Eight Commitments
to an Emergent Future

EMILY CARR UNIVERSITY'S
STRATEGIC PLAN TO 2021

Executive Summary

This strategic plan contends with Emily Carr University's strengths and possibilities in the next four years. While our University moves to a new campus with new facilities, our community is still confronted with the daily challenges of maintaining excellence in the fields of art, media, and design. We remain unique in British Columbia's post-secondary landscape for our practice-based programs and our ability to produce graduates who excel in their fields — locally and internationally.

This plan looks at eight commitments towards maintaining our core strengths, and developing our emerging and potential strengths. Each commitment has a series of attainable goals, and addresses the actions already under way in achieving each goal.

As a commitment to transparency and continuing a community dialogue around achieving this goal, this version of the strategic plan asks our community to respond to key questions in order to refine our goals, and to develop metrics and measurable outcomes for each strategic commitment.

Our Purpose

Emily Carr University of Art + Design is a learning community devoted to excellence and innovation in visual arts, media arts, and design. Our vision is to be a worldwide centre of excellence in art, design, and media education and research.

Vision & Mission:
What will be true in 2021

- Emily Carr graduates embody trans-disciplinary, inclusive, and socially engaged art and design. We create communities and solutions that foster social justice and ecological sustainability.

- Our graduates are globally recognized as central to their communities of practice. Our graduate programs and research agenda shape new and emerging practices and scholarship.

- Our experiential learning environment fosters creative exploration, change agency, and lifelong learning. Our education scholarship is co-created between faculty and students and demonstrates commitment to and respect for indigenous and diverse ways of knowing.

- We create programming that builds learning channels. We are sought after by partners from diverse communities and environments for innovative research and art and design-based solutions to complex questions.

Our Values

Emily Carr University of Art + Design is committed to ensuring that our degrees, programs, and courses are relevant to the needs and interests of students and society. We believe that research in visual arts, media arts, and design is vital for the cultural and economic growth of local and global communities and encompasses a range of methods including creative inquiry and artistic creation. We aspire to the ideal of excellence in all programs and service areas. We value diversity and strive to increase accessibility to our programs for students of varied financial means. As a university, Emily Carr believes that good citizenship includes social and environmental sustainability. We understand that it is through collaboration and dynamic interaction with professional groups and organizations that Emily Carr and the community at large will benefit.

Community Meetings, Presentations, Consultations and Discussions

2015

Nov 17: Initial planning session

2016

Feb 1: Phone Call/Consultation with facilitator Cate Creede

Feb 9: Skype/Consultation with Cate Creede

Feb 25: Leadership Session (Cate Creede, facilitator)

Feb 26: two sessions with approximately 75 community members in total (faculty, staff, students) with Cate Creede, facilitator

March 23: Student session, focus on student-led experiences

April 1: Session with Deans/Assistant Deans

April 1: Faculty Info Session

April: presentation of work-in-progress to Board of Governors

May: Info Session with Technicians

May: presentation to community at All-University meeting

June: Student Union submitted document, "Building a Community of Openness, Engagement and Experimentation: Recommendations for Student-Centred Emily Carr"

Sept: Presentation of Strategic Plan to Board of Governors

2017

Jan to present: Strategic Plan on open courseware (Moodle site) for ongoing community questions and input

Feb: Student input session guided by Gaye Fowler and Sarah Jo (Student Union)

May: presentation at Faculty and Staff Transition Event at the Roundhouse

May: input from Audain Faculty of Art and Faculty of Design and Dynamic Media

Principles & Practices for Community Engagement & Involvement

- Practices of emergence (bottom-up development)

- Consultative: will always require community input to achieve success, and ensures that the goals remain transparent and emergent (not "top-down")

- Transparent processes

- Participatory/co-creation methods: reflects a practice-based approach to creating and furthering inquiry into each commitment and goal

- there is no single "author" to this document; to date, the Provost's office has acted as a steward rather than "owner"

- Practicing stewardship ovides a basis for this strategic plan to remain a living and evolving document

CORE STRATEGY 1:

Research: Support research and its integration in curricula

CORE STRATEGY 2:

Student Agency: Strengthen, enable, and develop student agency

CORE STRATEGY 3:

Outreach + Community Engagement: Expand our local and global communities of practice

CORE STRATEGY 4:

Indigeneity: Expand on the success of our Aboriginal Programming, integrating Indigenous knowledge fully into teaching and learning practices

CORE STRATEGY 5:

Graduate Programming: Expand and develop thriving graduate programs
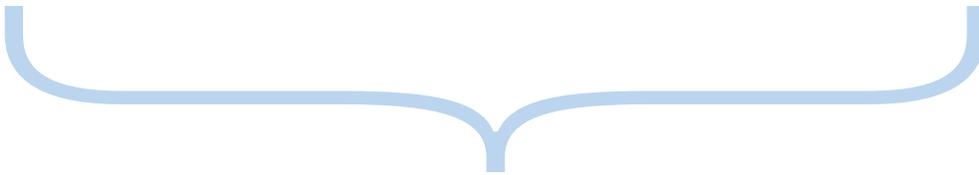
Core Strategies: Building on Existing Strengths

During our public discussions throughout 2016 and 2017, Emily Carr's community articulated several core strengths. These existing strengths and attributes already exist for our community and have contributed to Emily Carr University's unique identity:

- We design and co-create communities that matter: locally, nationally, and globally

- Our environment fosters interconnection and interdisciplinary crossover that enables powerful possibilities

- Our faculty and staff are creative, committed and hands-on to support students in exploring emerging ideas

- Everything we do is experienced within a critical context: what are its implications? What conversations are we joining or changing?

- We are an accepting, inclusive community that celebrates diversity

Emerging Strategies: Building on Potential Strengths

These emerging strengths and attributes require development but will contribute to Emily Carr University's unique qualities in the next 4 years:

- We have a unique ability to enter into unknown space and create emergent opportunities

- Our students develop self-direction, confidence and deep identity: "there is a fierceness and courage about their work"

- We foster the exploration, sharing and incorporation of diverse ways of knowing, including indigenous knowledge and connectedness to all of our ancestors

- We are "adaptive creatives"

- Our alumni are equipped to engage in the workforce and are creating innovation and new organizations and communities
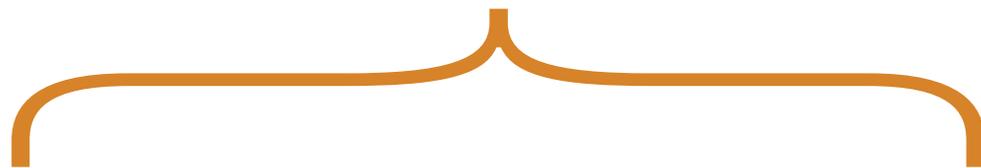
EMERGING STRATEGY 6:
Teaching and Learning: Develop a sustainable and supportive teaching and learning environment

EMERGING STRATEGY 7:
Infrastructure: Develop flexible infrastructure and support for community need and emerging teaching and learning practices

EMERGING STRATEGY 8:
Lifelong Learning: Develop and strengthen the pathways and experiences for lifelong learning and inquiry

Core Strategy

1

Research:
Support research and its integration in curricula

Emily Carr University is a special purpose teaching and learning University, however our faculty and students must engage in applied research and research creation in order to remain relevant and competitive in their fields of choice. There are a multitude of research practices in art, design, and media. Creating a shared definition of research at Emily Carr positions our University as unique in Canada, and a leader in art, design and media education. The success of our faculty and students will be measured by various forms of scholarship, including exhibits, publications, conference presentations, increased number of research partnerships and collaborations, and increased success in grants and external research funding.

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

GOAL 1: Recognize the breadth of research practices that define Emily Carr's unique practice-based, critical approaches to knowledge production:

- Creating opportunities to interrogate innovative thinking about art and design practices through experimentation, dissemination (exhibition, publication, public engagement, or presentation), teaching and learning
- Create a shared definition of research that reflects Emily Carr's unique ways of learning and knowing

GOAL 2: Develop opportunities to create the relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research

- Create spaces for students/faculty/staff to discuss and share research outcomes and methodologies
- Support opportunities for the exchange of skills, expertise, and approaches to creative practice research.

GOAL 3: Promote research that demonstrates the social significance of art and design scholarship in transforming post-secondary education and citizenship.

- Integrate research/scholarship across degrees and curricula, particularly through experiential teaching and learning
- Explore opportunities for faculty to use external funding (SSHRC grants) to innovate curricula, enrich educational programs, and foster next generation researchers and creative practitioners
- Broaden student involvement in research through a variety of different types of mentorship, including for example teaching assistants, research assistant, graduate fellows, and post-doctoral affiliates
- Create education scholarship that demonstrates the value of our ways of learning and knowing

INDICATORS OF SUCCESS

1. Successful grants and external funding
2. Publication and knowledge dissemination in fields of art, design, and media
3. Increase in Faculty exhibits, publications, and conference presentations
4. Number of research partnerships and collaborations
5. Curriculum development and student enrolment

UNIVERSITY CONDITIONS FOR SUCCESS

Quality: each indicator must define for itself what it means to be of high quality. Grants, publications, positioning the importance of dissemination, developing partnerships and collaborations all require criteria to position the work within a quality framework.

Relevance: all work related to research should reflect contemporary issues and practices, and be positioned as a contribution to art, media, and design fields.

Core Strategy

2

Student Agency: Strengthen, enable, and develop student agency

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

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

GOAL 1: Enact student-driven learning model that generates interconnectivity and enables each student to fully develop their own emergent creative practice and identity
- Create enabling spaces for interconnectivity, elevating and making new connections through a learning commons in our new building

GOAL 2: Enhance access to education through technical ecology and flexible use of resources and space
- Determine how to and offer safe and open access to tools and resources across disciplines
- Explore technology to create greater technological collaboration and liberate learners from the curriculum
- Enhance access for students to academic planning, courses and facility booking through improved scheduling and registration systems

GOAL 3: Develop policy and pathways for experiential learning
- Develop and/or standardize industry partnerships
- Develop and maintain a student Design Works that responds to the University's communication needs
- Continue to maintain a healthy and productive relationship with the Student Union
- Include our alumni as an integral part of the 'virtuous circle' — mentoring or employing students as interns or in coursebased projects

GOAL 4: Ensure best practices in communication between students, faculty, and staff
- develop flow charts for trouble-shooting for student use
- develop meaningful communication links between faculty meetings and advisory group meetings

INDICATORS OF SUCCESS

1. Student satisfaction with education experience.
2. Student assessment of quality of education
3. Student assessment of skill development
4. Student assessment of usefulness of knowledge and skills in performing job

UNIVERSITY CONDITIONS FOR SUCCESS

Capacity: university systems have the ability to support student expectations and student and program growth with the understanding of the realities and limitations of resources

Access: systems and university infrastructure provide equitable and affordable access for students

Efficiency: each indicator must succeed in a flexible yet timely manner

Relevance: student experiences should reflect contemporary issues and practices in art, media, and design fields

Core Strategy 3

Outreach + Community Engagement:
Expand our local and global communities of practice

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

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

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

GOAL 1: 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
- Map our networks beginning with an enriched alumni database
- Map our curriculum to embed intentional cultural competencies
- Create opportunities for student and faculty exchange and international projects and curriculum

GOAL 2: Expand our involvement in cultural dialogues and international relationships
- Continue to participate in international conferences and events to extend understanding and influence of our knowledge and practices
- Bring the public in: host more local and international events, symposia, exhibition etc. at our new campus
- Create intentional and supported pathways for diverse learners to access our programs and research
- provide more opportunities for faculty and staff to demonstrate and represent our work at Emily Carr, locally and globally

UNIVERSITY CONDITIONS FOR SUCCESS

Capacity: systems and university infrastructure have the ability to meet the evolving needs of students, faculty, and staff with the understanding of the realities and limitations of resources

Quality: each indicator must define for itself what it means to be of high quality. Grants, publications, curriculum, developing partnerships and collaborations all require criteria to position the work within a quality framework.

Efficiency: each indicator must succeed in a flexible yet timely manner

INDICATORS OF SUCCESS

1. Student assessment of the quality of education
2. Student assessment of usefulness of knowledge and skills in performing job
3. Aboriginal student enrolment, retention and graduation
4. Successful grants and funding
5. Publication and knowledge dissemination in fields of art, design, and media
6. Increase in Faculty exhibits, publications, and conference presentations
7. Curricula demonstrates methods of decolonization and indigenization
8. Open houses frequented
9. Utilization of facilities by local community

Core
Strategy

4

Indigeneity:
Expand on
the success of
our Aboriginal
Programming,
integrating
Indigenous
knowledge fully
into teaching
and learning
practices

Emily Carr will engage with Truth and Reconciliation recommendations and commits to intentionally understanding and embedding the role of art, design, and media in the reconciliation process. We will expand upon our Aboriginal programming and encourage further engagement in strategies of decolonization and indigenization within our curricula more broadly.

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

GOAL 1: Engage Truth and Reconciliation recommendations and commit to intentionally understanding and embedding the role of art, design, and media in the reconciliation process

GOAL 2: Continue to develop ensure consistent and meaningful dialogue for traditional and contemporary indigenous art/design/media practice within and beyond the Emily Carr community. This includes creating more opportunities for workshops, guest lectures, and community events

UNIVERSITY CONDITIONS FOR SUCCESS

Authenticity: each indicator should work with sincere intention and commitment to achieve success

Capacity: systems and university infrastructure have the ability to meet the evolving needs of students, faculty, and staff with the understanding of the realities and limitations of resources

Quality: each indicator must define for itself what it means to be of high quality. Grants, publications, curriculum, developing partnerships and collaborations all require criteria to position the work within a quality framework.

Relevance: student and faculty experiences should reflect contemporary issues and practices in art, media, and design fields

INDICATORS OF SUCCESS

1. Student assessment of the quality of education
2. Student assessment of usefulness of knowledge and skills in performing job
3. Aboriginal student enrolment, retention and graduation
4. Successful grants and funding
5. Publication and knowledge dissemination in fields of art, design, and media
6. Increase in Faculty exhibits, publications, and conference presentations
7. Curricula demonstrates methods of decolonization and indigenization

Core Strategy

5

Graduate Programming:

Expand and develop thriving graduate programs

Some of the most exciting programming and intellectual opportunities for Emily Carr University exists at the Graduate level of teaching and learning. Emily Carr University 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.

GOAL 1: 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

GOAL 2: 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

INDICATORS OF SUCCESS

1. Student satisfaction with education experience
2. Student assessment of quality of education
3. Student assessment of skill development
4. Student assessment of usefulness of knowledge and skills in performing job
5. Increase in enrolment and program offerings

UNIVERSITY CONDITIONS FOR SUCCESS

Capacity: systems and university infrastructure have the ability to meet the evolving needs of students, faculty, and staff with the understanding of the realities and limitations of resources

Quality: each indicator must define for itself what it means to be of high quality. Grants, publications, curriculum, developing partnerships and collaborations all require criteria to position the work within a quality framework.

Relevance: student experiences should reflect contemporary issues and practices in art, media, and design fields

Efficiency: each indicator must succeed in a flexible yet timely manner

Emerging Strategy

6

Teaching and Learning:

Develop a sustainable and supportive teaching and learning environment

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.

GOAL 1: Continue to build up a Teaching and Learning Centre and its resources
- Mandatory training on key issues including diversity and inclusivity
- Explore mentorship and leadership development for educators
- Identify infrastructure/funding models to support increased participation in professional development

GOAL 2: Foster ongoing learning among faculty and staff
- utilize and optimize open resources, including BC Campus
- continue to share best practices in teaching through dialogue
- continue to provide transparency and best practices in communication

GOAL 3: Capture and demonstrate value of our pedagogy
- Create greater opportunities for full community interconnectivity and sharing of stories of impact/success/innovation

GOAL 4: Ensure that teaching and supervisory assessments are meaningful and productive

INDICATORS OF SUCCESS

1. Student assessment of quality of education
2. Publication and knowledge dissemination in fields of art, design, and media
3. Increase in Faculty exhibits, publications, and conference presentations
4. Curriculum development and student enrolment

UNIVERSITY CONDITIONS FOR SUCCESS

Authenticity: each indicator should work with sincere intention and commitment to achieve success

Capacity: university systems have the ability to meet the evolving needs of faculty and staff with the understanding of the realities and limitations of resources

Quality:, New pedagogical methods, curriculum, and collaborations require criteria to position the work within a quality framework.

Relevance: student and faculty experiences should reflect contemporary issues and practices in art, media, and design fields

Emerging Strategy 7

Infrastructure: Develop flexible infrastructure and support for community need

Our goals for a stronger, more transparent, and more flexible infrastructure exist in our use of campus spaces, our use of technology, our commitment towards social and ecological sustainability, and our use of collections and archives. It is essential that we develop an efficient and flexible use of space at our new campus, allowing access for programs at all levels of study to expand and contract within physical spaces. We will develop a set of policies and procedures committed to fair allocation of space — from the use of classrooms and studios, to individual studio allocations for students. Along with the use of space policies, we will use software that assists in modeling scenarios in room and space usage to maximize the course schedules each semester, and to identify opportunities for extra-curricular activities.

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

We will continue to develop policies and models for collections and archives to ensure that Emily Carr supports the teaching and research needs of

faculty and students, and that these collections 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, and workload issues.

GOAL 1: Continue to develop policies and models for collections and archives

GOAL 2: Develop an efficient and flexible use of space, allowing access for programs at all levels of study to expand and contract

GOAL 3: Capture and develop community knowledge and commitment to sustainable practices: socially, ecologically, and as it applies to workload capacity

GOAL 4: Ensure that our technical ecology — from analog to virtual — is well supported and understood so that it meets future needs

INDICATORS OF SUCCESS

1. Student spaces
2. Teaching and Learning Spaces
3. Student satisfaction
4. Student assessment of the quality of education
5. Faculty workload is expressed and realigned with Provincial standards
6. Transparent reporting structures
7. Policy frameworks and structures

UNIVERSITY CONDITIONS FOR SUCCESS

Authenticity: each indicator should work with sincere intention and commitment to achieve success

Capacity: university systems have the ability to meet the evolving needs of faculty and staff with the understanding of the realities and limitations of resources

Relevance: resources and infrastructure should reflect current and contemprorary practices

Access: systems and university infrastructure provide equitable and affordable access for students

Efficiency: each indicator must succeed in a flexible yet timely manner

Emerging Strategy

8

Lifelong Learning:

Develop and strengthen the pathways and experiences for lifelong learning and inquiry

Presently ECUAD 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 engageoru 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 ECUAD 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.

GOAL 1: Engage full community in defining and establishing an academic achievement framework leveraging the strengths of all Faculties. Presently ECUAD recognizes academic achievement and scholarship within the certificate, bachelors and masters framework

GOAL 2: Develop intentional pathways for diverse learners to access programs

GOAL 3: Engage full community in defining and establishing learning experiences. Broadening the scope of learning opportunities engages the ECUAD community across and within disciplines, Faculties, stakeholder and credit and non-credit spheres.

UNIVERSITY CONDITIONS FOR SUCCESS

Authenticity: each indicator should work with sincere intention and commitment to achieve success

Capacity: systems and university infrastructure have the ability to meet the evolving needs of students, faculty, and staff with the understanding of the realities and limitations of resources

Quality: each indicator must define for itself what it means to be of high quality. Grants, publications, curriculum, developing partnerships and collaborations all require criteria to position the work within a quality framework.

Relevance: student experiences should reflect contemporary issues and practices in art, media, and design fields

Efficiency: each indicator must succeed in a flexible yet timely manner

Access: systems and university infrastructure provide equitable and affordable access for students

INDICATORS OF SUCCESS

1. Student spaces
2. Teaching and learning spaces
3. Student satisfaction with education
4. Student assessment of the quality of education
5. Unique and relevant programs
6 New credentials and visible learning pathways for students