



emily carr
university of art + design

2011/12 – 2013/14

Institutional Accountability Plan + Report

July 2011



EMILY CARR UNIVERSITY OF ART + DESIGN

1399 JOHNSTON STREET, GRANVILLE ISLAND, VANCOUVER, BC V6H 3R9

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Letter from the Board Chair + President

emily carr

university of art + design

July 4, 2011

Honourable Naomi Yamamoto, Minister
Ministry of Advanced Education and Labour Market Development
PO Box 9883 STN PROV GOVT
Victoria BC V8W 9T6

Dear Minister Yamamoto:

It is our pleasure to present the 2011/12 – 2013/14 Institutional Accountability Plan and Report on behalf of Emily Carr University of Art + Design.

Emily Carr celebrated its 86th anniversary in 2011 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 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 from across the province to our graduate program. An Aboriginal Gathering Place has been completed with funding from the Ministry and provides an environment that enhances and nurtures the educational, cultural and physical needs of our Aboriginal learners.

Emily Carr partnered with Kerner and other private companies to develop a new 3D studio that will ensure Vancouver is a leading international centre for 3D cinematographic research and is proud to host a variety of art and design conferences this year including the prestigious Leadership Conference of the European League of Institutes of Art. The Board approved a Sustainability Policy which reaffirms Emily Carr's commitment to sustainable practices in our curriculum, research and operations. The University has also completed 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 excellent record and international reputation.

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,



Evaleen Jaeger Roy
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

Student demand for admission to Emily Carr remains very strong. Qualified applicants 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 2011, Emily Carr received 1,728 undergraduate applicants, 207 graduate applicants and 24 applicants to our new low residency graduate program. Due to space, resource and infrastructure deficiencies, Emily Carr was only able to accept 365 into the undergraduate program, 17 into the graduate program and 17 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 2011/12 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 2011/12, 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. Currently our domestic student delivery is approximately 109 % of the Ministry funded targets. We plan to eliminate this unfunded domestic delivery (9%) over a three year period and direct the freed up capacity towards growth in international and graduate student enrolment as outlined in our Deficit Management Plan. We are cautiously optimistic that our growth projections in this area can be achieved, however, world economic and geo political concerns may impact these projections.

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.

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.

The University has completed a "Campus Redevelopment Project" Concept Plan outlining the design, capacity and costs of an expanded facility at Great Northern Way Campus. This plan has been submitted to Treasury Board for review, as part of the funding application process required by Government.

Research

The profile of Research at Emily Carr grew steadily during the past year. Both Applied Research and Practice-based Research are being incorporated into the practices of faculty and students, and into curriculum.

Much of this growth is attributable to a \$2.8M, 5 year grant from NSERC previously reported, which supports a large number of applied research activities in collaboration with over 15 local companies. During the previous year, the main emphasis was on the establishment of the Social and Interactive Media Centre (SIM Centre), which serves as a focal point of research in this thematic area. During the current year, much of the work in this area was associated with the development of the

e-book as a new medium for social expression and communication. Classes of students and faculty members developed a number of designs and applications which have subsequently moved forward to active projects.

During the current year, a second applied research cluster was established at Emily Carr – the Stereoscopic 3D (S3D) Centre. A grant from Western Economic Diversification of over \$500k was matched by industry partners and internal resources to allow the acquisition of a suite of cinematic and broadcast quality cameras, rigs, and display and processing equipment. The S3D Centre began a program of industry outreach, training courses, and applied research activities with the active participation of local firms and studios.

The S3D Centre joined the GRAND National Centres of Excellence program during the year, which has led to further research funding and an active collaboration with a team in Ontario with similar interests. The National Research Council is also supporting this research theme, and its connection to local firms and economic development. Telus research in Alberta is an Industry Sponsor of this Centre.

Late in the year Emily Carr was advised that it had been allocated two Canada Research Chairs, and was invited to submit nominations for these fully funded research positions. The Tier 1 Chair position will be awarded to an internationally renowned scholar working in the area of Health Care design. This is a strong area of research concentration at Emily Carr, and the new Chair will allow the University to take a leadership role in Canada in this important field. The second Chair is a Tier 2 Chair which will be won by an early career researcher in the area of Digital Media. Both these positions are expected to involve continued collaboration with local stakeholders including hospitals, studios and industry, and will rapidly grow the profile of Research at Emily Carr.

This continued growth of research is a strategic initiative at Emily Carr, which is intended to establish the University as the pre-eminent Art and Design research University in Canada in both Applied and Practice-based Research.

Master of Applied Arts

In May 2011, the second cohort of visual and media arts students entered the 28-month low-residency MAA program. The curriculum of this graduate program blends boundaries between applied and fine arts, traditional and new media, artists and scholars. Distinct from the Emily Carr resident Master of Applied Arts program, students attend three intensive summer residencies and four semesters of study and research in their local communities. The program is designed to accommodate visual art and media art professionals working in the field, and graduates with studio arts, media or related degrees to further develop their practices in a rigorous, inspiring educational context. In May 2012, we plan to launch a new design stream as well as an illustration stream onto the low-residency program. The illustration stream would be the first graduate level program of its kind offered in Canada.

In May 2011, the fourth cohort of 13 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 20 students has been accepted for fall 2011 from 173 applications. As indicated by the large number of applicants, Emily Carr has the potential to further grow and develop its graduate level programs. However, without funding for graduate FTE's it will be an uphill challenge for the program to 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. There is also great interest in graduate education for areas such as illustration, arts management, and

creative advertising. With the expertise of our faculty, these are additional areas of the creative industry that Emily Carr is well situated to develop and promote, with additional funding support.

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, currency and relevance of the educational experience in relation to contemporary practice in visual arts, design and media arts.

Emily Carr's curriculum is reviewed by external reviewers every five years to ensure that courses and programs reflect the highest standards specific to the disciplines that we teach. The external reviewers are successful educators and professionals and come from prominent art, design and media art institutions around the world. Their role is to assess the many aspects of our operations including the academic organization, the degrees currently offered, the services and resources available to students and faculty, faculty credentials and the context within which Emily Carr operates as a publicly funded institution.

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 oriented around small studio-based classes and critical and cultural studies courses which constitute the academic core of the degree programs and include Visual Culture, Art History, English, Humanities, Sciences, Social Sciences, and the theory and practice of Art, Media, and Design. In addition to our co-op program where more than 200 students successfully earned credits while contributing to a wide variety of projects, our Masters of Applied Arts students benefited from the internship requirement of the program by working in a range of settings related to their professional goals. 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, 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 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 continue increasing 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 and also to integrate research projects into our curriculum.

Aboriginal Education

The Emily Carr Aboriginal Office provides culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Aboriginal peoples.

Our new Aboriginal Gathering Place provides a culturally welcoming environment to enhance and nurture the educational, cultural and physical needs of our Aboriginal learners. The new facility includes a Student Lounge, a Computer Lab, a Research Office, Aboriginal Program Manager Office, as well as studio/workshop space.

The University has established an Aboriginal Admission Policy to provide optimal access for Aboriginal applicants with an interest in pursuing studies in art, media or design at the post-secondary level. This policy reflects Emily Carr's mandate to facilitate Aboriginal student access and academic success. Our recruitment strategies have been successful and our Aboriginal student intake has doubled in the past two years and their completion rates remain high. Students with Aboriginal ancestry (status, non-status, Métis or Inuit) are encouraged to self identify on their application forms and contact the Aboriginal Program Office.

We have also been successful in achieving our 2010/2011 student financial support goals and have raised an additional \$150,000.00 for our Emily Carr Aboriginal Award fund through the fundraising efforts of our University Advancement Office.

The Emily Carr Aboriginal Program fosters the learning experience of 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 on line credit course based on Aboriginal philosophy, pedagogy and research which have been developed and taught by Aboriginal faculty.

We also continue to expand our role in bridging Aboriginal art, culture and education in rural areas throughout BC which includes collaborative community outreach projects.

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. Discussions are progressing towards the possibility of expanding our collaboration with NIC to include a Bachelor of Design in addition to the Bachelor of Fine Arts which is currently being offered.

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.

Emily Carr University of Art + Design offers both online and face to face courses with Aboriginal content for all students. A summer program for Aboriginal teens continue to be offered to support young people in developing their creative skills and to help them prepare an admission portfolio for further studies beyond secondary school graduation.

Online Learning

Continuing Studies at a University such as Emily Carr has a number of objectives to fulfill. One is to provide opportunities for the community at large to participate in the wealth of expertise available at the institution. A second is to provide outreach not just to the home community, but also, as a provincial institution, to the provincial community. A third is to provide flexible programming in the University's areas of expertise to those unable or not interested in pursuing full-time, four-year programs. A fourth is cost-recovery and revenue generating programming that benefit all areas of the University.

Additionally, as the post-secondary education sector begins to shift, life-long learning will play an increasingly important role. First, in diversifying the target student audience, so that the university begins to look at recruitment in various ways. Whether this is through laddering opportunities for non-traditional learners, unique classroom environments that bring together degree students with life-long learners, or specific training for professionals and working artists + designers. Second to adapt to the innovative and non-traditional nature of art and design practice in the 21st Century so that learning environments are created that reflect the experiences of real-world practice. And finally, to explore the areas of practice that are enhanced by bringing together practitioners and students, so that the learning environment is enhanced by the various experiences shared in the classroom.

The 3 year plan for the development of a significant online presence for Continuing Studies will begin in the Spring 2012. These developments are based on the following principles:

- Online offers significant revenue potential
- Emily Carr is already a leader in online delivery for credit programs
- Opportunity to leverage current offerings into external revenue generation
- There is a significant need and interest for courses in career transition, software and skills upgrade, and specialized, post-degree, professional training.
- Unable to meet the growing financial needs of the University with space limitations
- Untapped markets internationally for skills-based training

Beyond access to introductory courses, we will develop robust online programs targeting for working professionals in the following areas:

1. Design
 - a. Sustainability Design
 - b. Aboriginal Type Design
 - c. Design Management
2. Administration
 - a. Arts Management for Galleries and Museums
 - b. Curating
3. Software Skills
 - a. Industrial Design Software Skills
 - b. Architectural Design

Continuing Studies

At Emily Carr University of Art + Design's Continuing Studies Department we:

- offer a broad range of courses and workshops in a variety of formats, allowing us to respond to your interests and needs.
- keep class sizes small to foster an atmosphere of focused learning. Our classes emphasize a 'hands-on', real-life format ranging from short, subject-based workshops, to professional development classes and studio-based courses.
- support a community of professional instructors who have active practices in their respective fields in art and design.
- continue to expand our outreach activities with community, educational, and corporate partners. We offer Design Essentials in partnership with BCIT, and we deliver creative training to companies and organizations throughout the Lower Mainland.
- look to become an innovator and leader in the delivery of new and unique programs – from professional institutes and master classes, to interdisciplinary studio workshops and online learning opportunities.

Continuing Studies offers a broad range of courses and workshops in a variety of formats, responding to the interests and needs of artists and designers at all levels. The department offers exciting education and training opportunities for career transition, portfolio development, professional upgrading or personal interest in the visual arts, media arts, and design. From certificate programs and innovative courses, to thematic institutes, Continuing Studies is an innovator and leader in the delivery of unique programs. In fact, with more than 170 courses each semester in visual arts, design, dynamic media and professional development, Emily Carr has the most robust Continuing Studies catalogue of all Canadian art and design institutes.

Keeping class sizes small provides an atmosphere in which individual learning can thrive. Instructors are professional and practicing artists, designers, writers and administrators in their respective fields. In the visual arts, studio courses introduce materials and concepts through hundreds of unique courses, in everything from painting to printmaking to sculpture and installation. For designers, workshops in the latest technologies and software programs provide important practical skills upgrading. Professional development workshops cover topics from arts administration, marketing and portfolio development to archiving and publishing. For designers, workshops in the latest technologies and software programs provide important practical skills in an intensive delivery-format. A course calendar is published three times a year. All classes emphasize a 'hands-on' format, from experiential learning exercises, to collaborative design/build challenges, to full studio-based courses. New teaching areas include Social Media for creative uses, Illustration, and Stereoscopic 3D, in partnership with Emily Carr's S3DCentre.

A range of Certificate programs provide an opportunity to pursue more defined program of study. From the full-time Design Essentials, to the part-time Certificates in Fine Art Techniques, 2D Design Basics and 3D Design Basics, these one to three-year programs provide an intensive immersion into the conceptual, creative, technical and practical aspects of their respective fields. Beginning in 2011, Continuing Studies will launch a series of new Advanced Study Certificates that allow for a more rigorous and in-depth study of particular art forms, including Illustration, Drawing, Painting and Photography. For further information, visit the Continuing Studies website at ecuad.ca/cs.

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.

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. A new 30% position allocation in Facilities coordinates the multiple efforts across campus.

Faculty have attended summits and are committed to several national organizations dealing with sustainability in academia, including the PALS (Partnership for Academic Leadership in Sustainability - an initiative that encompasses AICAD schools) and The Designer's Accord for Sustainability. The ECU faculty fellow for PALS has made several presentations to the President and Dean's Council with recommendations for actions to advance sustainability. The ECU administration has committed to find funding to support the continued involvement of faculty at that level. Individual faculty continue to receive recognition for their research work on sustainability.

Research initiatives with sustainability partners (Powertech and the City of Vancouver) have bridged research with exploratory work on sustainability in the undergraduate classroom.

Several on-campus groups are managing the transition to sustainable curriculum, including the Sustainable Design Committee, which includes students as well as faculty.

Collaborations/sustainability partnerships on campus have begun that include undergraduate students, faculty, administration, and facilities. It is anticipated this sort of collaboration will generate continued momentum and further support for grass-roots, student led initiatives to create awareness around sustainability.

Faculty have stepped up their efforts to bring in more information and inspirational speakers. In the past few years, guest lecturers have included experts in on-the-ground applied initiatives for sustainability such as Debera Johnson from the Pratt Institute, Allan Chochinov from New York's School of the Visual Arts, and Alex Steffen from WorldChanging.

Individual faculty continue to receive recognition for their research work on sustainability.

Faculty + Staff Status, Renewal + Recruitment

Succession Planning has been a significant focus over the past five years, given both growth and age demographics. The senior Administrator group has, naturally, the highest proportion of individuals planning retirement. As a result, we have been actively recruiting for some key senior administrative roles over the past academic year and anticipate further recruitment at this level in the upcoming year. The results will have a significant impact on the composition of the senior leadership team moving forward. We have also focused on the leadership development of our current administrators through enhanced performance management strategies and leadership training.

Non-retirement turn-over is low overall, but, significantly, manifests in a specific “high-risk” group: faculty with less than five years’ service. Substantial growth and, again, retirements, have created a challenging reliance on sessional faculty: close to 50% of credit courses are delivered by sessional faculty. We have initiated an aggressive faculty recruitment plan to achieve a more sustainable balance between regular and sessional appointments. In addition, we have developed programs targeted specifically to support the retention of new faculty. We continue to enhance professional development support for all faculty and have introduced the Ian Wallace Teaching Award of Excellence to recognize the contributions of faculty.

We continue to be challenged in our attraction and retention by uncompetitive salary scales, cost of living in Vancouver and high workloads. Despite this, we have maintained a strong, committed workforce dedicated to our students and to excellence in art and design education and community.

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	
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 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 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, new media, animation 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 through videoconferencing and new Design Degree Agreement.
- 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.
- Decrease proportion of sessional to full-time faculty.

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.
- Our new campus offers us the unprecedented opportunity to match our ambitions to these realities. Emily Carr has always been very responsive to the needs of our community and the new campus will allow us to meet and expand the lifelong learning model that is at the heart of our operations. Most importantly, it will allow us to visibly engage with the many industries that hire our graduates. This means that our academic programs will be able to work with partners and collaborators in a studio based environment without worrying about restrictions of space or technology.
- We will be increasing collaboration across all disciplines, explore new ways of working together and broaden the research base for faculty and staff across all disciplines. The impending move to a new campus will allow us to envision a variety of ways in which our disciplines can work together in the best interests of the learning environment. Within all of this our goal is not only to build a campus structure that is at the highest level of sustainable design but also to build into our curriculum the values of sustainability that will continue the leadership that we have already shown to date.
- Our preferred model of academic organization sees our four faculties crisscrossed by centres of research that build upon recent successes. The challenge for our Deans will be to create permeable structures that encourage our academic units to work together and that permit students the flexibility to engage with the areas that they are interested in pursuing. The goal is simplicity of structure to encourage change and to facilitate student access and learning.
- We believe that one of the core functions of Emily Carr University is to produce skilled, critical practitioners in art, media and design. Critical thinking is fundamental to creativity and we will be enhancing the strength of our academic programs to reflect values that include skills of articulation, and construction and critique of argument at the oral and written level.
- Research is fundamental to all of the arts and it will be our goal to further our successes in research by involving more of our faculty and staff in a variety of disciplines through projects that are both relevant and timely. The research culture of the university ought to be very present in our studios and in the classroom, even when the class is dealing with relatively elementary material. A teacher seeking to teach in new and more illuminating ways can discover insights that are valuable for their own research. It is for this reason that our strategic plan will speak of research enriched teaching and of teaching enriched research.

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		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
1,524	1,391	1,518	Achieved	1,391	1,391	TBD

Emily Carr continues to perform well in this area, notwithstanding the space and resource limitations mentioned in this report. 2010/11 saw our FTE utilization at 109% of target. This is consistent with previous results in this area.

System Objective: Capacity

CREDENTIALS AWARDED						
Performance				Targets		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
337	350	342	Substantially achieved	356	TBD	TBD

System Objective: Access

NUMBER + PERCENT OF STUDENTS WHO ARE ABORIGINAL						
Performance				Targets		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
78	≥ previous year	93	Exceeded	93	≥ previous year	
2.0%		2.2%	Achieved	2.2%		

Our recruitment strategies including our Aboriginal Admission Policy, Aboriginal Financial Award fund, and Aboriginal Gathering Place have contributed to increased access for Aboriginal applicants.

System Objective: Quality

STUDENT STAISFACTION WITH EDUCATION						
Performance				Targets		
2009/2010 Actual	2010/11 Target	2010/11 Actual	2009/10 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
88.0% (+/-3.6)	≥ 90%	90.2% (+/-3.8)	Achieved		≥ 90%	

System Objective: Quality

STUDENT ASSESSMENT OF SKILL DEVELOPMENT							
Performance					Targets		
	2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
Skill development	80.9% (+/-4.6)	≥ 85%	77.9% (+/-5.3)	Substantially Achieved		≥ 85%	
Written communication	74.3% (+/- 5.3)		69.0% (+/-6.1)				
Oral communication	85.6% (+/- 4.2)		80.3% (+/-5.2)				
Group collaboration	73.2% (+/- 5.1)		75.6% (+/-5.6)				
Critical analysis	92.9% (+/- 3.2)		86.5% (+/-4.3)				
Problem resolution	76.9% (+/- 5.0)		74.0% (+/-5.6)				
Learn on your own	92.0% (+/- 3.2)		90.2% (+/-3.8)				
Reading and comprehension	72.8% (+/- 5.3)		69.0% (+/-6.0)				

System Objective: Quality

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION						
Performance				Targets		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
91.0% (+/-3.2)	≥ 90%	88.0% (+/-4.1)	Achieved		≥ 90%	

System Objective: Relevance

STUDENT ASSESSMENT OF USEFULLNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB						
Performance				Targets		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
83.1% (+/-5.2)	≥ 90%	75.0% (+/-6.9)	Substantially Achieved		≥ 90%	

System Objective: Relevance

UNEMPLOYMENT RATE						
Performance				Targets		
2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment	2011/12 Target	2012/13 Target	2013/14 Target
9.4% (+/-3.6)	≤ 14.0%	9.5% (+/-4.1)	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