

2024—2025

Institutional Accountability Plan + Report



Endless Possibilities by Feve Omipon
Bachelor of Fine Arts, Visual Arts, 2025
(Photo by Petey Ulatan)





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Emily Carr University of Art + Design (ECU) is situated on unceded, traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and sə́ilwətaɣ̓ (Tsleil-Waututh) peoples. With gratitude and respect, we acknowledge our accountability to the host nations and our responsibility to be good partners as we live, work and create together on these lands. As we embark on a new strategic plan, ECU commits to advancing truth as a step towards reconciliation and decolonization, promoting Indigenous knowledge and student success and breaking down any barriers that exist for Indigenous communities in accessing the transformative potential of art and design education.

**The Honourable Anne Kang,
Ministry of Post-Secondary Education and Future Skills**

PO Box 9870 Stn Prov Govt
Victoria B.C. V8W 9T5

Dear Minister Kang,

On behalf of the Board of Governors, we are pleased to present the 2024–25 Institutional Accountability Plan + Report for Emily Carr University of Art + Design (ECU). Our commitment to preparing the next generation of artists, designers and creative thinkers is detailed throughout the report.

ECU is dedicated to fulfilling and aligning with the goals set out in the Minister's 2024/25 Mandate Letter. Throughout the report, you will find evidence of our extensive work to equip students with the critical thinking and interdisciplinary problem-solving skills that are essential in an uncertain and fast-changing world.

Our students and alumni are champions of creativity and exploration, leading research in healthcare design, launching their own ventures and start-ups, promoting sustainable practices by finding new uses for forever-materials and engaging with Indigenous artists to learn from the cultural protocols, knowledge systems and relational worldviews of our Host Nations. Together, they demonstrate the public value of art, design and research in building healthier, more resilient and culturally connected communities.

Our university continues to serve as a leader in the province's creative economy and post-secondary ecosystem. ECU contributes more than \$206 million annually to the Metro Vancouver economy, supporting over 2,100 jobs across tech, culture and the creative industries. This need for passionate and creative talent reflects our responsive and evolving curriculum, supported by the extensive expertise of our skilled faculty and staff.

Since 1925, ECU has grown to become Canada's #1 art and design university and one of the top 36 globally in our field. We are shaping a better world through art and design, inspiring bold thinking and boundary-breaking practices. As we celebrate our centennial this fall, we are deeply grateful to the province's continued investment in our specialized post-secondary institution and in the power of creativity to drive innovation, social progress and economic strength.

Sincerely,



Don Avison, K.C.
Chair of the Board of Governors



Dr. Trish Kelly
President + Vice-Chancellor

Strategic Direction



About Us

Emily Carr University of Art + Design is a world-renowned learning community and centre for excellence and innovation in art, design and media education. We are a place where curiosity and bold creative thinking meet. We are artists, designers, experimenters, thinkers, educators and leaders advancing the critical role of art and design education in a complex and changing world. We are committed to using the transformative power of art and design to address the challenges of our time, to imagine new ways of being that we didn't know were possible and to catalyze personal, social and cultural change. As the only accredited post-secondary institution focused exclusively on art and design education in British Columbia, we work together to advance our mission, vision, values and commitments.

Our Vision

A better world through art and design.





Our Mission

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



Our Commitments

We evaluate our decisions through several key lenses:

- Student Learning and Success
- Reconciliation and Indigenization
- Equity and Inclusion
- Sustainable and Ecological Practices
- Economic Responsibility and Opportunity

Our Values

Leading through Practice

We are change agents – moving beyond the theoretical to engage with the broader social and cultural world.

Innovating through Collaboration

We work with others to co-create, explore, discover, innovate and make change.

Learning with Curiosity

We inquire, listen, reflect and adapt.

Relating with Care

We embrace diversity in all its forms and we treat each other and ourselves with compassion and care





Celebrating Our Centennial: 100 Years in the Making

Fall 2025 will mark the beginning of ECU's centennial year. As we launch into our next century, we are building on a rich legacy of practice-based education, cultural leadership and public impact. Over the past 100 years, ECU has played a vital role in British Columbia's creative, economic and educational landscape, shaping generations of graduates who drive change in their fields and communities.

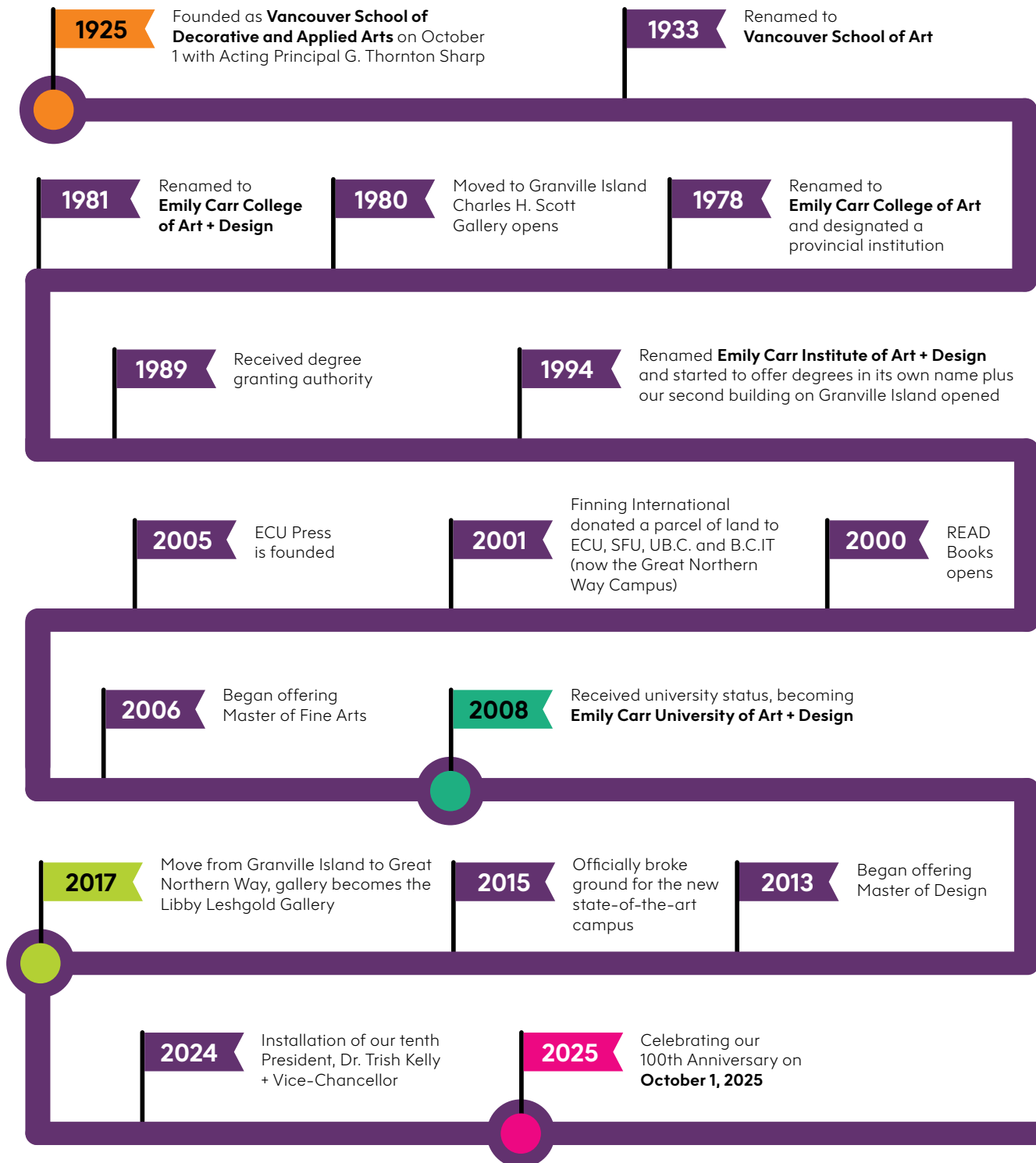
Today, ECU continues to serve as a key contributor to the province's creative economy and post-secondary ecosystem. Our alumni are leaders in art, design, media and emerging technologies. They work in studios and classrooms, galleries and game studios, public spaces and private industry — applying their creativity to solve complex challenges and enrich public life.

ECU's impact is measurable:

- Contributes over \$200 million annually to the regional economy;
- Supports approximately 2,200 jobs in British Columbia;
- Ranked 29th globally in art and design (2024–25 QS World University Rankings);
- Only Canadian university in the top 50 globally for art and design; and
- Ranked 6th worldwide for animation (Animation Career Review, 2024).

As we prepare to mark this milestone, we are reflecting on both our legacy and our future. The centennial is not only a celebration of ECU, but also a testament to the province's investment in public post-secondary education and in the power of creativity to drive innovation, social progress and economic strength.

Our History



Academics

As a public university and B.C.'s only post-secondary institution dedicated exclusively to art, design and media, ECU delivers a distinctive academic experience grounded in practice-based education. Our mission is to prepare the next generation of artists, designers and creative thinkers to make meaningful contributions to society, culture and the economy.

Practice-based education at ECU combines studio practice, critical theory, applied research and hands-on learning. This model equips students with both technical expertise and the creative and interdisciplinary problem-solving skills needed in today's rapidly evolving world. It is materially different from other academic models, requiring specialized equipment, facilities and sustained faculty-student engagement. These elements are central to our educational identity and make ECU's programs intensive, high-quality and deeply responsive to real-world contexts.

Our curriculum is designed to be relevant and adaptable. Students engage with local and global issues, learning to address complex challenges

through the lens of creativity, critical theory, equity and social responsibility. ECU's state-of-the-art facilities support interdisciplinary and experiential learning that takes place on campus, while flexible online and hybrid options extend access and student choice.

Research at ECU spans a multitude of art, design and media practices. Through faculty-led research labs and studios, students contribute to innovation in fields such as healthcare design, creative technology, sustainable materials, public spaces and more. This research generates new knowledge, informs policy and industry and strengthens B.C.'s position in the national innovation economy.

With over 2,500 students enrolled in six undergraduate and graduate degree programs across 28 fields, ECU maintains an intentionally intimate learning environment. We continue to evolve our academic offerings to reflect the needs of students and communities across the province, fulfilling our mandate as a public university.



Campus

Located in Vancouver, our Great Northern Way campus opened in 2017. The campus is the first purpose-built complex in the country for visual arts, design and media arts education and research. Our state-of-the-art building houses space for studio, technical and academic learning, events and exhibitions, providing students, staff and faculty with resources to foster their creative achievements.

The 26,600 square-metre facility houses:

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

Our location in the False Creek Flats places us at the heart of Vancouver's most dynamic urban redevelopment. Major investments like the Broadway Subway Project and the Great Northern Way–Emily Carr Station are increasing access to the university and helping build a creative innovation corridor. As the surrounding area grows, ECU remains a key hub for culture, education and industry collaboration.

Through a strategic partnership with the Centre for Digital Media, we are also expanding our footprint on the Great Northern Way campus to include additional studios and student learning space. This enables us to advance high-priority capital projects on our main campus, including new classrooms and offices to meet growing academic and operational needs.

ECU is located on the unceded, ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish) and sə́l̓ílwətaʔt̓ (Tsleil-Waututh) Nations. As part of our ongoing commitment to honouring these Host Nations, ECU is commissioning three House Posts by Indigenous artists and carvers, to be installed at our main entrances. We continue to integrate Indigenous knowledge and practices across our programs, including courses and creative projects that engage with traditional materials, cultural histories and ways of making.

For more information, please refer to *Appendix B*.



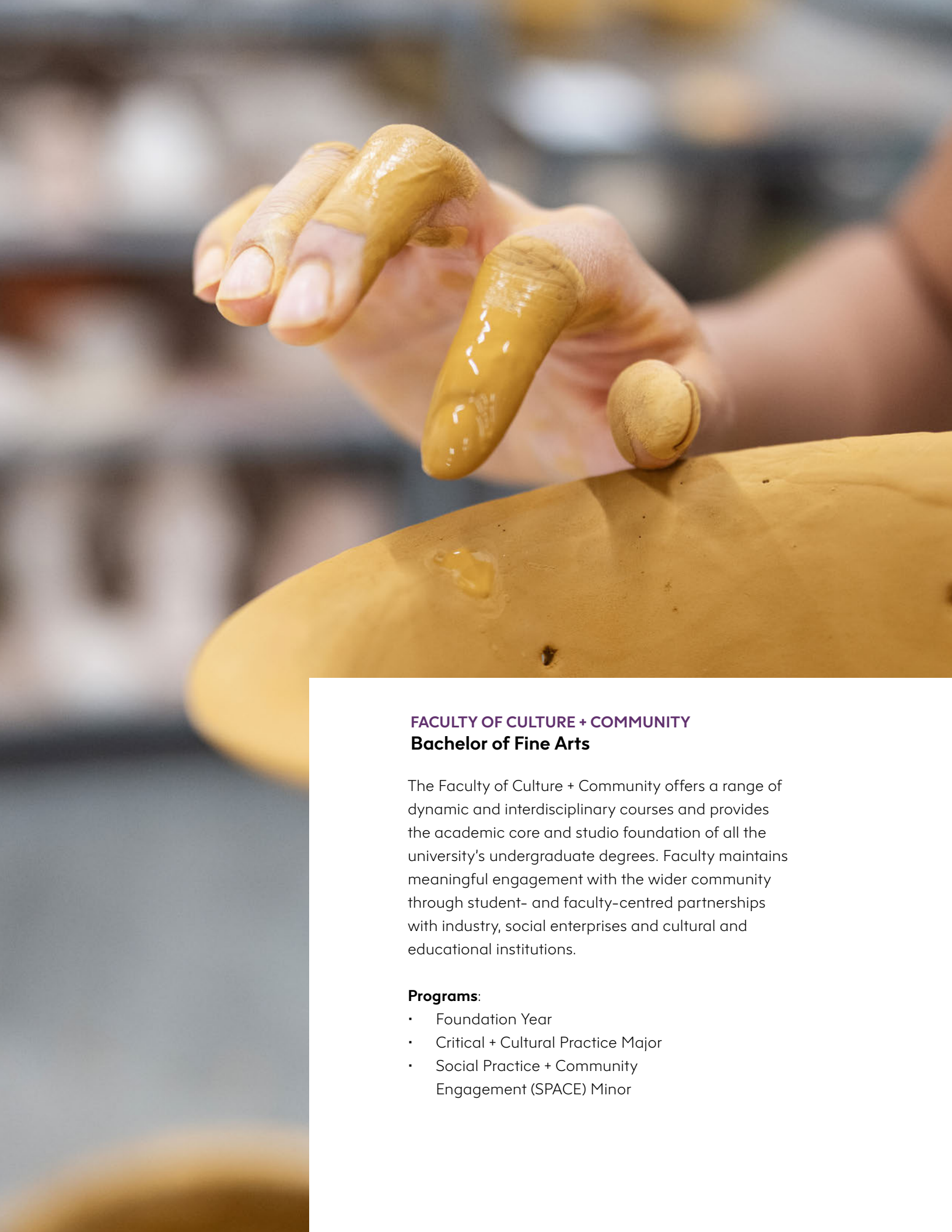
Programs

ECU offers a focused suite of undergraduate and graduate degrees in art, design and media. All programs are grounded in our studio-intensive, practice-based model, which integrates hands-on making with critical theory, cultural inquiry and applied research. Students develop both technical expertise and the creative, conceptual and problem-solving skills.

Programs are delivered through four academic faculties that support interdisciplinary learning, research creation and professional preparation across a range of creative disciplines.

Our degree offerings include:

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



FACULTY OF CULTURE + COMMUNITY

Bachelor of Fine Arts

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

Programs:

- Foundation Year
- Critical + Cultural Practice Major
- Social Practice + Community Engagement (SPACE) Minor



AUDAIN FACULTY OF ART

Bachelor of Fine Art, Bachelor of Media Art

The Audain Faculty of Art offers a studio-based education that reflects the diversity and complexity of contemporary art practices.

The Faculty's practice-based studio programs focus on Ceramics, Drawing, Illustration, New Media + Sound Art, Painting, Photography, Print Media and Sculpture + Expanded Practices.

Programs:

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



IAN GILLESPIE FACULTY OF DESIGN + DYNAMIC MEDIA **Bachelor of Media Arts**

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

Programs:

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



JAKE KERR FACULTY OF GRADUATE STUDIES
Master of Fine Arts, Master of Design

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

Programs:

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



Research

As one of the most research-intensive art and design universities in Canada, ECU connects art, media and design practices with some of the most pressing questions of our time. At ECU, we believe that our research can help to transform the world, build healthier and more vibrant futures and cultivate resilience throughout our local and global communities. As internationally renowned leaders in dedicated research for studio-based art, design and media, the university's researchers, faculty, students and industry partners advance knowledge in unique fields, pursue interdisciplinary innovation and develop and enhance projects in all disciplines.

With substantial funding from a broad range of industry-based partners, foundations and government granting programs including

the Tri-Council and Mitacs, our researchers pursue practice-based research in clusters and collaborations through respective research areas and with colleagues across the country and internationally. Students across our graduate and undergraduate programs actively participate in research through key roles as Research Assistants, through work integrated learning and by driving forward their own research under faculty guidance.

Across all of ECU's research community, we prioritize activities that demonstrate the impact and social significance of art and design scholarship/practices? in ways that are most relevant and responsive to the communities, stakeholders and knowledges involved.

Continuing Studies

Continuing Studies (CS) offers accessible and innovative opportunities for life-long learning in art and design. Programs focusing on skills development, creativity and personal and professional growth complement credit programs and serve the diverse needs of a multi-generational community of learners.

Youth ages 12-18 can choose from a variety of teen programs as an entry point to cultivate creative interests and explore education and career pathways in art, media, design and related fields. These programs serve as a meaningful bridge to ECU's undergraduate offerings, fostering early engagement, community building and a strong pathway for future learners.

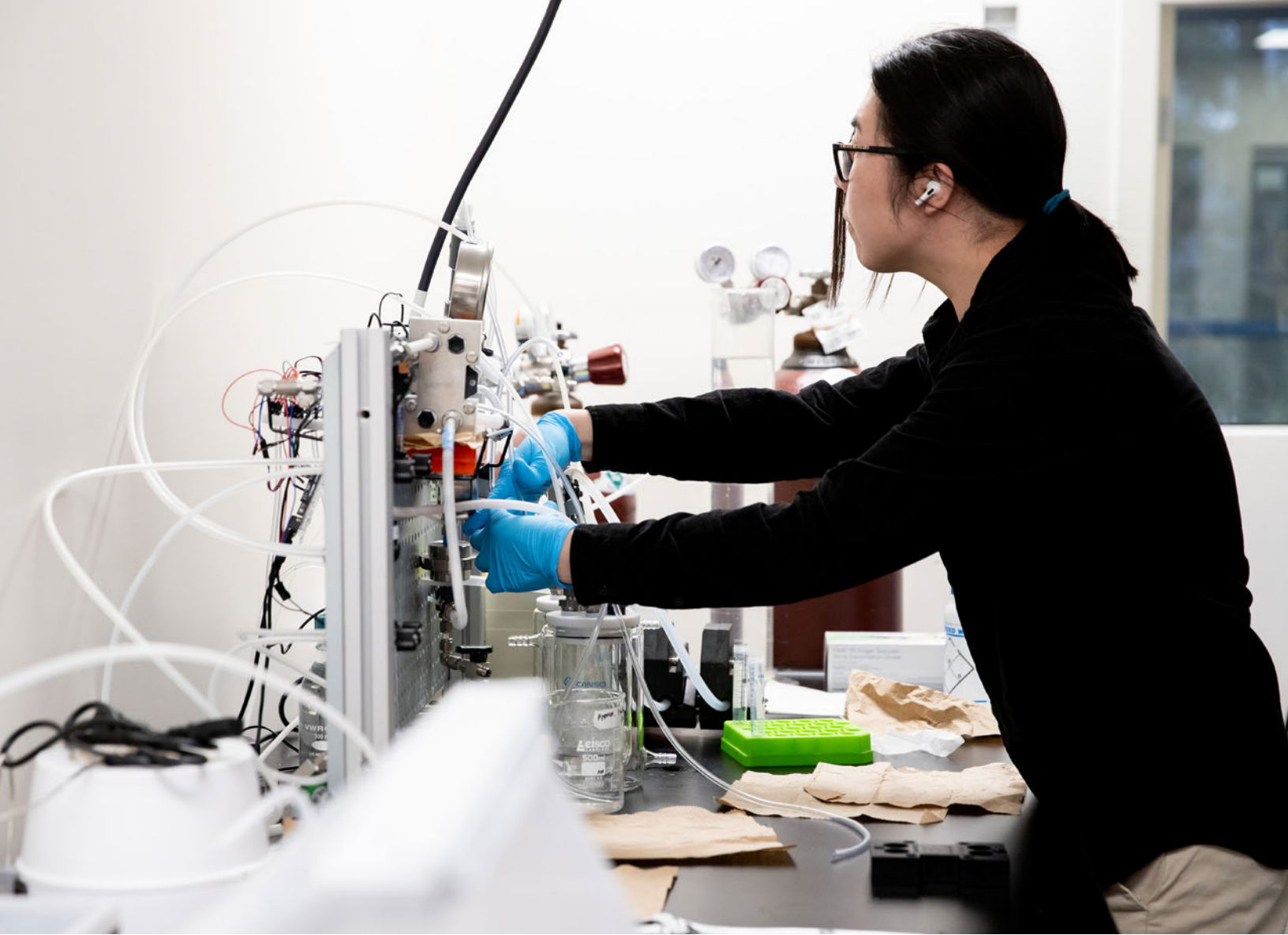
Adult learners can take courses at their own pace, which can lead to a number of part-time certificates in areas such as Visual Communication Design, 3D Design, Photography, Illustration and more. Full-time certificate programs in areas such as User Experience (UX) Design continue to provide adult learners with creative and technical training to

support career transitions or advancement.

In 2024/25, ECU completed the full rollout of over 70 new micro-credential courses across areas of practice not previously offered through CS, significantly expanding learning options for students and meeting identified industry needs. These new offerings, focused on Creative Technology, were developed in close consultation with industry advisors, aligned with the B.C. Labour Market Outlook and support students building in-demand skills for the creative and knowledge economies. Areas of targeted growth include Creative Leadership, emerging to support sought-after competencies across creative industries, including leadership frameworks, mentorship models, project leadership and future-facing technologies.

From pre-university courses and workshops for youth, to micro-credentials and part-or full-time certificates for adults, CS programs provide flexible and comprehensive learning pathways for students to achieve their goals, remaining responsive to Ministry priorities and evolving labour market needs, ensuring programming reflects both student goals and economic opportunities.





Work Integrated Learning

Through the university's work-integrated learning (WIL) programs, students successfully earn credits while contributing to a wide variety of industry led projects related to their area of study. The university's Career Development + Work Integrated Learning Office facilitates access to diverse WIL opportunities, including work experience, field placements, internships and professional development partnership, each designed with intentional learning outcomes and reflective components.

These opportunities connect students and alumni with local, national and international employers in the creative industries and related sectors.

Many graduate students also gain professional and academic experience through roles such as teaching assistants and teaching fellows, which complement their disciplinary training.

Additionally, the Shumka Centre for Creative Entrepreneurship and the Health Design Lab provide further WIL opportunities by supporting students in applying their skills within real-world projects, entrepreneurial ventures and interdisciplinary collaborations that maximize the impact of their creative and design practices.

Indigenous Education

ECU provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Indigenous peoples. The university's Aboriginal Gathering Place (AGP) is the centre for Indigenous Programs and community-based activities on campus, including student recruitment in collaboration with Student Services, student support, community connection and events programming. The Indigenous curriculum is interdisciplinary in nature and comprises courses in studio practice, art history, critical theory and industrial application and includes opportunities for instruction with Indigenous faculty and community members in person and online. The AGP has been a hub for significant learning opportunities and extensive community activities and collaborations, such as the carving and installation of a totem pole on university campus.

The Pacific Song of the Ancestors totem pole, installed at one of ECU's main entrances in 2023, is a collaborative work by master carvers Dempsey Bob (Tahltan-Tlingit), Stan Bevan (Tahltan-Tlingit and Tsimshian) and Lyonel Grant (Māori and Pakeha). In 2025, the first of three House Posts made by artists and carvers from Vancouver's Host Nations was installed at the southwest entrance to serve as a reminder of the university's presence on unceded Indigenous land and our ongoing commitment to honouring the knowledge, culture and artistic traditions of the xʷməθkʷəy̓əm (Musqueam), Skwx wú7mesh Úxwumixw (Squamish) and sə́lilwətaʔt (Tsleil-Waututh) peoples. Work on the other two House Posts is underway.



People

ECU is a dynamic and globally connected institution, serving over 2,000 credit students in undergraduate and graduate programs alongside 1,500+ CS students engaged in professional development and lifelong learning. With a provincial mandate to serve students across British Columbia, we attract a diverse domestic student body while maintaining a strong international presence, drawing learners from around the world. The university has partnerships with over 55 international student exchange institutions, reinforcing our reputation as a global creative education leader.

With over 400 dedicated faculty and staff, students receive personalized mentorship and direct access to industry expertise. Our faculty are renowned artists, designers, researchers and industry leaders, ensuring students graduate with the conceptual depth and practical skills needed to excel in their chosen fields.

2000+

**Credit
Students**

1500+

**Continuing Studies
Students**

55

**International
Student Exchange**

400+

**Faculty
+ Staff**



Collaborations + Partnerships

The university engages in extensive collaborations with agencies, industry and fellow academic researchers to increase projects and learning opportunities for our students. We also participate in networks, partnerships and collaborative activities with various organizations and post-secondary institutions in B.C. and worldwide.

Some examples include:

- **The Master of Digital Media (MDM)** degree at the Centre for Digital Media is offered in collaboration with the University of British Columbia, Simon Fraser University and the British Columbia Institute of Technology. This innovative program supports graduate students wanting to engage in digital media and related disciplines, preparing students for the digital media workforce.
- **HeadStart Program** in partnership with local School Districts, offers qualified Grade 12 students or recent graduates from any of these districts the opportunity to take a first-year ECU credit course at their respective high school. This carries first-year course credit at ECU and transfers credit to other Fine Art programs. It is of interest to students considering post-secondary studies in visual art, media art, or design. In 2024/25 ECU paused this program to undertake a full redesign aimed at improving delivery and long-term sustainability. For more information, see *K-12 Transitions and Dual Credit Programs* on page 59.
- **Steps Forward** supports students with intellectual and developmental disabilities to participate in post-secondary education program. The goal is to co-create inclusive Post-secondary Education Initiatives that support belonging for students with intellectual and developmental disabilities, in academic and social life on their campuses.
- Transfer credit articulation agreement with the **Freda Diesing School of Northwest Coast Art at Coast Mountain College** acknowledges both institutions' First Nations and Indigenous teaching methodologies.
- **UAD4 Partnership** was formed between ECU, Ontario College of Art + Design University, Alberta University of the Arts and Nova Scotia School of Art + Design University: These partnerships focuses on advocacy at a federal level for the critical work and shared priorities of Canada's four public post-secondary art and design schools.
- We are a member of **Universities Canada (UC)**, with credentials recognized nationally and globally and our degrees are accepted internationally. The university continues to be an active participant in UC initiatives, collaborative programs, advocacy and events.
- The university is a member of the **Association of Independent Colleges of Art and Design (AICAD)**, a non-profit consortium of 36 leading art schools across the U.S. and Canada, strengthening member institutions by publically promoting the value of practice-based art, media and design education. We maintain a research lab in the **DESIS** network of design-led labs based in universities around the world created to trigger and support design for social innovation in post-secondary education.



Our faculty, staff and administrators are members of various national and international professional networks:

- Pacific Association of Canadian Institutes and Universities (PACIU)
- The Canadian Association for University Continuing Education (CAUCE)
- B.C. Council for International Education (BCCIE)
- Canadian Bureau for International Education (CBIE)
- International Association for College Admission Counseling (IACAC)
- Association of International Educators (NAFSA)
- Canadian Association of Fine Arts Deans (CAFAD)
- CUMULUS Association of art and design research institutes.
- American association of collegiate registrars and admissions officers (AACRAO)
- Association of Registrars of the Universities and Colleges of Canada (ARUCC)
- Western Association of Registrars of the Universities and Colleges of Canada (WARUCC)
- Canadian Association of University Business Officers (CAUBO)
- Canadian Association of College and University Student Services (CACUSS)
- Post Secondary B.C. (PSBC)
- Collegiate Information and Visitor Services Association (CIVSA)
- Council of Senior Student Affairs Leaders (CSSAL)
- National Academic Advising Association (NACADA)
- British Columbia Registrars Association (BCRA)
- B.C. Associate Registrars and Managers Association (BCARMA)



Governance Framework

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

The university is governed by both a Board of Governors and a Senate. Under this bicameral model, each body is tasked with different areas of oversight and together provide direction to the university to support implementation of its vision, mission, values, strategic priorities and mandate.

The university receives direction on the priorities of government through an annual Mandate Letter addressed to the Board of Governors. The Board is responsible for the stewardship of the university and is accountable for ensuring that the university operates in accordance with its mandate. The Senate is the academic governing body of the university and is responsible for academic matters, including development of academic policy, approval of curriculum and academic conduct concerns.

Dr Trish Kelly Installed as 10th President of ECU

In October 2024, Dr. Trish Kelly was formally installed as the 10th President + Vice-Chancellor of ECU, marking a significant milestone in the institution's history. The ceremony brought together the university community and distinguished guests, including the Honourable Janet Austin, Lieutenant Governor of British Columbia and honoured Coast Salish traditions by featuring cultural elements such as cedar boughs, Indigenous-led performances and a ceremonial robe designed by alum Xwalacktun, O.B.C.. In her installation address, President Kelly emphasized shared leadership, inclusive dialogue and the university's ongoing responsibility to reconciliation and decolonization. She articulated a bold, community-driven vision for ECU's future, shaped by the institution's upcoming centennial and its new six-year strategic plan.



Institutional Planning

With the approval of ECU's new Strategic Plan in June 2024, the university has initiated a comprehensive institutional planning process to identify our most pressing needs and opportunities. This process is grounded in cross-collaboration and prioritizes initiatives that strengthen the university's foundation for advancing the university's five strategic priorities. Areas of focus were selected based on criteria such as alignment with institutional goals, operational and financial impact and the capacity to remove barriers to student, faculty and staff success.

From August 2024 through March 2026, the university has established the following Annual Operational Outcomes, each designed to accelerate progress toward strategic priorities:

Updated High Impact Policies + Procedures:

By updating and aligning policies and procedures, the university is building the foundation for more agile decision-making, strengthened compliance and enhanced support for students and staff, leading to increased capacity for innovation and growth.

Integrated Business Systems:

A modernized digital ecosystem will increase institutional agility and equip teams with the tools and data they need to provide exceptional service and make timely data-informed decisions across academic and administrative areas.

New Website Launched:

The website redesign will serve as a dynamic gateway to the university, improving access to information programs and services, amplifying ECU's story and supporting recruitment and engagement.

Modern Digital Workplace:

Streamlining digital collaboration will simplify how teams work together, support knowledge sharing through a more consistent digital working environment and provide a cohesive foundation for cross-unit projects and planning.

Defined Frameworks + Models:

Establishing foundational models will provide a roadmap for coordinated action and institutional learning. Examples include strategic project delivery, academic program development and data stewardship.

Strategic Context

External Factors: B.C. Labour Market

According to B.C.'s Labour Market Outlook, over 1.1 million job openings are expected between 2024 and 2034. ECU is actively contributing to developing the creative workforce by providing a unique learning environment for students that equips them with the skills, knowledge and adaptability needed to succeed in a changing economy.

Projections indicate that 3.3 million individuals will be employed in B.C by 2034, with at least 76% of positions requiring a post-secondary education, such as degrees, diplomas and specialized training. Various industries outside the conventional creative sector are increasingly recognizing the skills of art and design graduates. Employers in fields such as health care, social assistance and professional, scientific and technical services appreciate the ability of our graduates to think critically, tackle complex problems and communicate visually.

Our graduates enter the labour market with adaptable skills that align with B.C.'s growing demand for creative talent across both emerging industries and established cultural sectors. In addition to roles in user experience (UX) design, education, healthcare innovation and digital experience, ECU alumni contribute significantly to B.C.'s film, animation and digital entertainment industries as directors, editors, animators and production designers. They shape public discourse as illustrators, authors and publishers and hold influential positions as curators, arts administrators and independent creators. Their expertise also drives innovation and fuels the growth of creative entrepreneurship where interdisciplinary thinking and strong communication skills are in high demand. As industry sectors continue to evolve, ECU graduates are well-positioned to lead and adapt within B.C.'s dynamic creative economy. Our alums are shaping industries, driving innovation

and applying their creative expertise in ways that impact society at every level. As industries evolve and increasingly recognize the value of creative problem-solvers, interdisciplinary thinkers and human-centred design practices, we nurture innovation at the intersection of art, design and technology.

By growing work-integrated learning opportunities, deepening industry partnerships and enhancing interdisciplinary research, we ensure that our graduates are not only employable and sought after but also lead change in their fields. Our uniquely flexible and responsive selection of micro-credentials provides a significant opportunity to offer targeted, customized learning pathways that enable students and professionals to quickly upskill and transition into emerging industries such as digital experience design, animation, visual effects and creative entrepreneurship.

We are committed to shaping B.C.'s creative economy by teaching students the essential skills to experiment, collaborate, innovate and lead. By evolving our curriculum, strengthening industry collaborations and expanding access to impactful learning experiences guided by labour market forecasts, our graduates are prepared not only to meet workforce demands but to redefine them. At the forefront of creative education, ECU places our students and alumni at the heart of our mission as educators and within B.C.'s economic and cultural transformation.

Economic + Demographic Trends Impacting Enrollment

- Slowing growth in domestic high school graduates has created increased enrollment competition among B.C. post-secondary institutions.
- The increasing cost of living in Metro Vancouver is affecting students' capacity to engage in full-time, in-person post-secondary education, especially in art and design fields where expenses for materials and studio use can be considerable. The absence of dedicated student housing at ECU further limits affordable living options and presents challenges for prospective students, especially those relocating to the city.
- The rise of generative AI and automation is transforming creative technology fields, reshaping both industry needs and student expectations. While interest in areas like animation, UX/UI and immersive media remains strong, there is growing demand for AI literacy, ethical design and human-centered innovation.
- Economic pressures lead students to pursue shorter-term or more career-oriented programs, prompting a growing demand for micro-credentials, certificates and applied learning opportunities.
- Growth in equity, diversity and inclusion initiatives is shaping expectations for more culturally responsive programming and support systems, especially for Indigenous learners and newcomers.



Strengthening Relationships with Creative Industry

- Our ongoing collaboration with industry professionals through program advisory boards informs curriculum updates and ensures relevance to current creative sector needs.
- Several degree and certificate programs include work-integrated learning opportunities, such as internships, co-ops and studio residencies.
- Through the Shumka Centre for Creative Entrepreneurship, partnerships connect students with mentors, funder and industry experts to support entrepreneurial and project-based career pathways.
- The expansion of CS offerings will include industry-aligned certificates (e.g., UX Design, UI Design) co-developed with practicing professionals and tailored to current labour market needs.
- Participation in regional and national networks focused on the future of work in creative industries, including cross-sector collaboration on innovation, digital transformation and inclusive workforce development.

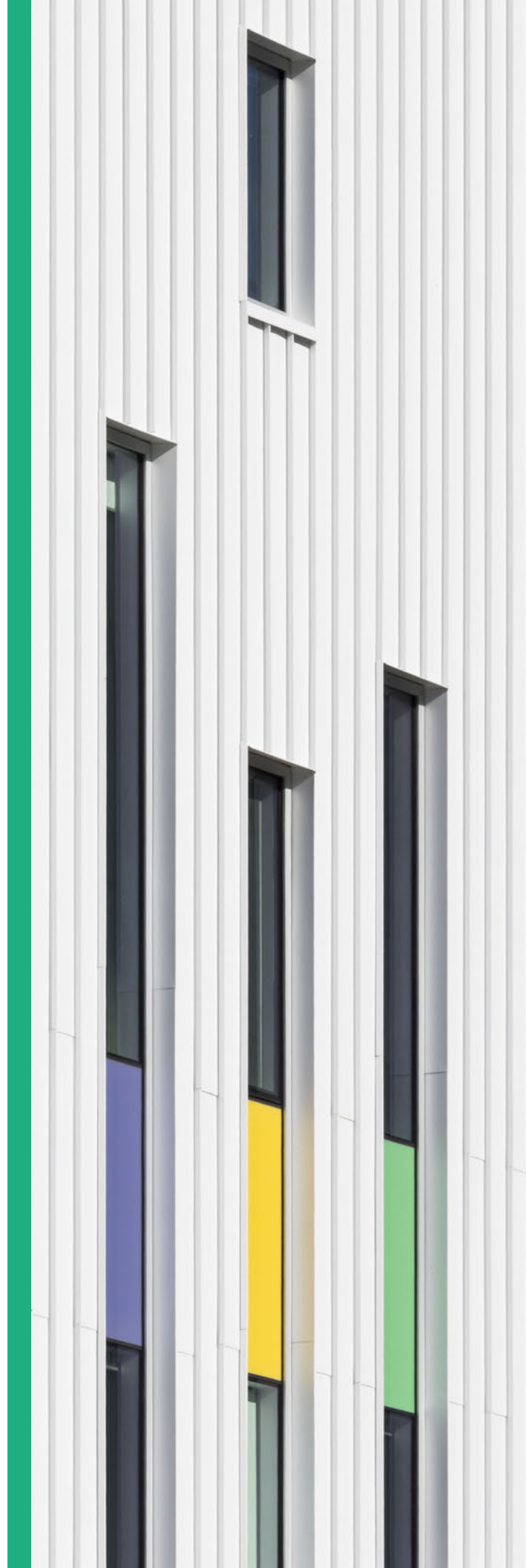
Canada's #1 Art + Design University

ECU is Canada's top-ranked art and design university and the only one of its kind in British Columbia. We are part of a national network of four specialized institutions, alongside NSCAD University, Alberta University of the Arts (AUArts) and OCAD University. Together, we play a vital role in advancing Canada's creative economy by contributing talent, innovation and cultural leadership across sectors.

Our graduates drive a \$50 billion national industry, working at the intersection of art, design, technology and social impact – often as entrepreneurs, changemakers and community leaders.

While all four institutions share a commitment to creative education, ECU distinguishes itself through a deeply embedded focus on interdisciplinary practice, research-driven innovation and integration with emerging technologies. We also prioritize professional development and work-integrated learning, embedding opportunities for students to gain real-world experience, collaborate with industry and community partners and build adaptable skills that prepare them for diverse creative careers.

Our leadership in digital futures and material practices provides an ecosystem where students and faculty engage in cutting-edge research spanning virtual reality, sustainable design and speculative futures. As the only institution of its kind in Western Canada, ECU offers a distinct connection to Vancouver's thriving creative economy, tech sector and film industries. We also continue to advance Indigenous engagement through the Aboriginal Gathering Place and curriculum-integrated Indigenous methodologies, supporting decolonial approaches and community-informed learning that extend far beyond the studio.



Aligning ECU with B.C.'s Economic Plan

1. Work-Integrated Learning + Entrepreneurship

We connect students with local, national and international employers in creative industries.

The Shumka Centre for Creative Entrepreneurship supports emerging artists and designers, helping them transition into networks where their work can have real-world economic and social impact.

2. Micro-Credentials + Digital Skills Development

We offer micro-credential programs designed in collaboration with industry partners to meet job market demands in high-growth areas, such as animation, game development and visual effects.

Expansion of computing lab capacity supports high-demand programs that include intensive digital skills development such as 3D animation, illustration and design.

3. Alignment with the Future Ready Action Plan

We support the Future Ready: Skills for the Jobs of Tomorrow initiative by ensuring students gain industry-relevant skills.

4. Affordable Housing Considerations

While we do not currently have dedicated student housing on campus, our location at Great Northern Way positions it to collaborate on future affordable student housing solutions as new transit hubs are constructed nearby.

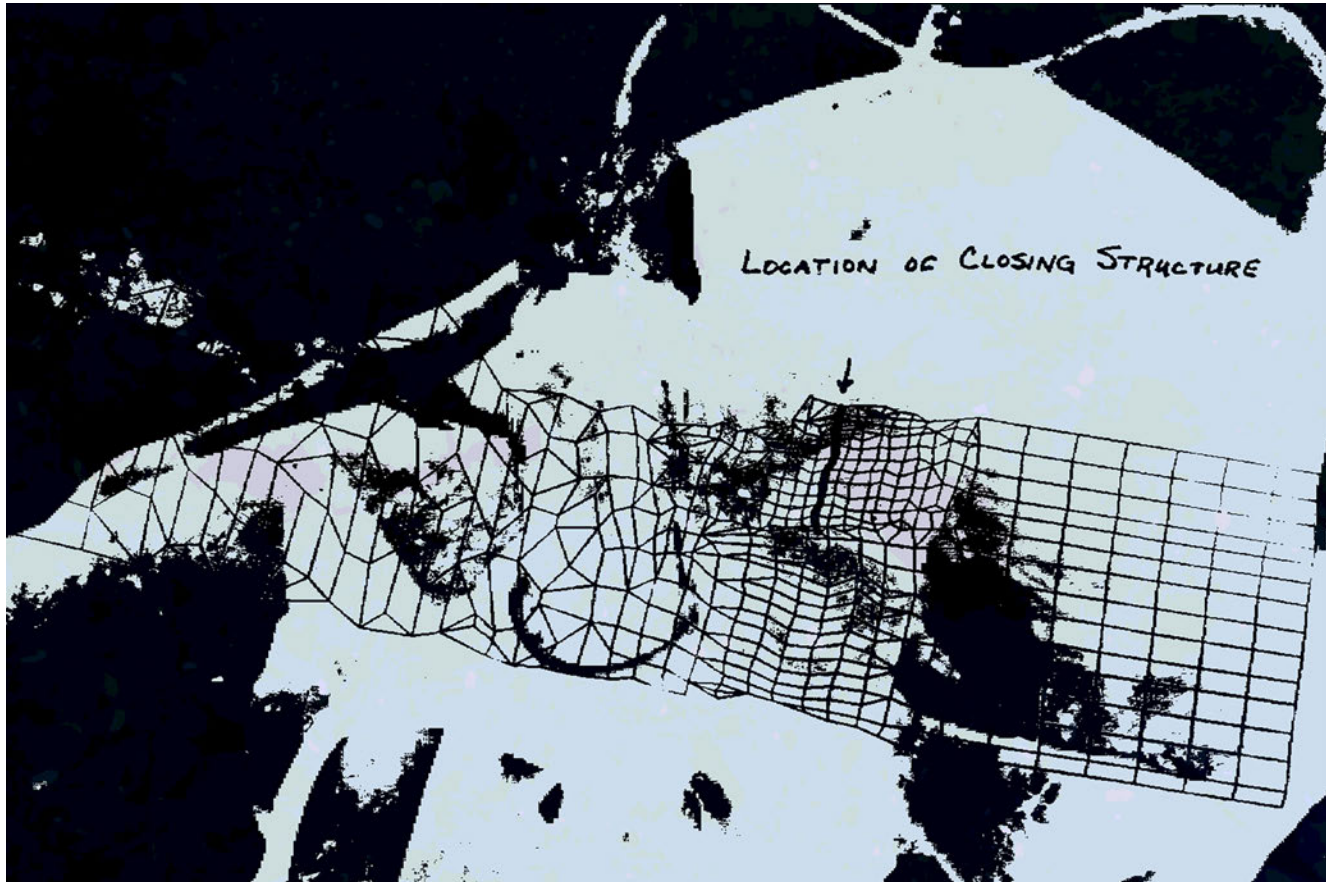


Research Initiatives Aligned to Industry Needs + Economic Plan

- **Health Design Lab (HDL):** The HDL applies participatory design approaches to complex challenges in health and social systems. It collaborates with healthcare providers, non-profits and government agencies to co-design services, products and experiences through the inclusion of people with lived experience to improve health outcomes. Projects have included quality improvement initiatives for health organizations, communication design projects to address stigma and rethinking care models for people in long-term care, all directly addressing sectoral needs through applied research.
- **Basically Good Media Lab:** Focused on ethical technology, media research and social innovation, this lab brings together interdisciplinary teams to explore emerging technologies such as AI, XR (extended reality) and digital platforms. It works closely with tech and cultural partners to understand digital tools' societal impacts and design more inclusive and responsible digital experiences.

- **Material Matters Research Cluster:** This initiative investigates sustainable and emergent materials within design and art contexts, often partnering with industries exploring sustainable packaging, biomaterials or textiles. The lab's prototyping and material testing capacity supports product and industrial design innovations, helping industry partners reduce waste while experimenting with regenerative post-consumer materials. In 2024/2025 Material Matters partnered with Marc Massicotte, B.C. Ministry of Forests; Chief Mike Campbell and Elders of The Boothroyd Band; Daina Warren, Executive Director, Indigenous Initiatives, Aboriginal Gathering Place (AGP); Dr Orlando Rojas, Scientific Director, UBC. BioProducts Institute (BPI); Dr Xiaotao (Tony) Bi, Director, UBC. Clean Energy Research Centre (CERC) on a partnered research project that saw the development of culturally informed + value-added bio product and artists materials derived from locally sourced wood fibre bio-char. The lab sustained a long-term partnership and active consultation on advanced manufacturing with Tom Claypool, Co-Founder, Native Shoes while supporting organizational initiatives such as a recent tech development and re-skilling initiative with Melissa Lee, Director, Chinese Canadian Museum. More recently, Material Matters has launched a pair of multi-year Social Science and Humanities Research Council (SSHRC) supported research creation projects and launched a Natural Sciences Engineering Research Council (NSERC) supported collaborative research partnership with Mario Peredes, Director and his colleagues at the Vancouver based Workbench Barcelona Design LTD.
- **Studio for Extensive Aesthetics (SEA):** The SEA is a research-creation lab that explores how diverse ways of knowing, including artistic, cultural and critical approaches, can inform, challenge and reshape technologies such as generative AI and algorithmic systems. Grounded in visual art, critical theory and data literacy, SEA engages with these systems to surface bias, distortion and creative potential. Supported by SSHRC, CFI, and other granting agencies, the studio collaborates with local and international universities and arts organizations to advance research and support student learning through hands-on engagement with emerging media and interdisciplinary methods.
- **Community-Engaged Research:** Across ECU, faculty and student researchers engage in real-world problem-solving with communities, non-profits and creative businesses. This collaborative model allows for applied experimentation in service design, accessibility, user experience and community technology, feeding directly into evolving industry needs around digital transformation and human-centred innovation.
- **Shumka Centre for Creative Entrepreneurship:** The Shumka Centre for Creative Entrepreneurship plays a key role in advancing ECU's research and innovation ecosystem by supporting artists and designers in transforming ideas into real-world projects, products and ventures. Through practice-based programs, mentorship and collaborative partnerships, the Shumka Centre offers targeted support for emerging creative practitioners working across the spectrum of contemporary art and design. By fostering entrepreneurial thinking and providing access to resources, networks and funding strategies, the Shumka Centre aligns creative practice with economic development goals, helping to amplify creative potential and contribute to B.C.'s evolving cultural and innovation sectors.

Story Highlights



Story Highlight

Curating Trans Opacity in a Culture of Hypervisibility

In spring 2024, the Libby Leshgold Gallery at ECU presented *Indiscernible thresholds, escaped veillances*, a bold and timely exhibition curated by Dallas Fellini. The show brought together five trans artists whose work explored the power of opacity, archival illegibility and retreat as forms of resistance and agency. In an era of politicized hypervisibility, the exhibition challenged dominant narratives and examined how trans artists navigate representation within institutional spaces. The exhibition featured works by Danielle Brathwaite-Shirley, Lucas LaRochelle, Joshua Schwebel, Chelsea Thompto and Lan "Florence" Yee, each interrogating the politics of the archive and proposing alternative strategies for visualizing transness. Public programming included a curatorial tour, student talks and the sold-out Trans Opacity Classroom, a trans-led panel and discussion space created exclusively for trans participants to engage in critical intra-community dialogue. These events deepened the exhibition's impact, fostering inclusive conversations around visibility, power and creative agency within and beyond the gallery walls.

About the Artwork

From Chelsea Thompto's *Productive Bodies*, 2019. Procedurally generated video (Java and found/archival video), duration infinite. (Image courtesy Chelsea Thompto)



Story Highlight

30 Years of Indigenous Art at ECU Celebrated in BEADSOUPI

Marking the 30th anniversary of the first Indigenous art exhibition at ECU, BEADSOUPI brought together students, staff, faculty and alumni in a vibrant showcase of community, culture and creativity. Curated by BFA students Leanne Inuarak-Dall and Rylee Taje, with support from Aaron Rice, the exhibition featured dozens of multidisciplinary artworks, live performances, archival materials, a feast and a reflection on the powerful legacy of Indigenous art at ECU. The title BEADSOUPI symbolized the diverse practices and identities represented in the show, a constellation of creative voices woven together through shared histories and futures. The exhibition not only honoured decades of cultural contribution and leadership within ECU's Indigenous community, but also created space for emerging curators to develop their skills through hands-on, community-engaged experience. Supported by the Aboriginal Gathering Place (AGP), this anniversary exhibition extended a tradition that began in 1995, tracing a lineage through notable alumni like Peter Morin, Daina Warren and Sonny Assu. Today, the AGP continues to act as a hub for Indigenous cultural practice and student support, offering pathways into curatorial work, community leadership and professional arts careers.

About the Artwork

Rylee Taje, *Can I Drink Your Water*, oil on canvas.
(Image courtesy Rylee Taje)



Story Highlight

ECU Health Design Lab Shapes the Future of Care at New St. Paul's Hospital

Over an eight-month collaboration, students and staff from ECU's Health Design Lab (HDL) worked closely with frontline healthcare workers to co-design care spaces for the new St. Paul's Hospital in Vancouver. The Scopes + Procedures project, co-led by healthcare service design experts Rob Paquin and Nadia Beyzaei, focused on improving patient outcomes and staff workflows through human-centered design. Through immersive fieldwork design research students Linh Phan and Mark Hanbunjerd helped surface on-the-ground insights and translated them into actionable recommendations for hospital leadership. This collaborative approach not only built trust with frontline workers but also ensured that staff perspectives meaningfully informed the design of new, integrated departments. The project exemplifies how ECU's applied research contributes to real-world system change in critical sectors like healthcare. It also provided ECU students with unique experiential learning opportunities, where design practice directly impacts public well-being. The success of the initiative has sparked interest in scaling the approach within the hospital and beyond, highlighting the growing role of service design in shaping the future of Canadian healthcare.

About the Photo

"By centering the perspectives of frontline staff, we're adding a human-centered design lens to this project," says designer and HDL manager Nadia Beyzaei. (Photo by Perrin Grauer)



Story Highlight

Charred Wood Project Reimagines Material and Community in a Climate-Altered Landscape

Charred Wood is a multidisciplinary research creation initiative led by ECU's Material Matters research group, bringing together artists, designers, scientists and Indigenous knowledge keepers to explore the material, cultural and ecological narratives of forest fire-impacted wood. Anchored in questions of regeneration and reciprocity, the project responds to the growing urgency of climate change and seeks to reframe our relationships with land and material. Working in collaboration with the Boothroyd Band, UB.C.'s BioProducts Institute and Clean Energy Research Centre and other community and academic partners, the research team engages in experimental processes that include iterative prototyping, print tests and storytelling. Through workshops, creative assemblies and material experimentation, Charred Wood offers new insights into ecological stewardship, intergenerational learning and sustainable design and exemplifies how research initiatives can integrate climate response, Indigenous knowledge and cross-sector collaboration to generate meaningful cultural and material outcomes.

About the Photo

(From L): ECU faculty member and Material Matters cofounder Hélène Day Fraser, Bachelor of Design students Ophir Barzilay and Eden Eisses and Bachelor of Fine Arts student Shelly Kositsky in Material Matters research hub at ECU as part of the Charred Wood research initiative led by Hélène with ECU faculty member and Material Matters cofounder and Keith Doyle in partnership with Orlando Rojas of the UB.C. BioProducts Institute, Tony Bi of the Clean Energy Research Centre and the Boothroyd Band, Nlaka'pamux First Nations. (Photo by Perrin Grauer)



About the Photo

ECU faculty member and Material Matters cofounder Hélène Day Fraser tests an ink created in part with wood charcoal as part of the Charred Wood research initiative led by Hélène with ECU faculty member and Material Matters cofounder Keith Doyle in partnership with Orlando Rojas of the U.B.C. BioProducts Institute, Tony Bi of the Clean Energy Research Centre and the Boothroyd Band, Nlaka'pamux First Nations. (Photo by Perrin Grauer)

2023/24 Institutional Mandate Priorities

For the 2024/25 reporting cycle, institutions were advised to include any additional updates related to the 2023/24 Mandate Letter priorities, where applicable, that have not been previously reported.



PRIORITY 1

Delivering educational and training programming as described in the **StrongerBC Future Ready Action Plan** to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

REPORTING

ECU supports this provincial priority through our CS and Graduate Studies programs, addressing current labour needs and catering to a diverse range of learners, including working professionals and early-career students.

Our CS department offers 68 micro-credential courses, with additional programs in the works. We offer these short-format programs across disciplines from Creative Technology, Web and Digital Design to Teaching + Learning in Art + Design. Micro-credential programs enrollment increased from 413 in FY2023–24 to 556 in FY2024–25 – a 35 per cent growth year over year. We issued 342 credentials in 2023–24 and 328 in 2024–25, with further completions anticipated once the Spring 2025 term grades are finalized in May.

In Spring 2024, we were again approved for the Ministry's StrongerBC Future Skills Grant (FSG) program. In 2023–24, we distributed \$81,013.18 to 84 unique students (107 course enrolments). In 2024–25, that figure grew to \$188,269.16, supporting 226 students (278 enrolments). In addition to the Future Skills Grant as a source of tuition support for micro-credential courses, we provided financial assistance for Creative Technology micro-credential courses specifically aimed at B.C. residents from underrepresented groups. Overall, tuition grants supported 239 students in 2024–25, 11 per cent of whom identify as Indigenous.

CS programming integrates professional practice and career readiness across all certificate offerings. Students in UX design, 3D modeling and digital storytelling courses develop portfolios, participate in advising and engage with instructors who are practicing professionals. Courses in communication, business planning and workplace dynamics help students prepare for careers in freelance, start-up and contract-based environments common in the creative economy.

Online enrollment for CS programs rose by 21 per cent increasing from 374 students in 2023–24 to 454 in 2024–25. Learners often report that flexibility and remote access are crucial factors influencing their decision to enroll, particularly those residing outside the Lower Mainland or balancing work and family obligations. *Note: ECU does not offer health programming and has no health seat data to report.*

PRIORITY 2	REPORTING
<p>Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.</p>	<p>ECU is not a SkilledTradesBC approved Training Provider and does not offer certified trades training programming</p>
PRIORITY 3	REPORTING
<p>Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.</p>	<p>For more detailed information on ECU's efforts to support Indigenous learners and advance Indigenous ways of knowing, please refer to <i>Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation: Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C., page 82.</i></p>
PRIORITY 4	REPORTING
<p>Developing and implementing protections for international students that support their fair treatment.</p>	<p>See <i>Developing and implementing protections for international students that support their fair treatment from the Ministry Strategic Initiatives on page 65.</i></p>





PRIORITY 5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

REPORTING

ECU remains on track to achieve important financial and enrollment objectives that align with the Ministry's Service Plan and the university's budget letter, especially regarding technology-funded programs and targeted growth areas.

Our performance has significantly improved due to continued expansion in Animation since 2022, particularly in 2D + Experimental (2DAN) and 3D + Computer Animation (3DAN) programs. These programs increased annual intake from 40 to 60 students, a 33 per cent growth. Strong demand and competitive entry processes led both programs to exceed their funded FTE targets in 2024/25: 2DAN by 45.5 FTEs and 3DAN by 57.4 FTEs.

Our successes are strongly tied to using Ministry technology

funding and we maintain ongoing discussions to ensure that institutional outcomes align with government investment. Additionally, we have pushed for revised FTE allocations to better represent current performance levels, a position backed by our continuous engagement with Ministry representatives.

To support the increased student capacity and maintain quality outcomes, we invested in new and upgraded infrastructure. A high-performance PC lab was constructed with Ministry support, outfitted with industry-standard equipment including Cintiq Pro devices and dual-monitor workstations. Additional improvements were made to both the digital and analog Animation studios to enhance teaching and ergonomic conditions, including the installation of sit-stand desks, better studio lighting and increased overall seating capacity.

Beyond infrastructure, we continue to align our curriculum with industry expectations. Ongoing partnerships with professionals in Unreal Engine, Visual Effects, Game Crafting and Sound for Animation have helped ensure students receive training in current technologies and creative practices. We also prioritize diversity in pedagogy, incorporating Indigenous and global south perspectives in storytelling, aligned with institutional values and the strategic plan.

On the financial front, we achieved most of our revenue goals despite external regulatory challenges. The institution budgeted \$14,464,890 in undergraduate international tuition revenue for 2024/25 and achieved \$13,922,255, with a variance of \$542,635. This shortfall is attributed primarily to federal changes in international student regulations, including restrictions on Provincial Attestation Letters (PALs) and delays in visa processing.

The university set a first-year intake target of 540 students, including 156 international students (approximately 30 per cent of the total intake). As of the most recent data, 70 per cent of the target has been achieved, indicating that we will not likely meet our international intake target this cycle. ECU is actively assessing the ongoing impacts of federal policy shifts on enrolment patterns and revenues and is adjusting admissions planning and recruitment strategies to mitigate risk in future cycles. The university is not expecting additional one-time funding from the Ministry to offset these impacts.

PRIORITY 6

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

REPORTING

ECU adheres to the Ministry's Tuition Limit Policy, which caps tuition and mandatory fee increases for domestic students at 2 per cent. We submit tuition and fee data to the Ministry annually.

For the 2024/25 academic year, we applied a 2 per cent tuition increase for domestic undergraduate students. Domestic graduate tuition remained unchanged for returning graduate students, with a 2 per cent increase applied to new students. No changes were made for returning international students, while a 10 per cent increase was implemented for new international undergraduate and graduate students who registered in 2023/24 or later.



Ministry Strategic Initiatives



PROGRESS ON THE TRUTH AND RECONCILIATION CALLS TO ACTION AND UNDRIP

For more detailed information on ECU's efforts to support the Truth and Reconciliation Calls to Action and UNDRIP, please refer to *Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation: Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action*, articles of the *United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples* and *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.*, page 82.



SEXUALIZED VIOLENCE PREVENTION AND RESPONSE INITIATIVES

ECU continues to engage in education, outreach and support activities aimed at preventing and responding to sexualized violence within the university community. In 2024/25, our Student Services team have focused on strengthening harm reduction practices, revising our strategies to meet students where they're at and improving access to information and support services.

ECU has maintained partnerships with Good Night Out, Foundry and Salal to support prevention, education and community referral. These partnerships prompted a shift in our engagement strategy, based on student feedback indicating a preference for informal and drop-in-style events instead of scheduled workshops. For example, a harm reduction event during Welcome Week drew approximately 50 students, while a Consent Awareness workshop hosted during lunch hours had no attendees. In contrast, a pop-up Naloxone

booth led by Foundry saw strong participation, with approximately 45 students taking kits and many more engaging in conversation. The team plans to expand on this success by hosting a Health and Safety Fair in the 2025/26 academic year, featuring booths hosted by community partners such as Good Night Out.

Social media engagement for our programming has been highly effective. Our social media campaigns focusing on safety and support services garnered over 2,400 views, 40 interactions and 10 direct student inquiries for more information. A post from the Naloxone distribution campaign reached over 3,700 views, with 37 reactions and 14 outreach requests.

We continue to train faculty and staff through targeted sessions and workshops. In the 2024/25 academic year, 26 staff members received Naloxone training in partnership with St. John Ambulance. The session garnered positive feedback, with requests for further training in upcoming semesters. One SafeTalk peer support training session was held for 18 staff members, equipping them with skills to assist distressed students and enhance referral pathways. This session fostered trust in support services and will be continued in future cycles.

To enhance accessibility, we launched a new Sexualized Violence Prevention and Support webpage in Fall 2024, which includes an Anonymous Reporting Tool (ART). Draft versions of self-directed training modules have been created and will be reviewed by the Sexualized and Gender-Based Violence (SGBV) Advisory Committee when it reconvenes in April 2025.

To increase training participation, the team is re-evaluating its format and shifting toward short, informal and incentive-based outreach, including food, giveaways and take-home materials. This model has demonstrated greater effectiveness considering student schedules and their limited free time.

Policy updates were also initiated, as ECU finalized and posted procedures for students in Fall 2024. Procedures for employees are still under review by Human Resources. A formal review of the overarching Sexualized Violence Policy is mandated under the Sexual Violence and Misconduct Policy Act. Notice of this review was provided to the University Secretary in October 2024. A report to the Board of Governors on SGBV policy, required under provincial legislation, was submitted in June.

The Student Perceptions of Sexualized Violence Survey launched on February 10, 2025, received 318 total submissions (293 completed), resulting in a 13% response rate. ECU is awaiting results, which are being finalized in partnership with the Ministry. These findings will inform future education, prevention and policy efforts.

The SGBV Advisory Committee, tasked with overseeing prevention strategies and evaluating their effectiveness, did not convene in the Fall 2024 or Spring 2025 terms. It reconvened in April 2025 to examine current initiatives, facilitate the implementation of self-directed training and strategize for the upcoming year.



FORMER YOUTH IN CARE - SUPPORTS FOR STUDENTS WHO ARE FORMER YOUTH IN CARE, INCLUDING PARTICIPATION IN THE PROVINCIAL TUITION WAIVER PROGRAM

PARTICIPATION

In the 2024/25 fiscal year, ECU supported 15 former youth in care through the B.C. Government's Provincial Tuition Waiver Program (PTWP), with a total of \$74,997 distributed in waivers. This reflects a 36% increase in recipients from the previous year, highlighting the importance of early identification and targeted outreach for access to financial support.

SUPPORTS

ECU takes a trauma-informed and student-centered approach to supporting Former Youth in Care (FYIC). A dedicated student navigator provides personalized outreach and helps students access wrap-around support across campus, including the Aboriginal Gathering Place, Counselling and Wellness, Accessibility Services, and the Writing Centre. This approach allows students to engage with services when they are ready, while maintaining confidentiality and respecting the sensitive nature of disclosure.

To encourage and support self-identification, ECU employs multiple strategies. Recruiters are specially trained to speak knowledgeably and sensitively about programs, services, and supports available to FYIC students. All promotional and support materials prominently encourage self-identification, ensuring FYIC learners feel welcomed, supported, and connected to resources. On-campus outreach includes posters and printed materials distributed to current students, all directing them to connect with the FYIC navigator for personalized guidance. In addition, a dedicated webpage highlights funding opportunities and resources tailored to FYIC learners.

Self-identification using the EducationPlannerBC (EPBC) application form has emerged as a vital step for receiving early support. When a student

indicates their FYIC status during the application, the navigator reaches out before classes start to evaluate their needs and arrange support in housing, technology access, academic planning, and supplies. To further ease the transition into university life, each identified student receives a Welcome Kit that includes essential art supplies for the first few weeks of classes, along with information on campus resources. This kit also offers an opportunity for in-person engagement, allowing staff to build rapport and better understand individual needs. In partnership with BC Technology for Learning Society, ECU has also distributed free laptops to students who required them, addressing a critical barrier to participation.

Looking ahead, ECU is also planning proactive measures to identify and engage FYIC who may be interested in post-secondary but are not yet enrolled. Beginning in January 2026, a new CRM for admissions and recruitment will include lead forms with a self-identification field for FYIC, enabling early outreach and connection to resources before enrolment. The FYIC navigator will continue to monitor new initiatives and ensure that students are confidentially informed and supported in accessing opportunities whenever and wherever it feels appropriate for them.

K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

In 2024/25, ECU paused its HeadStart dual credit program to undertake a full redesign aimed at improving delivery and long-term sustainability. The previous model, which relied on faculty teaching within school districts, proved unsustainable. In its place, we have been developing a multi-district partnership to bring HeadStart programming directly to the university's campus beginning in Fall 2026. We are currently in active discussions with Surrey, Coquitlam and Vancouver School Board (VSB) to build this new model, allowing students to earn post-secondary credit in a studio-based environment aligned with ECU's curriculum and academic standards.

In parallel, ECU is working with Arts Umbrella to launch a HeadStart-equivalent offering for Grade 11 and 12 students. The program will introduce students to post-secondary studio practices, visual literacy and concept development. This early exposure equips students for future studies at ECU and provides them with transferable skills valuable to B.C.'s high-opportunity creative sectors, such as design, animation and game development.

We provide curriculum oversight, instructor support and credit-bearing pathways, linking secondary and post-secondary education. These programs enable students to build portfolios, develop confidence and connect learning to career opportunities in digital and cultural economies.

We are planning to expand access through additional cohorts in future years. This may

include dedicated programming for Indigenous students, international students, or other under-represented groups, in collaboration with partner school districts.

ECU's Youth Programs, provided by CS, remain vital for K-12 outreach and introducing students to post-secondary education. In the 2024/25 academic year, youth programming recorded 482 enrolments from 422 distinct students, sustaining consistent participation compared to the previous year (FY2023/24: 500 enrolments / 428 students).

These programs introduce students to foundational and advanced practices in animation, illustration, digital media and game design. Teaching focuses on technical and transferable skills, such as critical thinking, collaboration and creative problem-solving. All are delivered in studio-based, practice-led formats that mirror our degree programming.

Recruitment efforts include school visits, presentations to parent groups and advising sessions led by ECU's recruitment team. Upper-year students and recent alumni working as program assistants in youth classes provide mentorship and model academic pathways into creative careers. About 6–13% of youth program participants apply and enroll in ECU degree programs.

We gather feedback from students, parents, instructors and program staff annually to refine program content and delivery. In the future, we plan to collaborate more closely with Admissions, Recruitment and Institutional Research to improve data collection on transition rates, evaluate academic outcomes and strengthen student supports during the move from high school to university.

ECU has been actively engaged in Strategic Enrolment Management (SEM) practices and is now advancing this work through a readiness assessment and improved recruitment and retention data tracking. These enhanced measures will support more coordinated planning and help guide future metrics for evaluating the effectiveness of dual credit and transition initiatives.

Together, ECU's youth engagement, dual credit development and transition support strategies reflect a commitment to building accessible, skills-aligned pathways into B.C.'s creative industries.



WORK-INTEGRATED LEARNING

ECU continues to strengthen and diversify its work-integrated learning (WIL) opportunities through coordinated efforts across academic programs, the Shumka Centre for Creative Entrepreneurship, Graduate Studies and the Career Development + Work Integrated Learning Office. These initiatives connect students with real-world experience, mentorship and professional networks in high-opportunity sectors such as digital media, technology, design and healthcare.

Career Development + WIL Office (CD+WIL)

The Career Development + Work-Integrated Learning (CD + WIL) office provides support and assistance to students and recent alumni in helping them to achieve their career goals through a variety of supports such as the Work Experience Program, The Leeway, career resources and strategically designed events to connect them with industry and creative networks and assist them in being career-ready upon graduation. One-on-one advising is offered throughout the year and students accessed resume and cover letter reviews, mock interviews and industry-specific coaching. Alumni panels and Industry talks were offered, including guests from Disney Animation, EA and lululemon, which provided career exploration opportunities for current students and recent graduates. Two key engagement events were hosted, including Crit Night, which connected 64 students with 24 local curators and gallerists from artist-run-centres, public and commercial galleries; and Industry Day which provided 288 1-on-1 portfolio/demo reel reviews by 38 industry representatives in animation, film, design and more.

Work Experience Program (WEP)

In 2024/25, the Career Development + Work Integrated Learning Office facilitated 117 student placements through its formal Work Experience Program, with participation spanning the Bachelor of Design (56 students), Bachelor of Fine Arts (36) and Bachelor of Media Arts (25). Notably, 16% of participants identified as Indigenous and 39% as international students. All placements were paid and students were provided with equitable access to placements through WIL posting on The Leeway opportunity board based on their area of study and career interests.

Students completed placements in a wide range of professional contexts—from major animation studios and design firms to health and conservation organizations. Highlights include placements at Mainframe Studios, Arc'teryx and the Kidney Foundation, as well as a lead modeling internship

with the Unama'ki Institute of Natural Resources. Students have also contributed meaningfully to cultural institutions such as the Audain Art Museum (Assistant to the Director of Engagement + Volunteers), Roundhouse Community Arts and Recreation Centre (Ceramics Technician and Instructor), Wil Aballe Art Projects (Gallery Assistant) and Western Front (Gallery Assistant and Archivist). Feedback from employers praised students' professionalism, adaptability and contribution to workplace projects, with several organizations opting to extend placements or hire students for subsequent roles.

Indigenous Business Development Liaison

Through ECU's Indigenous Business Development Liaison, 19 paid placements were created for Indigenous students in 2024/25, spanning galleries, fashion weeks and cultural events. Students gained experience as curators, technicians, event assistants and photographers. The liaison also provided one-on-one advising, job search support and hosted professional development workshops in partnership with the Aboriginal Gathering Place and Career Development Office. This included grant writing sessions, alumni panels and artist bio and resume workshops. A new curatorial stream within ECU's Crit Night provided graduating Indigenous students with direct feedback from local arts professionals and strengthened pathways into the cultural sector.

The Leeway

The Career Development + Work-Integrated Learning (CD + WIL) office supports both students and alumni through the university's online platform for professional opportunities, The Leeway. In 2024/25 The Leeway saw 939 new job postings, 151,000 job board views and over 4,900 registered users.



Shumka Centre for Creative Entrepreneurship

The Shumka Centre delivered several streams of innovative work-integrated learning (WIL) programming this year, designed to be inclusive, interdisciplinary and responsive to the realities of the creative workforce.

Pathways for Creative Futures, funded by the Business + Higher Education Roundtable (BHER), engaged 111 unique students curricularly and 10 unique students co-curricularly, providing structured WIL experiences including field placements, entrepreneurship and service-learning placements. In partnership with 35 industry mentors and 26 employer partners across ICT, health and arts sectors, students received professional feedback exposure and connections extending beyond the classroom. Examples of industry partners include Blackbird Interactive, Atomic Cartoons, Electronic Arts, Fraser Health, Hopehill Community Living, Intra Pacific Management, Re/Issue Magazine, New Media Gallery and Unit 17 Gallery.

The Art Apprenticeship Network matched 15 emerging artists and designers with professional mentors, resulting in more than 2,100 hours of

field placements in exhibition design, community engagement, curatorial practice and arts administration. Outcomes included new career opportunities, expanded networks and increased confidence navigating post-graduation transitions.

In the Design for Startups program, 18 students (6 MDes and 12 BDes) participated in Community and Industry Research & Projects (CIRPS) placements, working as Research Assistants with early-stage companies in healthcare tech, digital platforms and design services. Student designers applied their skills in branding, user interface design and communication to real business needs, supported by structured mentorship and project coordination.

Other Shumka-led initiatives included professional gallery exhibitions such as Current: Photography as Pause and the Tide Places international residency program, which offered students the opportunity to publicly present work, collaborate across disciplines and build meaningful relationships with local, regional and international peers and organizations.



Health Design Lab (HDL)

ECU's Health Design Lab remains a leader in socially engaged, community-based WIL. In 2024/25, HDL involved 21 Research Assistants and 56 students through course-based programs such as Perspectives, which paired students with elders in long-term care to co-create storytelling and design projects.

Additional projects explored stigma in healthcare, dementia-friendly community planning and health equity through Indigenous-led initiatives.

Each student received mentorship, participated in co-design processes with community partners and had access to curated resource libraries and peer-to-peer learning environments. HDL's programming directly builds student capacity in trauma-informed design, participatory research, workshop facilitation and interdisciplinary teamwork—skills that are increasingly in demand across the healthcare, public policy and service design sectors.

Graduate Studies

Graduate students at ECU continue to participate in a range of work-integrated learning experiences through research assistantships, teaching roles and industry-engaged projects. In 2024/25, 26 graduate students served as Research Assistants, supporting faculty-led research, institutional initiatives and externally funded projects. Graduate students also accessed targeted professional development through initiatives supported by the Graduate Office. These included SSHRC grant-writing workshops, photo documentation training with professional photographers and temporary research assistant roles supporting graduate programming, low-residency residencies and resource development. These activities foster career readiness by building skills in communication, project coordination, research dissemination and visual archiving.



MITACS

Twenty students participated in MITACS-funded research projects, including collaborations with industry and community partners such as the Gitanyow Nation and sustainability-focused startups. Notably, six Master of Design students led the brand identity development for Anodyne, a clean-tech company, producing professional-grade design assets that contributed to the company's market positioning. These projects reflect the university's continued emphasis on connecting graduate students with high-opportunity sectors such as healthcare, sustainability and digital media.

Participation in MITACS further enhanced career preparation through structured training in leadership, EDI, communication and project management, competencies aligned with British Columbia's labour market needs in creative industries, tech and healthcare. Through these combined experiences, ECU graduate students develop the applied knowledge, networks and professional competencies necessary to thrive across academic, cultural and industry settings.

Labour Market Alignment + Equity Focus

All ECU WIL programs are designed to align with B.C.'s labour market priorities by preparing students for roles in high-opportunity sectors such as digital media, tech, healthcare design and cultural production. Special attention is given to inclusive model design, with programs developed to reduce access barriers for international students, Indigenous students and those facing structural barriers to employment.

Looking ahead, ECU will continue to expand WIL through curriculum-embedded opportunities, mentorship-based models and creative entrepreneurship initiatives. With a strong foundation built on equity, professional development and cross-sector collaboration, ECU's approach to WIL provides students with valuable pathways into sustainable, meaningful careers in B.C.'s creative economy.

DEVELOPING AND IMPLEMENTING PROTECTIONS FOR INTERNATIONAL STUDENTS THAT SUPPORT THEIR FAIR TREATMENT

ECU continues to strengthen its commitment to develop and enhance holistic support to international students, particularly considering evolving provincial and federal regulatory changes. Work is underway to formalize this commitment through an International Education Strategic Plan, while enhancements to advising, support services and compliance processes have already been implemented.

The development of ECU's International Education Strategic Plan is in progress, guided by the Ministry's framework and closely aligned with the university's Strategic Enrolment Management (SEM) planning. While originally targeted for completion by January 2025, the project timeline was adjusted following the appointment of the new Associate Registrar, Recruitment + Admissions in February 2025—a key stakeholder in the plan's development. Current efforts are focused on building coordination and data-sharing systems across Student Services. Four core priority areas have been identified: integrating internationalization into the institutional mission; advancing source-country diversification and system integrity; supporting outbound mobility and international partnerships; and ensuring alignment with Indigenous priorities, equity and intercultural competency development.

In response to federal changes affecting study permits, ECU has strengthened cross-departmental coordination to better support international students throughout the visa process. The International Services team now provides enhanced support at the point of admission, including pre-

arrival communications, updated web resources and individualized guidance related to Immigration, Refugees and Citizenship Canada (IRCC) timelines. Collaboration with IT has also improved the university's ability to track study permit status, monitor MSP compliance and provide timely outreach to students.

To further support international student transition and compliance, ECU delivered a series of targeted workshops and orientation sessions throughout 2024/25. These included pre-arrival webinars (with over 100 total participants), a newly introduced in-person and virtual International Student Reception attended by 130 students and on-campus support for SIN and CRA registration. Additional sessions focused on post-graduation work permits, extending study permits and tax filing—all paired with active social media campaigns that reached between 1,000–2,800 students per post.

In housing and healthcare, ECU has made several updates to better support international learners. Students who arrived without MSP were covered through pre-purchased temporary health insurance and ECU continued to monitor compliance, extending coverage as needed into second terms. A refreshed International Services webpage, including updated housing navigation tools, was launched in Summer 2024 and now includes a direct link to ECU's housing support email. Inquiries receive responses within three to five business days and a growing list of local housing providers now offer student-friendly options with flexible leases and furnished units. ECU has also maintained a formal

partnership with GEC Living and continues to explore additional housing partnerships through ongoing site visits and relationship-building with private landlords.

ECU's capacity to provide high-quality immigration advising has been bolstered by the presence of an RCIC-certified International Advisor. This role has led to significant improvements in tracking permit expiration dates, MSP enrolment and ensuring students remain compliant with evolving regulations.

Due to staff leave between October and April, some training initiatives for faculty and staff were delayed. As the department returns to full capacity, ECU will review and promote participation in the B.C.CIE Intercultural Dialogue Series to help increase institutional capacity for supporting international students holistically.

In terms of international mobility, ECU completed a review of all active exchange agreements in 2024/25 and is now refining its internal processes for managing partnerships. While no new agreements

were added, outgoing exchange participation increased, with 8 students in Fall 2024 and 27 in Spring 2025. ECU hosted 34 incoming exchange students across both terms, with representation from countries including the UK, Ireland, Japan, Sweden, Argentina, Germany and Korea. In parallel, ECU continues to engage in national and provincial conversations around the Recognized Institutions Framework (RIF) and the EQA Code of Practice, which will require cross-departmental implementation planning.

ECU remains an active participant in B.C.CIE events and peer convenings, using these platforms to stay current on policy developments and to share practices related to student support, compliance and institutional risk management. Despite limited staffing, ECU's International Services team continues to make meaningful progress toward ensuring international students are treated fairly, receive timely and accurate information and are supported in achieving academic and personal success during their studies.



Goals + Objectives

ECU's Strategic Plan for 2024-2030 aligns with and supports the Ministry of Post-Secondary Education and Future Skills (PSFS) Post-Secondary System Objectives of Capacity, Access, Efficiency, Quality and Relevance. As the university operates in a constantly evolving landscape, the core priorities and the corresponding objectives will serve to future proof the institution and position ECU to meet the demands of a changing world.



Priority #1 - Elevating Teaching + Learning

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

Priority #2 - Expanding Research + Practice

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

Priority #3 - Supporting People + Culture

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

Priority #4 - Stewarding Places + Spaces

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

Priority #5 - Strengthening Systems + Supports

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

Performance Measures, Targets + Results

Each year, the Ministry of Post-Secondary Education and Future Skills evaluates B.C. public post-secondary institutions using a set of system-wide performance measures. These measures, outlined in the *2024/25 Accountability Framework Standards Manual and Guidelines*, are designed to monitor progress toward key objectives including capacity, quality, access, relevance and efficiency in education.

The following section presents ECU's results for each measure, following the numbering and categorization used in the provincial manual. These targets are developed annually by the Ministry, in consultation with the Provincial Performance Measures Working Group and are meant to promote realistic, continuous improvement, both within individual institutions and across the post-secondary system. Performance assessments at ECU incorporate both qualitative and quantitative methods, supporting our broader goals to enhance program quality and the student experience. Results are based on data drawn from multiple sources, including institutional submissions, the Student Transitions Project, B.C. Student Outcomes surveys, the Central Data Warehouse and Statistics Canada.

Some measures are influenced by broader contextual factors, but they also serve as important indicators to continue adapting and leading through program quality and relevance. For instance, in dynamic and evolving fields like art, design and media, career pathways are often non-linear and may span freelance, entrepreneurial, or cross-sector work. As such, graduates' perceptions of relevance is highly dependent on support in translating their skills to diverse roles. This underscores the importance of key elements of ECU's Strategic Plan, maintaining close connections with industry, embedding real-world application into curriculum and ensuring students understand how to position their competencies in the workforce. Similarly, lingering impacts from the COVID-19 pandemic have shaped student satisfaction and skill development results, particularly for cohorts

who experienced disruptions to in-person learning, studio access, or collaboration opportunities. Additionally, certain metrics, particularly those based on graduate surveys, may not be responsive to recent institutional improvements, as they capture the experiences of students who graduated up to two years earlier.

As such, performance results should be viewed as part of a broader, long-term effort toward institutional and system-level improvement.

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

Assessment	Result
Achieved	100% or more of the target
Substantially Achieved	90% to <100% of the target
Not Achieved	<90% of the target
Not Achieved	N/A

1. TOTAL STUDENT SPACES

System Objective: Capacity

Definition: Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

Intent: To indicate if the targeted capacity of the B.C. public post-secondary system is achieved

Data Source: Full-time equivalent data as provided to the Ministry of Post-Secondary Education and Future Skills – Post-Secondary Finance Branch

Reporting reference period—2024/25 FY: Results from the 2024/25 reporting year and based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Fiscal Year	Targets	Actuals	Performance Assessment
2020/21	1375	1272	
2021/22	1385	1347	
2022/23	≥ 1391	1480	Achieved
2023/24	≥ 1408	1562	Achieved
2024/25	1428	1700	Achieved
2025/26	1433		



2. CREDENTIALS AWARDS

System Objective: Capacity

Definition: The number of credentials awarded by credential type to domestic students by public post-secondary institutions in the most recent year.

Intent: To indicate if the capacity of the system is adequate to address the need for skilled graduates in the B.C. economy.

Data Source: Student Transitions Project

Reporting reference period: Annual performance is measured using the most recent fiscal year; e.g. results for the 2024/25 reporting year are credentials awarded in the 2023/24 fiscal year. The institution-specific target is based on the average number of credentials awarded by the institution in the 2020/21 to 2022/23 fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported or less than 10 credentials are awarded in a given year.

Fiscal Year	Targets	Actuals
2020/21	303	295
2021/22	284	306
2022/23	≥ 303	310
2023/24	≥ 304	294
2024/25	≥ 304	289
2025/26	289	

	Actual Award				Target	Assessment
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Bachelor			252	250	≥280	Not Achieved*
Certificate			21	17	N/A	Not Assessed
Graduate, First Professional and Post-Degree			21	22	≥24	Substantially Achieved
Total Credentials	306	310	294	289	≥304	Not Assessed

Reflection on Credentials Awarded The ministry expanded this measure for the 2023/2024 IAPR to include a breakdown of credentials awarded by credential type.

*It is noted that the 2024/2025 Bachelor credentials target of 280 is inaccurate due to a continued issue in mapping data from ECU systems to the Ministry's database. As outlined in the 2023/2024 IAPR, ECU has been working with the Ministry to correct discrepancies in credential reporting. While the mapping error was not corrected in time for the 2024/2025 reporting cycle, the discrepancy has been identified and updates to the data reporting process are underway to ensure future accuracy. ECU has been in contact with the Ministry to confirm that, based on ECU data, the correct target for Bachelor credentials awarded should be **252** and the performance measure should be assessed as **Substantially Achieved**.

3. INDIGENOUS STUDENT SPACES

System Objective: Access

Definition: Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

Intent: To indicate the accessibility of the system for self-identified Indigenous learners.

Reporting reference period—2023/24 FY

Data Source: For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesB.C. (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Fiscal Year	Targets	Actuals	Performance Assessment
2020/21	80	72	Achieved
2021/22	≥72	72	Achieved
2022/23	≥73	79	Achieved
2023/24	≥79	102	Achieved
2024/25	≥102	90	Not Achieved
2025/26	Increase/maintain enrolments		

Reflection on Indigenous Student Spaces The number of Indigenous student spaces was introduced as a new descriptive measure for institutional accountability reports in 2011/12. In 2024/25, ECU reported 90 Indigenous full-time equivalent (FTE) student enrolments, falling short of the anticipated target of ≥102. As a result, this measure is formally assessed as Not Achieved.

However, when placed in a broader context, this result reflects sustained, meaningful growth over time. Since 2020/21, ECU has increased Indigenous student enrolment by 25%, from 72 to 90 FTEs, exceeding expectations in three of the past five reporting years. The subsequent decline to 90 in 2024/25, while below target, still represents continued upward momentum and a net increase of 11 FTEs year-over-year, which is notable for a small, specialized institution.

ECU remains committed to supporting Indigenous student access and success. Building on this foundation, the university will continue its efforts through strengthening relationships with Indigenous communities and K-12 partners; enhancing supports and pathways through the Aboriginal Gathering Place, peer mentorship and Elder engagement and expanding culturally responsive programming and land-based learning opportunities. These efforts align with ECU’s 2024–2030 Strategic Plan and our institutional commitments to decolonization, Indigenousization and lasting and meaningful reconciliation.



B.C. Student Outcomes Survey

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

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

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

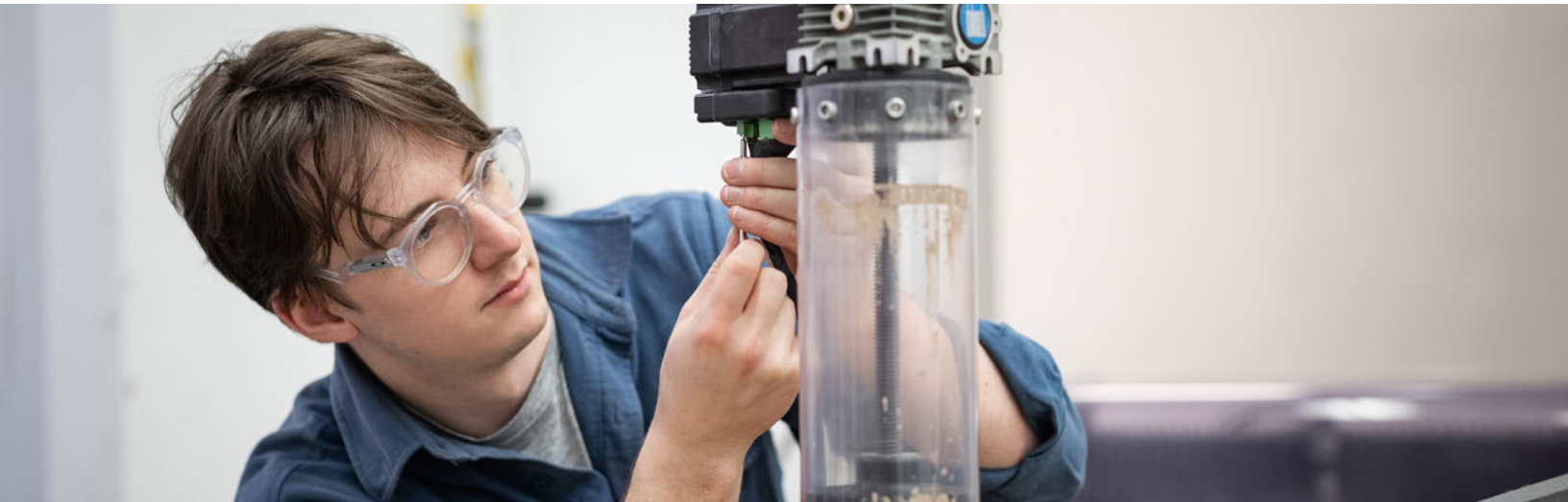
4. STUDENT SATISFACTION WITH EDUCATION

System Objective: Quality

Definition: Percentage of students who were very satisfied or satisfied with the education they received.

Intent: To indicate the quality of education programs through former students' assessments of how satisfied they were with their educational experience.

Survey Year	Targets	Actuals	Performance Assessment
2020/21	≥90%	76.1% (+/- 4.1%)	
2021/22		74.0% (+/- 4.8%)	
2022/23		72.2% (+/- 5.1%)	
2023/24		74.5% (+/- 5.9%)	
2024/25		74.4% (+/- 8.5%)	Substantially Achieved
2025/26			



5. STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

System Objective: Quality

Definition: Percentage of students who rated the quality of instruction in their program positively.

Intent: To indicate the quality of education programs through former students' assessments of the instruction they received.

Survey Year	Targets	Actuals	Performance Assessment
2020/21	≥90%	81.1% (+/- 3.6%)	
2021/22		75.7% (+/- 4.7%)	
2022/23		81.6% (+/- 4.4%)	
2023/24		86.4% (+/- 4.5%)	
2024/25		85.9% (+/- 6.8%)	Achieved
2025/26			

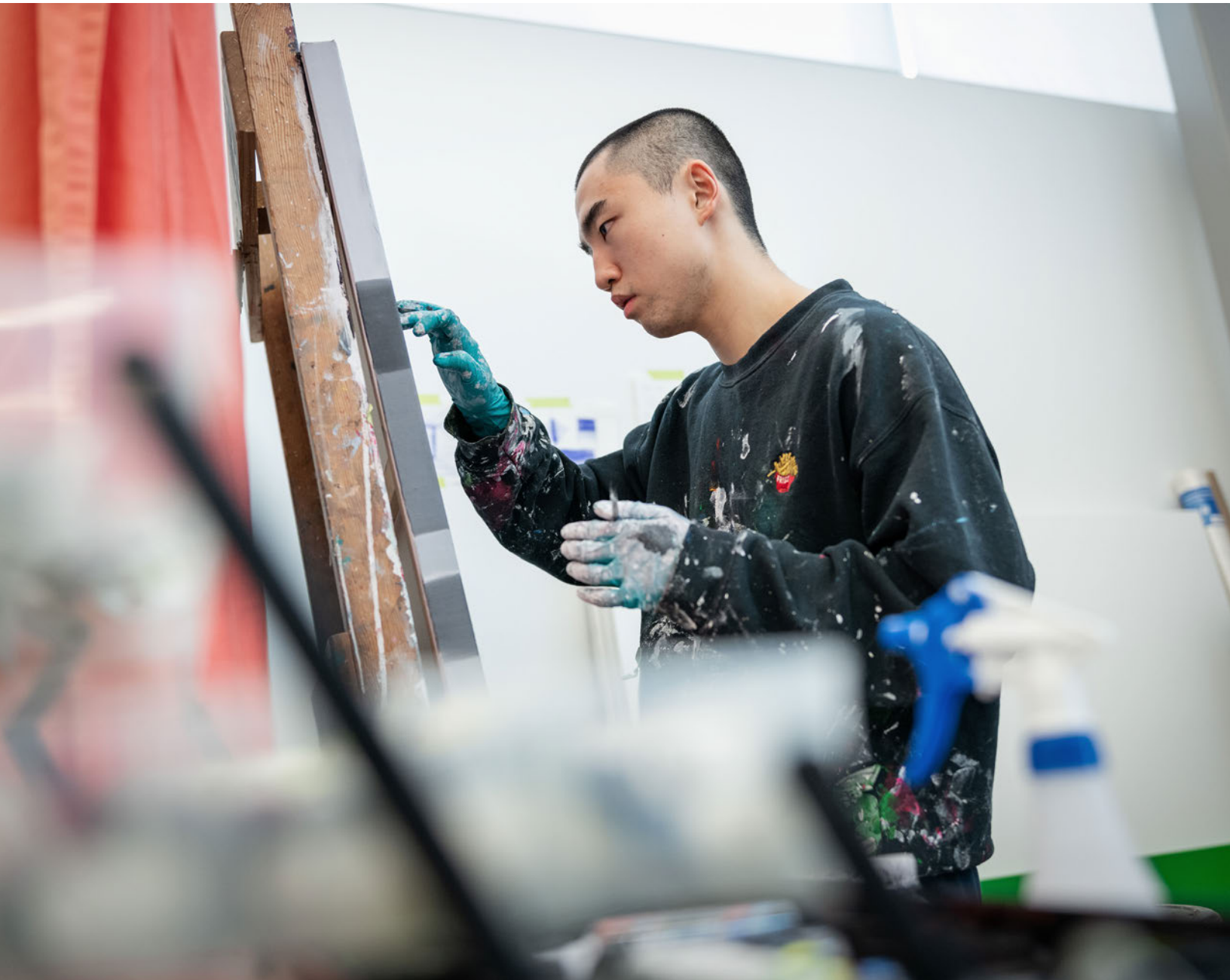
6. STUDENT ASSESSMENT OF OF SKILL DEVELOPMENT

System Objective: Quality

Definition: Percentage of students who indicated their education helped them to develop various skills.

Intent: To indicate the quality of education programs through former students' assessment of attaining identifiable skills.

Survey Year	Targets	Actuals	Performance Assessment
2020/21	≥85%	75.4% (+/- 3.5%)	
2021/22		74.7% (+/- 3.9%)	
2022/23		77.0% (+/- 3.5%)	
2023/24		76.8% (+/- 4.1%)	
2024/25		79.1% (+/- 5.6%)	Substantially Achieved
2025/26			



7. STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

System Objective: Relevance

Definition: Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

Intent: To indicate the relevance of education programs and their effectiveness in enabling former graduates to contribute to the economic development of B.C. through their assessment of the knowledge and skills they acquired in relation to the requirements of their subsequent employment.

Survey Year	Targets	Actuals	Performance Assessment
2020/21	≥90%	79.4% (+/- 4.7%)	
2021/22		78.6% (+/- 5.3%)	
2022/23		78.7% (+/- 5.5%)	
2023/24		75.9% (+/- 6.5%)	Substantially Achieved
2024/25		N/A	Not Assessed
2025/26			

REFLECTION ON STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

In 2024/25, the result was not assessed due to limitations in survey sample size or statistical reliability. ECU continues to address the job-readiness of graduates through curriculum updates, expanded work-integrated learning and professional development programming, in alignment with its 2024–2030 Strategic Plan.



8. GRADUATE UNEMPLOYMENT RATE

System Objective: Relevance

Definition: Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

Intent: To indicate the relevance of education programs to the needs of the B.C. economy through the students' ability to transition from public post-secondary education to the labour market.

Survey Year	Targets	Actuals	Performance Assessment
2020/21	≤ 17.7%	12.1% (+/- 3.4%)	
2021/22	≤ 12.0%	12.4% (+/- 3.8%)	
2022/23	≤ 8.7%	11.7% (+/- 3.9%)	
2023/24	≤ 9.2%	9.3% (+/- 4.1%)	Achieved
2024/25	≤ 9.2%	20.3% (+/- 8.5%)	Substantially Achieved
2025/26	≤ unemployment rate of the population aged 18-29 with high school credentials or less		



Performance Measure Results—Table 2

Measure	Survey Year					Target	Assessment
	2020/21	2021/22	2022/23	2023/24	2024/25		
Skill Development	75.4% (+/- 3.5%)	74.7% (+/- 3.9%)	77.0% (+/- 3.5%)	76.8% (+/- 4.1%)	79.1% (+/- 5.6%)	≥ 85%	Substantially Achieved
Written Communication	69.8% (+/- 4.5%)	65.9% (+/- 5.3%)	66.5% (+/- 5.4%)	70.6% (+/- 6.2%)	70.1% (+/- 9.0%)		
Oral Communication	83.1% (+/- 3.5%)	80.8% (+/- 4.2%)	81.5% (+/- 4.3%)	80.9% (+/- 5.2%)	84.0% (+/- 7.0%)		
Group Collaboration	65.9% (+/- 4.4%)	69.2% (+/- 5.0%)	71.1% (+/- 5.0%)	71.9% (+/- 6.0%)	75.0% (+/- 8.3%)		
Critical Analysis	91.6% (+/- 2.5%)	92.5% (+/- 2.8%)	93.9% (+/- 2.7%)	87.3% (+/- 4.4%)	88.9% (+/- 6.0%)		
Problem Resolution	63.0% (+/- 4.5%)	64.9% (+/- 5.2%)	68.8% (+/- 5.2%)	68.8% (+/- 6.2%)	74.4% (+/- 8.5%)		
Learn on your own	79.8% (+/- 3.8%)	80.1% (+/- 4.3%)	85.2% (+/- 4.0%)	84.8% (+/- 4.8%)	85.7% (+/- 6.9%)		
Reading Comprehension	72.9% (+/- 4.2%)	67.7% (+/- 5.2%)	70.9% (+/- 5.2%)	71.7% (+/- 6.0%)	75.6% (+/- 8.4%)		

SUMMARY ASSESSMENT

Results from the past five years presents a compelling narrative of gradual, system-level growth supported by ECU's commitments to excellence. While results vary across individual skill areas, the overall trend demonstrates increasing student confidence in their ability to apply what they've learned, particularly in areas such as critical thinking, independent learning and verbal communication. These strengths align closely with ECU's emphasis on studio-based practice, conceptual exploration and individualized learning pathways. At the same time, the results highlight areas where the university has ongoing opportunities. Skills related to written expression, teamwork and applied problem-solving continue to show incremental gains over time, suggesting that interventions and enhancements introduced across programs are beginning to take effect. As these capacities are central to collaboration, professional practice and knowledge translation, ECU remains committed to embedding them more deliberately across learning opportunities.

Rather than viewing each skill area in isolation, these results are best understood as part of a broader pattern of capacity-building within a complex and interdisciplinary learning environment. They reflect how students perceive their own development across multiple domains — cognitive, interpersonal and practical — and offer valuable insight into where ECU can amplify its efforts to ensure that all graduates leave with the confidence and adaptability to thrive in diverse and changing contexts.

Survey limitations, including a 43% response rate and high margins of error, mean these results should be interpreted in combination with institutional data sources and ongoing engagement with alumni and industry partners. With the foundation laid through our Strategic Plan, ECU is well-positioned to continue strengthening student learning outcomes through targeted initiatives in communication, collaboration and real-world application.



Financial Information

For the university's most recent financial information, please see the 2025
Audited Financial Statements available on the Reports section of our website.

Appendix B

Template for Reporting on Lasting and Meaningful Reconciliation

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
Progress Identify whether the initiative is: <ul style="list-style-type: none">• New²• Planned / In Progress / Implemented or Ongoing	Initiatives and Partnerships Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: Social Work
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Progress N/A	New and/or Continuing initiatives and Partnerships N/A
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12: Early Childhood Education
We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Progress N/A	New and/or Continuing initiatives and Partnerships N/A
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²"..." represents omitted text not related to post-secondary education from the original Call to Action.

³New initiatives start in the current reporting year and have not been previously reported on.

16: Indigenous Language Degree and Diploma Programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress

Ongoing

New and/or Continuing initiatives and Partnerships

Continuing the design, development and implementation of a 3-credit introductory local Indigenous languages course of Halq'emeylem and She Shashishalhem.

Assistant Professor in Communication Design, Leo Vicente, has been consulting with UBC faculty member Mark Turin to investigate partnership opportunities with the Musqueam Nation to offer a communal language programs.

Ongoing consultations with Indigenous faculty and staff to discover other initiatives currently underway and how best to incorporate initiatives within regular degree programming.

Ongoing consultations to discover creative opportunities to produce visuals of a variety of Indigenous languages on campus to represent the diversity of Indigenous students from across Canada who attend the university.

23: Health-Care Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.

Progress

Ongoing

New and/or Continuing initiatives and Partnerships

Continuation of the three-year project, **Decolonizing Cultural Safety Education Through Cultural Connections**, co-led by the Health Design Lab (HDL) and Aboriginal Gathering Place (AGP) at ECU and Aboriginal Programs at the College of New Caledonia (CNC). This project uses sharing circles, Indigenous material practice and oral knowledge sharing to bring together health-care students with Indigenous community members in an Indigenous-led space. Through its unique programming the project brings awareness to historical and contemporary injustices and racism perpetrated against Indigenous peoples in Canada and encourages healthcare providers to integrate cultural competency into their practice. In Fall 2023, ECU's Health Design Lab began seeking new partners to implement the next phase of this project. Libby Leshgold Director + Curator, Vanessa Kwan, has joined this project.

Progress

Ongoing

Marlene Erickson, Executive Director of Aboriginal Education at CNC and an Elder of the Nak'azdli Whut'en Nation, says the Cultural Connections model provides "foundational" lessons for transforming healthcare. "Cultural competency – which the Elders call gentle hands – is a critical component of improving the health outcomes of Indigenous people; probably as important as the medical knowledge that students learn. We hope workshops like this one will instill those skills so participants will carry them into their professional practice and beyond."

Launched in October 2023, **Braiding Wisdoms** is a three-year research and design collaboration with the Social Pediatrics Program at B.C. Children's Hospital and two local non-profit organizations—RayCam Cooperative Centre and Raincity Housing – aimed at improving family health and well-being through community collaboration. Rooted in Indigenous knowledge and cultural practices, this project aims to address systemic health inequities in Vancouver's inner-city neighbourhoods through strengthening partnerships among community organizations in the DTES, with the goal of keeping families together. Braiding Wisdoms builds on a two-year community engagement initiative hosted by Raincity Housing that brought together five peer advocacy groups supported by an Advisory Council of six Indigenous Elders and Knowledge Keepers. Monthly circles with these peer groups and community organizations helped identify many challenges of the system, one being a lack of effective cooperation across organizations to drive systemic change. Braiding Wisdoms aims to address this challenge and build a more collaborative approach to improving family health in the DTES. **Project Timeline:** November 2023 – November 2026

24: Medical and Nursing Schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress

N/A

New and/or Continuing initiatives and Partnerships

N/A

28: Law Schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.

Progress

N/A

New and/or Continuing initiatives and Partnerships

N/A

57: Public Servants

We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress

Ongoing

New and/or Continuing initiatives and Partnerships

The Aboriginal Gathering Place (AGP) continues to facilitate cultural competency supports for the ECU community, including staff and faculty, via presentations and workshops related to both historical and ongoing colonialism in Canada and institutional racism. The presentations offered are expanding based on the community needs.

The university continues to incorporate more knowledge and practices informed by an Indigenous world view in our university processes and in the development of our institutional leaders.

62: Teacher Education

We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress

Ongoing

New and/or Continuing initiatives and Partnerships

Social Justice Education Study Group: Initiated and facilitated by Educational Developer Ki Wight, this teaching-focused study group is for ECU educators committed to social justice in education and who want to continue to develop and learn alongside colleagues. The group met bi-weekly over the Fall term to discuss readings and research into anti-oppressive and equity-focused teaching practices.

Contemplative Practices and Anti-Oppressive Pedagogies: Instructional Designer Micaela Kwiatkowski and faculty member Jen Woodin ran a year-long research project on how contemplative practices can create more equitable classrooms. This culminated in a book review (<https://tr.ee/CPAOP>), blog post: <https://tr.ee/intro-med> and a workshop. Website resources will be added in Summer 2025.

Implemented

Qwalena: The Wild Woman Who Steals Children – Indigenous storytellers Dallas Yellowfly & Alysha Collie brought "Qwalena: The Wild Woman Who Steals Children" to life in this unique and frightening theatrical multimedia storytelling performance. By blending oral tradition, multimedia, mature content and a bit of humour, Yellowfly hopes to promote an understanding of present-day impacts of the Indian Act and how Indigenous Peoples across Turtle Island are trying to break the cycles of oppression caused by Residential Schools. Organized by faculty members Lorelei Pepi and Sam Decoste and supported by Decolonization and Indigenization funds and the AGP, this event was open to the ECU community. The event was hosted at ECU on February 10 2025 and included an audience Q & A and conversation.

Trauma-Aware Teaching: Educational Developer Ki Wight ran several workshops on Trauma-Aware Teaching, including one for B.C. Campus. Blog post about this approach and the B.C. Campus event here: <https://tr.ee/trauma-aware>

ECU Research Ethics Board (ECU-REB) supports respectful Indigenous research practices. We acknowledge that unethical research practices and cultural appropriation have caused direct harm to Indigenous people and communities and distrust of university-based research. Inspired by Coast Salish potlatch, the ECU-REB invites those impacted by research to be heard. It honours ethics review and guidance from Indigenous communities, collectives and organizations. Research conducted on Indigenous knowledge, territories, topics and with Indigenous people and communities may involve rights holders, accountabilities, risks and benefits that are specific to communities, territories and traditions.

Through the adoption of *In a Good Way: Principles Guiding Indigenous Research*, the board is committed to Indigenous research expertise in all reviews involving Indigenous content or peoples. The ECU-REB follows guidance provided by First Nations Governance Council's (FNIGC) OCAP® principles for data management (ownership, control, access and possession), B.C. Declaration of the Rights of Indigenous Peoples Act (DRIPA), United Nations Declaration on the Rights of Indigenous People (UNDRIP), the Truth and Reconciliation Commission (TRC) of Canada's Final Report, trauma-informed research guidelines, as well as the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) Chapter 9 "Research Involving the First Nations, Inuit and Métis Peoples of Canada", among others.

86: Journalism and Media Schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations.

Progress

In Progress

New and/or Continuing initiatives and Partnerships

ECU currently offers several courses that address Indigenous histories, worldviews, and cultural practices. These include Indigenous Presence / Locating Ourselves in Place (FNMT 115), which engages students with Indigenous values, contemporary cultural expressions, and a section on the history and legacy of residential schools; Aboriginal Material Practice (FNMT 141), which explores traditional and contemporary Indigenous techniques and materials; Introduction to BC Aboriginal Art History (AHIS 206), which examines art histories from pre-contact through the 1960s; Topics in Contemporary Aboriginal Art (AHIS 430), which investigates current practices and critical concerns in Aboriginal art; and Indian 101, a presentation designed for non-Indigenous audiences that provides an overview of the history of Indigenous peoples in BC, including the impacts of colonization, residential schools, and Indigenous rights. While these offerings provide meaningful entry points for students, they remain elective and are not yet mandatory across programs. Beginning in 2025/26, faculty member Mimi Gellman will serve as Special Advisor to the Provost on Indigenous Curriculum Initiatives. This role will guide academic leadership through consultation and curriculum development, including consideration of required curriculum introducing all students to Indigenous histories, nations and communities, cultures and worldviews. ECU will continue to review programming in alignment with TRC Calls to Action, with the goal of further incorporating Indigenous histories, languages, and perspectives across the curriculum. Though early in planning, this commitment represents a significant step toward expanding and strengthening Indigenous curriculum at ECU.

92: Business Schools

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress

N/A

New and/or Continuing initiatives and Partnerships

N/A

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

Progress

New

New and/or Continuing initiatives and Partnerships

Wellness Talking Circles — HR is actively partnering with the AGP to explore ways of supporting the wellness and cultural safety for Indigenous, First Nations, Inuit and Metis (IFNIM) faculty and staff. This work has entailed talking circles and engaging one on one with our community members. The work is ongoing and will inform future wellness and cultural safety strategies in alignment with the university's strategic plan.

Inuit Art Symposium — In partnership with Dr. Heather Igloliorte (UVic, Canada Excellence Research Chair in Decolonial and Transformational Indigenous Art Practices), 2 students and both staff and faculty members attended Qinnirajaattug / Ripples: Making Waves in Inuit Art Symposium in Montreal (2024). The AGP recently signed off on a SSHRC partnership for further work including planning a gathering, additional programming opportunities and on-site workshops to prepare for a larger event. Lindsay McIntyre and Kajola Morewood were both panelists at this event.

Swaiia Native Fashion Week — based in Santa Fe, NM, the SWAIA Native Fashion Week celebrates the artistry and innovation of Indigenous designers and artists. Through runway shows, symposia and immersive experiences, the week-long celebration and event creates a platform for both emerging and established Indigenous creatives to showcase their work, connect with audiences and transform the global fashion landscape. In May 2024, the AGP Team and two students attended SWAIA Native Fashion Week. 2025 MDes Alumna Jennifer Lamont, who attended SWAIA Native Fashion Week 2024, was accepted to have her collection shown in the 2025 Native Fashion Week in Santa Fe.

NAISA Conference — In June 2024, ECU staff attended the Native American and Indigenous Studies Association (NAISA) conference in Bodø, Norway. The conference is an interdisciplinary, international organization comprised of scholars working in the fields of Native American and Indigenous Studies. The annual meeting welcomes faculty and students in colleges, universities and tribal colleges, community-based scholars and elders and independent professionals working in the field and has since become the premier international and interdisciplinary professional organization for scholars, graduate students, independent researchers and community members interested in all aspects of Indigenous Studies. The annual event has grown from 350 attendees at the first gathering in 2007 to over 2000 attendees. Attending this conference offers student and staff invaluable professional development and networking opportunities, allow them to make connections with a global community of Indigenous leaders and scholars. Indigenous healing practices and counseling.

Planned

The AGP is planning a range of programming related to dates of note.

To honour **International Inuit Day** on November 7th, the AGP is programming its second one-day film screening in partnership with Isuma TV, Vtape and new partners NFB and grunt gallery. This will continue welcoming new audiences to our institution including Inuit communities and artists; and will also support our students with an added opportunity to their learning experiences. Following the film screenings, additional programming in development include Inuit performers and a traditional feast. The event is scheduled for November 2025.

In recognition of **National Indigenous History Month**, the Indigenous Art Market is organized in June to celebrate and support Indigenous artists and cultural practitioners.

In February, ECU's Aboriginal Gathering Place will coordinate a banner-making workshop and lead community participation in the **Women's Memorial March** on February 14, reaffirming the university's support for justice and healing for **Missing and Murdered Indigenous Women, Girls and Two-Spirit People**.

ECU is continuing to work closely with **Indigenous Business Development Liaison**, Rose Spahan, to develop work integrated learning opportunities and career pathways for Indigenous students and graduates. This collaboration includes new opportunities for job placement and professional engagement, including emerging partnerships with Indigenous Fashion Week. The university is also exploring additional professional development offerings tailored to both continuing and graduate students, with a focus on building capacity and advancing creative careers in Indigenous arts and design.

Ongoing

Host Nations Art Commission/Mentorships — We are working with local Host Nation artists for commissioned artwork, including mentorships on site in the AGP. In March 2024, the AGP hosted a speaker series in partnership with Host Consulting, along with an artist talk series. Host Consulting provides specific and valuable situated knowledge and insight on the arts and how to work with their Nations in Metro Vancouver, the unceded, occupied, traditional territories of the Xʷməθkʷəy̓əm, Skwx̱wú7mesh and Səllwətał peoples.

Relationship Building with IAIA — potential collaborations with the Institute of American Indian Arts in Santa Fe, New Mexico, continues to unfold, with an opportunity to incorporate Low-Residency MFA programming from both institutions. With the new ECU president installed in 2024, discussions will continue moving forward.

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

2024 Workshops were held	2025 Workshops were held
September 24 October 8, 9, 31 November 5, 13, 20 December 3	January 7 February 4, 11 March 11 April 1
Additional workshops will be scheduled for 2025	

S'ohl Shxweli (Our Place) — Support for Indigenous Arts Mastery (SIAM) Grant of 30K USD. This program will continue to focus on supporting and engaging local urban Indigenous artists in promoting and perpetuating intergenerational cultural knowledge and traditional and contemporary art forms. We are starting our forth year of programming. In 2024, we offered creative makers workshops on reserve with the Musqueam Nation, employing artists from the community and bringing outside mentorship of Indigenous artists from around Vancouver to have a weeklong arts skill building with the community. In 2025, we are planning to expand workshops to include the Tsleil-Waututh and Squamish Nations.

Squamish House Post — Xwalacktun, award-winning artist, educator and master carver led a collaborative carving project to completion of a house post in traditional Coast Salish design. The unveiling took place April 18th with a public event and reception. This project will continue in new iterations, with the goal of hosting additional collaborative carving projects for each of the Host Nations, along with additional community mentorships.

The AGP continues to partner with the **Museum of Anthropology's Native Youth Program**, a summer program for urban Indigenous youth, ages 15 to 18, currently enrolled in secondary school. The goal is to produce young Indigenous leaders, provide meaningful direction and mentoring, enhance employment opportunities for Indigenous youth and promote public understanding of the diversity and richness of Indigenous cultures within the UBC community. The program was postponed last year due to ongoing renovations at the MOA. The AGP plans on hosting this program in Summer 2025.

Indigenous Art Market — The AGP held the first Indigenous Art Market in June 2023 to honour and bring awareness to Indigenous History Month. This ongoing project provides an opportunity for the general public to deepen their understanding of Indigenous culture through in-person interaction with our students and artists. It honours our Oral Knowledge, sharing educational practices that blend art, education and culture. Each market, the AGP coordinates over 20 vendors of both current students and local Vancouver Indigenous artists to market and sell their wares at this exciting event. In November 2024, the Indigenous Art Market was paired with the annual Student Art Sale, expanding the audience for the event. In 2025, the Indigenous Art Market is scheduled for both June and November.

Food Security for Indigenous Students — Food security/safety for Indigenous students is of utmost importance. To support this, we provide an accessible food pantry, as well as the availability of an assortment of snacks throughout the day in the AGP. The Aboriginal Program Coordinator, Sydney Pascal, also cooks homemade lunches for Indigenous students twice a month throughout the academic year in the AGP. To further support this program, Laura Kozak has written grants to increase the quantity of food in the pantry; arrange mentorships with artists who can teach Indigenous menus and traditional cooking; there are also plans to redesign the patio to grow a garden for edible, traditional

and ceremonial plants and plants used for natural dyeing. We are investigating opportunities to host field trips with artist on the land and water, teaching traditional practices of sourcing and harvesting plants, seaweed, fish and shellfish.

Aboriginal Artist Exhibition — The annual AGP exhibition continues to grow in participation and intergenerational knowledge sharing. In 2025, the exhibition ran from February 6 – 19 and included artwork from 34 Indigenous students, staff, faculty and alumni. For both 2024 and 2025, an exhibition publication has been designed by Aboriginal Program Coordinator, Sydney Pascal and an Indigenous student hired to document the work and provide head shots of the artists. In the upcoming year, the AGP is investigating opportunities to include this event in the larger Indigenous Alumni Gathering (March/April) to celebrate ECU100.

Workshops + Presentations — In 2024–2025 there were over 12 Aboriginal artist presentations and more than 15 cultural workshops. Community and wellness initiatives included open houses, student lunches, Indigenous art markets and staff wellness talking circles. These events and presentations support community development for incoming, returning and former Indigenous students, staff and faculty.

Indigenous Presence Course — Indigenous faculty, Mimi Gellman has led the development of a core course on Indigenous methodologies and relationships to the land with the support of Academic Affairs and the Aboriginal Advisory Group. The Creative Process Course, "Locating Ourselves in Place" is currently situated as a Critical Studies Course. This is an Indigenous-led course that introduces students to Indigenous ways of knowing through the lens of contemporary artists and their cultural expressions. The goal is for the course to become mandatory at undergraduate level and to begin research and development of an Indigenous Materials degree program, creation of a carving cage and to bring Chief Janice George's weaving courses to ECU. Indigenous faculty are also reviewing Indian 101 Introduction to Colonial History to update or develop the curriculum to be more relevant to the current moment.

Indigenous Scholarships — Each year, CS awards five scholarships to students of Indigenous ancestry to attend ECU's Summer Teens Programs. These scholarships support participation in both the Junior Art Institute and the Summer Institute for Teens, providing

access to high-quality education in art, media and design. The program aims to empower emerging Indigenous artists by fostering a creative, inclusive and respectful environment that encourages continued exploration of art and design and pathways to post-secondary education. The AGP helps disseminate and add more qualified applicants.

Scholarships for Indigenous Students — 15 different scholarships and bursaries are available and awarded in the Fall and Spring, along with additional funds available through the ministry's Emergency Fund for Indigenous Students. ECU can offer at least \$1,000 of funding to each student and in 2024/25, all Indigenous students who applied for scholarships received funds.

On Edge Reading Series — The series showcases the work of writers who are doing the freshest, most interesting and relevant work, writers who are also artists, volunteers, literary award winners, social justice organizers, prison abolitionists, literary organizers, dancers, managing editors, filmmakers, creative writing instructors and scholars. The On Edge programming serves to enrich literary and writing communities both inside and outside of ECUAD. The series is supported by the Emily Carr Writing Centre with grateful acknowledgement to the Canada Council for the Arts and the Coast Salish First Nations whose traditional lands we are on. All readings are FREE and open to the public. ASL interpretation is provided. In 2024/25, a main focus was to showcase work by established and emerging Indigenous authors to strengthen our partnership with the AGP, including **Alicia Elliott, Selina Boan, Cody Caetano, Vance Wright and Cassandra Blanchard.**

<https://writingcentre.ecuad.ca/on-edge-reading-series/>

Implemented

Honouring Indigenous History Month — A group exhibition at the Libby Leshgold Gallery, *Your Old Way Kind of Vision*, brought together the works of four artists – Siku Allooloo, Catherine Blackburn, Wally Dion and Charlene Vickers – who explore their Indigenous backgrounds through distinct artistic practices. Through a diversity of approaches, each artist builds nuance through materials and ideas that speak equally of traditional material cultures and contemporary vision. Curated by Executive Director, Indigenous Initiatives, Daina Warren with their selected artists/artwork. The exhibition took place June 1-30, 2024.

Future Worldings Conference — considers approaches of collective and collaborative 'worldmaking.' The project employed a collective and collaborative methodology, working with partners to consider how it may be possible to 'world' collectively while retaining the specificities of site, body, history, access and cultural understandings. Partners worked alongside and with one another to articulate and reflect on their relation to the unfolding concerns of thinking through de-colonial futures together. Panelists and moderators included academics from ECU, Griffin Art Projects, Transformative Memory Network UB.C. and the University of Witwatersrand. The conference was held in ECU's Reliance Theatre and was co-produced by the Jake Kerr Faculty of Graduate Studies and Research, the Aboriginal Gathering Place and Griffin Art Projects in addition to Transformative Memory Network (UB.C.) + University of Witwatersrand. The conference was held on Saturday, September 28, 2024.

Inuit Film Festival 2024 — In celebration of International Inuit Day on November 7, the AGP programmed a one-day film screening in ECU's Reliance Theatre. A much-anticipated partnership with Isuma TV and Vtape, it displayed a roster of engaging Inuit films. It brought in new audiences to our institution including Inuit communities and artists; and will also support our students with an added opportunity to their learning experiences. Isuma has a way of telling stories within a certain level of reality – an authentic way of telling stories. After the film screenings, there were Inuit performers and a traditional feast. The event was held on November 1, 2024.

Mentorships — Creating mentorships for Indigenous Students and the campus Indigenous community members. Indigenous students will have regular access to Elders, cultural leaders, traditional healers, language speakers and knowledge keepers. Indigenous students are hired and mentored to assist with Indigenous research projects. The MITACS grant project between Gitanyow First Nation community and ECU Indigenous student Ella White has been implemented and handed over to the community partner, including a publication and a workplan for future students to continue the work. MITACS liaison Alan Goldman continues to bring Indigenous students in on the project. The purpose of the project was to create an engaging visual representation of Emily Carr's Visit to Gitanyow in 1928. This allows an opportunity to visually portray colonial resistance in Gitanyow during this time by showcasing the relationship between Gitanyow people and Emily Carr as a euro-Canadian. This project will be used as an informational piece shared at the Gitanyow museum and featured on the online Gitanyow Museum website. The project works to reach a larger audience by taking a written story and making it more engaging by adding visual and auditory components.

Islands of Decolonial Love: a reception and readings — In celebration of Leanne Betasamosake Simpson's groundbreaking short story collection, writer and filmmaker Justin Ducharme explored key excerpts that are points of influence and research for his upcoming directorial feature film debut SEVENTEEN. Featured live monologues by Shane Sable, Madelaine McCallum, Monday Blues and Tarene Thomas, selected and directed by Ducharme. Presented by the ECU Libby Leshgold Gallery and Aboriginal Gathering Place in conjunction with Leanne Betasamosake Simpson's Hopper Lecture, Theories of Water - Using Michi Saagiig Nishnaabe Consciousness to Dismantle the Present Moment.

Urban Access is a partnership program designed to enable Indigenous people living in urban areas to access and explore traditional and contemporary Indigenous art forms and materials. Participants explore and apply their own cultural context to the design of their projects. The tangible outcomes include a diverse range of objects created from traditional and contemporary materials. 2023 workshops included: *drum making, rattle making, printmaking, caribou hair tufting, beading, northwest coast style drawing, lumen printing, sound/music production, storytelling and working with reclaimed materials*. Workshop facilitators were current students and/or alumni, giving them an opportunity to connect with the community and practice their teaching skills.

2024/25 Workshops and Events Implemented

2024

- May 1-7: AGP Team and two students attended SWAIA Native Fashion Week
- May 29-31: Students assist with install of Your Old Way Kind of Vision in Libby Leshgold
- June 2-11: AGP Team attends NAISA conference in Bodo, Norway
- June 14-15: Summer Indigenous Market
- September 05: Open House
- September 10: Student Welcome Lunch
- September 19: Student Services Info Session
- September 20: Braiding Sweetgrass with Mimi Gellman
- September 24: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch
- September 27: Workshop: Fringe Earrings with Isabelle Jarman
- September 28: Future Worldings Conference
- October 01: Student Breakfast
- October 03: Library Community Day: Tufting Workshop
- October 08: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch; Regalia Workshop with Matt Provost
- October 09: Cultural Knowledge Keeper: Audrey Siegl
- October 10: On Edge Reading Series Hosted at AGP
- October 11: Workshop: Beading with Vance Wright
- October 22: Student Lunch and Dog Therapy
- October 31: On Edge Reading Series hosted at AGP; Workshop: Ribbon Skirts with Zoe Laycock
- November 01: Inuit Film Festival
- November 04: Guest Speaker: Amber Dawn Bear Robe
- November 05: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch
- November 05-10: AGP Team and two students attend Inuit Art Symposium in Montreal
- November 07: Dog Therapy
- November 13: Cultural Knowledge Keeper: Audrey Siegl
- November 14: On Edge Reading Series hosted at AGP
- November 18: Metis Jigging with V'ni Dansi
- November 19: Student Lunch and Dog Therapy
- November 20: Cultural Knowledge Keeper: Audrey Siegl
- November 21-23: Student Art Sale/ Indigenous Art Market
- November 29: Festive Dinner with See Monsters
- December 03: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch

2025

- January 07: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch
- January 09: HUMN 101 Class Visit; Regalia Workshop with Matt Provost
- January 16: Staff Wellness Talking Circle hosted by HR
- January 21: Student Lunch
- January 22: Open House
- January 23: On Edge Reading Series hosted at AGP
- January 24: Workshop: Drummaking with Nicole Johnston & Sydney
- January 30: Regalia Workshop with Matt Provost
- January 31: Workshop: Backstrap Sinew with Teresa Vander Meer-Chasse collaboration with grunt gallery
- February 02-06: AGP Exhibition Installation
- February 04: Cultural Knowledge Keeper: Audrey Siegl; Student Lunch
- February 06: AGP Exhibition Opening
- February 07: Tsleil-Waututh School Visit
- February 11: Cultural Knowledge Keeper: Audrey Siegl
- February 13: Equitable Food Circle hosted at AGP; On Edge Reading Series hosted at AGP
- February 24: On Edge Reading Series hosted at AGP
- February 26: Workshop: Beading with Vance Wright
- February 28: Guest Speaker: Vance Wright
- March 03: Staff Wellness talking Circle hosted by HR; Tea Blending Workshop hosted at AGP
- March 04: Student Lunch
- March 06: MST Artist Talk in collaboration with Or Gallery
- March 11: Cultural Knowledge Keeper: Audrey Siegl
- March 12: Artist Talk: Morgan Asoyuf
- March 13: Artist Talk: Tasha Faye Evans; Regalia Workshop with Matt Provost
- March 18: Student Lunch
- March 20: Regalia Workshop with Matt Provost
- March 27: On Edge Reading Series hosted at AGP

IN PLAIN SIGHT REPORT RECOMMENDATIONS REPORTING FOR POST-SECONDARY INSTITUTIONS

IN PLAIN SIGHT RECOMMENDATION #8

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

Program Name

N/A

Accreditation Standard Details (If none exist, N/A)

N/A

IN PLAIN SIGHT RECOMMENDATION #14

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

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

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

IN PLAIN SIGHT RECOMMENDATION #18

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

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

Strategies	Targets by Program Area	Outcomes
N/A	N/A	N/A

IN PLAIN SIGHT RECOMMENDATION #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Instructions Please identify program area here. <i>Example:</i> <i>Certified Medical Laboratory Assistant</i>	Instructions Identify whether the initiative is: <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) 	Instructions Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.
<i>Example: Certified Medical Laboratory Assistant</i>	<i>Example: Completed</i>	<i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i>
N/A	N/A	N/A





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