media – Course Change Proposals

   FMSA 323 Visual Effects + Compositing
   (changes to prerequisites, description, learning objectives, add learning outcomes)

   FMSA 326 Creative Producing
   (changes to prerequisites, description, repeatability, learning objectives, add learning outcomes)

   Faculty of Design + Dynamic Media – Course Change Proposal

   INDD 213 Computer Aided Design I
   (changes to description, learning objectives, and learning outcomes)

8. PRESENTATION: Enrolment Overview: Historical Context, Current Landscape and Future Projections — D. Achjadi, K. Verkerk/ C. Hug

9. PRESENTATION: Program Costing — D. Achjadi/ M. Douglas/ C. Hug

III. NEXT MEETING: Wednesday, December 9, 2026, 9:30 a.m. – 11:20 a.m.

IV. ADJOURNMENT — Chair

SENATE MINUTES (OPEN SESSION) (DRAFT)

Wednesday, September 23, 2026
9:30 a.m. – 10:30 a.m.
ECU Boardroom (D2315)

PRESENT:
Trish Kelly, Diyan Achjadi, Jacqueline Turner, Celeste Martin, Vanessa Kam, Kathryn Verkerk, Sara Osenton, Adriana Jaroszewicz, Haig Armen, Brendan Lee Satish Tang, Beth Howe, Joy Li, Pengmin Xu, Lin Cheng, Harsh Kaushik, Caylee Raber, Shawn Choi

RESOURCE PERSONNEL: Natasha Himer, Alexander Muir, Lauren Greatz (Temporary Senate Administrative Coordinator)

REGRETS: Carleen Thomas, Alex Phillips, Danielle Zandvliet, Mark Johnsen, Justin Langlois

GUESTS: Mark Douglas

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.

I. OPENING PROCEDURES

1. Call to Order - T. Kelly, Chair, called the meeting to order at 10:39am

The Chair welcomed everyone, confirmed quorum and provided a territorial acknowledgement.

2. Adoption of the Agenda

The Chair noted that the Executive Committee reviewed and approved the agenda.

No questions were raised.

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

3. Approval of Minutes

No questions were raised.

IT IS HEREBY RESOLVED that Senate approve the May 13, 2026 Open session meeting minutes, as circulated.

CARRIED UNANIMOUSLY

II. BUSINESS

1. Chair's Remarks + Report

T. Kelly, Chair, began by welcoming everyone to another academic year.

The Chair reflected on the good work undertaken at the Senate last year and that important work will continue into this year.

The Chair acknowledged and welcomed new Senators, including:

- 4 new student Senators: L. Cheng, H. Kaushik, J. Li and P Xu
- 1 new staff Senator: D. Zandvliet

The Chair noted that faculty member H. Day Fraser has stepped down from her position on Senate, and thanked Senator Day Fraser for her contributions to the Senate and as a member of the Senate Executive Committee. The Chair advised that there is currently an election process underway to fill this vacancy.

The Chair reported on the following:

- ECU Centennial: Highlights from the past year and a preview of upcoming fall events including the Audain speaker series and an Alumni and Community event in November at the Vancouver Art Gallery.

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- That the Centennial campaign has won industry awards. And the Chair encouraged Senators to review ECU 100 stories for 100 years.

Sector Review: The sector review conducted by D. Avison, has been submitted. However, as an election has been called, the release of the report or any response from the Ministry/Government will certainly be delayed.

The Chair encouraged Senators to visit the Libby Leshgold Gallery, and remarked on the work of ECU Alumnus Lawrence Paul and the History Painting exhibition.

The Chair reported on and congratulated M. Douglas, who has been officially appointed Vice President of Finance and Administration.

The ECU Board will hold its first meeting tomorrow.

Lastly, the Chair noted they will continue to be engaged in advocacy work including at the federal level – the AUD4- a coalition of Canada's four dedicated art and design universities - will all be coming together in October in Ottawa.

2. Vice President, Academic + Provost's Report

The Chair turned to D. Achjadi, Vice President, Academic + Provost to provide their report. D. Achjadi reported on activity and work that went on over the summer and into the fall, including:

- Pathways: Work underway to expand pathways into ECU and build upon how students find out about practice-based learning, and how they apply to ECU. Exploring how we tell our story and identifying or building specific programs that support youth.

  Examples include:

    - Youth Program with Squamish Nation: A pilot youth program with the Squamish Nation, where we hosted 5-15 students, with 8 different workshops, that took place both in the Squamish Nation and on campus at ECU. Noted this is an important process in students seeing themselves belonging in this space.

    - Headstart Program: There is the Headstart program, which is BC Government funded, where students can get dual credits, 3 towards their high school diploma, and 3 towards a university degree. There are 3 school districts involved this year, and we are hosting the initial two 2 cohorts on campus. Previously this had taken place at a high school in the evenings in Surrey or Coquitlam and without the dual credit funding. Bringing students to campus is important so that they can see themselves here in the future. The dual-credit funding means that the program can now be offered for free to the students and expands access.

- Working with Chief Janice George and Buddy Joseph who are teaching a class on Salish weaving. We are working towards making it a permanent class and to make it onto the regular curriculum. There has been a lot of learning on how to work with Host Nations and elders, and how to do this in a good way. There are different protocols that need to be identified, and different ways that courses need to be supported – this has been a big learning experience. For example, Chief Janice George wanted to ensure that there are always spots reserved for Squamish students from community, in order to continue to build access to this knowledge.

- Policy: There is work underway to develop and update academic and student related polices.

- There will be presentations for Senate later in the fall on Strategic Enrolment Management and on program costing.

- Work is underway on the development of an Academic plan process - hoping to share by the Spring.

- AICAD VP Academics meeting in October – Topics of discussion with other members of the Association of Independent Colleges of Art and Design have included AI, work integrated learning and experiential learning, impact of current economic and global conditions, and program costing. These meetings provide helpful context for what is happening in art and design education across North America.

In response to a question on the status of the search for the Dean of Art. D. Achjadi indicated that the process is ongoing and will provide an update when appropriate.

3. Election for Vice Chair of Senate

The Chair turned to N. Himer, University Secretary and K. Verkerk, Registrar.

N. Himer noted that every September, the Senate conducts the election for the Vice- Chair role. The responsibilities of the position include stepping in to chair Senate meetings in the absence of the Chair, and serving on the Senate Executive Committee. The role is for a one-year term.

K. Verkerk called for nominations for Vice-Chair of Senate

J. Turner nominated D. Achjadi, who accepted the nomination.
K. Verkerk called for nominations a second time
K. Verkerk called for nominations a third time

With no other nominations, D. Achjadi was acclaimed.

IT IS HEREBY RESOLVED that Senate appoint D. Achjadi as the Vice Chair of Senate for a one-year term beginning at the September 2026 Senate meeting and ending at the September 2027 Senate meeting.

CARRIED UNANIMOUSLY

4. Appointments to Senate Committees

The Chair turned to K. Verkerk, Registrar.

K. Verkerk noted that there are four outstanding vacancies on the following Senate Committees:

- Executive Committee: 1 faculty member from Senate
- Governance Committee: 1 Administrator from Senate
- CPR: 1 Senate member
- Appeals Committee: 1 Dean appointed by Senate

<u>Executive Committee</u>
K. Verkerk issued a first call for nominations for Faculty representative to Executive Committee
B. Tang self nominated
K. Verkerk issued a second call for nominations
K. Verkerk issued a third call for nominations

B. Tang was acclaimed.

IT IS HEREBY RESOLVED that Senate appoint Brendan Tang as the Faculty representative to the Executive Committee.

CARRIED UNANIMOUSLY

<u>Governance Committee:</u>
K. Verkerk issued a first call for nominations for administrative representative to Governance Committee
V. Kam self nominated
K. Verkerk issued a second call for nominations
K. Verkerk issued a third call for nominations

V. Kam was acclaimed.

IT IS HEREBY RESOLVED that Senate appoint Vanessa Kam as the Administrative representative to the Governance Committee.

CARRIED UNANIMOUSLY

Curriculum Planning + Priorities Committee:
K. Verkerk issued a first call for nominations for any Senate member representative to CPR
L. Cheng self nominated
K. Verkerk issued a second call for nominations
K. Verkerk issued a third call for nominations

L. Cheng was acclaimed.

IT IS HEREBY RESOLVED that Senate appoint Lin Cheng as the Administrative representative to the Curriculum Planning and Priorities Committee.

CARRIED UNANIMOUSLY

Appeals Committee:
K. Verkerk issued a first call for nominations for a Dean representative to the Appeals Committee
C. Martin self nominated
K. Verkerk issued a second call for nominations
K. Verkerk issued a third call for nominations

C. Martin was acclaimed.

IT IS HEREBY RESOLVED that Senate appoint Celeste Martin as the Dean representative to the Appeals Committee.

CARRIED UNANIMOUSLY

5. APPROVAL: Senate Executive Committee Terms of Reference

The Chair invited N. Himer to speak on the updated Terms of Reference (TORs) for the Senate Executive Committee.

N. Himer explained that last year the Senate approved that the nominations functions be taken on by the Senate Executive Committee. The TORs for the Senate Executive Committee needed to be updated to reflect the change. The proposed changes outlined in the materials were reviewed and endorsed by the Senate Executive Committee. The changes include:

- To incorporate nominations responsibilities.
- To make two housekeeping changes on the points of contact and the resource personnel.

The changes were redlined and track changes were shown in the document included in the materials for the Senate meeting.

No questions were raised.

IT IS HEREBY RESOLVED that Senate approve the revised terms of reference for the Senate Executive Committee, as presented.

CARRIED UNANIMOUSLY

6. UPDATE: Academic Planning + Priorities Committee Terms of Reference

N. Himer noted that last year the Senate approved the integration of the Budget Committee into the APP Committee.

N. Himer provided an update that work is underway on updating the Terms of Reference for APP and the item will be brought back to the Senate later this fall.

III. **OTHER BUSINESS**: None

IV. **NEXT MEETING:** Wednesday, November 4, 2026, 9:30 a.m. – 11:20 a.m.

V. **ADJOURNMENT**

The Open session adjourned at 11:20 a.m.

Senate Committee Recommendation Form

Committee:	Senate Governance Committee
Meeting Date:	November 4, 2026
Presenter(s):	N. Himer, University Secretary

Subject: Updated Terms of Reference for the Academic Planning + Priorities Committee to incorporate Budget Committee functions

Recommendation:	**☒ Motion to approve / ☐ Discussion / ☐ For Information**

Resolution:	**IT IS HEREBY RESOLVED that, on the recommendation of the Senate Governance Committee and the Academic Planning + Priorities Committee, Senate approve the revised terms of reference for the Academic Planning + Priorities Committee.**

BACKGROUND

In May 2026, the Senate received a special briefing on proposed changes to the Senate Budget Committee. Proposed reforms to the Senate Budget Committee had been a focus of review for +1 year and was reported on via the Governance Committee throughout the year.

The Senate endorsed the recommendations of the Governance Committee and approved to combine the Senate Budget Committee functions and responsibilities with the Academic Planning + Priorities Committee, integrating discussions and consideration of academic and fiscal planning. The Academic Planning + Priorities Committee had also endorsed the recommendation to combine the functions of the Senate Budget Committee with the Academic Planning + Priorities Committee.

As part of implementing the change, it is necessary to update the terms of reference (TORs) for the Academic Planning and Priorities Committee (APP). Attached for the Senate's approval are updated TORs for APP. The changes include:

- To update the committee's responsibilities in respect of academic planning and priorities
- To incorporate budget/financial responsibilities, which are primarily advisory
- To incorporate necessary housekeeping updates

The University Secretary will walk through the proposed changes at the Senate meeting.

ATTACHMENTS

- Revised Terms of Reference for Academic Planning + Priorities Committee

Senate Academic Planning +Priorities Committee – Terms of Reference

Approved by the Senate January 2009, September 2010, May 2014, April 2021
Reviewed: April 2018
Reviewed: September 2026

Mandate / Purpose:

The Committee is a standing Committee of the Senate.

The Committee reports to the Senate, and has the authority to make recommendations to the Senate.

The Committee's overall purpose is to advise on academic planning and priorities and related budget implications, as well as on academic policies.

Responsibilities:

i. Academic Planning and Priorities:

- Advise Senate and the Administration on overall academic priorities of the University, including to advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of [academic] programs.
- Review and advise on program suspension and discontinuance.
- Review and advise on the establishment of new program proposals.
- Review and advise on enrolment management strategies and plans.

ii. Academic/Educational Policies:

- The Committee shall arrange for the following to be completed by the appropriate areas/Faculties/departments and brought back to the Committee for review and recommendation to Senate:

  35.2 (5)(b) ...criteria for awarding certificates, diplomas and degrees, including honorary degrees
  35.2 (5)(d) ... qualifications for admission

Commented [NH1]: See additions on planning and priorities to reflect what is already understood as role for APP but wasn't clearly set out in the TORs.

Commented [NH2]: This is content from the current TOR. In future this section could be refined so that the responsibilities are in plain language and the relevant University Act provisions are referenced but not excerpted.

The criteria and qualifications shall be reviewed on an annual, or on an as needed basis, as determined by the appropriate University area/Faculty/department to ensure relevance and currency.

The Committee shall prepare, review and recommend to Senate:

35.2 (5)(e) Policies regarding examinations and evaluation of student performance
35.2 (5)(f) residency requirements for awarding credentials for courses and programs
35.2 (5)(g) Policies regarding student withdrawal from courses, programs or the University
35.2 (5)(h) criteria for academic standing, academic standards and the grading system
35.2 (5)(i) criteria for awards recognizing academic excellence

- The Committee shall develop, review and advise the Board; and develop, review and advise the Senate on the following. The Committee shall receive advice from the Board on the preparation, review and recommendations from the Board on the following:

35.2 (6)(b) Educational policies concerning the establishment, revision or discontinuance of courses and programs
35.2 (6)(c)(i) + (ii) Educational policies regarding the preparation and presentation of reports after the implementation, without prior review of the Senate, of new non credit programs or programs offered under service contract
35.2 (6)(f) Educational policies regarding the evaluation of programs and educational services
35.2 (6)(g) Educational policies regarding the library and resource centres
35.2 (6)(h) Educational policies regarding the setting of the academic schedule
35.2 (6)(i) Educational policies regarding qualifications for faculty members
35.2 (6)(k) Educational policies regarding the terms for affiliation with other post-secondary bodies
35.2 (6)(l) Educational policies concerning the consultation with community and program advisory groups
35.2 (6)(m) Educational policies on other matters specified by the Board and referred to the Committee by the Senate
47.1 (d) Policies on research and research ethics as determined by the Board and Senate

Educational policies on the criteria for qualifying for Sabbatical and Educational Leave.

iii. Budget and Financial:

- ~~Advise the Senate on the budgetary implications of matters within the jurisdiction of Senate, including the costs of developing, implementing, and delivering new educational, research or other programs.~~

Commented [NH3]: Adding in existing responsibilities from Senate Budget Committee's TORs and a few new ones.

- ~~Advise the Senate and Administration on the university's annual budget.~~

- Advise and make recommendations to the Senate and the Administration on the university's annual budget, as it relates to the academic project, and in particular, advise on the budgetary implications of matters within the jurisdiction of Senate, including the costs of developing, implementing, and delivering ~~new~~ educational, research or other programs.

- ~~[Text]~~

iv. ~~[Text]~~Other Responsibilities:

-
- Provide an annual written report to the Senate.
- Review the Committee's terms of reference [at least every two years] and submit proposed revisions to the Senate Governance Committee.

Commented [NH4]: Ideally we would like all Committees to provide annual reports. Do not need to specify it at this time but included for now. Could be omitted.

Membership / Composition:

Voting Members of the Committee

- Vice President, Academic + Provost
- Four (4) Deans
- Four (4) faculty members, one from each Faculty who are not necessarily the Faculty members serving on Senate
- Three (3) students who are not necessarily the student members serving on Senate, one of whom will be a student in good standing from the Master's Program; two of whom will be students in good standing from the Bachelor's Program
- One (1) staff member who is not necessarily the staff member serving on Senate
- One (1) member as appointed by the Senate
- Registrar / Secretary of Senate
- University Librarian
- ~~Director, Aboriginal Programs~~ [to be updated with correct role – in discussion with AGP]
- President + Vice Chancellor / Chair of Senate (ex officio)

General

- Membership on the Committee will be for a two (2) year renewable term approved at the September meeting of the Senate, or as soon as possible after the beginning of the academic term.
- In the event there are not enough volunteers to fill the above positions, the Committee will operate as formed, reserving the right for the Chair of Senate to appoint individuals to fill any vacant spaces.
- In the event there are more candidates than the Terms of Reference indicate to fill the above positions, a ballot vote shall take place at a Senate meeting to determine the individuals who shall serve.

Resource Personnel

EMILY CARR UNIVERSITY of Art + Design

At the invitation of the Chair of the Committee, any other member of the University Community whose expertise and knowledge would be of benefit to the Committee.

Support
Support for the Committee shall be provided by the Administrative Coordinator, Senate.~~Executive Assistant to the Registrar~~.

Chair
The Chair shall be elected annually at the first meeting of the Committee after the Senate has reviewed and approved Committee membership and shall report to Senate.

Procedures:

The Senate Committee Principles and Guidelines apply to the Committee.

Meetings are normally held in October, November, December, February, March, April of annual meeting cycle.
~~Teach year, or at the call of t~~he Chair of the Committee may also call for additional meetings, as required.

~~A quorum of the Committee shall consist of 50% plus one of the eligible voting members.~~

Resources:

[Text]

Senate Committee Recommendation Form

Committee:	Senate Executive Committee
Meeting Date:	November 4, 2026
Presenter(s):	Justin Langlois, Kathryn Verkerk

Subject: Proposal to Recognize Oxford ELLT Digital for Graduate Admissions

Recommendation:	**☒ Motion to approve / ☐ Discussion / ☐ For Information**

Resolution:	**IT IS HEREBY RESOLVED that, on the recommendation of the Senate Executive Committee, Senate approve the Oxford ELLT Digital as an acceptable English language proficiency assessment for admission to ECU graduate programs, subject to established minimum proficiency standards; and, that it be an approved assessment for an initial 18-month period.**

Purpose:
The Administration is bringing forward a time sensitive request to have the Oxford ELLT Digital approved as an English language proficiency assessment for admission to ECU graduate programs, and subject to established minimum proficiency standards; and that this remedy be approved for an initial one year period.

In brief, currently, otherwise qualified applicants to graduate student programs residing in Iran may be unable to satisfy ECU's English language proficiency requirements, due to geopolitical impacts limiting their access to other exams - IELTS and TOEFL.

1. Background

The university is formalizing the admissions policy and procedures, and English proficiency requirements would be addressed in that framework. Whilst the framework is in development, the approval of the Senate is required to approve the Oxford ELLT Digital as an acceptable assessment for admission.

As the matter has become time sensitive, the request has been brought to the Senate Executive Committee. The terms of reference for the Senate Executive Committee empower the Senate Executive Committee to make decisions between meetings of the Senate in exceptional circumstances:

Acts on behalf of the Senate for urgent items of business arising between regular meetings of the Senate. Such actions and decisions must be ratified by the Senate at a subsequent meeting. When acting in this capacity, the Executive Committee must convene a meeting at which quorum shall be 2/3 of the Committee's voting membership.

The Senate Executive Committee reviewed and approved this on October 27, 2026.

2. Proposed Solution

Recent geopolitical developments affecting Iran have disrupted access to internationally recognized English proficiency examinations, including IELTS and TOEFL. Consequently, otherwise qualified applicants residing in

Iran may be unable to satisfy ECU's English language proficiency requirements, creating an unintended barrier to graduate admissions.

The Jake Kerr Faculty of Graduate Studies proposes recognizing **Oxford ELLT Digital** as an additional acceptable English proficiency examination, initially as an interim accommodation for applicants affected by testing disruptions in Iran. This would allow ECU to issue offers of admission based on verified Oxford ELLT Digital results while maintaining academic language proficiency expectations in the current application cycle ending in January 2027.

3. Canadian Institutional Precedents

Several Canadian universities have recognized Oxford ELLT, either in direct response to the current situation in Iran or as part of their regular admissions requirements.

Institution	Recognition / Minimum Score
UBC	Temporary accommodation for graduate applicants residing in Iran; 7 overall, no component below 6.
Concordia	Temporary accommodation for graduate applicants in Iran; 7 overall, no component below 6.
University of Prince Edward Island	Oxford ELLT Digital accepted for graduate admission; generally 8 overall, no component below 7.
Cape Breton University	Accepted for graduate admission; generally 8 overall, no component below 7.
University of Guelph	Oxford ELLT Digital accepted for graduate admission; minimum 7 overall.
NSCAD University	Oxford ELLT recognized for graduate admission; minimum 8 overall, no component below 7.

4. Assessment Quality and Academic Standards

Oxford ELLT Digital is developed by Oxford International Digital Institute and assesses the same four competencies as established examinations such as IELTS Academic and TOEFL iBT: reading, writing, listening and speaking. See its approval document. Reading and listening are assessed through structured comprehension tasks, while writing and speaking involve human examiner evaluation, including a live online speaking assessment. Remote identity verification and proctoring support examination integrity.

Like IELTS and TOEFL, Oxford ELLT aligns its assessment with the Common European Framework of Reference for Languages (CEFR), an internationally recognized framework for describing language proficiency. An independent evaluation by **Ecctis (2023)** reviewed Oxford ELLT's assessment structure, scoring and alignment with CEFR levels B1–C1, providing external support for its academic credibility.

Although IELTS and TOEFL have a longer history and more extensive published validation research, Oxford ELLT employs comparable four-skill assessment principles and has received formal recognition from Canadian universities. Acceptance should be understood as recognition of an alternative method of demonstrating proficiency, rather than a reduction in academic standards.

5. Strategic Importance to ECU

Iranian applicants represent an established and significant segment of ECU's international graduate recruitment audience:

Intake	Iranian Citizen Applicants
Fall 2023	38
Fall 2024	40

Fall 2025	26
Fall 2026	16

In Fall 2026, Iranian citizens represented ECU's **fourth-largest international applicant group by citizenship**, following China, the United States and India. For Fall 2027, Graduate Studies has already identified **35 prospective Iranian citizen leads** at various stages of recruitment and engagement.

Despite ongoing Canadian immigration and study-permit challenges, prospective applicants from Iran continue to demonstrate strong interest in ECU's graduate programs, including active communication with recruitment staff and early application preparation.

Recognizing Oxford ELLT Digital would protect an established recruitment pipeline, reduce avoidable application barriers, support international enrolment diversification and help ECU remain competitive with peer institutions already offering this accommodation.

NEXT STEPS

The Senate Executive Committee approved to recognize Oxford ELLT Digital as an alternative English language proficiency assessment for graduate admissions, initially for applicants residing in Iran who are affected by testing disruptions.

A proposed minimum score of **7 overall, with no individual component below 6**, consistent with UBC and Concordia's temporary graduate admissions accommodations.

The test is valid for 18 months and will be reviewed following the Fall 2027 admissions cycle to assess continued need, effectiveness and academic suitability.

Signature: Diyan Achjadi, Acting Committee Chair for the meeting of October 27, 2026.

Senate Committee Recommendation Form

Committee:	Governance Committee
Meeting Date:	November 4, 2026
Presenter(s):	Natasha Himer

Subject: Senate Bylaw Amendments regarding sabbaticals + education leaves

Recommendation:	☒ **Motion to approve /** ☐ **Discussion /** ☐ **For Information**

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.** Note: Briefing and notice of motion given at May, 2026 Senate meeting.

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. 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)

SENATE BYLAWS

Approved by Resolution of the Senate [May 13, 2026]~~November 2024~~

THE SENATE OF EMILY CARR UNIVERSITY

TABLE OF CONTENTS

ARTICLE I – INTERPRETATION 3

ARTICLE II – DEFININTIONS 4

ARTICLE III – Composition 5

ARTICLE IV – ELECTIONS AND TERMS OF OFFICE 6

ARTICLE V – STRUCTURE OF SENATE 7

ARTICLE VI – SENATE ADMINISTRATION AND OPERATIONS ..... 9~~8~~

ARTICLE VII – COMMITTEES ..... 12~~12~~~~9~~

ARTICLE VIII – RESIGNATION OF SENATE MEMBERS ..... 13~~13~~~~10~~

ARTICLE IX – CONFLICT OF INTEREST AND CODE OF CONDUCT ..... 14~~14~~~~11~~

ARTICLE X – BYLAW AMENDMENTS ..... 18~~18~~~~12~~

APPENDIX A – LIST OF REVISIONS ..... 19~~19~~~~13~~

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 – DEFININTIONS

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.

ARTICLE V – STRUCTURE OF 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~~c~~ommittee 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.

ARTICLE IX – CONFLICT OF INTEREST AND CODE OF CONDUCT

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 themself 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 themself.

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 Report Form

Committee:	Curriculum Planning + Review (CPR)
Meeting Date:	October 7, 2026
Presenter(s):	Diyan Achjadi, Celeste Martin, Jacqueline Turner

Interim Chair's Summary:

1) Keith Doyle was elected by acclamation as Chair of the Curriculum Planning + Review Committee for a one-year term and will begin as Chair for the November CPR meeting.

2) Diyan Achjadi presented the following proposals for information and discussion:

New mnemonic - Indigenous Visual Culture (INDG)

New course proposal for INDG 3XX Salish Weaving I

Protocols and supports for credit courses taught by Indigenous Elders and Knowledge Keepers

Diyan introduced the proposed new INDG mnemonic established to support Indigenous credit courses that are outside of any existing disciplinary Major in ART and DDM. The mnemonic would be housed within the Faculty of Culture + Community alongside other cross-faculty courses. Courses within INDG could be cross listed with other mnemonics including Critical Studies courses.

Diyan then provided an overview of the proposed new INDG 3XX Salish Weaving course which was developed by Chief Janice George and Buddy Joseph with support from Dr. Mimi Gellman and TA Shara Hamed. It began as a cross-listed special topics course between Visual Arts and Design. During the delivery of the special topics course, the need for protocols as well as additional supports and resources became evident. More support was needed for administrative work such as creating Moodle pages and organizing visits, IT, technical services, curriculum development in relation to our degree standards, and registration protocols. The course will need a TA in the class, which could also be a mentorship opportunity and a Class Coordinator/Academic Support/Administrator to prepare course details in relation to our systems and processes. The course will also hold at least 3 seats open for Squamish community members.

3) Celeste Martin, Dean of the Faculty of Design + Dynamic Media presented course changes to:

FMSA 323 Visual Effects + Compositing
(changes to prerequisites, description, learning objectives, add learning outcomes)

FMSA 326 Creative Producing
(changes to prerequisites, description, repeatability, learning objectives, add learning outcomes)

The proposals further support alignment with the program review by advancing the development of course learning objectives and learning outcomes. The faculty are also refreshing the course descriptions and standardizing prerequisites.

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

4) Celeste Martin, Dean of the Faculty of Design + Dynamic Media presented course changes to:

INDD 213 Computer Aided Design I
(changes to description, learning objectives, and learning outcomes)

The proposed changes clarify the level of the course as introductory. Also, updates were made to the learning objectives and learning outcomes.

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

5) Jacqueline Turner, Dean of the Faculty of Culture + Community, presented a new major proposal:

BFA in Studio Writing, WRTG Program

The proposed new major features writing and textual experimentation in writing. It will need to align with DQAB processes. The content will have to go through Senate, the Board and then the province. CPR approval was needed to move forward. The academic rationale should assess how a program differentiates itself from competitors, aligns with available resources and expertise, meets student demands, and demonstrates financial viability.

The Curriculum Planning + Review Committee approved and recommended to Senate, in principle, the development of a new major in Studio Writing within the existing BFA degree as presented.

Signature: Diyan Achjadi **Date:** October 15, 2026

**** PLEASE SUBMIT COMPLETED FORMS HERE FOR INCLUSION IN THE SENATE AGENDA PACKAGE. ****

Senate Committee Recommendation Form

Committee:	CPR Committee
Meeting Date:	October 7, 2026
Presenter(s):	Diyan Achjadi, Celeste Martin, Jacqueline Turner
Guest(s):	

Subject:

Presenter: Celeste Martin, Dean, Faculty of Design + Dynamic Media
Course change proposals for FMSA 323 and FMSA 326

Presenter: Celeste Martin, Dean, Faculty of Design + Dynamic Media
Course change proposal for INDD 213

Presenter: Jacqueline Turner, Dean, Faculty of Culture + Community
New major proposal: BFA in Studio Writing, WRTG Program

Recommendation:	☒ **Motion to approve /** ☐ **Discussion /** ☐ **For Information**

Resolution:	THAT SENATE APPROVE the following: **From the Faculty of Design + Dynamic Media – course change proposals as presented:** FMSA 323 Visual Effects + Compositing (changes to prerequisites, description, learning objectives, add learning outcomes) FMSA 326 Creative Producing (changes to prerequisites, description, repeatability, learning objectives, add learning outcomes) **From the Faculty of Design + Dynamic Media – course change proposal as presented:** INDD 213 Computer Aided Design I (changes to description, learning objectives, and learning outcomes) **From the Faculty of Culture + Community – to approve in principle new major proposal:** BFA in Studio Writing, WRTG Program

Purpose:

BFA in Studio Writing, WRTG program
The BFA Writing in Art + Design Major is in its final phase in preparation for submission to the Degree Quality Assessment Board.

The new BFA Writing in Art + Design Major at Emily Carr University uses a creative approach to writing in a studio-based, interdisciplinary program. As the only writing program fundamentally shaped by the studio model, this area of study challenges students to connect form and content to activate conceptually based work in both practical and creative ways in an art and design context. Using creative research creation methods, students will extend their ideas as they learn to develop writing within broader social, cultural, and historical contexts. The goal of the BFA Writing in Art and Design Major is to immerse writers in their practice through development of narrative voice and style, within a structure designed to guide writers through their production of works across genres including poetry, prose fiction, and creative non-fiction, as well as to involving students in a generative and inspiring cross-pollination with other disciplines.

Rationale:

FMSA 323 – This course change proposal reflects active program development and responsible stewardship of curriculum guided by the most recent program review (AY 2022/2023) and addressing the recommendations and direction of the emergent FMSA Action plan by advancing the development of course learning objectives and learning outcomes, refreshing course descriptions, and standardizing prerequisites. Currently, this course is inactive.

FMSA 326 – This course change proposal reflects active program development and responsible stewardship of curriculum guided by the most recent program review (AY 2022/2023) and addressing the recommendations and direction of the emergent FMSA Action plan by advancing the development of course learning objectives and learning outcomes, refreshing course descriptions, and standardizing prerequisites. Regarding the prerequisite, the course is mainly for FMSA and ANIM students, but others can register for it. Registration rules will take care of prioritization for FMSA and ANIM students.

INDD 213 - Changes to INDD213 that are proposed above are in response to a significant need to clarify and situate this course as an introductory course that provides the initial CAD skills for design students. Previously, INDD213's course learning objectives did not convey this well. The proposed Course Learning Objectives are intended to help inform both instructors and students of the intended scope of this introductory course that needs to support a wide range of digital capacities (from individuals with not previous CAD experiences to others with working experience and capacities using CAD tools).

The revisions of the Student Learning Outcomes are situated within the 5 themes of the Learning Outcome Framework developed by DDM faculty within the last program review (2020-1) The revisions to these Student Learning Outcomes within the 5 themes are intended to further support and better articulate the scope of this course.

The abbreviation of CAD, the common way of referring to Computer Aided Design, has been added into the course description for clarity's sake.

Analysis and discussion:

Consultation:

Resource requirements:

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

☒ Elevating Teaching + Learning	☒ Expanding Research + Practice	☐ Supporting People + Culture	☐ Stewarding Places + Spaces	☐ Strengthening Systems + Supports

Attachments:

- Course change proposal forms for FMSA 323 and FMSA 326
- Course change proposal form for INDD 213
- WRTG Major proposal

Signature: Diyan Achjadi **Date:** October 15, 2026

**** PLEASE SUBMIT COMPLETED FORMS HERE FOR INCLUSION IN THE SENATE AGENDA PACKAGE. ****

COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Visual Effects + Compositing	COURSE MNEMONIC: FMSA 323
NUMBER OF CREDITS: 3	PREREQUISITE: Completion of 54 credits
■ STUDIO ☐ ACADEMIC	REPEATABLE FOR CREDIT: No

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: **Completion of 51 credits**
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:

Visual effects and compositing expand students' visual vocabulary for creative realization in media production. This studio course introduces current compositing and effects software through creative projects, assignments and exercises. The artistry and illusion achieved through a variety of techniques is explored, including multi-layered compositions that incorporate digital painting, masking, key frame animation, and colour grading, as well as how to convincingly colour key and combine live action with digital elements. Students learn essential workflow strategies and develop a greater understanding of critical and aesthetic implications in media.

Proposed Course Description:

This course investigates visual effects and compositing as contemporary image-making practices situated at the intersection of cinema, installation art, animation, performance, and spatial design. The course positions compositing as an artistic methodology that informs decisions from the earliest stages of project conception rather than a corrective process performed after production. Particular emphasis is placed on the relationship between physical sets, miniature environments, projected imagery, performance, and digital intervention. Students develop strategies for designing visual effects that construct space, integrate worlds, and design experiences. Throughout the course, visual effects are approached as a form of image dramaturgy: a process through which artists construct perception, manipulate space, create visual metaphors, and generate new relationships between material and virtual worlds.

Learning Objectives:

-Ability to examine and critique media works with a high level of discourse and critical inquiry
-Ability to articulate the context of their work in relation to contemporary editing practices
-Ability to critique and contextualize work within critical and aesthetic aspects
-Ability to navigate the use of compositing software and basic operation of equipment for compositing work in media

-Develop a greater understanding of critical and aesthetic implications in media
-Ability to self-manage and to work on both collaborative and individual projects
-Ability to develop effective organizational and technical workflow patterns for media post production work.

Proposed Course Learning Objectives:
This course will:

- Critically analyze historical and contemporary uses of visual effects, compositing, installation, and expanded moving-image practices within cinema, media art, animation, and exhibition contexts.
- Introduce current compositing and effects software through creative projects, assignments and exercises.
- Develop research-informed visual strategies that integrate conceptual intent, production design, cinematography, compositing, and exhibition considerations into a coherent artistic vision.
- Design and communicate complex image-based projects through previsualization methods such as storyboards, animatics, spatial diagrams, installation studies, and compositing plans.
- Evaluate the relationship between physical and digital image-making processes, recognizing how decisions made during concept development, set design, image capture, and production directly shape possibilities in post-production.
- Apply compositing methodologies to integrate live-action footage, animation, practical effects, projected imagery, miniatures, and digitally generated elements within authored moving-image works.

Proposed Student Learning Outcomes (5-10)

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

Critical Inquiry
- Analyze historical and contemporary theories and uses of visual effects, compositing, projection, and illusion across cinema, animation, and media installation and arts.
- Develop, articulate and defend research-informed aesthetic, conceptual, technical, and exhibition-related decisions through critique, written reflection, and public presentation.
- Critically examine relationships between image construction, spectatorship, narrative, spatial experience, and exhibition context.

Technical:
- Apply compositing techniques to integrate filmed, animated, generated, and found visual material.
- Employ compositing workflows appropriate to single-channel films, installation environments, projection works, and hybrid media projects.
- Demonstrate proficiency in organizing and managing image-production pipelines.

Professional Practice
- Develop previsualization methods including storyboards, spatial diagrams, animatics, installation studies, and compositing plans.
- Construct production strategies that anticipate compositing requirements during all phases of image creation.
- Produce original visual works that demonstrate technical proficiency, conceptual rigor, and an effective integration of production and post-production workflows.

Authorship/Voice
- Articulate a personal approach to image construction and visual effects authorship.
- Critically reflect on how compositing shapes meaning, perception, memory, and spatial experience.
- Position their work within contemporary discussions surrounding moving image practices, installation art, and expanded cinema.

Reason:
This course change proposal reflects active program development and responsible stewardship of curriculum guided by the most recent program review (AY 2022/2023) and addressing the recommendations and direction of the emergent FMSA Action plan. Currently, this course is inactive.

Questions to consider:
Does this course contribute to decolonizing the curriculum? How so?
Does this course address the climate crisis? How so?

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Carlo Ghioni	DATE: 5/15/2026
ASSISTANT DEAN: Harry Killas	DATE: 6/15/2026
DEAN: Celeste Martin	DATE: 9/16/2026
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: FMSA Regular Faculty (CG; HK)	DATE: 9/14/2026
CPR: Passed	DATE: 10/7/2026
SENATE: <*office use only*>	DATE: <select>

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COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: Creative Producing	COURSE MNEMONIC: FMSA 326
NUMBER OF CREDITS: 3	PREREQUISITE: Completion of 54 credits including FMSA-200 and FMSA-210
¢ STUDIO ☐ 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: **Completion of 51 credits**
NUMBER OF CREDITS: <Leave blank if no changes>	NEW DESCRIPTION: **Yes**
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: **No**

Current Course Description:

This course is built around the practical and aesthetic aspects of the student's creative process in the production of students' capstone year film projects and future productions. The point of view is primarily of the creative producer. Topics include: designing your production from concept to release; director's workbook and prep, from the point of view of the producer; dramaturgical analysis of a dramatic script and breakdown of script for casting, from the point of view of the producer; working with a casting director; working with a script supervisor; post production supervision; advanced budgeting and scheduling; getting the most out of your cast; releases and contracts; music copyright and clearances; working with a composer; managing post production; release and marketing. Teaching methods include lectures and workshops. Students are expected to come into class with a written project (script or proposal) that they want to develop over the course of the semester; the project can be either their capstone year project or their first project after graduation, or a project for a colleague/ student's that they are producing.

Proposed Course Description:

Creative producing demands both artistic vision and strategic acumen. This course situates producing as a hybrid practice that integrates narrative development, market awareness, authorship, and entrepreneurial strategy. This course introduces students to the creative and professional dimensions of producing long-form live-action or animated films, videos, and/or other digital media projects. Through lectures, screenings, workshops, critiques, and production-based assignments, students develop a longform concept from conception to pitch-ready packaging. Emphasis is placed on narrative structures, development stages,

production strategies, and market positioning and planning. This is a practical course and students implement creative producing concepts in individual and collaborative work.

Learning Objectives:

-Demonstrate an ability to research and relate critical literature to their practice in order to deepen an awareness of the wider meanings, complexities and applications of these technologies in the context of producing
-Identify core themes/ technologies of particular interest to them, with the aim of developing a critically engaged practice and to link their interests to wider cultural, social and political contexts and to demonstrate an ability to articulate the content of their production
-Position their developing production work in relation to prominent discourses within contemporary art and/ or media criticism as well as current cultural criticism.
-Ability to engage with and employ diverse research and presentation methods and communication too to be used in their media arts practices.
-Ability to organize, budget and schedule, and develop a project in their role as producer
-Nuts and bolts of producing and managing a film or digital media project
-Together with MDIA 3XX Media Internship; SOCS 3XX Media Research + Methods; SOCS 411 Professional Practice – FMSA and NMSA students will be prepared for professional practice, media research, graduate school, and internship placements
-Understand what is required to produce and mount their capstone year projects and future productions
-Implement diverse research and presentation methods and communication tools will be in their media arts practices
-Have the tools to successfully produce a film or digital media production

Proposed Course Learning Objectives (5-10)

- Situate producing as a hybrid practice that demands both artistic and strategic acumen, and integrates narrative development, market awareness, authorship, and entrepreneurial strategy.
- Introduce students to the creative and professional dimensions of producing long-form live-action or animated films, videos, and/or other digital media projects.
- Support students' development of a longform concept from conception to pitch-ready packaging.
- Engage a comprehensive approach to creative producing that includes theory, research, narrative structures, development stages, production strategies, technical and craft practices and market positioning and planning.

Proposed Student Learning Outcomes (5-10)

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

Critical Inquiry

- Analyze and evaluate narrative structures applicable to long-form media projects.
- Critically assess the ethical and economic positioning of their work within global independent markets.
- Research, develop, assess and refine a coherent long-form outline or first draft demonstrating narrative continuity, and clear thematic and structural intent.
- Demonstrate iterative revision strategies informed by critique and feedback.

Technical

- Develop and refine screenplays, treatments, outlines, breakdowns and proposals aligned with industry standards and workflows.
- Integrate producing principles into creative decision-making processes.

Professional Practice

- Design, deliver and defend a professional pitch package and live pitch for a long-form project.

- Develop and articulate a strategic promotional and distribution plan.

Authorship/ Voice

- Articulate a distinct creative producing vision.
- Propose future development pathways that demonstrate professional initiative and independent authorship.

Reason:

This course proposal reflects active program development and responsible stewardship of curriculum guided by the most recent program review (AY 2022/2023) and addressing the recommendations and direction of the emergent FMSA Action plan. Regarding the prerequisite, the course is mainly for FMSA and ANIM students, but others can register for it. Registration rules will take care of prioritization for FMSA and ANIM students.

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: Carlo Ghioni	DATE: 4/15/2026
ASSISTANT DEAN: Harry Killas	DATE: 5/15/2026
DEAN: Celeste Martin	DATE: 9/16/2026
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: FMSA Regular Faculty (Carlo Ghioni, Harry Killas)	DATE: 9/14/2026
CPR: Passed	DATE: 10/7/2026
SENATE: <*office use only*>	DATE: <select>

COURSE CHANGE PROPOSAL

Current Course Information:

NAME OF COURSE: **Computer Aided Design I**	COURSE MNEMONIC: **INDD 213**
NUMBER OF CREDITS: 3	PREREQUISITE: INDD-203 Freehand Drafting + Drawing
☒ STUDIO ☐ ACADEMIC	REPEATABLE FOR CREDIT: No

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**
EFFECTIVE DATE: <Click to enter semester>	REPEATABLE FOR CREDIT: <Leave blank if no changes>

Current Course Description:

Introduction to the fundamentals of computer-aided design and drafting for industrial design. Students will learn the basics for parts modeling with a focus on the production of dimensioned drawings for fabrication and production. The course is taught through lectures, print material, and a series of hands-on assignments

Proposed Course Description:

This course is an introduction to the fundamentals of computer-aided design **(CAD)** and drafting for industrial design. Students will learn the basics for parts modeling with a focus on the production of dimensioned drawings for fabrication and production. The course is taught through lectures, demonstration, and a series of hands-on assignments.

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.]

- articulate an awareness of a larger ecology of digital platforms and ability to export work between platforms
- ability to open, view, edit and print CAD drawings utilizing multiple platforms
- produce technical drawings inclusive of dimensioning and apply annotations for future communication and reference
- conduct file organization and best industry practices
- develop an understanding of assembly construction
- demonstrate skill producing texture and light qualities /affects
- produce renders and image creation for presentation and reproduction of CAD drawings for print and digital forms

- apply new digital skills to design conceptualization
- discuss analog to digital-design relationships (show how and to what extent the digital processes inform further responsible design decisions)

Proposed Course Learning Objectives (5-10)
This course will:

- Provide an overview of concepts and processes in Computer Aided Design (CAD)
- Introduce a range of digital platforms and tools through demonstrations
- Introduce best practices in file management and use of 2D and 3D digital processes to support design conceptualization, prototyping and manufacture
- Support a range of learner's proficiencies and capacities with digital tools
- Support integrated learning modalities and approaches to digital tools

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:

Research & Finding:
- articulate an awareness of a larger ecology of digital platforms and ability to export work between platforms

Process & Practice:
- ability to open, view, edit and print CAD drawings using utilizing multiple platforms
- produce technical drawings inclusive of dimensioning and apply annotations for future communication and reference
- conduct file organization and best industry practices
- develop an understanding of construction

Realization & Presentation:
- demonstrate skill producing texture and light qualities / effects
- produce renders and image creation for presentation and reproduction of CAD drawings for print and digital forms

Agency & Critique
- apply new digital skills to design conceptualization

Ecological & Community Perspectives
- discuss digital-design relationships (how and to what extent the materials used may inform further responsible design decisions)

Proposed Student Learning Outcomes (5-10)
By the end of this course, students will be able to:

Research & Finding:
- articulate an awareness of a larger ecology of digital platforms and ability to export work between platforms

Process & Practice:
- translate objects from 2d drawings into 3d models (CAD)
- ability to open, view, edit and print CAD drawings utilizing a variety of platforms
- produce technical drawings inclusive of dimensioning and apply annotation for future communication and reference
- conduct file organization

Realization & Presentation:
- produce renders and image creation suitable for visual communication of design concepts

Agency & Critique
- develop an understanding of how 2D and 3D digital processes can support design conceptualization, prototyping and manufacture.

Ecological & Community Perspectives
- be familiar with digital tools, processes and outcomes and the direct relationships to responsible design decisions

Reason:
Changes to INDD213 that are proposed above are in response to a significant need to clarify and situate this course as an introductory course that provides the initial CAD skills for design students. Previously, INDD213's course learning objectives did not convey this well. The proposed Course Learning Objectives are intended to help inform both instructors and students of the intended scope of this introductory course that needs to support a wide range of digital

capacities (from individuals with not previous CAD experiences to others with working experience and capacities using CAD tools).

The revisions of the Student Learning Outcomes are situated within the 5 themes of the Learning Outcome Framework developed by DDM faculty within the last program review (2020-1) The revisions to these Student Learning Outcomes within the 5 themes are intended to further support and better articulate the scope of this course.

The abbreviation of CAD, the common way of referring to Computer Aided Design, has been added into the course description for clarity's sake.

Questions to consider:
Does this course contribute to decolonizing the curriculum? How so? Course leaning objectives recognize that not all students learn in the same way or are at the same level when entering the course. To that end, the intent of the course is to support a range of learner proficiencies and integrated learning modalities and approaches to digital tools.

Does this course address the climate crisis? How so? This course does not directly address the climate crisis. It does require students to begin to be familiar with responsible design decisions that are inherently part of design for sustainability.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: Hélène Day Fraser, Keith Doyle, Charlotte Falk	DATE: 9/17/2026
ASSISTANT DEAN: Hélène Day Fraser	DATE: 9/17/2026
DEAN: Celeste Martin	DATE: 9/22/2026
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: Industrial Design	DATE: 9/17/2026
CPR: Passed	DATE: 10/7/2026
SENATE: <*office use only*>	DATE: <select>