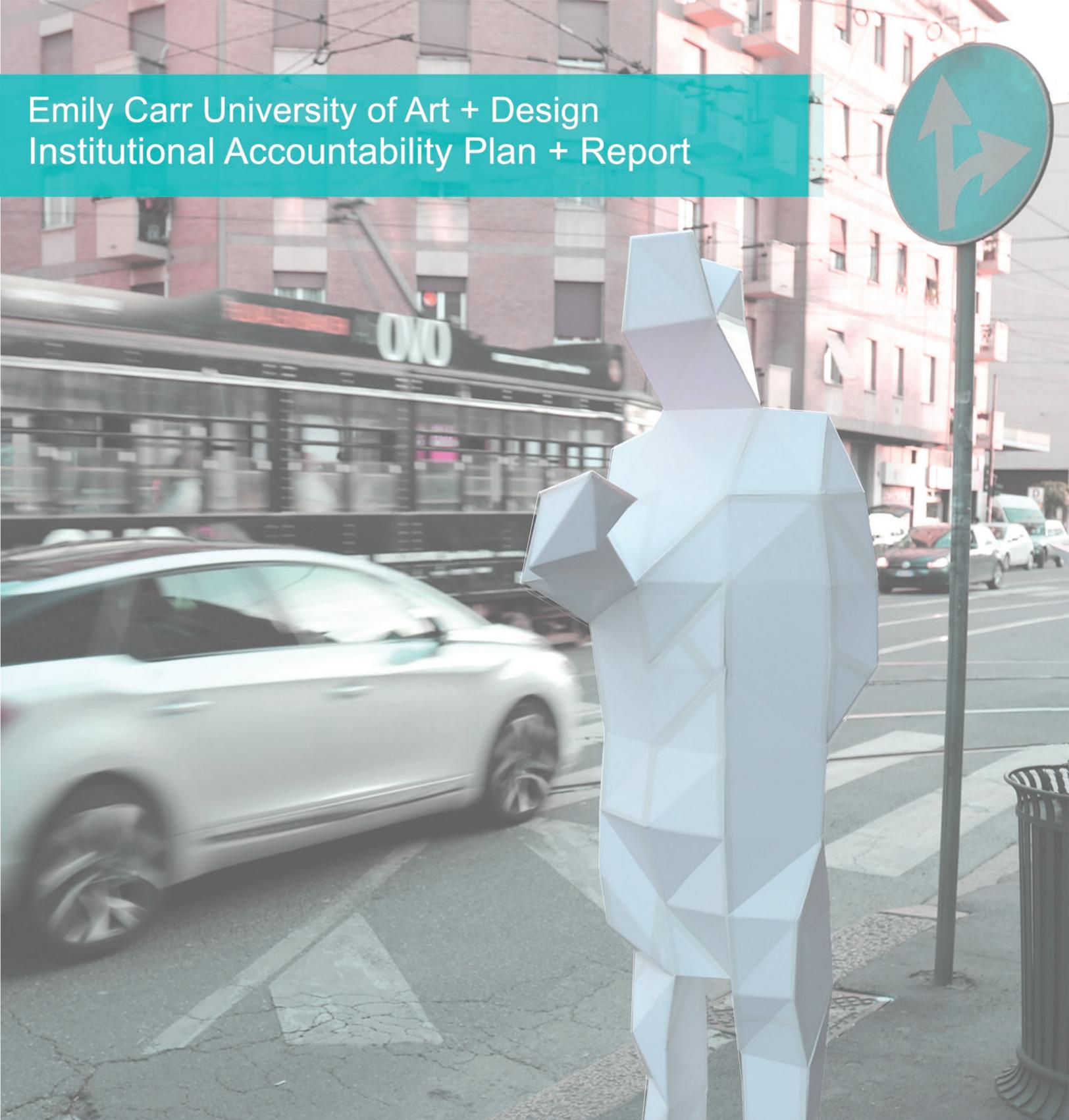


Emily Carr University of Art + Design
Institutional Accountability Plan + Report



Reporting Cycle

2015/16

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Cover art: *People*, photo and sculpture by Garnet Hertz (2016)

July 15, 2016

Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Wilkinson:

It is our pleasure to present the 2015/16 Institutional Accountability Plan and Report on behalf of Emily Carr University of Art + Design.

This was a landmark year for Emily Carr, as we celebrated 90 years of making significant and lasting contributions to the world of art, media, and design. We took huge steps forward in the construction and fundraising for our new state-of-the-art facility on Great Northern Way campus. We hosted Their Excellencies the Right Honourable David Johnston, Governor General of Canada, and Mrs. Sharon Johnston on their recent visit to Vancouver. We had the honour of installing our second Chancellor, Mr. Geoff Plant. We welcomed our first Canada Research Chairs, who have significantly contributed to the growth and development of the University's applied research. And this spring, we graduated the greatest numbers of graduate students and indigenous students in our institution's history.

Our record of success has not gone unnoticed and in 2015, Emily Carr was recognized with a ninth place Red Dot Design Ranking. This established Emily Carr's programs within the top ten of Design Universities in the Americas and Europe and well above respected contemporaries such as London's Royal College of Art and New York's Pratt Institute. It marked the second time that Emily Carr has been the sole Canadian institution named in these awards.

This past year also saw Emily Carr University students and alumni achieve multiple international awards and recognition, from an Emmy award for documentary film to the RBC award for painting – the eighth time it was won by an Emily Carr alumnus. For the first time, this spring, Emily Carr faculty and students participated in the Triennale di Milano, an international art and design exhibition showcasing cutting edge technologies and practice.

This report addresses accountability measures expected of Emily Carr, including our commitment to take into account the Taxpayer Accountability Principles, and outlines data on how we meet or exceed the expectations of the Ministry. In accordance with the University's governance structure, we accept accountability for this report and look forward to working with the Ministry to continue our tradition of providing the highest quality post-secondary education.

Sincerely,



Blair Qualey
Chair, Board of Governors



Dr. Ron Burnett, C.M., O.B.C.,
Chevalier de l'ordre des arts et des lettres, RCA
President + Vice Chancellor

STRATEGIC DIRECTION + CONTEXT

Since 1925, Emily Carr University of Art + Design has grown from a small four-year art school into a degree-granting university devoted to studio-based creativity, innovation, research, and learning at the undergraduate and graduate levels.

Emily Carr's mission is to develop informed artists, designers, and media practitioners who can contribute their creative output and research to Canada's economic, knowledge, and cultural sectors. A multidisciplinary university, Emily Carr offers an environment where artists, designers, technologists, researchers, and educators interact and collaborate on projects and programs that foster a cross-fertilization or transfer of specialist knowledge and practices, and which contribute to shaping art, design, media, and technology.

Teaching and applied research at Emily Carr take place across five degrees (Master of Design, Master of Applied Arts, Bachelor of Fine Arts, Bachelor of Design, and Bachelor of Media Arts) within the Faculties of Graduate Studies, Culture + Community, Design + Dynamic Media, and Visual Art + Material Practice. Emily Carr's Continuing Studies model of lifelong learning and comprehensive course offerings complement the credit courses and provide members of the community with a broad range of courses and workshops in a variety of formats. Throughout each practice-based program, both graduate and undergraduate students are encouraged to develop new and innovative ways of thinking and creating, studying in a professional environment that emphasizes creative practices within critical, historical, and theoretical frameworks.

Resources and centres to support our programs include the Intersections Digital Studios, a state-of-the-art research facility; the Social + Interactive Media Centre, a

research centre that supports a wide range of applied social, interactive and design projects; the Health Design Lab, a lab dedicated to the development of healthcare related design projects and collaborations; the Stereoscopic 3D Centre of Excellence, which is built around cutting edge cinematic capture and display technology; and the Wood Innovation and Design Centre in Prince George, which will continue to expand our programming and presence in northern BC. In addition, the University has computer and digital production laboratories, photography laboratories, printmaking, ceramic and painting studios, a library, indoor and outdoor sculpture areas, wood shops, design studios, classrooms, galleries, and the award-winning Read Books bookstore.

The University serves over 2,000 credit students (including domestic and international) and over 2,000 non-credit students who take courses at the Granville Island campus and our two satellite campuses. International students come from over 50 countries. And, at any given time, we have up to 30 exchange students and researchers from all over the world on campus. Emily Carr is one of only four post-secondary art institutions in Canada and one of only 18 art and design institutions in North America with over 1,000 FTE's.

Emily Carr's faculty and staff members include practicing artists and designers who are internationally recognized in their fields. With over 400 dedicated employees, Emily Carr offers a close-knit community, which provides students with the advantage of a personal level of service in a creative environment.

Emily Carr has a number of collaborative agreements and partnerships with other post-secondary institutions in British Columbia and Canada. Emily Carr offers a two-year Design Essentials program with British Columbia Institute of Technology (BCIT) that has been approved for block transfer for students who wish to continue their studies at Emily Carr. Emily Carr is also one of the founders of the Great Northern Way Campus (GNWC), in collaboration with Simon Fraser University (SFU), the University of British Columbia (UBC), and BCIT. The four-institution joint degree, the Master of Digital Media, was launched in September 2007 and the success of the program continues.

The decision by the Government of British Columbia to invest in a new campus for Emily Carr at Great Northern Way recognizes the vital role that Emily Carr plays in the creative economy, and the importance of universities offering post-secondary education in the arts, media arts, and design. The new campus will have numerous positive economic benefits for the Province of British Columbia and will drive creativity and innovation in BC and Canada while supporting the future growth of the creative sector. The new facility will further BC's reputation as a destination for world class post-secondary education by allowing Emily Carr to enhance education in media, design, and art programs in ways that have not been possible due to space constraints of the current Granville Island campus. Emily Carr's new campus will be at the centre of a new social, cultural, educational, entertainment, and economic engine for BC.

FACULTIES + CONTINUING STUDIES

Emily Carr is comprised of four Faculties and a Continuing Studies department, each of which reflect and support curriculum, lifelong learning, and research endeavours. The Faculties and Continuing Studies facilitate work across mediums and technologies and promote the development of new courses and programs that reflect the fluidity of contemporary practice in art, design, and media.

Faculty of Culture + Community

The Faculty of Culture + Community forges meaningful and engaged partnerships with the larger community, industry, and other institutions and universities. The mandate of the Faculty of Culture + Community includes sustainability, both environmental and social; effective communication strategies; and adaptive, innovative curriculum, able to respond to changing social conditions. The Faculty is comprised of diverse curriculum areas of the University including the first-year Foundation program, Critical and Cultural Studies courses for all undergraduate students, the Critical and Cultural Practice Major (BFA), and the Social Practice Minor. It also facilitates internal and external collaborations and is a site for innovative curriculum development and research projects that offer students a context and ethical framework for ongoing community engagement.

Faculty of Design + Dynamic Media

The Faculty of Design + Dynamic Media responds to the changing needs in the world around us, on a variety of scales, and focuses on the development of comprehensive messaging, experiences, and the social context. Our award-winning students take leadership in areas such as sustainable design, medical and health issues, regional products, recreational products, systems design, information design, typography, visual communications, commercial, experimental and 3D animation, visual storytelling, film, video, integrated media, and interactivity. The Faculty houses three degrees and five majors: Communication Design (BDes), Industrial Design (BDes), Animation (BMA), Film/Video and Integrated Media (BFA), and Interaction Design (BDes). Upon graduation, these emerging designers, film-makers, and media artists continue their leadership in creative industries and innovation around the globe.

Faculty of Visual Art + Material Practice

The Faculty of Visual Art + Material Practice offers a studio-based education that reflects the diversity and complexity of contemporary art practices. The Faculty's practice-based studio programs focus in ceramics, drawing, illustration, painting, photography, print media and sculpture, which culminate in three majors with a BFA designation: Visual Art, Illustration, and Photography. These programs engage with a diverse set of ideas and materials to imagine and explore the creation of new objects and images, with a strong emphasis on conceptual, technical, and historical knowledge. Students work in a stimulating, supportive environment where they learn new skills and concepts and are encouraged to be self-reliant and resourceful. Our teaching faculty are artists dedicated to providing students with a positive, productive, learning community immersed in contemporary art practices.

Faculty of Graduate Studies

The Faculty of Graduate Studies supports graduate level programs and research at Emily Carr. The Master of Applied Arts degree facilitates multi-disciplinary interaction among students and learning experiences across the disciplines of media and visual arts, and is offered through full-time residential and low-residency streams. The Master of Design

degree – the only design degree of its kind in British Columbia, and one of two MDes degrees offered in all of Western Canada – provides practice-based, professional experience for graduate students in all areas of design through an interdisciplinary, research-driven, and project-based curriculum. Research, across our graduate programs, fosters explorations and innovation and promotes excellence in art and design through links with professionals in all fields. Graduate Studies maintains close ties with the state-of-the-art Intersections Digital Studios and the various research centres and studios.

Continuing Studies

Continuing Studies supports lifelong learning pathways for students across the fields of art, media, and design. It offers a breadth of personal enrichment opportunities, professional certificates, employment focused training, and university pathways to transition into post-secondary art and design education. Our community of students ranges from the culturally curious to individuals seeking job-ready training in the fields of media and design. Continuing Studies works closely with local companies to provide customized training that addresses rapid changes in industry needs. Our university transfer programs provide students from across the province with academic preparation to help ensure their lifelong success in pursuing studies in art and design.

VISION

Emily Carr University of Art + Design's vision is to be a worldwide centre of excellence in art, design, and media education and research.

MISSION

Emily Carr University of Art + Design is a learning community devoted to excellence and innovation in visual arts, media arts, and design.

VALUES STATEMENT

Emily Carr University of Art + Design is committed to ensuring that our degrees, programs, and courses are relevant to the needs and interests of students and society. We believe that research in visual arts, media arts, and design is vital for the cultural and economic growth of local and global

communities and encompasses a range of methods including creative inquiry and artistic creation. We aspire to the ideal of excellence in all programs and service areas. We value diversity and strive to increase accessibility to our programs for students of varied financial means. As a university, Emily Carr believes that good citizenship includes social and environmental sustainability. We understand that it is through collaboration and dynamic interaction with professional groups and organizations that Emily Carr and the community at large will benefit.

OPERATIONAL CONTEXT + PLANNING

Student Access

Student demand for admission to Emily Carr remains consistent. Qualified applicants continue to outnumber new student capacity. Applications are strong for both undergraduate and graduate programs. The Province of British Columbia's commitment of a new campus for Emily Carr will greatly assist us in increasing student access to our graduate and undergraduate programs, as well as enhancing opportunities for lifelong learning through our non-credit professional certificates and programs. Our current campus on Granville Island poses some short-term challenges and we continue to make innovative and creative use of the space we have in order to best serve our students and maintain student access.

For fall 2016, Emily Carr received 1310 undergraduate applicants and 153 graduate applicants, which exceeds our capacity and ability to meet demand. Based on application interest and the demand for our graduates in the knowledge and creative economies, we have the potential to grow; and both short-term and long-term measured approaches for growth will be taken in line with resources and facilities, especially at the post-graduate level.

Emily Carr has a mandate to serve the Province of BC and as part of our commitment to increasing access, we look forward to offering programs and partnering with community in Northern BC through our involvement with the Wood Innovation + Design Centre in Prince George. We look forward to initiating our

planned community engagement and programming with the local community including the forthcoming Opening Doors Aboriginal Carving Mentorship Program in fall 2016.

Funding

Emily Carr continues to experience challenges with respect to normal operational funding. In fiscal 2015/16, we recorded a modest operational deficit of approximately \$19,000 within a total operational budget of approximately \$28 M. Containing operational deficits at this level has been made possible through growth in both our graduate and international undergraduate programs. Graduate student programming has increased from 28 FTE's in fiscal 2012/13 to 78 FTE's in fiscal 2015/16; and, international undergraduate programming has increased from 83 FTE's in 2012/13 to 392 in fiscal 2015/16.

In order to address exposure to continued operational deficits, a review of our operational funding structure would be appropriate. This review would address grant allocations based on actual FTE delivery; tuition levels consistent with national and international comparators; and fee levels that reflect actual costs of implementing technically specialized programming.

Our undergraduate and graduate tuition fees continue to remain lower than those of comparable universities offering degree programming. Our overall domestic FTE's delivery continues at levels in excess of Ministry funded targets, with 2015/16 delivery at 105% of Ministry targets. The University remains committed to maintaining or exceeding system objectives and targets related to capacity, access, quality, relevance, and efficiency, and we are supportive of the BC Skills for Jobs Blueprint strategy, which aligns with our strategic direction of providing and funding programming that meets labour market demand.

The upcoming move to the Great Northern Way campus provides a unique opportunity to grow our existing program delivery and to design and develop new programs which meet current market requirements. Consequently, it is essential that we structure operational

funding to take full advantage of such opportunity.

Facilities + Resources

Emily Carr's current campus is located on Granville Island, a thriving and vibrant artistic community in the heart of Vancouver. While we have become an important and vital part of the Granville Island community, we long ago outgrew our facilities on the Island. In order to provide a temporary solution to overcrowding, Emily Carr has secured an additional 19,500 square feet of leased space in two buildings off campus.

Emily Carr students require access to, and thrive in, a variety of spaces rather than the traditional single, large instructional space that incorporates all needs of a specific discipline. Our students also require modern equipment and facilities to meet the evolving requirements of employers and professional organizations in the arts, media, and design fields. Providing students with innovative space and the most up-to-date and state-of-the-art equipment are vital components of the learning process and environment.

Our new campus will be purpose-built to make the most efficient use of the space and will also increase the campus size of Emily Carr to provide a solution for these issues and provide students with the facilities needed to study, explore, learn, and create. The new campus will have a profound impact on the future of art, media, and design; and the creative, cultural, and economic industries of BC.

Applied Research

Research is a vital component of the teaching, learning, and pedagogical framework of the University and takes place across and within all Faculties. As the most research-intensive art and design university in Canada, we lead the country in the contributions we make to research in studio-based art, design, and media. Our immense success in funding, projects, and outcomes is an indication of our impact, scope, and reach.

Faculty and student researchers are at the core of the research enterprise at Emily Carr. Research is supported through and

incorporated into our curriculum, infrastructure, digital technologies, funding, research projects, community engagement and partnerships, co-op and internship programs, and collaborations both within and outside of the University.

The Intersections Digital Studios is our state-of-the-art research facility, which houses four research centres and three themed studios. The research centres include the Health Design Lab, Material Matters, Stereoscopic 3D, and Living Labs. The research studios include the Motion Capture + Visualization Studio, the Wearables + Interactive Products Studio, and the Prototyping, Media + Programming Studio. These centres and studios, with technologies chosen to bridge digital and material practices, promote and support faculty and student research with the objective of advancing knowledge in unique fields, pursuing interdisciplinary experimentation, and developing and enhancing projects in all disciplines. The outcomes of our research activities are diverse, both in form and impact, and manifest themselves in such things as writing, theory, design, film, objects, processes, exhibitions, performances, public talks, public art and projects, and programs for social change and social enterprise. Emily Carr University also has three appointed Canada Research Chairs: Associate Professor Amber Frid-Jimenez, who runs The Studio for Extensive Aesthetics as the Canada Research Chair in Art + Design Technology; Dr. Garnet Hertz, who runs The Studio for Critical Making as the Canada Research Chair in Design + Media Arts; and Dr. Richard Hill, who is the Canada Research Chair in Indigenous Studies.

The strategic research plan has themes which are aligned with the University and include Indigenous and Aboriginal Studies; Sustainability; Health and Wellness; Materials Inquiry and Critical Making; Emerging Media and Communications; Social Practices, Transformation and Innovation in the Public Sphere; and New Models of Entrepreneurship.

Teaching

Teaching excellence is an essential part of Emily Carr and is carefully monitored by the Vice President Academic + Provost and the Deans through course evaluations, which are assessed regularly and are included as part of

regular peer-based developmental reviews of faculty. In addition, regular Faculty and area meetings are held with the Deans and Assistant Deans to assess the quality, currency, and relevance of the educational experience in relation to contemporary practice in visual arts, design, and media arts and reforms to both curriculum and pedagogy are part of our strategy for continuous improvement and innovation in teaching and learning.

Emily Carr's curriculum is assessed by external reviewers cyclically to ensure that courses and programs reflect the highest standards specific to the disciplines that we teach. The external reviewers are successful educators and professionals and come from prominent art, design, and media art institutions around the world. Their role is to assess the many aspects of our operations including the academic organization, the degrees currently offered, the services and resources available to students and faculty, faculty credentials, and the context within which Emily Carr operates as a publicly funded institution. We have recently completed cyclical reviews of all of our undergraduate Faculties and are currently developing curriculum planning documents for all programs as part of our institutional planning for the new campus.

Emily Carr strongly supports diversity within its teaching and learning environment, among its students, and through its broad range of academic support services and hiring policies.

Graduate Education

In May 2016, the ninth cohort of students graduated from our Master of Applied Arts (MAA) program in the two streams of visual arts and media arts and the second cohort of students graduated from our Master of Design (MDes) program. New intakes of 12 students in the full-time residential MAA program, 9 students in the low-residency MAA program and 20 students in the MDes program have been accepted for fall 2016 from 153 applications. As indicated by the large and growing number of applicants, particularly in the MDes stream, Emily Carr has the potential to further grow and develop graduate level programs. However, without funding for graduate FTE's we remain challenged to compete with other Canadian and North American art and design universities, where funding for graduate students is the norm.

In May 2016, the seventh cohort of visual and media arts students entered the 28-month low-residency MAA program. The curriculum of this graduate program blends boundaries between applied and fine arts, traditional and new media, artists and scholars. Distinct from the Emily Carr resident MAA program, students attend three intensive summer residencies and four semesters of study and research in their local communities. The program is designed to accommodate visual art and media art professionals working in the field, and graduates with studio arts, media, or related degrees to further develop their practices in a rigorous, inspiring educational context. This innovative program provides access to graduate education for working professional and artists. It also serves as a platform for innovation in teaching and learning that informs our strategic development of educational practice across a range of undergraduate, graduate, and lifelong learning programs. In conjunction with the development of innovative, professionally oriented graduate programs, Emily Carr has successfully developed major applied research capacity across a range of art, media, and design fields.

In the past, baccalaureate graduates of Emily Carr who wanted to pursue graduate programs typically had to move out of BC to undertake these studies. BC will now be able to retain many of its best and brightest talents because opportunities for specialized graduate education in art, design, and media are being made available within the province. The rapidly growing cultural sector in BC is also pressing Emily Carr to provide graduate programs to meet the needs for highly skilled and creative employees. There is also great interest in graduate education for areas such as illustration, public art/social practice, and arts management. With the expertise of our faculty, these are additional areas of the creative industry that Emily Carr is well-situated to develop and promote, with additional funding support.

Learning/Students

Emily Carr is a practice-based learning community oriented around small studio-based classes and critical and cultural studies courses, which constitute the academic core of the degree programs and include visual culture, art history, English, Aboriginal studies,

humanities, sciences, social sciences and the theory and practice of art, media, and design. In addition to our co-op program, where students successfully earn credits while contributing to a wide variety of projects, our graduate students benefit from integrated learning and practice-based research experience within the program by working in a range of settings related to their professional goals. A significant number of students also spend a semester on exchange with other institutions throughout the world.

Emily Carr's diverse curriculum ranges from industrial design to visual arts to 3D film, new media, animation, and interactive and social media, where students learn to articulate ideas through the use of digital applications and production tools. Students also explore the current culture and context surrounding the production of digital and interactive art and how digital applications can be used to inform more traditional art practices. To facilitate new practices and learning experiences, Emily Carr has a completely wireless campus, is part of BCNet and is connected to CANet 4, with high-speed lines equivalent to those available at all major universities.

Pedagogical innovation is built into the ways in which the academic and administrative structures are designed. Faculty and guest speaker presentations, workshops, symposia and conferences are regular occurrences at Emily Carr, as they contribute to the ongoing process of critically redefining pedagogy within the context of engaging creativity in a world where art, design, and media intersect with other fields. We strive to continuously develop new curriculum and new approaches to learning that reflect the connectedness of teaching, learning, and curriculum to art, design, and media in their multiple and changing forms in relation to the broader social, economic, and cultural context.

One of our most important goals is to continue increasing the number of work-integrated learning opportunities such as integrated research, paid internship, and co-op experiences that students may participate in, to enhance professional skill development and connection to industry. Our Career + Professional Development Services office has become a hub for students and alumni that has enhanced programming, collaborations, and connections to industry to support graduates

in the development and pursuit of their career and professional goals.

Online + eLearning

Emily Carr is committed to maintaining high levels of student access and providing flexible curriculum programming delivery through online and eLearning initiatives. Courses are offered in art and design history, English, Aboriginal studies, industrial design, science and social science, studio practices, and visual culture. eLearning pedagogy includes synchronous, asynchronous, polyphonic, multi-modal, group and individual learning, both in and outside of the traditional course credit structure. The University makes use of a full scope of pedagogical approaches including online courses, hybrid (or blended) courses, 'flipped' classroom pedagogy, and smart-room practices. Through the use of Moodle, blogs, wikis, virtual studios, recorded lectures, and more, eLearning at Emily Carr disseminates information within and beyond the walls of the University, making visible and allowing for flexible approaches in course content, structure and accessibility.

Online learning is also a major component of the low-residency Masters of Applied Art program. As part of this program, Emily Carr makes use of remote conference technologies to develop graduate student work at a distance in communities across Canada, the US, and in Europe. The Virtual Studio Network is an online community initiative that documents, catalogues, and publishes graduate level research in an interactive, rich-media environment.

Through the Library and archives, Emily Carr participates in the AskAway chat reference service offered by BCELN, which provides live online research support and information services to students across BC. Additionally, we have also benefited from several shared service initiatives offered by BCCampus to facilitate online access for students. We are members of the Administrative Services Consortium in support of our Colleague Enterprise System and use the Moodle Shared Service at BCCampus and Adobe Connect, a web conferencing system that supports synchronous audio/video conferencing, real-time collaboration, and virtual meeting spaces for both desktop and mobile devices.

Aboriginal Education

Emily Carr provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Aboriginal peoples. Our Aboriginal Gathering Place is the centre for Emily Carr Aboriginal Programs and its community based activities, including student recruitment, support, and programming. Aboriginal Programs at Emily Carr foster learning experience for all students, faculty, and staff through the integration of Aboriginal epistemology into the larger curricular structure of the University. The Aboriginal curriculum is interdisciplinary in nature and is comprised of courses in studio practice, art history, critical theory, and industrial application. We have a number of Aboriginal face-to-face and online credit courses based on Aboriginal philosophy, pedagogy, and research, which have been developed and taught by Aboriginal faculty. Our Aboriginal Programs Office website provides a video archive of studio-based Aboriginal art and material practice teaching modules. We share studio modules through an open access, online platform that is available to the general public/communities including Aboriginal organizations and communities

The University has an Aboriginal Admission Policy to provide optimal access for Aboriginal applicants with an interest in pursuing studies in art, media, or design at the post-secondary level. This policy reflects Emily Carr's mandate to facilitate Aboriginal student access and academic success. Our recruitment strategies have been successful and our Aboriginal student intake has significantly increased and completion rates remain high. Students with Aboriginal ancestry are encouraged to self-identify on their application forms and contact the Aboriginal Office.

Emily Carr has a successful history of initiating and supporting Indigenous initiatives through allocation of resources and infrastructure, physical space, and successful recruitment and retention of Indigenous faculty members and staff. Three of our Indigenous full-time faculty — Mimi Gellman, Mark Igloliorte, and Raymond Boisjoly — and our Canada Research Chair in Indigenous Studies, Dr. Richard Hill, provide leadership in curricular and non-curricular activities throughout the University. In addition to this, our Aboriginal Program Manager, Brenda Crabtree, has built and supported our

Aboriginal Gathering Place, a critical community resource. We have a successful track record of delivering Indigenous based programs that demonstrate leadership and collaboration between artists, students, high-tech industry leading to meeting labour market demands and graduating successful students.

We lead the country in the number of full-time art + design faculty of Aboriginal origin. Last fall we welcomed Aboriginal scholar and Canada Research Chair Richard Hill, along with two new full-time Aboriginal faculty, Raymond Boisjoly and Mark Igloliorte.

We have also been successful in achieving our student financial support goals and have raised additional funding for Aboriginal students. The financial support of the Ministry's Emergency Fund contributed to the academic success of the students as well as the emotional and cultural well-being of the students in need. In addition, we were successful applicants to the Queen Elizabeth II Diamond Jubilee Scholarship federal grant, a portion of which will be used to fully fund Maori students in our Master's Degree Programs, fostering and enriching intercultural, Indigenous dialogue in art and design.

We also continue to expand our role in bridging Aboriginal art, culture, and education in rural areas throughout British Columbia including collaborative community outreach projects focused on capacity building. Notable projects have included:

Emily Carr Urban Access to Aboriginal Art

This project is designed to provide an opportunity for Aboriginal people living in urban areas to access and explore traditional and contemporary Aboriginal art forms and materials. The program focused on developing skills, methods, and tool use and participants were encouraged to explore and apply their own cultural/community context to their projects. The curriculum was introductory and generic in approach however the instructors reflected a diverse range of Aboriginal communities and art practice.

Aboriginal Arts Development Projects

Emily Carr developed a free community outreach Cedar Weaving and Technology Program that introduced intergenerational

urban Aboriginal participants to the traditional and contemporary techniques of harvesting, processing, and weaving red and yellow inner cedar bark in August 2015.

Forestry Products Innovations & UBC Forestry: Carving Mentorship Program

Northwest Coast Aboriginal Doors Program

The Opening Doors project invited qualified Aboriginal artists from across BC communities to receive full access to training and mentorship with esteemed and advanced carvers. A capacity-building collaboration between Emily Carr University of Art + Design, FP Innovations, UBC's Centre for Advanced Wood Products, and the Freda Diesing School of Northwest Coast Aboriginal Art, this project celebrates the storytelling traditions amongst BC's Aboriginal artists while also promoting coastal communities and their unique artistic talents. With a shared goal of producing hand-carved, limited-edition, western cedar door panels and developing computer-generated reproductions of the panels, the project is designed to lead from mentor to market. The completed panels were exhibited at Vancouver's Yaletown Roundhouse in October 2015, and were showcased in Emily Carr's Aboriginal Gathering Place on the first stop of Their Excellencies the Right Honourable David Johnston, Governor General of Canada, and Mrs. Sharon Johnston's visit to Vancouver in March 2016. The doors will now travel to select international venues to showcase the work and this innovative program.

Chinook Camp

MLA Sam Sullivan hosted a one-day community Chinook Language Camp June 27th, 2015. The Aboriginal Programs Office supported with hands-on demonstrations and activities during the day-long program.

We also continue to participate in the Strengthening Connections Aboriginal Recruitment activities throughout the province, including rural communities such as Bella Coola, Haida Gwaii, Yukon Territories/Whitehorse. Strengthening Connections is a collaboration between post-secondary institutions across BC, with a mandate to provide as much advising and information possible to Aboriginal peoples to successfully pursue post-secondary education.

These examples highlight our commitment to creating sustained opportunities for Indigenous education and Emily Carr University leads the country for visual arts and design programs with accomplished Indigenous faculty and staff.

Academic Collaborations

Collaborative programming with other post-secondary institutions remains a priority and is being pursued with several schools within the province, country, and also internationally.

Emily Carr collaborates with many of the major institutions in BC and has extensive exchange agreements with most of the major art and design institutions and universities in the world. The Master of Digital Media offered in collaboration with UBC, SFU, and BCIT is an example of an innovative program that includes collaborative research in the new media disciplines.

Offered jointly by BCIT's Digital Arts Program and Emily Carr's Continuing Studies, the Communication Design Essentials Program provides instruction in communication, graphic, and layout skills. Although a full-time program, courses are offered on evenings and weekends to provide access opportunities to both working and non-working students. Graduates of the program are also eligible for admission to Emily Carr's degree programs. Emily Carr continues to offer its Summer Institute for Teens, which provides high school students with a rigorous summer art, media, and design experience and helps them prepare for advanced education in these fields. This year we have also successfully expanded programming to include a Junior Art Intensive for ages 13 to 15 years.

Within the province, we have signed articulation agreements with Capilano University, Camosun College, College of the Rockies, College of New Caledonia, Langara College, the Native Education College, North Island College, Northern Lights College, Northwest Community College, Selkirk College, UNBC, Van Arts, Vancouver Animation School, Vancouver Community College, Vancouver Island School of Art, Vancouver Island University, Yukon School of Visual Arts; and are negotiating agreements with other potential partners. Outside BC, we have established agreements with Grand Prairie Regional College

(AB), MacEwan University (AB) and Fleming College (ON).

Emily Carr has collaborations with the Coquitlam School District 43, the Surrey School District 36, and Powell River School District 47 for the Head Start Program whereby Emily Carr offers a first-year credit course to senior secondary students in these school districts. Many of these students enter Emily Carr following secondary school graduation. Head Start Programs are being explored for West Vancouver and North Vancouver for Fall 2017.

Sustainability

Sustainability and environmental responsibility are key components of the curriculum, planning process, research, and operations at Emily Carr. Our curriculum has always dealt with issues of critical interest to society and courses in all Faculties are dealing with issues related to green design, sustainability, and other environmental concerns.

Emily Carr signed the Talloires Declaration, joining a worldwide movement to recognize higher education's responsibility towards sustainable development, and the Kyoto Design Declaration, which commits Emily Carr to sharing the responsibility of building sustainable, human-centered, creative societies. Emily Carr is also a member of the Association for the Advancement of Sustainability in Higher Education and has a Sustainability Policy, which establishes sustainability as a priority in curriculum and all campus operations. We have also joined the World Climate Change Collaborative Network, an organization that provides Study Abroad Scholarships for students from developing countries to learn skills to proactively battle climate change at home.

Most recently, Emily Carr has joined an international network of sustainable designers with The Emily Carr DESIS Lab (Design for Social Innovation towards Sustainability). The DESIS Network aims at using design thinking and design knowledge to co-create, with local, regional, and global partners, socially relevant scenarios, solutions, and communication programs. The Lab features a number of initiatives including cloTHING(s) as Conversation, Transition Town Collaborations, and Who is Social, an inquiry into social engagement with other-than-humans.

Collaborations and sustainability partnerships on campus include graduate and undergraduate students, faculty, administration, and staff. It is anticipated this sort of collaboration will generate continued momentum and further support for grassroots, student-led initiatives to create awareness around sustainability. As noted above, sustainability is a theme of our strategic plan, which aims to teach, develop, and practice sustainable methods through curriculum development, integration in institutional culture, design of the new campus, and associated policies and practices. Our Facilities department has also ensured that campus operations move steadily toward greater sustainability through such efforts as water and energy conservation and recycling and composting initiatives.

Faculty + Staff Status, Renewal + Recruitment

Emily Carr's strong local and international reputation is a very positive draw in recruiting high quality faculty and staff. However, we continue to be challenged in our attraction and retention by uncompetitive salary scales, cost of living in Vancouver, and high workloads. Despite this, we have maintained a strong and committed workforce dedicated to our students and to excellence in art, design, and media education and research.

Non-retirement turnover is low overall. However, in response to key retirements, we have recruited several key leadership roles over the past four academic years. The learning curves are steep for these roles but the caliber of our new leadership team is high and is driving positive organizational change.

Amongst faculty, the high number of retirements and rapid program growth continues to challenge our reliance on sessional faculty. We have an aggressive faculty recruitment plan which has been successful in working towards a more sustainable balance between regular and sessional appointments. We have focused on enhancing our development of probationary faculty, in support of achievement of tenure, and of regular faculty in their pursuit of professional development and responsiveness to the increasing complexity of student needs. We have been working jointly with our employee associations to identify training and development needs and have initiated in-

house workshops and implemented online training in response to these needs.

Credential Recognition

Emily Carr is a full member of Universities Canada and all of our credentials are fully recognized both nationally and internationally. Emily Carr degrees are accepted worldwide, as evidenced by the fact that we have students in graduate programs ranging from Goldsmiths in London, England; to Pratt in New York; to all the major universities in BC and Canada.

The International Council of Societies of Industrial Design and the Society of Graphic Designers of Canada have recognized our Bachelor of Design degree. The Association of Independent Colleges of Art and Design (AICAD) in the US only accepts members that meet the guidelines established by the National Association of Schools of Art and Design, which are currently used in our cyclical review process. Emily Carr is also a full member of the North American Association of Art and Design Institutions developed by AICAD. The European League of Institutes of Art, of which we are a member, only accepts organizations into its membership that have accredited degree-granting status. We are also educational members of ICOGRADA (International Council of Communication Design) and we recently joined the Alliance of Canadian Comprehensive Research Universities.

We are a leading member of the National Portfolio Day Association, a network of 100 Universities and Colleges of Art and Design that requires their members to hold the highest levels of accreditation.

Accountability

Effective leadership at all levels is essential in a public institution following broad based systems of accountability and quality assurance. Emily Carr continues to facilitate the integration of quality improvement into all aspects of our operations, while ensuring fiscal responsibility to the government, our students, the community, and taxpayers. During the spring and fall of 2013, we completed cyclical program reviews of our undergraduate Faculties. These reviews follow a process of self-study, external evaluation, analysis, and planning. They are guided by accreditation standards established for art and

design institutions in North America and fulfill the accountability and development expectations associated with our membership in Universities Canada.

Over the last 15 years, we have completed seven strategic planning sessions and have had four major external reviews. We are currently developing a Strategic Plan for 2016 to 2020 that will provide conceptual, curricular, and pedagogical frameworks for necessary reforms and innovation in programs, staffing, and infrastructure; and will serve as a strategic roadmap for the creation of a new academic vision for our new campus and for the transitions required to build systemic frameworks for innovative art, design, and media education.

Numerous specialized data collection and reporting documents to government and to regulatory bodies have been completed as required and in a timely fashion. Accountability regarding curriculum, financial management, and administrative leadership is built into the fabric of the management process at Emily Carr.

Emily Carr is also committed to taking into account the Taxpayer Accountability Principles in exercising our duties and we have developed and implemented an employee Code of Conduct to affirm our commitment to the highest standards of ethical conduct, integrity, and compliance with all applicable laws and regulations.

Community Achievements

For over 90 years, our distinguished alumni, faculty, staff, and students have made major and lasting contributions to the world of art, design, media, and beyond. Below are select highlights of the achievements of our community from the past year:

May 2015

Emily Carr University of Art + Design was one of 26 Canadian universities which made it into the *QS World University Rankings by Subject*. These rankings are based on the polling of 85,062 academics and 41,910 employers and highlight the world's top universities based on academic reputation, employer reputation and research impact. We were the only Canadian Art and Design school on the list, which

included institutions such as Stanford, MIT, UCLA, RISD and the Art Institute of Chicago.

June 2015

Gabriella Solti's ('11) artist's book, *The Book of Hours*, was awarded the MCBA Prize Juror's Special Recognition of Merit Award. The book was exhibited at the Minnesota Center for Book Arts alongside other honoured works. *The Book of Hours* is a unique, 120-page codex that expresses the artist's personal values relating to labour.

platFORM was awarded a Professional Notable from the Core77 Design Awards for Design Education Initiatives. *platFORM* was a collaborative product development class for design and business students from Emily Carr and Simon Fraser universities. The students worked in trans-disciplinary teams to develop products, services, and systems that address contemporary social, economic, and environmental issues. **Andreas Eiken** (MDes'15) and **Maia Rowan** (MDes'16) developed this project in collaboration with Lisa Papania and Sarah Lubik from SFU Beedie.

Seeun Kim ('10) won a Gold Lion at Cannes Lions for her project *Look at Me* for Samsung. As a creative art director, Kim worked on the campaign at Cheil Worldwide and developed an app that helps children with autism make eye contact. The campaign won both Silver and Bronze in Mobile at Cannes Lions, as well as a Silver Lion in PR. Kim also received awards at D&AD, One Show and New York Festivals for the campaign.

July 2015

Richard Heikkila-Sawan ('15) was the regional recipient of the BMO 1st Art! Invitational Student Art Competition for his work, *Freedom Flag*. The piece consists of a large buffalo hide dyed in the six colours of the rainbow, with strips of hide placed on a wooden stretcher intended to be mounted on a gallery wall. *Freedom Flag* was exhibited at the Justina M. Barnicke Gallery in Toronto for three months at the end of 2015.

September 2015

Emily Carr University of Art + Design received a 2015 Red Dot Design award, placing us within the top ten Design Universities in the Americas and Europe. This significantly ranked Emily

Carr's programs above respected competitive contemporaries, including London's Royal College of Art and New York's Pratt Institute. This was the second Red Dot Design award that the University has received, and the second time that we have been the sole Canadian institution named.

Filmmaker and activist **Jason DaSilva** (MAA '08) received an Emmy Award for his tremendously moving biopic, *When I Walk*. The National Academy of Television Arts and Sciences honoured Jason and his work with the News and Documentary Emmy – Outstanding Informational Programming Long Form category.

October 2015

Paige Bowman, a third year Illustration major, was selected as one of ten women from around the world to have her work featured in the Adobe x Colossal World's Biggest Student Art Show.

November 2015

Included in the Mayor's Arts Awards recipients were alumna and former faculty member **Liz Magor** ('71) for Public Art; alumnus **Brian Jungen** ('92) for Visual Arts; alumnus **Ron Tran** ('04) in the Emerging Artist, Public Art category; and, alumna **Sam Knopp** ('13) in the Emerging Artist, Craft and Design category.

While in her first year of study, **Ryann Carnery**, was announced the winner of a competition to design street banners for the Burrard Street Bridge during the Vancouver Cherry Blossom Festival. The competition was part of a partnership between the Vancouver Cherry Blossom Festival and the University to commemorate the tenth anniversary of the festival. Eighty students took part from Emily Carr's first year Core Design Studio, where students explore creative ways to solve and engage with the world.

Kelly Austin ('11) was a recipient of the Carter Wosk BC Creative Achievement Award for her work in ceramics. Austin's work ranges from the directly functional object, used in restaurants, cafés and the home, to engagement with conceptual ideas of relationships between objects, still life and architecture.

Patrick Cruz ('10) was named the National Winner of the 17th Annual RBC Canadian Painting Competition. We are proud to note that four of the fourteen nominees were Emily Carr alumni and Cruz's selection marks the eighth time one of our alumni has won the top prize in the past decade. The three other Emily Carr alumni finalists this year included **Simon de Brée** ('09), **Megan Hepburn** ('10) and **Tristan Unrau** ('12). Along with past winners, Cruz's paintings will become part of RBC's Canadian art collection, composed of more than 4,000 works of distinguished artists collected over the past hundred years.

The team behind Emily Carr's student publication, **WOO**, was honoured with an Outstanding Achievement Award from the HOW International Design Awards. The highly selective and well-regarded competition, sponsored by HOW magazine, recognizes excellence on a global scale. WOO was selected from 315 award-winning designs, and was featured in the Spring 2016 issue of HOW. The team also took home an Applied Arts Student Award for Book Design and received a Honourable Mention in the Print Design category for The Salazar Awards.

December 2015

Kuan Lee ('16) was awarded the People's Choice Award for his sound sampling app, *BeatsGuru*, at the Vancouver User Experience (UX) Awards. Lee was also a finalist in the Student Awards category. *BeatsGuru* is a mobile application that allows users to explore the DNA of a song with a single tap. Lee is currently in talks with developers. Stay tuned!

Lawrence Le Lam ('15) was awarded a Whistler Film Festival BC Student Shortwork Award for his grad film, *The Blue Jet*. Written, directed, edited and produced by Le Lam, *The Blue Jet* screened at Festival Du Nouveau Cinéma and won the Emily Carr University President's Media Arts Award for Best in Live Action Film. Le Lam has been named one of the Top 15 People to Watch from the Whistler Film Festival by This is a Spoon Studios Ltd.

Daniel Gleiberman ('16) was recognized with a Red Dot Design award – one of the most respected design awards in the world. His project *Gilligator*, a breathing device he developed to assist veterinarians during fish surgery, won a Design Concept Award in the

Flora and Fauna category. The *Gilligator* alleviates the need for a second veterinarian to be present during routine surgery and also ensures that fish are treated in the most safe and humane way.

Kaho Yoshida ('15) and **Katherine Grubb** ('15) made the cut for TIFF's Top Ten Student Shorts. Yoshida's trailer for *Michi* and Grubb's trailer for *Dysmorphia* screened in January 2016 at the TIFF Bell Lightbox Theatre in Toronto.

Geoffrey Farmer, ('92) was selected by a National Gallery of Canada committee to represent Canada at the 2017 Venice Biennale. Farmer's work will occupy the Canada Pavilion on Canada's 150th anniversary. He recently wrapped a comprehensive mid-career survey at the Vancouver Art Gallery, as well as a public installation for Toronto's Luminato Festival. Farmer's solo exhibition, *A Brief History of the Future*, was on display at The Louvre, Paris, and his work will also be featured in an exhibition at the Tate Modern in London.

January 2016

Printmaking Studio Technician, **Shinsuke Minegishi** ('98), received the Art Zone Kaguraoka Prize from the Kyoto International Woodprint Association. Raised in Tokyo and educated in Japan and North America, Minegishi's art reflects his life's combination of these two different cultural contexts, and the rich foundation their complimentary and contrasting aspects provide.

February 2016

The Emily Carr Alumni Association announced **Dr. Pierre Leichner** ('07) as the successful recipient of their inaugural award. Over the past several years, Leichner has transitioned from a thirty-year career as an academic psychiatrist to an artist. Since 2011, he has pursued an interdisciplinary socially engaged practice with a socio-political and environmental art focus.

While enrolled in the Interaction Design Certificate program, **Katrina Heschel** ('16) competed in Protohack Vancouver, where her team's app to combat distracted driving took top spot. Protohack events, where teams of up to four people have nine hours to prototype and present an idea, take place around the

world and attract a mix of designers, marketers and entrepreneurs.

March 2016

The Hasselblad Foundation named **Stan Douglas** ('82) as the recipient of the 2016 Hasselblad Foundation International Award in Photography. The awards ceremony will take place in Gothenburg, Sweden in mid-October. The Hasselblad Foundation will host a symposium with Douglas, followed by the launch of his exhibition at the Hasselblad Center. The exhibition will also include a new book published by MACK.

VP Academic + Provost, **Bonne Zabolotney**, joined the Georgia Straight's impressive list of influential female post-secondary educators and administrators which included: Martha Piper, Interim President, UBC; Joy Johnson, Vice President, Research, SFU; Kathy Kinloch, President, BCIT; Louise Cowan, Vice-President, UBC; Shauna Sylvester, Director, SFU Centre for Dialogue; Catherine Dauvergne, Dean, Peter Allard School of Law, UBC; Moura Quayle, Director, UBC Liu Institute for Global Issues; and Jane Kee, Deputy Provost and Vice Provost, KPU.

Kathryn Mussallem's (BFA '00/MAA '08), winning image *Sailor in the Spotlight, New Orleans LA, April 2015* was selected as the single best photograph taken by a Canadian photographer by the Sony World Photography Awards. Mussallem is an internationally recognized photographer and sessional photography instructor at Emily Carr University. Her winning image was part of the 2016 Sony World Photography Awards Exhibition at Somerset House, London in the spring of 2016 and will be published in the annual Sony World Photography Awards book.

Emily Carr University of Art + Design is currently participating in the XXI International Exhibition of the Triennale di Milano, which runs until mid-September 2016. The exhibition is hosted in Milan, Italy every three years and showcases international institutions working in fields of art, architecture, design, fashion and film. Innovation and 21st century design is this year's theme and the University, as a leader in innovation, research and design, was invited to participate and create an exhibition space in the "New Crafts" pavilion. **Keith Doyle**, Co-Director of the Material Matters Research

Centre, along with students, research and faculty teams of the University, are spearheading our presence at the Triennale

April 2016

The inaugural Philip B. Lind Emerging Artist Prize was awarded to **Vilhelm Sundin** ('10) at the launch of the Capture Photography Festival. The Prize was established to support emerging artists working with photography, film, and video. Vilhelm was awarded \$5,000 toward the production of a new work to be included in an exhibition at the future Polygon Gallery in 2017. We also congratulate **Polina Lasenko** ('16), one of two selected runners-up.

Raymond Boisjoly ('06), was one of two VIVA award recipients presented by the Vancouver Art Gallery. Boisjoly's work investigates technology, Aboriginal identity, the relationship between text and image as well as the limits of the visible. He was also long listed for the 2016 Sobey Art Award and currently teaches within the Audain Faculty of Visual Art + Material Practice.

Current student, **Liz Carter**, was the recipient of the 2016 IDEA Art Award for her provocative large-scale photograph, *Bison*. The piece speaks of re-appropriation and stereotyping of North American Indigenous cultures, but also speaks of hope and reconnection with basic human needs. *Bison*, at the jury's request, was placed in the Diamond Pavilion at VGH in order for it to be viewed by a larger audience.

May 2016

While in their third year of Industrial Design, **Sharonna Chan** and **Ali Alamzadeh** designed a jacket that protects the wearer from mosquito-borne illnesses. The *Papillon* jacket is made from \$10 worth of netting and extruded acrylic tubing. The jacket folds down into a one-inch-thick ring that is about five inches in diameter. Inspired by the Glasswinged butterfly, the jacket took four months to make and garnered press from across North America.

June 2016

The Canada Council Art Bank acquired seven works by leading Indigenous artists in Canada. Included in the acquisition was **Sonny Assu's** ('02) archival pigment print on paper *Selective History* (2012), which critiques the use of

historically oppressive language by the Canadian government to proliferate the notion of the "Indian Problem." This was the first major acquisition by the Art Bank in over two years, and features emerging and established Indigenous artists.

June 14, 2016 | Alumnus (MAA '12) and sessional faculty member **Luke Parnell** was the Artist in Residence at the Stewart Hall Art Gallery in Pointe-Claire, Quebec, as part of *Culture Shift – The Contemporary Native Art Biennale*. During his six-week residency, Parnell carved a seven-foot totem as a symbol of his heritage. However, at the completion of the totem, he cut it in half and burned a piece as a symbolic gesture to his heritage. His work became a feature on APTN National News.

Emily Carr's Health Design Lab partnered with the BC Cancer Agency (BCCA) and the Provincial Health Services Authority (PHSA) to design the communication materials for their *Emotional Support Transformation initiative*. At the 2016 National Health Leadership Conference, the BCCA and PHSA received the prestigious national 3M Health Care Quality Team Award for this quality improvement initiative.

PERFORMANCE PLAN

GOALS + OBJECTIVES

The Ministry of Advanced Education has developed a set of goals to improve and maintain the quality of public post-secondary education through the linking of objectives and performance measures. The performance measures track progress towards goals and objectives and illustrate Emily Carr's contribution to the BC post-secondary education system. Emily Carr's strategic plan outlines institutional goals, objectives, measures, and strategies, and is aligned with the Ministry's objectives and performance measures, as outlined below.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|---|--|--|---|
| <p>Innovation: make a significant contribution to society by ensuring the currency and relevance of educational programs and by developing new knowledge through applied research in visual arts, media arts, and design, which encompasses a range of methods including creative inquiry and artistic creation, fuelled by a conviction that diversity of talents, perspectives, and experiences is essential to a strong and visionary institution</p> | <ul style="list-style-type: none"> Plan for new programs and infrastructure support and services as additional incentives to attract high-caliber students and new and visiting faculty Promote contributions to applied research and professional practice Support faculty in developing curriculum around their own applied research and professional practice projects | <ul style="list-style-type: none"> Quality: system provides quality through enriched educational experiences that meet the learning objectives of students Relevance: system is relevant, having the breadth and depth of programming to meet the evolving needs of the province | <ul style="list-style-type: none"> Student satisfaction with education Student assessment of quality of education Student assessment of skill development Student assessment of usefulness of knowledge and skills in performing job Unemployment rate |

We will continue to promote Emily Carr as the best art, design, and media university in Canada and one of the best in the world, measured by the highest educational standards, with evidence coming from cyclical reviews, external evaluations, and comparative analyses of other similar universities. Further measurements will include international benchmarking, effectiveness of pedagogical development, student satisfaction, credentials awarded to Aboriginal students, and national quality assurance programs.

The success of our alumni, faculty, staff, and students, as evidenced through exhibitions, projects funded, number of awards received, and national and international recognition, also highlights the role of Emily Carr in the enhancement of the post-secondary system and the development of the creative economies.

Through regular review, Emily Carr will continue to develop programming, such as our Master of Design degree, that fosters knowledge development relevant to a range of economic, social, scientific, and environmental issues and that responds to the diverse and changing needs of students. Emily Carr also continues to actively integrate Aboriginal content into courses across all Faculties and to review and develop new curriculum as part of an ongoing process of academic governance.

To maintain our ability to meet labour market demand, we will continue to monitor rates of application, attrition, and graduation, as well as success of alumni through regular and ongoing surveys. A recruitment and enrolment plan to attract high quality undergraduate and graduate students has been developed. Ensuring that our students have access to the most up-to-date curriculum and state-of-the-art facilities and equipment will also assist them in meeting the demands of the labour market. The development of industry advisory committees will measure and enhance relationships with industry and will allow for increased co-ops, joint projects, and collaborations.

Emily Carr promotes contributions to applied research and professional practice and has experienced great success as a result of our faculty research efforts, which are possible through the support of our research office, studios and centres. Our continued excellent relations with funding agencies and the development of new relationships will provide Emily Carr with the resources necessary to make further contributions in this area. The University's research strategic plan also sets out the direction for continued and increased research success.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|---|---|--|--|
| <p>Flexibility + Accessibility: affirm the centrality of material and critical practices, endeavouring to develop new pathways for learning and professional collaborations, and strengthening access to programs for a diversity of learners, including lifelong learners, by using multi-modal platforms</p> | <ul style="list-style-type: none"> • Break down unnecessary barriers and increase efficiency by offering courses across graduate and undergraduate levels at Emily Carr and in collaboration with other institutions • Develop comprehensive online program delivery strategy • Support lifelong learning with an integrated set of offerings, policies, and structures • Promote and support the development of student centered opportunities for individualized pathways, learning models, and lifelong learning | <ul style="list-style-type: none"> • Capacity: system has sufficient capacity to meet the evolving needs of the province • Access: system provides equitable and affordable access for residents • Efficiency: system is efficient, providing multiple, and flexible student pathways with clear returns on public and individual investments | <ul style="list-style-type: none"> • Student spaces • Credentials awarded • Aboriginal student spaces |

We continue to develop responsive, innovative, and flexible programming through increasing multidisciplinary strategies in curriculum development and by constantly reviewing and updating our curriculum to facilitate greater variety and enrolment opportunities for students at the undergraduate and graduate levels. We also continue to increase partnerships with local and national post-secondary institutions to provide greater choice and access for students. Online learning capacity continues to be strong and we are currently investigating innovative lifelong learning models that can be measured through Prior Learning Assessment, flexibility in programming and scheduling, and the further growth of Continuing Studies.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|--|--|---|---|
| <p>Internationalization, Outreach + Community Engagement: enhance our international reputation as a progressive and exciting university to work and study at by reaffirming the critical role of art and design in global economies</p> | <ul style="list-style-type: none"> • Development of internationalization plan • Actively showcase Emily Carr's accomplishments to current and potential industry and community partners • Promote community engagement initiatives for the benefit of students, staff, faculty, and community at large • Build on the international reputation and success of CHS Gallery's exhibition program and the ECU Press publication program | <ul style="list-style-type: none"> • Capacity: system has sufficient capacity to meet the evolving needs of the province • Quality: system provides quality through enriched educational experiences that meet the learning objectives of students • Efficiency: system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments | <ul style="list-style-type: none"> • Credentials awarded • Student satisfaction with education • Student assessment of quality of instruction • Student assessment of skill development |

Internationalization is a key goal and is facilitated through an increase in our numbers of international students, exchanges, and international partnerships; as well as in faculty exchanges and hosting visiting artists and designers. The maintenance of strong connections with ELIA (European League of Institutes of Art); CUMULUS (international design organization); ICOGRADA (international graphic design organization); ISDE (international product design organization); AICAD (Association of Independent Colleges of Art and Design); and other international organizations are essential to our efforts.

Outreach and community engagement efforts are measured through growth in innovative industry and community collaborations and partnerships. Institutional guidelines and processes to work collaboratively with external groups are well established. Each Faculty includes at least one community engagement project per year, which is vetted by the Deans and the academic governance structures in place. Emily Carr's continued success in receiving grants, positive reviews of exhibitions, and applicants to our artist-in-residence program are further measures of our outreach and community engagement scope. The Research Office, through applied research projects, and Student Services, through the Career and Professional Development Office, have both contributed to increasing partnerships with external organizations.

Professional development is encouraged and readily available for our internal community. A range of opportunities exist for staff and faculty to become better informed about curriculum, projects, and exhibitions through enhanced internal communication. In addition, the continued success of the Charles H. Scott Gallery and the ECU Press will be encouraged through the presentation of diverse exhibitions and publications that engage with issues relevant to local and international contemporary art and design practices.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|--|---|--|---|
| <p>Communications: build on the outstanding achievements of faculty, alumni, and students to better communicate the impact of this great institution on the cultural life of Canada</p> | <ul style="list-style-type: none"> Develop a marketing and communications plan | <ul style="list-style-type: none"> Relevance: system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province | <ul style="list-style-type: none"> Student assessment of the quality of education Student assessment of usefulness of knowledge and skills in performing job Unemployment rate |

The development of a marketing and communications plan has resulted in celebrating the outstanding achievements of faculty, alumni, staff, and students; and in the promotion of Emily Carr as the best art, design, and media university in Canada and the world. We will continue to measure success in our cutting edge practices through assessments of our faculty, alumni, and student exhibitions/installations; and through the awards received by faculty, alumni, and students in media, design, and visual arts.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|--|--|---|---|
| <p>Sustainability: ensure that the operational and overall pedagogical plan are informed by a vision of a sustainable future appropriate to the challenges of the 21st century</p> | <ul style="list-style-type: none"> Establish institutional strategies for GHG reduction that meet or exceed provincial guidelines Ensure that principles of sustainability are embedded in all curriculum Foster a culture of sustainability and encourage leadership and accomplishments from students, staff, and faculty related to sustainability | <ul style="list-style-type: none"> Quality: system provides quality through enriched educational experiences that meet the learning objectives of students Relevance: system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province | <ul style="list-style-type: none"> Student satisfaction with education Student assessment of the quality of education Student assessment of skill development Student assessment of usefulness of knowledge and skills in performing job Unemployment rate |

Principles of sustainability are embedded within the curriculum throughout and across all faculties. Seminars, workshops, and symposia on sustainability issues further provide education and information to the members of the community for integration into curricular and administrative systems. As noted previously in this report, faculty are extensively involved in various sustainability organizations and in developing and implementing sustainability curriculum and projects.

Funding for applied research projects and cross-disciplinary initiatives dealing with issues of sustainability is a priority, as is ensuring that campus operations are conducted and planned in the most sustainable way.

The development of the new campus takes into account sustainability issues. It is designed as a green campus that is on track to achieve LEED Gold certification. The new campus will embody our commitment to environmental responsibility and stewardship.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|--|---|---|--|
| <p>Accountability: follow best practices in financial reporting, governance, and deployment of resources and organizational accountability in support of the strategic plan</p> | <ul style="list-style-type: none"> • Foster a culture of institutional collaboration in the deployment of resources • Create succession plan for all levels of staff to ensure continuity of services, taking into account future growth in new areas of activity and new programs • Host a range of events and meetings as opportunities to foster collegiality | <ul style="list-style-type: none"> • Efficiency: system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments | <ul style="list-style-type: none"> • Year-to-year retention rate • Time to completion • Credentials awarded • Student assessment of the quality of education |

At Emily Carr, we continue the high quality of financial reporting and organizational accountability measured by sound fiscal management, management of resources, and success in the adherence to best practices in governance and operations through broad representation and collaborative processes.

We continue to work with government to maintain a high standard of accountability and governance measures, in particular, adherence to the Taxpayer Accountability Principles and the development and implementation of an employee Code of Conduct. Emily Carr also supports organizational accountability through recognition and professional development opportunities for members of the community.

In order to ensure continuity of services, we have developed succession, hiring, and recruitment plans that are responsive to key trends in contemporary art, media and design practices and aligned with our strategic plan.

Community engagement is a key priority for Emily Carr, which is achieved through regular events and meeting opportunities to foster collegiality and a sense of community.

| EMILY CARR GOAL | EMILY CARR OBJECTIVES | SYSTEM OBJECTIVES | PERFORMANCE MEASURES |
|--|--|---|--|
| <p>New Campus: develop a new campus to be located at Great Northern Way which will include new programs and an increase in student population</p> | <ul style="list-style-type: none"> Set up new processes to seek out internal and external stakeholders' views to assist in identifying potential new programs, new courses and new resources at new campus Work with internal and external communities and professionals to plan for potential amenities on new campus, as funding permits | <ul style="list-style-type: none"> Capacity: system has sufficient capacity to meet the evolving needs of the province Access: system provides equitable and affordable access for residents Quality: system provides quality through enriched educational experiences that meet the learning objectives of students | <ul style="list-style-type: none"> Student spaces Credentials awarded Aboriginal student spaces Student satisfaction with education Student assessment of the quality of education Student assessment of skill development |

The generous support of the Ministry of Advanced Education and the Province of British Columbia is greatly appreciated as we move forward on this project with an anticipated completion date of summer 2017.

We are currently in the process of working with Applied Arts Partners (AAP) to design and build our new campus in such a way that it will feature sustainable, integrated, and permeable spaces that encourage collaboration, cross-disciplinary work, and innovation. The design will encourage our academic units to work even closer together and will enhance flexibility for students to engage with the various practices that they are interested in pursuing. The goal is simplicity of structure to accommodate change and to facilitate student access and learning.

Emily Carr has always been very responsive to the needs of our community and the new campus will allow us to expand upon our credit and non-credit programs and further engage with the many industries that hire our graduates. In addition, we will be able to increase collaboration, explore new ways of working together, and broaden the research base for faculty and staff across all disciplines.

PERFORMANCE MEASURES, TARGETS + RESULTS

Performance assessment and cyclical reviews are part of an ongoing and continuous process of accountability and evaluation at Emily Carr University. The below performance measures, targets, and results assess Emily Carr's performance in the past year using Ministry Accountability Framework performance measures based on the following scale:

| ASSESSMENT | PERCENTAGE |
|-------------------------------|--|
| Exceeded | 110% or more of the target |
| Achieved | 100 – 109% of the target |
| Substantially Achieved | 90 – 99% of the target |
| Not Achieved | Less than 90% of the target |
| Not Assessed | Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets. |

Ministry Objective: Capacity
Performance Measure: Student Spaces
Assessment: Achieved

| TOTAL STUDENT SPACES ¹ | | | | | | |
|-----------------------------------|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 1,475 | 1,391 | 1,466 | Achieved | 1,391 | 1,391 | TBD |

Emily Carr continues to perform well in this area, notwithstanding the current space and resource limitations mentioned in this report. The most recent actual figures are consistent with previous results in this area and continue to exceed targets.

Ministry Objective: Capacity
Performance Measure: Credentials Awarded
Assessment: Achieved

| CREDENTIALS AWARDED ² | | | | | | |
|----------------------------------|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 384 | 385 | 399 | Achieved | 402 | TBD | TBD |

Ministry Objective: Capacity
Performance Measure: Aboriginal Student Spaces
Assessment: Not Assessed

| ABORIGINAL STUDENT SPACES ³ | | | | | | |
|--|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 79 | N/A | 70 | Not Assessed | N/A | N/A | N/A |

¹ Number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas. Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

² Average number of credentials awarded by public post-secondary institutions in the most recent three years. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

³ Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas. Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

Ministry Objective: Quality
Performance Measure: Student Satisfaction with Education
Assessment: Substantially Achieved

| STUDENT SATISFACTION WITH EDUCATION (BACHELOR DEGREE GRADUATES) ⁴ | | | | | | |
|--|----------------|------------------|------------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 83.6% (+/- 4.1%) | ≥ 90% | 83.2% (+/- 4.1%) | Substantially Achieved | | ≥ 90% | |

In an alumni survey that was conducted in 2012, results indicate that 92% of graduates have positive associations with Emily Carr and agree that their studies at Emily Carr have had a positive impact on their lives.

Ministry Objective: Quality
Performance Measure: Student Assessment of Quality of Instruction
Assessment: Substantially Achieved

| STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION (BACHELOR DEGREE GRADUATES) ⁵ | | | | | | |
|---|----------------|------------------|------------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 86.3% (+/- 3.9%) | ≥ 90% | 81.1% (+/- 4.4%) | Substantially Achieved | | ≥ 90% | |

⁴ Percentage of students who were very satisfied or satisfied with the education they received; bachelor degree graduates only. Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.

⁵ Percentage of students who rated the quality of instruction in their program positively; bachelor degree graduates only. Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.

Ministry Objective: Quality
Performance Measure: Student Assessment of Skill Development
Assessment: Substantially Achieved

| STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES) ⁶ | | | | | | |
|--|----------------|------------------|------------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 82.7% (+/- 4.2%) | ≥ 85% | 77.7% (+/- 4.7%) | Substantially Achieved | | ≥ 85% | |

Ministry Objective: Relevance
Performance Measure: Student Assessment of Usefulness of Knowledge + Skills in Performing Job
Assessment: Substantially Achieved

| STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB (BACHELOR DEGREE GRADUATES) ⁷ | | | | | | |
|---|----------------|------------------|------------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 71.7% (+/- 5.9%) | ≥ 90% | 77.3% (+/- 5.8%) | Substantially Achieved | | ≥ 90% | |

⁶ Percentage of students who indicated their education helped them to develop various skills; bachelor degree graduates only. Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.

⁷ Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job; bachelor degree graduates only. Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.

Ministry Objective: Relevance
Performance Measure: Unemployment Rate
Assessment: Not Achieved

| UNEMPLOYMENT RATE (BACHELOR DEGREE GRADUATES) ⁸ | | | | | | |
|--|----------------|------------------|--------------------|----------------|--|----------------|
| Performance | | | | Targets | | |
| 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| 6.1% (+/- 3.0%) | ≤ 10.5% | 16.4% (+/- 4.4%) | Not Achieved | ≤10.8% | ≤ unemployment rate for individuals with high school credentials or less | |

Demand for our graduates remains high. As noted previously in this report, an ECUAD alumni survey highlights that 92% of our alumni are currently employed, including 29% who are self-employed. The specialized nature of our programming, the timing of data collection, and a small survey sample size were all factors in contributing to an unemployment rate measure that did not meet performance targets.

Ministry Objective: Quality
Performance Measure: Student Assessment of Skill Development
Assessment: Substantially Achieved

| STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES) | | | | | | | |
|---|------------------|----------------|------------------|------------------------|----------------|----------------|----------------|
| Performance | | | | | Targets | | |
| Area | 2014/15 Actual | 2015/16 Target | 2015/16 Actual | 2015/16 Assessment | 2016/17 Target | 2017/18 Target | 2018/19 Target |
| Skill development (avg. %) | 82.7% (+/- 4.2%) | ≥ 85% | 77.7% (+/- 4.7%) | Substantially Achieved | ≥ 85% | | |
| Written communication | 73.0% (+/- 5.0%) | | 68.3% (+/- 5.5%) | | | | |
| Oral communication | 89.6% (+/- 3.4%) | | 80.4% (+/- 4.5%) | | | | |
| Group collaboration | 77.3% (+/- 4.7%) | | 76.3% (+/- 4.8%) | | | | |
| Critical analysis | 75.0% (+/- 4.9%) | | 89.1% (+/- 3.4%) | | | | |
| Problem resolution | 75.0% (+/- 4.9%) | | 71.7% (+/- 5.2%) | | | | |
| Learn on your own | 89.1% (+/- 3.5%) | | 86.2% (+/- 3.9%) | | | | |
| Reading + comprehension | 78.5% (+/- 4.6%) | | 72.0% (+/- 5.3%) | | | | |

⁸ 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. Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

FINANCIAL INFORMATION

For the most recent financial information, please see the ECUAD Audited Financial Statements available online at:

http://www.connect.ecuad.ca/resources/finance/financial_statements