

EMILY CARR INSTITUTE

ART + DESIGN + MEDIA

INSTITUTIONAL SERVICE PLAN REPORT 2005/06

CELEBRATING 81 YEARS AS BRITISH COLUMBIA'S
CENTRE OF EXCELLENCE IN ART + DESIGN + MEDIA

Submitted to the Ministry of Advanced Education
July 2006

TABLE OF CONTENTS

Letter from Board Chair + President.....	2
Institutional Overview.....	3
Profile of ECI.....	3
Goals, Objectives + Performance Measures	
Capacity.....	5
Accessibility.....	5
Internationalization.....	6
Efficiency.....	7
Quality.....	7
Research.....	10
Comprehensiveness.....	11
Summary Financial Outlook.....	18

May 2006

Honourable Murray Coell
Minister of Advanced Education

Dear Minister Coell:

It is our pleasure to present Emily Carr Institute's Service Plan Report, 2005/06.

Emily Carr Institute is British Columbia's Centre for Excellence in Art, Design and Media and is a specialized professional/academic institution devoted to studio based creative work.

The Institute's mission is to develop informed creative artists and designers and media practitioners who can contribute their creative output and research to Canada's economy and to its growing knowledge and cultural sector.

The Service Plan Report provides a high level overview of Emily Carr Institute. This report explains our goals and the manner in which we have developed and continue to develop the accountability measures expected of us by the government.

We are responsible for its contents and for the manner in which we will complete the outlined goals.

Sincerely,

Original signed by:

Dr. George Pedersen
Board Chair

Original signed by:

Dr. Ron Burnett
President

INSTITUTIONAL OVERVIEW

PROFILE OF EMILY CARR INSTITUTE

Since 1925, Emily Carr Institute (ECI) has grown from a small art school into a post-secondary institution with 1470 full time students. Our central goals have evolved to include the provision of many different disciplines interacting with one overarching aim: to produce the best artists, designers and media creators in BC and Canada as well as internationally.

ECI is a specialized professional/academic institution devoted to studio based creativity in the service of innovation, research and learning at the undergraduate and graduate level. Our mission is to develop informed creative artists and designers and media practitioners who can contribute their creative output and research to Canada's economy and to its growing knowledge and cultural sectors. ECI is a multidisciplinary Institute where artists, designers, technologists, researchers and educators interact and collaborate on projects and programs that foster a cross-fertilization or transfer of specialist knowledge and practices which contribute to shaping art, design and technology, their uses and users.

Teaching and research at ECI happens across 11 majors and 4 degrees, which include the Master of Applied Arts, Bachelor of Fine Arts, Bachelor of Media Arts and Bachelor of Design. Aside from our 1,330 full-time students, we also have approximately 2,200 non-credit students taking courses at our 2 campuses. Emily Carr currently employs 177 regular faculty, staff and administrators and over 100 temporary and sessional employees. 15% of our students come from 42 countries and at any given time we have 35 exchange students from all over the world at ECI studying and doing research. It is one of only eight art institutions in North America with over 1,000 FTE's.

Our graduates are among the most sought after in the cultural areas, from visual artists who can work in positions that range from museums to galleries to small companies and the entertainment industry, to designers who work in a variety of industries from graphic design, industrial design and web design, to graduates who work in new media in BC and Canada. Our media creators work in the film, video and television industry and at some of the most important animation companies in the world. Many of our artists and designers and media graduates have become the most famous practitioners of their crafts in the world. We have alumni at Apple, Pixar, Disney, Nokia, Adobe, Radical Entertainment, Electronic Arts, Mattel, Sony and many other companies throughout North America and elsewhere. Many of our alumni are teaching at major universities in BC and elsewhere.

Our research initiatives have resulted in major grants in excess of \$5 million over the last 2 years as ECI becomes more involved in the development of the creative industries in Canada.

Since its inception, ECI has had an enormous impact on the growth of the arts in BC, Canada and internationally, and on the development of cultural industries such as New Media, information technology, visual arts, design, film, animation, communications, cultural tourism and publishing. The Institute has grown into a multi-disciplinary environment devoted to excellence in the Visual Arts, Design and Media Arts.

Within a multi-disciplinary educational 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. Bachelor and Masters degrees offered in Visual Arts, Design and Media Arts provide a careful balance of studio and academic programming supported by an innovative infrastructure of over 170,000 square feet. This includes computer and digital production laboratories, photography laboratories, printmaking studios, ceramic studios, painting studios, the library, indoor and outdoor sculpture areas, woodshops, design studios, classrooms and galleries. The 4.3 million dollar Intersections Digital Studio is facilitating expansion of this capacity. This interdisciplinary Digital Studio of Art, Design and Media is supported by the Canada Foundation for Innovation and the BC Knowledge Development Fund as well as ECI and Western Economic Development.

ECI is also reaching out to the community through the fundraising, communication and alumni activities of the ECI Foundation Office. With a Foundation Board comprised of leading individuals from the business, education, artistic and philanthropic communities ECI is building external relationships that will generate long-term financial support and commitment to the Institute. Since 1996 our endowment has grown from \$700,000 to over 4.2 million dollars. This has been achieved through small donations from many members of the community who support the mission and direction of the Institute. As a result, over 17% of our students are now supported through scholarships and bursaries.

ECI is governed in accordance with the *College and Institute Act*. ECI operates with a duly constituted Board of Governors and Education Council. Both governance bodies include representation from faculty, staff, administration, and students.

As per the *College and Institute Act*, the Board of Governors manages, administers and directs the affairs of the Institute. Education Council is responsible for curriculum related matters at the Institute, including the development of academic policy, curriculum content, and student performance issues. Education Council must advise the Board of Governors, and the Board of Governors must seek advice from Education Council, on the development of educational policy as outlined in the *College and Institute Act*.

The minutes of the Board of Governors and Education Council meetings are available to the public by request.

GOALS, OBJECTIVES + PERFORMANCE MEASURES

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

For each Ministry of Advanced Education goal, objective and key criteria, the following outlines ECI's objectives and performance measures and targets for 2005/06 to 2007/08.

System Goal: **Top Notch Post-Secondary Education**
System Objective: **Access and Choice for BC Post-Secondary Students**
System Key Criteria: **Capacity and Accessibility**

Key Criteria	Performance Measure	Base 2004/05	Actual 2005/06	Result
Capacity	Total student spaces	1141 (1273)	1302	Exceeded
	# of degrees, diplomas and certificates awarded	261	424	Exceeded
	BC public post-secondary graduate rate	84%	88%	Exceeded
	% of annual educational activity occurring between May and August	6.4%	17%	Exceeded
Accessibility	Participation rate for population 18-27	44.5%	72%	Exceeded
	Student spaces in developmental programs	N/A	N/A	
	# / % of Aboriginal students	58 / 3.8%	34 / 3%	
	On-line FTE's	5	20	Exceeded
	GPA cut-off (direct entry / transfer)	2.5 / 2.0	3.35/3.47	Exceeded

Growth for Increased Capacity—GOALS

- New building required with at 100,000 square feet to address current space needs and for future growth.
- Development and growth to meet growth projections to 1910 FTE's.
- Increased levels of participation and connections with partners at GNWC.
- Further extension of BFA External with North Island College. (25 FTE's)
- New Joint BFA with UNBC beginning in 2007
- New BFA External with Northwest College to be developed
- Increase in the number of on-line FTE's
- Increase in research profile and research money

Measures for Increased Accessibility—GOALS

- Movement of Institute to life-long learning models measured through Prior Learning Assessment and flexible programming and scheduling and increased growth of Continuing Studies, as well as the development of post-graduate certificates and diplomas and steady growth of online learning capacity.
- Development of joint programming and partnership initiatives with other post-secondary institutions.
- Graduate Programming to begin in September of 2006 initially with 15 (FTE) students moving to 45 (FTE) over 3 years.

Internationalization—GOALS

- Increased internationalization as measured by number of international students, exchanges and growth of international partnerships as well as faculty exchanges. (Move from 150 International Students to 175) 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.).
- Maintain strong connections with CUMULUS (International Design Organization).
- Maintain strong connections with INCOGRADA (International Graphic Design organization).
- Maintain strong connections with ISDE (International Product Design Organization).

Efficiency

System Goal: Top Notch Post-Secondary Education System
System Objective: More Efficient and Integrated Post-Secondary System
System Key Criteria: Efficiency

Key Criteria	Performance Measure	Base 2004/05	Actual 2005/06	Result
Efficiency	Degree completion rate (direct entry and transfer)	84%	85%	Exceeded
	Student satisfaction with transfer	88%	83%	

Quality

System Goal: Top Notch Post-Secondary Education System
System Objective: A Quality Post-Secondary System
System Key Criteria: Quality (BC Survey results)

Key Criteria	Performance Measure BC Survey results	Base 2004/05	Actual 2005/06	Result
Quality	Student outcomes: skill development	81.2%	86%	Exceeded
	Student satisfaction with education	72.8%	91.7%	Exceeded
	Student satisfaction with quality of instruction	74.8%	68.8%	
	Trades training student satisfaction with education	N/A	N/A	

Quality of instruction (Emily Carr Exit survey results — Spring 2006)

	Number of students queried	Percent
Very Good	28	13.5
Good	96	46.2
Adequate	67	32.2
Poor	13	6.3
Very Poor	2	1.0
Don't Know	1	.5
Not Applicable	1	.5
Total	208	100.0
Overall Satisfaction (2006)		91.9

To what extent did you achieve your most important objective for enrolling? (Emily Carr Exit survey results — Spring 2006)

		Number of students Queried	Percent
Valid	Completely met	37	17.8
	Mostly met	130	62.5
	Not really met	29	13.9
	Not met at all	2	1.0
	Don't know	10	4.8
	Total	208	100.0
	Achieve Objectives		93.2

Excellence in Education—GOALS

- Best art, design and media post-secondary institution in Canada and one of the best in the world, measured by excellence and the highest educational standards with evidence coming from cyclical reviews, external evaluations and comparative analyses of other similar institutions and universities.
- Further measurement from international benchmarking, effectiveness of pedagogical development and student satisfaction as well as national quality assurance program.
- Evidence of cutting edge practices in contemporary art, media and design measured through the exhibitions run, the number and quality of faculty

exhibitions in any given year and the number of awards received by faculty in media, design and visual arts.

- ECI should receive a mandate from provincial government to become British Columbia's Centre of Excellence in Art, Design and Media and be converted to a specialized university with its own **ACT**.
- Quality of academic administration and curriculum support measured by maintaining and growing an interdisciplinary curriculum, performance standards for Associate Deans and Heads, as well as success in the development of the academic structure to respond to changing demands of students and the community.

Best Faculty and Staff—GOALS

- Best faculty as measured by exhibitions, scholarship and other professional activities as well as teaching and service to the community.
- Faculty and staff that are responsive to key trends in contemporary art, media and design practices measured by clarification and enhancement of inter-departmental and cross faculty appointments, support for professional development for faculty and staff, and the encouragement of cross disciplinary course development and hiring.
- Professional development for faculty and staff to maintain and grow ECI's relevance as an important and prestigious institute for the study and research of Art, Design and Media.

Research

System Goal: Economic and Social Development
System Objective: A Post-Secondary System Capable of Knowledge
System Key Criteria: Generation, Innovation and Research

Key Criteria	Performance Measure	Base 2004/05	Actual 2005/06	Performance
Research	Funding support for research	\$300,000	4.4 million	Exceeded
	# of licenses, patents and start-up companies	N/A	N/A	N/A

Research Driven Learning Environment—GOALS

- Research growth as measured by increased grants and grant requests from faculty and other members of the Institute community;
- Implementation of the new Intersections Digital Studio for research projects and collaborations;
- Hiring of new Industry/Liaison Officer to promote new relations with Industry and gain access to partnerships and research;
- Improve relations with the Industrial Research Assistance Program (IRAP), Social Sciences and Humanities Research Council (SSHRC) and The Canadian Network for the Advancement of Research, Industry and Education (CANARIE) and develop new projects with them;
- Continue excellent relations with Western Economic Diversification;
- Contribute to the development of the Masters in Digital Media (GNW);
- 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.

Comprehensiveness

System Goal: Economic and Social Development
System Objective: A Relevant and Responsive Post-Secondary System
System Key Criteria: Comprehensiveness

Key Criteria	Performance Measure	Base 2004/05	Actual 2005/06	Performance
Comprehensiveness	# of student spaces in identified strategic skill programs	N/A	N/A	
	Student assessment of usefulness of knowledge and skills in performing job	73.5%	67.3%	Not met
	Student outcomes: Employed	72%	74%	Exceeded
	Unemployment rate	15%	18%	Not met

Please rate the extent to which your program provided you with an opportunity to develop the following skills: (mark one answer per skill) (Emily Carr Exit survey results — Spring 2006)

Write clearly and concisely

	Frequency	Percent
Very Well	25	12.0
Well	76	36.5
Adequately	91	43.8
Poorly	10	4.8
Don't Know	2	1.0
Not Applicable	4	1.9
Total	208	100.0

Speak effectively

	Frequency	Percent
Very Well	27	13.0
Well	88	42.3
Adequately	73	35.1
Poorly	12	5.8
Very Poorly	2	1.0
Don't Know	2	1.0
Not Applicable	4	1.9
Total	208	100.0

Read and comprehend material appropriate to your field

	Frequency	Percent
Very Well	34	16.3
Well	98	47.1
Adequately	71	34.1
Poorly	5	2.4
Total	208	100.0

Work effectively with others

	Frequency	Percent
Very Well	46	22.1
Well	78	37.5
Adequately	57	27.4
Poorly	17	8.2
Very Poorly	4	1.9
Don't Know	2	1.0
Not Applicable	4	1.9
Total	208	100.0

Resolve issues or problems

	Frequency	Percent
Very Well	40	19.2
Well	83	39.9
Adequately	63	30.3
Poorly	14	6.7
Very Poorly	3	1.4
Don't Know	3	1.4
Not Applicable	2	1.0
Total	208	100.0

Use computers appropriate to your field

	Frequency	Percent
Very Well	41	19.7
Well	53	25.5
Adequately	62	29.8
Poorly	31	14.9
Very Poorly	11	5.3
Don't Know	3	1.4
Not Applicable	7	3.4
Total	208	100.0

Use other tools and equipment appropriate to your field

	Frequency	Percent
Very Well	31	14.9
Well	75	36.1
Adequately	77	37.0
Poorly	16	7.7
Very Poorly	7	3.4
Not Applicable	2	1.0
Total	208	100.0

Find information appropriate to your field

	Frequency	Percent
Very Well	37	17.8
Well	84	40.4
Adequately	70	33.7
Poorly	15	7.2
Very Poorly	2	1.0
Total	208	100.0

Learn on your own

	Frequency	Percent
Very Well	81	38.9
Well	81	38.9
Adequately	41	19.7
Poorly	2	1.0
Not Applicable	3	1.4
Total	208	100.0

Use entrepreneurial skills

	Frequency	Percent
Very Well	17	8.2
Well	46	22.1
Adequately	59	28.4
Poorly	47	22.6
Very Poorly	14	6.7
Don't Know	11	5.3
Not Applicable	14	6.7
Total	208	100.0

**Immediate Plans after graduation
(Emily Carr Exit survey results — Spring 2006)**

Immediate Plans after Graduation:	Responses	
	N	Percent
Pursue professional Art Practice	109	23.8%
Transfer to another institution	15	3.3%
Full-time employment	115	25.1%
Travel	89	19.4%
Graduate Studies	80	17.5%
Other (specify)	31	6.8%
Don't Know	19	4.1%
Total	458	100.0%

Responsive and Innovative Programming—GOALS

- Creation and development of new Applied Graduate Degree program measured by success in receiving approval from the Ministry of Advanced Education for proposed curriculum and quality of curriculum development;
- Maintain and increase multidisciplinary strategies in curriculum development;
- Maintain present academic structure to enhance opportunities for students to work across disciplines;
- Increase numbers of majors and minors to facilitate greater variety for students at the undergraduate and graduate level;
- Increase Aboriginal programming especially through collaborations with other post-secondary institutions;
- Increase role and importance of community and industry advisory committees to allow for greater input on potential post-graduate employment prospects for students;
- Growth of existing programs and the development of new program areas that provide exciting options for the future. Such program areas include:
 - Digital Entertainment at the graduate and undergraduate levels
 - Public Art
 - Performing Arts
 - Toy Design and Electronic Games

- Environmental Design and Broadcast Design
- Arts Administration
- First Nations Art, Design and Media Studies
- Craft

Support for Students—GOALS

- Best students both in terms of admissions and outcomes measured through a fair admissions process;
- Empowerment of students to achieve the goals that they set for themselves during their stay at ECI with post-graduation follow-up to ensure a lasting relationship with alumni;
- Further measures include rate of graduation, rate of attrition, rate of application, success of alumni and fourth year exit surveys;
- Providing students with the most up to date and state of the art facilities and equipment;
- Creation of industry advisory committees to measure and enhance relationships with different disciplines and to better track student needs and alumni employment;
- Closer contacts with industry to be measured by increased co-ops and joint projects.

Community Involvement—GOALS

- Proactive relationship with local community measured by more consistent efforts to get feedback and have community oriented events;
- Development and growth of the Foundation Board as a central pivot for outreach and community commitment;
- Further development of the Foundation and Development Office to enhance communications and contacts with the public, industry and government.

Accountability

- Financial stability measured year-to-year by increases in base funding and growth of revenues, as well as growth in a stabilization fund to back-up any shifts in revenue;
- Encourage ongoing reviews of management systems and processes measured by external reviews on a cyclical basis in order to ensure efficiency, economy and measurable outcomes to initiatives;
- Develop and implement plans for the most efficient use of the physical resources of the Institute measured by a cycle of internal and external reviews and increase in use of the Institute in the summer months;
- Maintain and enhance oversight of curriculum through student evaluations and academic planning.

FINANCIAL SUMMARY

Operating Fund	Base 2004/05	Actual 2005/06	Performance
Revenue			
Grants - Provincial	\$9,953,962	\$11,231,883	
Grants - Federal	13,333	38,951	
Tuition Fees	6,453,020	7,018,894	
Other	761,926	452,197	
Total Revenue	\$17,182,241	\$18,741,925	Exceeded target
Expenditures	\$16,934,020	\$18,686,703	
Excess of Revenue over Expenditures	\$248,221	\$55,222	

Emily Carr Institute (ECI) continues to experience significant growth in student FTE program delivery. Over recent years, domestic FTE delivery has been consistently in excess of Ministry funded targets.

The 2005/06 actual program delivery of 1302 FTE represents 108% of Ministry funded targets and exceeds the target of 1299 FTE established for next year (2006/07).

This continued growth positions ECI to achieve the target of 1910 domestic FTEs established in our Strategic Plan.

In addition to the above growth ECI will offer a *Master of Applied Arts* in the Fall of 2006. Registrations in 2006/07 are projected at 16 FTE increasing to 35 FTE when the program is fully implemented.

As outlined in the 2005/06 to 2007/08 Service Plan, growth in undergraduate programs creates great pressure on our physical structures. Both buildings on Granville Island are operating at maximum capacity. As an interim solution to our space needs, we have leased studio space (approximately 8000 sq ft) with the assistance of the Facilities Branch of the Ministry. However, in order to accommodate domestic growth projected for the next two years further leased space of approximately 10,000 sq ft will be required.

We very much appreciate the support of the Facilities Branch of the Ministry in this endeavour, however; we consider leased space to be a temporary solution to our pressing overall space requirements, and feel that a new facility of approximately 100,000 sq ft is required to accommodate the projected domestic growth in the short to medium term (five to ten years).

We continue to work closely with Facilities Branch in this regard and recently re-submitted our capital funding request which has escalated from \$14 million initial estimate in 2004 to current projects of \$26 million (2006 dollars).