



2010/11 – 2012/13

Institutional Accountability Plan + Report

JULY 2010



emily carr
university of art + design



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Letter from the Board Chair + President

emily carr

university of art + design

July 15, 2010

Honourable Dr. Moira Stilwell, Minister
Ministry of Advanced Education and Labour Market Development
PO Box 9883 STN PROV GOVT
Victoria BC V8W 9T6

Dear Minister Stilwell:

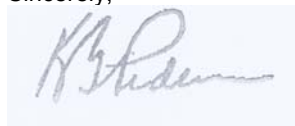
It is our pleasure to present the 2010/11 – 2012/13 Institutional Accountability Plan and Report on behalf of Emily Carr University of Art + Design.

Emily Carr is celebrating its 85th anniversary in 2010 and we were thrilled with the announcement of a new campus for the University at the Great Northern Way Campus. We thank the Premier of British Columbia, the Provincial Government and the Minister of Advanced Education and Labour Market Development for their visionary decision to invest in an innovative, creative and sustainable future through the development of a new campus for Emily Carr.

Highlights of achievements over the past year include the creation of the Social + Interactive Media Centre, which features the best of BC's creative industries, and the development of a low residency Master of Applied Arts program which will increase access to our graduate program. An Aboriginal Gathering Place is currently being constructed with funding from the Ministry and will provide an environment to enhance and nurture the educational, cultural and physical needs of our Aboriginal learners. Emily Carr partnered with Kerner to develop a new 3D studio that will ensure Vancouver is a leading international centre for 3D cinematographic research and was proud to host a variety of art and design installations and events as part of VANOC's Cultural Olympiad which featured renowned artists from Canada and around the world. The Board approved a Sustainability Policy which reaffirms Emily Carr's commitment to sustainable practices in our curriculum, research and operations. The University is also embarking on a new Strategic Plan for 2010 to 2015 entitled *Creating our Future*, which will provide the framework for the University as we continue to build upon our excellence.

This report addresses accountability measures expected of Emily Carr and outlines statistical data on how we meet or exceed expectations of the Ministry. It also outlines plans for the future to ensure progressive and managed growth in addition to the tradition of offering superior baccalaureate and graduate degree education in art, media and design. We accept responsibility for the contents of this report and invite you to visit our website at www.ecuad.ca for further information.

Sincerely,



Dr. George Pedersen, OC, OBC, OOnt
Chair, Board of Governors



Dr. Ron Burnett, RCA
President + Vice-Chancellor

Institutional Overview + Strategic Direction

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

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

Teaching and research at Emily Carr take place across 12 majors and 3 degrees (Master of Applied Arts, Bachelor of Fine Arts and Bachelor of Design) within four Faculties, which include the Faculty of Culture + Community, the Faculty of Design + Dynamic Media, the Faculty of Visual Art + Material Practice and the Faculty of Graduate Studies.

Within an environment that is professional, practice-oriented, and at the same time rooted in history and critical theory, students are encouraged to develop new and innovative ways of thinking and creating. Master and Bachelor degrees provide a careful balance of studio and academic programming. This includes the Intersections Digital Studios, a state-of-the-art research facility, the Social + Interactive Media Centre, a new research centre that supports a wide range of applied social, interactive and design projects, computer and digital production laboratories, photography laboratories, printmaking, ceramic and painting studios, the library, indoor and outdoor sculpture areas, wood shops, design studios, classrooms, galleries and the award winning Read Books bookstore.

The University serves over 1,800 credit students (including domestic and international) and over 4,000 non-credit students who take courses at the Granville Island campus. International students come from 50 countries and at any given time we have 30 exchange students and researchers from all over the world on campus. Emily Carr is one of only four post-secondary art institutions in Canada and one of only eight art institutions in North America with over 1,000 FTE's.

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

Emily Carr has collaborative agreements with North Island College (NIC) and the University of Northern British Columbia (UNBC). Through NIC, Emily Carr offers an External Bachelor of Fine Arts Degree to students in the northern Vancouver Island area. The joint degree with UNBC offers students a Bachelor of Fine Arts and Creative Writing designed to connect creative writing and studio practice in an area of BC that has no post-secondary curriculum in the disciplines that Emily Carr offers.

Emily Carr is one of the founders of the Great Northern Way Campus (GNWC), in collaboration with Simon Fraser University (SFU), the University of British Columbia (UBC) and the British Columbia Institute of Technology (BCIT). The four-institution joint degree, the Master of Digital Media, was launched in September 2007 and the success of the program continues. The recent decision by the Government of British Columbia to build a new campus on the GNWC site offers the University its best opportunity to grow and to build upon its strengths. At the same time, a new campus will also allow us to provide proper teaching and student facilities and studios, research centres and galleries to support the growth and development of the cultural sector in BC. It will encourage the development of new programs closely linked to the cultural industries and will grow our applied research areas across all disciplines.

VISION

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

MISSION

Emily Carr University of Art + Design is a learning community devoted to excellence and innovation in Visual Arts, Media Arts and Design.

VALUES

The following is a brief overview of the philosophical framework within which we pursue our mission and the values that we are committed to:

Learning

- We aspire to ensure that programs, courses and sources are relevant to the needs and interests of students, business/industry and society.
- We are committed to providing graduates with as many tools as possible to empower them as they go into the world to develop their careers.
- We uphold the values of intellectual integrity and professional excellence in areas of specialization.
- We affirm the importance of centrality of creative practices in all of the arts.

People

- We believe in the importance of participative and consultative processes that involve the people affected by decision making and consider both individual and group roles and responsibilities.
- We aspire to an ideal of excellence in all program and service areas.
- We believe in encouraging and celebrating cultural diversity.
- We strive to advocate for and maintain equitable practices in all areas.

Accessibility + Accountability

- We are committed to sound fiscal management.
- We aspire to create accessibility to our programs for students of varied financial means.

Research

- We believe that research in visual, media and design disciplines is vital for the creative economic growth of local and global communities.
- We are committed to supporting faculty and students in research endeavours.

Community

- We aspire to play a critical and advisory role on artistic, cultural, academic, professional and local issues in the community.
- We believe that through dynamic interactions with the artistic and design community the University and the community at large will benefit.
- We believe that collaboration with other educational institutions, business, industry and professions is essential for community building.

Environmental Responsibility

- We aspire to continually improve upon our environmental responsibilities and sustainable practices.
- We are committed to furthering environmental awareness and sustainability.

Planning + Operational Context

EXTERNAL SCAN

Student Access + Demographics

Strengths

While many post secondary institutions are still dealing with decreased applications this year, student demand at Emily Carr remains very strong. Indications are that qualified applicants will continue to outnumber new student capacity. Applications are strong for both undergraduate and graduate programs. Knowledge Infrastructure Program funding from the federal and provincial governments assisted with the development and renovation of studio space for our students, providing much needed creative space.

Challenges

To increase enrolment, Emily Carr requires increased investment in operation and infrastructure support to maintain and enhance the quality of students' educational experiences. Class size is restricted by the very nature of our programs and by physical space. The University requires additional space to deal with major deficiencies in its present location and to accommodate additional growth to 2,500 FTE's to meet demand.

For fall 2010, Emily Carr received 1,693 undergraduate applicants, 218 graduate applicants and 44 applicants to our new low residency graduate program. Due to space, resource and infrastructure deficiencies, Emily Carr was only able to accept 455 into the undergraduate program, 21 into the graduate program and 15 into the low residency graduate program. Based on application interest and the demand for our graduates in the knowledge and creative economies, we have the potential to grow in the next three to five years and both short-term and long-term measured approaches for growth will be taken in line with resources and facilities.

The announcements in the Throne Speech and Provincial budget of a new campus for Emily Carr are acknowledgments of the importance of Emily Carr to the creative and knowledge economies and will address our space constraints. However, there still exists space issues on our Granville Island campus and we continue to make innovative and creative use of the space we have in order to best serve our students and maintain student access.

Funding

Strengths

Emily Carr has presented a balanced budget as it has in the past and has maintained tuition increase in line with the government mandate. The balanced 2010/11 budget was possible due to the transfer of funds from one-time funding from the Ministry and from the Emily Carr contingency fund. Emily Carr's undergraduate and graduate tuition levels remain lower than comparable universities offering degree programming.

Challenges

In the fiscal year 2010/11, Emily Carr will have to maintain its prudent review of all expenditures while maintaining a high degree of service to students. Many of the challenges have financial related links and it is increasingly difficult to fund inflation, especially in the facilities related categories. Measured planned growth of international and graduate students, as well as one-time additional grants from government have provided us the ability to plan balanced budgets, however these methods are not viable long-term solutions. Our recent budget has left our contingency at the lowest level in ten years.

Maintaining or exceeding system objectives and targets related to capacity, access, quality, relevance and efficiency hinge on adequate funding. Currently at maximum capacity, Emily Carr requires the confidence of government financial support that will allow planning for the future.

A recent report (Perrin Report) commissioned by the Ministry to review Emily Carr's budget and finances demonstrated the need for increased financial support for Emily Carr and outlined various funding models, all of which included an increase to base funding.

INTERNAL SCAN

Facilities + Resources

Strengths

The location of the Granville Island campus contributes to the creative environment and provides 170,000 square feet. Emily Carr also has an additional 8,500 square feet of leased space in three buildings off campus as a temporary solution to overcrowding.

Challenges

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

The space constraints and challenges in terms of direct instructional needs and in ancillary and support areas are a concern. We do not have a student centre nor any facilities or common areas for staff and faculty and we have only a small cafeteria for students, staff and faculty. In addition, the roster of faculty offices is so limited that there are upwards of eight faculty members sharing the same office on a rotational basis.

The Granville Island campus does not meet basic Ministry standards and the location of Granville Island limits capacity to grow physically. The age of the north building dictates that much of our facilities budget must be used for repairs and maintenance in order to keep basic services up to standard.

A new purpose built campus will increase the campus size of Emily Carr from 170,000 square feet to over 425,000 square feet. Emily Carr long ago outgrew its buildings and site on Granville Island and a new purpose built environment on GWNC will have a profound impact on the future of art, design and the creative industries in BC.

Research

The Research + Industry Liaison Office at Emily Carr has been extremely successful and has generated numerous grants and funding for the University. The Research and Industry Liaison Office is designed to encourage and facilitate increased connections between industry, funding agencies and foundations. The office has developed new and enhanced current contacts with business and industry on national and international levels and has greatly increased Emily Carr's research funding and profile.

As a result of the efforts of the office, funding from the Natural Science and Engineering Research Council was secured to establish the Social + Interactive Media Centre, a Centre where researchers and industry partners have access to world-

class facilities such as the prototyping, media and programming studio. Through applied research projects, workshops and community events, the Centre will highlight the best of BC's creative industries and will help businesses and researchers forge new connections and collaborations. Through the Centre, Emily Carr recently hosted the Vancouver Economic Development Commission and DigiBC event, *Technology and Innovation in Vancouver*, which brought together business leaders and local industry partners.

Emily Carr faculty have also been successful in applying for and receiving funding from the Social Sciences and Humanities Research Council (SSHRC) through the support of the office.

Master of Applied Arts

Commencing this spring, Emily Carr will launch an international, two year, 25 month graduate low residency program. The program is intended to blend boundaries between applied and fine arts, traditional and new media, artists and scholars. Distinct from a regular full-time Master program, students will attend three intensive summer residencies and four semesters of study and research in their local communities. The program is designed to accommodate art and design professionals working in the field, and graduates with studio arts, design or related degrees who wish to further develop their practices in a rigorous, inspiring educational context.

In May 2010, the third cohort of 14 students graduated from our Master of Applied Arts graduate degree program in the three streams of Visual Arts, Design and Media Arts. A new intake of 21 students has been accepted for fall 2010 from 218 applications. As indicated by the large number of applicants, Emily Carr has the potential to further grow and develop this program. However, without funding for graduate FTE's the program will not realize its full potential.

In the past, baccalaureate graduates of Emily Carr who wanted to pursue graduate programs typically had to move out of BC to undertake these studies. BC will now be able to retain many of its best and brightest talents because opportunities for specialized graduate education in art, design and media are being made available within the province. The rapidly growing cultural sector in BC is also pressing Emily Carr to provide graduate programs to meet the needs for highly skilled and creative employees.

Teaching

Teaching excellence is an essential part of Emily Carr and is carefully monitored by the Vice President Academic + Provost through student course evaluations which are assessed annually. In addition, regular Faculty and area meetings are held with the Deans and Assistant Deans to assess the quality of the educational experience.

Emily Carr's curriculum is reviewed by external reviewers every five years to ensure the quality and relevance of our programming. The external reviewers are successful professionals in their fields and come from prominent art, design and media art institutions around the world. Their role is to assess the many aspects of our operations including the academic organization, the degrees currently offered, the services and resources available to students and faculty, faculty credentials and the context within which Emily Carr operates as a publicly funded institution.

Emily Carr strongly supports diversity within its teaching and learning environment, among its students and its hiring policies.

Learning

Emily Carr is a learning community with academic programs oriented around small classes and mentoring in order to facilitate student growth and development. Over 200 students successfully completed internships and co-op positions locally

and around the world, where they earned credits and contributed to a wide variety of projects. A significant number of students spend a semester on exchange with other institutions throughout the world.

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

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

One of our most important goals is to increase the number of active internship and co-op experiences that students may participate in, which enhances the general connections that our students have to industry.

Aboriginal Education

The Emily Carr Aboriginal Office provides culturally appropriate support that encompasses both traditional and contemporary artistic cultural expressions of Aboriginal peoples. We have a high rate of success with retention and completion rates and strive to accommodate transfer, laddering and bridging opportunities for Aboriginal students, including Prior Learning Assessment credits.

With the support of the Ministry, Emily Carr is currently in the process of constructing an Aboriginal Gathering Place which will be a welcoming environment to enhance and nurture the educational, cultural and physical needs of our Aboriginal learners. The new facility will include a student computer lab, student lounge, studio space for large-scale carving projects and the Aboriginal Program Office. A grand opening celebration is scheduled for July 2010.

Emily Carr is working to increase the Aboriginal student financial awards fund. These student financial awards are not solely based on grade point average; students are also encouraged to share information regarding overcoming adversity to achieve their current academic status.

We have a number of Aboriginal face-to-face and online credit courses that are based on First Nations philosophy, pedagogy and research which have been developed and are taught by First Nations faculty. The development of this curriculum also provides the academic foundation for our goal of establishing a two year Aboriginal Studies Program that will ladder into our four year BFA degree.

Emily Carr has an Aboriginal Admissions Policy which assists in eliminating any perceived barriers to articulation and laddering of Aboriginal Students into Emily Carr. Emily Carr faculty continue to work towards indigenizing curriculum in non-Aboriginal courses by incorporating Aboriginal resources, issues and perspectives. Emily Carr also has two tenure track Aboriginal faculty who have been instrumental in leading developments in the area.

Academic Collaborations

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

Emily Carr collaborates with many of the major institutions in BC, including UBC, SFU, UNBC, BCIT and NIC as well as extensive exchange agreements with most of the major art and design institutions and universities in the world. The Master of Digital Media offered through the GNWC is an example of an innovative program that will include collaborative research in the new media disciplines.

Emily Carr has an agreement with NIC that allows students in the Comox Valley and Northern Vancouver Island to finish their requirements for an Emily Carr degree on-site. This program expands the availability of fine arts degree programming in the North Island area and is one of a number of initiatives that we are taking to reinforce and strengthen our provincial mandate.

A joint BFA degree in Fine Arts and Creative Writing has been developed with UNBC. This innovative degree combines studies in visual arts and creative writing through a combination of face-to-face delivery and online courses. This degree provides access to students from the North to post secondary education in areas currently unavailable in that region. A number of the courses with Aboriginal content from both Emily Carr and UNBC can be taken as electives to fulfill degree requirements, allowing all interested students to focus their studies in that area.

Within the province, we have signed articulation agreements with Capilano University, Camosun College, the College of New Caledonia, the Klondike Institute of Art and Culture (Yukon College), the Native Education College, Northern Lights College, Northwest Community College and Vancouver Community College and are negotiating agreements with other potential partners.

Emily Carr has collaborations with the Coquitlam School District 43 and the Surrey School District 36 for the Head Start Program, which has been very successful whereby Emily Carr offers an introductory credit course at secondary schools to senior secondary students. This has led to several direct applications with acceptance to Emily Carr.

Online Learning

An additional method of increasing accessibility for students is online learning. Emily Carr offers over 30 online courses on a regular basis and has additional courses in development. Courses are offered in Art History, Aboriginal Studies, Industrial Design, Studio Practices and Visual Culture. Online learning is also a major component of the new low-residency Master of Applied Art program.

Continuing Studies

Continuing Studies at Emily Carr offers a broad range of courses and workshops in a variety of formats which emphasize a “hands-on” experience through instructors who have active practices in their respective fields in art, media and design. As advocates of lifelong learning, Continuing Studies continues to expand its outreach activities with community, education and corporate partners. Emily Carr Continuing Studies has partnered with BCIT to offer a design essentials program.

Sustainability

Sustainability and environmental responsibility are key components of the curriculum, planning process and operations at Emily Carr. Curriculum at Emily Carr has always dealt with issues of critical interest to society and increasingly courses in all Faculties are dealing with issues related to green design, sustainability and other environmental concerns. A Sustainability Practices Task Force includes student, faculty, staff and administrative representatives and reviews ways to continually improve Emily Carr's environmental responsibilities, to integrate sustainability into the curriculum and to promote sustainability both on campus and in the community.

Emily Carr signed the Talloires Declaration, joining a worldwide movement to recognize higher education's responsibility towards sustainable development and the Kyoto Design Declaration which commits Emily Carr to sharing the responsibility of building sustainable, human-centered, creative societies. Emily Carr is also a member of the Association for the Advancement of Sustainability in Higher Education.

The Facilities department has ensured that campus operations move steadily toward greater sustainability through such efforts as water and energy conservation and recycling and composting initiatives. Carbon Neutrality 2010 is a goal announced by the BC Government for all public institutions and Emily Carr University is striving to meet that goal.

Faculty + Staff Status, Renewal + Recruitment

Strengths

A number of attraction and retention strategies have recently been developed or enhanced at Emily Carr, including the:

- design of enhanced performance management and leadership development program;
- development of more targeted recruitment strategies for advertising of vacancies and for raising community awareness of employment opportunities;
- establishment of employee recognition events and enhancement of existing recognition practices;
- expansion of employee wellness programs; and,
- redesign of professional development criteria.

Challenges

Emily Carr continues to face challenges regarding faculty, staff and administration recruitment due to a large number of employees within retirement age. The elimination of mandatory retirement and the economic downturn have provided some relief. However, this is likely to be a deferment of the issue as our demographics paint a concerning picture in the immediate and longer term. Fifty-five percent (55%) of our faculty and close to forty-five percent (45%) of our administrators are within five years of retirement eligibility. As such, succession planning will continue to be a significant and critical focus in Emily Carr's strategic planning.

A further challenge to recruitment is Emily Carr's uncompetitive compensation scale. Emily Carr programs require faculty with a Masters degree and in many cases a Doctoral degree to meet the needs of program development plans, research and growth of our internationally recognized standards and professional expectations. We have an uncompetitive compensation scale in comparison to similar institutions across Canada and even more so with the United States. At the same time, teaching and administrative support loads at Emily Carr are considerably higher than in comparable institutions. This is making it even more difficult to hire new faculty, staff and administration and is pushing the University towards a disproportionate use of part-time employees.

There has been active recruitment in recent years to create a greater number of regular faculty positions and to proactively manage a critical demographic shift as we move forward. Emily Carr will be improving the mechanisms for recognition of

faculty and staff achievement in the context of our plans for the future. At the same time, we support the upgrading process through professional development and other activities.

Great Northern Way Campus

The Great Northern Way Campus (GNWC) initiative is a partnership between UBC, SFU, BCIT and Emily Carr and is envisioned as an academic anchor for an education and technology precinct that will attract and interact with industry, educate future workers, share research and inspire and facilitate commercial applications and development. This collaborative campus has expanded academic choice in BC and will spark and inspire economic, artistic and technical innovation through research, development and commercialization.

A grant from the Provincial Government allowed the four partners to develop a Masters of Digital Media degree and the many applications that are continuously being received are an indication that there is very high interest in this program and innovative partnership.

As noted above, GNWC will be the site of the new Emily Carr campus and is therefore central to Emily Carr's plans for expanding capacity and impact.

Credential Recognition

As a result of the 2001 application process and acceptance into the Association of Universities and Colleges of Canada, all of our credentials were fully recognized both nationally and internationally. Emily Carr degrees are recognized and accepted worldwide as evidenced by the fact that we have students in graduate programs ranging from Goldsmiths in London, England to Pratt in New York to all the major universities in Canada and all of the universities in BC.

The International Council of Societies of Industrial Design and the Society of Graphic Designers of Canada have recognized our Bachelor of Design Degree. The Association of Independent Colleges of Art and Design (AICAD) in the United States only accepts members that meet the guidelines established by the National Association of Schools of Art and Design, which are currently used in our cyclical review process. In April 2010, Emily Carr was accepted as a full member of a new North American Association of Art and Design Institutions developed by AICAD. The European League of Institutes of Art (of which we are a member) only accepts organizations into its membership that have accredited degree-granting status.

Exempt Status

Emily Carr received approval from the Degree Quality Assessment Board and the Ministry of Advanced Education for exempt status in 2005 and we are currently developing and implementing new programs at the undergraduate level.

Accountability

Effective leadership at all levels is essential in a public institution following broad based systems of accountability and quality assurance. Emily Carr continues to facilitate the integration of quality improvement into all aspects of its operations, while ensuring fiscal responsibility to the government, our students and the community.

A number of challenges face our administrators, faculty and staff and therefore the refinement of systems of accountability are essential. These challenges include:

- the growing pressures on time and workload;

- increased pressure on performance, professional standards and accountability;
- staffing policies that are shifting from local control and individual autonomy to a more collective and institutional focus;
- academic and administrative work that is becoming more specialized and demanding; and
- new tasks that are blurring old distinctions between disciplines and departments.

Over the last 13 years we have completed seven strategic planning sessions and have had four major external reviews. We have been reviewing our processes and procedures in order to ensure compliance with the University Act and are currently embarking on a new strategic planning campaign with the University community, with the Vice President Academic + Provost Chairing the Strategic Planning Committee. The new strategic plan, entitled, *Creating our Future*, will provide the framework and context for continuing our tradition of excellence and advancing the University during the next five years.

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

Goals + Objectives

The Ministry of Advanced Education and Labour Market Development has developed a set of objectives to improve public post-secondary education through the linking of goals and objectives with performance measures. The performance measures track progress towards goals and objectives and illustrate Emily Carr's contribution to the BC post-secondary education system.

As noted previously, Emily Carr is embarking on a new Strategic Plan for 2010 to 2015 entitled *Creating our Future*. We have included our Board approved strategic planning goals as our institutional goals and have included our high level institutional objectives and strategies to achieve these goals. Please note that as we more fully develop our Strategic Plan, our objectives and strategies will be revised and updated. These changes will be reflected in future Accountability Plan and Reports.

| INSTITUTIONAL GOAL | |
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| Emily Carr University of Art + Design will make a significant contribution to society by ensuring the currency and relevance of its educational programs and by developing new knowledge through research in visual arts, media arts and design which encompasses a range of methods including creative inquiry and artistic creation fuelled by a conviction that diversity of talents, perspectives and experiences is essential to a strong and visionary institution. | |
| Institutional Objectives | Performance Measures |
| Continue to ensure excellence in programs | Benchmarking against Canadian and international standards Student satisfaction measured through evaluations Quality assurance programs |
| Continue to promote Emily Carr programs at provincial, national and international levels | Credentials awarded Communications plan Increase in international students |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Meet Ministry targets for undergraduate FTE's | Total student spaces |
| Increase undergraduate program acceptance | Increase undergraduate level spaces |
| Increase graduate program acceptance | Increase graduate level spaces |
| Continue to develop and grow the graduate degree program | Increase graduate level spaces |
| Ministry Objectives | Performance Measures |
| BC's post secondary education sector fosters creativity, innovation and knowledge development | Student assessment of skill development |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal |

| | |
|--|--|
| | <p>Student satisfaction with education</p> <p>Student assessment of quality of instruction</p> |
|--|--|

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

- Promote Emily Carr as the best art, design and media post-secondary university in Canada and one of the best in the world, measured by the highest educational standards with evidence coming from cyclical reviews, external evaluations and comparative analyses of other similar universities. Further measurement from international benchmarking, effectiveness of pedagogical development and student satisfaction as well as national quality assurance programs.
- Continue to provide cutting edge practices in contemporary art, media and design measured through the exhibitions run, the number and quality of faculty exhibitions/installations in any given year and the number of awards received by faculty in media, design and visual arts.
- Continue the high quality of academic administration and curriculum support measured by performance standards as well as success in the development of the academic structure to respond to changing demands of students and the community.

Provide Support for Students

- Empower students to achieve the goals they set for themselves during their stay at Emily Carr with post-graduation follow up to ensure a lasting relationship with alumni.
- Ensure quality of student support by continuing to monitor rate of graduation, rate of attrition, rate of application, success of alumni and fourth year exit and regular ongoing surveys.
- Continue to advocate for funding to provide students with the most up to date and state-of-the-art facilities and equipment.
- Create industry advisory committees to measure and enhance relationships with different disciplines and to better track student needs and alumni employment.
- Continue close contacts with industry, measured by increased co-ops and joint projects and collaborations.

Provide Research Driven Learning Environment

- Ensure research growth, measured by increased grants and grant requests from faculty and other members of the university community.
- Increase usage of the Intersections Digital Studios for research projects and collaborations.
- Improve relations with the Industrial Research Assistance Program, The Canadian Network for the Advancement of Research, Industry and Education and develop new collaborative projects.
- Continue excellent relations with Western Economic Diversification, Social Sciences and Humanities Research Council and the Natural Sciences and Engineering Research Council of Canada.
- Contribute to the success of the Master of Digital Media Program at GNWC.
- Develop new approaches to design process and interactive technologies, mixed media and visualization that will lead to new research activities.
- Grow research in product design, environmental design and value-added wood design.

- Explore and experiment in the visual arts in order to reflect original thinking, research and high standards of professional practice in all visual arts disciplines.
- Research projects that examine the development, evolution and growth of new media in all disciplines.

| INSTITUTIONAL GOAL | |
|--|--|
| Emily Carr University of Art + Design will affirm the centrality of material and critical practices as a means of investigating new pathways for learning and professional collaborations and will strengthen access to its programs for a diversity of learners, including lifelong learners, by using multi-modal platforms. | |
| Institutional Objectives | Performance Measures |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Measured and careful growth of international students | Increase international student spaces |
| Meet Ministry targets for undergraduate FTE's | Total student spaces |
| Increase undergraduate program acceptance | Increase undergraduate level spaces |
| Increase graduate program acceptance | Increase graduate level spaces |
| Continue to develop and grow the graduate degree program | Increase graduate level spaces |
| Ministry Objectives | Performance Measures |
| BC's post secondary education sector fosters creativity, innovation and knowledge development | Student assessment of skill development |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal Student satisfaction with education Student assessment of quality of instruction |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

Ensure Responsive + Innovative Programming

- Maintain and increase multidisciplinary strategies in curriculum development.
- Increase numbers of majors and minors to facilitate greater variety for students at the undergraduate and graduate levels.
- Grow existing programs and develop new program areas that provide exciting options for the future. Such program areas may include:
 - digital entertainment at the graduate and undergraduate levels;
 - public art;
 - performing arts;
 - motion graphics;
 - web design;
 - branding and packaging;
 - textile, technology and furniture design for high density living;
 - medical assistive devices and product design;

- toy design and game design and animation;
- environmental design and broadcast design;
- arts administration;
- aboriginal art, design and media studies;
- craft; and
- interactive visualization.

Growth for Increased Accessibility / Capacity

- Development of new purpose built building of at least 425,000 square feet to address current space needs and for future growth.
- Increased levels of participation and connections with partners at GNWC.
- Review admissions process annually.
- Further extension of BFA external with North Island College.
- Continuation of the BFA degree program with UNBC.
- Increase Aboriginal programming especially through collaborations with other post-secondary institutions.
- New BFA external with other partners to be developed.
- Increase in the number of online FTE's.
- Increase in research profile and research funding.
- Investigate innovative and new life-long learning models that can be measured through Prior Learning Assessment, flexible programming and scheduling and increased growth of Continuing Studies.
- Investigate the development of post-graduate certificates and diplomas and steady growth of online learning capacity.
- Gradually increase graduate program enrolment over next 3 years.
- Increase internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges.
- Increase international partnership agreements (Singapore, Taiwan, Korea and China - discussions are underway with institutions in all four countries).
- Maintain strong connections with the European League of Institutes of Art (the President serves on the Executive Committee); CUMULUS (International Design Organization); ICOGRADA (International Graphic Design organization); ISDE (International Product Design Organization); and other international organizations.
- Emily Carr will host the 2011 European League of Institutes of Arts Leadership Conference which will bring together senior art and design academic executives from around the world.

| INSTITUTIONAL GOAL | |
|--|--|
| Emily Carr University of Art + Design will enhance its international reputation as a progressive and exciting university to work and study by reaffirming the critical role of art and design in global economies. | |
| Institutional Objectives | Performance Measures |
| Continue to promote Emily Carr career opportunities and programs at provincial, national and international levels | Credentials awarded; Internal scan Communications plan Increase in international students |
| Ministry Objectives | Performance Measures |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal Student satisfaction with education Student assessment of quality of instruction |
| BC attracts and increases newcomers to the province through effective partnerships and outreach | Total student spaces Credential awarded |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

Retain the Best Faculty + Staff

- Make certain that hiring and retention policies are in place to ensure faculty and staff remain responsive to key trends in contemporary art, media and design practices.
- Support faculty and staff in their practices and professional development through exhibitions, scholarship and other professional activities as well as supporting teaching and service to the community through recognition and professional development.
- As part of the succession plan for executive and other key positions, individual development plans will be jointly designed and supported for potential successors within Emily Carr.

| INSTITUTIONAL GOAL | |
|--|--|
| Emily Carr University of Art + Design will build on the outstanding achievements of faculty, alumni, and students to better communicate the impact of this great institution on the cultural life of Canada. | |
| Institutional Objectives | Performance Measures |
| Continue to ensure excellence in programs | Benchmarking against Canadian and international standards Student satisfaction measured through evaluations Quality assurance programs |
| Continue to promote Emily Carr programs at provincial, national and international levels | Credentials awarded Communications plan Increase in international students |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Ministry Objectives | Performance Measures |
| BC's post secondary education sector fosters creativity, innovation and knowledge development | Student assessment of skill development |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal Student satisfaction with education Student assessment of quality of instruction |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

- Promote Emily Carr as the best art, design and media post-secondary university in Canada and one of the best in the world, measured by the outstanding achievements of faculty, alumni, and students.
- Continue to provide cutting edge practices in contemporary art, media and design measured through the exhibitions run, the number and quality of faculty, alumni and student exhibitions/installations in any given year and the number of awards received by faculty, alumni and students in media, design and visual arts.
- Continue to enhance and build upon the sustainability efforts in operations, curriculum development, teaching and learning.

| INSTITUTIONAL GOAL | |
|--|---|
| Emily Carr University of Art + Design will ensure that the operation and the overall pedagogical plan are informed by a vision of a sustainable future appropriate to the challenges for the 21 st century. | |
| Institutional Objectives | Performance Measures |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Ministry Objectives | Performance Measures |
| BC's post secondary education sector fosters creativity, innovation and knowledge development | Student assessment of skill development |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

- Continue to enhance and build upon the sustainability efforts in operations, curriculum development, teaching and learning.

| INSTITUTIONAL GOAL | |
|--|--|
| Emily Carr University of Art + Design will follow best practices in its financial reporting, governance and in the deployment of resources and organizational accountability in support of the strategic plan. | |
| Institutional Objectives | Performance Measures |
| Continue to ensure excellence in programs | Benchmarking against Canadian and international standards Student satisfaction measured through evaluations Quality assurance programs |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Ministry Objectives | Performance Measures |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal Student satisfaction with education Student assessment of quality of instruction |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

- Continue the high quality of financial reporting and organizational accountability measured by sound fiscal management, management of resources and success in the adherence to best practices in governance and operations.
- Continue to work with government to maintain the high quality of accountability and governance measures.
- Support organizational accountability through professional development opportunities for members of the community.

| INSTITUTIONAL GOAL | |
|---|--|
| Emily Carr University of Art + Design will plan for a new campus to be located at Great Northern Way which will include new programs and an increase in student population. | |
| Institutional Objectives | Performance Measures |
| Continue to promote Emily Carr programs at provincial, national and international levels | Credentials awarded Communications plan Increase in international students |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Meet Ministry targets for undergraduate FTE's | Total student spaces |
| Increase undergraduate program acceptance | Increase undergraduate level spaces |
| Increase graduate program acceptance | Increase graduate level spaces |
| Continue to develop and grow the graduate degree program | Increase graduate level spaces |
| Continue to provide quality and relevant educational programs | Continue to conduct graduation exit surveys |
| Ministry Objectives | Performance Measures |
| British Columbians are able to fulfill their potential through access to quality educational and training opportunities | Total student spaces Number and percent of students who are Aboriginal Student satisfaction with education Student assessment of quality of instruction |

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

Growth for Increased Accessibility / Capacity

- Development of new purpose built building of at least 425,000 square feet to address current space needs and for future growth.
- Increased levels of participation and connections with partners at GNWC.
- Increase Aboriginal programming especially through collaborations with other post-secondary institutions.
- Increase in the number of online FTE's.
- Increase in research profile and research funding.
- Investigate innovative and new life-long learning models that can be measured through Prior Learning Assessment, flexible programming and scheduling and increased growth of Continuing Studies.
- Investigate the development of post-graduate certificates and diplomas and steady growth of online learning capacity.

- Gradually increase graduate program enrolment over next 3 years.
- Increase internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges.
- Increase international partnership agreements (Singapore, Taiwan, Korea and China - discussions are underway with institutions in all four countries).

Performance Measures, Targets + Results

System Objective: Capacity

| TOTAL STUDENT SPACES | | | | | | |
|----------------------|-------------------|-------------------|-----------------------|-------------------|-------------------|-------------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 1,359 | 1,391 | 1,524 | Achieved | 1,391 | 1,391 | 1,391 |

Emily Carr continues to perform well in this area, notwithstanding the space and resource limitations mentioned in this report. 2009/10 saw our FTE utilization at 110% of target. This is consistent with previous results in this area.

System Objective: Capacity

| CREDENTIALS AWARDED | | | | | | |
|---------------------|-------------------|-------------------|-----------------------|-------------------|-------------------|-------------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 332 | Under review * | 334 | Not assessed | | TBD * | |

* Targets will remain under review/TBD until new formula and targets are finalized by the Performance Measures Working Group in the fall

System Objective: Access

| NUMBER + PERCENT OF STUDENTS WHO ARE ABORIGINAL | | | | | | |
|---|-------------------|-------------------|------------------------|-------------------|-------------------|-------------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 70 | ≥ previous year | 71 | Achieved | 71 | ≥ previous year | |
| 1.9% | | 1.8% | Substantially achieved | 1.8% | | |

An Aboriginal Gathering Place is currently being constructed to provide dedicated space for our Aboriginal students. In addition, we are working to increase student financial awards for Aboriginal students and are constantly reviewing course delivery models. These initiatives, coupled with our Aboriginal Admissions Policy, will continue to increase access and availability of our programs and courses for Aboriginal students as reflected above in the number and percent of students who are Aboriginal.

System Objective: Quality

| STUDENT STAISFACTION WITH EDUCATION | | | | | | |
|-------------------------------------|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 90.1% (+/-3.5) | ≥ 90% | 88.0% (+/-3.6) | Achieved | | ≥ 90% | |

System Objective: Quality

| STUDENT ASSESSMENT OF SKILL DEVELOPMENT | | | | | | | |
|---|-----------------|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | | Targets | | |
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| Skill development | 81.7% (+/-4.7) | ≥ 85% | 80.9% (+/-4.6) | Achieved | ≥ 85% | | |
| Written communication | 67.7% (+/- 5.7) | | 74.3% (+/-5.3) | | | | |
| Oral communication | 89.0% (+/- 3.8) | | 85.6% (+/-4.2) | | | | |
| Group collaboration | 78.4% (+/- 5.0) | | 73.2% (+/-5.1) | | | | |
| Critical analysis | 92.9% (+/- 3.0) | | 91.0% (+/-3.2) | | | | |
| Problem resolution | 73.8% (+/- 5.5) | | 76.9% (+/-5.0) | | | | |
| Learn on your own | 92.0% (+/- 3.2) | | 92.7% (+/-3.0) | | | | |
| Reading and comprehension | 78.4% (+/- 5.0) | | 72.8% (+/-5.3) | | | | |

System Objective: Quality

| STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION | | | | | | |
|--|----------------|----------------|--------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 90.1% (+/-3.5) | ≥ 90% | 91.0% (+/-3.2) | Achieved | | ≥ 90% | |

System Objective: Relevance

| STUDENT ASSESSMENT OF USEFULLNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB | | | | | | |
|---|----------------|----------------|------------------------|----------------|----------------|----------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 85.7% (+/-5.0) | ≥ 90% | 83.1% (+/-5.2) | Substantially Achieved | | ≥ 90% | |

System Objective: Relevance

| UNEMPLOYMENT RATE | | | | | | |
|-------------------|-------------------|-------------------|-----------------------|--|-------------------|-------------------|
| Performance | | | | Targets | | |
| 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Assessment | 2010/11 Target | 2011/12 Target | 2012/13 Target |
| 8.5% (+/-3.5) | ≤ 13.4% | 9.4% (+/-3.6) | Exceeded | ≤ unemployment rate for individuals with high school credentials or less | | |

Emily Carr exceeded in this category which is an indication of the relevance and quality of our graduates and their ability to transfer their skills into careers and employment in the cultural sector. Demand for our graduates is high as students leave Emily Carr with critical thinking skills and professional values that they will use in their lives and in pursuit of new knowledge throughout their careers.

Financial Information

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

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