

BC's Public Post-Secondary Funding Review

Emily Carr University of Art + Design has prepared this submission in response to the ten questions posed by the Ministry of Advanced Education and Skills Training as part of the Public Post-Secondary Funding Review.

What are the most important contributions your institution makes to the economic, social and environmental health of British Columbia?

Emily Carr University of Art + Design (ECU) is a world-renowned learning community and centre for excellence and innovation in art, design and media education. ECU is unique as the only accredited public university in BC dedicated solely to education in creative fields. Every year we attract nearly 2,000 students from over 50 countries to our specialized degree programs, each with the potential to become an innovative leader within BC's creative economy.

While the value of an art and design university can't be fully described in dollars and cents, ECU's economic impact is an important part of its contribution to the province. In total, ECU adds over \$200 million in income to the regional economy each year, supporting approximately 2200 jobs. For every dollar invested in ECU, the people of British Columbia will receive \$4.50 in return in added income and social savings.¹

At ECU we believe that scholarship and research in art, design and media are vital for the cultural and economic growth of our communities. The university merges research, critical theory and studio practice within an inclusive teaching and learning space. ECU's interdisciplinary and experiential learning environment fosters creative exploration and connection to broader communities and professional opportunities. Its strategy, partnerships, resources and facilities are student-centred to enable dialogue, expression and open connections in support of the next generation of creative and cultural leaders.

As one of British Columbia's oldest postsecondary institutions, ECU is a long-standing part of the province's artistic culture, supporting and advocating for the importance of art and design in our economy and society. By providing training at many levels for artists, designers, and people in a wide range of fields, the university supports a healthy community that supports, appreciates and takes part in creativity. The university's many galleries, exhibitions and events extend this by bringing the fruit of its own artists and BC's broader artistic community into the public eye.

ECU's greatest contribution stems from the specialized art and design education that it provides. Offering undergraduate, graduate, certificate and micro-credential programs in a variety of subjects, the university provides students with the education, training, and skills they need to increase their employability and sustain careers in the creative sector. In addition to helping students achieve their individual potential, this also enhances overall productivity in the regional workforce and contributes significant value to BC's creative economy.

As the top-ranked university in Canada to study art and design — and one of the top 25 globally — ECU attracts students, staff and faculty from outside the province, including international students, which benefits the provincial economy through increased spending and contributes to a skilled, future-ready workforce.² Graduates from ECU are recognized worldwide and valued for excellence in their fields and influence on their communities of practice. They are in demand by major BC companies such as Hootsuite, Lululemon, Stemcell Technologies, Arc'teryx and Mountain Equipment Coop, as well by the regional offices of Microsoft, Samsung, Mozilla, Ikea, Reebok and others.

Two-thirds of employed ECU graduates are in jobs related to their programs of study.³ Many of them lend up in leadership roles, including creative directors, producers and project managers. Others found their own companies, launch startups or are represented in major international art exhibitions and collections.

Our new, state-of-the-art campus in Vancouver's False Creek Flats — an area endorsed by the Vancouver Economic Commission as key to the region's economic growth — underscores ECU's unique position as a leader in training the next generation of creatives for the tech sector. Working in partnership with DigiBC and tech giants such as Blackbird Interactive, Atomic Cartoons, Wildbrain Studios, Electronic Arts, and Sony Pictures Imageworks, ECU is a leader in educating the next generation of artists and designers in innovative creative technologies.

A significant aspect of ECU's mission is the increasing role research plays in its activities. The university has actively engaged in research for more than 15 years, highlighting the way creativity and thoughtful design can improve outcomes across various sectors. The research creation and applied research that is done by our students and faculty reflects the innovation the tech sector and creative industries are looking for from both workers and institutional partners. Through our research labs and faculty, ECU drives innovation in fields such as virtual reality, healthcare design, textile production, electronics manufacturing, interactive digital media, film and animation.

Approximately two-thirds of ECU's research funding comes from the federal government, which brings new opportunities and new dollars to the BC economy. While difficult to quantify, ECU's research activities also create economic impact beyond increased spending, leading to improved outcomes, innovation and entrepreneurship. The university continues to support and seek funding for research projects, centres and collaborative networks involved in developing knowledge to support sustainability and climate action. An example of this is our DESIS Lab, which is devoted to research on how design can activate, sustain and orient processes of social change toward sustainability.

What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

Reconciliation and Indigenization are key priorities for Emily Carr University. Commitments to this work are embedded in our strategic plan, and we are working to integrate Indigenous knowledge systems into our research, pedagogy and governance. Indigenous students represent more than 4 per cent of our undergraduate enrollment and we plan to double this number over the next few years.

As part of this commitment, ECU is working to strengthen relationships and meaningfully engage with the host nations on whose land the university sits. Initial meetings have taken place with Musqueam, Squamish and Tsleil-Waututh representatives about facilitating cultural connections between the nations and the university, and future dialog is forthcoming. The appointment of ECU's new Chancellor, Carleen Thomas, from the Tsleil-Waututh Nation, is an important step in this work and will contribute to lasting and meaningful reconciliation within our community and beyond.

Through the Aboriginal Gathering Place, the university offers culturally appropriate support that encompasses both traditional and contemporary artistic expressions of Indigenous peoples. The centre reflects the cultural characteristics of Indigenous students, communities and traditions, and is a valuable resource for students to take part in cultural activities, access traditional materials and find information about scholarships, financial and other supports.

Decolonizing and Indigenizing the curriculum is also a critical part of ECU's path towards reconciliation. Currently, the interdisciplinary curriculum includes courses in studio practice, art history, critical theory and industrial application, and includes opportunities for instruction with Indigenous faculty and community members. Work is underway to develop an introductory Halq'eméylem language course as well as a course on Indigenous methodologies and relationships to the land that will become mandatory for all undergraduate students. The university created a new Coordinator of Indigenous Pedagogy position to liaise between the Aboriginal Gathering Place and the Faculty of Art to support the use of decolonial methodologies in pedagogy, dissemination of Indigenous knowledge and professional development for other faculty members through lectures, workshops and resources. The university has increased the number of Indigenous faculty members in recent years through targeted hiring programs and is committed to further increasing the number of Indigenous and racialized faculty.

Implementing recommendations from the Canadian Federation of Libraries (CFLA) Truth and Reconciliation Report, the university has begun work to reclassify library materials on Indigenous topics to better reflect the diversity of nations, languages, and systems of knowledge. To ensure integrity and transparency in this process, an outline of the steps taken to decolonize subject headings within the library catalogue and the arrangement of the physical collections will be available for public viewing in the new year. Work is also ongoing to expand library collections with materials by and about Indigenous artists, Indigenous ways of knowing and artists' books by Indigenous makers.

To ensure the work of reconciliation at ECU is prioritized across the university, staff and faculty are engaging in a wide range of learning and professional development activities. Entire faculties and administrative units have taken training together to help further equity, diversity and inclusion. The university is also supporting the individual professional development activities of many individual employees in connection to decolonization, social justice, deep democracy and Indigenous knowledge sharing.

What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

ECU values diversity and strives to increase accessibility to its programs for students of varied financial means. Our tuition fees continue to be accessible compared to most post-secondary institutions. Domestic undergraduate tuition fees are the most affordable among all BC universities and are also lower than the other three art and design universities in Canada.

The university reshuffled bursaries, scholarships and donor-related funds to create approximately \$550,000 in new funds for students affected by the COVID-19 pandemic. During 2020/21, ECU distributed emergency bursaries to 375 students, in addition to emergency funding for Indigenous students that was disbursed on behalf of the Ministry of Advanced Education and Skills Training.

The university has implemented several initiatives to promote more equitable access for Indigenous students. The university issued 22 awards for Indigenous students in 2020/21 and set up a donor program to fund the development of new financial awards for Indigenous and racialized students. As a result of this program, we have created six new full- and partial-tuition scholarships for Indigenous students from Coast Salish territories.

We are working with the YWCA Strive program and the Office of the Representative for Children and Youth in British Columbia to better support the Provincial Tuition Waiver Program for former youth in care. The university continues to offer Indigenous applicants who might not meet ECU's academic basis for admission an opportunity to qualify through our Aboriginal Admissions Policy, which recognizes non-traditional learning criteria for qualification. The university has also implemented a new pathway to award university credits to students who participate in the Empowering Aboriginal Generation of Leaders and Entrepreneurs program.

In partnership with WorkBC and Immigrant Services Society of BC, ECU is also providing tuition support to under-employed and unemployed individuals for high-demand skills in web and digital design.

What are your major challenges in enhancing the contribution your institution makes to the economic, social and environmental health of British Columbia?

The opening of Emily Carr University's new campus in 2017 reaffirmed the institution's role in the province's creative economy and established a new foundation to build upon as we prepare the next generation of innovators, creatives and leaders. We are, however, facing several challenges that pose a risk to our ability to remain a world leader in art and design education and sustain our contribution to a healthy, sustainable future for the people of British Columbia.

One of our largest challenges is the university's extensive financial concerns. We project to be running unfunded operating deficits in each of the next three years. This financial environment has significant adverse effects on administrative and academic structures that can be felt throughout the institution, impairing operations, constraining innovation and hampering competitiveness.

The university's unsustainable financial position is owing to a longstanding structural deficit. As a specialized art and design university, all of ECU's programs are very expensive to deliver. Our programs require small class sizes and rely extensively on technology that must be maintained and periodically replaced. Furthermore, as a small university, core operating costs are higher on a per student basis than at mid-sized or large universities that benefit from economies of scale. However, our revenues from tuition fees and the provincial base operating grant are not enough to cover costs.

ECU's low tuition fees do not reflect the university's size, specialized mandate and high cost of program delivery. Domestic tuition has long been the lowest among all BC universities and is lower than the other three art and design universities in Canada. For example, the tuition fees for a full-time domestic undergraduate student are \$4352 per year (plus fees). Adjusted for inflation, domestic tuition fees are lower than they were in 2007 — before ECU became a university. The province's Tuition Limit Policy has capped annual tuition increases at 2 per cent since 2005. The cost of program delivery, however, has increased significantly since then, in large part to meet the demand for skilled workers who can drive innovation and economic growth in BC's creative sector. Inflation has made matters worse — for example, several of our software licensing and hardware costs have increased by 15 per cent in the past year. The base operating grant ECU receives from the province does not take these factors into consideration.

The university has committed to reducing expenses and finding new sources of revenue wherever possible; however, any reduction in costs will have a detrimental impact on our ability to provide a high-quality education. Two external reviews of ECU's finances have found that the deficit cannot be addressed by reducing expenditures, as the university's operations are lean, and even under-resourced in several areas. Eliminating the structural deficit will require a substantial increase in revenues. Investments in modernizing the institution's business processes will also help increase the capacity of university staff.

Unfortunately, COVID-19 has delayed the implementation of new revenue-generating initiatives. Prior to the pandemic, collaborative credit programming with other universities and the expansion and growth of Continuing Studies programs were identified as areas where the university could generate revenues. However, during the pandemic, the demand for Continuing Studies courses dropped significantly and it was no longer possible to launch new collaborative programs. While Continuing Studies revenue is expected to rebound this year, new programming will be delayed until 2023 and beyond.

A related challenge ECU faces to enhancing its contribution to the province is the persistently high workloads shouldered by our employees. Our financial circumstances usually prevent us from adding staff to overextended departments, which squanders opportunities and increases the level of risk faced by the institution. High teaching loads leave little time for faculty members to engage in research and creative practices, provide service to the university, or deepen relationships with the broader community. It also impedes the development of new industry responsive programs that could make significant contributions to the economic health of the province.

The university's lack of resources has led to concerns about the health and wellbeing of our community members. Employees often feel that they are stretched thin and cannot meet expectations. Student demand for counselling services exceed what we can affordably provide. Many in our community are feeling the effects of stress and burnout. The need to address sustainability at ECU is not limited to our financial circumstances.

ECU's relatively low compensation packages also pose a challenge for recruiting and retaining talented staff and faculty — particularly those from Indigenous and racialized communities. Faculty wages at ECU aren't competitive compared to the national average. Compensation is much lower than the other three art and design schools in Canada, and lower than faculty at UBC and SFU who work in comparable subject areas. As one of the top 25 universities for art and design in the world, ECU piques the interest of talented academics and post-secondary leaders from around the world. However, they often pass on our employment offers to take positions at other universities that provide substantially higher wages along with lower teaching loads. This has a detrimental effect on the student experience at ECU, and it also a lost opportunity for the province, since many of these prospective hires ultimately end up working for an institution outside of BC. Our inability to offer competitive salaries has left many unfilled vacancies in key operational areas, such as IT Services, which impairs the university's ability to sufficient address cybersecurity threats and other operational risks.

Another challenge faced by the university is that we receive no funding from the province for domestic students who are enrolled in our graduate studies. A recent external review found that the lack of funding was one of the top barriers to the growth and development of our MFA and MDes programs. The high tuition and limited operational resources restrict the number of highly skilled graduates that complete these programs. Those who do graduate have higher average debt loads, which limits both their opportunities and their impact on the BC economy.

What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

The university has many collaborative partnerships with other post-secondary institutions in BC, in addition to extensive exchange agreements with most major art and design institutions around the world. This includes pathways and transfer articulation agreements with 20 post-secondary institutions in the province (such as Vancouver Island University, Kwantlen Polytechnic University, Langara College and BCIT) that facilitate access, movement and opportunity for students.

A recent example is our new partnership with the Visual College of Art and Design, which enables their students the opportunity to pursue continued education in our bachelor's degree programs, including 3D Computer Animation, Interaction Design and Communication Design. An older, but prominent partnership is the Master of Digital Media degree offered at the Centre for Digital Media. An innovative program that includes research in new media and related disciplines, the MDM was developed in collaboration with the University of British Columbia, Simon Fraser University and the British Columbia Institute of Technology.

Throughout the COVID-19 pandemic, we also provided support to post-secondary institutions in BC and elsewhere in the country who asked for our guidance on teaching art and design online. We continue to actively support these requests. Finally, ECU has several ongoing research partnerships that take place with faculty from other universities in the province.

What stands in the way of you collaborating more with the rest of BC's PSE system?

Developing and maintaining collaborations with other institutions requires the ongoing investment of time and resources from both university staff and faculty. We often receive requests for collaboration and knowledge sharing from other post-secondary institutions in the areas of practice-based art, media and design education. However, we very often do not have the resources to engage in this work without negatively affecting our current operations. Due to ECU's structural deficit, our staff are stretched thin and few have the capacity to participate in new collaborations or capitalize on existing ones.

Similarly, the heavy teaching loads of our faculty members leave little time and energy to pursue collaborations. ECU is the only special purpose teaching university with a mandate to serve the entire province with our specialized art, design and media programs. This designation requires our faculty to bear heavy teaching loads that leave little room for other professional activities that may advance the university's mandate and benefit the people of British Columbia.

Collaborative research initiatives are particularly strained by these circumstances. Research projects are often completed over much longer timelines than initially planned, which affects our ability to engage in knowledge mobilization activities that could add to the economic, social and environmental health of the province. The inequities in teaching loads between ECU faculty and their peers at other universities can also discourage new partnerships and pose obstacles to effective collaboration. Inequities in workload and pay also contribute to ECU's challenges retaining faculty members, which makes it difficult to continue collaborations over time.

What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

From NFTs and blockchain, to new forms of cultural expression and design that will devise solutions to complex problems, and the critical pursuit of reconciliation and climate justice, there are countless emerging trends that will upend BC's post-secondary system in the decades ahead.

Rapidly shifting demographics will perhaps have the most significant impact. An aging population is contributing to a significant shortage of skilled labour in the province. This shortage will drive growth in immigration, contributing to an increasingly diverse and multilingual population. But immigration alone will not solve the labour shortage. The labour force participation rate must also improve if BC is to achieve sustainable economic prosperity. Most jobs in the future will require post-secondary education, and an increasing number of them will be in the tech sector. If we are to meet this future demand for skilled labour, we must identify and eliminate the many existing barriers to both education and employment.

As our economy shifts with new and growing demand in targeted sectors, people will commonly find themselves having multiple careers throughout their life — placing strong emphasis on the need for accessible, lifelong education. Post-secondary students will become increasingly diverse — not only in terms of racial or gender identity, but also with regards to age and prior education. As organizations work towards becoming more inclusive, a wider variety of educational credentials will be recognized by both private and public sector employers. There also will be an increased need for workers to upskill to remain on top of the increasingly rapid pace of change. This will be particularly true within BC's growing tech sector and creative industries, which will rely more heavily on virtual, augmented and mixed reality as well as advanced virtual production technologies.

This rapid pace of change will also affect students' expectations of post-secondary education. Progressively complex and overlapping challenges across social, environmental, economic, and health sectors will require new ways of learning and training. Demand for more flexible programs of study will continue to grow, and more students will seek out options for online and hybrid study. British Columbians living in remote communities will need access to higher quality training to become community leaders and create solutions to local challenges.

Fortunately, the delivery of online education will continue to mature. Online courses will become more robust and engaging, and new technology will help address most of the common drawbacks and complaints. It will become possible to offer more if not most post-secondary programs entirely online. Remote learning and new pedagogical innovations made possible through technological trends and social and demographic changes could unlock significant new opportunities, especially for art and design practices, cultural production, and media production. (Consider how the metaverse might transform virtual education in ways we cannot currently imagine.)

This growth in online and hybrid programs will also help serve a population that is continuing to be pushed further away from urban post-secondary campuses due to the scarcity of affordable housing. However, increased access to online offerings from outside BC will put more competitive pressure on our post-secondary institutions.

How do you think the PSE system needs to evolve in response to those trends?

British Columbia's PSE system needs to evolve to become more agile, accessible and equitable. More flexibility is needed in developing new programs and credentials that are responsive to the needs of students and employers. The system needs to better facilitate laddering, so students can enrol in a microcredential or certificate program with the knowledge that it could contribute to a degree. The siloing that frequently takes place between continuing studies and degree programs should be addressed to create a more holistic approach to designing student pathways.

A more adaptive model can also support the development of curriculum that is delivered over a diversity of timelines. While some curriculum is well-suited to a typical academic term, other learning may take place in an intensive workshop or over a much longer period of time, including paces that reflect land-based pedagogy and Indigenous ways of knowing. All of this would help better prepare graduating students for employment and civic participation. Graduate programming may need to also generate more research-driven learning experiences, where students can be embedded in larger and longer research projects, and in some cases, more distance-based programs allowing students to stay and invest in their home communities.

The work that is taking place to create a digital learning strategy for the province is critical, as is the need to continually evaluate and revise the strategy. Students will come to expect a seamless digital experience, whether their studies take place in-person, online or in a hybrid environment. They will require access to new tools and capabilities, as well as curriculum and instruction that is suited for the mode of delivery. Importantly, disparities in high-speed internet access must be addressed to ensure that online learning can reach all households, even in remote communities.

A more agile and responsive PSE system will better position BC to compete with educational offerings outside of the province. This competition is growing due to the increased availability of online and hybrid programs as well as the rapidly growing cost of living that discourages prospective students from relocating to our province. However, significant competition between BC's post-secondary institutions — particularly within specialized areas of study — limits our capacity to increase out-of-province enrolment. Furthermore, this competition is often inequitable, as two institutions may have vastly different domestic tuition fees for an equivalent program, creating a large discrepancy in the budget available to develop, operate and promote the offering. Changes to the PSE system should consider the most appropriate balance between providing multiple study options within the province and creating conditions where our PSEs can effectively compete with their main comparators outside the province.

Finally, reconciliation will remain an important priority for the province and its public post-secondary institutions. If the PSE system is to evolve in a just and equitable manner, it must address the ways our colonial history continues to be reflected in our policies, systems and structures. For instance, current post-secondary governance structures limit the ability of institutions to consider more inclusive or decolonized approaches to governance and decision-making. A new approach to governance would help support individual institutions as they work to implement the TRC recommendations and further equity and inclusion.

How does your institution need to evolve in response to those trends?

In many ways, Emily Carr University is well positioned to respond to the major trends of the next 30 years. We have a strong brand as one of the top art and design universities in the world and a modern campus that is purpose-built to support the development of skills and knowledge that are needed to drive sustainable economic growth. Our innovative research activities and industry partnerships will help ensure that we remain at the forefront of developments in the tech and creative sectors. However, we must continue evolving to enhance our positive impact on the province, improve our competitiveness, and remain attractive to prospective students, staff and faculty.

Much of the change that needs to take place at Emily Carr University reflects what needs to change at a system-wide level. ECU needs to embrace a more flexible approach to programs, curriculum and credentialing. There is significant potential to be found in stackable microcredential and certificate programs that will better serve the diverse needs of learners and address the skill gaps in the workforce. Additionally, we need to break down silos within the university and embrace a more integrated approach to program development and enrolment management to create a more holistic approach to designing student pathways.

Operationally, we must invest in modernizing our business systems and processes to become more efficient, agile and sustainable. We also need to consider what changes are necessary to become a more competitive employer in an era with much higher labour mobility. We must find opportunities to align the terms and conditions of our employment with those of the broader sector. And investments need to be made to better support the health and wellbeing of our students, staff and faculty.

ECU also needs to improve our ability to regularly maintain, replace and acquire the technology that is required to support a modern learning environment. Technological change within the creative industries occurs at a rapid pace, and employers expect that graduates have the most up-to-date skills and knowledge. It's important that ECU keeps up with industry developments so that our students will be ready to work with current and emerging technologies. These technological investments, however, are resource intensive. ECU must explore possibilities such as new industry partnerships — such as our recent initiative with ShowMax Event Services — to help address this need. The university's own IT infrastructure must also evolve to better adapt to students' needs, support online and hybrid learning, and protect the university community from cybersecurity threats.

The most significant change that is necessary — and one that provides the foundation for everything listed above — is the development and implementation of a sustainable financial model. This will unlock enormous potential and allow our community to take advantage of new opportunities to innovate across curriculum, applied research, and community impact.

Addressing the university's structural deficit, however, will require a significant increase in revenues. ECU currently has limited levers for revenue growth, and many of those that exist — such as developing new programs and bringing them to market — requires an investment of funds and labour that are incredibly difficult to resource while the university is running a significant deficit simply to maintain its existing operations. ECU is eager to continue exploring solutions with the Province to meet the challenges of the present and future and continue contributing to a strong, sustainable BC.

What modifications to the funding formula would you recommend?

The wide variety of post-secondary programs that are available within the province — and the diversity of institutions that provide them — requires a responsive and nuanced funding formula that addresses the dynamic nature of post-secondary education and creates a equitable distribution of resources. We recommend four key modifications:

1. The funding formula should account for the cost of program delivery

Programs that are highly specialized, technology intensive or require small class sizes are expensive to deliver and are disadvantaged under the current formula. The cost of delivery is also affected by economies of scale. Smaller institutions will typically have higher operating costs per student FTE. Many operational and regulatory requirements must be met regardless of an institution's size and revenue-generating abilities, and smaller institutions lack the purchasing power of their larger counterparts. Inflation is another economic reality that must be incorporated into the funding formula if institutions are to avoid de facto reductions in program and operational spending.

2. The funding formula should account for the impact of the Tuition Limit Policy

The province's Tuition Limit Policy has had a positive influence on accessibility. However, it has also removed one of the few levers available to PSIs to manage revenues. Institutions cannot adjust tuition to reflect increases in program delivery costs. This can result in reductions in program quality or cause the institution running programs at a loss. The Tuition Limit Policy also distorts the competition that exists between the province's PSIs, particularly in specialized programs. While an institution that has offered a specific program for many years cannot adjust their tuition fees to cover increased costs, another institution can launch a similar program and set the tuition fees so that they generate enough revenue. This creates an inequitable environment where the new program is well-resourced and can invest in a high-quality student experience, while the original program runs at a deficit and struggles to remain up to date. The funding formula should encourage institutions to continually improve their existing programs and to develop new and innovative offerings.

3. The funding formula should avoid disincentives to increasing domestic enrolment

Under the current formula, an institution that enrolls more domestic students than the target set by the Ministry may be doing so at a "loss", since domestic tuition fees are often not enough to cover the cost of program delivery. For instance, there is high domestic demand for many of ECU's undergraduate programs; however, we cannot increase domestic enrolment because it would simply increase the size of our operating deficit. Furthermore, an institution that meets its FTE target is at a funding disadvantage compared to one that does not, since both will still receive their full base operating grant, but the former is serving proportionally more students. The formula should ensure institutions aren't financially disadvantaged by meeting or exceeding their domestic targets.

4. The funding formula should consider a wider scope of post-secondary programs

The demand for graduate, certificate and micro-credential programs has grown significantly. However, a lack of consistent, sustainable funding for programs other than undergraduate studies limits the development and growth of innovative programs that are needed to ensure British Columbians have the skills needed for the jobs of tomorrow. These unfunded programs are often less accessible due to the higher tuitions fees that are necessary to cover the cost of program delivery. If the post-secondary system is to evolve to foster inclusive, lifelong learning, the funding formula must recognize the need for a broader variety of programs and credentials to support that student journey.

References

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