



EMILY CARR INSTITUTE

ART + DESIGN + MEDIA

2007/08 – 2009/10
Accountability Plan and Report

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Letter from the Board Chair & President

June 29, 2007

Honourable Murray Coell
Minister of Advanced Education
c/o Governance Branch
Ministry of Advanced Education
PO Box 9883 STN PROV GOVT
Victoria BC V8W 9T6

Dear Minister:

It is our pleasure to present the *2007/08 – 2009/10 Institutional Accountability Plan and Report* on behalf of Emily Carr Institute (ECI).

This report addresses accountability measures expected of ECI by the government. It outlines the statistical data of how ECI meets or exceeds expectations of the Ministry of Advanced Education and the public. It also outlines plans for the future to ensure progressive, managed growth along side the tradition of offering superior baccalaureate, and most recently graduate education in arts, media and design.

Key features of art and design education are its richness and diversity and the important and substantial contribution that graduates in this area make to industry, commerce, culture and society. This is why the term “creative industries” has arisen as a way of explaining the growing importance of art and design to the economic health of British Columbia and elsewhere. We invite you to visit our web site for further information:
www.eciad.ca

We accept accountability for the contents of the *2007/08 – 2009/10 Institutional Accountability Plan and Report*.

Yours sincerely,



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



Dr. Ron Burnett, RCA
President

Institutional Overview

Since 1925, Emily Carr Institute (ECI) has grown from a small four-year art school into a specialized professional institution devoted to studio based creativity and innovation, research and learning at the undergraduate and graduate levels.

Teaching and research at ECI happens across 11 majors and 4 degrees, (Master of Applied Arts, Bachelor of Fine Arts, Bachelor of Media Arts and Bachelor of Design). ECI serves over 1500 credit students (including domestic and international), and over 2,500 non-credit students who take courses at our Granville Island campus.

International students at ECI come from 42 countries and at any given time we have 35 exchange students from all over the world studying and doing research. It is only one of four post-secondary art institutions in Canada, and one of only eight art institutions in North America with over 1,000 FTE's.

ECI's staff and faculty members include practicing artists and designers who are internationally recognized in their fields. With over 300 dedicated employees, ECI provides a close knit community enabling students to have the advantage of a personal level of service in a creative environment.

Research initiatives have resulted in increasing levels of grants received over the past three years. Many Faculty members have applied and been successful in obtaining *Social Sciences and Humanities Research Grants* for specific research projects. The Institute has completed renovations to re-configure space at the Granville Island Campus with grants from the *Canada Foundation for Innovation*, *BC Knowledge Development Fund* and *Western Economic Diversification*, allowing for a dedicated research space that includes a Motion Capture Studio.

ECI has just completed a two year pilot project with North Island College to offer an ECI External Bachelor of Fine Arts Degree to students in the northern Vancouver Island area. With its first 15 graduates in June, 2007 we can state it has been a successful venture and all parties hope it can be continued.

The collaboration with the University of Northern BC to offer a Bachelor of Fine Arts and Creative Writing has now been finalized and the first students will be starting in September 2007. It is a joint program designed to connect creative writing and studio practice in an area of BC that has no post-secondary curriculum in the disciplines that ECI provides.

ECI is one of the founders of the Great Northern Way Campus (GNWC) and it will be an important part of the future of the Institute. GNWC is a separate entity governed by a Board made up of representatives from ECI, UBC, SFU and BCIT. In 2001 UBC and SFU were invited to partner with ECI and BCIT when Finning Incorporated donated the land and buildings for the creation of a campus that would facilitate cooperation and collaboration among the four post-secondary institutions. The first four-institution joint degree, the Master of Digital Media, will commence in September 2007 with approximately 25 students.

Vision

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

Mission

Emily Carr Institute 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 the Institute pursues its mission.

Learning

ECI is committed to:

- ensuring that programs, courses and services are relevant to the needs and interests of students and society by consistently reviewing and renewing curriculum;
- providing graduates with as many tools as possible to empower them as they go out into the world to develop their careers; and,
- intellectual integrity and professional excellence in its areas of specialization; and,
- celebrating the importance and centrality of creative practices in all of the arts.

People

ECI is committed to:

- participative and consultative processes that involve the people affected by decision making and which are considerate of individual and group roles and responsibilities;
- excellence in all program and service areas;
- encouraging and celebrating cultural diversity; and,
- equity

Accessibility/Accountability

ECI is committed to:

- presenting a balance budget to the government while keeping tuition increases lower or in line with provincial mandate level; and,
- prioritizing the increase in scholarship and bursary endowment funds for students, and to ensuring opportunities for student employment and awards applications.

Research

ECI is committed to:

- supporting faculty and students in research endeavours;
- advocating for research funding; and,
- advocating to have research in the arts, media and design disciplines recognized as a valuable contribution to the BC economy.

Community

ECI is committed to:

- providing expertise in the community through critical comment and advice on artistic, cultural, academic, professional and community issues;
- providing services to the community through dynamic interaction with the artistic community; and,
- collaborating with other educational institutions, business, industry and the professions.

Environmental Responsibility

ECI is committed to:

- continually improving on its environmental responsibilities;
- pursuing sustainability and eco-friendly practices; and,
- integrating sustainability and environmental awareness into the curriculum.

Planning and Operational Context

EXTERNAL SCAN

Student Access / Demographics

Strengths:

While many post secondary institutions are dealing with decreased applications, student demand at ECI is very strong. The first round of applications to the ECI Master of Applied Arts program for September 2006 surpassed expectations even though it was not widely advertised, and the second round resulted in 117 applications for 15 positions.

Indications are that applications will continue to be very strong for both undergraduate and graduate programs.

Challenges:

To increase enrolments, ECI 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 physical space. The Institute requires an additional 85,000 square feet of space to deal with major deficiencies in its present location and accommodate additional growth to 2000 FTEs to meet demand.

For September 2006, ECI received approximately 1729 applications for our bachelor degree programs. Approximately 1296 of those applicants would be qualified to attend ECI. 745 new students were accepted.

For September 2007 ECI had 647 qualified undergraduate applicants that could not be admitted due to space and resource and infrastructure support issues.

ECI received 85 applications for our new master degree program in 2006. Approximately 57 of those applicants were deemed to be qualified of which ECI could only accept 15 new students into the two year program. In September 2007 we will be accepting a further 15, and turned away a further 63 qualified applicants. Based on application interest, this area has the potential to grow in the next three to five years, and a measured approach will be taken in line with resources and facilities.

The demand for ECI graduates in the knowledge and creative economies means that ECI could certainly expand its student body in order to meet these needs.

Legislation/Governance

Strengths:

ECI is fortunate to have members on the Board and on Education Council who are dedicated and actively committed to the success of the Institute. Both governance bodies are mandated by the *College and Institute Act* and work in a collegial and supportive manner to ensure the best interests of the Institute are met.

Challenges:

Within our current mandate, ECI continues to respond to the needs of its students, but the Institute's mandate can and should be expanded to meet demands for additional programs that offer increased social, economic and cultural spin-offs to BC. To this end ECI should be designated as BC's Centre for Excellence in Art, Design and Media and given its own legislation as a specialized university. This would place the Institute in line with the three other art schools in Canada and the vast majority of Art and Design institutions in North America, Europe and Australia.

The funding and accountability measures that emerge from the *College and Institute Act* context are primarily designed to meet the needs of two-year colleges rather than a four-year provincial institute with degree granting responsibilities such as ECI. Furthermore, the legislation does not make explicit the role of ECI as a provincial institute.

The *College and Institute Act* that governs ECI can at times restrict the Institute's ability to evolve and to compete with some of the top art and design institutions in the world. The granting of specialized status would allow ECI to fully develop its areas of expertise and bring it in line with its sister institutions in Canada and internationally.

Funding

Strengths:

ECI consistently presents balanced budgets every year, and has maintained any tuition increase in line with the government mandate of 2%. ECI's undergraduate tuition is much less than universities offering bachelor degrees, yet ECI degrees are internationally recognized and respected.

Challenges:

Most of the challenges that ECI must face have financial related links. It has been difficult to keep up with inflation, especially in the facilities related categories. Measured planned growth of international and graduate students, as well as one-time additional grants from government have provided ECI the ability to plan balanced budgets, but these methods are not viable long-term solutions.

Maintaining or exceeding Ministry objectives and targets surrounding relevance, access, quality and capacity hinge on adequate funding. Currently at maximum capacity, ECI 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 students have commented favourably on the location in the midst of this community of artisans and craftsmen. Recent AVED support has allowed us to add 8500 square feet of leased space in two buildings on West 3rd Avenue just off Granville Island as a temporary solution to overcrowding.

Completion of the renovated addition to our North Building with grants from CFI, BCKDF and WED have allowed us to open a research space dedicated to the art, media and design disciplines. We are very proud of this area of the campus, with its new equipment and Motion Capture Studio. This space is a dedicated area for research, and as such is not available for the much needed lab, classroom and studio space required by students in a general day-to-day operation.

Challenges:

ECI 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. ECI 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 at ECI.

ECI faces space constraints and challenges in terms of direct instructional needs and in ancillary and support areas. It does not have a student centre nor does it have any facilities or common areas for staff and faculty. ECI has a very small cafeteria for students, staff and faculty. In addition, ECI's roster of faculty offices is so limited that there are upwards of 8 faculty members sharing the same office on a rotational basis.

The Granville Island campus is approximately 170,000 square feet; however, ECI needs an additional 85,000 square feet if it is to achieve its strategic target of FTE delivery.

Faculty and Staff Status, Renewal and Recruitment

Strengths:

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

- Design of enhanced performance management and leadership development program;
- Development of more targeted recruitment strategies for advertising of vacancies and for raising community awareness of employment opportunities;
- Establishment of employee recognition events and enhancement of existing recognition practices;
- Expansion of employee wellness programs; and,
- Redesign of professional development criteria.

Challenges:

ECI faces challenges regarding faculty and staff renewal and recruitment due to an expected 40% turnover rate within the next decade.

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

Moving forward, ECI will be challenged by the potential retirements of a significant number of faculty and administrators. The average age of our faculty is forty-nine (49), of our Executive is fifty-four (54) and other Administrators forty-six (46). There has been active recruitment, over recent years, in an effort to create a greater number of regular faculty positions and to pro-actively manage a critical demographic shift as we move forward. Succession planning will continue to be a significant focus in ECI's strategic planning.

ECI will be improving the mechanisms for recognition of faculty and staff achievement in the context of our plans for the future. At the same time, ECI supports the upgrading process through professional development and other activities.

Teaching

Teaching excellence is an essential part of ECI and is carefully monitored by the VP Academic through student course evaluations that are assessed annually. In addition, regular departmental meetings are held with the Dean and Associate Deans to assess the quality of the educational experience.

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

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

Learning

ECI sees itself as a learning "community". Our academic programs are oriented around small classes and mentoring in order to facilitate student growth and development. Many of our students are involved in internships and co-op education and a significant number of students spend a semester on exchange with other universities throughout the world.

From the traditional art, print and ceramic programs, ECI offers courses in Interactivity and Digital Visual Arts 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 the institution does and is built into the ways in which the academic and administrative structure is designed. Faculty and guest speakers' presentations, workshops, symposia and conferences are regular occurrences at ECI 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. ECI strives to continuously develop new curriculum and new approaches to learning that reflect the connectedness of teaching, learning and curriculum to art, design and media in their multiple and changing forms in relation to the broader social, economic and cultural context.

One of our most important goals is to increase the number of active coop and intern experiences that our students may participate in, enhancing the general connections that our students have to industry.

Aboriginal Education

The ECI First Nations office provides culturally appropriate support that encompasses both traditional and contemporary artistic cultural expressions of First Nations peoples. ECI has a high rate of success with retention and completion rates and strives to accommodate transfer, laddering, and bridging opportunities for First Nations students, including Prior Learning Assessment credits.

ECI is working to increase the First Nations financial awards bursary fund. First Nation student financial awards are not solely based on Grade Point Average; students are also encouraged to share information regarding overcoming adversity to achieve their current academic status.

The Institute has recently developed and implemented a number of First Nations face to face, and on line, 3 credit courses that are based on First Nations philosophy, pedagogy and research and have been researched, developed and taught by First Nations faculty (sessional). The development of this curricula also provides the academic foundation for ECI's goal of establishing a two year First Nations Studies Program that will ladder into our four year BFA degree.

ECI Board has recently approved a new "Aboriginal Admissions Policy" that was recommended by Education Council. This policy will assist in eliminating any perceived barriers to articulation and laddering of First Nations Students into ECI.

ECI faculty continues to work towards indigenizing curriculum in non-Native courses by incorporating First Nations resources, issues, and perspectives. Two new tenure track First Nations faculty will be joining ECI beginning in the fall of 2007.

Research

Research in arts, media and design disciplines is more than enquiry, analysis or investigation. Research implies an ordered enquiry, the systematic analysis of information, and a contribution to knowledge within a methodology that gives a framework and meaning to the research itself.

Fundamental characteristics of research in the disciplines we teach include:

- originality;
- having investigation, exploration and experimentation as primary objectives;
- research that leads to practical outcomes of importance to the research endeavour itself and to applications of social, cultural and economic value;
- research that contributes to our understanding and knowledge through conceptual advances and discoveries.

The aim of research at ECI is to develop new knowledge in the arts, media and design, whether that be through the creation of works that reflect the interests of the creator, or through the application of knowledge to scholarly tasks in art history, communications and cultural analysis. Research ranges from analyses of the materials available for sculptural processes in ceramics and mixed media, to researching the best way to create interface designs for the World Wide Web. The following are some of the areas that are core to the ECI research process:

- New approaches to design process and interactive technologies, mixed media and visualization;
- Research on Product Design, Environmental Design and Value-added Wood Design;
- Exploration and experimentation in the visual arts leading to the creation of works that reflect original thinking and high standards of professional practice in media, art and design;

- Research projects that examine the development, evolution and growth of new media in all disciplines;
- Research that answers questions such as: “What role can designers and artists play in a collaborative process of social intervention? What role can artists and designers play in the development of the creative industries?”
- Research that centres on the development and evaluation of socially responsible works of art, design products as well as design services and media such as film, video and computer mediated forms of expression;
- Research that centres on urban sustainability and the role of the creative industries in furthering the knowledge economy;
- Research on professional practices in the arts and design;
- Research on the role played by museums, visual display and curatorial studies in the public development of art and design;
- Research on the evolving role of digital tools in the practice of art and design.

ECI collaborates with many of the major institutions in British Columbia, including UBC, SFU, and BCIT 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 Great Northern Way Campus is an example of an innovative program that will include collaborative research in the new media disciplines.

The assessment of success in these areas of research collaborations is determined by the degree to which faculty receive research grants, publish their results, develop patented software, hardware, products or materials. ECI faculty members have been successful at obtaining thousands of dollars of research funding through the *Canada Foundation for Innovation (CFI)*, *Social Sciences and Humanities Research Council (SSHRC)* and independently through various international governments.

Academic Collaborations

Collaborative programming with other post-secondary institutions is a priority and is being pursued with several schools. Also see the information listed under *Great Northern Way Campus* further in this report.

ECI has an agreement with North Island College that will allow students in the Comox Valley and Northern Vancouver Island to finish their requirements for an ECI degree on-site. This program will expand the availability of Fine Arts degree programming in the North Island area and is one of a number of initiatives that ECI is taking to reinforce and strengthen its provincial mandate. (Further discussions are underway with Northwest College about an external BFA.)

A joint BFA degree in *Fine Arts and Creative Writing* has been developed with The University of Northern British Columbia. This innovative degree will combine studies in visual arts and creative writing and will have its first intake in fall 2007. Through a combination of face-to-face delivery and online courses, this degree will provide access to students from the North to post-secondary education in areas currently unavailable in that region. A number of the courses with First Nations content from both Emily Carr and UNBC can be taken as electives to fulfill degree requirements, allowing First Nations and non First Nations students to focus their studies in that area.

Online Learning

An additional method of increasing accessibility for students is the development of online learning. ECI now offers 18 fully on-line courses on a regular basis and has 5 more in development. This is an innovative approach to delivering art, media and design curriculum. It is responsive to the changes in pedagogy due to increase use of technology in learning, and responsive to students' interests in new modes of study.

Great Northern Way Campus

The Great Northern Way Campus (GNWC) initiative is central to ECI's plans for expanding capacity and impact. Four academic partners (UBC, SFU, BCIT and ECI) are creating a unique and integrated centre of excellence that facilitates the convergence of science and technology with art, culture and design, and which focuses on renewing the urban environment within the context of a knowledge-based economy.¹

GNWC 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 will immediately expand academic choice in BC. It will spark and inspire economic, artistic and technical innovation through research, development and commercialization.

A recent grant from the Provincial Government has allowed the four partners to develop a new *Masters of Digital Media* that will be commencing in September 2007. The many applications received for the program are an indication that there is very high interest in this program and innovative partnership.

Master of Applied Arts

The first cohort of 15 graduate students finished their first year of our new Master Program in May 2007. We received 86 applications for 15 spaces organized into three specific streams: Visual Arts, Design, and Media Arts.

A second intake of 15 students has been accepted in Fall 2007 from approximately 117 applications. We are anticipating increased demand for that program in future years.

Baccalaureate graduates of ECI who wish to pursue graduate programs typically have to move out of BC to undertake these studies. Current data suggests that 200 BC students are attending NSCAD University in Halifax and OCAD in Toronto. 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 ECI to provide graduate programs to meet the needs for highly skilled and creative employees.

¹ http://www2.sfu.ca/vpacademic/Current_Initiatives/Great_Northern_Way_Campus.html

Credential Recognition

As a result of the 2001 application process and acceptance into the *Association of Universities and Colleges of Canada* (AUCC), all of our credentials were fully legitimized both nationally and internationally. *The International Council of Societies of Industrial Design* has recognized our Bachelor of Design Degree as does the *Society of Graphic Designers of Canada*. *The Association of Independent Colleges of Art and Design* in the United States only accepts members that meet the guidelines established by the **National Association of Schools of Art and Design** (NASAD). We use NASAD's guidelines in our cyclical reviews. The *European League of Institutes of Art* (ELIA) (of which we are a member) only accepts organizations into its membership that have accredited degree-granting status. ECI's 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.

Exempt Status

ECI received approval from the Degree Quality Assessment Board and the Ministry of Advanced Education for exempt status which will enable ECI to develop and implement new programs at the undergraduate level without direct approval from DQAB.

Industry Liaison Office

Emily Carr has received seed funding for the creation of an industry/liaison office for an 18-month pilot project. The Industry Liaison/Research Officer's role is designed to encourage and facilitate increased connections between industry, funding agencies and foundations. This project has enabled ECI to be active over the past year in both developing new, and enhancing current, contacts with business and industry on a national level.

Accountability

Effective leadership at all levels is essential in a public institution following broad based systems of accountability and quality assurance. ECI must continue to facilitate the integration of continuous 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 faculty and staff in the future and are the reason that more 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;
- New tasks that are blurring old distinctions between disciplines and departments.

Over the last 10 years we have completed 6 strategic planning sessions and had 4 major external reviews. In addition, in 2005 we completed a full external cyclical review of academic programs with international experts from 3 countries coming to ECI.

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 ECI.

Goals, Objectives, Performance Measures, Targets and Results

The Ministry of Advanced Education has prescribed a set of key criteria to improve post-secondary education through the linking of goals and objectives with performance measures. The performance measures track progress towards goals and objectives and illustrate ECI's contribution to the BC post-secondary education system.

For each Ministry of Advanced Education goal, objective and key criteria, the following pages outline ECI's performance measures, goals, objectives and targets for 2007/08 to 2009/10.

ECIs Goals, Objectives, Ministry/System Objectives and Performance Measures

Institutional Goal	Institutional Objectives	Ministry or System Objectives	Performance Measure
To define ECI's identity as a specialized university and provide excellence in degree education	Continue to promote ECI degree programs at provincial, national and international levels. Continue to ensure excellence in programs.	Comprehensiveness Quality + Relevance Accessibility	Credentials awarded Continue conducting ECI grad exit surveys Meet provincial expectations of student spaces at undergrad level Increase graduate level spaces

Institutional Goal

To define ECI's identity as a specialized university, and provide excellence in degree education

Institutional Objectives + Strategies to Achieve Goal

- Promote ECI as the best art, design and media post-secondary institution 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 institutions and 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.

- ECI will continue to advocate for a mandate from provincial government to become British Columbia's Centre of Excellence in Art, Design and Media and be converted to a specialized university with its own legislation.
- 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 that they set for themselves during their stay at ECI 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 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.

Ensure Responsive and 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 level;
- 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
 - Toy Design and Electronic Games
 - Environmental Design and Broadcast Design
 - Arts Administration
 - First Nations Art, Design and Media Studies
 - Craft
 - Centre for Culture and Public Engagement

Provide Research Driven Learning Environment

- Ensure research growth, measured by increased grants and grant requests from faculty and other members of the Institute community;
- Implement policies for the new *Intersections Digital Studio* for research projects and collaborations;
- Improve relations with the Industrial Research Assistance Program (IRAP), Social Sciences and Humanities Research Council (SSHRC) and The Canadian Network for the Advancement of Research, Industry and Education (CANARIE) and develop new collaborative projects;

- Continue excellent relations with Western Economic Diversification;
- Contribute to the success of the *Master in Digital Media Program* (GNWC);
- Develop new approaches to design process and interactive technologies, mixed media and visualization that will lead to new research activities;
- Grow research in Product Design, Environmental Design and Value-added Wood Design;
- Explore and experiment in the visual arts in order to reflect original thinking, research and high standards of professional practice in all visual arts disciplines;
- Research projects that examine the development, evolution and growth of new media in all disciplines.

Retain the Best Faculty and 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 teaching and service to the community.

ECIs Goals, Objectives, Ministry/System Objectives and Performance Measures

Institutional Goal	Institutional Objectives	Ministry or System Objectives	Performance Measure
To increase accessibility to ECI programs with fewer qualified applicant turn-a-ways / increase capacity	Measured and careful growth of international students; meet Ministry targets for undergrad FTEs, increase undergraduate program acceptance	<p>Comprehensiveness</p> <p>Efficiency</p> <p>Accessibility</p>	<p>Credentials awarded</p> <p>Continue conducting ECI grad exit surveys</p> <p>Meet provincial expectations of student spaces at undergrad level</p> <p>Increase graduate level spaces</p>

Institutional Goal

To increase accessibility / capacity to ECI programs with fewer qualified applicant turn-a-ways.

Institutional Objectives + Strategies to Achieve Goal

Growth for Increased Accessibility / Capacity

- New building required with at least 85,000 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
- New Joint BFA with UNBC beginning in 2007
- 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 on-line FTE's
- Increase in research profile and research money
- Movement of Institute to life-long learning models measured through Prior Learning Assessment and flexible programming and scheduling and increased growth of Continuing Studies, as well as the development of post-graduate certificates and diplomas and steady growth of online learning capacity.
- Graduate Programming initially with 15 (FTE) students gradually increasing over next 3 years.
- Increase internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges. Forty-two countries now represented within the student body.
- 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); INCOGRADA (International Graphic Design organization); ISDE (International Product Design Organization); and other international organizations.

Performance Measures, Targets and Results

Ministry Objective	Capacity
Performance Measure	Student Spaces in Public Institutions
2005/06 Actual	1302
2006/07 Target	1253
2006/7 Actual	1338
Performance Assessment	Substantively Exceeded
2007/08 Target	1327
2008/09 Target	1361
2009/10 Target	1394

ECI continues to perform well in this area, notwithstanding the space and resource limitations mentioned in this report. 2006/07 saw ECI FTE utilization at 106.8% of target.

Ministry Objective	Efficiency Capacity
Performance Measure	Total Credentials Awarded Undergraduate Degrees
2005/06 Actual	283
2006/07 Target	293
2006/7 Actual	283 / 310
Performance Assessment	Substantively Exceeded
2007/08 Target	292
2008/09 Target	293
2009/10 Target	296

AVED has data indicating 2006/07 actual credentials awarded were 283. ECI confirms 310 credentials awarded. The difference would be the fact that AVED annual performance is measured using a rolling three year average of the most recent academic years. ECI expects to far surpass capacity in credentials awarded next year with the addition of the first Master Degrees being awarded.

Ministry Objective	Accessibility
Performance Measure	Number and percent of public post secondary students that are Aboriginal
2005/06 Actual	53 = 1.5%
2006/07 Target	53 = 1.5%
2006/7 Actual	51 = 1.3%
Performance Assessment	Achieved in numbers, Not Achieved as a % of total
2007/08 Target	More than or equal to 51 = 1.3%
2008/09 Target	More than or equal to previous year
2009/10 Target	More than or equal to previous year

Government data includes First Nations background reported from ECI applications as well as from the registration of students at ECI who attended K-12 system in BC. The BC PEN records have indicated Aboriginal Status from their K-12 registrations. Some individuals may not have completed the voluntary section (self-identify) of the ECI application indicating their background. ECI has a very active First Nations Program, but due to the fact the indication of Aboriginal Status is voluntary, domestic students from other provinces and mature students may not be included, and it is felt that the data may be inconsistent with actual numbers.

ECI can suggest that students who participate in our aboriginal events through the First Nations office verify the data on their application and consider having their Aboriginal status reflected on their records.

For other activities and initiatives regarding First Nations accessibility, please see the "Aboriginal Education" on Page 10 of this report.

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of education Satisfaction with education
2005/06 Actual	N/A
2006/07 Target	90%
2006/07 Actual	90.5% (+/- 4.5)
Performance Assessment	Achieved
2007/08 Target	90%
2008/09 Target	
2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of education Skill Development
2005/06 Actual	N/A
2006/07 Target	85%
2006/07 Actual	78.9% (+/- 6.6)
Performance Assessment	Achieved
2007/08 Target	85%
2008/09 Target	
2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate outcomes – unemployment rate
2005/06 Actual	N/A
2006/07 Target	≥7.6%
2006/07 Actual	4.7%
Performance Assessment	Exceeded
2007/08 Target	Maintain unemployment rate of former ECI students below rate for persons with high school credentials or less
2008/09 Target	
2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of education
	Satisfaction with Education
Satisfaction with Education 2005/06 Actual	N/A
Satisfaction with Education 2006/07 Target	≥90%
Satisfaction with Education 2006/7 Actual	90.5%
Performance Assessment	Achieved
▪ 2007/08 Target	≥90%
▪ 2008/09 Target	
▪ 2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of education
	Skill development
Skill Development 2005/06 Actual	N/A
Skill Development 2006/07 Target	≥85%
Skill Development 2006/7 Actual	78.9% (=/-6.6)
Performance Assessment	Achieved
▪ 2007/08 Target	≥90%
▪ 2008/09 Target	
▪ 2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of instruction
2005/06 Actual	No historical data available
2006/07 Target	N/A
2006/7 Actual Written Communication Oral Communication Group Collaboration Critical Analysis Problem Resolution Reading and Comprehension Learn on your own	62.2% (+/-8.4) 82.6% (+/-6.0) 71.7% (+/-7.2) 93.5% (+/-3.9) 78.7% (+/- 6.7) 70.5% (+/-7.5) 93.3% (+/-4.0)
Performance Assessment	N/A
2007/08 Target	≥85%
2008/09 Target	
2009/10 Target	

Ministry Objective	Capacity Relevance
Performance Measure	Research Capacity Sponsored research funding from all sources
2005/06 Actual	0
2006/07 Target	≥0
2006/7 Actual	\$560,000
Target Assessment	Exceeded
2007/08 Target	≥\$560,000
2008/09 Target	≥previous year
2009/10 Target	≥previous year

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of quality of instruction
2005/06 Actual	N/A
2006/07 Target	≥90%
2006/7 Actual	87.4% (+/-5.1)
Target Assessment	Achieved
2007/08 Target	≥90%
2008/09 Target	
2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job
2005/06 Actual	N/A
2006/07 Target	≥90%
2006/7 Actual	74.4% (+/-7.9)
Performance Assessment	Substantially Achieved
2007/08 Target	≥90%
2008/09 Target	
2009/10 Target	

Ministry Objective	Capacity Relevance
Performance Measure	Percent of annual education activity occurring between May and August
2005/06 Actual	4.5%
2006/07 Target	Contribute toward achievement of system level target of 21%
2006/7 Actual	7.2%
Target Assessment	Contributed toward achievement of system level target of 21%
2007/08 Target	Contribute toward achievement of system level target of 21%
2008/09 Target	
2009/10 Target	

Ministry Objective	Quality Relevance
Performance Measure	Student satisfaction with transfer
2005/06 Actual	N/A
2006/07 Target	N/A
2006/7 Actual	N/A
Performance Assessment	N/A
2007/08 Target	Contribute toward achievement of system level target ≥90%
2008/09 Target	
2009/10 Target	

Summary Financial Report 2006/07

Financial Report	2006/07 Actual	2006/07 Forecast	2005/06 Actual
Revenues			
Contributions from the Province	11,627,553	11,413,319	11,231,883
Contributions from Federal Government	112,700	185,612	50,450
Tuition (Total Domestic and International)	7,505,376	7,316,483	7,189,891
Amortization of Deferred Contributions	3,080,884	3,080,884	2,865,042
Other	972,725	556,210	693,719
Total Revenues	23,299,238	22,552,508	22,030,985
Expenditures			
Salaries and Benefits	15,417,691	14,775,752	14,851,870
Other Operating	7,711,894	7,323,324	6,851,563
Total Expenditures	23,129,585	22,099,076	21,703,433
Net Results	169,653	453,432	327,552
Net Assets	46,916,702	46,096,003	45,642,571

Summary Financial Outlook 2007/08 – 2009/10

Summary Financial Outlook	2007/08 Forecast	2008/09 Forecast	2009/10 Forecast
Revenues			
Contributions from Province	12,925,000	13,227,000	13,667,000
Contributions from Federal Government	302,000	0	0
Tuition (Domestic and International)	7,626,000	7,779,000	7,934,000
Amortization of Deferred Contributions	1,525,000	1,565,000	1,565,000
Other	619,000	619,000	619,000
Total Revenues	22,997,000	23,190,000	23,785,000
Expenditures			
Salaries and Benefits	16,238,000	16,579,000	16,927,000
Other	6,759,000	6,611,000	6,858,000
Total Expenditures	22,997,000	23,190,000	23,785,000
Net Results	0	0	0

Notes

Tuition

- Current utilization rate is 107%
- Physical capacity is the limiting factor to growth
- We assume overall delivery will not increase due to space limitation constraints
- Projections are made on the basis of 2% tuition increases in each of the next three years

Base Grant Allocations

- Projected on basis of budget allocation letter
- Utilization premium (7% 2006/07) adjustments have not been addressed in these forecasts
- 2007/08 Budget is projected at break event, after allocation of 2006/07 one-time funding of approximately \$500,000. Unless the one-time funding continues, or is rolled into base on a permanent basis, the possibility of operating deficits for each of the next three years exists.
- Every effort is being made to maintain current program delivery levels and to secure additional revenue necessary to avoid reduction of over utilization premium.

Salaries and Benefits

- Projected on basis of current continuing / sessional ratio
- Continuing faculty currently deliver 10 studio and/or 8 academic sections per academic year. This is excessive and inconsistent when compared to similar institutions where the norm, on average, varies between 6/8 studio and 4/6 academic sections per academic year. Costs of workload reductions in line with this standard are projected at \$850,000 for a 20% work load reduction. These costs have not been included in operating projections.

Multi-Year Enrolment Plan 2007/08 – 2009/10

LEVEL OF INSTRUCTION	ACTUAL FTE		PLANNED ENROLMENT			Projected change 2006/07 to 2009/10 (%)
	2005/06	2006/07	2007/08	2008/09	2009/10	
Developmental/Qualifying (1)						
Undergraduate (Years 1 to 4) (2)	1149.50	1176.18	1152	1186	1219	3.8%
Graduate (3)	0.00	11.20	30	45	60	450%
Continuing Education (4)	152.94	162.11	175	175	175	9%
International Education (5)	157.27	177.84	179	183	187	4.5%
Industry Training Trades						
TOTAL FTE	1459.71	1527.33	1530	1530	1530	.02%
AVED FTE TARGET (6)	1211	1253	1327	1361	1394	11.2%
AVED FTES (7)	1302	1338.29	1327	1361	1394	4.2%
UTILIZATION (%)	107.5%	106.8%	100%	100%	100%	n/a

NOTES:

1. Include ABE, ESL and any Math or English intended to bring student skills to college level. Exclude developmental/upgrading delivered to international students from this category and report under International Education.
2. Undergraduate includes college level certificates and diplomas not reported under Industry Training Trades.
3. Graduate programs represent programs leading to a master degree, doctoral degree or other graduate-level credential.
4. **Optional** for universities that do not include continuing education activity in their audited FTE reports to AVED. Institutions that do not have a methodology for converting continuing education to FTEs should add total instructional hours and divide by 600.
5. **Optional for all institutions.**
6. AVED FTE Target does not include Industry Training Authority FTEs.
7. AVED Actual FTEs as reported in audited FTE reports. Student FTE calculation for colleges, university colleges and institutes is based upon most current AVED definitions and guidelines (for institutions contributing to the Post-Secondary Central Data Warehouse, 2006/07 FTEs have been calculated using the 2005 Student FTE Enrolment Reporting Manual). Does not include Industry Training Authority FTEs.

Contact Hour Activity Report 2006/07

Table A: Contact Hour Activity for Fiscal Year 2006/07								
Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen
Granville Island	1007458		146925.5		49365		5805	
Great Northern Way	3882		18					
North Island College Campus	17865							
School District #43	4050							
Off Emily Carr Campus					956			
TOTAL	1033255		146943.5		50321		5805	

Table B: Reconciliation for Fiscal Year 2006/07 ³				Table C: Summer Usage May 2006 to August 2006	
Categorization of Activity	Domestic Students		TOTAL	(Onsite Only)	
	Conventional Activity SCH ⁴	Non-Conventional Activity CHE ⁵		Categorization of Activity	Conventional Activity (SCH)
AVED	1033255	50321	1083576	Domestic Students	79401
ITA Foundation & HS				International Students	6201
ITA – Apprenticeship				TOTAL	85602
Other Activity					
TOTAL	1033255	50321	1083576		