



2013/14 – 2015/16

Institutional Accountability Plan + Report

JULY 2013



emily carr
university of art + design



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Letter from the Board Chair + President

emily carr

university of art + design

July 19, 2013

Honourable Amrik Virk, Minister
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister:

It is our pleasure to present the 2013/14 – 2015/16 Institutional Accountability Plan and Report on behalf of Emily Carr University of Art + Design.

For 88 years, Emily Carr faculty, alumni, staff and students have made significant and lasting contributions to the world of art, media and design. This tradition will continue and expand in our new campus at Great Northern Way. Earlier this year the Province of British Columbia announced its investment in a new campus for Emily Carr. The new campus, which will be purpose built, will provide students, faculty, alumni, life-long learners and the community with a world-class state-of-the-art facility for 21st century learning. Emily Carr will have a home to match our global reputation as a leader in art, design media and applied research.

In addition to the above, highlights of the past year include the approval of our new Master of Design degree and the rank of 11th by Red Dot Design as one of the most innovative art and design universities in the world (and the only Canadian institution to be named). Emily Carr also received the single largest ever individual donation made to the university by Michael Audain and his family foundation, the Audain Foundation for Visual Arts, which will be a cornerstone for the new campus. A recent third party survey conducted by Vision Critical revealed that Emily Carr alumni are working to creatively shape our world in all facets of society and that 92% of alumni are currently employed, 29% are self-employed and three in five contribute to the creative sector and economy. These highlights demonstrate the creative and economic impact of Emily Carr University locally and internationally.

This report addresses accountability measures expected of Emily Carr and outlines statistical data on how we meet or exceed expectations of the Ministry. 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, 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, media and technology.

Teaching and research at Emily Carr take place across 11 majors and 4 degrees (Master of Applied Arts, Bachelor of Fine Arts, Bachelor of Design and Bachelor of Media Arts) within the Faculties of Graduate Studies, Culture + Community, Design + Dynamic Media and Visual Art + Material Practice. Emily Carr's Continuing Studies' model of lifelong learning and comprehensive course offerings compliment the credit courses and provide members of the community with a broad range of courses and workshops in a variety of formats.

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. Resources and centres to support our programs include the Intersections Digital Studios, a state-of-the-art research facility, the Social + Interactive Media Centre, a research centre that supports a wide range of applied social, interactive and design projects, the Health Design Lab, a lab dedicated to the development of health care related design projects and collaborations, and the Stereoscopic 3D Centre of Excellence which is built around cutting edge cinematic capture and display technology. In addition, the University has 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 1,850 credit students (including domestic and international) and over 3,500 non-credit students who take courses at the Granville Island campus and our two satellite campuses. International students come from 50 countries and at any given time we have up to 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 and design 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 offers a close-knit community which provides students with the advantage of a personal level of service in a creative environment.

Emily Carr has a number of collaborative agreements and partnerships with other post-secondary institutions in British Columbia and Canada. With North Island College (NIC), Emily Carr offers an External Bachelor of Fine Arts Degree to students in the northern Vancouver Island area. Emily Carr offers a two-year Design Essentials program with British Columbia Institute of Technology (BCIT) that has been approved for block transfer for students who wish to continue their studies at Emily Carr. Emily Carr is also one of the founders of the Great Northern Way Campus (GNWC), in collaboration with Simon Fraser University, University of British Columbia and 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 invest in a new campus for Emily Carr at Great Northern Way recognizes the vital role that Emily Carr plays in the creative economy, and the importance of universities offering post-secondary education in the arts, media arts and design. The new campus will have numerous positive economic benefits for the Province of British Columbia and will drive creativity and innovation in BC and Canada while supporting the future growth of the creative sector. The new facility will further B.C.'s reputation as a destination for world-class post-secondary education, by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to size constraints of the current Granville Island campus. Emily Carr's Great Northern Way Campus will be at the centre of a new social, cultural, educational, entertainment and economic engine for British Columbia.

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 Statement

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

Faculties + Continuing Studies

Emily Carr is comprised of four Faculties, which reflect and support curriculum and research endeavours. The Faculties facilitate work across mediums and technologies and promote the development of new courses and programs that reflect the fluidity of contemporary practice in art, design and media.

Faculty of Culture + Community

The Faculty of Culture + Community forges meaningful and engaged partnerships with the larger community, industry and other institutions and universities. The mandate of the Faculty of Culture + Community includes sustainability, both environmental and social, effective communication strategies and adaptive, innovative curriculum able to respond to changing social conditions. The Faculty is comprised of diverse curriculum areas of the University and facilitates internal and external collaborations and is a site for innovative curriculum development and research projects that offer students a context and ethical framework for ongoing community engagement.

Faculty of Design + Dynamic Media

The Faculty of Design + Dynamic Media responds to the changing needs in the world around us, on a variety of scales, and focuses on the development of comprehensive messaging, experiences, and the social context. Our award-winning students take leadership in areas such as sustainable design, medical and health issues, regional products, recreational products, systems design, information design, typography, visual communications, commercial, experimental and 3D animation, visual story-telling, film, video, integrated media and interactivity. Upon graduation, these emerging designers and artists continue their leadership in creative industries and innovation around the globe.

Faculty of Visual Art + Material Practice

The Faculty of Visual Art + Material Practice offers a studio-based education that reflects the diversity and complexity of contemporary art practices. The programs engage with a diverse set of ideas and materials to imagine and explore the creation of new objects and images. Visual Art + Material Practice has a strong emphasis on conceptual, technical and historical knowledge. Students work in a stimulating, supportive environment where they learn new skills and concepts and are encouraged to be self-reliant and resourceful. Our teaching faculty are artists dedicated to providing students with a positive, productive, learning community immersed in contemporary art practices. The Faculty has studio programs that focus in ceramics, drawing, illustration, painting, photography, print media and sculpture, which along with art history and studio seminars lead to a Bachelor of Fine Arts degree. We pride ourselves in knowing that we are graduating artists who research, produce, and present their artwork within a broad global cultural economy and become leaders in a world that is constantly changing.

Faculty of Graduate Studies

The Faculty of Graduate Studies supports graduate level programs and research at Emily Carr. The Master of Applied Arts degree facilitates multi-disciplinary interaction among students and learning experiences across the disciplines of design, media and visual arts and is offered through full-time residential and low-residency streams. Beginning in Fall 2013, Emily Carr will begin offering the recently approved Master of Design degree. Graduate research fosters explorations and innovation, and promotes excellence in art and design through links with professionals in all fields. Graduate Studies maintains close ties with the state-of-the-art Intersections Digital Studios research facility.

Continuing Studies

Continuing Studies is one of only four continuing education programs at art and design universities nationwide. At Continuing Studies we offer a broad range of courses and workshops in a variety of formats, allowing us to respond to interests and needs of our students, and support access and lifelong learning. We 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. Continuing Studies supports a community of professional instructors who have active practices in their respective fields in art and design and we continue to expand outreach activities with community, educational and corporate partners.

Planning + Operational Context

Student Access

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. The recent announcement by the Province of British Columbia of a new campus for Emily Carr at Great Northern Way will greatly assist Emily Carr in meeting demand and increasing student access to our graduate and undergraduate programs.

Our current campus on Granville Island poses some short-term challenges in terms of space 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.

For fall 2013, Emily Carr received 1,371 undergraduate applicants, 97 graduate applicants and 21 applicants to our low residency graduate program. Emily Carr was able to offer 506 into the undergraduate program, 14 into the graduate program and 9 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 and both short-term and long-term measured approaches for growth will be taken in line with resources and facilities.

Funding

Emily Carr's Audited Financial Statements for the year ended March 31, 2013 reflect an Annual Operating Fund Surplus of \$325,451 representing an increase of \$290,172 compared to the Board approved budget surplus of \$35,279. This achievement was made possible due to the hard work and diligence of the Emily Carr community in finding areas of savings without reducing services for students. Emily Carr's undergraduate and graduate tuition levels remain lower than comparable universities offering degree programming.

In the fiscal year 2013/14, Emily Carr is projecting a modest All Funds Surplus of approximately \$100,000. To achieve this, Emily Carr will need 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.

Our domestic student delivery is approximately 105% of Ministry funded targets. 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.

Facilities + Resources

Emily Carr's current campus is located on Granville Island, a thriving and vibrant artistic community in the heart of Vancouver. While we have become an important and vital part of the Granville Island community, we long ago outgrew our facilities on the island. In order to provide a temporary solution to overcrowding, Emily Carr also has an additional 19,500 square feet of leased space in two buildings off campus.

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 our community. 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 campus at GNWC will increase the campus size of Emily Carr and will provide a solution to these issues and will provide students with the facilities and spaces needed to study, explore, learn and create. A new purpose built campus will have a profound impact on the future of art, design and the creative, cultural and economic industries of BC.

Research

The profile of research at Emily Carr continues to grow steadily. Both applied research and practice-based research are being incorporated into the practices of faculty and students and into Emily Carr's curriculum. A significant portion of the applied research is supported through the Natural Sciences and Engineering Research Council (NSERC) College and Community Innovation (CCI) Program, which is able to compliment industry funds and human resources. MITACS is another source of funding for partnered research, specifically targeted at graduate student involvement in industry-led R+D. Scholarly and practice-based research continues to be funded by the Social Sciences and Humanities Research Council (SSHRC) and the Canada Council for the Arts.

Emily Carr has three established Research Centres: The Social and Interactive Media (SIM) Centre, the Stereoscopic 3D (S3D) Centre, and the Health Design Lab (HDL). There are also other emerging research clusters such as Material Matters, CAAMP, and cloTHING(s), having a common theme of investigating materials, design and manufacturing processes.

All Faculty and Graduate Students have access to current digital equipment to support their research. The Intersections Digital Studios (IDS) houses most of this equipment, which includes a 40-camera motion capture studio, an electronics studio, and a 3D prototyping and media studio. Recent funding from the Western Economic Diversification in 2013 has allowed us to modernize and increase the capabilities of the IDS research facility.

The Social + Interactive Media Centre (SIM Centre) is continuing its exploration of e-books and other interactive channels for social expression, communication, and engagement. Areas of focus include networked objects; the impact of big data on cities, archives and communities; data visualization; electronic publishing and digital distribution. The SIM Centre is actively building new partnerships in which researchers will engage with the core product innovation teams at Hootsuite, GrowLab and Launch Academy, thus involving Emily Carr in the iteration and articulation of new directions in these internet companies. Other partners have included Mozilla, Affinity Bridge, Paperny Films, and Vision Critical.

The Stereoscopic 3D (S3D) Centre launched in 2010 with funding from Western Economic Diversification matched with industry partners and internal resources. The mission of the S3D Centre is to advance the art of Stereoscopic

3D through research, education, and training. By hosting a series of meet-ups, master classes, and other dissemination and outreach activities, a community of over 300 amateurs and industry professionals has been formed. The Centre recently launched the first Canadian chapter of the International 3D Society. The National Research Council (NRC) Industry Research Assistance Program (IRAP) supports two Research Adjuncts who serve as the public link to the external community, providing consulting, research and technology. Recently, the Director of the S3D Centre formed a new project, called MOVITA, within the GRAND Network Centre of Excellence (NCE) that links 7 Universities and 12 researchers engaged in the study of moving image aesthetics with an emphasis on stereoscopic 3D. This year, Emily Carr received a second award from GRAND-NCE to work in partnership with two other Canadian art and design institutions to build collaborations between artists, designers and researchers in other fields within the GRAND network. TELUS is continuing their support of the applied research by the S3D Centre for a third year.

The Health Design Lab is a research centre that applies design thinking to health care and healthy living. Health care has been a consistent research theme for 20 years at Emily Carr. The work started with a class of undergraduate students working with clients at GF Strong Rehabilitation Centre, which continues to be a yearly event to this day. Hundreds of solutions have been co-designed with clients over the years, ranging from assistive devices and communication tools, to mobile platforms and wheel chair design. Ongoing partnership with BC Children's Hospital and Vancouver Coastal Health have led to the designs of websites, new processes, mobile apps and furniture for the in-patient room. The HDL is the focal point at the University for a range of applied research projects, teaching and training, and industry outreach involving Health Care. The Centre has recently become connected with the BC Personalized Medicine Initiative (BCPMI), which seeks to bring better and more personalized health care to patients.

Emily Carr has been allocated funds towards Canada Research Chairs and was invited to submit nominations for these fully funded research positions. A call for applications for three Tier 2 Canada Research Chairs (CRC) was recently posted to our networks. The areas being considered for the CRCs are Aboriginal Studies/Social and Cultural Practice, Digital Media/Moving Image, and Transdisciplinary / Multidisciplinary Design Research. These are all strong areas of research at Emily Carr and the new Chairs will allow the University to take a leadership role in Canada in these important fields. All of these positions are expected to involve continued collaboration with local stakeholders including hospitals, studios and industry, and will rapidly increase the profile of research at Emily Carr.

The continued growth of research is a strategic initiative at Emily Carr, which is intended to establish the university as a pre-eminent art and design research university in Canada in both applied and practice-based research.

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 regularly and are part of regular peer based developmental reviews. 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.

Graduate Education

In May 2013, the sixth cohort of students graduated from our Master of Applied Arts (MAA) program in the three streams of visual arts, design and media arts. A new intake of 23 students has been accepted for fall 2013 from 97 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 May 2013, the fourth 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 MAA 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.

Emily Carr is proud to report that our recent submission to the Degree Quality Assessment Board for a Master of Design was approved in April 2013. We plan to launch this new program in September 2013.

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, public art/social practice and arts management. 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.

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 students successfully earn credits while contributing to a wide variety of projects, our graduate students benefit from the internship requirement of the program by working in a range of settings related to their professional goals. A significant number of students also 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.

Online Learning

Emily Carr is committed to maintaining high levels of access and providing flexible curriculum programming through online learning. Emily Carr is a leader in the online delivery of programs and offers a large number and range of courses online 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 low-residency Masters of Applied Art program and our Continuing Studies programming.

Aboriginal Education

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

Our Aboriginal Gathering Place provides a culturally welcoming environment to enhance and nurture the educational, cultural and physical needs of our Aboriginal learners. The facility includes a student lounge, a computer lab, a research office, Aboriginal Program Manager office, as well as studio and workshop space.

The University also has an Aboriginal Admission Policy to provide optimal access for Aboriginal applicants with an interest in pursuing studies in art, media or design at the post-secondary level. This policy reflects Emily Carr's mandate to facilitate Aboriginal student access and academic success. Our recruitment strategies have been successful and our Aboriginal student intake has significantly increased and completion rates remain high. Students with Aboriginal ancestry (status, non-status, Métis or Inuit) are encouraged to self identify on their application forms and contact the Aboriginal 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 online credit course based on Aboriginal philosophy, pedagogy and research which have been developed and taught by Aboriginal faculty. Additionally, we have engaged our local community by providing free intergenerational urban access and teen outreach programs annually.

We have also been successful in achieving our student financial support goals and have raised additional funding for Aboriginal students through the fundraising efforts of our University Advancement Office. The financial support of the Ministry's Emergency Fund contributed to the academic success of the students as well as the emotional and cultural well-being of the students in need.

While the Aboriginal Office has become an urban resource for the lower mainland, Emily Carr also continues to expand our role in bridging Aboriginal art, culture and education in rural areas across BC through 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, BCIT and NIC and has 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 includes 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.

Offered jointly by BCIT's Digital Arts Program and Emily Carr's Continuing Studies, the Design Essentials Program provides instruction in communication, graphic and layout skills. Although a full-time program, courses are offered on evenings and weekends to provide access opportunities to both working and non-working students. Graduates of the program are also eligible for admission to Emily Carr's degree programs.

Within the province, we have signed articulation agreements with Capilano University, Camosun College, College of the Rockies, College of New Caledonia, Langara College, the Native Education College, Northern Lights College, Northwest Community College, Vancouver Community College, Vancouver Island School of Art, Yukon School of Visual Arts and are negotiating agreements with other potential partners. Outside BC, we have established agreements with Grand Prairie Regional College (AB), MacEwan University (AB) and Fleming College (ON).

Emily Carr has collaborations with the Coquitlam School District 43, the Surrey School District 36 and Powell River School District 47 for the Head Start Program whereby Emily Carr offers a first year credit course to senior secondary students in these school districts. Many Head Start students enter Emily Carr following secondary school graduation.

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 demonstrates the very high interest in this program and innovative partnership.

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

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 and in 2009, the Senate and Board of Governors approved the University Sustainability policy which establishes sustainability as a priority in curriculum and all campus operations. Sustainability is also a key theme of the Emily Carr Strategic Plan.

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. In 2011, the Board of Governors passed a motion declaring Emily Carr a bottle water free 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. Emily Carr faculty continue to receive recognition for their research work on sustainability and research initiatives with sustainability partners (Powertech and the City of Vancouver) have bridged research with exploratory work on sustainability in the undergraduate classroom.

Collaborations and sustainability partnerships on campus include graduate and undergraduate students, faculty, administration and staff. 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.

Alumni Achievements

For 88 years, our distinguished alumni have made major and lasting contributions to the world of art, design and media and beyond. Results of a recent alumni survey demonstrate the creative impact of our alumni and that three in five alumni contribute to the creative sector and economy and that 92% of alumni are currently employed, with 29% of alumni being self-employed. In addition to many alumni owned companies, our alumni also work in a wide variety of positions and levels of seniority and such positions include videographer, animator, director of media, art director, artist and art therapist, creative director, industrial designer, university instructor, production manager and curator. Below are some select highlights of the achievements of our alumni from the past year:

Annie Briard (MAA '13) was selected as one of 25 top winners of SSHRC's Research for a Better Life: the Storytellers Challenge. Annie received \$3,000 to help cover travel costs to participate in an exclusive research communications workshop at the Congress of the Humanities and Social Sciences.

Scott Conarroe ('01) was awarded a Fellowship with the *John Simon Guggenheim Memorial Foundation*. Scott was appointed on the basis of prior achievement and exceptional promise, chosen from a group of almost 3,000

applicants.

In January, **Jason DaSilva** (MAA '08) made a second visit to the prestigious Sundance Film Festival for the world premiere of his film, *When I Walk*. His first visit was ten year's earlier with the award-winning documentary short, *Olivia's Puzzle*, which qualified for an Academy Award.

Stan Douglas ('82) was named the recipient of the *Scotiabank Photography Award* which is given annually to a Canadian contemporary photographer. In addition to a cash prize of \$50,000, Douglas will have a solo exhibition at the CONTACT Photography Festival in Toronto next year, and a collection of Douglas' work will be published internationally.

Sarah Edmonds ('00) and partner Tammy Lawrence, the artists behind *Banquet Atelier & Workshop*, were featured in an interview on Martha Stewart Living's website on February 11, 2013. Sarah and Tammy sell their printed goods throughout North America and the world.

Geoffrey Farmer ('92) is the recipient of this year's Gershon Iskowitz Prize. The \$50,000 prize is awarded annually to an artist who has made an outstanding contribution to the visual arts in Canada. In addition to the cash prize, Farmer wins a solo exhibition at the AGO in February 2014.

Hua Jin ('12) received a Mayor's Art Award for Emerging Artist in September.

A new iPad app developed for Tourism Vancouver by **Eric Karjaluo**'s ('95) creative agency smashLAB, was awarded Platinum for Digital Marketing excellence by the Hospitality Sales & Marketing Association International.

Albert Law's ('11) work with the Canadian Forces and Vancouver Police Department was selected among winning entries in the Applied Arts 2013 Photography Annual. One series and two individual photographs were published in the May issue.

Rowan Liivamägi ('13) received the British Columbia Industrial Design Association's Student Award of Excellence for her project Väärtus – assistive jewelry that empowers women with arthritis. The award is presented each year to a student in the industrial design program at Emily Carr University whose thesis project demonstrates an outstanding understanding of the product development process.

Gareth Moore ('04) was one of four artists shortlisted for the Sobey Art Award. The Sobey Art Award is Canada's preeminent award for contemporary Canadian art and was created in 2002 by the Sobey Art Foundation.

In May 2013, *Giant Ant*, a creative studio that tells stories through moving pictures and sound, founded by Emily Carr alumni **Leah Nelson** ('06) and **Jay Grandin** ('04), received the Emily Award (a University alumni award) in recognition of their outstanding achievements and contributions.

Brianne Nord-Stewart ('09) won Shaw Media's Fearless Female Director Award from the National Screen Institute's Online Film Festival for her short film "The Provider". Brianne was awarded \$2,500 for this achievement.

Nicole Ondre ('10) was named the winner of the 2012 Contemporary Art Society Emerging Artist's Prize. The \$3,000 award was presented to Ondre at the opening of the CASV Emerging Artist's Prize Exhibition at Access Gallery. The other four finalists included three Emily Carr alumni: **Scott Billings** ('07), **Jeremy Hof** ('07) and **Natalie**

Purschwitz ('01).

Isabelle Pauwels ('01) has made the shortlist for the Sobey Art Award. Work by the shortlisted artists will be shown in an exhibition at the Art Gallery of Nova Scotia opening September 13, 2013. The winner will be announced at a gala event October 9, 2013.

Former student **Skeena Reece**, Tsimshian/Gitksan/Cree, Ucluelet, was the recipient of a 2012 BC Creative Achievement Award for First Nations' Art. The juried competition celebrates artistic excellence in traditional, contemporary or media art.

Katherine Soucie ('13 MAA) and her thesis project are featured in the June 2013 edition of *Beatroute Magazine* in an article entitled *Hosiery, Fine Art and Fashion*.

Douglas Coupland ('84), **Hadley + Maxwell**, **Hadley Howes** ('98) and **Maxwell Stephens** ('98), **Mitchel Wiebe** ('91) and **Étienne Zack** ('00) were all featured in *Oh, Canada*, the largest survey of contemporary Canadian art ever produced outside Canada and featured work by more than 60 artists who hail from every province and nearly every territory in the country, spanning multiple generations and working in all media. The exhibition was mounted in the 14,000 square feet comprising MASS MoCA's first floor galleries, as well as additional indoor and outdoor spaces.

The Vancouver Art Gallery announced the acquisition of seven young BC-based artists to their permanent collection. The award-winning artists include alumni **Raymond Boisjoly** ('06), **Rebecca Brewer** ('07), **Etienne Zack** ('00), **Sonny Assu** ('02) and **Corin Sworn** ('02).

Applied Arts announced the winners of their 2012 Student Awards. Included in the winners circle were recent 2012 grads **Briana Garelli**, **Caitrin Wootton**, **Claire Balderston**, **Grey Vaisius**, **Matthew Kim**, **Patrick Wong** and **Sarah Kozlowski**.

The Sobey Art Award is Canada's preeminent award for contemporary Canadian art and was created in 2002 by the Sobey Art Foundation. Each year the Sobey is awarded to an artist, 40 and under, who has exhibited in a public or commercial art gallery within 18 months of being nominated. Six of the 25 nominees this year are Emily Carr alumni, (including four out of five in the West Coast and Yukon region)! West Coast and Yukon nominees include: **Sonny Assu** ('02), **Cedric Bomford** ('03), **Brenda Draney** (MAA '09), **Isabelle Pauwels** ('01) and **Mark Soo** ('02). Nominated in the Quebec region is **Nadia Myre** ('97).

Now in its 15th year, the RBC Painting Competition has named five Emily Carr alumni as finalists for this year's competition. Representing Western Canada are: **Colleen Heslin** ('03), **Brian Kokoska** ('10), **Rachelle Sawatsky** ('05), **Sean Weisgerber** ('09) and representing Central Canada is **Colin Muir Dorward** ('03). Established in 1999, the RBC Canadian Painting Competition, with the support of the Canadian Art Foundation, is a unique initiative to help nurture and support promising new artists in the early stages of their careers; a time when they need both recognition and financial support. In celebration of the 15th anniversary, the RBC will award \$115,000 in total prize money. The National Winner and two Honourable Mentions will each receive a purchase prize of \$25,000 and \$15,000 respectively and these works will become part of the RBC corporate art collection. Additionally, the other 12 finalists will each be awarded \$5,000 in recognition of the 15th anniversary. Winners will be announced October 2, 2013.

Student, Faculty + Staff Achievements

Emily Carr's faculty, staff and student contributions and achievements are numerous and recognize the high quality and impact of our internal community on the creative industries and economy. Below are some select highlights from the past year:

Queen Elizabeth II Diamond Jubilee medals were awarded to Emily Carr recipients. The medal marks the 2012 celebrations of the 60th anniversary of Her Majesty Queen Elizabeth II's accession to the Throne as Queen of Canada and honours the significant contributions of Canadians. Emily Carr's founding Chancellor, **John (Jake) C. Kerr**; President + Vice-Chancellor, **Dr. Ron Burnett**; Board of Governors Chair, **Evaleen Jaeger Roy**; Professor, **Landon Mackenzie**; and **Dr. George Pedersen**, former Board of Governors Chair were all recipients.

Associate Professor **Elizabeth McIntosh** was the recent recipient of a VIVA Award. The VIVA Awards, provided by the Jack and Doris Shadbolt Foundation, were created and financed in 1988 and are awarded annually to celebrate achievement by BC artists in mid-career.

Associate Professor **Paul Mathieu** and Professor **Ruth Beer** have been awarded Social Sciences and Humanities Research Council of Canada (SSHRC) grants in the latest round of applications. Paul was awarded \$136,400 for a three-year Partnership grant and Ruth was awarded \$310,803 for a four year Insight grant.

Sessional faculty member **Bruce Sweeney's** newest film, *Crimes of Mike Reckett* premiered at TIFF and was also screened at the Vancouver International Film Festival. The musical score and sound design for the film were scored by Associate Professor **Dennis Burke**. Alumnus **Kevin Eastwood** ('99) was Executive Producer of the film.

Veteran Westcoast artist, former Emily Carr faculty member, Honorary Degree Recipient and benefactor, **Takao Tanabe**, has been named one of two winners of the \$30,000 Audain Prize. Tanabe has been an important figure in Canadian art for over 60 years, contributing immensely to landscape traditions in contemporary Canadian painting.

In August of 2012, staff from the S3D Centre directed the first variable rate HFR shoot of its kind with talented independent crew and cast members in Vancouver BC. *L'âme Soeur (Soul Mate) 3D* is a dual short film / applied research project that takes full advantage of HFR technology. The short film incorporates scenes at 24, 48, and 60 fps to demonstrate the creative potential of using variable frame rates within a narrative context.

Rebecca Lemire, Project Coordinator in the Emily Carr Research Office, was awarded the Martin Eli Weil Prize for best essay, *Organic Architecture and Indigenous Design Tenets: Frank Lloyd Wright in relation to the work of Douglas Cardinal*, in architectural history. This national prize is awarded annually by the Society for the Study of Architecture in Canada (SSAC) and includes publication of the essay in the SSAC's journal.

Applied Arts announced the winners of their 2012 Student Awards. Included in the winners circle were recent 2012 grads **Briana Garelli, Caitrin Wootton, Claire Balderston, Grey Vaisius, Matthew Kim, Patrick Wong** and **Sarah Kozlowski**.

Forth year Visual Arts (Illustration) student **Patrick Wong** received runner-up from CQ31 in the Creative Quarterly: The Journal for Art & Design for his piece *Death Rituals*. The illustration was created in associate professor Justin Novak's VAST 400 senior studio class as an art directed project.

Faculty + Staff Status, Renewal + Recruitment

Non-retirement turnover is low overall, however, growth and retirements, particularly amongst our senior leadership group, have created a challenge and had significant impacts on Emily Carr. We have actively recruited for some key senior administrative roles over the past two academic years and have been very successful in our recruitment efforts. The caliber of our new leadership team is high and is driving positive organizational change.

Amongst faculty, the high number of retirements continues to challenge our reliance on sessional faculty with over 50% of credit courses delivered by sessional faculty. We have an aggressive faculty recruitment plan to achieve a more sustainable balance between regular and sessional appointments. In addition, programs we have developed targeted specifically to support the retention of new faculty have been effective in mitigating historic turnover amongst faculty with less than five years service. We continue to enhance professional development support for all faculty members and reallocated funds in this fiscal year to meet an exceptionally high number of meritorious sabbaticals applications.

Emily Carr's strong international reputation is a very positive draw in recruiting. However, 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.

Credential Recognition

Emily Carr is a full member of the Association of Universities and Colleges of Canada and all of our credentials are fully recognized both nationally and internationally. Emily Carr degrees are 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 BC and Canada.

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 and graduate levels.

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.

This year we completed cyclical program reviews of the Faculties of Visual Art + Material Practice and Culture + Community, and next year we will complete the program review of Design + Dynamic Media. These reviews follow a

process of self-study, external evaluation, and analysis and planning. In addition to fulfilling the accountability and development expectations associated with our membership in the Association of Universities and Colleges of Canada, cyclical program reviews form the basis for our academic planning going forward.

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 15 years we have completed seven strategic planning sessions and have had four major external reviews. The current strategic plan, *Creating our Future*, will provide the framework and context for continuing our tradition of excellence and advancing the university through 2015.

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, Innovation and Technology has developed a set of goals to improve and maintain the quality of public post-secondary education through the linking of objectives and performance measures. The performance measures track progress towards goals and objectives and illustrate Emily Carr's contribution to the BC post-secondary education system. Emily Carr's strategic plan, *Creating our Future*, which outlines institutional goals, objectives, measures and strategies is aligned with the Ministry's vision, mission and goals as outlined below:

MINISTRY GOAL 1: STUDENTS

Students are empowered and supported to achieve their education, employment and training goals.

EMILY CARR GOAL: NEW CAMPUS FOR ART + DESIGN IN THE 21ST CENTURY

Emily Carr University will plan for a new campus to be located at Great Northern Way which will include new programs and an increase in student population.

Ministry Objectives	Performance Measures
Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce	<ul style="list-style-type: none"> Unemployment rate (relevance)
Response and adapt to the diverse and changing educational needs of students	<ul style="list-style-type: none"> Student spaces (capacity)
Increase participation and successful completion of all students	<ul style="list-style-type: none"> Number and percentage of students who are Aboriginal (access) Aboriginal student spaces (access)

Emily Carr Objectives	Performance Measures
Establish planning structures with external and internal stakeholders	<ul style="list-style-type: none"> Plan and timeline for developing new campus Academic and resource plan for new campus Plan for new campus acknowledges Aboriginal historical legacy Communication plan that includes a blog with regular updates and space for community feedback
Set up new processes to seek out external stakeholders' views to assist in identifying potential new programs, new courses and new resources at GNW campus	<ul style="list-style-type: none"> Alumni survey results assist in determining potential new and emerging interests and areas needed by community and industry Industry and community partners survey results assist in determining potential new skills and new programs and potential new collaborations Focus groups provide valuable information for planning programs, resources and space utilization at new campus Researching other institutions provide insight about potential new programs and space utilization and provide information about potential pitfalls
Work with internal and external communities and professionals to plan for	<ul style="list-style-type: none"> Overall campus plan that is inclusive of internal and external communities and which contributes as a world model of

Emily Carr Objectives	Performance Measures
potential amenities on new campus as funding permits	environmental and social sustainability

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

Growth for Increased Accessibility / Capacity

- Development of new purpose built campus to address current space needs and future growth
- 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, exploring new ways of working together and broadening the research base for faculty and staff across all disciplines. The 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
- Our preferred model of academic organization sees our four Faculties crisscrossed by centres of research that build upon recent successes. We will 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 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 speaks of research enriched teaching and of teaching enriched research

MINISTRY GOAL 2: SYSTEM

A quality post-secondary education system that provides BC with a global competitive advantage

EMILY CARR GOAL: INTERNATIONALIZATION, OUTREACH + COMMUNITY ENGAGEMENT

Emily Carr University 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.

EMILY CARR GOAL: ACCOUNTABILITY

Emily Carr University will follow best practices in its financial reporting, governance and in the deployment of resources and organizational accountability in support of the strategic plan.

Ministry Objectives	Performance Measures
Achieve a shared vision across our world class system	<ul style="list-style-type: none"> Participation rate (access)
Develop a highly internationalized education system	<ul style="list-style-type: none"> Student spaces (capacity)
Build on current strengths to enhance the quality of post-secondary education	<ul style="list-style-type: none"> Student satisfaction with education (quality) Student assessment of usefulness of knowledge and skills in performing job (relevance)
Increase collaboration, innovation and partnerships	<ul style="list-style-type: none"> Student satisfaction with transfer (efficiency)

Emily Carr Objectives	Performance Measures
Development of an internationalization plan by 2012	<ul style="list-style-type: none"> Development of successful partnerships to support international learning Annual report on internationalization activities to highlight the experience of students and efforts to facilitate international and intercultural learning on and off campus New initiatives to integrate visiting artists, designers and scholars in curriculum to be pursued by Deans
Actively showcase Emily Carr's accomplishments to current and potential industry and community partners	<ul style="list-style-type: none"> Annual report that details the growth of industry and community partnerships that features student and faculty experience Institutional guidelines and process to work collaboratively with external groups are established
Promote community engagement initiatives for the benefit of students, staff, faculty and the community at large	<ul style="list-style-type: none"> Community engagement initiatives are prominently featured in communication material Each Faculty includes at least one community engagement project per year All community engagement projects follow institutional protocols A range of opportunities are identified for staff and faculty to become better informed about curriculum, projects and exhibitions

Emily Carr Objectives	Performance Measures
	through enhanced internal communications
Build on the international reputation and success of the Charles H Scott Gallery's exhibition program and the ECU Press publication program as funding permits	<ul style="list-style-type: none"> • Continued success in Canada Council grants for exhibition programs • Reviews of exhibitions in local and international venues
Foster a culture of institutional collaboration in the deployment of resources	<ul style="list-style-type: none"> • Committee and/or decision making meetings with broad representation to set up institutional priorities on annual basis • Clear reporting structure around finance and resource allocation • Coordination of Advancement Office fundraising goals with strategic plan • Board annual survey
Create a succession plan for all level of staff to ensure continuity of services taking into account future growth in new areas of activity and new programs	<ul style="list-style-type: none"> • Institutional hiring and recruitment plan for administrators, staff and faculty reviewed and adjusted annually • Recruiting strategy aligned with branding strategy to attract high calibre administrators, faculty and staff
Host a range of events and meeting opportunities to foster collegiality within the university	<ul style="list-style-type: none"> • Increased understanding of internal practices measured through annual survey of recently hired faculty • Increased level of teaching skills measured through course evaluations

INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

- Increase internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges
- Increase international partnership agreements
- Maintain strong connections with the European League of Institutes of Art; CUMULUS (International Design Organization); ICOGRADA (International Graphic Design organization); ISDE (International Product Design Organization); Association of Independent Colleges of Art and Design (AICAD); and other international organizations
- 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

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 regular faculty

MINISTRY GOAL 3: COMMUNITIES

British Columbians value diversity and inclusiveness in our communities.

EMILY CARR GOAL: FLEXIBILITY + ACCESSIBILITY

Emily Carr University 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.

Ministry Objectives	Performance Measures
Celebrate BC's rich diversity as a source of innovation and global networking	<ul style="list-style-type: none"> Number and percentage of students who are Aboriginal (access) Aboriginal student spaces (access)
Collaborate with our communities to challenge racism and barriers to inclusivity	<ul style="list-style-type: none"> Transition rate of high school students to public post-secondary education (access) Participation rate (access)
Leverage partnerships to encourage a culture of inclusivity	

Emily Carr Objectives	Performance Measures
Break down unnecessary barriers and increase efficiency by offering courses across graduate/undergraduate levels at Emily Carr and in collaboration with other institutions	<ul style="list-style-type: none"> Identification of specific courses that carry undergraduate and graduate credits and development of appropriate assessment criteria Formal agreements with other post-secondary institutions to cross-post courses to provide access to courses not available to Emily Carr students and promote Emily Carr's course offerings to students from other institutions New elective and required courses shared across Faculties to maximize resources and increase possibilities of cross-Faculty collaborations among students and faculty
Develop a comprehensive online program delivery strategy by Fall 2011	<ul style="list-style-type: none"> All core Foundation courses will be available online by the end of 2012 A range of core and elective second year courses will be available online by the end of 2012 A range of upper level core and elective courses will be available online by 2013 Significant international student enrolment for online courses by 2013 Process for inclusion of international artists, designers, scholars in online and face to face courses is established by 2013
Support life-long learning with an integrated set of offerings policies and structures	<ul style="list-style-type: none"> Articulation of multiple pathways to facilitate access to degrees, diplomas and certificate programs by 2014 Establishment of a formal consultation process with alumni to serve new and emerging interests Establishment of summer institute to serve professional level

Emily Carr Objectives	Performance Measures
	<p>interests among artists, designers, media artists and critical theorists</p> <ul style="list-style-type: none"> • Post-Baccalaureate program in visual art, design and media art • Establishment of project-based committees with faculty, staff and student membership from across Emily Carr • Continuing Studies course will be offered in other languages than English based on demand • Marketing plan to be developed by Continuing Studies
<p>Promote and support the development of student centred opportunities for individualized pathways, learning models and life-life learning</p>	<ul style="list-style-type: none"> • Establishment of face to face and online academic and career counselling as well as prominent inclusion on Emily Carr’s website of information on multiple pathways to access courses and credentials • Increased co-op and internship opportunities for students • New courses that combine onsite and off side delivery in collaboration with industry and community partners • New curriculum focused on a range of collaborative skills across disciplines
<p>Develop a flexibility capacity with IT and technical support for more cross-fertilization</p>	<ul style="list-style-type: none"> • Comprehensive strategy that addresses the use of social media, web-based and online platforms such as iTunes, Kindle, YouTube, etc. through the Social + Interactive Media Centre • Establishment of easily accessible database on collaborations with external groups, industry partners and organizations to serve as a resource for future collaborations and to promote our achievements to external communities

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;
 - public art;
 - performing arts;
 - motion graphics;
 - web design;
 - branding and packaging;
 - textile, technology and furniture design for high density living;
 - health design;

- 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;
- curatorial studies; and
- interactive visualization

Growth for Increased Accessibility / Capacity

- Development of new purpose built campus to address current space needs and future growth
- Increased levels of participation and connections with partners at GNWC
- Review admissions process annually
- Increase Aboriginal programming especially through collaborations with other post-secondary institutions
- Increase number of partners for BFA external degree
- Increase in the number of online FTE's
- Increase 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 continued 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

MINISTRY GOAL 4: SOCIETY

An innovative approach to education, research and development that values creativity and maximizes return on investment and quality of life.

EMILY CARR GOAL: INNOVATION

Emily Carr University 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.

EMILY CARR GOAL: SUSTAINABILITY

Emily Carr University 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 21st century.

EMILY CARR GOAL: COMMUNICATIONS

Emily Carr University 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.

Ministry Objectives	Performance Measures
Support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues	<ul style="list-style-type: none">• Student spaces (capacity)• Credential awarded (capacity)• Sponsored research funding (capacity)
Foster knowledge development and commercialization	<ul style="list-style-type: none">• Student spaces (capacity)• Credential awarded (capacity)• Sponsored research funding (capacity)
Lead a post-secondary education system that is strong, accountable, transparent and delivers value	<ul style="list-style-type: none">• Student satisfaction with education (quality)• Student assessment of the quality of instruction (quality)• Student assessment of skill development (quality)• Student assessment of usefulness of knowledge and skills in performing job (relevance)• Unemployment rate (relevance)
Use and provide quality information for decision making and better societal outcomes	<ul style="list-style-type: none">• Loan repayment as a percent of income (access)

Emily Carr Objectives	Performance Measures
Plan for the provision of new programs and infrastructure support and services as additional incentives to attract high-calibre students and new and visiting faculty	<ul style="list-style-type: none">• Development of Master of Design• Development of Master of Fine Arts with submission to DQAB• Redesign of Bachelor of Media Arts degree• Development of recruitment plan for undergraduate and graduate students

Emily Carr Objectives	Performance Measures
	<ul style="list-style-type: none"> • Integration of Aboriginal content into courses across Faculties • Increase in graduate students • Increased funding for graduate students and research assistant positions • Development of new curriculum initiatives that link Charles H Scott Gallery to academic programs • Broaden scope of information technologies and elearning strategies in all areas
Promote Emily Carr's contribution to research and professional practice	<ul style="list-style-type: none"> • Development of research plan to address all outputs of research • Development of annual survey of faculty and graduate students to assess level of common understanding of research and professional practice • Develop communications plan that features research and professional practice • New curriculum on research methodologies and seminars that examine research in context of art, design and media
Support faculty in developing curriculum around their own research and professional practice projects	<ul style="list-style-type: none"> • 100 graduate students will be enrolled by 2016 • Increase in number and size of grants accessed by faculty by each fiscal year end • Policies and procedures to access funded research • Increase in number and range of faculty accessing professional development fund • New curriculum models and methods of delivery
Establish institutional strategies for GHC reduction that meet or exceed provincial guidelines	<ul style="list-style-type: none"> • Sustainability Leadership Committee with broad institutional representation • Annual action plan that addresses areas of reduce, recycle and reuse • Procurement policy • Sustainability goals for capital projects • Sustainability coordinator position
Ensure that principles of sustainability are embedded in all curriculum	<ul style="list-style-type: none"> • Seminars, workshops, visiting speakers, symposia on sustainability issues • Funding for research projects, grant preparation assistance for attendance at related conferences, for curriculum development and for dissemination of sustainability initiatives to the internal and external community • Increase in cross-disciplinary initiatives • Increased awareness measured through the number of activities related to sustainability • Sustainability principles and methodologies embedded in all design

Emily Carr Objectives	Performance Measures
	curriculum
Foster a culture of sustainability and encourage leadership and accomplishments from students, staff and faculty related to sustainability	<ul style="list-style-type: none"> • Annual sustainability award established • Website prominently features work/initiatives related to sustainability by faculty, staff and students
Develop a marketing and communication plan	<ul style="list-style-type: none"> • All communication material meets institutional criteria and goals of the marketing and communication plan • Established institutional process and criteria for communication • Established marketing and communication strategies that support administration, faculty, staff, students and alumni achievements and institutional goals

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

Communications

- 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

Performance Measures, Targets + Results

Performance assessment and cyclical reviews are part of an ongoing and continuous process of accountability and evaluation at Emily Carr University. The below performance measures, targets and results assess Emily Carr's performance in the past year using Ministry Accountability Framework performance measures based on the following scale:

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100 – 109% of the target
Substantially Achieved	90 – 99% of the target
Not Achieved	Less than 90% of the target

Ministry Objective: Capacity
Performance Measure: Student Spaces
Emily Carr Assessment: Achieved

TOTAL STUDENT SPACES ¹						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
1,457	1,391	1,458	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. 2012/13 saw our FTE utilization at 105% of target. This is consistent with previous results in this area.

Ministry Objective: Capacity
Performance Measure: Credential Awarded
Emily Carr Assessment: Substantially Achieved

CREDENTIALS AWARDED ²						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
341	350	343	Substantially Achieved	≥ 337	TBD	TBD

¹ Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas; data based on annualized FTE enrolments

² Average number of credentials awarded in the most recent three years; credentials awarded to international students are included

Ministry Objective: Access
Performance Measure: Aboriginal Student Headcount
Emily Carr Assessment: Not Achieved / Substantially Achieved

ABORIGINAL STUDENT HEADCOUNT ³						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
111	≥ previous year	90	Not Achieved	≥ 90	≥ previous year	
2.5%		2.3%	Substantially Achieved	≥ 2.3%		

Emily Carr has a mandate, and has established it as a priority, to facilitate Aboriginal student access and academic success. We continue to expand our role in Aboriginal education through programming, studio and workshop space, community outreach programs and educational, cultural and financial support. In addition, we have an Aboriginal Admission Policy to ensure access for Aboriginal applicants. Though our performance assessment for Aboriginal student headcount was not achieved this year, we are confident that through the above initiatives, we will continue to offer Aboriginal students optimal access to the university and support during their time at Emily Carr.

Ministry Objective: Access
Performance Measure: Aboriginal Student Spaces
Emily Carr Assessment: Not Assessed

ABORIGINAL STUDENT SPACES ⁴						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
59	N/A	49	Not Assessed	Not Assessed		

³ Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal; those who self-identify as First Nations, Inuit and/or Metis; number and proportion may be understated; domestic students only; international students are excluded

⁴ Number of Full-Time Equivalent (FTE) enrolments of Aboriginal students delivered in all program areas

Ministry Objective: Quality
Performance Measure: Student Satisfaction with Education
Emily Carr Assessment: Achieved

STUDENT STAISFACTION WITH EDUCATION (BACHELOR DEGREE GRADUATES) ⁵						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
90.4% (+/-3.5%)	≥ 90%	92% (+/-3.5%)	Achieved	≥ 90%		

In an alumni survey that was conducted in 2012, results indicate that 92% of graduates have positive associations with Emily Carr and agreed that their studies at Emily Carr had a positive impact on their lives.

Ministry Objective: Quality
Performance Measure: Student Assessment of Quality of Instruction
Emily Carr Assessment: Achieved

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION (BACHELOR DEGREE GRADUATE) ⁶						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
89.6% (+/-2.8%)	≥ 90%	87.1% (+/-4.3%)	Achieved	≥ 90%		

Ministry Objective: Quality
Performance Measure: Student Assessment of Skill Development
Emily Carr Assessment: Substantially Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES) ⁷						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
82.5% (+/-4.7%)	≥ 85%	79.2% (+/-5.3%)	Substantially Achieved	≥ 85%		

⁵ Percentage of students who were very satisfied or satisfied with the education they received; bachelor degree graduates only

⁶ Percentage of students who rated the quality of instruction in their program positively; bachelor degree graduates only

⁷ Percentage of students who indicated their education helped them to develop various skills; bachelor degree graduates only; skills included in the average are: (a) write clearly and concisely; (b) speak effectively; (c) work effectively with others; (d) analyse and think critically; (e) resolve issues or problems; (f) learn on your own; (g) read and comprehend material

Ministry Objective: Relevance
Performance Measure: Student Assessment of Usefulness of Knowledge + Skills in Performing Job
Emily Carr Assessment: Substantially Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE + SKILLS IN PERFORMING JOB (BACHELOR DEGREE GRADUATES) ⁸						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
80.6% (+/-5.8%)	≥ 90%	78.6% (+/-6.2%)	Substantially Achieved	≥ 90%		

Results of an alumni survey show that 83% of alumni who have graduated in the last 15 years believe their field of employment utilizes the skills they developed at Emily Carr.

Ministry Objective: Relevance
Performance Measure: Unemployment Rate
Emily Carr Assessment: Exceeded

UNEMPLOYMENT RATE (BACHELOR DEGREE GRADUATES) ⁹						
Performance				Targets		
2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
4.3% (+/-2.8%)	≤ 11.8%	6.2% (+/-3.4%)	Exceeded	≤ unemployment rate for individuals with high school credentials or less		

Emily Carr continues to exceed 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. As noted previously in this report, a recent alumni survey highlights that 92% of our alumni are currently employed and that 29% are self-employed.

⁸ Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job; bachelor degree graduates only

⁹ Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less; definition of unemployment is from Labour Force Survey; assessed with provincial rate

Ministry Objective: Quality
Performance Measure: Student Assessment of Skill Development
Emily Carr Assessment: Substantially Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (BACHELOR DEGREE GRADUATES)							
Performance					Targets		
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment	2013/14 Target	2014/15 Target	2015/16 Target
Skill development	82.5% (+/-4.7%)	≥ 85%	79.2% (+/-5.3%)	Substantially Achieved	≥ 85%		
Written communication	74.8% (+/-5.5%)		68.4% (+/-6.3%)				
Oral communication	88.8% (+/-4%)		85.4% (+/-4.8%)				
Group collaboration	76.5% (+/-5.2%)		71.7% (+/-6%)				
Critical analysis	90.4% (+/-3.5%)		92% (+/-3.5%)				
Problem resolution	77.3% (+/-5.3%)		76.9% (+/-5.6%)				
Learn on your own	90.2% (+/-3.6%)		84.4% (+/-4.7%)				
Reading and comprehension	78.6% (+/-5%)		75% (+/-5.8%)				

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