

VP Academic and Provost Report 2017

Data | Academic Informatics

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VP Academic and Provost

Emily Carr University of Art + Design

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INTRODUCTION

This report constitutes the data collected during the 2016/17 Academic Year, as it pertains to faculty teaching and learning experiences. The information included in this report are a series of charts and graphs explaining:

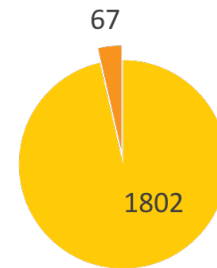
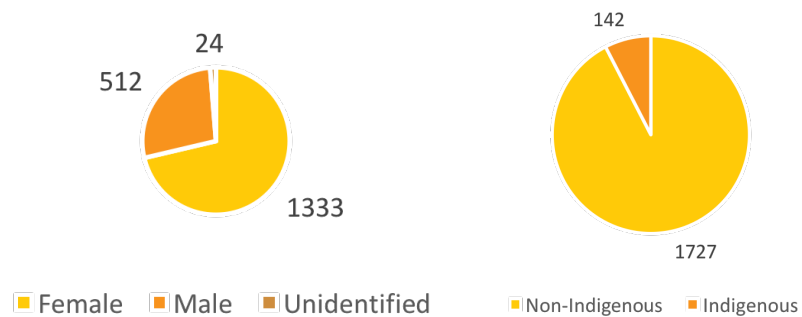
- a breakdown and analysis of student population
- grade distribution by major and mnemonic
- seat fill rate by Faculty
- a breakdown and analysis of how regular faculty spend their time, and
- regular and non-regular faculty section assignments

Because this report is the first of its kind to be distributed publicly, there is an expectation that feedback from the community, including criticism and analysis, will help determine where any information gaps may be, and where this report can improve for next year. It is intended to give the University community data to become the basis of further analysis and discussion.

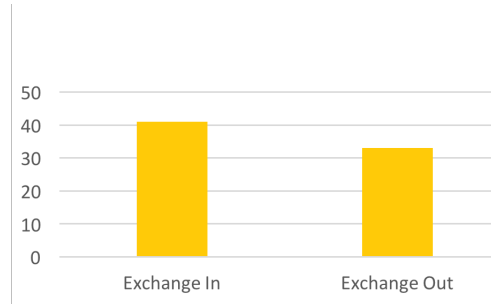
1.0 STUDENT POPULATION 2016/2017

The majority of the student population resides in the Undergraduate programs, although it should be noted that graduate students have increased rapidly over the past several years. Overall, the population is overwhelmingly female, and 85% of students overall are between the ages of 18 and 26.

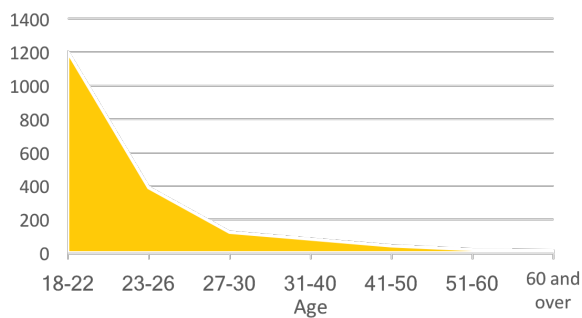
Gender



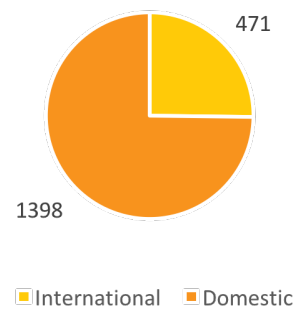
■ Undergraduate ■ Graduate



Student Age



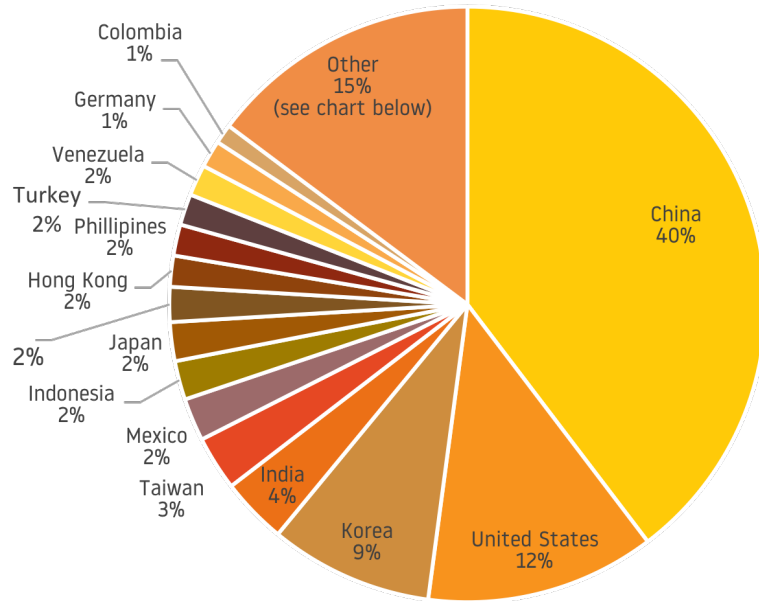
International Student Population



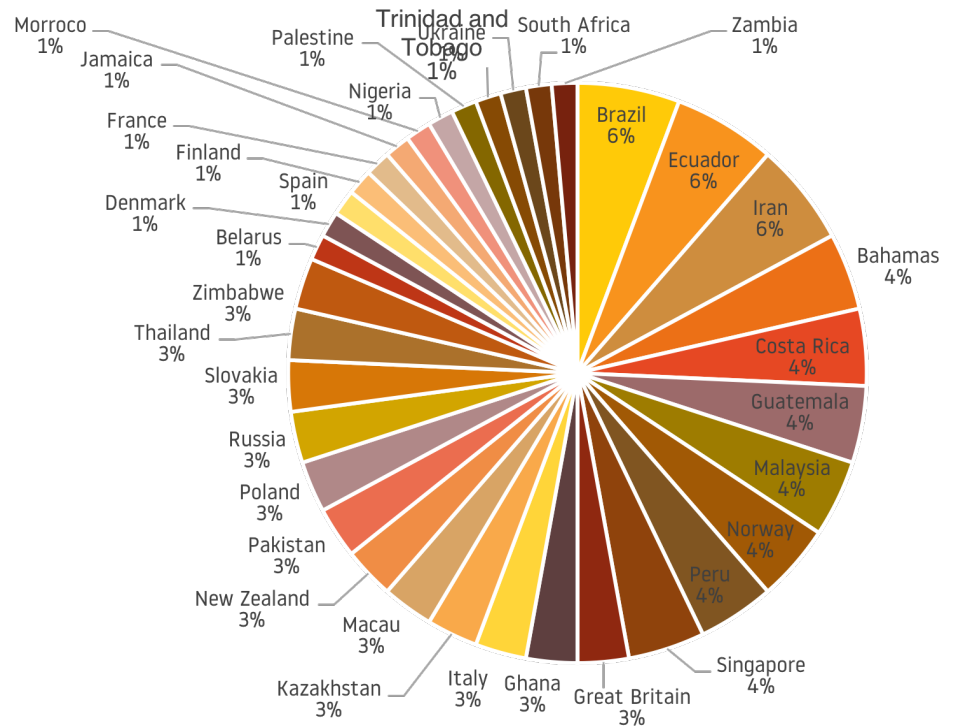
■ International ■ Domestic

Undergraduate	1802
Graduate	67
Age	
18-22	1201
23-26	389
27-30	123
31-40	83
41-50	41
51-60	19
60 and over	13
Gender	
Female	1333
Male	512
Unidentified	24
Indigenous Population	
Non-Indigenous	1727
Indigenous	142
Exchange	
Exchange In	41
Exchange Out	33
Partnership Programs	70

International Students by Country



Other Students by Country



1.0 STUDENT DISTRIBUTION:

WHAT ARE OUR STUDENTS STUDYING?

Our students are a fluctuating population, taking courses both full-time and part-time. This section explains where students are distributed throughout our programs, and how efficient the programs run in terms of filling the courses that are scheduled.

2.1 PROGRAM ENROLLMENT

Faculty	Program	14/FA	15/SP	15/FA	16/SP	16FA	17/SP
	Animation	149	146	153	146	160	150
	Communication Design	166	163	184	179	182	176
	Industrial Design	171	163	183	180	177	175
	Interaction Design	56	56	56	56	70	68
	Film, Video and Sound	78	75	84	80	99	91
DDM	Total	620	603	660	641	688	660
	Cultural and Critical	36	30	40	37	40	39
	Foundation	407	380	319	323	410	373
CAC	Total	443	410	359	360	450	412
	Photography	109	93	97	91	91	88
	Visual Arts	481	480	432	399	367	399
	Illustration	90	86	146	145	157	155
ART	Total	680	659	675	635	615	642
	Master of Applied Arts	18	18	24	24	23	22
	Masters of Design	19	19	28	28	30	29
	MAA - Low Res	15	13	16	15	15	15
GRAD	Graduate Studies Total	52	50	68	67	68	66
OTHERS	Exchange	13	12	27	10	21	17
	General Fine Arts	26	23	27	24	19	6
	Highschool Programs	14	10	33	10	19	10
	Undeclared Majors	10	14	9	6	10	10
	Science Without Borders	12	5	2	2	0	0
	Academic	2	4	4	2	0	0
	Others Total	77	68	102	54	69	43
Total		1872	1790	1864	1757	1890	1823

Program enrolment is tracked by student services each semester. As illustrated in the above chart, enrolment fluctuates from semester to semester, year to year. Fluctuations from year to year are caused by changes in the number of cohorts in each major, whether a student completes their degree requirements by the fall or spring, and number of students transferring between majors. It is important to note that this data does not reflect whether each student enrolled is part-time or full-time.

2.2 SEAT FILL RATE 2016/2017

The seat fill rate is determined by the student population cap in each section versus the number of students enrolled (“used”) in each section.

These numbers reflect the averages for each mnemonic — it is possible that some courses within their mnemonic exceed or are less than the overall average.

The caps for each also require more analysis and consideration for future years. Often the caps reflect the capacity for classrooms and studios. It does not always reflect the capacity of the Faculty or course to fill.

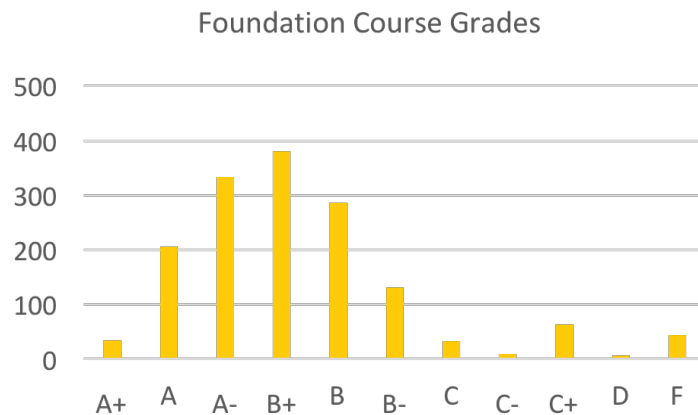
Subject	Cap	Used	Seats filled Percentage
CRAM Total	154	137	89% filled - CRAM
DRWG Total	414	355	86% filled - DRWG
ILUS Total	519	488	94% filled - ILUS
PHOT Total	393	334	85% filled - PHOT
PNTG Total	351	323	92% filled - PNTG
PRNT Total	297	268	90% filled - PRNT
SCLP Total	162	126	78% filled - SCLP
VAST Total	390	349	90% filled - VAST
ART Total	2680	2380	88.81%
AHIS Total	1063	954	90% filled - AHIS
CCID Total	152	128	84% filled - CCID
DHIS Total	310	291	94% filled - DHIS
ENGL Total	510	438	86% filled - ENGL
FNDD Total	1638	1523	93% filled - FNDD
HUMN Total	1920	1657	86% filled - HUMN
MHIS Total	480	404	84% filled - MHIS
SCIE Total	256	208	81% filled - SCIE
SOCS Total	1515	1226	81% filled - SOCS
CAC Total	7844	6829	87.06%
ANIM Total	813	759	93% filled - ANIM
CGIA Total	90	80	89% filled - CGIA
COMD Total	675	592	88% filled - COMD
DESN Total	276	253	92% filled - DESN
FVIM Total	542	491	91% filled - FVIM
INDD Total	694	629	91% filled - INDD
INTD Total	210	180	86% filled - INTD
ISMA Total	109	76	70% filled - ISMA
DDM Total	3409	3060	89.76%

3.0 GRADE DISTRIBUTION 2016/2017

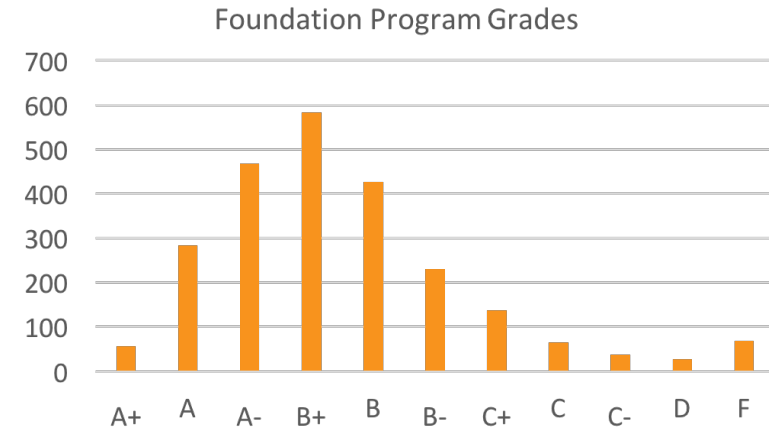
Understanding how we grade students, and how each student may experience success within and outside of their program is an important aspect of measuring program success. Student grades are reported each semester, but are not often compared and analyzed. This section of the report compares grade distribution per overall mnemonic with grade distribution for each student within a specified major.

3.1 FOUNDATION

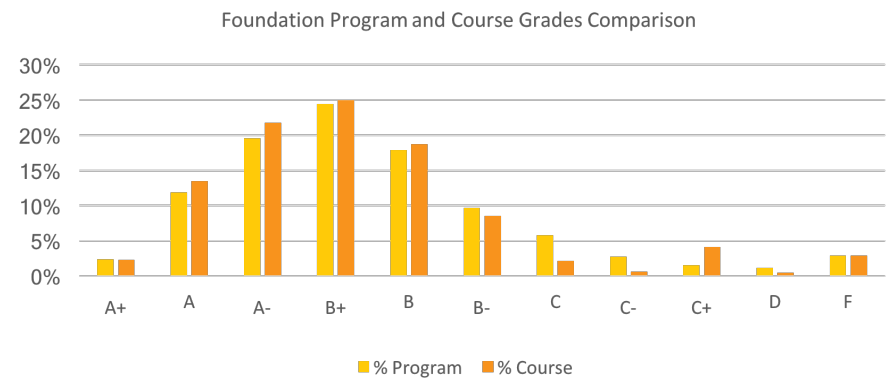
The Foundation Course Grade Distribution counts the number of instances a student has received a specific grade, throughout all courses beginning with FNDD. This chart follows the grading habits of FNDD courses:



The Foundation Program Grades counts the number of instances a student as Foundation student has received a specific grade, throughout all courses within the Foundation program, as well as any electives taken by the student. This chart follows the grading received by Foundation program overall:

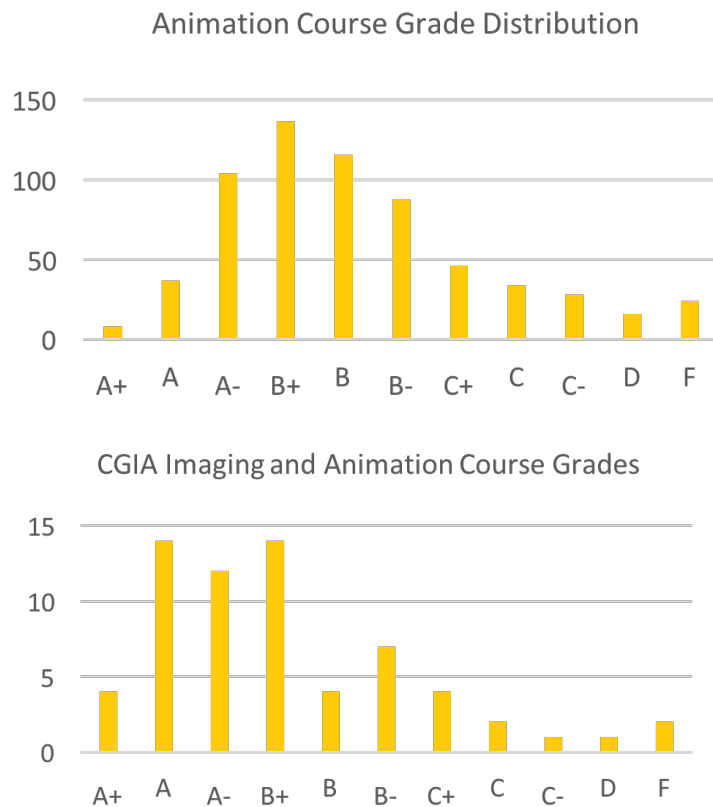


Both charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of Foundation students overall with their experience in FNDD courses. In this case, the grades are very similar, with the biggest differences occurring in the C to D range.



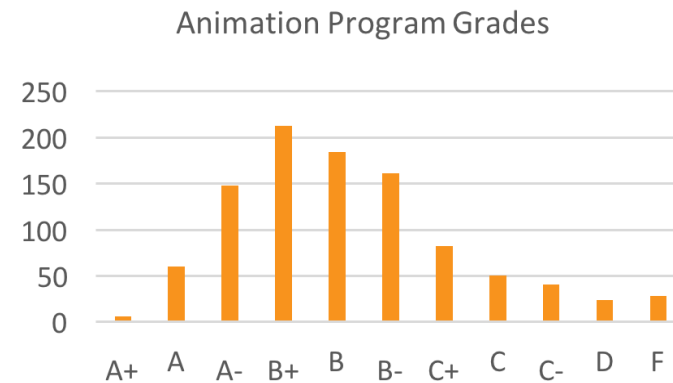
3.2A BACHELOR OF MEDIA ARTS: ANIMATION

The Animation Course Grade Distribution and CGIA Course Grade Distribution both count the number of instances a student has received a specific grade, throughout all courses beginning with ANIM and CGIA. These two charts follow the grading habits of ANIM and CGIA courses:

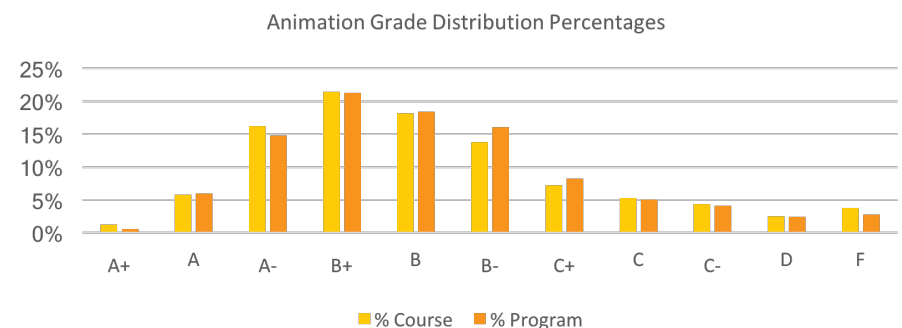


The Animation Program Grades counts the number of instances a student as an Animation major has received a specific grade,

throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by ANIM Majors overall:

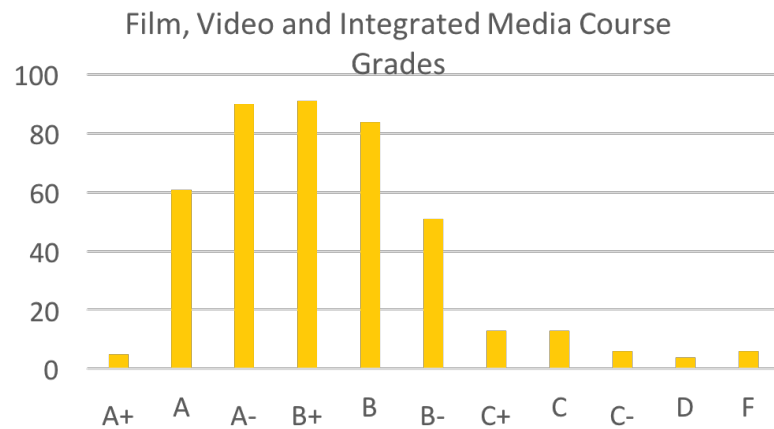


The ANIM chart and ANIM program charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of Animation Majors overall with their experience in ANIM courses. The grades are most similarly distributed in the B+ and B range, and then again in C to D range. Based on this chart, Animation students receive more A+'s and F's in their ANIM courses than they do overall:



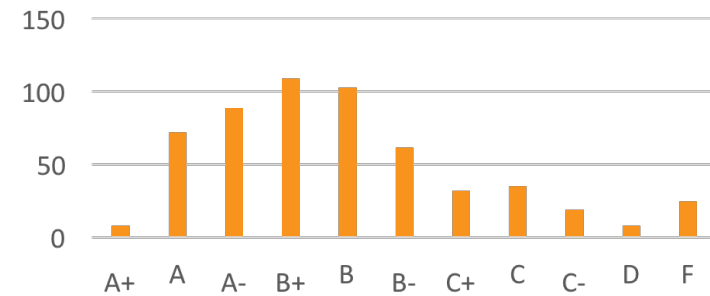
BACHELOR OF MEDIA ARTS: FILM / VIDEO

The FIVM Course Grade Distribution counts the number of instances a student has received a specific grade, throughout all courses beginning with FVIM. This chart follows the grading habits of FVIM courses:



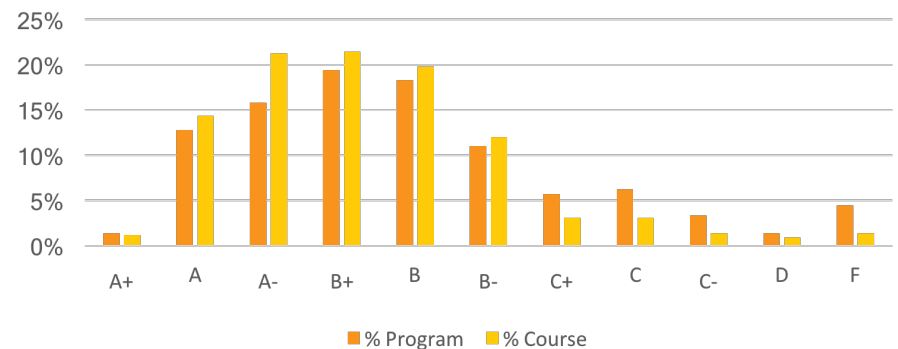
The FVIM Program Grades counts the number of instances a student as a Film/Video major has received a specific grade, throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by FVIM Majors overall:

Film, Video and Integrated Media Program Grades



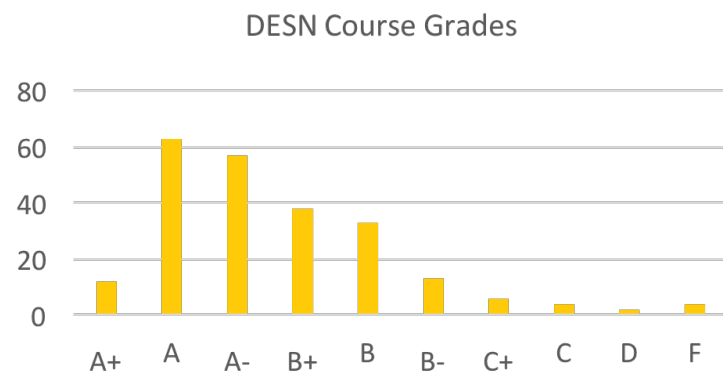
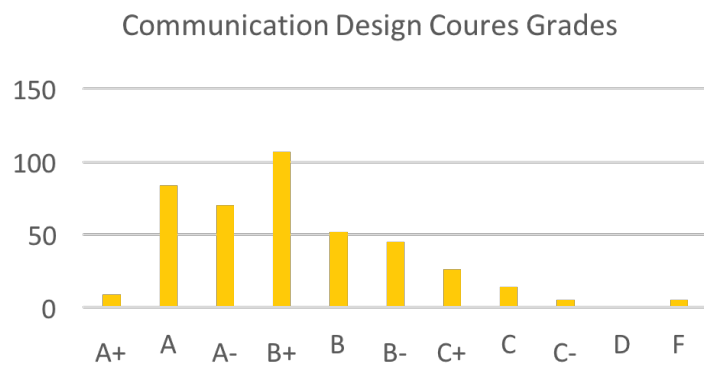
Both charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of Film/Video Majors overall with their experience in FVIM courses. Based on this chart, the grades in FVIM courses generally distribute more grades in the A to B- range than the average FVIM student experiences overall in their major:

Film, Video and Integrated Media Grade Comparison



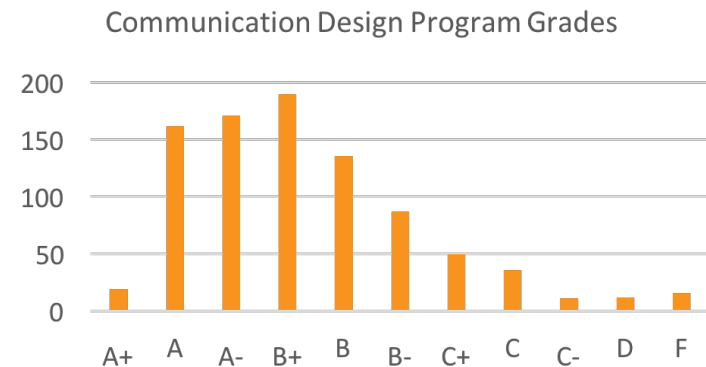
3.3A BACHELOR OF DESIGN: COMMUNICATION DESIGN

The Communication Design Course Grade Distribution and DESN Course Grade Distribution both count the number of instances a student has received a specific grade, throughout all courses beginning with COMD and DESN. These two charts follow the grading habits of COMD and DESN courses:

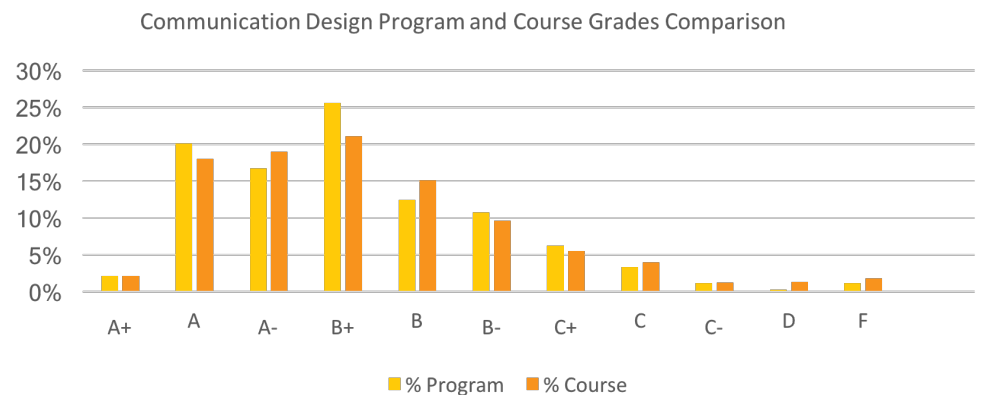


The Communication Design Program Grades counts the number of instances a student as a COMD major has received a specific grade,

throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by COMD Majors overall:

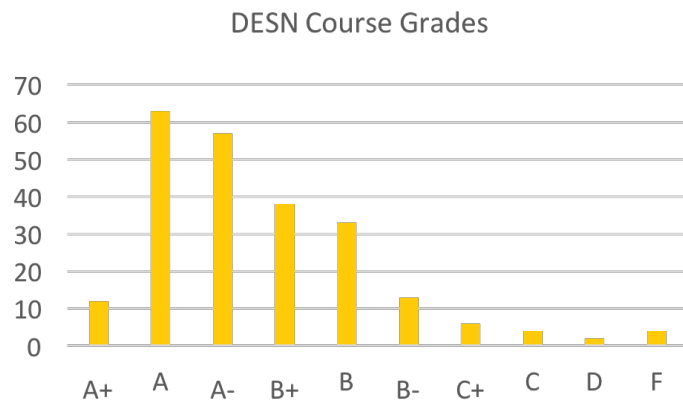
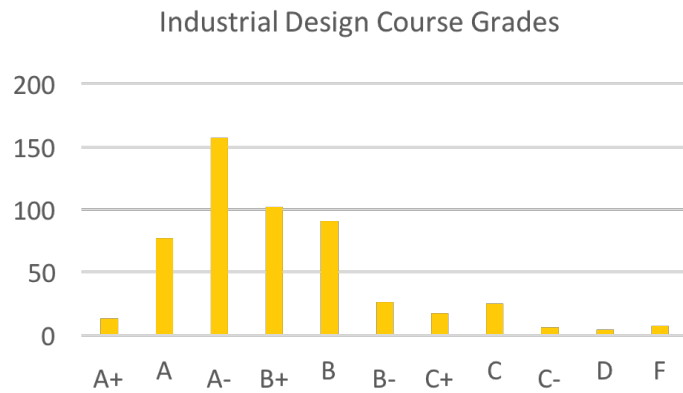


Both COMD and COMD Program charts are converted to an overall percentage of grade distribution. Based on this chart, COMD majors generally receive more B+'s and A's throughout their courses than they receive in specific COMD courses. According to this chart, COMD courses also tend to assign more B's to their students than they experience in their major:



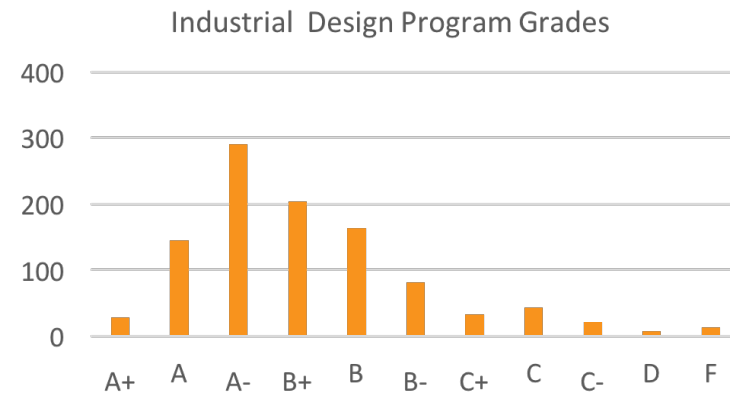
3.3B BACHELOR OF DESIGN: INDUSTRIAL DESIGN

The Industrial Design Course Grade Distribution and DESN Course Grade Distribution both count the number of instances a student has received a specific grade, throughout all courses beginning with INDD and DESN. These two charts follow the grading habits of INDD and DESN courses:

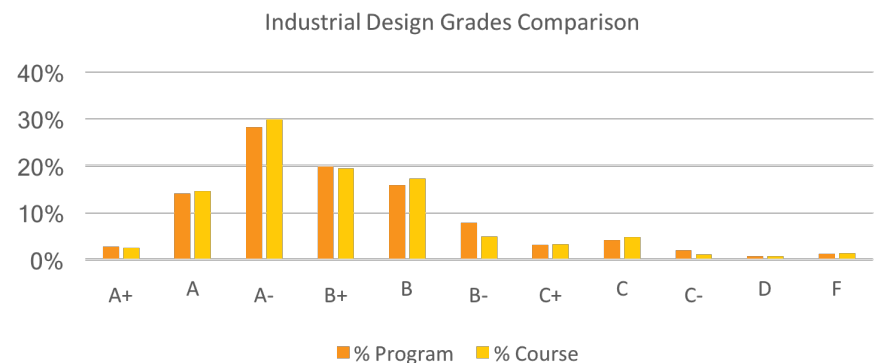


The Industrial Design Program Grades counts the number of instances a student as an INDD major has received a specific grade,

throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by INDD Majors overall:

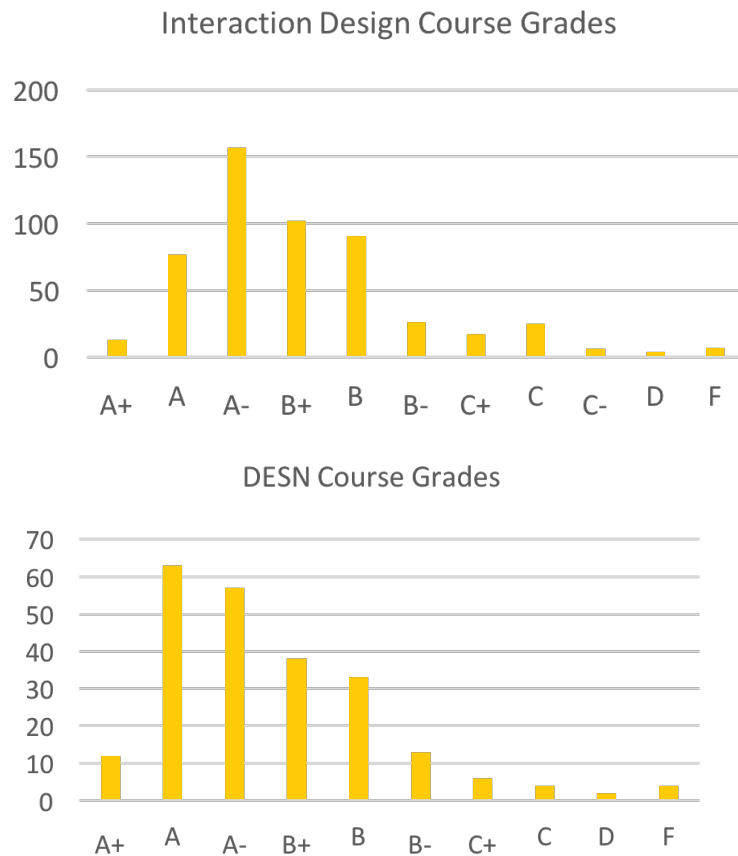


Both INDD and INDD Program charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of INDD Majors overall with their experience in INDD courses. Based on this chart, INDD majors generally experience comparative grades throughout their major:



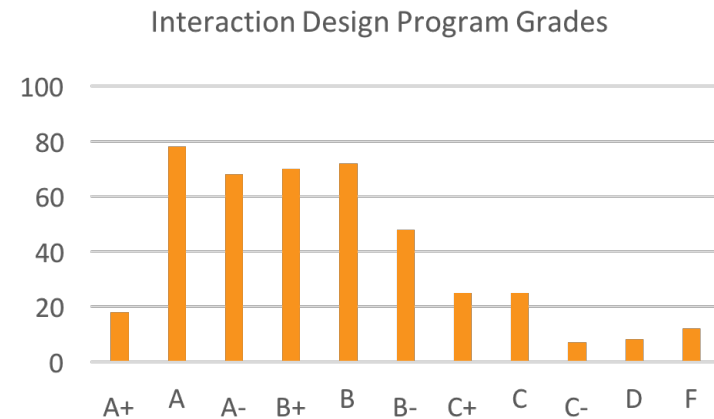
3.3C BACHELOR OF DESIGN: INTERACTION DESIGN

The Interaction Design Course Grade Distribution and DESN Course Grade Distribution both count the number of instances a student has received a specific grade, throughout all courses beginning with INTD and DESN. These two charts follow the grading habits of INTD and DESN courses:

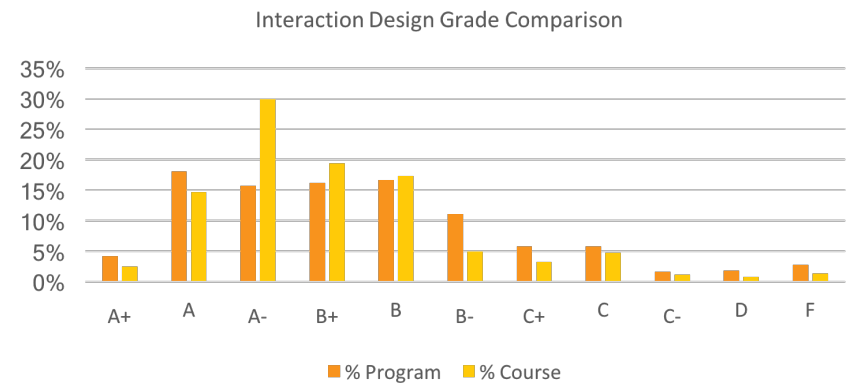


The Interaction Design Program Grades counts the number of instances a student as an INTD major has received a specific grade,

throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by INTD Majors overall:

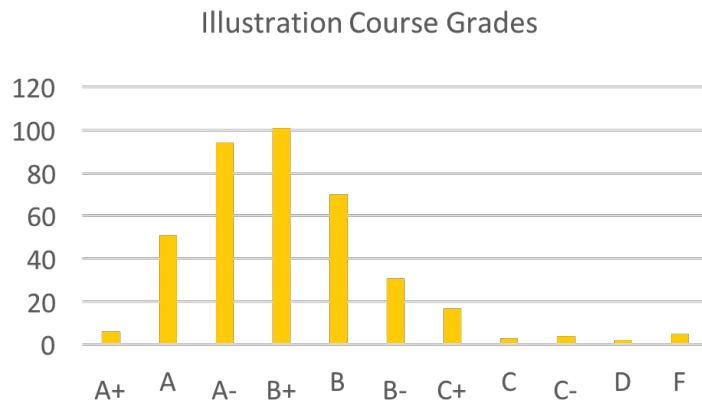


Both INDD and INDD Program charts are converted to an overall percentage of grade distribution. Based on this chart, INTD courses give out a significant number of A-'s in comparison with the grades given to INTD majors overall:

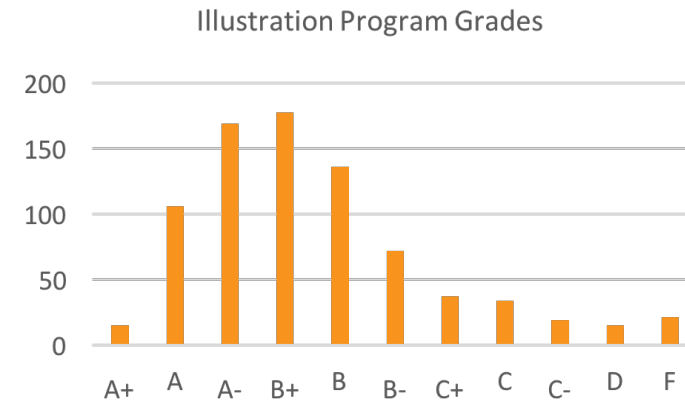


3.4A BACHELOR OF FINE ART: ILLUSTRATION

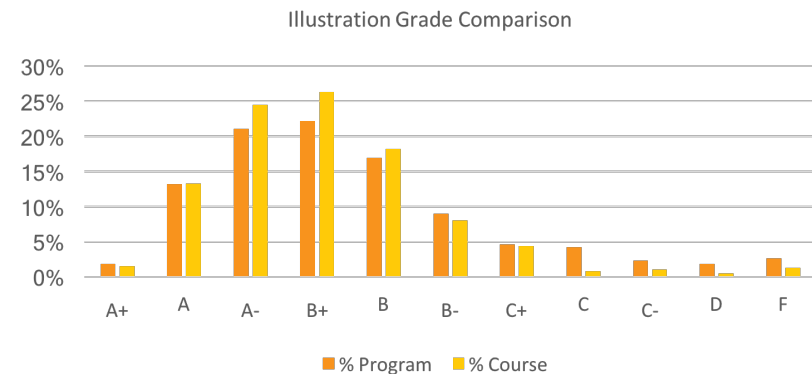
The ILUS Course Grade Distribution counts the number of instances a student has received a specific grade, throughout all courses beginning with ILUS. This chart follows the grading habits of ILUS courses:



The Illustration Program Grades counts the number of instances a student as an ILUS major has received a specific grade, throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by ILUS Majors overall:

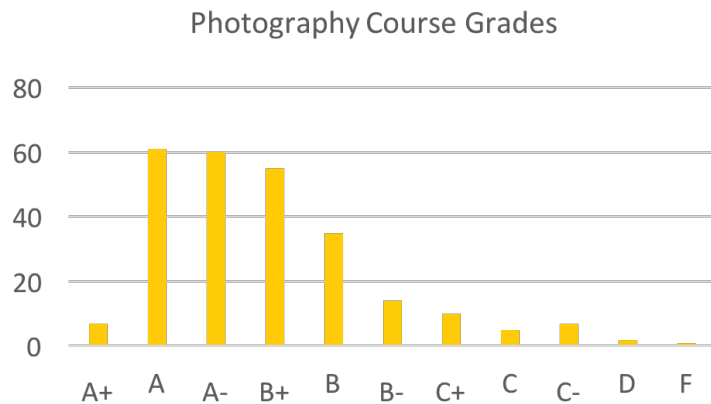


Both ILUS and ILUS Program charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of ILUS Majors overall with their experience in ILUS courses. Based on this chart, ILUS courses tend to give more students grades in the range of A- to B than they experience overall, and the ILUS courses also appear to distribute less grades in the C to F range:

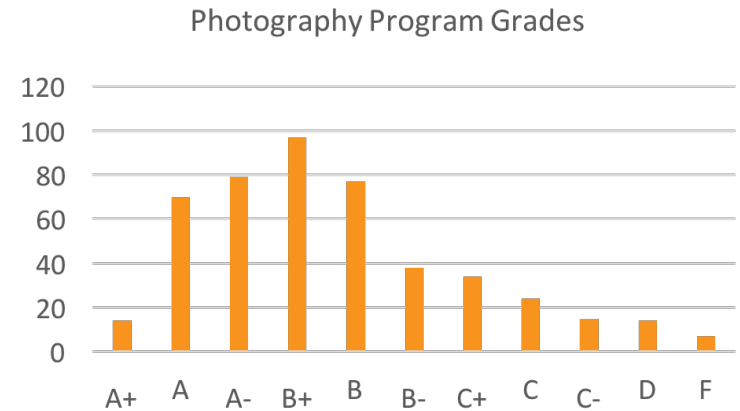


3.4B BACHELOR OF FINE ART: PHOTOGRAPHY

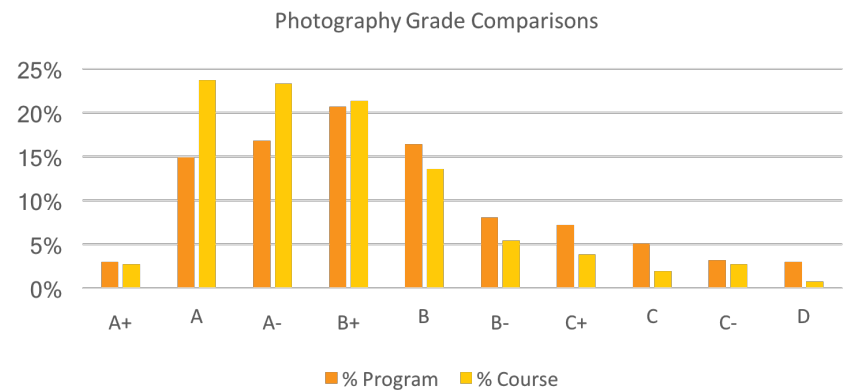
The PHOT Course Grade Distribution counts the number of instances a student has received a specific grade, throughout all courses beginning with PHOT. This chart follows the grading habits of PHOT courses:



The Photography Program Grades counts the number of instances a student as an PHOT major has received a specific grade, throughout all courses within the major, as well as any electives taken by the student. This chart follows the grading received by PHOT Majors overall:

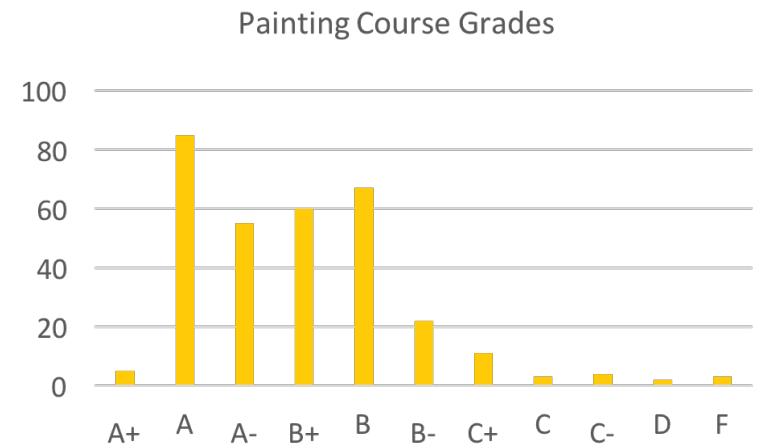
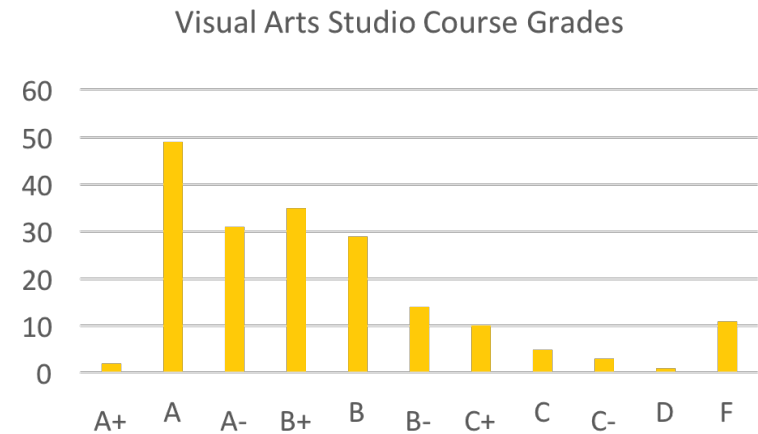
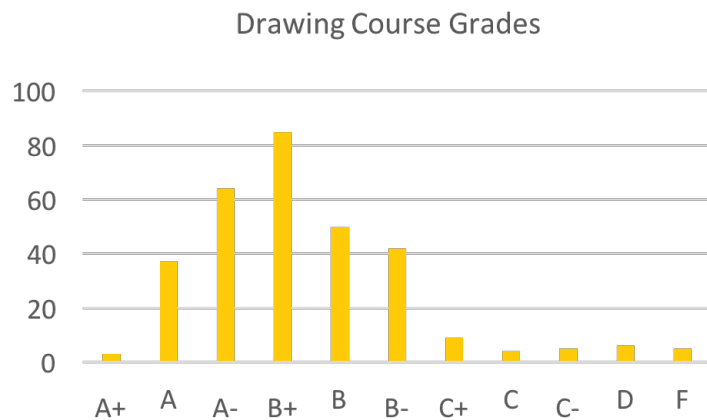
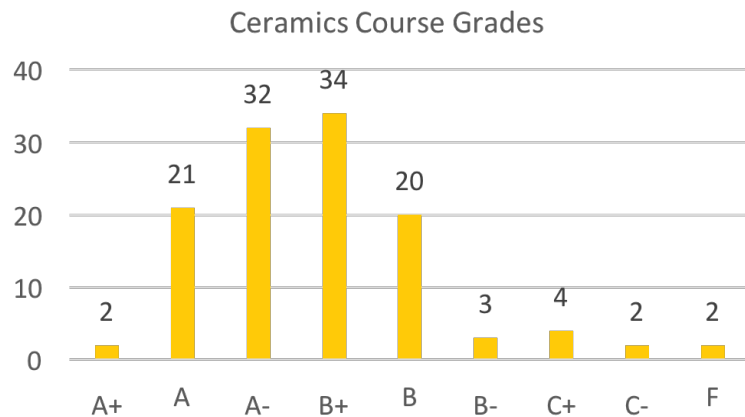


Both PHOT and Photography Program charts are converted to an overall percentage of grade distribution. This chart compares the grading experience of PHOT Majors overall with their experience in PHOT courses. Based on this chart, PHOT courses tend to give more students grades in the range of A- to B+ than they experience overall, and the ILUS courses also appear to distribute less grades in the B to C range:

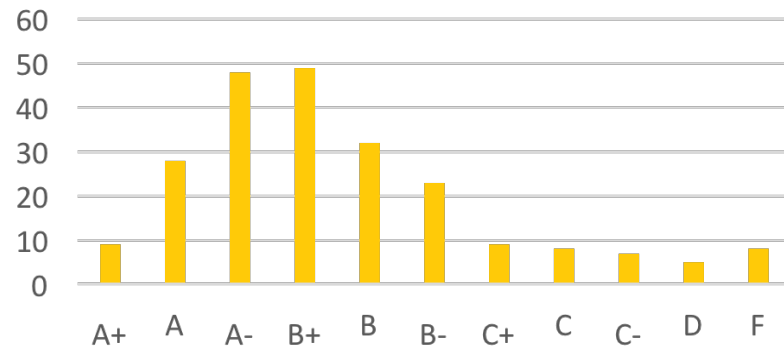


3.4C BACHELOR OF FINE ART: VISUAL ARTS

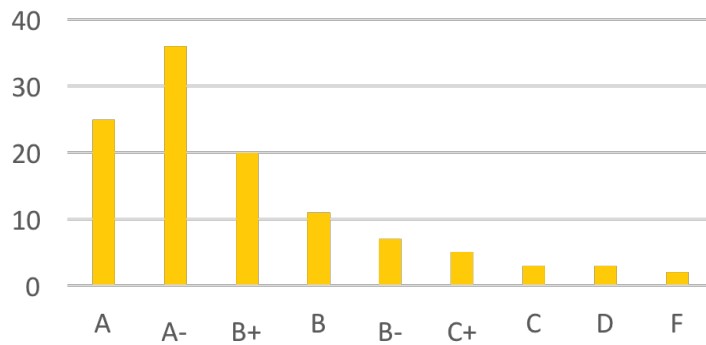
The following charts show the grading habits of all the studio courses that contribute to Visual Art Major in the BFA program. The majority of the studio courses show a majority of grades in the A to B range, with a significant majority of A's distributed in VAST and Painting courses:



Print Media Course Grades

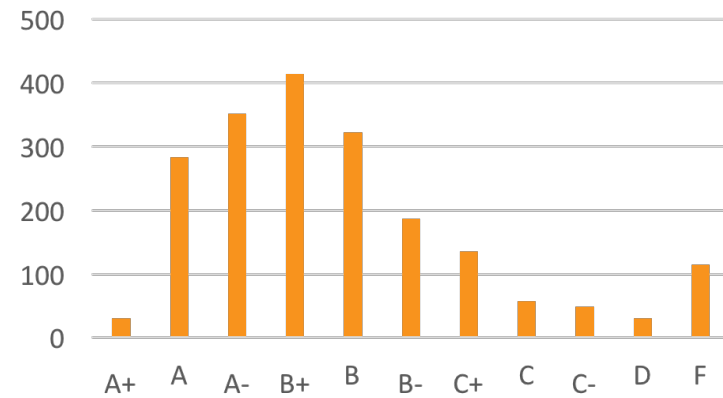


Sculpture Course Grades



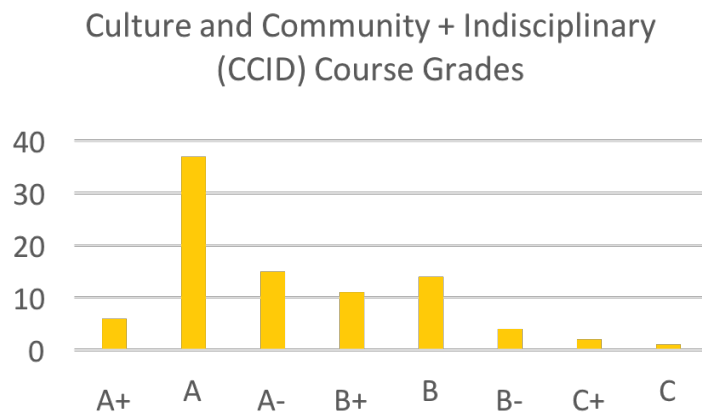
Because the Visual Arts Major is an interdisciplinary and open major, there is not a specific chart comparison to make with the overall Visual Art program grades. This chart follows the grading received by Visual Arts Majors overall:

Visual Arts Program Grades

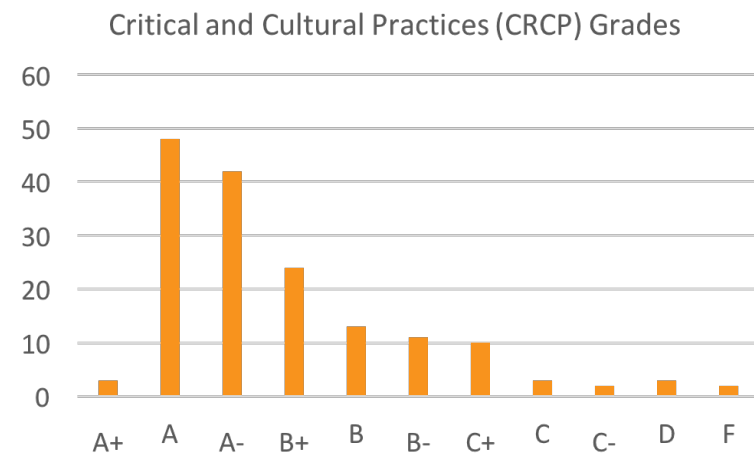


3.4D BACHELOR OF FINE ART: CRITICAL AND CULTURAL PRACTICE

The CCID Course Grade Distribution counts the number of instances a student has received a specific grade, throughout all courses beginning with CCID. This chart follows the grading habits of CCID courses:



Like the BFA Visual Arts major, the Critical and Cultural Practices Major is interdisciplinary and open, and there is not a specific chart comparison to make with the overall CCID program grades. This chart follows the grading received by CRCP Majors overall:

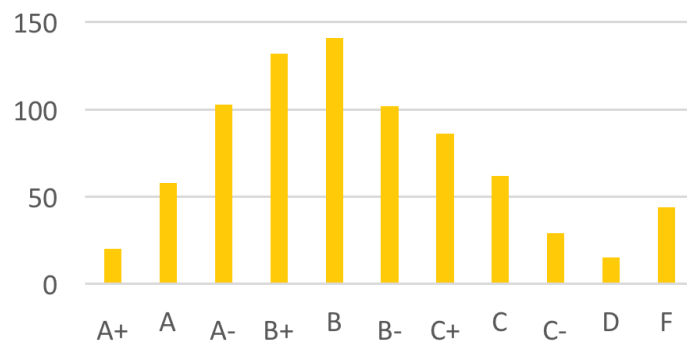


3.5 CRITICAL STUDIES COURSES

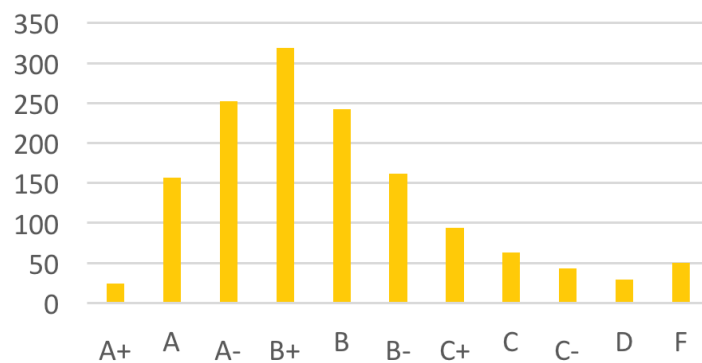
The following charts show the grading habits of all the critical studies courses that contribute to all students in undergraduate programs.

The majority of these courses show a distinct pattern of B+'s dominating the grade distribution:

AHIS Course Grades



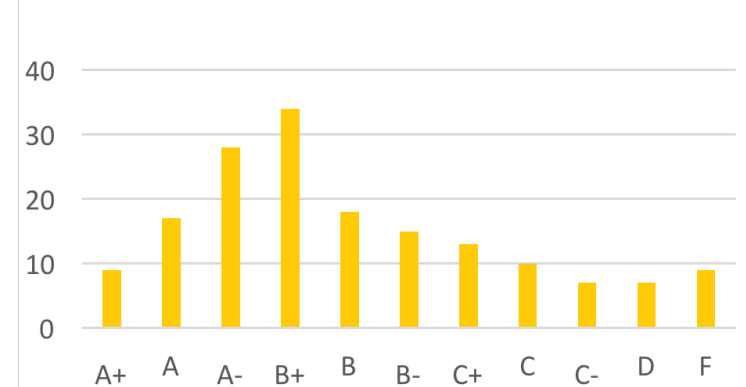
Humanities Course Grades



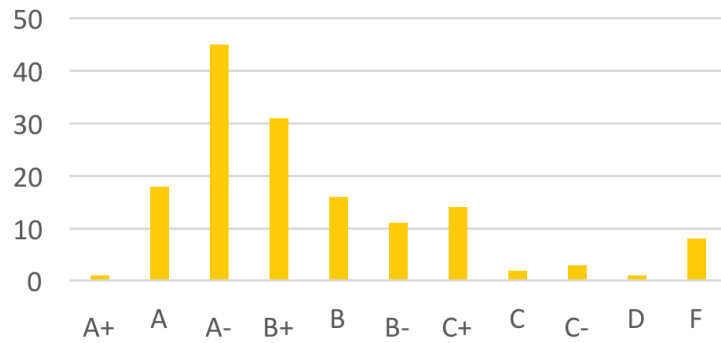
Media History Course Grades



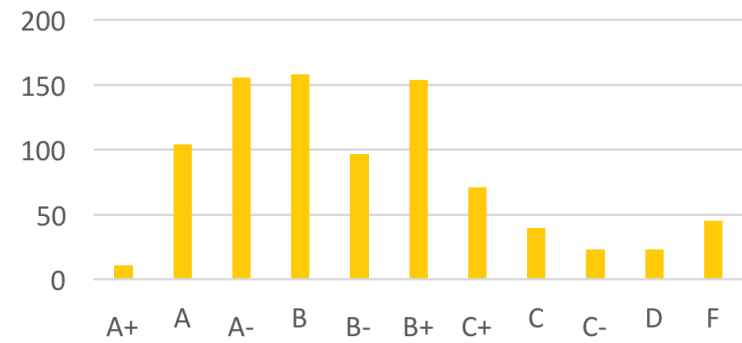
Sciences Course Grades



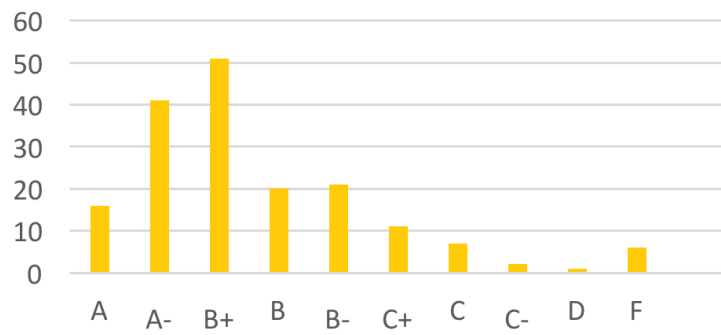
English Course Grades



Social Sciences Course Grades



Design History Course Grades



4.0 SECTION COUNTS AND FACULTY WORKLOAD ALLOCATION

For the purposes of budget planning and faculty workload, sections are counted as 3-credit units. Faculty workload is allocated through sections taught (10 per year for faculty members teaching studio courses; 8 per year for faculty teaching critical studies), and the ratio between number of sections taught by regular faculty versus the number of sections taught by non-regular faculty determines whether there is an evident need to hire more regular faculty to maintain an even ratio.

4.1 2016/17 SECTIONS TAUGHT versus number of courses

These charts indicate the number of sections that translate to number of courses, and how they are distributed throughout all four Faculties and their assigned mnemonics. In the 2016/17 academic year, Emily Carr ran 861.5 3-credit sections of undergraduate courses, equaling 654 courses overall. The sections allocated to each Faculty are based on typical year-to-year offerings, and demand from student waitlists. In determining future section allocation, the University must begin to develop a method of determining sections based on student enrolment and requirements for graduation, not simply based on the sections offered the previous academic year.

FACULTY OF ART

	SECTIONS	COURSES
CRAM	15.00	9
DRWG	31.00	23
ILUS	50.00	30
PHOT	33.00	22
PNTG	35.00	20
PRNT	24.00	17
SCLP	14.00	9
VAST	49.00	25
ART	251.00	155

FACULTY OF CULTURE + COMMUNITY

	SECTIONS	COURSES
AHIS	24.00	24
CCID	9.00	10
DHIS	10.00	10
ENGL	9.00	28
HUMN	94.50	83
MHIS	14.00	13
SCIE	9.00	9
SOCS	42.00	41
Sub-total	211.50	218
FNDT	135.00	93
CAC	346.50	311

FACULTY OF GRADUATE STUDIES

	SECTIONS	COURSES
GSMA	12.00	9
GSMD	15.00	9
GSML	11.00	11
Grand Total	38.00	29

FACULTY OF DESIGN AND DYNAMIC MEDIA

	SECTIONS	COURSES
ANIM	55.00	46
CGIA	5.00	5
COMD	57.00	39
DESN	24.00	19
FVIM	41.00	29
INDD	58.00	39
INTD	17.00	11
ISMA	7.00	9
DDM	264.00	188

4.2 2016/17 SECTIONS ALLOCATED to Regular, Non-Regular, and Lecturers

Overall, the University has attempted to keep the percentage of allocated sections to 50% regular faculty and 50% non-regular faculty members (including lecturers). The University overall average does not meet this goal, mainly due to the significant deficit of regular faculty teaching in critical studies courses and the Foundation program. This section allocation is further complicated by the traditional data-keeping of undergraduate sections as the unit to determine workload, excluding the work of graduate teaching and graduate supervision in the ratio. Future section-count analysis will need to keep the work in Graduate Studies accounted for as a part of regular versus non-regular workload.

	All Faculties, 2016-2017			
	Reg = 43.5%		Non-Reg = 56.5%	
Status	16/SU	16/FA	17/SP	TOTAL
FT Regular Faculty	8	174	193	375
LE Lecturers	11	19	15	45
PT Non-Reg Faculty	31	207	203.5	441.5
TOTALS	50	400	411.5	861.5

	Audain Faculty of Art			
	Reg = 53.4%		Non-Reg = 46.6%	
Status	16/SU	16/FA	17/SP	TOTAL
FT Regular Faculty		58	76	134
LE Lecturers		1		1
PT Non-Reg Faculty	13	56	47	116
TOTALS	13	115	123	251

	Faculty of Culture + Community			
	Reg = 33.5%		Non-Reg = 66.5%	
Status	16/SU	16/FA	17/SP	TOTAL
FT Regular Faculty	7	58	51	116
LE Lecturers	9	10	12	31
PT Non-Reg Faculty	13	95	91.5	199.5
TOTALS	29	163	154.5	346.5

	Faculty of Design + Dynamic Media			
	Reg = 47%		Non-Reg = 53%	
Status	16/SU	16/FA	17/SP	TOTAL
FT Regular Faculty	1	58	66	125
LE Lecturers	2	8	3	13
PT Non-Reg Faculty	5	56	65	126
TOTALS	8	122	134	264

4.3 FTE EQUIVALENTS ASSIGNED TO SECTIONS

Critical Studies Courses:

	FTEs	No. of Sections
Regular Faculty	7.375	59
Non-Regular Faculty	17.5625	140.5
Total	24.9375	199.5

ART (studio courses)

	FTEs	No. of Sections
Regular Faculty	13.4	134
Non-Regular Faculty	11.7	117
Total	25.1	251

CULTURE + COMMUNITY (studio courses)

	FTEs	No. of Sections
Regular Faculty	5.7	57
Non-Regular Faculty	11	110
Total	16.7	167

DESIGN + DYNAMIC MEDIA (studio courses)

	FTEs	No. of Sections
Regular Faculty	12.5	125
Non-Regular Faculty	13.9	139
Total	26.4	264

TOTALS:

	ART	CAC	DDM	TOTAL
FTE Regular Faculty	13.4	13.075	12.5	38.975
FTE Non-Regular Faculty	11.7	28.5625	13.9	54.1625
Total	25.1	41.6375	26.4	93.1375

Total FTE Required to deliver all undergraduate courses: **93.1375**

Current FTE of Regular Faculty: **66.75**

If our current regular faculty taught 100% of their time, without any course releases for administration, research, sabbaticals, unpaid release time, etc., then Emily Carr would only require **26.3875 FTEs** of non-regular faculty. However, Emily Carr assigns the equivalence of **24.125 FTEs** in course releases, and allocates **3.65 FTEs** in Graduate teaching and supervision, which then requires **54.1675 FTEs** of non-regular faculty to fill the gaps in undergraduate course delivery.

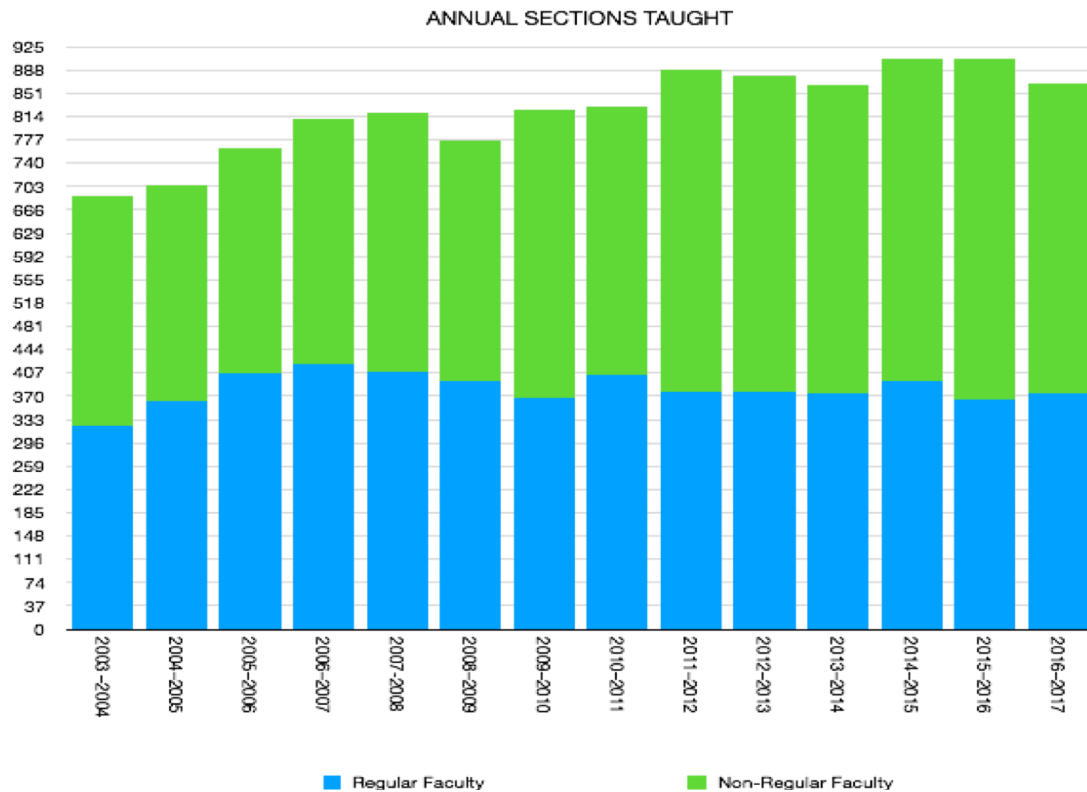
4.4 ANNUAL UNDERGRADUATE SECTIONS TAUGHT from Fall 2003 to Spring 2017

Overall, the University has attempted to keep the percentage of allocated sections taught by regular faculty to 50%, however this proves to be difficult because of the unpredictable year-to-year factors that include: course releases for regular faculty for other duties, including administration, research, and special projects; sabbaticals for tenured faculty; retirements and resignations; unpaid leaves of absence; and finally, long-term or short-term sick leave. The data on the following pages on “How Regular Faculty Spend Their Time” illustrates this in detail for the 2016/17 Academic Year.

While the Annual Sections chart shows a fluctuation of sections delivered between 2003 and 2017, overall the section count has increased by 174.5 sections between 2003 and 2017. This is due to an increase of undergraduate students, but also due to the addition and subsequent increase of graduate students beginning in the 2005/2006 academic year. The years between 2004 and 2009 clearly contained a healthy balance of regular to non-regular faculty, which indicates that other factors, including the growth of graduate studies programs in subsequent years has had a profound effect on

undergraduate delivery. The following section of charts that explain faculty release time also provide evidence of factors that affect the delivery and deployment of undergrad teaching overall.

	No. of Regular Faculty	Total Sections	Ratio: reg. faculty to overall sections	Sections taught by Regular Faculty		Sections taught by Non-Regular Faculty	
2003 –2004	51	687	1 : 13.47	323	47%	364	53%
2004–2005	57	705	1 : 12.37	363.5	52%	341.5	48%
2005–2006	62	762.5	1 : 12.30	406.5	53%	356	47%
2006–2007	60	809.5	1 : 13.49	421.7	52%	387.8	48%
2007-2008	64	820.5	1 : 12.82	408.5	50%	412	50%
2008–2009	63	775.5	1 : 12.31	394	51%	381.5	49%
2009–2010	61	825.5	1 : 13.53	367.5	45%	458	55%
2010–2011	62	829	1 : 13.37	405	49%	424	51%
2011–2012	64	888	1 : 13.88	377	42%	511	58%
2012–2013	61	879	1 : 14.41	377	43%	502	57%
2013–2014	62	864	1 : 13.94	375.5	43%	488.5	57%
2014–2015	66	906.5	1 : 13.73	395	44%	511.5	56%
2015–2016	66	905	1 : 13.71	365	40%	540	60%
2016–2017	68	861.5	1 : 12.67	375	43.5%	486.5	56.5%



Of interest is the difference of number of faculty, and the ratio between regular faculty and overall sections — and similarities in total sections and sections taught — between the 2012/13 academic year and the recent 2016/17 year. While the addition of seven regular faculty members, and the slight reduction in sections delivered, improved the ratio overall, the sections taught by regular faculty remain essentially the same as the 2012/13 academic year. This indicates that the current course release economy, and possibly not the number of sections delivered or the amount of students enrolled, is a causal factor in the deployment of regular faculty in undergraduate course delivery.

	No. of Regular Faculty	Total Sections	Ratio: reg. faculty to overall sections	Sections taught by Regular Faculty		Sections taught by Non-Regular Faculty	
2012-2013	61	879	1 : 14.41	377	43%	502	57%
....
2016-2017	68	861.5	1 : 12.67	375	43.5%	486.5	56.5%

4.5 GRADUATE STUDIES WORKLOAD ALLOCATION

While Graduate Studies at Emily Carr has existed for over ten years, its effect on how it is factored into the overall workload remains uncertain. This is mainly due to the fact that supervision work for theses, teaching, and research is factored as a course release (rather than as an allocation of workload) and because the section allocation typically counted for budgetary reasons still rests with the idea that undergraduate sections were developed from projected student FTEs, which were funded by the province. The provincial government has not funded Emily Carr on an FTE basis for over ten years, which renders the section allocation and its relationship to student FTEs irrelevant. This budgetary model must change in the future. In the meantime, the work in Graduate studies is accounted for separate from the undergraduate section allocation.

These charts demonstrate the five-year growth of graduate studies and the gradual increase in faculty participation, with the most notable leap for DDM faculty members in 2016/17.

ART Graduate Studies FTE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduate Studies FTE	0.4	0.725	0.8	0.8	0.7
Total Faculty FTE	21.8	20.8	20.8	21.8	21.8
Percentage	1.83%	3.49%	3.85%	3.67%	3.21%
DDM Graduate Studies FTE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduate Studies FTE	0.85	0.7	1	1	2.1
Total Faculty FTE	19.7	20.7	22	22	24
Percentage	4.31%	3.38%	4.55%	4.55%	8.75%
CAC Grad Studies FTE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduate Studies FTE	0.425	0.575	0.425	0.8	0.85
Total Faculty FTE	11	14	16	16	15.8
Percentage	3.86%	4.11%	2.66%	5.00%	5.38%
TOTAL Grad Studies FTE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Grad Studies FTE	1.675	2	2.225	2.6	3.65
Total Faculty FTE	52.5	55.5	58.8	59.8	61.6
Percentage	3.19%	3.60%	3.78%	4.35%	5.93%

4.6 HOW REGULAR FACULTY SPEND THEIR TIME

Regular Faculty members overall spend their time teaching, supervising, developing curriculum or special projects, research and/or are seconded to administrative duties. In the past five years, regular faculty on average have taught between 66.45% and 73% of their worktime, with the remainder of their time taken up with administrative secondments, research, sabbaticals, graduate supervision, releases for faculty association, releases for special projects, or unpaid release time.

These numbers are presented over a five-year span, and also subsequently show the breakdown of work for regular faculty members per undergraduate Faculty.

Total Workload Activity	FTE 12-13	% 12-13	FTE 13-14	% 13-14	FTE 14-15	%14-15	FTE 15-16	% 15-16	FTE 16-17	% 16-17
Teaching	38.33	72.62%	38.40	68.27%	38.31	65.12%	36.60	61.75%	41.65	66.45%
Admin FTE	4.03	7.63%	3.95	7.02%	4.65	7.90%	5.76	9.71%	5.75	9.17%
Research FTE	1.25	2.37%	2.65	4.71%	5.15	8.75%	5.40	9.11%	4.63	7.38%
HR FTE (Sabbatical, LOAs, LTDs)	5.88	11.13%	6.95	12.36%	6.20	10.54%	6.08	10.25%	5.65	9.01%
Supervision FTE	0.33	0.62%	0.90	1.60%	0.68	1.15%	0.60	1.01%	1.45	2.31%
Faculty Association FTE	0.50	0.95%	0.80	1.42%	1.30	2.21%	1.20	2.02%	0.98	1.56%
Curriculum/Special Projects FTE	0.30	0.57%	0.10	0.18%	0.55	0.93%	0.50	0.84%	0.10	0.16%
Unpaid FTE	2.18	4.12%	2.50	4.44%	2.00	3.40%	3.15	5.31%	2.28	3.63%
Total Non-Teaching FTE	12.28	23.26%	15.35	27.29%	18.53	31.49%	19.53	32.95%	18.55	29.60%
Total Faculty FTE Worked	52.78	100.52%	56.25	101.35%	58.83	100.04%	59.28	100.81%	62.68	101.75%
Total Faculty FTE	52.50	100.00%	55.50	100.00%	58.80	100.00%	58.80	100.00%	61.60	100.00%
Total Paid Faculty FTE	47.91	90.77%	49.23	88.70%	53.88	91.62%	54.45	92.60%	57.28	92.99%
Overload	0.28	0.52%	0.75	1.35%	0.03	0.05%	0.70	1.19%	1.75	2.84%

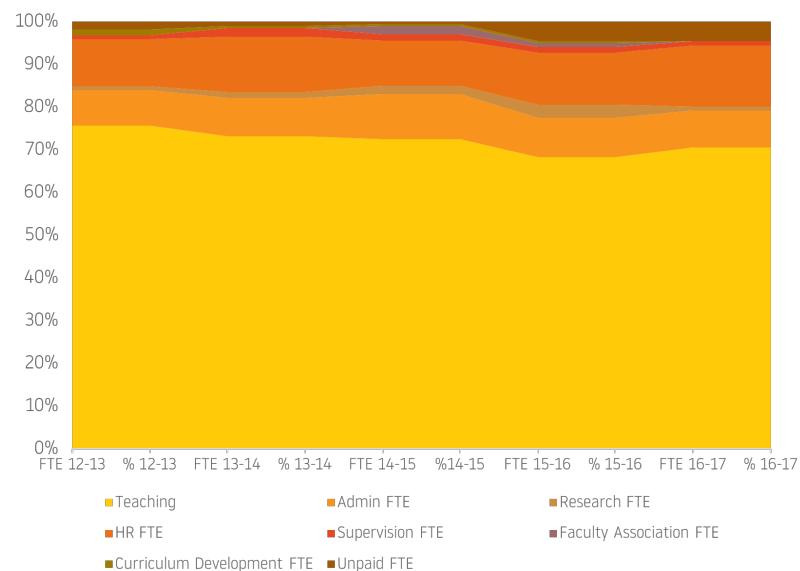
Art Faculty Workload:

Regular Faculty members in the Faculty of Art spend more time teaching than the overall average, and have a significantly lower percentage in research. The research percentage appears to fluctuate, dropping to less than 1% of time in 2016/17 from over 3% in the previous year. Art faculty members have a higher success rate and frequency in achieving sabbaticals, however, accounting between 10 and 14% of their time over the past five years. This correlation between research time and sabbatical time is worth investigating more in the future.

The teaching activity has been steadily declining in the past five years, with a slight increase from 2015/16 to 2016/17.

ART Workload Activity	FTE 12-13	% 12-13	FTE 13-14	% 13-14	FTE 14-15	%14-15	FTE 15-16	% 15-16	FTE 16-17	% 16-17
Teaching	16.575	75.68%	15.275	73.26%	15.030	72.52%	15.175	68.36%	15.450	70.55%
Admin FTE	1.825	8.33%	1.850	8.87%	2.200	10.62%	2.030	9.14%	1.900	8.68%
Research FTE	0.200	0.91%	0.300	1.44%	0.400	1.93%	0.700	3.15%	0.200	0.91%
HR FTE	2.400	10.96%	2.700	12.95%	2.200	10.62%	2.700	12.16%	3.150	14.38%
Supervision FTE	0.200	0.91%	0.425	2.04%	0.300	1.45%	0.300	1.35%	0.200	0.91%
Faculty Association FTE	0.000	0.00%	0.000	0.00%	0.400	1.93%	0.200	0.90%	0.000	0.00%
Curriculum/Special Projects FTE	0.300	1.37%	0.100	0.48%	0.100	0.48%	0.100	0.45%	0.000	0.00%
Unpaid FTE	0.400	1.83%	0.200	0.96%	0.100	0.48%	1.000	4.50%	1.000	4.57%
Total Faculty FTE Worked	21.900	100.46%	20.850	100.24%	20.725	99.64%	22.200	101.83%	21.900	100.46%
Total Faculty FTE	21.800	100.00%	20.800	100.00%	20.800	100.00%	21.800	100.00%	21.800	100.00%
Total Paid Faculty FTE	21.000	96.33%	18.900	90.65%	19.100	91.83%	20.400	93.58%	20.700	87.61%
Overload	0.100	0.46%	0.050	0.24%	-0.073	-0.35%	0.400	1.83%	0.100	0.46%

ART Faculty Workload 2012-2017

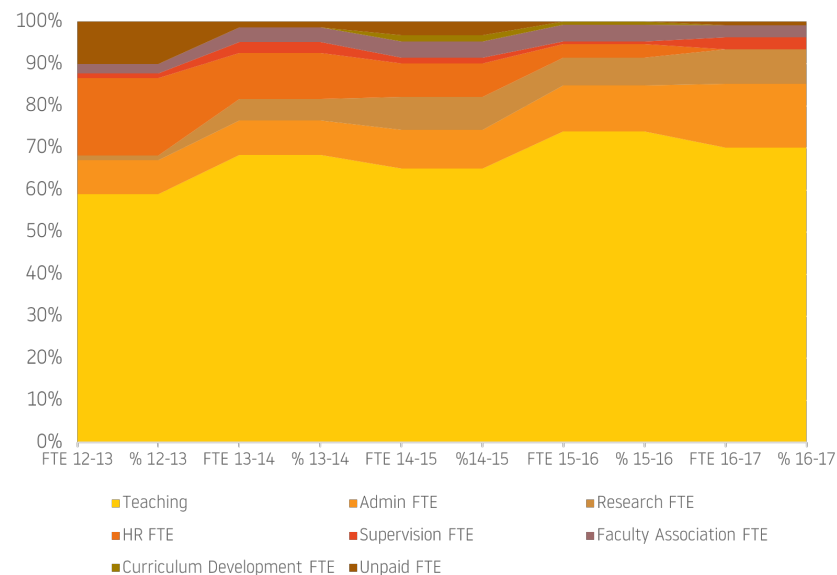


Culture and Community Faculty Workload:

Regular Faculty members in the Faculty of Culture and Community are closely aligned in teaching and research time to the overall average. In the 2016/17 year, no faculty members were on a sabbatical or leave of absence, but had a higher release allocation for Faculty Association work, and a slightly higher allocation for graduate supervision.

CAC Workload Activity	FTE 12-13	% 12-13	FTE 13-14	% 13-14	FTE 14-15	%14-15	FTE 15-16	% 15-16	FTE 16-17	% 16-17
Teaching	6.600	59.06%	9.975	68.32%	10.325	65.14%	11.100	74.00%	11.275	69.17%
Admin FTE	0.900	8.05%	1.200	8.22%	1.450	9.15%	1.625	10.83%	2.450	15.03%
Research FTE	0.125	1.12%	0.750	5.14%	1.250	7.89%	1.000	6.67%	1.325	8.13%
HR FTE	2.050	18.34%	1.600	10.96%	1.250	7.89%	0.475	3.17%	0.000	0.00%
Supervision FTE	0.125	1.12%	0.375	2.57%	0.225	1.42%	0.100	0.67%	0.450	2.76%
Faculty Association FTE	0.250	2.24%	0.500	3.42%	0.600	3.79%	0.600	4.00%	0.475	2.91%
Curriculum/Special Projects FTE	0.000	0.00%	0.000	0.00%	0.250	1.58%	0.100	0.67%	0.000	0.00%
Unpaid FTE	1.125	10.07%	0.200	1.37%	0.500	3.15%	0.000	0.00%	0.125	0.77%
Total Non-Teaching FTE	3.450	30.87%	4.425	30.31%	5.025	31.70%	3.900	26.00%	4.700	28.83%
Total Faculty FTE Worked	11.175	101.59%	14.600	108.15%	15.850	102.26%	15.000	100.00%	16.300	103.16%
Total Faculty FTE	11.00	100.00%	14.00	100.00%	16.00	100.00%	15.00	100.00%	15.80	100.00%
Total Paid Faculty FTE	8.925	81.14%	13.500	96.43%	15.500	96.88%	15.000	100.00%	14.880	94.18%
Overload	0.175	1.59%	0.600	1.30%	-0.150	1.13%	0.225	1.17%	1.150	7.28%

CAC Faculty Workload 2012-2017

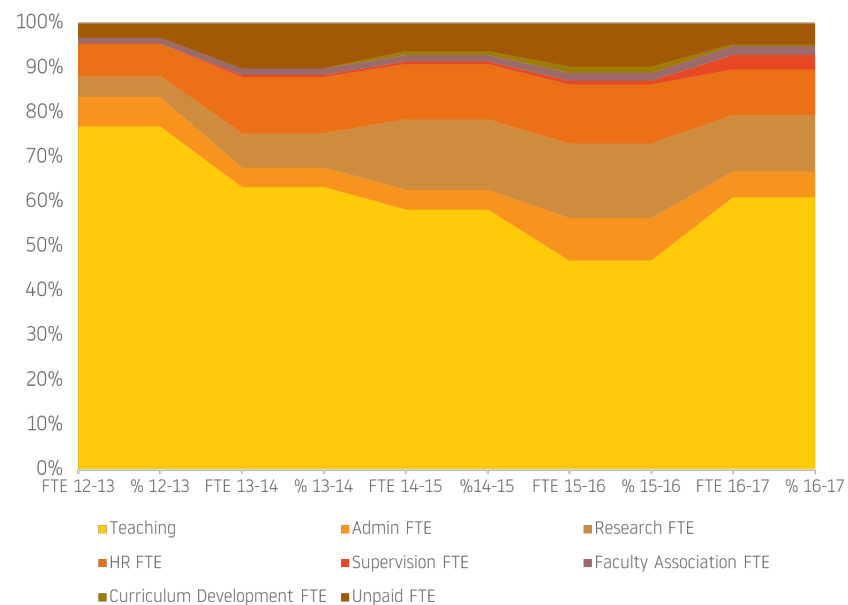


Design and Dynamic Media Faculty Workload:

Regular faculty members in this Faculty have the lowest percentage of teaching on average, and the highest rates of research time. Teaching time has significantly dropped over the past five years, from almost 77% to 61%, while research time has increased from 4.7% to almost 13%. These faculty members also have the most time allocated to graduate supervision.

DDM	FTE 12-13	% 12-13	FTE 13-14	% 13-14	FTE 14-15	%14-15	FTE 15-16	% 15-16	FTE 16-17	% 16-17
Teaching	15.15	76.90%	13.150	63.22%	12.950	58.20%	10.325	46.77%	14.925	60.98%
Admin FTE	1.30	6.60%	0.900	4.33%	1.000	4.49%	2.100	9.51%	1.40	5.72%
Research FTE	0.93	4.70%	1.600	7.69%	3.500	15.73%	3.700	16.76%	3.10	12.67%
HR FTE	1.43	7.23%	2.650	12.74%	2.750	12.36%	2.900	13.14%	2.50	10.21%
Supervision FTE	0.00	0.00%	0.100	0.48%	0.150	0.67%	0.200	0.91%	0.80	3.27%
Faculty Association FTE	0.25	1.27%	0.300	1.44%	0.300	1.35%	0.400	1.81%	0.50	2.04%
Curriculum/Special Projects FTE	0.00	0.00%	0.000	0.00%	0.200	0.90%	0.300	1.36%	0.10	0.41%
Unpaid FTE	0.65	3.30%	2.100	10.10%	1.400	6.29%	2.150	9.74%	1.15	4.70%
Total Non-Teaching FTE	3.90	19.80%	5.550	26.68%	7.900	35.51%	9.600	43.49%	8.40	34.32%
Total Faculty FTE Worked	19.70	109.57%	20.800	100.48%	22.250	100.34%	22.075	100.34%	24.475	101.98%
Total Faculty FTE	19.70	100.00%	20.700	100.00%	22.00	100.0%	22.00	100.0%	24.00	100.00%
Total Paid Faculty FTE	17.98	91.27%	16.830	81.30%	19.275	87.61%	19.050	86.59%	21.70	90.42%
Overload	0.00	0.00%	0.100	0.00%	0.250	1.14%	0.075	0.34%	0.50	2.08%

DDM Faculty Workload 2012-2017



5.0 CONCLUSION AND NEXT STEPS

This report is intended to be distributed publicly to the Emily Carr University community, in the spirit of transparency and open communication. It is meant to provide a basis of information and fact for committees and groups to rely upon, and to work from for various purposes.

This data report represents a significant amount of manual accounting and data research, and therefore likely contains human errors. It is also likely that these data sets become starting points for other inquiries into student and faculty experiences.

It is important for this report to receive as much feedback and comments from the University community as possible, in order to improve in quality and accuracy in the future. The next steps in building momentum around data and reporting include identifying gaps in the information included in this report, and also identifying ways to improve data communication and distribution.

If you do have comments, questions, concerns, or ideas about this report, please email

vpdata@ecuad.ca