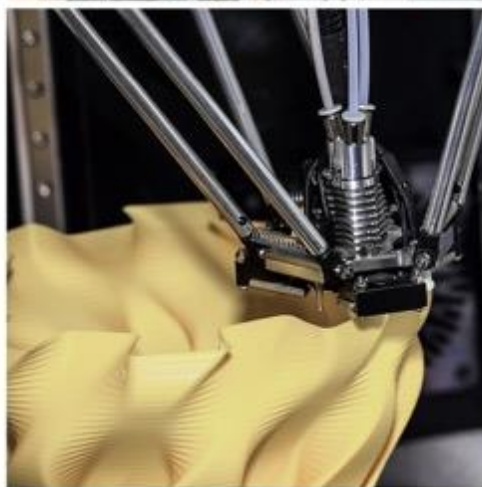




**INSTITUTIONAL
ACCOUNTABILITY
PLAN + REPORT**



**Emily Carr University of Art + Design
Institutional Accountability Plan + Report
2018/19**

July 2019

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July 15th, 2019

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 2018/19 Institutional Accountability Plan and Report for Emily Carr University of Art + Design (ECU), located at 520 East 1st Avenue in Vancouver, on the unceded ancestral territories of the Coast Salish peoples, including the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō (Stolo), and Səlilwəta? (Tsleil-Waututh) Nations.

The past year has been one of significant change for the University, including the addition of new faculty positions, transitions in senior leadership, and the appointment of a new President + Vice-Chancellor. Among other initiatives, new programming and research activities have provided students, faculty and staff with opportunities to work in diverse regions of the province, explore new applications for VR technologies, contribute to transformative initiatives to advance Indigenization and reconciliation, and meaningfully impact health services through human-centred design.

As we continue to settle into our new home in the evolving tech and creative hub of Great Northern Way, we are increasingly invited to collaborate with industry and research partners, community organizations and members of the public. ECU prioritizes a community culture of inclusion, collaboration, indigenization, creativity 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 develops students who are actively leading and impacting the creative economy, locally and internationally.

We are proud of our successes and eager to share some highlights of our work over the past year. This report offers a snapshot of the distinct opportunities and constraints that inform the University's key priorities and initiatives. The performance measures below address our commitment to meeting the targets and expectations of our [Strategic Plan to 2021](#) and the Ministry Mandate Letter. We accept accountability for this report and look forward to working with the Ministry to continue our tradition of providing art, design and media education of the highest quality.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gillian Siddall'.

Dr. Gillian Siddall
President + Vice-Chancellor

A handwritten signature in black ink, appearing to read 'Kim Peacock'.

Kim Peacock
Chair, ECU Board of Governors



Great Northern Way Campus exterior, Photo: Tom Arban

STRATEGIC DIRECTION + CONTEXT

[Emily Carr University \(ECU\)](#) has been recognized for almost a century 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. At its core is a belief in the importance of knowledge mobilization, skill acquisition, contextual awareness, and critical engagement.

ECU's mission is to develop informed and committed 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 cultural competencies, social justice, and sustainability.

The University's experiential learning environment fosters creative exploration within a critical and inclusive teaching and learning space, and which connects to broader communities and professional opportunities. This unique scholarship is co-created between faculty and students, at times working with industry partners, and

demonstrates a commitment to, and respect for, the land that we work on, and diverse forms of knowledge production. This approach to learning and practice fosters student agency and an emphasis on innovation and collaboration beyond disciplinary, and even institutional, 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, and often pressing, social and cultural questions.

Teaching, applied research, and research creation at ECU take 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. This includes youth and teen workshops and classes as well as professional certificate programming.

The University's graduate programs and research agenda generate new knowledge that shapes 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; entrepreneurship, materials exploration and innovation, and more.

In addition to our research labs and centres, the University has digital production labs; 3D printing and prototyping labs; photography labs; printmaking technologies, ceramic and painting studios; library and archives; indoor and outdoor sculpture areas; wood shops; textile and soft shops; 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, on campus we have up to 30 exchange students and researchers from all over the world. 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 respective fields. With over 400 dedicated employees, ECU offers a close-knit community, which provides students with the advantage of a personal level of service, and the opportunity to forge meaningful professional connections, 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 one-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 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 and economic hub for BC.

FACULTIES + CONTINUING STUDIES

ECU is composed of four Faculties, a Continuing Studies department, technical and shop support, library and learner support, and the University Gallery, each of which reflects and supports 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 engagement with the wider community through student- and faculty-centred partnerships with industry, social enterprises, and cultural and educational

institutions. The mandate of the Faculty of Culture + Community covers ecological sustainability, social justice, and the cultivation of creative, critical, and cultural resilience in response to enduring and changing local and global challenges. The Faculty provides the academic core and studio foundation to all undergraduate degrees of the University. It also holds the BFA in Critical and Cultural Practices, which enhances interdisciplinary artistic practices with a firm grounding in history, theory, and criticism as inflected and reflected through current issues in art and design, as well as the minor Social Practice + Community Engagement, which combines community partnerships, project-based learning, and land-based pedagogy to model, perform, and enact new ways to make things happen together. The practical knowledge, theoretical inquiry, and holistic approach to learning offered through the Faculty's curriculum lay the groundwork for a lifetime of curious, caring, and conscientious thinking, making, and acting in the world.

Ian Gillespie Faculty of Design + Dynamic Media

The Ian Gillespie Faculty of Design + Dynamic Media responds to the emerging opportunities in design and media and supports the development of critically engaged and skilled graduates able to join in a range of creative industries as well as initiate their own ventures. Our award-winning students are leaders in areas such as: sustainable design; design for social innovation; new paradigms of making and sharing; regional products; user experience and UI design; systems and services design; design for emerging technology (VR/AR, IoT); information design; typography; visual communications; experimental, 2-D, and 3-D animation; visual storytelling; and film and screen-based media.

The Faculty houses two degrees and six majors: Communication Design (BDes), Industrial Design (BDes), Interaction Design (BDes), 2D & Experimental Animation (BMA), 3D Computer Animation (BMA), and Film and Screen Arts (BMA). Upon graduation, these emerging designers, filmmakers, 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 (interdisciplinary), 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. Technical services, workshops, and studios, as well as a host of qualified staff, support students as they acquire new skills and learn critical and self-reflexive strategies to be self-reliant and resourceful in their creative and cultural practice. Our teaching faculty are artists dedicated to providing students with a positive, productive, learning community immersed in contemporary art practices and contextual understanding. To this end, a faculty-led Intersectional Working Group, supports equity, diversity, and inclusion initiatives within the Faculty and through broader community outreach. Robust public engagement programming, including the Visual Art Forums speaker series, Twilight Talks, and a variety of lunchtime lectures, as well as curricular initiatives including a new Praxis-based required course, support students as they learn to integrate their

academic research with critical and engaged art making. Beginning in the upcoming academic year, New Media and Sound Arts (NMSA) will join the Faculty to round out the diverse offerings 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; it is offered through full-time residential and low-residency streams. The experimental and creative research supported through the MFA degree explores land-based pedagogies, sustainable materials, diverse forms of knowledge production and dissemination, and the strengthening of cultural competencies. The Master of Design degree provides practice-based, professional experiences for graduate students in all areas of design in two program streams: an interdisciplinary, research-driven, and project-based curriculum; and a more purposefully tech-focused interaction design program. Throughout, connections with industry partners ensure a high level of professional development and hands-on technical experience. Practice-based research across our graduate programs fosters exploration and innovation and promotes excellence in art and design. 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. Year-round youth

programming and summer intensives offer dynamic learning pathways and intersections throughout ECU's learning community. Our state-of-the-art campus and dedicated team support 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 including in the tech sectors. Youth programming offers dynamic art and design experience 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 education.

Institutional partners include BCIT (Communication Design certificate), Ontario College of Art and Design University (UX/UI certificate), the Richmond and Vancouver Art Galleries. Outreach initiatives include the TechWomen Partnership with Immigrant Services Society of BC, in which 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 support students to successfully achieve technical goals.

Technical Services provides the following specialty areas of artistic and practical expertise to the University: animation (stop-

motion, 2D and 3D production and software support), ceramics, digital fabrication (CNC machining, laser cutting, 3D printing), Document Output Centre, drawing and painting studio support, film/video/sound studio and production environment, first-year foundation shops, rapid prototyping and mold-making, non-ferrous metal foundry, forge and metal shop, photography (studio production environment, wet lab, digital lab), print media and printmaking studio and technical support, wood shops, textiles sewing and soft products, and a tool checkout (providing tool loans for students) as well as audio visual equipment 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 also actively collects relevant materials on social justice issues. The Library collection is composed of print resources, including books, journals and exhibition catalogues; a broad range of paid and open access electronic resources; slides and digital images; streaming video and traditional video media; sound effects; artists' books; and the University's archives and digital institutional repository, *eCollections*, on the ARCA platform. The Library and Learning Commons is dedicated to supporting practice and research on campus and throughout Vancouver's creative community. In order to make life more affordable for students and faculty, the Library has instituted a fine free policy on almost all borrowed resources. The library is also actively working to decolonize our collections through the reorganization of resources by and about Indigenous peoples

and the re-cataloguing of materials using updated Indigenous subject headings and place-names.

The Ron Burnett Learning Commons, in addition to the Library, includes The Writing Centre and the Teaching and Learning Centre (TLC). 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 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 professional public art gallery situated within Emily Carr University. It was founded in 1980 as the Charles H. Scott Gallery and renamed the Libby Leshgold Gallery when the university moved to its new location in 2017. The gallery strives to foster an innovative, inclusive and risk-taking space for the presentation of contemporary art in all its forms. Since its inception, the gallery has operated to museum standards. Funded by the Canada Council for the Arts and other public funding bodies, it has made a significant contribution to the presentation and analysis of contemporary art in Canada. The Libby Leshgold Gallery presents exhibitions and adjunct programming that serves a broad and varied community that includes the students, staff and faculty of ECU, the art community and public of Greater Vancouver, and the international art and design world.

The Libby Leshgold's primary objective is the presentation of exhibitions and public programs that communicate the role of the Gallery and the University as an active site for the exhibition, discussion, teaching, and production of art and design. It presents a slate of curated exhibitions of local, national and international professional artists throughout the year. Emphasis is on contemporary thematic group shows and solo exhibitions that offer in-depth analysis of an artist's production. [READ Books](#) and [ECU Press](#) are programs of the gallery that are dedicated to publication as an artistic practice.

Experimentation with curatorial practice and exhibition-making is also an important part of the gallery's mandate. It has always been engaged with pedagogy in these areas both through formal courses and informal mentorships and talks. The gallery oversees ECU's other exhibition spaces such as the Michael O'Brian Exhibition Commons and is responsible for the ECU Fine Art Collection.

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 wider community 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. The application process and career and program planning module is now implemented and ECU is a full participant. The next step in this process will include the planning and implementation of sending and receiving electronic high school and post-secondary transcripts. ECU is working with BC Campus to implement this new technology by January 2020.

For academic year 2018/19, the University received 1616 undergraduate applicants and registered 434 first-year or transfer students. 198 graduate applications were received and 54 students registered. 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 and the new TECH funding program.

The University continues to work with our secondary colleagues to ensure a seamless transition into post-secondary education with the implementation of the new B.C. Graduation Program. As part of this important work, ECU brought together representatives from the K-12 system to share our respective understandings of the implications, challenges, and opportunities of the new BC K-12 curriculum. In addition to our ongoing high school recruitment outreach programming we now offer three Headstart in Art programs with the School Districts of Coquitlam, Surrey and Powell River. This program provides the opportunity for high school students to study one of our university-level studio courses onsite in their school district. The credits awarded for the successful completion of these courses are transferable to the ECU degree program.

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 continue our community engagement and programming with the local community in Prince George, including a partnership with Two Rivers Gallery and the Omineca Arts Centre, a new art space in Prince George that engages 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 travel with Strengthening Connections BC to visit under-served First Nations communities at their high schools and career fairs. We will continue to expand our Aboriginal recruitment strategy and seek alumni and faculty support in our marketing efforts to achieve our Aboriginal enrollment goals. In addition, we have renewed our transfer credit articulation agreement with the Freda Diesing School of Northwest Coast Art at Coast Mountain College. This agreement acknowledges the Indigenous teaching methodologies of each organization and the First Nations associated with both institutions.

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.

Working with the Ministry, we have supported the implementation of the Youth in Care program and approved 11 Youth in Care applications. We have also signed a memorandum of understanding with the Steps Forward, BC Initiative for Inclusive

Post-Secondary Education and presently we have three students with developmental disabilities enrolled in our program.

The University is actively engaged in promoting student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct. Our Counseling Services for students continues to support students seeking counseling for stress, anxiety or depression, loss, mood management, difficulties with school, suicidal thoughts, relationship difficulties, low self-esteem and many other reasons. Some initiatives include mindful meditation, a wellness garden and Consent 101 programming.

Working closely with the Ministry and our Strategic Enrollment Management team, the University is continuing our practice of evaluating our international student recruitment strategies in relation to emerging markets and risks with our goal to stabilize our enrollment numbers for this cohort.

Funding

The University continues to face funding challenges which have a significant impact 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 Comparison Group Levels (2017 KPMG Report).

The University is engaged in ongoing review with the Ministry of Advanced Education, Skills and Training in an effort to address these concerns. The external consulting firm

BDO, appointed by the Ministry to complete a “Risk Framework Analysis for Funding Shortfall Report,” has now completed its review and the draft report has been submitted to the Ministry for consideration. However, the University is projecting an operating deficit for current fiscal year 2019/20 and fiscal 2020/21. As required under Ministry guidelines, the University is in the process of preparing Deficit Mitigation Plans for both fiscal years, to be submitted to the Ministry by mid-October 2019. Following review, these plans may be submitted to Treasury Board for consideration at their December 2019 meeting.

The University’s 2018/19 overall delivery of 1,875 FTEs incorporates both domestic and international enrollment across undergrad and graduate programs. (The Total Student Spaces reported under Performance Measure 1 (p. 38) are slightly lower because only domestic spaces are calculated.) This delivery represents an overall decrease of 68 FTEs (3.5%) compared to 2017/18 delivery of 1,943 FTEs analysed as follows:

	2017/ 18 FTE	2018/ 19 FTE	Increase/ (Decrease) of FTEs
Undergrad Domestic	1,228	1,180	(48)
Undergrad Intn'l	469	439	(30)
Graduate Studies	67	87	20
Continuing Studies	179	169	(10)
Total	1,943	1,875	(68)

We continue to experience significant growth potential in our Graduate Studies programs. Current year delivery was 20 FTEs greater than 2017/18 and the University is projecting delivery of approximately 105 FTEs in fiscal 2019/20, which represents an

increase of 18 FTEs (21%) over 2018/19 levels.

Undergraduate FTEs delivery, both domestic and international, is significantly lower in the current year compared to 2017/18.

However, overall domestic FTEs delivery continues at levels in excess of funding targets set by the Ministry, with 2018/19 delivery at 102.7% 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.

Facilities + Resources

Year two of Facilities Operations at our new campus with our P3 Partner AAP has demonstrated a solid commitment to performance. The key performance indicator of the level of service is the 98% achievement rate related to successful completion of users' requests. Through the year, various facility users reported 1,737 service events to the AAP-FM Helpdesk. Of these, there were 29 events that resulted in a Service Failure or Unavailability condition along with the attending \$54,907 in Service Payment deductions. As part of the scheduled preventive maintenance program, 721 PM activities were completed as planned. The annual facility condition index report compiled by the VFA inspectors reported zero deferred maintenance.

A strong focus on energy efficiency has led to further improvements in energy performance and resulting costs savings. By example, the month of April 2019 saw a 16% reduction in electrical consumption compared to the same period last year. The better than expected thermal energy

performance also played an important role in ECU's successful negotiation with the City of Vancouver's Neighbourhood Energy Utility to establish a reduced Peak Demand value. This has resulted in a 32% reduction in heating energy demand costs to the University.

The Facilities team worked in support of 167 special events over the year, both for internal and external organizations. This work consisted of event logistics coordination, ensuring that facilities use agreements and specific security and housekeeping coverages were in place when needed, supporting physical set-up and tear-down for events, and ensuring the appropriate insurances and licenses were in place as required.

The Facilities-led Occupational Health and Safety program had strong participation throughout the year. Continued efforts to foster a strong safety culture were visible through workplace inspections, evacuation and earthquake drills, formal training programs in OH&S Committee participation, incident investigation, aerial work platform and ladder safety training. These efforts also contributed to a strong safety record. There were 2 lost time injuries recorded as a result of allergic reaction.

ECU continues to have access to 160 dedicated parking spots for students staff and faculty. This inventory will remain as such until the Broadway Subway Project work by Translink begins to the north of the campus. Work which will impact ECU is expected to begin within the next year.

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 focus in 2018/2019 was to build capacity in all areas of ITS, specifically Client Services, Servers and Networks, Events Support, Application Support, Institutional Reporting Support, Collaborative Technologies Support and Media Resources Support. This capacity is needed to keep up with curricular and operational demands as well as to make progress on reducing technical debt and moving forward on transformational projects such as Digital Signage, Education Planner BC and automated scheduling. We also made progress on procuring tools to help secure our infrastructure. Working with BC.Net we improved our toolset for end point protection and completed an agreement to participate as the pilot school for a sector-wide Security Information Event Management system.

We continue to support our learning environments both online and classroom-based with software tools and licensing to

support education for high demand occupations and priority sectors. We continued to participate on service committees of BC.Net, including the Board.

Our focus in the 2019/2020 fiscal year is to continue to build capacity in the Client Services area where we have had some turnover and chronic understaffing. We will also continue to build project planning capacity in order to contribute to IT governance and to formalize a Steering Committee. We have started to work through security tasks using the BC Government's [Defensible Security](#) framework. This important work will continue through the year and beyond. Many of the projects supporting defensible security and curricular support involve identity and access work. Many cloud-based services are based outside of Canada and in order to use them and still comply with BC FOIPPA legislation, work needs to be done to the sign-on process. This affects Adobe toolsets and many others. All of our work supports the strategic priorities of the university by increasing the reliability and responsiveness of infrastructure and increasing the toolsets available to students, faculty and staff as they meet the demands of educating for the creative technical economy.

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 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.

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.

Reforms to both curriculum and pedagogy are part of our strategy for continuous improvement and innovation in teaching and learning. With this in mind, teaching and learning workshops on such topics as working with emotionally vulnerable students, promoting inclusion and diversity in the classroom, assisting multilingual

students, and using technical and online learning supports, are intended to promote best practices in the classroom and are available to all regular and non-regular faculty on a recurring basis.

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 evaluate 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 are currently entering a period of self-study to prepare for another cycle of program review supported by external examination.

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. For example, we are currently completing a phase of hiring intended to double the number of Indigenous faculty at the university, a move crucial to our strategic plan to decolonize the institution and diversify its approach to knowledge production and dissemination.

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. Courses in visual culture, art history, English, Aboriginal studies, humanities, sciences, social sciences and the theory of art, media, and design practice, are intended to provide contextual and

theoretical support for making. Each year, approximately 40 undergraduate students spend a semester on exchange with other institutions throughout the world. 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. As well, many participate in curriculum as teaching assistants and teaching fellows, gaining professional experience and training in curricular areas.

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.

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.

The Career and Professional Development Office provides a suite of services that includes advising, targeted programming, and resource development and production on career related topics that are geared towards student and graduate success through career preparation and professional development. Students and Alumni can attend clinics, workshops, peer to peer and networking events, strategy sessions, drop-in, and one-on-one appointments.

The Office liaises with industry and employers in creative fields to provide students with employment opportunities and Work Integrated Learning experiences. This link between employers and education also serves to promote the University and create pathways for partnership and advancement at a higher level, including graduate studies research. In addition, the Office liaises with government bodies to ensure that all activities are in line with provincial and federal mandates in relation to Work Integrated Learning.

Graduate Education

ECU has offered graduate level education since 2007, growing from a single cohort of 12 students in a Master of Applied Arts (MAA) program to a rich and varied student body studying in programs including a full-time MFA, low-residence MFA, and Master of Design (MDes). As we look forward to our

upcoming 2019/20 academic year, we are preparing for a very successful intake of 108 returning and new graduate students: 37 in our MFA program, 44 in our MDes program, and 22 in our low-residency MFA program.

Additionally, our incoming class of graduate students hail from all over the world, including the US, China, India, Mexico, Korea and more, as well as many provinces in Canada.

The University has the potential to further 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, who wish to further develop their practices in a rigorous and inspiring educational context. As a part of the Province's tech programming expansion, we have developed an MDes program pathway in Interaction Design that has an industry engagement component and focuses 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 here. 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, Aboriginal art practices, 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.

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 one of the most research-intensive art and design universities 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, industry-led projects and collaborations both within and outside of the University. Our Strategic Plan promotes new ways for our research activities to inform current and future curricular initiatives.

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. Our new location has allowed ECU to further connect with various SMES in the technology sector as well as the various film/animation/media firms and arts-based organizations in the East Vancouver area.

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. Additionally, ECU is a member of the international network, Design for Social Innovation and Sustainability, and holds the only DESIS Lab in Canada.

ECU also has three appointed Canada Research Chairs: Associate Professor Amber Frid-Jimenez, Canada Research Chair in Art + Design Technology (renewed in 2019); Dr. Garnet Hertz, Canada Research Chair in Design + Media Arts (renewed in 2019); and Dr. Richard Hill, Canada Research Chair in Indigenous Studies.

Supporting Indigenous-led research

Indigenity is one of the core priorities of the University's Strategic Plan, and the University is committed to integrating Indigenous knowledge systems into research, pedagogy and governance. In 2015, ECU appointed Dr. Richard Hill as Canada Research Chair in Indigenous Studies and ECU has just finalized a faculty cluster hire in an effort to double the number of tenured and tenure-track Indigenous faculty. In conjunction with these appointments, ECU is actively recruiting a 2nd Canada Research Chair in Indigenous Artistic Research with the goal of a 2020 start date.

ECU has expanded our efforts in building capacity for Indigenous cultural producers. Previously ECU was awarded \$1,535,617 from WD and other industry partners and was recently awarded an additional \$105,600 from the Congress of Aboriginal Peoples. Funding has allowed ECU to collaborate with key artists and thought leaders in the field of film and AR/VR by creating the IM4 Lab (Indigenous Matriarchs 4 AR/VR), which has a mission to nurture Indigenous developers, storytellers, media professionals, artists, and creative technologists who apply Indigenous aesthetics and storytelling methodology to the field of AR/VR. In 2018, IM4 launched a series of workshops and programs that provide mentorship and access to additional skills for professional advancement.

The Health Design Lab and ECU's Aboriginal Gathering Place was just awarded a \$299,000 grant from the Vancouver Foundation to support a research project in Prince George, Decolonizing the Health Care System through Cultural Connections. This project seeks to initiate change in healthcare policy and practices from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous people and healthcare practitioners.

Future research areas

ECU's current strategic research plan has themes which are aligned with the University's goals and vision 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.

We will draft a new Strategic Research Plan in the upcoming year. The new plan will

encourage more cross-school participation and collaboration. It will build off of our research strength outlined in the previous plan but with additional emphases on core issues and values that impact the entire institution, such as climate justice and ecology, art and design as a vehicle for social change, decolonization and Indigenous knowledge systems, innovation and the future of creative work.

Aboriginal Education

ECU provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Aboriginal peoples. Our Aboriginal Gathering Place (AGP) 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. It also includes our outreach activities in urban and rural areas of the province.

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. This year the University successfully recruited four new Indigenous faculty as part of a cluster search initiative. We will continue to recruit for at least one more faculty member, as well as hiring an additional Canada Research Chair specializing in Indigenous Artistic Research. 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 also recently hired an Associate Director of Aboriginal Programs, Connie Watts (Nuu-chah-nulth, Gitksan and Kwakwaka'wakw).

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 AGP Aboriginal Student awards fund contributed \$33,000.00 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.

We continue to support global Indigenous art, education and cultural exchanges and collaborations. We also continue to expand our role in bridging Aboriginal art, culture, and education in rural areas throughout British Columbia, including collaborative community outreach projects focused on capacity building and cultural entrepreneurship.

Aboriginal Gathering Place Projects: \$300,000.00 grant (Emily Carr Health Design) from Vancouver Foundation (over 3 years) to address Aboriginal Health Care concerns. Grant title is "Decolonizing the Health Care System through Cultural Connections" and the research will take place primarily in Prince George in collaboration with our Emily Carr Health Design Lab.

\$30,000.00 grant from the First Peoples' Cultural Council/Aboriginal Arts Development Award.

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 includes community outreach (Terrace & Vancouver), mentorship and technical carving skills. Master carver Dempsey Bob is the lead designer and carver.

\$40,000.00 Canada Council grant awarded to our Aboriginal Gathering Collective to facilitate the first ever First Nations Art Exhibit of BC in Hawaii. The exhibition opened in the Maui Arts & Cultural Center with cultural exchanges and collaboration as well as Aboriginal cultural workshops (cedar basketry, deer hide rattles and form line design drawing) and will move to the East-West Gallery in Honolulu in September.

ACE (Artists-based Aboriginal Canadian Entrepreneurs) – Emily Carr AGP collaboration with the University of Victoria ACE for Artists Summer Residency 2019 in Terrace. Emily Carr AGP designed and delivered material practice curriculum and workshops to the ACE Aboriginal participants.

UVIC Legacy Gallery – We Carry Our Ancestors – Cedar, Baskets and our Relationships with the Land. Emily Carr Director of Aboriginal Programs, Brenda Crabtree is assisting with the research of this exhibition as well as contributing historical and contemporary cedar baskets to the exhibition. She is also facilitating public cedar activities and teaching a cedar basket workshop at the gallery.

Libby Leshgold Gallery exhibition on the Design of Death – AGP contributed cedar basket and bentwood box and rope.

Story Blanket – large Salish weaving in progress to donate to Zayjac Ranch for disabled children. We are also facilitating additional Aboriginal art applications to Zayjac Ranch on site buildings.

Aboriginal Gathering Place Events:

The AGP hosted a number of events throughout the year. We continue to facilitate community outreach programs and most recently had **20 members of the Dakelh-Wetsuwet'en community in the AGP to teach elk hide drum making.**

Textile symposium of America – AGP hosted a number of events for this international event as well as assisted with our ECU textile “Intertwined” exhibition.

Aboriginal student writing support with an ECU Writing Centre tutor in the AGP once a week.

Workshop on fish skin tanning with Swedish author and artist, Lotta Rahme (*Traditional Tanning Fish and Fur*).

Traditional moose hide tanning workshop with Metis cultural leader, Kim Stewart.

President’s Indigenous Talking Circles.

Monthly Indigenous Talking Circles with Aboriginal student facilitators.

Indigenous speaker series –
The Aboriginal Gathering Place hosted a lecture series offering unique and diverse perspectives of local and national Indigenous artists, filmmakers, and curators. Speakers included Joi Arcand, Adrian Stimson, Ronnie Dean Harris, Russ Diablo, Billy Ray Belcourt, Jeneen Frei Njootli, Rebecca Belmore, Dana Claxton, and others.

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, drum making, Quviut carding/spinning, and bead work.

Community outreach – We continue to deliver free community outreach drum making workshops in downtown Vancouver with the Atira Women's Resource Society and the Bill Reid Gallery.

Our commitment to community includes voluntary time serving on the YVR Art Foundation Board of Directors, the City of Vancouver Public Art Committee, the Bill Reid Gallery Content Committee and the Freda Diesing Advisory Committee.

Aboriginal Advisory Council and TRC Calls to Action and UNDRIP:

ECU’s Senate-approved **Aboriginal Advisory Council** continues to Indigenize our academy and promote cultural competency. Our mandate is to increase cultural competency at every level within the University, through strategic planning, community workshops and increasing numbers of Indigenous faculty, staff and administration.

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.

We are introducing more extensive territory acknowledgements, language translations and signage throughout the ECU community.

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

Aboriginal student recruitment –
ECU participates in the Strengthening Connections Aboriginal Recruitment

activities throughout the province, including rural communities. 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 provincially, nationally, and 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 new media and related 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. Further Head Start Program collaborations are on the horizon.

Faculty + Staff Status, Renewal + Recruitment

After an extensive international search, Dr. Trish Kelly was appointed the University's next Vice-President Academic and Provost, and began her term in June 2019. Kelly

joined ECU as an Associate Professor in the Faculty of Culture and Community in 2011, served as Assistant Dean of the faculty from 2012 to 2015, and has a significant record of service with the University. As a strong advocate for student empowerment and excellence, she will provide educational leadership to all academic areas.

ECU's strong local and international reputation is a very positive draw in recruiting high quality faculty and staff. This year the University posted ten full time faculty positions, up to five of which were restricted to Indigenous applicants only as a cluster search initiative. We were delighted to be successful in recruiting four Indigenous faculty this year through this initiative, and we will continue to recruit for at least one more as approved by the BC Human Rights Tribunal.

The University implemented a performance review system that builds upon the approved compensation philosophy for Excluded Administrative staff. It provided a forum for a two-sided, reciprocally accountable performance review that aims to capture team success, individual performance, and alignment with the University's strategic plan. The system recognized and rewarded the accomplishments and achievements of Administrators, rooted in the principles of developing empowered, engaged, and accountable employees.

ECU also plans to implement a program to recognize employees for their years of service and commitment to the University. The University supports employee growth, development and well-being through a wide range of benefits and other programs. To enrich faculty and staff experiences, ECU plans to develop additional resource handbooks and an improved online presence to highlight the services of the Human Resources department.

The University continues to be challenged in employee 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 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 significant challenges with faculty workload equity. 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). There has been interest in bringing these in line. In general, faculty workload at ECU is higher than our national comparators by a significant margin. This has contributed to challenges in recruiting and impacts to the overall teaching, learning and research culture of the University. We aim to improve equity in workload for our faculty members by reducing overall courses taught per semester across areas of practice.

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 a new DESIS Award for Radical Social Innovation..

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 and steer processes of social change toward sustainability. 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. This past year, two graduate students attended a DESIS International Network Forum in Rovaniemi, Finland on the topic of Collaborative Cities.

Over the past year, the DESIS Lab has supported a number of student-directed projects, including the Unmaking Workshop, which takes a collaborative approach to exploring social and ecological opportunities presented by engaged deconstruction of artifacts. Additionally, the DESIS Lab ran a

full slate of projects in 2018/19, including research into the potential to shift away from single-use plastics dependency, exploration of the refugee experience, 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. For example, we are currently organizing a task force on the current climate emergency, and we are partnering with 221A gallery on a Resilience and Refuge project. As indicated in the University's Strategic Plan, ECU looks upon this commitment as vital to our community and an area in which we expect to make significant contributions.

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.

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, students and donors, all of whom have greatly impacted the world of art, design, media, and beyond.

September

Faculty research project reaches for ecological empathy

ECU faculty member and researcher Julie Andreyev and her team are developing a VR prototype that will allow individuals to explore and interact with an old-growth tree to better understand and appreciate trees' importance.

Julie's VR work is grounded in recent research from Stanford University's Virtual Human Interaction Lab which found that people can develop empathy for plant and animal species through VR environments, and that VR interactions with trees leads to increased empathy and corresponding ecological behaviours, such as decreased paper use.

Julie's project seeks to further this emerging knowledge area by investigating the generation of empathy with specific local forest systems.

Alumni Films Honoured at Ottawa International Animation Festival

North America's leading animation film festival honoured the work of a pair of Emily Carr graduates during a ceremony held at the National Gallery of Canada on September 29, 2018. The Ottawa International Animation Festival awarded Christopher Strickler (BMA 2018) the top prize for best Canadian

Student Film for his graduation film, Bird Milk. Chhaya Naran (BMA 2018) received an honourable mention in the same category for their film GIF Me Something to Hold On To. Both are graduates of the ECU Animation program.

October

ECU Canada Research Chair Invited as Juror for Biennial Art and Social Justice Prize

Dr. Richard Hill, Emily Carr's Canada Research Chair in Indigenous Studies, was invited to be a juror for the 2018 Jane Lombard Prize, awarded by the Vera List Center for Art and Politics in New York. The \$25,000 prize was awarded on October 4 as part of the inaugural Vera List Center Forum 2018, an international annual gathering of key participants in the field of art and politics.

Shumka Centre for Creative Entrepreneurship Launched

ECU's Shumka Centre for Creative Entrepreneurship has been created to address challenges faced by emerging artists and designers, including economic marginalization, disconnection from established spheres of entrepreneurial teaching, and widespread misunderstanding of the practical applications of their work. An initiative of Living Labs, the Centre is in development throughout 2018 - 2021 with a \$225,000 grant from the Vancouver Foundation, and will ultimately act as a hub for activities relating to entrepreneurship at Emily Carr. It aims to be the first culture and creative sector incubator in Western Canada, combining elements of a technology accelerator and a social innovation lab.

November

Alum Albert Law Named Canadian Armed Forces Photographer of the Year

Albert Law (BDes, 2010) received multiple awards, including Photographer of the Year, from the Canadian Armed Forces (CAF)

during a November 2018, ceremony in Ottawa. The annual CAF Imagery Contest celebrates photographers and videographers who capture life in CAF communities from coast to coast. Albert also received awards in the categories of People, Altered Image and Open.

December

Ten New 2019 Donor-Funded Student Awards Announced

Thanks to the generosity of Emily Carr donors, ten new awards were created for students. Five scholarships, four graduation awards, and one Aboriginal Award help alleviate financial pressures on the fortunate student recipients, and allow them to focus their energy on creativity and learning.

Donor-funded awards are an incredible resource for Emily Carr students, and enable the University to provide financial support and acknowledge the creative and academic achievements of hundreds of students each year. This year alone, an additional \$21,500 in funding is available for students thanks to donor support.

ECU students collaborate with Vancouver Police and CityStudio on animations for anti-bicycle-theft app

For many Vancouverites, the bicycle is the most precious form of transportation. Yet many riders fail to consider the possibility of their beloved bike being stolen until it happens. 529 Garage, an innovative app launched in 2013, is helping change that. In December, 20 ECU students — along with the VPD and CityStudio Vancouver — teamed up to make a variety of engaging, story driven instructional videos that make an impression on viewers of all ages, and drive users to take advantage of the app's benefits for bicycle security.

January

Participedia Nominated for a 2019 IxDA Interaction Award

Participedia, an international open-source platform co-led by an Emily Carr design and technology team based in the Studio for Extensive Aesthetics, was nominated for the People's Choice Award in the 2019 IxDA Interaction Awards.

The platform, used for crowdsourcing and sharing knowledge about participatory democratic processes, was founded by Dr. Mark Warren of UBC and Dr. Archon Fung of Harvard University. More than two dozen institutions across the world are also contributing partners to Participedia.

Industrial Design Students Improve Comfort in Cancer Care

In partnership with BC Cancer, 18 Emily Carr students designed welcoming, supportive seating for cancer patients and families. The goal of the project is to create a system of that supports patients and staff both physically and emotionally.

February

Four Alumni Longlisted for 2019 New Generation Photography Award

Four Emily Carr University alumni were among the 23 finalists announced for the 2019 New Generation Photography Award, which was created to support the careers of young Canadian artists under the age of 30.

March

Premier Horgan Meets the IM4 Team at the BC Tech Summit

BC Premier John Horgan dropped by the Indigenous Matriarchs 4 (IM4) exhibitor table at the BC Tech Summit to try out the VR headset featuring a video created by a youth group during an IM4 workshop hosted along with the Fraser Region Aboriginal Friendship Centre Association.

IM4 is a research project led by four Indigenous women and media creators: Creative Director Loretta Todd, Cease Wyss, Doreen Manuel and Tracey Kim Bonneau. A partner of Emily Carr University, the IM4 Media Lab offers workshops for Indigenous artists, storytellers, producers, media creators, and community members to learn about XR, gain technical training, and develop skills to create their own VR/AR and 360 video productions.

New Program launched at Emily Carr University to Train Immigrant and Refugee Women for Careers in Booming Tech Sector

Immigrant and refugee women new to Canada gained a chance to break in to Vancouver's booming technology industry, thanks to TechWomen — an initiative spearheaded by Emily Carr and the Immigrant Services Society of BC (ISSofBC). Launched in April 2018, TechWomen is the first free pre-employment program of its kind, providing free educational opportunities and career coaching to immigrant women seeking employment in the technology sector.

April

Three ECU Alumni on the 2019 Sobey Art Award Longlist

A trio of Emily Carr alumni were long-listed for the Sobey Art Award — the preeminent honour for young and emerging Canadian artists, with a top prize of \$100,000 awarded annually to one artist under 40.

Interaction Design Students Win Award at BC Game Jam 2019

Over 48 hours, Emily Carr students Amy Zhu and Vivian Chen built their video game "Astrohamsters" from scratch, and received the Eastside Games Choice Award at the BC Game Jam, an annual event inviting game developers to create a game from scratch over a two-day period.

May

Trio of ECU alums, students nominated for B.C. emerging artist prize

Emily Carr University alums Weronika Stepien (BFA 2009) and Lilian Rose Smith (BFA 2019) and student Ryan Stella were three of the 11 finalists for the 2019 Philip B. Lind Emerging Artist Prize, which was awarded in May at The Polygon Gallery in North Vancouver. Established in 2016, the Lind prize is awarded annually to an emerging BC-based artist working in the mediums of film, photography, or video, and carries a \$5000 award toward the commissioning of a new artwork to be exhibited in 2020 at The Polygon Gallery.

June

MDes Alum Jesi Carson Wins Core 77 Design Award

Alum Jesi Carson (MDes 2018) was honoured in June by the Core 77 Design Awards, an annual celebration of design excellence led by Core77.com, an online publication and community for industrial designers at all stages in their careers. Established in 2011, the Core 77 Design Awards honours both students and professionals in 19 categories of design. Jesi's project, Citizen Spaces, was selected by the Built Environment jury as the Student Runner-Up from hundreds of finalists for "outstanding execution, insight, creativity and intent."

July

Donors boost student scholarships with endowment for academic achievement

The estate of Dr. Emily Goetz contributed \$562,387 to the Andrew Oksakovsky + Dr. Emily Goetz Memorial Scholarship. This endowed fund will provide academic achievement scholarships for graduate and undergraduate students.

Three additional planned gift commitments were also confirmed within the past year, including one from an alumna, a retired faculty member, and a new donor.

**ECU endorses federal government's
Dimensions Charter**

Emily Carr University of Art + Design reaffirmed its steadfast commitment to equity, diversity and inclusion by endorsing the Government of Canada's Dimensions charter. Launched in May by Kirsty Duncan, Canada's Minister of Science and Sport, *Dimensions: Equity, Diversity and Inclusion* is a pilot program designed to drive recognition that a multiplicity of perspectives, lived experiences and the overall complexity of diverse individuals foster increased excellence and creativity within the post-secondary sector.

August

**Four permanent Indigenous faculty join
ECU community**

Four Indigenous full-time faculty members were brought on board with Emily Carr as part of a cluster hiring initiative, designed to introduce an interdisciplinary group of Indigenous academics to the university at the same time. All four are leaders in their respective fields, with demonstrated histories of excellence and achievement.

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
Research: Support research and its integration in curricula	<ul style="list-style-type: none"> Create a shared definition of research that reflects ECU's unique ways of learning and knowing Develop opportunities to create the relationships, mentoring and structures that enable faculty, students, alumni and other partners to be co-participants in research Create education scholarship that demonstrates the value of our ways of learning and knowing 	<ul style="list-style-type: none"> Capacity: continue to build on the success of research centres and funded faculty research to support additional grant applications and outreach efforts Quality: enrich educational experiences for students; enhance profiles of faculty activities; promote new and substantial contributions to the fields of art, design, and media Relevance: provide research creation opportunities in areas and disciplines unique to an art, media, and design context 	<ul style="list-style-type: none"> Successful grants and funding Publication and knowledge dissemination in fields of art, design, and media Increase in Faculty exhibits, publications, and conference presentations Increase in number of research partnerships and collaborations Broaden curricular development and student enrolment Support the creation of RA-ships for both undergraduates and graduate students

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, which represent 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 is 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
Student Agency: Strengthen, enable, and develop student agency	<ul style="list-style-type: none"> Enact student-driven learning model that generates interconnectivity and enables each student to fully develop their own emergent creative practice and identity Enhance access to education through technical ecology and flexible use of resources and space Develop policy and pathways for experiential learning which engages professional opportunities Ensure best practices in communication between students, faculty, and staff 	<ul style="list-style-type: none"> Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students Access: systems provide equitable and affordable access for students Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners 	<ul style="list-style-type: none"> Student satisfaction with education experience Student assessment of quality of education and skill development Student assessment of usefulness of knowledge and skills within job market Student assessment of competitiveness of education in connecting to professional contexts

ECU endeavors to enact a student-driven learning model through the creation of spaces for interconnectivity, elevating dialogue, and the continuation of a teaching and learning space through a learning commons in our new building. We 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 in mentoring or employing students. We will enhance student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct. The University will continue to work with students who may experience significant difficulties during the course of their studies and is committed to assisting students in receiving support and other accommodations. ECU is developing a comprehensive equity, diversity and inclusion (EDI) framework, which will involve interdepartmental collaboration. The EDI framework should create greater equity and diversity skills in the hiring and retention of future faculty and staff, and in overall community inclusion and awareness. 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
Outreach + Community Engagement: Expand our local and global communities of practice	<ul style="list-style-type: none"> Harness our global alumni, emeriti, 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 Expand our involvement in cultural dialogues and international relationships 	<ul style="list-style-type: none"> Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff Access: ensure all programming areas are supported by comprehensive recruitment efforts and that communities underrepresented are included Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media Efficiency: systems and university infrastructure are 	<ul style="list-style-type: none"> Student satisfaction with education experience Student assessment of quality of education Number of partnerships and collaborations Successful faculty and student exchange experiences Increase in faculty exhibits, publications, and conference presentations Curricula demonstrates methods of decolonization and indigenization Curricula reflects cultural competencies Expanded alumni database Assessment from community partners

		efficient, providing multiple, and flexible learning pathways	<ul style="list-style-type: none"> • Visibility of research output through media outlets
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In broad consultation with the university community, we are revising our policies to better support student engagement in an equitable and transparent fashion, where value gained through their experiences of university service or employment will be clearly captured. We will enable increased access to opportunities for students to engage with experiential learning and enhance their education, knowledge and skills. In collaboration with Human Resources, seminars and workshops on interviews, contract negotiations, and labour and employment law will assist our students and future graduates on their path toward employment and contribution to society. It is the aim that these student-centered resources and activities will promote understanding of the employment implications from an equity, diversity and inclusion lens, and offer learning opportunities that ensure disadvantaged and oppressed student populations succeed after graduation.

We are working on mobilizing our global alumni, partner and community networks to create new possibilities for 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 alliances, beginning with an enriched alumni database, and a concentrated effort to create further opportunities for student and faculty exchange and international projects.

We recognize the important lasting impacts and contributions of our emeritus community and are engaging with them to establish stronger relationships to the university community and students, providing opportunities to collaborate and share knowledge.

To further expand our community engagement and outreach we will build on existing networks and partnerships 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. Faculty and staff will be further supported in their outreach efforts in order to better showcase the work we have been doing to diverse audiences .

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
Indigeneity: Expand on the success of our Aboriginal Programming, integrating Indigenous knowledge fully into teaching and learning practices	<ul style="list-style-type: none"> • Engage Truth and Reconciliation recommendations and commit to intentionally understanding and embedding the role of art/design/media in reconciliation. 	<ul style="list-style-type: none"> • Authenticity: systems and communications are clear in both limitations and capacity to support this initiative • Capacity: systems and university infrastructure have the capacity to meet the evolving needs 	<ul style="list-style-type: none"> • Student assessment of usefulness of knowledge and skills in performing job • Aboriginal student enrolment, retention and graduation • Publication and knowledge

	<ul style="list-style-type: none"> • Continue to develop consistent and meaningful dialogue for traditional and contemporary Indigenous art/design/media practice within and beyond the ECU community • Build towards the eventual development of Aboriginal art practices programs at both the undergraduate and graduate level 	<ul style="list-style-type: none"> • of students, faculty, and staff • Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media • Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners 	<ul style="list-style-type: none"> • dissemination in fields of art/design/media • Increase in Faculty exhibits, publications, and presentations • Curricula demonstrates methods of decolonization and Indigenization
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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. This has the potential to enrich the education community and ensure we are open and responsive to broader cultural conversations.

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.

Through internal and external collaborations, we will engage in a review of Human Resources practices and incorporate the principles of reconciliation into the day-to-day activities of the department. The colonial structures and implications of legislation must be recognized, and the collective strategies and solutions for delivering a more inclusive HR experience will be grounded in our commitment to decolonization and Indigenization.

ECU COMMITMENT	ECU GOALS	SYSTEM OBJECTIVES	PERFORMANCE MEASURES
Graduate Programming: Expand and develop thriving graduate programs	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways 	<ul style="list-style-type: none"> Student satisfaction with education experience Student assessment of quality of education Student assessment of skill development Student assessment of usefulness of knowledge and skills in performing job Increase in enrolment and program offerings

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

By continuing to resource and grow the Teaching and Learning Centre it will be possible to extend mandatory training on key issues from classroom technology to pedagogical support. An increase in teaching and learning assets 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. The university is currently involved of a review of best practices for centralizing teaching and learning assets in order to make them accessible for faculty and students.

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. 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
Infrastructure: Develop flexible infrastructure and support for community need and emerging teaching and learning practices	<ul style="list-style-type: none"> Continue to develop policies and models for collections and archives Develop an efficient and flexible use of space, allowing access for programs at all levels of study to expand and contract Capture and develop community knowledge and commitment to sustainable practices: socially, ecologically, and as it applies to workload capacity Ensure that our technical ecology — from analog to virtual — is well supported and understood so that it meets future needs 	<ul style="list-style-type: none"> Authenticity: systems and communications are clear in both limitations and capacity to support this initiative Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff Quality: enriched educational experiences for students; enhanced profiles of faculty activities; new and substantial contributions to the fields of art, design, and media Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners Access: systems provide equitable and affordable access for students Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways 	<ul style="list-style-type: none"> Student spaces Teaching and Learning spaces Student satisfaction with education Student assessment of the quality of education Faculty workload is expressed and realigned with provincial standards Transparent reporting structures Policy frameworks and structures

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 develop tools and educational resources to strengthen university privacy practices, and enable faculty and staff to carry out their duties in a manner aligned with best practices.

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
Lifelong Learning: Develop and strengthen the pathways and experiences for lifelong learning and inquiry	<ul style="list-style-type: none"> Engage full community in defining and establishing an academic achievement framework leveraging the strengths of all Faculties Develop intentional pathways for diverse learners to access programs Engage full community in defining and establishing learning experiences 	<ul style="list-style-type: none"> Capacity: systems and university infrastructure have the capacity to meet the evolving needs of students, faculty, and staff Relevance: resources and infrastructure are current and relevant, meeting the evolving needs of learners Access: systems provide equitable and affordable access for students 	<ul style="list-style-type: none"> Student spaces Teaching and Learning spaces Student satisfaction with education Student assessment of the quality of education Unique and relevant programs

		<ul style="list-style-type: none"> Efficiency: systems and university infrastructure are efficient, providing multiple, and flexible learning pathways 	
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Presently, ECU recognizes academic achievement and scholarship within the Certificate, Bachelor's and Master's 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 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. This sets out the following scale for assessment:

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

Please consult the [2018/19 Standards Manual](#) for a current description of each performance measure applicable to ECU and an explanation of the methodology used to establish the datasets.

Performance Measure #1: TOTAL STUDENT SPACES¹

Assessment: Achieved

Ministry Objective: Capacity

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
1,425	1,351	1,388	1,351	1,371	1,371

Performance Measure #2: CREDENTIALS AWARDED²

Assessment: Substantially Achieved

Ministry Objective: Capacity

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
323	324	310	319	304	TBD

Performance Measure #3: ABORIGINAL STUDENT SPACES³

Assessment: Achieved

Ministry Objective: Access

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
82	Maintain or increase Aboriginal FTEs	82	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs	Maintain or increase Aboriginal FTEs

¹ Reflects FTEs for domestic undergraduate, graduate, and continuing studies programming. Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year. Targets are based upon Interim FTE Student Enrolment Targets as of April 2, 2019.

² Annual performance is measured using a rolling three-year average of the most recent fiscal years e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies are excluded. See [2018/19 Standards Manual](#) for details.

³ Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

Performance Measure #4: STUDENT SATISFACTION WITH EDUCATION (BACHELOR DEGREE GRADS)⁴

Assessment: Substantially Achieved

Ministry Objective: Quality

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
85.2% (+/- 3.7%)	≥ 90%	80.1% (+/- 4.0%)	≥ 90%	≥ 90%	≥ 90%

Performance Measure #5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION (BACHELOR DEGREE GRADS)⁴

Assessment: Substantially Achieved

Ministry Objective: Quality

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
88.6% (+/- 3.3%)	≥ 90%	82.9% (+/- 3.7%)	≥ 90%	≥ 90%	≥ 90%

Performance Measure #6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADS)⁴

Assessment: Substantially Achieved

Ministry Objective: Quality

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
81.2% (+/- 3.2%)	≥ 85%	78.0% (+/- 3.5%)	≥ 85%	≥ 85%	≥ 85%

⁴ Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%. The margin of error is shown by +/- percentage within parentheses.

Performance Measure #7: STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB (BACHELOR DEGREE GRADS)⁴

Assessment: Substantially Achieved

Ministry Objective: Relevance

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
75.0% (+/- 5.5%)	≥ 90%	76.8% (+/- 5.1%)	≥ 90%	≥ 90%	≥ 90%

Performance Measure #8: UNEMPLOYMENT RATE (BACHELOR DEGREE GRADS)⁴

Assessment: Exceeded

Ministry Objective: Relevance

PERFORMANCE			TARGETS		
2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Target	2019/20 Target	2020/21 Target
10.5% (+/- 3.6%)	≤ 10.6%	9.8% (+/- 3.3%)	≤ 8.0%	≤ 7.8%	< unemployment rate of individuals with high school credentials or less

Performance Measure #6: (Detail) STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADS)

Assessment: Substantially Achieved

Ministry Objective: Quality

PERFORMANCE				
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Skills development (avg. %)	81.2% (+/- 3.2%)	≥ 85%	78.0% (+/- 3.5%)	Substantially Achieved
Written communication	76.5% (+/- 4.4%)		70.2% (+/- 4.6%)	
Oral communication	85.3% (+/- 3.6%)		83.9% (+/- 3.6%)	

Group collaboration	75.7% (+/- 4.6%)		68.1% (+/- 4.7%)	
Critical analysis	96.8% (+/- 1.8%)		91.6% (+/- 2.8%)	
Problem resolution	70.7% (+/- 4.8%)		70.7% (+/- 4.7%)	
Learn on your own	88.3% (+/- 3.4%)		87.2% (+/- 3.4%)	
Reading + comprehension	73.5% (+/- 4.6%)		72.3% (+/- 4.6%)	

FINANCIAL INFORMATION

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



Emily Carr University of Art + Design, Wilson Plaza, Photo: Tom Arban

Appendix – Reporting Template for Mandate Priority #1

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) ²	INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	N/A	
12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	N/A	

¹ "..." represents omitted text not related to post-secondary education from the original Call to Action.

² Use N/A if there is no relevant program on this subject offered at institution.

<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>N/A</p>	
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Implemented and Continuing</p>	<p>Enhance Cultural Competency for Health-Care Professionals and positively affect health policies and systems:</p> <p>ECU's Health Design Lab and Aboriginal Gathering Place were just awarded a \$299,000 grant from the Vancouver Foundation to support a research project in Prince George, Decolonizing the Health Care System through Cultural Connections. This project seeks to initiate change in healthcare policy and practices from an Indigenous perspective through the innovative use of Indigenous-led arts and material practice workshops to facilitate dialogue, relationship building and knowledge sharing between Indigenous people and healthcare practitioners.</p>
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented and Continuing</p>	<p>See above.</p>

<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented and Continuing</p>	<p>Skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism:</p> <p>Community events hosted regularly in University’s Aboriginal Gathering Place e.g., Indigenous Talking Circles with Aboriginal student facilitators and the President, Indigenous speaker series, free material practice workshops.</p> <p>Developing a comprehensive equity, diversity and inclusion (EDI) framework for the University to enhance community inclusion and awareness.</p> <p>Workshops and presentations for faculty, staff and students geared to towards cultural competency and awareness-building with a focus on BC and Canada-wide Indigenous history, political context and policies.</p> <p>Workshops for faculty and staff to build awareness and encourage practices of inclusion, such as the <i>Trans Education and Awareness: Ethical and Inclusive Use of Language</i> workshop run by TransFocus Consulting. All initiatives take into account the diversity present in our Indigenous student population.</p>

<p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Implemented and Continuing</p>	<p>See above.</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>		
<p>92: BUSINESS SCHOOLS</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		

<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. 	<p>Implemented and Continuing</p>	<p>Aboriginal Advisory Council continues to Indigenize our academy and promote cultural competency. Mandate is to increase cultural competency at every level within the University, through strategic planning, community workshops and increasing numbers of Indigenous faculty, staff and administration.</p> <p>Continuing development of University's Aboriginal Education Action Plan which addresses implementation of TRC Calls to Action and UNDRIP where appropriate and possible.</p> <p>Introduction of more extensive territory acknowledgements, language translations and signage throughout the University.</p> <p>Continued cultural, spiritual and ceremonial support for our Emily Carr community by Indigenous cultural advisors and Elders.</p> <p>Continued Aboriginal student recruitment. Participation in the Strengthening Connections Aboriginal Recruitment activities throughout the province, including rural communities. Mandate of Strengthening Connections is to provide as much advising and information as possible to Aboriginal peoples to successfully pursue post-secondary education.</p> <p>Provide campus tours and information sessions for Aboriginal groups exploring post-secondary opportunities at ECU.</p> <p>Provide programming and research initiatives that promote greater opportunities for Indigenous students and communities to access cutting-edge creative and communications technologies. IM4 is a research project led by four Indigenous women and media creators: Creative Director Loretta Todd, Cease Wyss, Doreen Manuel and Tracey Kim</p>
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