



# Emily Carr University of Art and Design

2008/09 – 2010/11  
Accountability Plan and Report

August 20, 2008

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# Letter from the Board Chair & President

July 14, 2008

Honourable Mr. Murray Coell, Minister  
Ministry of Advanced Education  
PO Box 9883 STN PROV GOVT  
Victoria BC V8W 9T6

Dear Mr. Minister:

It is our pleasure to present the *2008/09 – 2010/11 Institutional Accountability Plan and Report* on behalf of Emily Carr University of Art and Design.

In last year's submission, *2007/08 – 2009/10 Institutional Accountability Plan and Report*, the first "goal" listed was "To define ECI's identity as a specialized university and provide excellence in degree education. ECI will continue to advocate for a mandate from provincial government to become BC's Centre of Excellence in Art, Design and Media and be converted to a specialized university..."

Just after the 2007/08 fiscal year end, on May 29<sup>th</sup>, 2008, Royal Assent was given to the "University Amendment Act" and by regulation, Emily Carr Institute of Art and Design will become Emily Carr University of Art and Design.

We thank the Premier, and the Minister and his staff at the Ministry of Advanced Education for working with us to ensure that our first goal became a reality, and everyone at Emily Carr will be working extremely hard to ensure that the transition process is conducted in a timely and efficient manner. This change is a strong indicator of the support and recognition that the government has for the high quality post secondary degree education we provide to the students who attend Emily Carr and the students who participate in the collaborative ventures we have with other institutions.

This report addresses accountability measures expected of Emily Carr by the government and outlines the statistical data on how we meet or exceed 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 graduate degree education in arts, media and design.

We invite you to visit our web site for further information: [www.eciad.ca](http://www.eciad.ca) We also accept accountability for the contents of the *2008/09 – 2010 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 has grown from a small four-year art school into a degree granting institution, now a specialized teaching university, devoted to studio based creativity and innovation, research and learning at the undergraduate and graduate levels.

Teaching and research at Emily Carr happens across 11 majors and 4 degrees, (Master of Applied Arts, Bachelor of Fine Arts, Bachelor of Media Arts and Bachelor of Design). The university 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 come from 42 countries and at any given time we have 35 exchange students and researchers from all over the world on campus. It is one of only four post-secondary art institutions in Canada, and one of only eight art institutions in North America with over 1,000 FTE's.

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

Emily Carr has renewed its collaboration agreement with North Island College to offer an Emily Carr External Bachelor of Fine Arts Degree to students in the northern Vancouver Island area. With its first 15 graduates in June, 2007 and a further 5 in June 2008, 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 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.

Emily Carr is one of the founders of the Great Northern Way Campus (GNWC) and it is an important part of the future of the University. GNWC is a separate entity governed by a Board made up of representatives from Emily Carr, 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 was successfully launched in September 2007 with approximately 25 students and we look forward to welcoming a new cohort and to congratulating the first graduating class in this upcoming year.

## 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 University pursues its mission.

### Learning

Emily Carr is committed to:

- ensuring that programs, courses and services are relevant to the needs and interests of students, business/industry 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;
- 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

Emily Carr 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

Emily Carr 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 ensuring increased opportunities for student employment and awards applications.

## Research

Emily Carr 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

Emily Carr 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 professions.

## Environmental Responsibility

Emily Carr is committed to:

- continually improving on its environmental responsibilities;
- pursuing sustainability and eco-friendly practices that meet or exceed government and society expectations; 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 still dealing with decreased applications this year, student demand at Emily Carr remains very strong. Indications are that qualified applicants will continue to outnumber new students capacity. Applications are strong for both undergraduate and graduate programs.

#### *Challenges:*

To increase enrolments, Emily Carr requires increased investment in operation and infrastructure support to maintain and enhance the quality of students' educational experiences. Class size is restricted by the very nature of our programs and by physical space. The University requires 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 2007 Emily Carr had 647 qualified undergraduate applicants that could not be admitted due to space, resource and infrastructure support deficiencies.

For the Fall 2008, Emily Carr had 1550 qualified undergraduate applicants and 128 graduate applicants. Of those, 797 were accepted into the bachelor program, and a total of 21 into the 1<sup>st</sup> and 2<sup>nd</sup> years of the Master program.

Based on application interest, we have the potential to grow in the next three to five years, and a short-term measured approach for growth will be taken in line with resources and facilities.

The demand for our graduates in the knowledge and creative economies means that Emily Carr could certainly expand its student body in order to meet these needs if it had the infrastructure to do so.

### Legislation/Governance

#### *Strengths:*

Members of the Board and Education Council are dedicated to the success of our students. Both governance bodies were, in the past, mandated by the *College and Institute Act* but will now operate under "The University Act" as recently amended. Both bodies continue to work in a collegial and supportive manner to ensure the best interests of the University and students are met.

With a "Senate" replacing Education Council, we envision changes in the process, procedures and duties, but not in the members' dedication to the students and the entire Emily Carr Community.

#### *Challenges:*

Although a Senate will replace Education Council with similar powers and duties, there is significant change that will be required over the next year to ensure compliance with the new legislation. The appointment of a Chancellor is a priority for the Board during the beginning of this new fiscal year. The administrative challenges involved in re-organizing the governance structure will certainly add to the current duties of our administration and staff.

## Funding

### *Strengths:*

Emily Carr has again presented a balanced budget as it has in the past, and has maintained tuition increase in line with the government mandate of 2%. The balanced 2008/09 budget was possible due to the transfer of funds from a one-time payment made by the Ministry.

Emily Carr's undergraduate tuition levels are lower than comparable universities offering degree programming.

### *Challenges:*

The 2008/09 Operating Budget was balanced through application of a one-time grant allocation made by the Ministry in both 2006/07 and 2007/08.

In this next fiscal year, Emily Carr will have to maintain its parsimonious review of all expenditures while maintaining the high degree of service to students. Most of the challenges have financial related links, and it is increasingly difficult to fund inflation, especially in the facilities related categories. Measured planned growth of international and graduate students, as well as one-time additional grants from government have provided us the ability to plan balanced budgets, but these methods are not viable long-term solutions.

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

# INTERNAL SCAN

## Facilities / Resources

### *Strengths:*

The location of the Granville Island campus contributes to the creative environment and students have commented favourably on the location in the midst of this community of artisans and craftsmen. Emily Carr also has an additional 8500 square feet of leased space in two buildings on West 3<sup>rd</sup> Avenue as a temporary solution to overcrowding.

### *Challenges:*

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

The space constraints and challenges in terms of direct instructional needs and in ancillary and support areas have been a concern. We do not have a student centre nor any facilities or common areas for staff and faculty. We have only a very small cafeteria for students, staff and faculty. In addition, the 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.

The location of Granville Island limits capacity to grow physically, and 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.

## Faculty and Staff Status, Renewal and Recruitment

### *Strengths:*

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

Emily Carr faces challenges regarding faculty, administration and staff renewal and recruitment due to an expected high turnover over the next five to 10 years. Retirement data shows that if Emily Carr faculty, staff and administrators choose to retire at age 65, the retirement rate will be 28%; if at age 60, the retirement rate will be 43%; and, if at age 55, the retirement rate will be 57%.

Moving forward, Emily Carr will be challenged by the potential retirements of a significant number of faculty and administrators. The average age of our faculty is fifty-two (51.7), of our Executive is fifty-eight (57.9) and other Administrators forty-eight (47.8).

Succession planning will continue to be a significant focus in Emily Carr's strategic planning. The search process for a Dean of Graduate Studies presented a viable candidate who would have been a tremendous

asset to Emily Carr, but the position offer was declined because we could not compete with the compensation package he had been offered elsewhere.

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

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.

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

## Teaching

Teaching excellence is an essential part of Emily Carr 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.

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

Emily Carr's curriculum is reviewed by external reviewers every five years to ensure the quality and relevance of our programming. The external reviewers are successful professionals in their fields and come from prominent art, design and media art institutions in 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.

## Learning

Emily Carr 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, Emily Carr 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 Emily Carr as they contribute to the ongoing process of critically redefining pedagogy within the context of engaging creativity in a world where art, design and media intersect with other fields. We strive to continuously develop new curriculum and new approaches to learning that reflect the connectedness of teaching, learning and curriculum to art, design and media in their multiple and changing forms in relation to the broader social, economic and cultural context.

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

## Aboriginal Education

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

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

We have recently developed and implemented a number of Aboriginal 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 our goal of establishing a two year Aboriginal Studies Program that will ladder into our four year BFA degree.

The Board 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 Aboriginal Students into Emily Carr.

Emily Carr faculty continue to work towards indigenizing curriculum in non-Aboriginal courses by incorporating Aboriginal resources, issues, and perspectives.

Two new tenure track Aboriginal faculty have joined Emily Carr and have been instrumental in leading developments in the area.

Emily Carr has commenced a "Summer Institute for Aboriginal Teens" pilot program for 2008 with funding assistance from the Vancouver Foundation. Four BC school districts were invited to participate, and 17 Aboriginal teens from Burnaby, Surrey, Vancouver and Coquitlam School Districts have confirmed their participation in this significant 4 week full time course taught by one of our first Aboriginal Master Degree Graduates assisted by an Aboriginal Emily Carr alumn.

## Research

Research in the 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 Emily Carr 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 Emily Carr 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.

Emily Carr 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.

## 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.

Emily Carr has an agreement with North Island College 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. (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 combines studies in visual arts and creative writing 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 Aboriginal content from both Emily Carr and UNBC can be taken as electives to fulfill degree requirements, allowing all interested students to focus their studies in that area.

We have signed articulation agreements with Capilano University; the College of New Caledonia; the Klondike Institute of Art + Culture (Yukon College); the Native Education College; Northern Lights College and are negotiating agreements with other potential partners.

We have a collaboration called the “Head Start Program” with School District 43 that has been very successful over the past two years whereby Emily Carr offers an introductory credit course at one of the local secondary schools to senior secondary students. This has led to several direct applications with acceptance to Emily Carr.

## Online Learning

An additional method of increasing accessibility for students is online learning. Emily Carr now offers 18 fully on-line courses on a regular basis and has 5 more in development. An innovative approach to delivering art, media and design curriculum, it is responsive to the changes in pedagogy and to students' interests in new modes of both delivery and modes of study.

## Great Northern Way Campus

The Great Northern Way Campus (GNWC) initiative is central to Emily Carr's plans for expanding capacity and impact. Four academic partners (UBC, SFU, BCIT and Emily Carr) 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.<sup>1</sup>

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

## Master of Applied Arts

In May 2008, the first 15 students graduated from our Master Degree Program in three specific streams: Visual Arts, Design, and Media Arts.

A second intake of 14 students was accepted in Fall 2007 from approximately 117 applications, and for the Fall of 2008 we will be accepting a further 15 from 128 applications.

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.

## 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 recognized both nationally and internationally. *The International Council of Societies of Industrial Design* has recognized our Bachelor of Design Degree as has 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. Emily Carr degrees are recognized and accepted worldwide as evidenced by the fact that we have students in graduate programs ranging from Goldsmiths in London, England to Pratt in New York to all the major universities in Canada and all of the universities in BC.

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<sup>1</sup> [http://www2.sfu.ca/vpacademic/Current\\_Initiatives/Great\\_Northern\\_Way\\_Campus.html](http://www2.sfu.ca/vpacademic/Current_Initiatives/Great_Northern_Way_Campus.html)

## Exempt Status

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

## Industry Liaison Office

With the receipt of funding for the creation of an industry liaison office at Emily Carr we have begun 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. We have been able, over the short time this office has been in operation, to be active in both developing new and enhancing current contacts with business and industry on national and international 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.

A number of challenges face our administrators, faculty and staff and are the reason that 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 11 years we have completed 7 strategic planning sessions and have had 4 major external reviews. We have begun the planning for another full external cyclical review of academic programs but with the transition to university status, we will be reviewing the process and procedures over the next few months in order to ensure compliance with the "University Act".

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, 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 Emily Carr's contribution to the BC post-secondary education system.

For each Ministry of Advanced Education goal, objective and key criteria, the following pages outline Emily Carr's performance measures, goals, objectives and targets for 2008/09 to 2010/11.

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

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

### Institutional Goal

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

### Institutional Objectives + 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 that 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 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
  - Motion Graphics
  - Web Design and Interactive Communication
  - Branding and Packaging
  - Textile + Technology + Furniture Design for High Density Living
  - Medical Assistive Devices + Product Design
  - Toy Design and Game Design + Animation
  - Environmental Design and Broadcast Design
  - Arts Administration
  - Aboriginal Art, Design and Media Studies
  - Craft
  - Interactive Visualization

## 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 (IRAP), Social Sciences and Humanities Research Council (SSHRC), 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 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.

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

Institutional Goal	Institutional Objectives	Ministry or System Objectives	Performance Measure
To increase accessibility to Emily Carr 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	Efficiency	Credentials awarded
		Accessibility	Continue conducting grad exit surveys
			Meet provincial expectations of student spaces at undergrad level
			Increase graduate level spaces

**Institutional Goal**

To increase accessibility / capacity to Emily Carr 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 additional 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
- Continue planning for the BFA degree program with UNBC
- Increase Aboriginal programming especially through collaborations with other post-secondary institutions
- New BFA External with other partners to be developed

- Increase in the number of on-line FTE's
- Increase in research profile and research funding
- Investigate innovative and new life-long learning models that can be measured through Prior Learning Assessment, flexible programming and scheduling and increased growth of Continuing Studies.
- Investigate the development of post-graduate certificates and diplomas and steady growth of online learning capacity.
- Gradually increase Master Program enrolment over next 3 years.
- Increase internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges. 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
<b>Performance Measure</b>	<b>Student Spaces in Public Institutions</b>
2006/07 Actual	1338
2007/08 Target	1327
2007/08 Actual	1352
Performance Assessment	Exceeded
2008/09 Target	1355
2009/10 Target	1385
2010/11 Target	1385

Emily Carr continues to perform well in this area, notwithstanding the space and resource limitations mentioned in this report. 2007/08 saw our FTE utilization at 101.9% of target.

Ministry Objective	Efficiency Capacity
<b>Performance Measure</b>	<b>Total Credentials Awarded Undergraduate Degrees</b>
2005/06 Actual	283
2007/08 Target	292
2007/08 Actual	309
Performance Assessment	Exceeded
2008/09 Target	292
2009/10 Target	296
2010/11 Target	306

Ministry Objective	Accessibility
<b>Performance Measure</b>	<b>Number and percent of public post secondary students who are Aboriginal</b>
2005/06 Actual	51 = 1.3%
2007/08 Target	More than or equal to previous year
2006/07 Actual	58 = 1.5%
Performance Assessment	Exceeded
2008/09 Target	≥ 58 = 1.5%
2009/10 Target	More than or equal to previous year
2010/11 Target	More than or equal to previous year

Government data includes First Nations background reported from Emily Carr applications as well as from the registration of students at Emily Carr 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 Emily Carr application indicating their background. 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.

Emily Carr has suggested that students who participate in our aboriginal events through the Aboriginal office verify the data on their application and consider having their Aboriginal status reflected on their records.

For other activities and initiatives regarding Aboriginal accessibility, please see the "Aboriginal Education" earlier in this report.

Ministry Objective	Quality Relevance
<b>Performance Measure</b>	<b>Baccalaureate graduate assessment of quality of education Satisfaction with education</b>
2006 BGS Survey Data	90.5% ( +/- 4.5)
Target	≥ 90%
2007 BGS Survey Data	93.9% (+/- 2.8)
Performance Assessment	Achieved
2008/09 Target	≥ 90%
2009/10 Target	
2010/11 Target	

Ministry Objective	Quality Relevance
<b>Performance Measure</b>	<b>Baccalaureate graduate outcomes – unemployment rate</b>
2006 BGS Survey Data	4.7%
Target	≥ 6.5%
2007 BGS Survey Data	3.5%
Performance Assessment	Exceeded
2008/09 Target	≥ 6.5% Maintain unemployment rate of former EC students below rate of persons with high school credentials or less
2009/10 Target	
2010/11 Target	

<b>Performance Measure</b>	<b>Baccalaureate graduate assessment of quality of education Skill Development</b>
2006 BGS Survey Data	
Written Communication	62.2%
Oral Communication	82.6%
Group Collaboration	71.7%
Critical Analysis	93.5%
Problem Resolution	78.7%
Reading and Comprehension	70.5%
Learn on your own	93.3%
	78.9 (+/- 6.6)
Target Average	85%
2007 BGS Survey Data	
Written Communication	71.9%
Oral Communication	86.6%
Group Collaboration	73.2%
Critical Analysis	95.3%
Problem Resolution	80.2%
Reading and Comprehension	80.8%
Learn on your own	91.9%
	82.9% (+/- 4.4)
Performance Assessment	Substantively Achieved
2008/09 Target	
2009/10 Target	≥85%
2010/11 Target	

Ministry Objective	Capacity Relevance
<b>Performance Measure</b>	<b>Research Capacity</b> <b>Sponsored research funding from all sources</b> <i>(In \$1,000's)</i>
2004/05 Data	\$560 Federal: \$560 Provincial: 0 Other: 0
Target	≥ previous year
2005/06 Data	\$1,513 Federal: \$795 Provincial \$580 Other: \$138
Target Assessment	Exceeded
2008/09 Target	\$1,513 Federal: \$795 Provincial \$580 Other: \$138
2009/10 Target	≥ previous year
2010/11 Target	≥ previous year

Ministry Objective	Quality Relevance
<b>Performance Measure</b>	<b>Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job</b>
2006 BGS Survey Data	74.4%
Target	≥ 90%
2007 BGS Survey Data	81.3%
Performance Assessment	Substantially Achieved
2007/08 Target	≥ 90%
2008/09 Target	
2009/10 Target	

Ministry Objective	Capacity Relevance
<b>Performance Measure</b>	<b>Percent of annual education activity occurring between May and August</b>
Data from 2006/07 Fiscal Year	7.2%
2006/07 Target	Contribute toward achievement of system level target of 21%
2007 BGS Survey Data	7.5%
Target Assessment	Contributed toward achievement of system level target of 21%
2008/09 Target	Contribute toward achievement of system level target of 21%
2009/10 Target	
2010/11 Target	

## Summary Financial Report 2007/08

Financial Report	2007/08 Actual	2007/08 Forecast	2006/07 Actual
<b>Revenues</b>			
Contributions from the Province	12,562,314	12,112,302	12,082,318
Contributions from Federal Government	113,411	116,815	112,700
Tuition (Total Domestic and International)	7,681,514	7,835,607	7,505,376
Amortization of Deferred Contributions	3,473,055	3,473,055	3,080,884
Other – interest/misc	2,774,338	333,345	972,725
<b>Total Revenues</b>	<b>26,604,632</b>	<b>23,871,124</b>	<b>23,299,238</b>
<b>Expenditures</b>			
Salaries and Benefits	16,435,483	16,237,592	15,417,691
Other Operating	8,882,428	7,633,532	7,711,894
<b>Total Expenditures</b>	<b>25,317,911</b>	<b>23,871,124</b>	<b>23,129,585</b>
<b>Net Results</b>	<b>1,286,721</b>	<b>0</b>	<b>169,653</b>
<b>Net Assets</b>	<b>47,770,914</b>	<b>47,385,870</b>	<b>46,916,702</b>

## Summary Financial Outlook 2008/09 – 2010/11

Summary Financial Outlook	2008/09 Forecast	2009/10 Forecast	2010/11 Forecast
<b>Revenues</b>			
Contributions from Province	12,401,410	12,936,245	12,937,545
Contributions from Federal Government	214,800	0	0
Tuition (Domestic and International)	8,158,000	8,490,000	8,660,000
Amortization of Deferred Contributions	3,450,000	3,450,000	3,450,000
Other	619,000	619,000	619,000
<b>Total Revenues</b>	<b>24,843,210</b>	<b>25,495,245</b>	<b>25,666,545</b>
<b>Expenditures</b>			
Salaries and Benefits	16,982,000	17,321,640	17,668,073
Other	7,861,210	8,173,605	7,998,472
<b>Total Expenditures</b>	<b>24,843,210</b>	<b>25,495,245</b>	<b>25,666,545</b>
<b>Net Results</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Notes

#### Tuition

- Current utilization rate is 101.9%
- 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
- 2009/10 Forecast is projected at break event, after allocation of 2008/09 one-time funding. 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 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.

# Contact Hour Activity Report

## 2007/08

### CONTACT HOUR ACTIVITY

Campus Name	Activity Delivered "Onsite" SCH/CHE <sup>1</sup>				"Offsite" Activity SCH/CHE <sup>2</sup>			
	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
1535 West 3rd Ave	2880		180					
Granville Island	974666		147173.5		55755		6975	
North Island College Campus	12240							
BCIT Campus	986							
School District #43					2700			
UNBC Campus	2340							
<b>TOTAL</b>	993112		147353.5		58455		6975	

Table B: Reconciliation for Fiscal Year 2007/08 <sup>3</sup>				Table C: Summer Usage May 2007 to August 2007	
Categorization of Activity	Domestic Students		TOTAL	(OnSite Only)	
	Conventional Activity SCH <sup>4</sup>	Non-Conventional Activity CHE <sup>5</sup>		Categorization of Activity	Conventional Activity (SCH)
AVED	992126	59441	1051567	Domestic Students	69148
ITA Foundation & HS				International Students	6675
ITA – Apprenticeship					
Other Activity					
<b>TOTAL</b>			1051567	<b>TOTAL</b>	75823