

# INSTITUTIONAL ACCOUNTABILITY PLAN + REPORT



LEARNING IS  
PLAY AGAIN

TRY MY TYPE

by Paja Khurana

REPORTING CYCLE

# 2016/17

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

July 28<sup>th</sup>, 2017

HONOURABLE MELANIE MARK, MINISTER  
MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING  
PO BOX 9080 STN PROV GOVT  
VICTORIA, BC V8W 9E2

Dear Minister Mark:

It is our pleasure to present the 2016/17 Institutional Accountability Plan and Report for Emily Carr University of Art + Design. The past year has been full of remarkable achievements for the University, perhaps the most significant being Emily Carr's acquisition of a new home at Great Northern Way campus. As we transition our programming, equipment and personnel over to an entirely new custom-built facility, we reflect on the challenges and achievements of our 93-year history, as well as the unprecedented opportunities just around the corner. Now more than ever, we are uniquely positioned to significantly impact the creative economy at the local, national and global levels.

This impact has been notable over the past year in student and alumni successes, ranging from three of our alumni being shortlisted for the prestigious RBC Painting Competition to alumnus Geoffrey Farmer being named to represent Canada on the world stage at this spring's Venice Biennale.

The breadth of our programming continues to show through in the diversity of works produced by Emily Carr grads. Last year, alumni were recognized with awards and accolades in a wide array of creative practices and industries, including Governor General's awards for Visual Arts; an Oscar nomination for best animated short film; and a Red Dot Award for product design.

Emily Carr University continues to be admired for delivering the highest quality education while also upholding our commitments to transparency and financial accountability at all levels. We cultivate an institutional culture of respect, collaboration, and consultation, in which students are always at the centre of our vision. Our committed staff and faculty have been recognized with awards both locally and internationally. And, the University has been named one of the top schools for industrial design in North America by both Azure magazine and Germany's Red Dot Institute.

We are proud of our successes and eager to share with you the highlights of our work over the past year. This Report conveys the specific accountability measures expected of Emily Carr, including our commitment to address the Taxpayer Accountability Principles. 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,



**Kim Peacock**  
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 developed as a degree-granting university devoted to undergraduate and graduate practice and studio-based creativity, innovation, research, teaching, and learning.

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. Emily Carr graduates embody trans-disciplinary, inclusive, and socially engaged art and design; and create communities and solutions that foster social justice and sustainability. Emily Carr is globally recognized and valued for our ability to prepare graduates who are central to their communities of practice and equipped to influence and shape their fields. Our graduate programs and research agenda ensure that our knowledge is shaping new and emerging practices and scholarship. Our experiential learning environment fosters creative exploration within a critical, inclusive and engaged community. This unique scholarship is co-created between faculty and students, and demonstrates a commitment to, and respect for, indigenous and diverse ways of knowing. This approach to learning and practice fosters change agency and

lifelong learning. Emily Carr creates programming that fully embraces our aspirations and builds learning channels. Our faculty and students are sought after by partners from diverse communities and environments for innovative research and art and design-based solutions to complex questions.

Teaching, applied research, and research creation at Emily Carr takes place across five degrees (Master of Design, Master of Fine Art, Bachelor of Fine Arts, Bachelor of Design, and Bachelor of Media Arts) within the Faculties of Graduate Studies, Culture + Community, Design + Dynamic Media, and Art. 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. 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 certificate programs.

Resources and centres to support our programs include the Intersections Digital Studios, a state-of-the-art research facility; Living Labs, a research centre that supports creative projects, social venture and entrepreneurship driven by art and design; the Health Design Lab, a lab dedicated to human-centred, participatory design research methods to improve health and wellbeing; the S3D Centre, which aims to advance the art of Stereoscopic 3D and Advanced Imaging topics; Material Matters, which supports the community of people and enterprise interested in 3D printing, emergent technology, media, programming, manufacturing, design and creative

innovation; The Studio for Critical Making (led by Canada Research Chair in Design + Media Arts, Dr. Garnet Hertz), which is a research facility exploring how humanities-based modes of critical inquiry, like the arts and ethics, can be directly applied to building more engaging product concepts and information technologies, investigating culturally relevant, socially engaged and personalized technology; and, The Studio for Extensive Aesthetics (led by Canada Research Chair in Art + Design Technology, Amber Frid-Jimenez), which focuses on the cultural mechanics and aesthetics of the network and the data produced by it, and which operates through artistic and computational means to produce artworks and experimental platforms.

In addition to these labs and centres, 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. As we prepare to move to a new, state-of-the-art campus in August 2017, these facilities will continue to expand and improve to serve faculty and students.

Emily Carr has also developed programming, community projects, and partnerships in Prince George, and will continue to expand our programming and presence in northern BC at the Wood Innovation Design Centre (WIDC).

The University serves over 2,000 credit students (including domestic and international) and over 1900 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 FTEs.

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, a Continuing Studies department, technical and shop support, library and learner support, and the University Gallery, 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), 2D & Experimental Animation (BMA), 3D Computer Animation (BMA), Film and Screen Arts (BMA), 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.

### **Audain Faculty of 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 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.

### **Jake Kerr Faculty of Graduate Studies**

The Jake Kerr Faculty of Graduate Studies supports graduate level programs and research at Emily Carr. The Master of Fine Art degree facilitates multi-disciplinary interaction among students and learning experiences across the disciplines of media and art, 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. Practice-based 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 labs.

### **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, community

partnerships and university pathways to transition into post-secondary art and design education. Our community of students ranges from culturally curious individuals seeking job-ready training in the fields of media and design to teens (aged 13-to-18) participating in intensive summer programming.

Continuing Studies partners with local companies to provide customized training that addresses rapid changes in industry needs. In addition, our arts community partnerships include the Vancouver Art Gallery in the delivery of after-school art programs. 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.

### **Technical Services and Learner Support**

Emily Carr University maintains a complex system of studios, shops and technical support areas that work in concert with our curricular and research programming. Our technicians maintain a safe technical learning environment with emphasis on best practices, appropriate application of equipment, and material utilization for both faculty and students. Additionally, our technicians are also practicing artists, designers, and makers who work with students to successfully achieve technical goals.

Technical Services provides the following specialty areas of artistic and practical expertise to the University: animation and 3D software support, ceramics, digital fabrication (CNC machining, laser cutting, 3D printing), Document Output Centre, drawing and painting studio support, film/video/sound studio and technical support, first year foundation shops, rapid prototyping and mold-making, metal foundry and metal shop,

photography studio and technical support, print media and printmaking studio and technical support, wood shops, textiles + soft products, and a tool checkout (tool loans for students) as well as audio visual loans and support.

### **Charles H. Scott Gallery**

The Charles H. Scott Gallery is a public art gallery dedicated to the presentation of contemporary art and serves a broad and varied community that includes the students, faculty and staff of the University, the arts community, the public of Greater Vancouver, and visitors from around the world. Emphasis is on contemporary thematic group shows that contain an educational and/or critical component and solo exhibitions that offer in-depth analysis of an artist's production.

The Charles H. Scott Gallery is named for the first principal of the Vancouver School of Art, now the Emily Carr University of Art + Design. The Gallery was opened in 1980 when the University relocated to its current location on Granville Island. Since its inception, the Charles H. Scott has operated as a public gallery with professional museum standards. It has made a significant contribution to the presentation and analysis of contemporary art in Canada. Throughout its history the Gallery has also functioned as a teaching gallery where students can learn professional curatorial and exhibition practices.

In August 2017, the Charles H. Scott gallery will move to the new campus at Great Northern Way, and will be renamed The Libby Leshgold Gallery. The new campus will also have the RBC Media Gallery, and the Michael O'Brian Exhibition Commons, which will offer approximately 70 square metres of exhibit space as an active site for the exhibition, discussion,

teaching and production of art and design.

### **Library and Learning Commons**

The Emily Carr University of Art + Design Library provides access to a unique collection of diverse resources that support curricular and research activities across the University. The primary focus of the collection is on contemporary art, media and design, along with related materials to support art and design history. The Library collection is composed of print resources, including books, journals and exhibition catalogues; a broad range of electronic resources; slides and digital images; films, videos and DVDs; sound effects; artists' books; the University's archives; and a menu collection. The Emily Carr University Library is dedicated to supporting practice and research on campus and throughout Vancouver's creative community. The primary focus of the collection is on contemporary art, media and design, along with related materials to support art and design history.

The Learning Commons at our new Great Northern Way campus will include the Library, The Writing Centre, and the Teaching and Learning Centre. The Writing Centre supports students and faculty in developing writing skills as a process and material practice linked to their art, design, and media work. The Teaching and Learning Centre (TLC) provides support and assistance to faculty and staff with learning new technologies that are employed in the classroom, online courses, social media environments and their own research projects. The TLC furthers the pedagogical practices and the scholarship of teaching and learning for faculty members, graduate students and staff at Emily Carr University with workshops, new initiatives and resources.

## 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 constant. Qualified applicants continue to outnumber new student capacity. Application numbers are strong for both undergraduate and graduate programs. The Province of British Columbia's commitment of a new campus for Emily Carr has assisted 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.

For fall 2017, Emily Carr received 1462 undergraduate applicants and 175 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 communities in Northern BC through our involvement with the Wood Innovation + Design Centre in Prince George. We have initiated planned community engagement and programming with the local community including a partnership with Two Rivers Gallery to launch the Omineca Arts Centre, a new art space in Prince George that will enhance regional capacity for arts and culture through events, exhibitions,

residencies, workshops, educational programming, and research.

## **Funding**

Emily Carr continues to experience challenges with respect to operational funding, as detailed below.

The current year overall FTE delivery amounted to 1943 FTEs, representing an increase of 64 over the previous year's reported delivery of 1879 FTEs. Domestic FTE delivery continues at levels in excess of funding targets set by the Ministry of Advanced Education, with current year delivery at 107.8% of Ministry targets. The University remains committed to maintaining or exceeding system objectives and targets related to capacity, access, quality, relevance, and efficiency. Our ability to continue meeting these standards is impacted by the financial challenges resulting from unfunded FTE delivery.

Underfunding and operational challenges have been identified in previous Accountability reports. In 2015/16, we recommended an operational funding structure review. In 2016/17, we initiated this review and engaged with Ministry personnel in identifying a financial model more appropriate to the Public-Private Partnership (P3) environment under which we will operate at our new Great Northern Way facility. This proposed model reflects the additional cost pressures of the expanded facilities and our responsibilities under our Master Project Agreement (PA) with Applied Arts Partners (the P3 project proponent). The Ministry continues to review our proposal and we are anticipating response by midsummer 2017.

Previous annual reports also made reference to our inability to attract and

retain qualified personnel; and, with respect to faculty recruitment, the challenges facing Emily Carr stem from inadequate compensation levels and workload levels.

In 2016/17, Emily Carr engaged KPMG to collect, aggregate, and provide independent summaries of information from Emily Carr and a comparator group (composed of provincial and national sources.) This report was completed in February 2017 and submitted to the Ministry for consideration. The report found that total Emily Carr faculty compensation levels were significantly lower than those of the comparator group and that faculty teaching loads at Emily Carr were approximately 33% higher than comparator group levels. These two factors significantly impact our ability to attract and retain high quality faculty and we have proposed a financial restructuring model to the Ministry to address our concerns.

The upcoming move to our new campus at Great Northern Way provides a unique opportunity to grow our existing program delivery and to design and develop new programs. Consequently, it is essential that we structure operational funding and address faculty compensation and workload challenges in order to take full advantage of this opportunity.

## **Facilities + Resources**

Emily Carr's current campus is located on Granville Island. There we occupy two properties, referred to as the North and South Buildings, which we maintain under long-term lease agreements with the Canadian Mortgage and Housing Corporation (CMHC). These will expire in 2043 (North Lease – land & building, South Lease – land only) and we will continue occupancy of both buildings until

December 31, 2017. We are currently in negotiations with CMHC, with the assistance and guidance of the Ministry of Advanced Education and Shared Services Division, regarding the renegotiation of these leases and the potential future uses for both these properties.

We move to our new facility on Great Northern Way campus in August 2017. The new facility has been procured by way of a Public-Private Partnership (P3) structure for a total cost of \$122 M.

On February 15, 2017, the University as Purchaser, and Great Northern Way Campus Ltd. as Vendor, entered into a Purchase and Sale Agreement with respect to lands described as Lot Q situated at Great Northern Way Campus Site in Vancouver, BC. The acquisition cost of the lands was agreed at \$14.4 M. The Agreement became complete and unconditional effective May 12, 2017. On this date, Great Northern Way Campus Ltd. declared a capital dividend of \$14.4 M payable to the University, which was deemed fully settled by transfer of lands pursuant to the terms of the Purchase and Sale Agreement. The land transfer was registered in the Land Registry Office effective June 1, 2017.

The University now holds title to both land and building at Great Northern Way campus, which provides a unique opportunity to expand and develop our programming to meet current market demands.

### **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.

Emily Carr's 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 2017, the tenth cohort of students graduated from our Master of Fine Art (formerly our Master of Applied Arts) program in the two streams of visual arts and media arts; and, the third cohort of students graduated from our Master of Design (MDes) program. As we look forward to our upcoming 2017/18 academic year, we are preparing for our most successful intake to date of 79 returning and new graduate students: 28 in our MFA program, 42 in our MDes program, and 9 in our low-residency MFA program.

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 FTEs we remain challenged to compete with other Canadian and North American art and design universities, where funding for graduate students is the norm. Our low-residency MFA program will be reviewed and updated this academic year to target and improve enrollment, and to further

accommodate visual art and media art professionals already working in the field, targeting graduates with studio arts, media, or related degrees who wish to further develop their practices in a rigorous, inspiring educational context. This innovative program serves as a platform for advances in teaching and learning that inform 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. The work of our graduate students and faculty in areas of practice-based research have the potential to affect and contribute to the innovation agenda of British Columbia.

## 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 work-integrated learning 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 their programs by working in a range of settings related to their professional goals. A 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 career and professional learning experiences that students can participate in such as, integrated research, paid internship, and for credit work-integrated learning. These opportunities enhance professional skill development and connection to industry. Our Career + Professional Development Services Office has become a hub for students and alumni and 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 MFA 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.

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. We lead the country in the number of full-time art and design faculty of Aboriginal origin. 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 Aboriginal programs that demonstrate leadership and collaboration between artists, students and high-tech industry, leading to meeting labour market demands and graduating successful students.

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 to 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:

**Aboriginal Arts Development Projects:** Emily Carr developed a free community outreach Urban Aboriginal Cultural Workshop led by Kim Stewart (Metis) and Brenda Crabtree (Nlaka'pamux and Sto:lo). The workshop introduced

intergenerational urban Aboriginal participants to the traditional and contemporary techniques of beadwork, tufting, and design at the Omineca Arts Centre in Prince George, partnering with the College of New Caledonia and the Two Rivers Gallery.

#### [Along a North South Axis:](#)

The Aboriginal Gathering Place hosted artist-in-residence Metis artist Kim Stewart at Emily Carr in February as a part of *Along a North-South Axis*, a series of talks in Vancouver and Prince George co-presented with Two Rivers Gallery in Prince George, BC.

#### [Aboriginal Speaker Series:](#)

The Aboriginal Gathering Place hosted a lecture series bringing unique and diverse perspectives of local and national Aboriginal artists, filmmakers, and curators. Speakers included Edgar Heap of Birds (Cheyenne/Arapaho), Lisa Jackson (Anishnabe), Amanda Strong (Metis), Maria Hupfield (Anishnabe), Terrance Houle (Blackfoot), Shawn Hunt (Heiltsuk), Heather Igloliorte (Inuit), and Elisapee Ishulutaq (Inuit).

#### [Drum making workshops:](#)

Emily Carr delivered free community outreach drum making workshops in downtown Vancouver with the Atira Women's Resource Society, Bill Reid Gallery and the Urban Native Youth Association (UNYA); and three workshops with 20 students and staff at Douglas College in New Westminster.

#### [Opening Doors at GNW Campus:](#)

In 2015, 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. For the new Emily Carr campus, the University purchased a number of these doors to be featured in spaces across the new facility.

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 among post-secondary institutions across BC, with a mandate to provide as much advising and information as 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 around 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 visual and technical communication 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 we 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 their 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.

Emily Carr has 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. We have also 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 has featured 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, and associated policies and practices.

Our new campus facility will be a LEED Gold certified building and our Facilities department will ensure that campus operations move ever steadily toward greater sustainability through such efforts as water and energy conservation, recycling, composting, and carpooling 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, high workloads, and a high cost of living in

Vancouver. Despite this, we have maintained an enthusiastic and committed workforce, dedicated to our students and to excellence in art, design, media education, and research.

The upcoming retirement (summer 2018) of our long-standing President and Vice-Chancellor has prompted a thorough succession planning process. With the active engagement of the Board of Governors Executive Committee, we have developed a candidate search process that will be responsive to the future needs of the University. We recently undertook a search firm procurement process, which was carried out in a manner consistent with the Province's Taxpayer Accountability Principles.

In attempting to address employee attraction and retention, we recently participated in the development of a sectoral framework that builds upon the University's approved compensation philosophy for the Excluded Administration staff. Our aim here is to strike a balance in the current compensation philosophy that respects the Taxpayer Accountability Principles and enhances our ability to attract and retain quality administrators.

We have also commenced an internal equity audit, which is a five-phased audit of the current compensation and classification processes in place at the University. The goal is to identify areas of inequity and implement effective and cost-sensitive remedies; as well as to develop processes that will ensure that internal equity will be sustained moving forward.

With the move to our new campus in fall of 2017, we have engaged a number of change management strategies. In partnership with community stakeholders, we have implemented new systems to

improve efficiencies and pursue more sustainable practices. As part of this, we've procured an applicant tracking system and on-boarding site that will enable our HR team to reduce consumption of paper products, as well as maintain effective and efficient hiring practices. We have also provided the supports necessary for facilitating changes to various programming areas throughout the University.

### **Credential Recognition**

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

The International Council of Societies of Industrial Design and the Society of Graphic Designers of Canada have recognized our Bachelor of Design degree. We are members of the European League of Institutes of Art (ELIA), which only accepts organizations into its membership that have accredited degree-granting status. Emily Carr is also a member of the Association of Independent Colleges of Art and Design (AICAD) and the Alliance of Canadian Comprehensive Research Universities (ACRU). We are also educational members of the International Council of Design (ico-D) and Cumulus, a global association of design educators and researchers.

Emily Carr is 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**

Over the last 15 years, we have engaged in eight strategic planning sessions and have had four major external reviews. We are currently in the final stages of development and implementation of a Strategic Plan for 2017 to 2021 that will provide conceptual, curricular, and pedagogical frameworks for necessary reforms and innovation in programs, staffing, and infrastructure; and, that 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 reporting documents are regularly completed and submitted in a timely fashion to government and other regulatory bodies. Accountability regarding curriculum, financial management, and administrative leadership is built into the fabric of our management process at Emily Carr.

Emily Carr is also committed to implementing the Taxpayer Accountability Principles in exercising our duties and we have developed and put into place 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**

We are proud to provide a selection of achievements from our community over the past year. Included are contributions from distinguished alumni, faculty, staff and students, all of which have greatly impacted the world of art, design, media, and beyond.

## July 2016

**Katherine Soucie's** (MAA '13) zero-waste textile and design studio, *Sans Soucie*, was profiled in the June 2016 edition of *British Vogue*. The issue, which celebrates 100 years of the iconic fashion magazine, featured HRH The Duchess of Cambridge on the cover and is destined to become a collector's edition.

**Brian Kokoska** ('10), **M.E. Sparks** ('16 MAA) and **Angela Teng** ('11) were all named as finalists in the 18<sup>th</sup> Annual RBC Canadian Painting Competition. Each of them received \$2,500 for being finalists. Emily Carr has a long history of RBC Painting Competition winners, including 2015, with alumnus **Patrick Cruz** ('10) taking home the prize.

Several of our alumni made the shortlist for the 2016 Western Living Designers of the Year, in the following categories:

Furniture Design included **Judson Beaumont** ('85), *Straight Line Designs*, and **Romney Shipway** ('14), *Shipway Living Design*. In the Industrial Design category, **Char Kennedy** ('14), *Char Kennedy Design*, and **Zoe Garred** ('07) of *Fleet Objects*. Also making the list was **Heather Braun-Dahl** ('01), *Dahlhaus Art*, in the Maker Category.

**Cedric Bomford** ('03) received the 2016 Victor Martyn Lynch-Staunton Award for Visual Arts. The \$15,000 prize is awarded annually for outstanding artistic achievement by Canadian mid-career artists in the disciplines of Dance, Inter-Arts, Media Arts, Music, Theatre, Visual Arts and Writing and Publishing.

**Lawrence Le Lam** ('16) won Best Student Production at the Leo Awards for his grad film, *The Blue Jet*. The short is a 1970's Taiwan-set rock-and-roll bathed story about a rebellious radio DJ who broadcast banned rock-and-roll, and the story is based on his father's true story.

**Eilish McVey** ('16) was recognized by international award, *The Rookies*, for her Industrial Design project, *Moving Medicine*, a portable diagnostic incubator that is used to facilitate a LAMP test. The incubator can be carried into low-resource areas and used for diagnosing and treating pneumonia in children.

**Elizabeth Zvonar** ('01) was named one of four finalists for the 2016 Aimia AGO Photography Prize, Canada's most significant award for photography.

**Nadia Myre** ('97) a visual artist from Québec and an Algonquin member of the Kitigan Zibi Anishinabeg First Nation, was the inaugural recipient of the Walter Phillips Gallery Indigenous Commission Award, worth \$20,000, at Banff Centre for Arts and Creativity.

## August 2016

**Chelsea O'Byrne** ('16) was awarded a silver medal for one work, and a merit award for another from the 3x3 Show, considered to be one of the top three international shows for Illustration. The 3x3 Show invites illustrators from around the world to complete in its annual competition. Winning works from the Student Show were reproduced in the 3x3 Illustration Annual No.13, December 2016.

## September 2016

Acclaimed Canadian artists and Emily Carr alumni **Stan Douglas** ('82), **Brian Jungen** ('92) and Associate Professor **Liz Magor** ('71) were featured in Season 8 of the PBS documentary series ART21, *Art in the Twenty-First Century*. ART21 is a celebrated global leader in presenting thought-provoking and sophisticated content about contemporary art, and the go-to place to learn first-hand from the artists of our time.

Alumnus **Cameron Kerr's** ('07) sculpture, *Freud's Ceiling*, was permanently installed at the Tournament Centre of Canada in Kamloops. The sculpture was originally commissioned by the City of Vancouver to celebrate the City's 125<sup>th</sup> Anniversary, but was gifted to the Kamloops Art Gallery and installed at the Centre as part of a public art partnership with the City.

Timely, uncompromising and ultimately devastating, **Kevan Funk's** ('11) debut feature *Hello Destroyer*, raises troubling questions about how we teach boys to become adults, particularly within the context of Canada's national obsession: hockey. Funk's film debuted at the Toronto International Film Festival and screened as part of the 2016 Vancouver International Film Festival.

The Hnatyshyn Foundation named **Peter Morin** ('01) as the recipient of the \$25,000 2016 Visual Arts Award for outstanding achievement by a Canadian mid-career artist.

**Jeneen Frei Njootli** ('12) was awarded one of three William and Meredith Saunderson Prizes for Emerging Canadian Artists through The Hnatyshyn Foundation. The \$5,000 prizes are intended to nurture emerging talent in the visual arts in Canada.

#### October 2016

Faculty member **Mark Igloliorte** was featured in the Fall 2016 issue of Inuit Art Quarterly. The magazine cover featured a detail of Igloliorte's *'untitled,'* 2011 projection on a skateboard deck previously exhibited in the Vancouver Art Gallery exhibition, *Beat Nation*. The feature article, *Sightlines and Surfaces: The Art of Mark Igloliorte*, discusses Igloliorte's practices of art, skateboarding, and kayaking as well as his role at Emily Carr.

**Aaron Oussoren** (MDes '16) received the 2016 RBC Award for Glass. Currently, he is teaching in the Design and Visual Arts Departments at Emily Carr. This is his second win for the RBC Award for Glass (2013). This prestigious national award allows early career practicing artists to undertake a period of independent research, or other activities that will advance their artistic and professional practice at a key moment in their careers.

Alumna **Ann Marie Fleming** ('89) was awarded the Best BC Film Award and Best Canadian Film Award for her feature, *Window Horses*. The first feature-length animation from the NFB to be selected for the festival since Pierre Hébert's *La plante humaine*, the film features a rich colour palette sure to tantalize the audience.

#### November 2016

Continuing Studies painting instructor, **Jeanne Krabbendam** was named as the 2016 recipient of the Post-Secondary Award for Excellence in the teaching of Visual Arts by the British Columbia Art Teachers' Association.

**Jeremy Shaw** ('00) was announced as the recipient of the 2016 Sobey Art Award by the National Gallery of Canada. The award comes with a \$50,000 award and is the pre-eminent prize for Canadian artists 40 and under. **Brenda Draney** (MAA '10) was a \$10,000 winning finalist.

Both **Xwalacktun** ('82) and **Luke Parnell** ('12 MAA) were awarded BC Creative Achievement Awards for First Nations Art. This annual award celebrates artistic excellence in traditional, contemporary or media art. Emily Carr Honorary Doctorate recipient **Susan Point**, received the 2016 Lifetime Achievement Award, an honour bestowed on individuals who have made a profound contribution to their First Nations culture.

In recognition of the remarkable contributions of **Brenda Crabtree** and Bill McLennan to BC's First Nations Art community, the BC Achievement Foundation also established an Emerging Artist Award in their honour.

In May of 2016, Printmaking Today magazine launched a call for submissions for its annual State of the Art Prize. The two winning students, including **Hannamari Jalovaara** (MAA Low Residency Candidate), were given a one-page editorial feature in the Autumn Issue, which had a special focus on art education.

#### December 2016

*We Come to Witness* opened at the Vancouver Art Gallery in early December 2016. The works acted as a dialogue between the art of modernist painter Emily Carr and contemporary artist **Sonny Assu** ('02). Assu created a series of digital tags on Emily Carr's paintings selected from the Vancouver Art Gallery's collection, challenging the portrayal of Indigenous peoples as a vanishing race by interrupting Carr's landscapes with an insertion of ovoids and u-shapes. The exhibition also included Assu's masks juxtaposed with Carr's paintings and a special ceramic collaboration with artist and Emily Carr faculty member, **Brendan Tang**.

In early December 2016, the Vancouver Art Gallery presented *Vancouver Special: Ambivalent Pleasures*, the inaugural edition of its new triennial. The exhibition offered a comprehensive survey of the city's contemporary art scene and its shifts since the 2010 Winter Olympics, featuring artworks ranging from painting, drawing, animation, ceramics, textiles, audio and installation. Over a four-month period in the spring of 2016, curators **Daina Augaitis** ('83) and guest curator Jesse

McKee, conducted over 90 studio visits, mostly with emerging artists, but also with a few established artists whose ideas have been prescient. Featured alumni and faculty included: **Derya Akay** ('10), **Maya Beaudry** ('13), **Raymond Boisjoly** ('06 + Associate Professor), **Eli Bornowsky** ('05), **Rebecca Brewer** ('07), **Colleen Brown** ('02), **Kim Dorland** ('98), **Barry Doupé**, ('04), **Michael Drebert** ('06), **Julia Feyrer** ('05), **Jeneen Frei Njootli** ('05), **Colleen Heslin** ('04), **Allison Hrabluik** (Sessional Faculty), **Gary Neil Kennedy** (Sessional Faculty), **Tiziana La Melia** ('08), **Khan Lee** ('00), **Glenn Lewis** ('58), **Elizabeth McIntosh** (Associate Professor), **Jordan Milner** ('14), **Rachelle Sawatsky** ('05), **Krista Belle Stewart** ('06), **Angela Teng** ('11), **Mina Totino** ('82), **Ron Tran** ('12), **Tristan Unrau** ('12) and **Charlene Vickers** ('94).

#### January 2017

**Emily Carr University of Art + Design** was named as one of the Top Industrial Design Schools in North America by Azure Magazine. Emily Carr established its Industrial Design program in the 1980s; though still relatively new, it is considered among Canada's best, with Germany's Red Dot Institute ranking Emily Carr among their top design universities worldwide last year.

The Art Gallery of Greater Victoria awarded the inaugural Tanabe Prize for British Columbia Painters longtime Emily Carr instructor/lecturer **Philippe Raphanel**.

The Academy of Motion Picture Arts and Sciences announced that **Robert Valley's** ('92) animated short *Pear Cider and Cigarettes*, was nominated for an Oscar at the 2017 Academy Awards.

## February 2017

Associate Professor **Patrik Andersson** was a keynote speaker in early February for *Lose Yourself*, a symposium on Labyrinthine Exhibitions as Curatorial Model, organized by the Stedelijk Museum Amsterdam, and Moderna Museet, Stockholm.

**Su-An Ng** ('09) created animated artwork for Wynscreen, Australia's Newest Digital Public Art Site. Commissioned by Transport for New South Wales, *Woven Moments* (2017) is a 10-minute animation made specifically for Wynscreen, a new 23-metre curved LED screen dedicated to moving digital artwork in the heart of Sydney, Australia's central business district.

The Canadian Centre for Aging and Brain Health Innovation, in collaboration with Baycrest Health Sciences, announced thirty-one grant recipients for a total of \$1.4 million in funding through its Spark Program. Providence Health is one of the recipients of funding for a collaborative project with **Emily Carr's Health Design Lab** for the development and testing of a lighting system prototype designed to reduce falls in long-term care settings.

The Canada Council for the Arts announced the winners of the 2017 Governor General's Awards in Visual and Media Arts. The awards recognize outstanding achievement and carry a \$25,000 cash prize. Professor **Landon Mackenzie** and Vancouver School of Art alumnus **Glenn Lewis** ('58) were both recipients of the prestigious award.

**Martha Sturdy** ('78) recently launched her new *Grey & Gold* collection in Paris at Maison & Objet 2017, a major French trade fair for interior design. The international press has celebrated the launch of this new collection, including

The Wall Street Journal, Vogue Living, Architectural Digest both in France and Italy, Vogue Living Australia, and Marylebone & Fitzrovia Magazine (London, UK).

## March 2017

*Frolic In The Clouds of Encore*, a large-scale, mixed-media assemblage by **Suzy Taekyung Kim** ('03), was commissioned by the New York City Department of Education and the NYC School Construction Authority in collaboration with the NYC Department of Cultural Affairs Percent for Art Program, was installed at the Cambria Heights School in Queens, New York.

Alumni duo **D. Calen Knauf** and **Conrad Brown** (Knauf and Brown) took home the Rising Star Award at the prestigious Stockholm Furniture Fair. The accolade was presented by top European design editors who were impressed by the pair's sophisticated, poetic pieces, which are inspired by West Coast life in British Columbia.

Current fourth year Industrial Design students, **Celine Hong** and **Cindy Nachareun's** team *BeLeaf* was one of two winners of the PHIX Grand Prize for Excellence at this year's Hatching Health Medical innovation event the "Great Hatch," held at UBC's Engineering Design Centre in early March. *BeLeaf* tackles depression through a unique, personalized way of connecting with loved ones.

## April 2017

Fourth year Visual Arts student, **Garvin Chinnia**, was the recipient of the 2017 IDEA Art Award, which provides the recipient with a \$5,000 prize. Garvin's sensitive piece, *A Soft Place to Rest*, will help transform and humanize its new home at the Joseph & Rosalie Segal Family

Health Centre, scheduled to open this summer on the VGH campus.

Former instructor and Vancouver School of Art student (1958 – 1961) **Carole Itter** received the 2017 Audain Prize for Lifetime Achievement in the Visual Arts. Itter, a Vancouver-based interdisciplinary artist, writer, performer and filmmaker, is known for her innovative work with assemblages of found materials.

National Chief Perry Bellegarde, Winnipeg mayor Brian Bowman and Canada Council CEO Simon Brault, presented REVEAL Indigenous Art Awards in Winnipeg to **Sonny Assu** ('02), **Liz Carter** (current student), **Thirza Cuthand** ('05), **Mark Igloliorte** (Assistant Professor), **Mary Longman** ('89), **Nadia Myre** ('97), **Janice Toulouse** ('79 and Sessional Faculty) and **Niki Watts** ('16). Recipients each received a one-time award of \$10,000.

Alumni **Scott E. Forsythe** ('14) and **Jason Miller** ('14) along with the Woke Studio team have won a Red Dot Product Design Award for their design of *Mio Slice and Pai*. The winning product is a wearable band and app with an innovative way of measuring fitness.

Five Emily Carr alumni were longlisted for the 2017 Sobey Art Award, the pre-eminent prize for Canadian artists 40 and under: **Raymond Boisjoly** ('06), **Rebecca Brewer** ('07), **Jeneen Frei Njootli** ('12), **Babak Golkar** ('03), and **Kara Uzelman** ('04). Celebrating some of this country's most exciting young artists, the award provides significant financial and professional recognition. On June 6th it was announced that **Raymond Boisjoly** ('06) was selected to the shortlist, representing British Columbia and the Yukon. This year, the award will present a top prize of \$50,000 to the winner and \$10,000 to each of the four finalists. The

other long-listed artists will receive \$500 each.

Emily Carr's Material Matters was invited to participate in the BC Tech Summit 2017. Co-Director **Keith Doyle** presented on *New Craft* and current research activities at the University. The team also collaborated with the BC TECH summit leadership to facilitate the programming of "We 3D Printed This!". The team were thrilled to present their work in this session, part of the Tech Talk Series at the Summit, bringing with them speakers Eugene Suyu (Tinkerine), Tamer Mohamed (Aspect Biosystems), Amber Hayes (MIDAS) and John Biehler (3DCanada).

#### May 2017

**Scott Mallory** (MFA '17) screened two video works for a large screen presentation at the Biennial Foundation Annual Reception held in Venice, Italy during the Opening/Press Week of the Venice Biennale 57 in May 2017. His work was shown among their online community of over 40,000, and the screening was juried by artists who have shown in recent Venice Biennales. Selected works are *Inverted Universe* (2015) and *REM* (2016). *REM* was originally created for the TED2016 "Dream" Conference, and recently showed at the Museum of Israeli Cinema for the Hamshushalayim culture festival in Jerusalem, and at the Zhou B Art Center in Chicago. It will also be featured in an upcoming special edition of ACS Magazine, which has an international readership of 220,000.

**Marisa Kriangwiwat Homes** ('16) won the Philip B. Lind Emerging Artist Prize. The \$5,000 award supports emerging artists working with photography, film, and video, and reflects Presentation House Gallery's long history of nurturing new talent among the province's visual artists.

This spring, the TED2017 international conference presented Emily Carr's *Costumes of the Future* exhibition. The exhibition showcased work by fourth year students **Yifei Zhang, Veronica Dorsett, Eunkyung Jeong, Robin Lough,** and, **Jaehee Lee**; as well as third year student **Augusta Lutynski**, and second year student **Jourdan Tymkow**. Works ranged from sculpture to video, to living plant organisms, and were produced through guidance from a workshop led by a guest mentor. The project was presented by the Audain Faculty of Art partnership with TED2017.

Associate Professor **Elizabeth McIntosh** was awarded the prestigious 2017 CIBC Artist-in-Residence prize at Fogo Island Arts (FIA). Established in 2016, the CIBC Artist-in-Residence program enables FIA to bring one established Canadian contemporary artist per year to participate in a residency on Fogo Island.

All three of the artists shortlisted for CASV's 2017 Artist Prize are Emily Carr grads: **Alexine McLeod** ('16), **Tiziana La Melia** ('08), and **Jeneen Frei Njootli** ('12). Established in 2011, the CASV Artist Prize encourages and supports artists who demonstrate remarkable ability in the first five years of their careers. The 2017 winner will be revealed in October.

*Border Free Bees* is a long-term public art initiative headed by Associate Professor, **Dr. Cameron Cartiere**, and Nancy Holmes, Associate Professor, UBC, Okanagan, in collaboration with numerous strategic partners. The City of Richmond awarded the project an Artistic Innovation Award, which recognizes an individual or organization that is producing visionary creative work, exhibition innovation within their arts discipline and/or bringing a new cultural experience to the City of Richmond.

**Gabrielle Strong** ('15 MFA) was awarded a \$30,000 commission by The Downtown Vernon Association and the City of Vernon for a new downtown Participatory Public Art Piece. The work will portray a winding mosaic river inlaid into the sidewalk, beginning and ending at storm-drains, symbolizing the cycle of flowing water. The commission is part of *RespectFEST 2017*, a week-long festival marking Canada's 150<sup>th</sup> Anniversary of Confederation, running mid-September in Vernon.

Emily Carr's Canada Research Chair in Indigenous Studies, **Dr. Richard William Hill's** columns in Canada's most read art magazine, *Canadian Art*, have been nominated for a Digital Publishing Award. His series, which focuses on Indigenous art of the 1980s and 1990s, joins such publications as *CBC News*, *VICE* and *The Huffington Post* on the shortlist for Best Blog or Column. The Gold, Silver and Honorable Mention awards will be presented at the Digital Publishing Awards soirée on Thursday, June 1 in Toronto.

#### [June 2017](#)

On June 1, 2017, the land transfer to Emily Carr University of Lot Q situated at Great Northern Way Campus Site, in Vancouver, BC was officially registered in the Land Registry Office. This historic transfer means that, for the first time in Emily Carr's 93-year history, the University holds title to both the land and building that it occupies.

## 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 (2017 to 2021) outlines institutional commitments, goals, measures, and strategies, and is aligned with the Ministry's objectives and performance measures, as outlined below.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Research:</b> Support research and its integration in curricula</p>	<ul style="list-style-type: none"> <li>• Create a shared definition of research that reflects Emily Carr's unique ways of learning and knowing</li> <li>• Develop opportunities to create the relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research</li> <li>• Create education scholarship that demonstrates the value of our ways of learning and knowing</li> </ul>	<ul style="list-style-type: none"> <li>• Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media</li> <li>• Relevance: providing research creation opportunities where few other Universities are able</li> </ul>	<ul style="list-style-type: none"> <li>• Successful grants and funding</li> <li>• Publication and knowledge dissemination in fields of art, design, and media</li> <li>• Increase in Faculty exhibits, publications, and conference presentations</li> <li>• Number of research partnerships and collaborations</li> <li>• Curriculum development and student enrolment</li> </ul>

Emily Carr University is a special purpose teaching and learning University, however our faculty and students must engage in applied research and research creation in order to remain relevant and competitive in their fields of choice. There are a multitude of research practices in art, design, and

media. Creating a shared definition of research at Emily Carr positions our University as unique in Canada, and a leader in art, design and media education. The success of our faculty and students will be measured by various forms of scholarship, including exhibits, publications, conference presentations, increased number of research partnerships and collaborations, and increased success in grants and external research funding.

Emily Carr will continue to develop opportunities to create the relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research by creating and supporting physical and conceptual spaces where students, faculty, and staff can come together to discuss ideas and build achievable research plans. We will also continue to strive to create education scholarship that demonstrates the value of our unique ways of learning and knowing by integrating research scholarship into the full curriculum as part of the experiential aspect of the student's journey, making full use of faculty SSHRC grants through integrating with curriculum, and clearly defining the role of research assistants.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Student Agency:</b> Strengthen, enable, and develop student agency</p>	<ul style="list-style-type: none"> <li>• Enact student-driven learning model that generates interconnectivity and enables each student to fully develop their own emergent creative practice and identity</li> <li>• Enhance access to education through technical ecology and flexible use of resources and space</li> <li>• Develop policy and pathways for experiential learning</li> <li>• Ensure best practices in communication between students, faculty, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students</li> <li>• Access: systems provide equitable and affordable access for students</li> <li>• Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways</li> <li>• Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction with education experience</li> <li>• Student assessment of quality of education</li> <li>• Student assessment of skill development</li> <li>• Student assessment of usefulness of knowledge and skills in performing job</li> </ul>

Emily Carr will endeavor to enact a student-driven learning model through the creation of enabling spaces for interconnectivity, elevating and making new connections through a learning commons in our new building. We will continue to encourage safe and open access to tools and resources across disciplines, and explore technology to create greater opportunities for collaboration, liberating learners from the confines of curriculum. We will enhance access for students to academic planning, courses, and facilities booking through improved scheduling and registration systems.

We will build on our existing policies and pathways for experiential learning and will include our alumni, an integral part of the 'virtuous circle,' in mentoring or employing students. Finally, we will ensure best practices in communication and create meaningful communication links between students, faculty, and staff. And, we will continue to maintain a healthy and productive relationship with the Students' Union.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Outreach + Community Engagement:</b> Expand our local and global communities of practice</p>	<ul style="list-style-type: none"> <li>Harness our global alumni, partner and community network to create new possibilities for partnerships, mentorships and creative collaborations; ensure deep commitment to cultural competencies and respect for diversity and inclusivity</li> <li>Expand our involvement in cultural dialogues and international relationships</li> </ul>	<ul style="list-style-type: none"> <li>Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media</li> <li>Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfaction with education experience</li> <li>Student assessment of quality of education</li> <li>Number of partnerships and collaborations</li> <li>Successful faculty and student exchange experiences</li> <li>Increase in faculty exhibits, publications, and conference presentations</li> <li>Curricula demonstrates methods of decolonization and indigenization</li> <li>Curricula reflects cultural competencies</li> <li>Expanded alumni database</li> </ul>

We will harness our global alumni, partner and community networks to create new possibilities for partnerships, mentorships and creative collaborations while affirming our deep commitment to cultural competencies and respect for diversity and inclusivity. This requires a mapping of our local and global networks, beginning with an enriched alumni database, and a concentrated effort in developing cultural competencies in both faculty and students by creating opportunities for student and faculty exchange and international projects and curriculum.

We will expand our involvement in cultural dialogues, international networks and collaborative opportunities by continuing to participate in international conferences, events, and projects around the world; and by bringing the public in: hosting more local and international events, symposia, and exhibitions at our new campus.

We will create intentional and supported pathways for diverse learners to access our programs and research. And, we will ensure that we provide more opportunities for faculty and staff to demonstrate and represent their work locally and globally.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Indigeneity:</b> Expand on the success of our Aboriginal Programming, integrating Indigenous knowledge fully into teaching and learning practices</p>	<ul style="list-style-type: none"> <li>Engage Truth and Reconciliation recommendations and commit to intentionally understanding and embedding the role of art, design, and media in the reconciliation process</li> <li>Continue to develop consistent and meaningful dialogue for traditional and contemporary indigenous art/design/media practice within and beyond the Emily Carr community</li> </ul>	<ul style="list-style-type: none"> <li>Authenticity: systems and communications are clear in both limitations and capacity to support this initiative</li> <li>Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art,</li> </ul>	<ul style="list-style-type: none"> <li>Student assessment of the quality of education</li> <li>Student assessment of usefulness of knowledge and skills in performing job</li> <li>Aboriginal student enrolment, retention and graduation</li> <li>Successful grants and funding</li> <li>Publication and knowledge dissemination in fields of art, design, and media</li> <li>Increase in Faculty exhibits,</li> </ul>

		design, and media  <ul style="list-style-type: none"> <li>• Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners</li> </ul>	publications, and conference presentations  <ul style="list-style-type: none"> <li>• Curricula demonstrates methods of decolonization and indigenization</li> </ul>
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Emily Carr will engage with Truth and Reconciliation recommendations and commits to intentionally understanding and embedding the role of art, design, and media in the reconciliation process. We will expand upon our Aboriginal programming and encourage further engagement in strategies of decolonization and indigenization within our curricula more broadly.

We will continue to encourage dialogue for traditional and contemporary indigenous art, design, and media practice within and beyond the Emily Carr community by creating more opportunities for workshops, guest lectures, and community events. And, we will continue to foster knowledge and resources, and ensure access for both students and faculty to meaningful educational opportunities, including applied projects, collaborative events and research.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Graduate Programming:</b> Expand and develop thriving graduate programs	<ul style="list-style-type: none"> <li>• Engage faculty in envisioning and developing curriculum based on our existing strengths in design, media and visual art to meet demands for emerging practice and exploration</li> <li>• Develop a culture of supervision and practice-based research that responds to contemporary practices in advanced education and other sites for</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>• Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media</li> <li>• Relevance: resources and infrastructure are current and relevant, meeting the evolving</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction with education experience</li> <li>• Student assessment of quality of education</li> <li>• Student assessment of skill development</li> <li>• Student assessment of usefulness of knowledge and skills in performing job</li> </ul>

	learning and professional development	needs of learners <ul style="list-style-type: none"> <li>• Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in enrolment and program offerings</li> </ul>
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Some of the most exciting programming and intellectual opportunities for Emily Carr exists at the graduate level of teaching and learning. Emily Carr continues to exist as the only university in British Columbia with practice-based research as the basis of its MFA and MDes programs.

We will continue to engage in meaningful dialogue with faculty and staff to develop unique programs and learning opportunities for future students, within a well-planned support infrastructure for faculty, staff and students. We will also develop a rich supervision culture for graduate students that responds to contemporary practices in advanced education. Our graduate programs will continue to be recognized internationally.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Teaching and Learning:</b> Develop a sustainable and supportive teaching and learning environment</p>	<ul style="list-style-type: none"> <li>• Continue to build up a Teaching and Learning Centre and its resources</li> <li>• Foster ongoing learning among faculty and staff</li> <li>• Capture and demonstrate value of our pedagogy</li> <li>• Ensure that teaching and supervisory assessments are meaningful and productive</li> </ul>	<ul style="list-style-type: none"> <li>• Authenticity: systems and communications are clear in both limitations and capacity to support this initiative</li> <li>• Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>• Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media</li> <li>• Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment of quality of education</li> <li>• Publication and knowledge dissemination in fields of art, design, and media</li> <li>• Increase in faculty exhibits, publications, and conference presentations</li> <li>• Curriculum development and student enrolment</li> </ul>

We will continue to build up a Teaching and Learning Centre and its resources to provide mandatory training on key issues and to explore mentorship and leadership development for educators. This increase in teaching and learning support will require the identification of infrastructure and funding models to support increased participation in professional development and the opportunity to utilize and optimize open resources, including BC Campus.

Capturing and demonstrating the unique value of our pedagogy and approach to practice-based teaching and learning is essential to building up resources and references for our faculty, staff, and graduate students, and will provide a repository for our community to share best practices in communication and teaching. Faculty will also have greater opportunities for full community interconnectivity and sharing of stories of their impact, successes, and innovative approaches to teaching and learning.

We will also ensure that teaching and supervisory assessments are meaningful and productive for both faculty and students. This will require consultation with the community and a greater understanding of the role of course and supervisory assessments.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Infrastructure:</b> Develop flexible infrastructure and support for community need and emerging teaching and learning practices</p>	<ul style="list-style-type: none"> <li>• Continue to develop policies and models for collections and archives</li> <li>• Develop an efficient and flexible use of space, allowing access for programs at all levels of study to expand and contract</li> <li>• Capture and develop community knowledge and commitment to sustainable practices: socially, ecologically, and as it applies to workload capacity</li> <li>• Ensure that our technical ecology — from analog to</li> </ul>	<ul style="list-style-type: none"> <li>• Authenticity: systems and communications are clear in both limitations and capacity to support this initiative</li> <li>• Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>• Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media</li> </ul>	<ul style="list-style-type: none"> <li>• Student spaces</li> <li>• Teaching and Learning spaces</li> <li>• Student satisfaction with education</li> <li>• Student assessment of the quality of education</li> <li>• Faculty workload is expressed and realigned with provincial standards</li> <li>• Transparent reporting structures</li> </ul>

	<p>virtual — is well supported and understood so that it meets future needs</p>	<ul style="list-style-type: none"> <li>• Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners</li> <li>• Access: systems provide equitable and affordable access for students</li> <li>• Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Policy frameworks and structures</li> </ul>
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Our goals for a stronger, more transparent, and more flexible infrastructure exist in our use of campus spaces, our use of technology, our commitment towards social and ecological sustainability, and our use of collections and archives. It is essential that we develop an efficient and flexible use of space at our new campus, allowing access for programs at all levels of study to expand and contract within physical spaces. We will develop a set of policies and procedures committed to fair allocation of space — from the use of classrooms and studios, to individual studio allocations for students. Along with the use of space policies, we will use software that assists in modeling scenarios in room and space usage to maximize the course schedules each semester and to identify opportunities for extra-curricular activities.

We will ensure that our technical ecology — from analog to virtual — is well supported and understood so that it meets future needs of programs and courses. We will continue to work towards greater efficiencies within our infrastructure, as well as opportunities for collaboration between technical areas and shops.

We will continue to develop policies and models for collections and archives to ensure that these support the teaching and research needs of faculty and students and reflect the uniqueness of our community and programs. These collections and archives will also serve to support the greater art and design community.

We will ensure that our community knowledge and commitment to sustainable practices: socially, ecologically, and as it applies to workload capacity, is captured and developed. This requires acknowledging and supporting faculty initiatives to address ecological literacy and creativity, as well as workload issues.

EMILY CARR COMMITMENT	EMILY CARR GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<p><b>Lifelong Learning:</b> Develop and strengthen the pathways and experiences for lifelong learning and inquiry</p>	<ul style="list-style-type: none"> <li>Engage full community in defining and establishing an academic achievement framework leveraging the strengths of all Faculties</li> <li>Develop intentional pathways for diverse learners to access programs</li> <li>Engage full community in defining and establishing learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Authenticity: systems and communications are clear in both limitations and capacity to support this initiative</li> <li>Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</li> <li>Quality: enriched educational experiences for students</li> <li>Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners</li> <li>Access: systems provide equitable and affordable access for students</li> <li>Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>Student spaces</li> <li>Teaching and Learning spaces</li> <li>Student satisfaction with education</li> <li>Student assessment of the quality of education</li> <li>Unique and relevant programs</li> </ul>

Presently, Emily Carr recognizes academic achievement and scholarship within the certificate, bachelors and masters framework. In order to develop unique and relevant programs through lifelong learning and continuing education, we will engage our full community in defining and establishing an academic achievement framework leveraging the strengths of all Faculties and their programs. We will investigate the potential for new programs to expand and push the boundaries of

Emily Carr’s credentialing to recognize academic achievement around, within, and beyond our existing academic framework.

We will develop intentional pathways for diverse learners to access programs, and engage our full community in defining and establishing learning experiences to broaden the scope of learning opportunities provided by Emily Carr University.

## 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.<sup>1</sup>

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:** Total Student Spaces  
**Assessment:** Achieved

TOTAL STUDENT SPACES <sup>2</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
1,466	1,351	1,456	Achieved	1,351	1,351	TBD

<sup>1</sup> Please consult the 2016/17 Standards Manual for a current description of each measure: [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

<sup>2</sup> Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year.

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

CREDENTIALS AWARDED <sup>3</sup>						
Performance				Targets <sup>4</sup>		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
399	402	399	Substantially Achieved	393	TBD	TBD

Ministry Objective: Access  
 Performance Measure: Aboriginal Student Spaces  
 Assessment: TBI

ABORIGINAL STUDENT SPACES <sup>5</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
70	TBI	74	TBI	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs

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

STUDENT SATISFACTION WITH EDUCATION (BACHELOR DEGREE GRADUATES) <sup>6</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
83.2% (+/- 4.1%)	≥ 90%	81.7% (+/- 4.0%)	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.

<sup>4</sup> Targets are subject to change.

<sup>5</sup> Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.

<sup>6</sup> Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 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 Quality of Instruction  
 Assessment: Substantially Achieved

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION (BACHELOR DEGREE GRADUATES) <sup>5</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
81.1% (+/- 4.4%)	≥ 90%	83.8% (+/- 3.9%)	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%

Ministry Objective: Quality  
 Performance Measure: Student Assessment of Skill Development (average %)  
 Assessment: Substantially Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES) <sup>5</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
77.7% (+/- 4.7%)	≥ 85%	77.2% (+/- 4.4%)	Substantially Achieved	≥ 85%	≥ 85%	≥ 85%

Ministry Objective: Relevance  
 Performance Measure: Student Assessment of Usefulness of Knowledge + Skills in Performing Job  
 Assessment: Not Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB (BACHELOR DEGREE GRADUATES) <sup>5</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
77.3% (+/- 5.8%)	≥ 90%	75.8% (+/- 5.2%)	Not Achieved	≥ 90%	≥ 90%	≥ 90%

While a limited number of graduates have responded that their skills are not useful to their work, the breadth of examples of work that our graduates are doing extend well beyond art and design practice. As well, these graduates did not benefit from the renewed, intentional programming of our Career + Professional Development area, launched in the spring of 2015. Since that time, we have expanded resources for students and are helping them to connect their own skills to the variety of industries or entrepreneurial pursuits that are taken up by Emily Carr alumni.

Ministry Objective: Relevance  
 Performance Measure: Unemployment Rate  
 Assessment: Exceeded

UNEMPLOYMENT RATE (BACHELOR DEGREE GRADUATES) <sup>5,7</sup>						
Performance				Targets		
2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target	2018/19 Target	2019/20 Target
16.4% (+/- 4.4%)	≤ 10.8%	7.6% (+/- 3.0%)	Exceeded	10.6%	≤ unemployment rate for individuals with high school credentials or less	

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

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES)				
Performance				
	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment
Skills development (avg.%)	77.7% (+/- 4.7%)	≥ 85%	77.2% (+/- 4.4%)	Substantially Achieved
Written communication	68.3% (+/- 5.5%)		65.2% (+/- 5.1%)	
Oral communication	80.4% (+/- 4.5%)		83.1% (+/- 3.9%)	
Group collaboration	76.3% (+/- 4.8%)		66.3% (+/- 5.0%)	
Critical analysis	89.1% (+/- 3.4%)		92.6% (+/- 2.7%)	
Problem resolution	71.7% (+/- 5.2%)		72.3% (+/- 4.7%)	
Learn on your own	86.2% (+/- 3.9%)		87.6% (+/- 3.5%)	
Reading + comprehension	72.0% (+/- 5.3%)		72.1% (+/- 4.8%)	

<sup>7</sup> 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](http://www.connect.ecuad.ca/resources/finance/financial_statements)