



Institutional  
Accountability  
Plan + Report  
2017/18

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VANCOUVER, BC, CANADA V5T 0H2

July 16<sup>th</sup>, 2018

Honourable Melanie Mark, Minister  
Ministry of Advanced Education, Skills and Training  
PO BOX 9080 STN PROV GOVT  
Victoria, BC V8W 9E2

Dear Minister Mark:

We are pleased to present the 2017/18 Institutional Accountability Plan and Report for Emily Carr University of Art + Design. The past year has been one of remarkable transition for the University, as we moved to our new home at Great Northern Way on the unceded ancestral territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō (Stolo), and sə́lilwətaʔ (Tsleil-Waututh) Nations.

The ECU community met the challenges of shifting our programming, equipment and personnel over to an entirely new facility so that coursework could proceed without interruption for the 2017-18 academic year. Our review of the past year provides a summary of where we encountered great success in this process and where there is still work to be done. We offer a snapshot of the values, opportunities, and constraints that inform ECU's key priorities, in alignment with our new Strategic Plan to 2021.

ECU prioritizes a community culture of inclusion, collaboration, and consultation; in which students are always at the centre of our vision. We continue to deliver innovative education in art, design and media that produces students who are actively leading and contributing to the creative economy, locally and internationally. We are proud of our successes and eager to share with you highlights of our work over the past year.

This Report considers the specific performance measures expected of ECU, including our commitment to address the Taxpayer Accountability Principles and the Ministry's Mandate Letter. 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, ECU 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

Throughout its 93-year history, [Emily Carr University \(ECU\)](#) has been recognized for delivering specialized art and design education of the highest quality. The University offers degrees at the undergraduate and graduate levels across an increasingly wide array of disciplines and creative practices.

ECU's mission is to develop informed artists, designers, and media practitioners, who will contribute their creative output and research to Canada's economic, knowledge, and cultural sectors. Graduates practice multidisciplinary, inclusive, and socially engaged art and design; creating communities and initiatives that foster social justice and sustainability.

The University's 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 an emphasis on innovation and collaboration beyond disciplinary borders.

ECU graduates are globally recognized and valued for influencing their communities of practice. And, our faculty and students are sought after by partners from diverse communities for innovative research and art and design-based solutions to complex questions.

Teaching, applied research, and research creation at ECU takes place across four Faculties:

[Graduate Studies](#)  
[Culture + Community](#)  
[Design + Dynamic Media](#)  
[Visual Art](#)

Within these, students can work toward the following degrees:

[Master of Design](#)  
[Master of Fine Art](#)  
[Bachelor of Design](#)  
[Bachelor of Media Arts](#)  
[Bachelor of Fine Arts](#)  
[Continuing Studies](#) programming also offers a model of lifelong learning and comprehensive course offerings that complement the credit programs and serve a wide range of community learners.

The University's graduate programs and research agenda generate new knowledge that is shaping emerging practices and scholarship. Our programs are supported by state of the art facilities and research centres exploring health design; virtual, augmented and mixed reality technologies; sustainable design principles and practices; and more.

In addition to our research labs and centres, the University has digital production labs; 3D printing and prototyping lab; photography labs; printmaking, ceramic and painting studios; library and archives; indoor and outdoor sculpture areas; wood shops; textiles shop; design studios; classrooms;

galleries; and the award-winning [READ Books](#) bookstore.

The University serves approximately 2,000 credit students (including domestic and international) and 1,900 active non-credit students, who take courses at the brand new, purpose-built campus at [Great Northern Way](#). 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. ECU 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 student full-time equivalents (FTEs).

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

The University has a number of collaborative agreements and partnerships with other post-secondary institutions in British Columbia and Canada. ECU offers a two-year [Design Essentials](#) program with British Columbia Institute of Technology (BCIT) and participates in the [Master of Digital Media \(MDM\)](#) joint degree. The MDM program is a collaboration between the four founding institutions of the [Great Northern Way Campus \(GNWC\)](#): Simon Fraser University (SFU), the University of British Columbia (UBC), BCIT, and ECU.

The decision by the Government of British Columbia to invest in a new campus for ECU at Great Northern Way recognized the vital role that we play in the creative economy and affirmed the importance of universities offering post-secondary

education in arts, media and design. The new campus provides a multitude of spaces for studio, technical and academic learning, informal gathering, exhibition, making and remaking. It welcomes creative, applied, and collaborative exploration on a scale that was not previously possible at the University's Granville Island campus. The 26,550 square-metre facility, designed by leading Canadian architectural firm, Diamond Schmitt Architects, furthers BC's reputation as a destination for world class post-secondary education and establishes ECU at the heart of an evolving social, cultural, educational, entertainment, and economic hub for BC.

## [FACULTIES + CONTINUING STUDIES](#)

ECU 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.

### **Ian Gillespie Faculty of Design + Dynamic Media**

[The Ian Gillespie Faculty of Design + Dynamic Media](#) responds to the changing needs in the world around us and focuses on the development of design graduates able to go out into the world and get employment. Our award-winning students are leaders 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 two degrees and seven majors: Communication Design (BDes), Industrial Design (BDes), 2D & Experimental Animation (BMA), 3D Computer Animation (BMA), Film and Screen Arts (BMA), New Media and Sound Arts (BMA), and Interaction Design (BDes). Upon graduation, these emerging designers, film-makers, and media artists continue their leadership in the creative industries and the creative sector in general.

### **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 on 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 ECU. 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 experiences 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 studios in art, media and design and various research centres and labs in areas such as robotics, data visualization, augmented and virtual reality and machine learning.



## Continuing Studies

[Continuing Studies](#) offers innovative art, design and media programming that is accessible and inclusive. Our programs provide learning pathways and intersections throughout ECU's learning community. Our state-of-the-art campus and dedicated team supports many forms of experimental collaborations with art and design professionals, organizations and our community at large.

Professional and employment-focused non-credit certificates provide students flexible access to programs that advance their skills and employability. Youth programming offers dynamic spaces and art and design experience for creative youth for ages 12 to 18. Continuing Studies offers pathway and university transfer options for transition into post-secondary art, design and media undergraduate and graduate studies.

Local and global arts partnerships include the Richmond and Vancouver Art Galleries and Ecole Nationale Supérieure des Arts in Paris, France. Outreach initiatives include the TechWomen Partnership with Immigrant Services Society, where refugees and newcomers to Canada gain access to training for the high-tech sector.

## Technical Services and Learner Support

The 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 and soft products, and a tool checkout (providing tool loans for students) as well as audio visual loans and support.

## Ron Burnett Library and Learning Commons

[The Ron Burnett Library and Learning Commons](#) 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 Library and Learning Commons 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 Ron Burnett Learning Commons includes 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 ECU with workshops, new initiatives and resources.

### **Libby Leshgold Gallery**

[The Libby Leshgold Gallery](#) is a public art gallery dedicated to the presentation of contemporary art. Located within ECU, the Gallery 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.

The mandate of the Libby Leshgold Gallery reflects its role as a unit of the University. The Gallery's primary objective is the presentation of exhibitions and public programmes that effectively communicate the role of the Gallery and University as an active site for the exhibition, discussion, teaching and production of art, media and design. The Gallery carries out a programme of regional, national and international exhibitions that reflect the range of disciplines taught at the University. 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

Gallery's projects involve the public, University and artistic community in a dialogue about the development of critical practice in art and design.

The Libby Leshgold Gallery opened in the Fall of 2017 with the University's move to the Great Northern Way Campus. Since its inception, the Gallery 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. As well, throughout its history the Gallery has functioned as a teaching gallery where students can learn professional curatorial and exhibition practices. The Gallery is funded in part by Canada Council for the Arts.

### **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**

ECU is a learning community devoted to excellence and innovation in visual arts, media arts, and design.

### **VALUES STATEMENT**

ECU 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 and learning 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, ECU believes that good citizenship includes social and environmental sustainability, recognition of Indigenous rights and Indigenization of the curriculum. We understand that it is through collaboration and dynamic interaction with professional groups and organizations that ECU and the community at large will benefit. Our responsibility to our students and alumni includes developing as many pathways as possible towards employability and contribution to society at large.

## **OPERATIONAL CONTEXT + PLANNING**

### **Student Access**

Student demand for admission to ECU remains constant. Application numbers are strong for both undergraduate and graduate programs. Qualified applicants continue to outnumber new student capacity. The Province of British Columbia's commitment of a new campus for ECU 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.

ECU is an active member of the Policy Steering Committee for Education PlannerBC, an initiative started at the request of the Ministry of Advanced, Skills and Training to create a common application, offer management and career advising enterprise system for all BC public post-secondary institutions. The purpose of this project is to provide a one-stop shop area for better access to prospective students and their parents as they research post-secondary options in BC. This work is near completion with a roll out planned for Fall 2018.

For academic year 2017/18, the University received 1462 undergraduate applicants and 175 graduate applicants, which far 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, and the development of a new funding model with the assistance of the Ministry of Advanced Education.

ECU has a provincial mandate to serve BC as a whole; and as part of our commitment to increasing access, we look forward to offering programs and partnering with communities in Northern BC. We have initiated community engagement and programming with the local community in Prince George, 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. We are also working with the Urban Native Youth Association (UNYA) to explore their expansion plans and potential partnership opportunities.

We continue to work with Vancouver Community College offering our partnership Creative Art Pathway program. This program allows students who do not meet our English Language Proficiency requirement the opportunity to improve their english language skills at VCC while also taking a limited number of our studio courses.

## Funding

ECU's 2017/18 overall delivery of 1,943 FTEs reflects domestic and international enrolment across our undergraduate and graduate programs. This overall figure is consistent with fiscal 2016/17. However, the following adjustments are noted in specific areas of delivery: a decrease in Undergraduate Domestic FTEs of 22, from 1250 to 1228; an increase in Undergraduate International FTEs of 20, from 449 to 469; a decrease in Graduate Studies FTEs of 2, from 69 to 67. Continuing Studies, in both general interest and focused areas, delivered 179 FTEs for 2017/18.

We are experiencing significant growth potential in our Graduate Studies Program, and while 2017/18 delivery remains static compared to fiscal 2016/17, we are projecting significant increases for registrations in fiscal 2018/19.

Undergraduate Domestic FTE delivery continues at levels in excess of the funding targets set by the Ministry of Advanced Education, Skills and Training, with 2017/18 delivery at 105% of Ministry targets. The University continues to prioritize access and capacity and maintains a firm commitment to fulfilling its Provincial service mandate. As a result of continued increases in student demand, the University has experienced ongoing challenges with delivery of programming for Domestic FTEs in excess of Ministry funding targets.

Continuing funding challenges have had significant impacts on administrative and academic structures. These include:

- inadequate personnel resource levels, especially in the IT services area;
- difficulty attracting and retaining qualified excluded personnel; and,

- excessive faculty workload levels, which are currently approximately 33% higher than National Comparator Group Levels (2017 KPMG Report).

The University continues to dialogue with the Ministry in an effort to address these concerns. In December 2017, the Ministry engaged the accounting firm, BDO, to complete a "Risk Framework Analysis for Funding Shortfall Report." As part of their engagement, BDO visited our campus extensively and carried out detailed review of our administrative/academic structures. Their report was completed in April 2018 and has been submitted to the Ministry for review.

## Facilities + Resources

The new campus development reached Service Commencement on August 4, 2017. ECU's P3 partner, Applied Arts Partnership (AAP) is now providing a range of life cycle and facilities management services at the new 26,550 square-metre campus over the 30-year operating term of the Project Agreement. The services provided include hard and soft facilities management, roads and grounds maintenance, security and helpdesk services, utility management and environmental services. Through the first year of operation, AAP has become exposed to the unique and creative culture of the University and a strong working relationship has developed.

On April 20, 2018 the University achieved LEED Gold certification. The new campus is sustainable, green and energy efficient. The current energy use intensity of 180 kWh/sq meter is tracking well below comparable facilities. Key factors in this reduced energy consumption are the extensive use of heat recovery systems within the facility and the use of the City of Vancouver (COV) Neighbourhood Energy

Utility (NEU). The green technology used by the NEU is truly innovative and is the first utility in North America to use waste heat recovery from untreated urban waste water. In order to provide continued focus on energy efficiency, the Project Agreement contains stringent energy performance targets with significant penalties for non-performance.

Along with the re-use of well performing, older equipment, the new campus has been outfitted with approximately \$4.3 M in new equipment. The latest technology in gas kilns, induction furnaces, audio visual systems, high density shelving solutions, and office, studio, and classroom furniture have improved both efficiency and experience.

As of June 2018, the underground parkade has been completed in the building adjacent to ECU. As contemplated by the Development Permit for the new Campus, ECU has now relocated 90 of its required 160 parking spots to this new parkade. The surface parking area being rented from the Great Northern Way Trust has been reduced as a result.

ECU has completely transitioned campus operations from our previous location at Granville Island. The North and South Buildings on the previous site were leased from Canada Mortgage and Housing Corporation (CMHC) under long term lease due to expire in 2043. In negotiation with CMHC, and facilitated by the Ministry, the following has been agreed with regard to locations:

- South Building, under the provisions of “Assignment, Assumption and Modification Agreement” dated January 12, 2018, ECU assigned its interest in the lease to Arts Umbrella Associates, with the approval of CMHC, effective January 31, 2018.

- North Building, under the provisions of “Surrender of Lease Agreement” dated April 1, 2018 CMHC approved the cancellation of lease by ECU under specific terms including financial support for building renovation costs which will be funded by the Ministry. At the time of this report, “Surrender of Lease Agreement” has not yet been executed. It is anticipated that this will be concluded by June 30, 2018.

## 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 ECU. 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. With the launch of the updated Strategic Plan, our community is mindfully seeking new ways for our research activities to inform curriculum through research activities.

The move to our new campus means the community benefits from new state-of-the-art research facilities, all housed in one main campus, opening doors to new collaborations and fostering interdisciplinarity. Labs and research

groups once segregated now benefit from increased visibility and proximity to one another. As we settle into the new space, new research clusters and interests that bridge digital and material practices are emerging organically, and new partnerships with local and international groups are generating new outcomes, promoting and supporting faculty and student research, with the objective of advancing knowledge in unique fields, 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. Our programming is supported by facilities and research centres such as the [Health Design Lab](#), which is dedicated to human-centred, participatory design research methods to improve health and wellbeing; the [Basically Good Media Lab](#), which explores the storytelling and other potentials of virtual, augmented, and mixed reality technologies; [Material Matters](#), which uses emergent and existing technologies to innovate methods for design, prototyping, production, and sustainable life-cycling of clothing and other products; and Maker studios, most of which are supported by the Canada Foundation for Innovation, the Canada Research Chairs Program, SSHRC, NSERC and Western Economic Diversification.

ECU 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](#).

ECU'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 ECU 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 ECU 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.

ECU 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**

ECU has offered graduate-level education since 2007. Our graduate studies has grown from a single cohort in a Master of Applied Arts (MAA) program to a rich and varied student body studying in programs ranging from full-time MFA, low-residence MFA, and Master of Design (MDes). As we look forward to our upcoming 2018/19 academic year, we are preparing for a very successful intake of 84 returning and new graduate students: 37 in our MFA program, 35 in our MDes program, and 12 in our low-residency MFA program.

The University has the potential to further grow and develop graduate level programs. We continue to move forward with assessing and updating our low-residency MFA program 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. As a part of the province's tech programming expansion, we will develop an MDes program pathway in Interaction Design, with the aim of enrolling up to 20 new students in our MDes program in September 2019 with a focus on emergent

technology from a practice-based ethical perspective. As the only university in the province to offer a Master of Design degree, we will also investigate part-time models in order to meet the needs and demands of local working designers.

In the past, baccalaureate graduates of ECU 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 the University 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 ECU 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**

ECU 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.

ECU'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, ECU has a completely wireless campus, is part of BCNet and is connected to Canada's National Research and Education Network (NREN), 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 ECU, 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.

Grant funding from the Ministry, for the purpose of creating programs to support students with disabilities, has allowed us to develop and implement a series of teaching and learning resources for faculty and staff working with students with disabilities. The funding has provided faculty with opportunities to critically assess curricula and pedagogy with the intention of supporting better educational outcomes for marginalized and stigmatized students with disabilities. Next steps for implementation include workshops and specific training for faculty.

One of our most important goals is to continue increasing career and professional learning experience opportunities for all students 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 goals.

## Information Technology

Information Technology at ECU includes:

- Data center and Cloud management
- Network (wired and wireless)
- Identity and Access Management
- Help desk
- Printing
- Digital Output Center for specialized printing
- Online Learning support
- Telephone System
- Email System
- Digital properties including Websites, Blogs and Wikis
- Audio Visual Systems



- Media Resources Lending
- Computer Labs
- Software Licensing
- Enterprise Resource Planning System support
- Application Support
- Institutional Reporting

Information Technology is foundational to everything we do at ECU. Every strategic and functional area from curriculum delivery to administration depends on reliable and secure communications, applications and data technologies, as well as the infrastructure that supports these. Our move to the new campus in August 2017 brought some important upgrades to this infrastructure including new data center and network equipment. Much work remains however, to upgrade our basic systems to the latest versions in order to keep them secure and functioning well with the most current improvements in features and technology foundations.

Our focus in 2017/2018 was to move the Information Technology operations into our new campus and to close down operations at the Granville Island campus. This work included setting up the new data center, migrating workloads and storage, implementing a new phone system, a new building access system as well as a new curriculum presentation delivery system. We have also built and refined new processes for working with our P3 partner, Applied Arts Partners, in the operations of the facility and the technical infrastructure. We continued to work with the Administrative Systems Consortium (ASC) to share costs for the ongoing upgrade and maintenance of our Enterprise Resource Planning system. We increased our participation with BC.Net, both from a service consumption perspective, and from a contributing to the overall community. Our use of the

EduCloud infrastructure as a service offering continues to increase.

Our focus in the coming fiscal year is to build capacity to operationalize our upgrade cycle in order to stay up to date on all the latest security requirements for our systems. Other goals include the introduction of IT governance to prioritize all initiatives and the benchmarking of our service levels in order to identify the priority improvement areas. Shared Service participation through BC.Net continues to increase with Information Technology Team leaders contributing to security and service committees. These goals support all core strategies and most directly the Infrastructure strategy.

### Online Learning

ECU is committed to maintaining high levels of student access and providing flexible curriculum programming delivery through online learning initiatives. Courses are offered in art and design history, English, Aboriginal studies, industrial design, science and social science, studio practices, and visual culture. 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, online learning at ECU disseminates information within and beyond the walls of the University, 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, ECU makes use of remote conference technologies to develop graduate student work at a distance in communities across British Columbia,

North America, 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, ECU 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.

### **Aboriginal Education**

ECU provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Aboriginal peoples. Our Aboriginal Gathering Place is the centre for ECU Aboriginal Programs and its community-based activities, including student recruitment, support, and programming. Aboriginal Programs at the University 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 ECU'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.

The University 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 are leaders in the number of Aboriginal full-time and sessional art and design faculty, administrators and staff. Four of our Indigenous full-time faculty — Mimi Gellman, Mark Igloliorte, Raymond Boisjoly, and Lindsay McIntyre — 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 Director, Aboriginal Programs, Brenda Crabtree, has built and supported our Aboriginal Gathering Place, a cultural student space and 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, and community outreach leading to meeting labour market demands and graduating successful students. We continue to provide elders and cultural advisors for student and ECU community cultural support.

We have also been successful in achieving our student financial support goals and have raised additional funding for

Aboriginal students. In addition to our established funding for Aboriginal student awards, bursaries and scholarships, the Ian Gillespie Aboriginal Award will contribute \$16,000.00 per year for five years, the Foubister Family Aboriginal Award contributed \$25,000.00 and \$3,000.00 per year for an Indigenous Media Award from the President's Research Fund. The financial support of the Ministry's Emergency Fund contributes to the academic success of the students, as well as to the emotional and cultural well-being of the students in need. In addition, as successful recipients of the Queen Elizabeth II Diamond Jubilee Scholarship federal grant, ECU fully funded two Maori students who successfully completed our Master's Degree Program in Design and graduated in May 2018. The Maori students enriched the cultural and intellectual fabric of the institution and facilitated our mandate of fostering and enriching intercultural, Indigenous dialogue in art and design.

We 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 and cultural entrepreneurship.

#### Aboriginal Gathering Place Projects:

IM4 Lab – film program with Loretta Todd and Maria Lantin and Ron Burnett to build and strengthen media/film skills to Indigenous youth

Cedar and Spruce Indigenous Knowledge documentary featuring Brenda Crabtree (Odessa Shuquaya film maker)

Totem Pole Project – cultural initiative to promote and perpetuate Indigenous art, education, culture and material practice. The 30-foot old growth cedar log totem

project will include community outreach (Terrace & Vancouver), mentorship and technical carving skills.

Story Blanket – large Salish weaving in progress to donate to Zayjac Ranch for disabled children.

The AGP made 60 elk hide drums for donor gifts for the Big Thank You.

#### Aboriginal Advisory Council and TRC Calls to Action & UNDRIP:

ECU's Senate approved Aboriginal Advisory Council continues to Indigenize our academy and promote cultural competency.

We continue to work on our Strategic Plan – Aboriginal Education Action Plan Incorporation and implementation of TRC Calls to Action and UNDRIP where appropriate and possible.

ECU acknowledges traditional unceded Coast Salish Territory on all business cards.

Cultural Advisors/Elders – we continue to provide cultural, spiritual and ceremonial support for our Emily Carr community.

#### Aboriginal Gathering Place (AGP):

The AGP hosted a number of events throughout the year including:

- United Nations Peacekeepers meeting and luncheon in the AGP, which included local Indigenous leaders;
- Decolonizing the Classroom – book launch;
- International Indigenous Tri-Curators reception (Canada, New Zealand and Australia);
- INDIGO (International Indigenous Design Network) – Indigo Ambassador Brenda Crabtree continues to champion the network of Indigenous designers worldwide;
- President's Indigenous Talking Circle;

- Indigenous Talking Circles (monthly with Aboriginal student facilitators);
- Artist reception – Inuit artist Maureen Gruben.

#### Indigenous Speaker Series:

The Aboriginal Gathering Place hosted a lecture series bringing unique and diverse perspectives of local and national Indigenous artists, filmmakers, and curators. Speakers included Shuvani Ashona (Inuit), Johnson Whiteria, Candice Hopkins, Richard Van Camp, Jim Hart, Laura Wee Lay Laq, Edric Ong (Malaysia), Jai Prakash (India), Deepak Sankrit (India).

#### Material practice workshops:

ECU continues to offer free material practice workshops for Aboriginal students, faculty and staff. This year's workshops included fish skin tanning, cedar bark weaving, Salish weaving, drop spindle spinning, thigh spinning, moose hair tufting, and drum making.

We continue to deliver 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).

#### Recruitment:

ECU continues 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.

We also continue to provide campus tours and information sessions for Aboriginal groups exploring post-secondary opportunities

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

#### 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.

ECU 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 ECU'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 ECU's degree programs.

The University 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).

ECU 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 the University offers a first-year credit course to senior secondary students in these school districts. Many of these students enter ECU following their secondary school graduation. Head Start Programs to serve West Vancouver and North Vancouver secondary schools are on the horizon.

### **Sustainability**

Sustainability and environmental responsibility are key considerations for facilities management, operations, curriculum, and applied research at ECU. Our new facility is LEED Gold certified and will support campus operations moving ever-steadily toward greater sustainability through such efforts as energy and water

conservation, use of sustainable materials, recycling, composting, and carpooling initiatives.

Our curriculum has always addressed topics of critical concern to society; and, across our Faculties, courses increasingly consider issues related to green design, sustainability, and socio-ecological concerns. Efforts to highlight and incentivize work in these areas include raising the profile of the University's annual [Ecological Design Award](#) and establishing an [Ecological Literacy Working Group](#), which aims to identify and amplify content in ecological literacy within curriculum, and better communicate achievements in this area to students and external communities. An example of course content highlighted through this initiative is the newly developed, "This Forest Thinks," a course on interpretive design in nature offered through the Faculty of Design and Dynamic Media.

Coursework is augmented by significant opportunities for students to explore these themes through work-integrated learning experiences; community and industry partnerships; and collaborative research networks, such as the [Design for Social Innovation and Sustainability Network \(DESIS\)](#). This international community aims to research how design can "activate, sustain, and orient processes of social change toward sustainability" (Manzini 2016). [ECU's DESIS Lab](#), the first of its kind in Canada, enables faculty and students to work with local and global partners to develop initiatives that build on the University's strengths in design research, participatory methods and contextually informed design.

Over the past year, the DESIS Lab has supported a number of student-directed projects, including the NeighbourHub:

Community Resilience, which explores themes of resilience, community-building, and emergency preparedness in the wake of a natural disaster; and, the Unmaking Workshop, which takes a collaborative approach to exploring social and ecological opportunities presented by engaged deconstruction of artifacts. The DESIS Lab has a full slate of projects in development for 2018/19, including research into the potential to shift away from single-use plastics dependency and work with the Howe Sound Research Institute to design for recovery of rockfish along the northwest coast.

ECU's students, faculty, staff and partners share a commitment to building sustainable, human-centered, creative societies. As indicated in the University's Strategic Plan to 2021, ECU looks upon this commitment as vital to our community and an area in which we expect to make significant contributions.

#### **Faculty + Staff Status, Renewal + Recruitment**

The upcoming retirement, in July 2018, of the University's long-standing President and Vice Chancellor, Dr. Ron Burnett, prompted a thorough succession planning and recruitment process. Over the past year, the University's Board of Governors, guided by the international recruitment firm, Caldwell Partners, developed a candidate search process; established a Presidential Search Committee composed of representatives from across the University; and, oversaw a very successful recruitment and selection process resulting in the appointment of a new leader for the University.

ECU's new President and Vice Chancellor, Gillian Siddall, will begin her term in September 2018. She most recently served as Vice President Academic and Provost at

the Ontario College of Art and Design University (OCAD U) where she led the academic planning process. She is an advocate of Indigenization and decolonization within the university sector and co-led the Provost's Taskforce on Indigenous Learning at OCAD U with Professor Bonnie Devine.

ECU'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 these factors, we have maintained an enthusiastic and committed workforce, dedicated to excellence in providing for our students.

In an effort to address employee attraction and retention, we have participated in the development of a sectoral framework that builds upon the University's approved compensation philosophy for the Excluded Administration staff. While this process has produced some positive outcomes for efforts to attract new candidates; it has not provided adequate solutions for retention of personnel. Internal compensation equity continues to be of significant concern to the University and something that ECU hopes to address through ongoing dialogue with the Ministry and sectoral negotiating bodies.

The University continues to face challenges with faculty workload equity and the impact of curricular changes on faculty workload. Currently, the University contends with two levels of faculty workload: an "academic" workload of four courses taught each semester (eight per academic year), and a "studio" workload of five courses taught each semester (10 per academic year).



Faculty members who teach in both academic and studio courses have observed that the differences between the two types of courses are narrowing, and that this bifurcated system is becoming less and less relevant to contemporary practice and education in art and design. Further to this challenge is the absence of language in our faculty collective agreement referring to the supervision and mentorship of graduate students. We aim to provide equity in workload to our faculty members by leveling the workload overall to 4/4, and to develop future curriculum that addresses this rich overlap of theories, histories, methods, and sciences with studio practices at both an undergraduate and graduate level.

The University aims to identify areas of inequity across the institution and implement effective and cost-sensitive remedies; as well as to develop processes that will ensure internal equity will be sustained moving forward.

### **Credential Recognition**

ECU 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, as well as all the major universities in BC and Canada. ECU 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. ECU 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.

ECU is proud to be 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. In September 2017, following community consultation, the Board of Governors approved the [University's Strategic Plan to 2021: Eight Commitments to an Emergent Future](#). The Plan provides conceptual, curricular, and pedagogical frameworks for necessary reforms and innovation in programs, staffing, and infrastructure; and, serves as a strategic roadmap for the creation of a new academic vision for the University in the new facilities at Great Northern Way.

Accountability regarding curricular programming, financial management, and administrative leadership is built into the fabric of our operations at ECU. The University is committed to implementing the Taxpayer Accountability Principles and we regularly provide specialized reports to government and other regulatory bodies to ensure ongoing communication and transparency.

The University is committed to supporting and implementing government initiatives for the promotion of ethical conduct,

safety and inclusivity. In 2017, ECU developed and implemented Sexual and Gender-Based Violence and Misconduct Policy and Procedures, in alignment with Provincial legislation. The University has also established an employee Code of Conduct that affirms 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.

#### **September**

##### **Premier Horgan opens new Great Northern Way campus**

Emily Carr University was incredibly honoured to have Premier John Horgan and Melanie Mark, Minister of Advanced Education, Skills and Training, conduct the official ribbon-cutting event on September 5, 2017. This celebratory event marked the official opening of our new Great Northern Way campus.

The morning's activities included a traditional Coast Salish welcome from alumnus Xwalacktun and speeches by the Premier, Minister Mark, President + ViceChancellor Dr. Ron Burnett, Chancellor Geoff Plant, Board Chair Kim Peacock and alumna Tsema Igharas. Following the ribbon-cutting, tours of the new facilities took place.

#### **October**

##### **Faculty + Alumni Receive Mayor's Art Awards**

Four members of the ECU community were honoured by the City of Vancouver's

Mayor's Art Awards, which recognize established and emerging artists in a wide array of disciplines that make up our creative sector. Associate Professor Peg Campbell, a documentary and narrative filmmaker, received the Film and New Media Award; and the emerging artist honour in the same category was awarded to Anaïsa Visser. Sessional faculty members Hannah Jickling and Helen Reed, whose projects include public installations and social situations, received the emerging artist honour in the Public Art category. Sessional faculty member and visual artist Brendan Lee Satish Tang received the Craft and Design Award. In addition, longtime ECU supporter Donald Shumka won the Mayor's Arts Award for Philanthropy.

##### **Alumna Takes Home the Contemporary Art Society of Vancouver Artist Prize**

Alumna Jeneen Frei Njootli (BFA 2012) received the Contemporary Art Society of Vancouver's Artist Prize for 2017. The prize supports artists in the first five years of their careers gain greater public awareness and appreciation, and includes a \$10,000 award. The shortlist also included ECU alumnae Alexine McLeod (BFA 2016) and Tiziana La Melia (BFA 2008).

##### **Faculty Research Project Receives Pollinator Advocate Award for Canada**

Dr. Cameron Cartiere, Dean of Graduate Studies, and project partner Nancy Holmes received the 2017 Pollinator Advocate for their joint project, *Border Free Bees*. The award, granted by the North America Pollinator Protection Campaign (NAPPC) honours individuals who have contributed significantly to pollinator protection, conservation and issue outreach. *Border Free Bees* is a long-term public art initiative in collaboration with numerous strategic partners.

### **The Big Reveal Welcomes Visitors to the New Campus**

We opened our doors to the public in late October with a two-day event. The Big Reveal included activities, self-guided tours, art stations, a family activity area and an alumni art market. There were also two inaugural exhibitions on display: an alumni retrospective, *88 Artists for 88 Years*, showcasing the work of graduates from 1929 - 2017 in the Michael O'Brien Exhibition Commons; and *The Pacific*, an exhibition about the shared space of the Pacific Ocean in the Libby Leshgold Gallery. These events welcomed over 4,000 attendees.

#### **November**

### **ECU Receives Major Gift from Ian Gillespie**

On November 14, ECU announced a major gift of \$2.5 million from Westbank founder Ian Gillespie. Central to the donation is a \$1 million commitment for scholarships, research grants, and new equipment for the Ian Gillespie Faculty of Design + Dynamic Media. Twenty per cent of scholarship funds will support Indigenous students to study at ECU. The remaining \$1.5 million supported the capital campaign to build the new campus.

This significant donation will have a major impact on ECU students, and allow them to create new and innovative work that will advance the creative economy in BC and Canada in the years to come.

#### **December**

### **Alumni Represent ECU in Dubai**

Recent graduates Manda Roy (BDes 2016), Dina Smallman (MDes 2017) and Callahan Tufts (BDes 2017) were invited, after a competitive selection process, to participate in the Global Grad Show Dubai. The Show is centered around presenting innovative, student-created tech and design and is currently the largest student

gathering in the world. The 2017 event included 200 ground-breaking projects from 92 universities in 43 countries, of which ECU was the sole Canadian art and design university represented.

#### **January**

### **Health Design Lab Partners with St. Paul's**

The ECU Health Design Lab is currently working with the St. Paul's Hospital Redevelopment Team to reimagine the future of healthcare services and delivery in BC. One of the projects underway, entitled *First Five*, is an exploration of the visitor experience upon entry into the new hospital with a focus on the first five minutes, the first five user needs and the first five actions.

Through this participatory co-design process and engagement with the community, this project will result in a series of ideas and suggestions for the St. Paul's Redevelopment Team and the future architectural team that will help to inform the design of the new hospital entrance experience.

### **SSHRC-Funded Faculty Research Project Launches**

*Leaning Out of Windows (LOoW)* is a four-year, SSHRC-funded, interdisciplinary project led by ECU faculty members Ingrid Koenig and Dr. Randy Lee Cutler. The project involves co-designing, curating, testing and analyzing models of collaboration for art and science. Participants include ECU faculty, students, visiting artists and physicists, as well as post-doctoral researchers and graduate students working at TRIUMF, Canada's national laboratory for particle and nuclear physics and accelerator-based science.

## February

### **Longtime Faculty Member Receives Governor General Award**

Associate Professor Sandra Semchuk was awarded a Governor General's Award for Visual and Media Arts for her contributions to photography and lens-based media. Administered by the Canada Council for the Arts, the awards recognize the excellence and impact of an artist's entire career, and is one of the highest honours an artist can attain in Canada. Sandra is a longtime faculty member in the ECU photography department, and is known for her dynamic, collaborative approach to photography, which she has practiced actively since the 1970s.

## March

### **Second Annual TEDxEUAD Event Takes Place**

An independently organized TED event co-branded with ECU was hosted at the University on March 17. The programming included seven live TEDx talks, performances, and a themed exhibition. For their second event, TEDxEUAD utilized the theme *Equilibrium* to evoke inspiration on balance, inner peace and the dynamics of opposing forces coming together. In the spirit of TEDx events, the word "equilibrium" spans disciplines of all kinds, from chemistry to art criticism. Speakers included ECU alumni, faculty, and current students.

## April

### **ECU Hosts Reception for Universities Canada (UC) Annual Meeting**

100 university presidents and leaders from across Canada attended a reception hosted by ECU in conjunction with the UC annual spring meeting. As well as providing talks and tours, ECU presented various projects and demonstrations of new technology in our research centres.

## **ECU Receives Iconic E.J. Hughes Painting**

The University received a significant gift from Peter and Joanne Brown, who donated E.J. Hughes' *Coastal Boats Near Sidney, BC*. Lauded by renowned Canadian artist Jack Shadbolt as "the most engaging intuitive painter of the B.C. landscape since Emily Carr," Hughes learned his craft at the Vancouver School of Decorative and Applied Arts, which would later become ECU.

Completed in 1948, the oil-on-canvas painting depicts two steamships that used to ply the coastal waters between Vancouver Island and the mainland. This is the Browns' second major donation to the University. The Peter and Joanne Brown Foundation were significant contributors to ECU's THE BIG IDEA capital campaign, which helped fund the University's new Great Northern Way campus. They also generously gave ECU a sculpture by Canadian artist Joe Fafard titled *Emily Carr and Friends*.

## May

### **Alumna Shortlisted for Sobey Art Award**

The Sobey Art Foundation and the National Gallery of Canada have announced alumna Jeneen Frei Njootli (BFA 2012) as one of five finalists for the 2018 Sobey Art Award, representing the West Coast and Yukon. Jeneen is an interdisciplinary artist, the co-creator of the ReMatriate Collective and a member of Vuntut Gwitchin First Nation. She uses mixed media, sound-based performances, textiles and installation work to explore history embedded in cultural materials, geopolitics and the politics of Indigenous art.

The Sobey Art Award is the preeminent annual prize for Canadian artists 40 and under. The award celebrates some of Canada's most exciting young artists and provides significant financial recognition.

Fellow alumna Krista Belle Stewart and sessional faculty members Hannah Jickling and Helen Reed were also longlisted for the Award.

#### June

#### **ECU To Host 13<sup>th</sup> Annual International Conference on the Arts in Society**

This international conference gathered academics, activists, and artists from around the world and addresses the state of the art in arts education, art theory and history, new media and arts technology, and social and community agendas in the arts. This year, the conference focused on

the special theme of, “How Art Makes Things Happen: Situating Social Practice in Research, Practice, and Action.” The conference was chaired by Dr. Cissie Fu, the Dean of Faculty of Culture + Community at ECU.

## PERFORMANCE PLAN

### GOALS + OBJECTIVES

The Ministry of Advanced Education, Skills and Training 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 ECU's contribution to the BC post-secondary education system. ECU's Strategic Plan to 2021 outlines institutional commitments, goals, measures, and strategies, and is aligned with the Ministry's objectives and performance measures, as outlined below.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Research:</b> Support research and its integration in curricula	<ul style="list-style-type: none"> <li>Create a shared definition of research that reflects ECU'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 ECU 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.

ECU 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.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Student Agency:</b> Strengthen, enable, and develop student agency	<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>

ECU endeavors 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 will continue to maintain a productive relationship with the Students' Union.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Outreach + Community Engagement:</b> Expand our local and global communities of practice	<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 to create further opportunities for student and faculty exchange and international projects.

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.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Indigeneity:</b> Expand on the success of our Aboriginal Programming, integrating Indigenous knowledge fully into teaching and learning practices	<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 ECU 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, 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 usefulness of knowledge and skills in performing job</li> <li>Aboriginal student enrolment, retention and graduation</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>Curricula demonstrates methods of decolonization and indigenization</li> </ul>

ECU 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 ECU 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.

ECU COMMITMENT	ECU 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 learning and professional development</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 needs of learners</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>Student assessment of skill development</li> <li>Student assessment of usefulness of knowledge and skills in performing job</li> <li>Increase in enrolment and program offerings</li> </ul>

Some of the most exciting programming and intellectual opportunities for the University exist at the graduate level of teaching and learning. ECU 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.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Teaching and Learning:</b> Develop a sustainable and supportive teaching and learning environment	<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.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Infrastructure:</b> Develop flexible infrastructure and support for community need and emerging teaching and learning practices	<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 virtual — is well supported and understood so that it meets future needs</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> <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>Faculty workload is expressed and realigned with provincial standards</li> <li>Transparent reporting structures</li> <li>Policy frameworks and structures</li> </ul>

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. 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 scheduling software 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.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
<b>Lifelong Learning:</b> Develop and strengthen the pathways and experiences for lifelong learning and inquiry	<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>Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff</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, ECU 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 ECU 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 evaluation at ECU. The eight Performance Measures below address the University's performance over the past year in reference to the Ministry's Accountability Framework for targets and results. The Framework sets out the following scale for assessment:

ASSESSMENT	PERCENTAGE
<b>Exceeded</b>	110% or more of the target
<b>Achieved</b>	100 – 109% of the target
<b>Substantially Achieved</b>	90 – 99% of the target
<b>Not Achieved</b>	Less than 90% of the target
<b>Not Assessed</b>	Measures without targets and survey results with less than 20 respondents or a margin of error of 10% or greater.

Please consult the [2017/18 Standards Manual](#) for a current description of each performance measure applicable to ECU and explanation of the methodology used to establish the datasets.

**Performance Measure #1:** Total Student Spaces

**Assessment:** Achieved

**Ministry Objective:** Capacity

TOTAL STUDENT SPACES <sup>1</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
1,456	1,351	1,425	1,351	1,351	1,371

**Performance Measure #2:** Credentials Awarded

**Assessment:** Substantially Achieved

**Ministry Objective:** Capacity

CREDENTIALS AWARDED <sup>2</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
327	339	323	324	319	TBD

**Performance Measure #3:** Aboriginal Student Spaces

**Assessment:** Exceeded

**Ministry Objective:** Access

ABORIGINAL STUDENT SPACES <sup>3</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
74	N/A	82	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs

<sup>1</sup> Reflects FTEs for domestic undergraduate, graduate, and continuing studies programming. Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting period are based on data from the 2017/18 fiscal year.

<sup>2</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology since last reporting. Details can be found on p. 17 of the [2017/18 Standards Manual](#). Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<sup>3</sup> Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

**Performance Measure #4:** Student Satisfaction with Education

**Assessment:** Substantially Achieved

**Ministry Objective:** Quality

STUDENT SATISFACTION WITH EDUCATION (BACHELOR DEGREE GRADUATES) <sup>4</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
81.7% (+/- 4.0%)	≥ 90%	85.2% (+/- 3.7%)	≥ 90%	≥ 90%	≥ 90%

**Performance Measure #5:** Student Assessment of Quality of Instruction

**Assessment:** Achieved

**Ministry Objective:** Quality

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION (BACHELOR DEGREE GRADUATES) <sup>4</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
83.8% (+/- 3.9%)	≥ 90%	88.6% (+/- 3.3%)	≥ 90%	≥ 90%	≥ 90%

**Performance Measure #6:** Student Assessment of Skill Development

**Assessment:** Substantially Achieved

**Ministry Objective:** Quality

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES) <sup>4,5</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
77.2% (+/- 3.3%)	≥ 85%	81.2% (+/- 3.2%)	≥ 85%	≥ 85%	≥ 85%

<sup>4</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 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%.

<sup>5</sup> Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by the individual students. The details of the new methodology can be found on p. 21 of the [2017/18 Standards Manual](#). Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

**Performance Measure #7:** Student Assessment of Usefulness of Knowledge + Skills in Performing Job

**Assessment:** Not Achieved

**Ministry Objective:** Relevance

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB (BACHELOR DEGREE GRADUATES) <sup>4</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
75.8% (+/- 5.2%)	≥ 90%	75.0% (+/- 5.5%)	≥ 90%	≥ 90%	≥ 90%

**Performance Measure #8:** Unemployment Rate

**Assessment:** Exceeded

**Ministry Objective:** Relevance

UNEMPLOYMENT RATE (BACHELOR DEGREE GRADUATES) <sup>4</sup>					
Performance			Targets		
2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Target	2018/19 Target	2019/20 Target
7.6% (+/- 3.0%)	≤ 10.8%	10.5% (+/- 3.6%)	10.6%	≤ unemployment rate for individuals with high school credentials or less	

**Performance Measure #6: Student Assessment of Skill Development  
(DETAIL)**

**Assessment:** Substantially Achieved

**Ministry Objective:** Quality

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES)				
Performance				
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment
Skills development (avg.%)	77.2% (+/- 3.3%)	≥ 85%	81.2% (+/- 3.2%)	Substantially Achieved
Written communication	65.2% (+/- 5.1%)		76.5% (+/- 4.4%)	
Oral communication	83.1% (+/- 3.9%)		85.3% (+/- 3.6%)	
Group collaboration	66.3% (+/- 5.0%)		75.7% (+/- 4.6%)	
Critical analysis	92.6% (+/- 2.7%)		96.8% (+/- 1.8%)	
Problem resolution	72.3% (+/- 4.7%)		70.7% (+/- 4.8%)	
Learn on your own	87.6% (+/- 3.5%)		88.3% (+/- 3.4%)	
Reading + comprehension	72.1% (+/- 4.8%)		73.5% (+/- 4.6%)	

## FINANCIAL INFORMATION

For the most recent financial information, please see Emily Carr University's Audited Financial Statements available online at this [address](#).