



**emily carr**  
university of art + design

**2009/10 – 2011/12**

**Institutional Accountability Plan + Report**

**July 2009**



**EMILY CARR UNIVERSITY OF ART + DESIGN**

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

**ecuad.ca**

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## Letter from Board Chair + President

emily carr

university of art + design

July 15, 2009

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

Dear Honourable Stilwell:

It is our pleasure to present the 2009/10 – 2011/12 Institutional Accountability Plan and Report on behalf of Emily Carr University of Art + Design.

The past year has been a momentous one for Emily Carr as we received new legislation and a new mandate as a special purpose teaching university. The transition to a university has been a successful endeavour and we are proud that our high quality undergraduate and graduate degree programs have been recognized for their innovation and contribution to the post secondary system and creative industries.

The appointment of our founding Chancellor, Mr. John C. Kerr, the transition from Education Council to Senate for academic governance, the restructuring of our academic areas and the development of unique and responsive Faculties ensure that Emily Carr continues to be at the forefront of art, design and media education and research. Emily Carr's new Faculties include the Faculty of Graduate Studies + Research, the Faculty of Culture + Community, the Faculty of Design + Dynamic Media and the Faculty of Visual Art + Material Practice.

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 Labour Market Development. It also outlines plans for the future to ensure progressive and managed growth in addition to the tradition of offering superior baccalaureate and graduate degree education in art, media and design.

We accept responsibility for the contents of this report and invite you to visit our website at [www.ecuad.ca](http://www.ecuad.ca) for further information.

Sincerely,



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



Dr. Ron Burnett, RCA  
President + Vice-Chancellor

## Institutional Overview + Strategic Direction

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

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

Teaching and research at Emily Carr take place across 12 majors and 3 degrees (Master of Applied Arts, Bachelor of Fine Arts and Bachelor of Design) within 4 recently developed Faculties, which include the Faculty of Culture + Community, the Faculty of Design + Dynamic Media, the Faculty of Visual Art + Material Practice and the Faculty of Graduate Studies + Research.

Within an environment that is professional, practice-oriented, and at the same time rooted in history and critical theory, students are encouraged to develop new and innovative ways of thinking and creating. Master and Bachelor degrees provide a careful balance of studio and academic programming. This includes the Intersections Digital Studios, a state-of-the-art research facility, computer and digital production laboratories, photography laboratories, printmaking studios, ceramic studios, painting studios, the library, indoor and outdoor sculpture areas, wood shops, design studios, classrooms and galleries.

The University serves over 1,700 credit students (including domestic and international) and over 2,350 non-credit students who take courses at the Granville Island campus. International students come from 50 countries and at any given time we have 30 exchange students and researchers from all over the world on campus. Emily Carr is one of only four post-secondary art institutions in Canada and one of only eight art institutions in North America with over 1,000 FTE's.

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

Emily Carr has 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 second cohort of graduates in June 2008, it has been a successful venture and all parties hope it can be continued.

The collaboration with the University of Northern British Columbia 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 Emily Carr offers.

Emily Carr is one of the founders of the Great Northern Way Campus (GNWC) which is an important part of the future of the University. GNWC is a separate entity governed by a Board of senior executives within the Province, representing Emily Carr, UBC, SFU and BCIT. In 2001, UBC and SFU were invited to partner with Emily Carr 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 and the first class of 21 students graduated from this program in April of this year. The success of this program continues as is noted by the current enrolment of 29 students in their first year and an additional 21 students in their second year of the program.

## **VISION**

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

## **MISSION**

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

## **VALUES**

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

### **Learning**

- 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 areas of specialization; and,
- celebrating the importance and centrality of creative practices in all of the arts.

### **People**

- 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**

- presenting a balanced budget to the government while keeping tuition increases lower than, 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**

- 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**

- 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**

- continually improving on our 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 + Operational Context

## EXTERNAL SCAN

### **Student Access + Demographics**

#### *Strengths*

While many post secondary institutions are still dealing with decreased applications this year, student demand at Emily Carr remains very strong. Indications are that qualified applicants will continue to outnumber new student capacity. Applications are strong for both undergraduate and graduate programs.

#### *Challenges*

To increase enrolment, Emily Carr requires increased investment in operation and infrastructure support to maintain and enhance the quality of students' educational experiences. Class size is restricted by the very nature of our programs and by physical space. The University requires additional space to deal with major deficiencies in its present location and to accommodate additional growth to 2,000 FTE's to meet demand.

For fall 2009, Emily Carr received 1,572 undergraduate applicants and 160 graduate applicants. Due to space, resource and infrastructure deficiencies, Emily Carr was only able to accept 455 into the undergraduate program and 21 into the graduate 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 expand its student body in order to meet these needs if it had the infrastructure to do so.

### **Legislation/Governance**

#### *Strengths*

This has been a year of transition for Emily Carr as we were granted university status and received new legislation. The appointment of Mr. John (Jake) C. Kerr as our founding Chancellor, the official transition from Education Council to Senate and the development of Faculties have been achieved in fulfilling our operational and structural requirements according to the new legislation.

Members of the Board of Governors and Senate are dedicated to the success of Emily Carr students. Both governance bodies, which now operate under the University Act, continue to work in a collegial and supportive manner to ensure the best interests of the University and students are met.

#### *Challenges*

The transition to university status has been both an exciting and challenging endeavour. In order to ensure compliance with the new legislation, changes to our structure and policies were required in a timely manner. The administrative challenges involved in reorganizing the governance structure were met and we have now established an effective governing and support structure.

## **Funding**

### *Strengths*

Emily Carr has presented a balanced budget as it has in the past and has maintained tuition increase in line with the government mandate of 2%. The balanced 2008/09 budget was possible due to the transfer of funds from one-time funding from the Ministry and from the Emily Carr contingency fund. Emily Carr's undergraduate and graduate tuition levels remain lower than comparable universities offering degree programming.

### *Challenges*

The 2009/10 operating budget was balanced through application of a one-time grant allocation made by the Ministry in 2008/09. In the fiscal year 2009/10, Emily Carr will have to maintain its parsimonious review of all expenditures while maintaining a high degree of service to students. Many of the challenges have financial related links and it is increasingly difficult to fund inflation, especially in the facilities related categories. Measured planned growth of international and graduate students, as well as one-time additional grants from government have provided us the ability to plan balanced budgets, however these methods are not viable long-term solutions. Our recent budget has left our contingency at the lowest level in ten years.

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

## **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 8,500 square feet of leased space in two buildings off campus as a temporary solution to overcrowding.

#### *Challenges*

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

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

The Granville Island campus does not meet basic Ministry standards for 1,600 FTE's. 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.

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

## Research

The creation of the Research and Industry Liaison Office at Emily Carr has been an extremely successful endeavour which has resulted in numerous grants and funding for the University. As a result of the efforts of the office, Emily Carr won a national competition sponsored by the National Science and Engineering Research Council, to establish a new Centre for Moving Interaction. Funded at a level of \$2.8 million over five years, this represents the largest single research grant ever awarded to an art and design university in Canada, other than our previous CFI / BCKDF grant of \$3.8 million. Emily Carr faculty also competed in a national competition sponsored by the Social Sciences and Humanities Research Council (SSHRC) during the year. Emily Carr outperformed all the other art and design universities in Canada, winning three major grants totalling over \$400,000 over three years.

The Research and Industry Liaison Office is designed to encourage and facilitate increased connections between industry, funding agencies and foundations. The office has developed new and enhanced current contacts with business and industry on national and international levels and has greatly increased Emily Carr's research funding and profile.

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; and
- 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 it 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 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 centers on the development and evaluation of socially responsible works of art, design products and services and media such as film, video and computer mediated forms of expression;
- research that centers 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; and
- research on the evolving role of digital tools in the practice of art and design.

The 11<sup>th</sup> report of the Premier's Technology Council, released in July 2008, recommended that the government develop a plan for the promotion of industrial design as a key component of BC's innovation economy, which included a recommendation to fund an Industrial Design Chair for Emily Carr University of Art + Design. This recognition of our industrial design program and our research capabilities will aid in the growth of the creative industries and the future economy of the Province.

### **Master of Applied Arts**

In May 2009, the second cohort of 14 students graduated from our Master of Applied Arts graduate degree program in three streams of visual arts, design and media arts. A new intake of 21 students has been accepted for fall 2009 from 160 applications. As indicated by the large number of applicants, Emily Carr has the potential to further grow and develop this program. However, without funding for graduate FTE's and additional space, the program will not realize its full potential.

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

### **Teaching**

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

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

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

### **Learning**

Emily Carr is a learning community with academic programs oriented around small classes and mentoring in order to facilitate student growth and development. Over 200 students successfully completed internships and co-op positions locally and around the world, where they earned credits and contributed to a wide variety of projects. A significant number of students spend a semester on exchange with other institutions throughout the world.

Emily Carr's diverse curriculum ranges from industrial design to visual arts to 3D film, new media and animation, where students learn to articulate ideas through the use of digital applications and production tools. Students also explore the

current culture surrounding the production of digital and interactive art and how digital applications can be used to inform more traditional art practices. To facilitate new practices and learning experiences, Emily Carr has a completely wireless campus, is part of BCNet and is connected to CANet 4 with high speed lines equivalent to those available at all major universities.

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

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

### **Aboriginal Education**

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

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

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

Emily Carr has an Aboriginal Admissions Policy which assists in eliminating any perceived barriers to articulation and laddering of Aboriginal Students into Emily Carr.

Emily Carr faculty continue to work towards indigenizing curriculum in non-Aboriginal courses by incorporating Aboriginal resources, issues and perspectives. Emily Carr also has two tenure track Aboriginal faculty who have been instrumental in leading developments in the area.

Emily Carr held a Summer Institute for Aboriginal Teens program in 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 participated in this significant four week full time course taught by one of our first Aboriginal Master Degree Graduates assisted by an Aboriginal Emily Carr alumnus. This program was a successful endeavour that will be continued in the summer of 2009 as the Summer Institute for Teens and will feature a new Aboriginal Art course.

## **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 collaborates with many of the major institutions in BC, 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.

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 and Culture (Yukon College), the Native Education College, Northern Lights College and are negotiating agreements with other potential partners.

Emily Carr has a collaboration with School District 43, the Head Start Program, which has been very successful over the past three 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 over 30 online courses on a regular basis and has an additional eight courses in development. An innovative approach to delivering art, media and design curriculum, online learning is responsive to the changes in pedagogy and to students' interests in new modes of both delivery and study.

In 2009, the online program received \$93,000 from the BC Campus Online Program Development Fund, to develop a suite of eStudio courses in digital arts, mobile media, and social networking, and courses for the low-residence Masters of Applied Arts, scheduled to begin spring of 2010.

## **Sustainability**

Sustainability and environmental responsibility are key components of the curriculum, planning process and operations at Emily Carr. Curriculum at Emily Carr has always dealt with issues of critical interest to society and increasingly courses in all Faculties are dealing with issues related to green design, sustainability and other environmental concerns. We have a Sustainability Practices Task Force which includes student, faculty, staff and administrative representatives and reviews

ways to continually improve Emily Carr's environmental responsibilities, to integrate sustainability into the curriculum and to promote sustainability both on campus and in the community.

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

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

### **Faculty + Staff Status, Renewal + Recruitment**

#### *Strengths*

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

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

#### *Challenges*

Emily Carr continues to face challenges regarding faculty, staff and administration recruitment due to a large number of employees within retirement age. The elimination of mandatory retirement and the economic downturn have provided some relief. However, this is likely to be a deferment of the issue as our demographics paint a concerning picture in the immediate and longer term. Sixty percent (60%) of our faculty and close to forty-five percent (45%) of our administrators are within five years of retirement eligibility. As such, succession planning will continue to be a significant and critical focus in Emily Carr's strategic planning.

A further challenge to recruitment is Emily Carr's uncompetitive compensation scale. The search process for a Vice President Academic + Provost presented a viable candidate who would have been a tremendous asset to Emily Carr, however the position offer was declined because we could not compete with the compensation package the candidate 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 University towards a disproportionate use of part-time employees.

There has been active recruitment in recent years to create a greater number of regular faculty positions and to proactively manage a critical demographic shift as we move forward. Emily Carr will be improving the mechanisms for recognition of faculty and staff achievement in the context of our plans for the future. At the same time, we support the upgrading process through professional development and other activities.

## **Great Northern Way Campus**

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

A grant from the Provincial Government has allowed the four partners to develop a Masters of Digital Media degree that commenced in September 2007 and convocated its inaugural graduating class of 21 students in April 2009. The many applications that are continuously being received are an indication that there is very high interest in this program and innovative partnership.

## **Credential Recognition**

As a result of the 2001 application process and acceptance into the Association of Universities and Colleges of Canada, all of our credentials were fully recognized both nationally and internationally. 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, which are currently used in our cyclical review process. The European League of Institutes of Art (of which we are a member) only accepts organizations into its membership that have accredited degree-granting status. 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.

## **Exempt Status**

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

## **Accountability**

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

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

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

Over the last 12 years we have completed seven strategic planning sessions and have had four major external reviews. We

have been reviewing our processes and procedures in order to ensure compliance with the University Act and are currently embarking on a new strategic planning campaign with the University community, with the Vice President Academic + Provost Chairing the Strategic Planning Committee.

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

## Goals + Objectives

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

INSTITUTIONAL GOAL	
<b>To provide excellence in undergraduate and graduate degree education</b>	
Institutional Objectives	Performance Measures
Continue to ensure excellence in programs	Benchmarking, student satisfaction and quality assurance programs
Continue to promote Emily Carr programs at provincial, national and international levels	Continue to increase credentials awarded
Continue to provide quality and relevant educational programs	Continue conducting grad exit surveys
Ministry Objective	Performance Measures
BC's public post-secondary institutions provide a high quality learning environment and meet standards of excellence	Student satisfaction; Student assessment of quality of instruction

### INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

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

### Provide Support for Students

- Empower students to achieve the goals they set for themselves during their stay at Emily Carr with post-graduation follow up to ensure a lasting relationship with alumni.
- Ensure quality of student support by continuing to monitor rate of graduation, rate of attrition, rate of application, success of alumni and fourth year exit and regular ongoing surveys.

- Continue to advocate for funding to provide students with the most up to date and state-of-the-art facilities and equipment.
- Create industry advisory committees to measure and enhance relationships with different disciplines and to better track student needs and alumni employment.
- Continue close contacts with industry, measured by increased co-ops and joint projects.

### **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 levels.
- Grow existing programs and develop new program areas that provide exciting options for the future. Such program areas may include:
  - digital entertainment at the graduate and undergraduate levels;
  - public art;
  - performing arts;
  - motion graphics;
  - web design and interactive communication;
  - branding and packaging;
  - textile, technology and furniture design for high density living;
  - medical assistive devices and product design;
  - toy design and game design and animation;
  - environmental design and broadcast design;
  - arts administration;
  - aboriginal art, design and media studies;
  - craft; and
  - interactive visualization.

### **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, Social Sciences and Humanities Research Council, The Canadian Network for the Advancement of Research, Industry and Education and develop new collaborative projects.
- Continue excellent relations with Western Economic Diversification.

- Contribute to the success of the Master of 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.

INSTITUTIONAL GOAL	
<b>To increase accessibility to Emily Carr programs with fewer qualified applicant turn-a-ways / increase capacity</b>	
Institutional Objectives	Performance Measures
Measured and careful growth of international students	Increase international student spaces
Meet Ministry targets for undergraduate FTE's	Total student spaces
Increase undergraduate program acceptance	Increase undergraduate level spaces
Increase graduate program acceptance	Increase graduate level spaces
Continue to develop and grow the graduate degree program	Increase graduate level spaces
Ministry Objectives	Performance Measures
British Columbians have opportunities to attend post-secondary education	Credentials awarded
Post Secondary education is accessible and affordable for students	Total student spaces

## INSTITUTIONAL STRATEGIES TO ACHIEVE GOAL

### Growth for Increased Accessibility / Capacity

- New purpose built building required of at least 425,000 square feet to address current space needs and for future growth.
- Increased levels of participation and connections with partners at GNWC.
- Review admissions process annually.
- Further extension of BFA External with North Island College.
- Implementation completed 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 online FTE's.
- Increase in research profile and research funding.
- Investigate innovative and new life-long learning models that can be measured through Prior Learning Assessment, flexible programming and scheduling and increased growth of Continuing Studies.
- Investigate the development of post-graduate certificates and diplomas and steady growth of online learning capacity.

- Gradually increase 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.
- Increase international partnership agreements (Singapore, Taiwan, Korea and China - discussions are underway with institutions in all four countries).
- Maintain strong connections with the European League of Institutes of Art (the President serves on the Executive Committee); CUMULUS (International Design Organization); ICOGRADA (International Graphic Design organization); ISDE (International Product Design Organization); and other international organizations.
- Emily Carr will host the 2011 European League of Institutes of Arts Leadership Conference which will bring together senior art and design academic executives from around the world.

## Performance Measures, Targets + Results

### System Objective: Capacity

Total Student Spaces						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
1,352	1,355	1,359	Achieved	TBD	TBD	TBD

Emily Carr continues to perform well in this area, notwithstanding the space and resource limitations mentioned in this report. 2008/09 saw our FTE utilization at over 100% of target.

### System Objective: Capacity

Credentials Awarded						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
309	292	328	Exceeded	TBD	TBD	TBD

Emily Carr exceeded its target for 2008/09 with the total credentials awarded at 112% of target.

### System Objective: Capacity

Sponsored Research Funding (million \$)							
Performance				Performance Assessment	Targets		
	2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
Total	\$1.5	≥ previous year	\$2.2	Exceeded	≥ \$2.2	≥ previous year	≥ previous year
Federal	\$0.8	n/a	\$1.2	n/a	n/a	n/a	n/a
Provincial	\$0.6		\$0.8				
Other	\$0.1		\$0.2				

Research has been a significant focus at Emily Carr during the past year. The Research and Industry Liaison Office has generated significant research funding, our faculty members have continued pursuing their research endeavours and the Intersections Digital Studios continue to contribute to the research capabilities of the University.

### System Objective: Access

Number and Percent of Students who are Aboriginal						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
58 = 1.5%	≥ previous year	59 = 1.6%	Achieved	≥ 59 = 1.6%	≥ previous year	≥ previous year

**System Objective: Quality**

Student Satisfaction						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
93.9% (+/- 2.8)	≥ 90%	90.1% (+/- 3.5)	Achieved	≥ 90%	≥ 90%	≥ 90%

**System Objective: Quality**

Student Assessment of Skill Development							
Performance				Performance Assessment	Targets		
	2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
Skill development	82.9% (+/- 4.4)	≥ 85%	81.7% (+/-4.7)	Achieved	≥ 85%	≥ 85%	≥ 85%
Written communication	71.9% (+/- 5.7)	n/a	67.7% (+/- 5.7)	n/a	n/a	n/a	n/a
Oral communication	86.6% (+/- 4.1)		89.0% (+/- 3.8)				
Group collaboration	73.2% (+/- 5.3)		78.4% (+/- 5.0)				
Critical analysis	95.3% (+/- 2.5)		92.9% (+/- 3.0)				
Problem resolution	80.2% (+/- 5.0)		73.8% (+/- 5.5)				
Learn on your own	91.9% (+/- 3.3)		92.0% (+/- 3.2)				
Reading and comprehension	80.8% (+/- 4.8)		78.4% (+/- 5.0)				

**System Objective: Quality**

Student Assessment of Quality of Instruction						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
91.6% (+/- 3.2)	≥ 90%	90.1% (+/- 3.5)	Achieved	≥ 90%	≥ 90%	≥ 90%

**System Objective: Relevance**

Student Assessment of Usefulness of Knowledge and Skills in Performing Job						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
81.3% (+/- 5.5)	≥ 90%	85.7% (+/- 5.0)	Achieved	≥ 90%	≥ 90%	≥ 90%

**System Objective: Relevance**

Unemployment Rate						
Performance			Performance Assessment	Targets		
2007/08 Actual	2008/09 Target	2008/09 Actual		2009/10 Target	2010/11 Target	2011/2012 Target
3.5% (+/- 2.5)	≤ 7.7%	8.5% (+/- 3.5)	Achieved	≤ people with high school credentials or less		

## Summary Financial Report 2008/09

Financial Report	2008/09 Actual	2008/09 Forecast	2007/08 Actual
<b>REVENUES</b>			
Contributions from the Province	13,332,214	12,401,410	12,562,314
Contributions from Federal Government	214,821	214,800	113,411
Tuition (Total Domestic and International)	8,080,696	8,158,000	7,681,514
Amortization of Deferred Contributions	3,398,989	3,450,000	3,473,055
Other (Interest / Miscellaneous)	1,695,326	619,000	2,774,338
<b>Total Revenues</b>	<b>26,722,046</b>	<b>24,843,210</b>	<b>26,604,632</b>
<b>EXPENDITURES</b>			
Salaries and Benefits	17,366,726	16,982,000	16,435,483
Other Operating	9,631,338	7,861,210	8,882,428
<b>Total Expenditures</b>	<b>26,998,064</b>	<b>24,843,210</b>	<b>25,317,911</b>
<b>Net Results</b>	<b>(276,018)</b>	<b>0</b>	<b>1,286,721</b>
<b>Net Assets</b>	<b>46,050,985</b>	<b>46,050,985</b>	<b>47,770,914</b>

## Summary Financial Outlook 2009/10 – 2011/12

Summary Financial Outlook	2009/10 Forecast	2010/11 Forecast	2011/12 Forecast
<b>REVENUES</b>			
Contributions from Province	13,344,164	13,389,864	13,389,864
Contributions from Federal Government	204,683	0	0
Tuition (Domestic and International)	8,387,555	8,526,306	8,667,832
Amortization of Deferred Contributions	3,450,000	4,692,054	5,778,057
Other	579,900	580,000	580,000
<b>Total Revenues</b>	<b>25,966,302</b>	<b>27,188,224</b>	<b>28,415,753</b>
<b>EXPENDITURES</b>			
Salaries and Benefits	18,093,010	19,000,000	19,900,000
Other	7,873,292	8,188,224	8,515,953
<b>Total Expenditures</b>	<b>25,966,302</b>	<b>27,188,224</b>	<b>28,415,953</b>
<b>Net Results</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Notes

#### Tuition

- Current utilization rate is 100.3%
- 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 even, 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 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.