

EMILY CARR INSTITUTE

ART + DESIGN + MEDIA

INSTITUTIONAL SERVICE PLAN
2006/07 to 2008/09

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

Submitted to the Ministry of Advanced Education
May 2006

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May 2006

Honourable Murray Coell
Minister of Advanced Education

Dear Minister Coell:

It is our pleasure to present Emily Carr Institute's Service Plan, 2006/07 to 2008/09.

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 provides a high level overview of Emily Carr Institute and our plans for the future which will ensure ECI continues its long history of providing the finest arts, media and design education to our students. 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 inter-disciplinary 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 or 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.

STRATEGIC DIRECTION

MISSION

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

VISION

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

Goals: The Institute's will maintain and increase its reputation as:

- An internationally recognized and respected institute of art, design and media that is a place of choice to create, teach, research and learn;
- An institute known for graduating artists, media practitioners and designers who are skilled in their fields and informed critical thinkers;
- An educational community that provides a strong sense of belonging and identification;
- A learning community in which research, teaching, professional and staff development and progressive change are a way of life;
- A multi-disciplinary, multi-cultural, collaborative environment that enriches and prepares students for ongoing learning and contribution to society;
- An institute with a curriculum that is student oriented, flexible and promotes life-long learning; one that reflects the conceptual and creative, the methodological and productive and that is able to provide learning opportunities from the classroom to online learning;
- An institute that reflects current debates about the role of art, design and media in a complex and interconnected world.

VALUES

The following is an overview of the philosophical framework within which the Institute pursues its mission:

- ECI is committed to ensuring that programs, courses and services are relevant to the needs and interests of students and society. ECI strives to focus

programs, courses and services on the education, learning and developmental needs of the people served by the Institute in order to serve BC, its citizens and its economy.

- ECI is committed to excellence and continuous improvement in all program and service areas. Believing quality is measured in relation to the needs and expectations of those served, quality standards have been established and are being enhanced through ECI's participation in the Association of Universities and Colleges of Canada Quality Assurance Process. Emily Carr has a five-year cyclical review process in place for all academic areas and completed the most recent cycle in 2005-2006. External assessors from North America and Europe were invited to review all the programs and submitted reports.
- ECI is committed to participative and consultative processes that involve the people affected by decision making and which are considerate of individual and group roles and responsibilities.
- ECI is committed to provide graduates with as many tools as possible to empower them as they go out into the world to develop their careers.
- ECI is committed to excellence in practice based education and learning and to the rigour of our degrees and aims to be recognized and to earn esteem as an organization which:
 - Is innovative, dynamic and self-renewing;
 - Demonstrates intellectual integrity and professional excellence in its areas of specialization and celebrates the importance and centrality of creative practices in all of the arts;
 - Promotes student and staff diversity and is committed to equity and diversity;
 - Is socially and environmentally responsible;
 - Leads the community through critical comment and advice on artistic, cultural, academic, professional and community issues;
 - Provides service to the community through dynamic interaction with the artistic community, educational institutions, business, industry and the professions and through our continuing education courses;
 - Is open to the community through facilitating access to our resources and knowledge;
 - Has a global presence and perspective;
 - Has a supportive and open organizational culture which enables students, faculty and staff to develop to their full potential;
 - Is concerned for quality standards and continuous improvement;
 - Is responsibly and ethically managed;
 - Supports the arts and the cultural enrichment of the community;
 - Is committed to the belief that the exchange of knowledge and ideas in

an environment of intellectual freedom is the indispensable foundation of all education. Advocating “Academic Freedom” is one means of ensuring that an environment of intellectual freedom is sustained.

PLANNING CONTEXT

ENVIRONMENTAL SCAN

Contribution to Economy

ECI’s positive social and cultural role within BC is best exemplified through its alumni which now number 8,000 after 81 years. ECI plays a strong economic role in the local economy with economic spin-offs in the millions as our graduates set up companies, sell their crafts and become employed in the burgeoning cultural industries and tourism sector. Art, Design and Media have become leading drivers of the new knowledge-based economy. Demand for graduates in these areas has never been stronger, opportunities never more numerous and diverse.

New Media, information technology, visual arts, design, film, animation, communications, cultural tourism and publishing require skilled graduates to further develop the creative industries in BC. In 2003, these industries employed a total of over 150,000 people, an increase of over 50% since 1993.¹

New Media is a sector that employs many of ECI’s graduates in areas such as web design, web development and management, interactive games, content development and application software, multimedia development, production and delivery. There are over 700 New Media companies in BC, employing over 14,000 highly skilled workers. Approximately 95% of these employees possess a post-secondary education, with 72% earning over \$40,000 per year.² The growth rate for this sector is expected to rise approximately 30% over the next 2-3 years. Nationally, BC’s New Media sector, centered in Vancouver, has outpaced Toronto’s New Media sector in terms of revenue per population.

Our media and design graduates find employment in such diverse areas as interactive design, graphic design, gaming, industrial and product design, digital entertainment and the film and video industries as well as various small businesses involved in graphic design and industrial design.

The tourism sector of the BC economy constantly highlights the arts as a central part of the experience of visiting BC.

¹ BC Stats Employment by Industry (based on NAICS) for British Columbia

² http://www.gov.bc.ca/bcgov/content/docs/ptc_report_q4.pdf

Technology Based Economy

In an environment of increasing demand for graduates with art and design skills, ECI is well positioned as a creative and technology-driven educational institution. Over 50% of ECI's programs utilize digital technologies. The role of technology in the learning process at ECI includes all areas with an evolving curriculum that emphasizes a critical and informed understanding of technology use. Our approach is also governed by concerns for sustainability with leadership in this area coming from the Industrial Design Department.

The Intersections Digital Studio (IDS) will provide an interdisciplinary research and development environment devoted to creative, artistic, educational, and exploratory work with digitally based interactive technologies. One of the major challenges in these areas is in the development of content that is both innovative and makes full use of the potential of digital technologies. ECI and its collaborators do research in content from all areas of art, design and media. IDS will support this by being a multi-disciplinary centre where artists, scientists, technologists, researchers and educators interact and collaborate on projects and programs that foster a cross-fertilization or transfer of specialist knowledge. These research practices are being developed to contribute to shaping art and technology content development.

Around the world, art and design institutions have responded to the challenge of a changing landscape by providing researchers and art and design students with opportunities that enhance their exposure to advanced arts and technology concepts and techniques. This has increased their participation in inter-disciplinary collaborations and has encouraged the initiation of fundamental research. Contemporary artists and designers are part of a new constituency of researchers who work in multi-disciplinary teams with computer scientists, engineers and social scientists on projects where fundamental research is conducted, new and hybrid art forms are created and a corpus of new knowledge and a core of practice and theory are developed.

In response to this changing landscape of creation, production and research, ECI and its partners are building a research infrastructure that will:

- Maximize the benefits of unique, multi-disciplinary expertise by increasing internal and external cross-disciplinary collaborations in an environment devoted to innovation in all areas of art and design;
- Develop an innovation agenda that can be of benefit to both the art and design communities and to areas in the life sciences, social sciences and engineering;
- Allow for and encourage the evolution of new models of content creation and development in art and design;

- Improve the digital infrastructure and resources at the Institute to facilitate the growth and development of research opportunities and projects that will amplify the current creative atmosphere.

The goals are to develop and encourage the creation of new ideas and new forms of art and technology practice, to provide an environment for innovative research and to enhance the ability of researchers, graduates and participants to succeed in a competitive workplace. IDS will be oriented to:

- Fostering improvements in innovation and the creation of new forms of art and design practice;
- Skills and talent development;
- Ensuring an improved match between the labour market and the education system by closing linking applied research to industry.

The areas of art, technology and new media will also be the focus of curriculum development at the new Great Northern Way Campus in collaboration with UBC, SFU and BCIT.

Knowledge Based Economy

The emergence of a knowledge-based economy has created new opportunities for ECI and its graduates, particularly given the convergence of graphic and visual needs of the high-technology sector with the Institute's strengths. The Premier's Technology Council recognizes that for BC to become one of the world's leading technology centres, a supply of highly skilled and motivated knowledge workers is essential.³

Design is a knowledge-based discipline that determines the shapes, processes and specifications for products, environments, information and communication. Design contributes to increased competitiveness, product and service differentiation, export growth and economic diversification by bringing new products to market faster.

BC's design industry is the third largest in Canada, behind that of Ontario and Quebec. Industry Canada reports that the national design sector includes 5,700 firms with a total employment of 44,000, with industrial and communication design firms comprising 69% of the industry's firms.⁴ The global design market is estimated at \$5 billion US. Among the Canadian design sub-sectors, industrial design firms are the most active exporters, with firms in BC among those being the most active internationally. The skills gained by ECI's students help fuel the growth of BC's design sector as they transfer into the labour market after graduation.

³ http://www.gov.bc.ca/bcgov/content/docs/ptc_report_q4.pdf

⁴ <http://strategis.gc.ca/epic/internet/indsib-dsib.nsf/en/>

The traditional boundaries that once kept the respective fields of art, design and media separate and distinct are now dissolving. This is partly due to the role that digital technologies play in each of those creative areas. It is also due to the way in which art, design and media have filtered into contemporary life through popular media including publications of all kinds to visual displays for merchandising that rely on approaches and techniques developed by artists to promote commerce. In a period when 2-D and 3-D design, photography, visual arts, video, animation and mixed media are rapidly converging into a single open platform, the Institute aims to:

- Provide creative leaders in the Visual Arts, Design and Media Arts disciplines with the skills and knowledge needed to achieve success as art, design and media professionals and practitioners, entrepreneurs and the ability to work at a multi-disciplinary level within any organization;
- Develop leaders with the ability to creatively engage with the graphic, media and new media areas, visual arts, product design and communications design fields and to be successful employees, employers and trendsetters in these areas to bring added value to the BC economy;
- Develop graduates with very high levels of creativity, literacy and knowledge in visual arts, technology, language, history, communications, media and design;
- Provide opportunities for professionals and practitioners presently working in Art, Design and Media Arts to take an Applied Masters degree without having to give up their jobs. The graduate program will be delivered using a variety of pedagogical strategies that blend summer institutes, on-line delivery and classroom involvement in order to ensure maximum participation by a diverse population of students with a diverse set of needs;
- Provide a program that integrates practice and theory to ensure the highest level of critical knowledge on the part of participants;
- Integrate work presently being developed at the research level by Professors into the applied area to ensure that highly qualified graduates are at the cutting edge of work in the disciplines of Art, Design and Media;
- Provide increased focus and visibility for individual and collaborative research activity that has an applied focus.

Contribution to Cultural and Economic Life

In line with system goals of social development, ECI also contributes to the cultural life of BC. The BC Ministry of Small Business and Economic Development

recognizes that cultural activity is one of the key pillars of a healthy community and an active cultural sector is part of a creative, information-based society as well as being one of the foundations of the tourism industry.

One of the province's strategic goals is to ensure that "British Columbians participate and excel in sport and culture" and "develop and administer policies that improve the competitiveness of provincial cultural industries, and encourage the development of a sustainable arts and culture sector".⁵

Not only does the cultural sector contribute to a vibrant, thriving society, it also contributes to the economy. Based on 2002 statistics, cultural industries, primarily writing, publishing, film, music, television and the performing arts accounted for \$40 billion of the \$930 billion Canadian gross domestic product. From major metropolitan areas to small rural towns, non-profit arts organizations, galleries, museums and festivals are an economically sound investment. They attract audiences, spur business development, support jobs and generate government revenue. Across British Columbia the arts mean business.

The Canadian Occupational Projections System (COPS) forecasts employment growth for creative designers and craftspersons that is much faster than the all-occupation average. A growth rate of 3.1% per year is forecast over the ten-year period to 2008. A total of 5,990 employment openings are expected. Approximately 72% of these openings will be new jobs and 28% will be openings to replace those due to retire.

A recent graduate survey on graphic designers from BC Occupational Outlooks found that entry-level graphic designers and illustrating artists earned an average \$2,170 per month (\$26,100 per year) based on full-time work. New interior designers earned slightly less (\$2,040 a month for full-time work), and theatre, fashion, exhibit and other creative designers could expect an average of \$1,770 a month for full-time work. This is a very large occupation group. The number of employed workers rose from 8,040 in 1990 to 11,860 in 1998. Approximately 54% are graphic designers or illustrating artists, 27% are artisans and craftspersons, 10% are interior designers, and about 7% are theatre, fashion, exhibit and other creative designers. The rest are patternmakers of textiles, leather or fur.

Self-employment for artisans and craftspersons is very high (69%), compared to the 15% all-occupation average. On the other hand, self-employment for patternmakers is lower (9%) than the average. Approximately 32% of these workers are employed part time, and about 48% work for only part of the year.

Workers in the creative areas can be found in a very wide range of industries with the largest concentrations employed in advertising services (18%), retail trade (15%) and business services (13%). Telecommunications, printing, publishing and

⁵ http://www.bcbudget.gov.bc.ca/sp2004/sbed/sbed_core.htm

manufacturing account for most of the remaining workers in this occupational group. Roughly two-thirds of these workers are located in the Lower Mainland. Vancouver Island is home to 19% of these workers and 12% are in the Okanagan/Kootenay.

New Media has become an important part of the Creative Industries and now employs a significant number of ECI graduates, particularly in the gaming and interactive design areas.

PLANNING CONTEXT

INTERNAL SCAN

The year 2006 marks the 81st anniversary of Emily Carr Institute. During this time, ECI has established a strong provincial, national and international reputation as a learning community devoted to excellence and innovation in visual arts, media arts and design. ECI has also evolved considerably from its roots as a traditional art school to a high technology art, media and design environment that explores the intersections of art, technology and creativity with a strong connection to local industry and to the local community.

This focus on creativity and the knowledge economy creates new opportunities for ECI, however, as always with new opportunities comes challenges. There are a number of challenges that must be addressed by ECI in order for it to meet the needs of BC. To assist ECI in facing its challenges there are initiatives that are currently in development that will enable ECI to expand its mandate and enhance its offerings and focus.

Student Access

Demand indicates that ECI's potential is to increase FTE's by 40% by 2010. Meeting this demand will require increased investment in operation and infrastructure support to maintain and enhance the quality of students' educational experiences.

ECI receives approximately 6 applications for every student it accepts into a degree program and is therefore turning away hundreds of qualified students from programs that feed training-related BC industries and that will have even greater importance as we get closer to the Olympics in 2010. Many of the qualified students being turned away are in degree areas where 100% of students are receiving jobs in their fields within 6 months of graduation.

The increased demand for ECI programs combined with the demand for ECI students in the knowledge and creative economies mean that ECI must expand its student body in order to meet these needs.

Student Needs

ECI students require access to a variety of spaces rather than the traditional single, large instructional space that incorporates all space and equipment needs of a specific discipline. ECI students also require modern equipment and facilities to meet the evolving requirements of employers in the arts, media and design fields.

Providing students with innovative space and the most up to date and state of the art equipment is a vital component of the learning process and environment at ECI.

Space Capacity

ECI faces space constraints and challenges, as ECI does not have a student centre nor does it have any facilities or common areas for staff and faculty. ECI has a tiny cafeteria for a total population of 1,700 students, staff and faculty. In addition, ECI's roster of faculty offices is so limited that there are upwards of 6 faculty members sharing the same office.

The Granville Island campus is approximately 170,000 square feet; however, ECI needs an additional 100,000 square feet just to properly service the present student population.

Recent AVED support has allowed us to add 8500 square feet of leased space on West 3rd just off Granville Island. We remain so pressed for space that an additional building will have to be leased.

Legislation

ECI faces a challenge with the current legislation that governs the Institute. There is the need for new legislation for ECI to more accurately reflect ECI's mandate and status. ECI has a provincial mandate to provide professional degree programs leading to a four-year credential in Art, Media and Design. Within this mandate, ECI continues to meet the demands of our economy while responding to the needs for new programs. The Institute's mandate can and should be expanded to meet demands for additional programs that offer increased social, economic and cultural spin-offs to BC. To this end ECI should be designated as BC's Centre for Excellence in Art, Design and Media and given its own legislation as a specialized university. This would put Emily Carr in line with the three other art schools in Canada and the vast majority of Art and Design institutions in North America, Europe and Australia.

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

- Collaborate and cooperate with other post-secondary institutions, the cultural sectors and professional art and design organizations in BC involved in education and applied research in the creative arts;
- Provide graduate degrees in all disciplines;
- Work with the creative industries throughout the province to enhance and grow the knowledge economy;
- Create links with cultural sectors and develop programs that are relevant to innovation in Visual Arts, Design and Media Arts and related professional fields;
- Have as one of its key orientations, research and development in its areas of expertise;
- Provide continuing education that responds to the needs of the visual arts and design communities and related professional fields.

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

Faculty and Staff Status, Renewal and Recruitment

2006 marked a year of active collective bargaining with both the Faculty Association and Support Staff union (CUPE). Collective bargaining concluded amicably with a collective agreement in place for the latter, until 2010. The ECI/ Faculty Association agreement will expire in March 2007, along with the majority of post-secondary agreements.

ECI faces challenges regarding faculty and staff renewal and recruitment due to an expected 40% turnover rate within the next decade. Our top salaries are \$10,000 to \$15,000 below comparable Canadian art institutions and even further below those at the university level. ECI programs require faculty with at least a Masters degree and in some cases a Doctoral degree to meet the needs of program development plans, research and growth of ECI's internationally recognized standards and professional expectations. On average, ECI full-time professors are underpaid by at least 15% to 20% when compared with salary levels at universities. ECI therefore has an uncompetitive compensation scale in comparison to similar institutions across Canada and even more so with the United States. At the same time, teaching loads at Emily Carr are considerably higher than in comparable institutions. This is making it even more difficult to hire new faculty and is pushing the institution towards a disproportionate use of part-time employees.

Currently, a number of attraction and retention strategies have recently been developed or enhanced, 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.
- Redesign of professional development criteria.

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

ECI will be improving the mechanisms for recognition of faculty and staff achievement in the context of our plans for the future. At the same time, ECI will support the upgrading process through professional development and other activities. Some of the work that ECI does and will pursue with respect to all employees of ECI includes:

- Promoting respect and the practice of civility in the workplace;
- Promoting excellence through diversity;
- Supporting work-life balance;
- Encouraging ongoing learning and leadership development opportunities for all employees;
- Developing a culture of service excellence;
- Fostering dialogues and programs that improve campus climate;

- Providing sexual harassment information and resource materials to all employees;
- Funding strategic hiring initiatives and educating search committees to increase faculty and staff diversity;
- Further development and expansion of programs that increase and sustain diversity;
- Expanding opportunities for employee orientation and mentoring;
- Developing a new "My Professional Development" web site to make online, in-person learning opportunities more accessible to members of the community;
- Engaging the campus community in improving service excellence.

Academic and Research Orientation

At the core of education in the arts are the challenges of encouraging the free exploration students need to develop as creative producers and advance as artists and designers with the requirement that students also attain professional competencies in specific skills areas.

ECI's curriculum needs to grow continuously and be revised on a regular basis to ensure its on-going relevance and quality. In 2005 the Institute completed external cyclical reviews of its programming and instituted changes to a more transdisciplinary focus. Over the past 6 years it has expanded and completed further changes to allow greater access. The 2005 review showed that ECI has greater flexibility, choice and opportunities for students than most other post-secondary institutions, and would be capable of enhancing curriculum further if other challenges (financial, physical plant) were met. The external reviewers unanimously recommended that ECI expand to 1800 FTE's in order to meet demand, but also to attain the critical size that will be necessary to compete both nationally and internationally.

Teaching

Teaching excellence is an essential part of Emily Carr and is carefully accounted for through course evaluations that are produced by students and annually examined by the VP Academic. In addition, regular departmental meetings are held with the Dean and Associate Dean 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.

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.

A new stream of courses focusing on interactivity will be offered starting fall 2006. In the Interactivity and Digital Visual Arts curriculum, students learn to articulate ideas through the use of digital applications and production tools. Students will 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 and is part of BCNet and is connected to CANet 4 with high-speed lines equivalent to those available at all major universities.

Emily Carr is constantly working on the development and implementation of new strategies in teaching and learning. 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. We are also developing workshops for incoming faculty in order to facilitate their adjustment to the culture of Emily Carr.

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

Aboriginal Education

First Nations Office

Brenda Crabtree, Emily Carr's First Nations Coordinator, is responsible for the needs of First Nations learners by providing the support and services necessary for academic success. The First Nations office provides culturally appropriate support that encompasses both traditional and contemporary artistic cultural expressions of First Nations peoples. Emily Carr Institute has established First Nations student support systems and has a high rate of success with retention and completion rates for First Nations students. Emily Carr strives to accommodate transfer, laddering, and bridging opportunities for First Nations students, including Prior Learning Assessment credits. Emily Carr has also recently published a *First Nations Access* booklet to assist students with post secondary recruitment and access information. In addition to academic success, the sense of "community" for First Nations students is also a performance indicator that Emily Carr has established.

Emily Carr alumnus, Sonny Assu is currently employed as a First Nations Recruitment Ambassador and part-time First Nations Office administrator. The First

Nations office facilitates access to Emily Carr by providing admission and transfer advising services. Sonny has also re-designed the Emily Carr First Nations website with the addition of a First Nations Funding (scholarships, bursaries and grants) section. With Sonny's help we are hoping to increase the overall number of First Nations students at Emily Carr. Some of our successful First Nations Alumni include Brian Jungen; Robert Davidson; Laura We Lay Laq; Lawrence Paul Yuxweluptun; Xwa-Lack-Tun (Rick Harry); Janice Toulouse Shingwaak; and, Sonny Assu.

Emily Carr Institute First Nations Bursary

Our current goal is to increase the First Nations financial awards bursary fund and be able to assist as many qualified First Nations students as possible. First Nation student financial awards are not solely based on Grade Point Average; students are also encouraged to share information regarding overcoming adversity to achieve their current academic status. From the testimonials of previous First Nations financial award recipients it is evident that the intangible benefits include increased self-confidence and self esteem from being selected as "worthy" and "acknowledged" for their post secondary accomplishments. Increased financial support will serve to improve participation and success rates of First Nations students at Emily Carr Institute.

First Nations Curriculum

Emily Carr Institute has recently developed and implemented a number of First Nations face to face, and on line, 3 credit courses (Aboriginal Digital Media, Aboriginal Storytelling, First Nations Contemporary Art, First Nations Art Survey, First Nations Painting and Drawing Studio). The courses are based on First Nations philosophy, pedagogy and research and have been researched, developed and taught by First Nations faculty (sessional). The research, development and delivery of First Nations courses by First Nations faculty support the emotional and intellectual connection with First Nations art and culture.

Historical, social, cultural and economic forces continue to affect Aboriginal participation in post-secondary education. On line courses are community based and responsive to the needs of First Nations learners by providing choice of location, delivery, and programming. Community based learning plays a significant role in student access and retention.

The development of First Nations curricula also provides the academic foundation for ECI's goal of establishing a two year First Nations Studies Program that will ladder into our four year BFA degree.

ECI faculty continues to work towards indigenizing curriculum in non-Native courses by incorporating First Nations resources, issues, and perspectives.

Research

Research in the arts, media and design is more than enquiry, analysis or investigation. Research implies on one hand an ordered enquiry, the systematic analysis of information, and on the other a contribution to knowledge and a methodology that gives a framework and meaning to the research itself. Research in arts, media and design comprises creative work undertaken on a systematic basis in order to produce works that will increase the stock of knowledge of humans, culture and society.

There are three fundamental characteristics of research in these areas:

- 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;

Artists and designers clearly undertake a significant form of research in their work. This research can extend from programmatic investigations into colour, form or materials to the relationship between art, philosophy and language. Designers are required to have as much of an understanding of the communication process as they do of the materials that are used to design products, web sites, or interface environments. In both cases, works, products and knowledge are produced, placed into the public arena and judged by peers and the public.

Research involves reflective and reflexive activity that probes both process and outcome, and is directed towards the advancement of creativity and scholarship. The creative process that is at the foundation of art and design practice and scholarship should engage the culture and society in which it is produced, with the goal of providing an appropriate and necessary addition to the welfare of the individual and the larger social, economic and environmental community to which it belongs. Thus research in art and design requires:

- Artistic and scholarly location within the discipline(s);
- Critical reflection to identify the research niche;
- Cogent reflexive analysis of process and practice;
- Retrospective critical reflection to determine future research directions and outcomes.

The research function of developing and extending knowledge is to be judged on the products of research. In the same way that a learned paper is evidence and coherent argument for all the processes that preceded it, applied or speculative, the finished work in art or design is the culmination of the theory and practice of the discipline and the creative intervention of the practitioner.

Based essentially on investigatory, exploratory, speculative or analytical processes, the outcome is a result of synthesizing the problematic of the discipline and related disciplines. Like the best research in any field, it is expected that creative work will comply with these defining characteristics.

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. It is essential that works of visual art, media and design are available for critical assessment by peers, and are available to the wider community, as expected of well-defined research in other disciplines and at other institutions. For example, good design, art and media work seeks solutions to the needs of a community in its own context, based both upon the history and criteria established by the disciplines and society. The criteria for measuring the value of these works are: aesthetics, function, accessibility, disciplinary history, appropriateness/context, quality, thoughtfulness, value, and ethics. Good art and design addresses and provides innovative solutions to the challenges posed by the social and cultural context within which we live.

Research at Emily Carr ranges from analyses of the materials available for sculptural processes in ceramics and mixed media, to research into the best way to create interface designs for the World Wide Web. The following are some of the areas that are core to the research process at Emily Carr:

- 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.

These are just some of the areas that form the core of the research pursuit in Art and Design. All of these areas need particular kinds of infrastructure in order to be pursued and are at the centre of our considerations with respect to applications to CFI.

Research and research training has been supported at Emily Carr through a program which allows students to get credit for time spent off campus working at Coops or through directed studies working with various industry partners. Faculty are supported by professional development funds and also by time off one month per year that is devoted to research and development in their areas of expertise. Faculty are also able to get sabbaticals to pursue their research and professional interests. Students spend much of their fourth year researching and developing a final project. There is a strong link between this work and the pursuit of employment after they graduate.

Emily Carr collaborates with many of the major institutions in British Columbia, including, UBC, SFU, BCIT as well as the Banff Centre, Alberta College of Art and Design and the Ontario College of Art and Design. We are founding members of the consortium that established and helps run the New Media Innovation Centre in Vancouver. This is a research and development organization that pools the talents of academia with those of industry in the New Media area. Emily Carr has extensive exchange agreements with most of the major Art and Design institutions in the world as well as with many universities.

The assessment of success in these areas of research will be determined by the degree to which faculty receive research grants, publish their results, develop patented software, hardware, products or materials.

Academic Collaborations

Collaborative programming with other post-secondary institutions is a priority and is being investigated with several schools. Collaborative programming will expand ECI's offerings and will enable ECI to develop academic relationships with other innovative institutions throughout the province.

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

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

Online Learning

An additional method of increasing accessibility for students is the development of online learning. This spring, ECI is offering 4 online courses and is in the process of developing 7 additional online courses. This new mode of course delivery will address the challenge of accessibility and will also be responsive to the change in pedagogy due to technological advances and the increased use of technology in learning. **We achieved 20 FTE's in on-line education for 2005-2006.**

We have 12 online courses that have been delivered in the past year. Five more are in development and will be ready to offer in 2006/07. An additional five courses will start development in fall 06 for completion in 2007, ready for Fall 07 delivery. And another 5 courses will begin development in Fall 07.

We received a BC campus grant in 2004 for \$83,000, another in 2005 for \$54,000 and one in 2006 for \$26,835 all for the development of new on-line courses.

Great Northern Way Campus

The Great Northern Way Campus (GNWC) initiative is central to ECI's plans for expanding capacity and impact. Four academic partners (UBC, SFU, BCIT and ECI) will create 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.⁶

The 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. Built from the proceeds of complementary high-tech, industrial, commercial and residential real estate development, as well as from the resources of industry and government, the campus will house academic programs that are unique in scope and international in appeal.

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. Providing direct economic stimulation and corresponding financial opportunities for the partner institutions and their students through close cooperation with industry, it will stand as a regional, national and international showcase for exemplary high-density urban design.

Fully integrated in the redeveloped False Creek flats, the campus will draw inspiration, insight and resources from its tenants, collaborators and neighbours, including related industries and businesses and the new residents these entities support. The economic impact of the GNWC will be regional, provincial and national, and its academic draw will be international.

A recent grant from the Provincial Government to develop a new Masters of Digital Media will also allow Emily Carr to grow its offerings at the graduate level and increase the level and intensity of the multi-disciplinary relationships that we have with all of the partners at GNC.

Emily Carr and the Community

Emily Carr is currently developing a program, *Creating a Bridge Between Art, Design, Media Arts Education and Community* that will actively link education with community with the aim of working with groups and individuals in the broader community to insure that students of all levels and in all programs gain relevant experience as part of their studies.

⁶ http://www2.sfu.ca/vpacademic/Current_Initiatives/Great_Northern_Way_Campus.html

Masters of Applied Arts

The first cohort of 15 graduate students will begin their program in September 06. We received 86 applications for 15 spaces organized into three specific streams: Visual Arts (5), Design (6), and Media Arts (4).

A second intake of 15 students will be accepted in Fall 2007. It should be noted that based on the number of inquiries that we are currently receiving about the Masters of Applied Arts degree, we are anticipating increased demand for that program in future years.

Graduates of ECI who wish to pursue graduate programs typically have to move out of BC to undertake these studies. BC will now retain many of its best and brightest talents because opportunities for graduate education in art, design and media are being made available within the province. The rapidly growing cultural sector in BC is also pressing ECI to provide graduate programs to meet the needs for highly skilled and creative employees.

Credential Recognition

In the year 2000-2001 Emily Carr underwent an extensive external review conducted by the Association of Universities and Colleges of Canada (AUCC). As a result of our acceptance into the AUCC, all of our credentials were fully legitimized both nationally and internationally. This is in addition to their acceptance at the provincial level. The International Council of Societies of Industrial Design has recognized our Design Degree. (In order to be accepted as a member of this Society, Emily Carr's Design Department had to submit detailed curriculum and pedagogical materials and be approved by the Board of Directors. "Educational institutions are accepted into ICSID only when their activities are consistent with the aims and objectives of ICSID and are offering an accredited curriculum in industrial design education or research relating to industrial design.") The Society of Graphic Designers of Canada fully recognizes our degrees. 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 Institute of Art (ELIA) (of which we are a member) only accepts organizations into its membership that have accredited degree-granting status. Emily Carr Institute's degrees are recognized and accepted worldwide as evidenced by the fact that we have students in graduate programs ranging from Goldsmiths in London, England to Pratt in New York to all the major universities in Canada and all of the universities in BC.

Exempt Status

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

Intersections Digital Studio

The development of ECI's new research facility, the Intersections Digital Studio (IDS) will serve as an important site for research activities and will greatly increase ECI's research orientation.

IDS is an interdisciplinary research and development environment devoted to creative, artistic, educational, and exploratory work with digitally based interactive technologies. The mission of IDS is to provide an environment for ECI and the wider community in which the implications of artists' and designers' involvement in the formation of digital communication is both supported and understood. IDS will be a multidisciplinary research centre where artists, designers, technologists, researchers and educators can work together and collaborate on new projects or programs.

IDS will be completed and in operation as of October 2006 and a new Director of the studio will be in place as of August 2006.

Industry Liaison Officer

Emily Carr has received seed funding for the creation of an industry/liaison office and has hired an individual to run that office for an 18-month pilot project. The Industry Liaison/Research Officer's role is designed to encourage and facilitate increased connections between industry, funding agencies and foundations. The officer will:

- Orchestrate research alliances with future-focused corporations so that diverse teams of researchers in Art and Design can come together;
- Initiate and manage industry and government sponsorship arrangements to fuel the research enterprise;
- Protect intellectual property rights so that researchers can share their discoveries without jeopardizing potential academic and financial rewards;
- Facilitate prototype development so that we can operationalise and commercialize creative work in art, media and design;
- Negotiate licensing agreements so that the value of academic discoveries can be delivered to the marketplace;
- Build relationships with early stage investors so that promising technologies can be developed;
- Build relationships with major employers of Emily Carr graduates; and

- Work with industry in the development of projects for our new Intersections Digital Studio and build on the existing support from Western Economic Diversification.

Accountability

There will be dramatic shifts in the roles, skills and attributes required for higher education in the twenty-first century and ECI must ensure that all its human resources strategies support the required transformation.

Effective leadership at all levels is essential as we move to more broadly based systems of accountability and quality assurance. ECI must continue to facilitate the integration of continuous quality improvement into all aspects of its operations. A critical element of this is the promotion of collaborative effort and teams that are task-specific, action-oriented and cross-functional so that everyone in the community can benefit from their shared expertise.

A number of challenges face faculty and staff in the future and are the reason that more refinement of systems of accountability are essential. These challenges include:

- The growing pressures on time, workload and morale;
- 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 work that is becoming more specialized and demanding;
- New tasks that are blurring old distinctions between disciplines and departments.

In this context, ECI underwent a series of reviews culminating in Association of Universities and Colleges of Canada (AUCC) membership in 2001. Over the last 9 years we have completed 5 strategic planning sessions and had 4 major external reviews. In addition, in 2005 we completed a full external cyclical review of academic programs with international experts from 3 countries coming to ECI. Accountability is built into the fabric of the management process at ECI.

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
System Objective: Access and Choice for BC Post-Secondary Students
System Key Criteria: Capacity and Accessibility

Key Criteria	Performance Measure	Actual 2005/06	Target 2006/07	Target 2007/08	Target 2008/2009
Capacity	Total student spaces	1302	1315	1340	1380
	# of degrees, diplomas and certificates awarded	424	404	425	435
	BC public post-secondary graduate rate	88%	88%	88%	88%
	% of annual educational activity occurring between May and August	17%	17%	17%	18%
Accessibility	Participation rate for population 18-27	72%	72%	72%	72%
	Student spaces in developmental programs	N/A	N/A	N/A	N/A
	# / % of Aboriginal students	34/3%	34/3%	38/3.1%	40/ 3.2%
	On-line FTE's	20	24	28	30
	GPA cut-off (direct entry / transfer)	3.35/3.47	3.35/3.47	3.35/3.47	3.35/3.47

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

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	Actual 2005/06	Target 2006/07	Target 2007/08	Target 2008/09
Efficiency	Degree completion rate (direct entry and transfer)	85%	88%	88%	88%
	Student satisfaction with transfer	83%	84%	85%	85%

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	Actual 2005/06	Target 2006/07	Target 2007/08	Target 2008/09
	BC Survey results				
Quality	Student outcomes: skill development	86%	88%	88%	88%
	Student satisfaction with education	91.7%	90%	90%	90%
	Student satisfaction with quality of instruction	68.8%	75%	78%	80%
	Trades training student satisfaction with education	N/A	N/A	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	Actual 2005/06	Target 2006/07	Target 2007/08	Target 2008/09
Research	Funding support for research	4.4 million	300,000	400,000	450,000
	# of licenses, patents and start-up companies	N/A	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	Actual 2005/06	Target 2006/07	Target 2007/08	Target 2008/09
Compre- hensiveness	# of student spaces in identified strategic skill programs	N/A	N/A	N/A	N/A
	Student assessment of usefulness of knowledge and skills in performing job	67.3%	75%	77%	78%
	Student outcomes: Employed	74%	80%	82%	84%
	Unemployment rate	18%	17%	16%	15%

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)

		Responses	
		N	Percent
Immediate Plans after Graduation	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.

SUMMARY FINANCIAL OUTLOOK

	2006/07	2007/08	2008/09
OPERATING GRANT Base Grant (as allocated)	\$10,915,684	\$11,259,973	\$11,504,773
FTE DELIVERY TARGETS	1265	1299	1333
ANNUAL CAPITAL ALLOWANCE (ACA)	\$559,170	TBD	TBD

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).

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