



# FINAL ASSESSMENT REPORT EXECUTIVE SUMMARY AND IMPLEMENTATION PLAN Cyclical Program Review

## BDES Environmental Design, Faculty of Design

GENERAL INFORMATION	
<b>Period of Cyclical Review:</b>	July 1, 2015 – June 30, 2022
<b>Dean, Faculty of Design:</b>	<b>Dr. Elizabeth Tunstall</b> (Dean) <b>Dr. Kathy Moscou</b> (Interim Dean)
<b>Program Review Team:</b>	<b>Maya Mahgoub Desai</b> (Associate Professor, Program Chair) <b>Bruce Hinds</b> (Associate Professor) <b>Michael Lee Poy</b> (Assistant Professor) <b>Neal Prabhu</b> (Associate Professor) <b>Colleen Reid</b> (Associate Professor) <b>Ala Roushan</b> (Associate Professor) <b>Samantha Shute</b> (Program Assistant)
<b>External Reviewers:</b>	<b>Liat Margolis</b> , John H. Daniels Faculty of Architecture, Landscape and Design, University of Toronto <b>Dr. Keith Bresnahan</b> , Faculty of Arts and Science, OCAD University

## EXECUTIVE SUMMARY OF THE BDES ENVIRONMENTAL DESIGN CYCLICAL PROGRAM REVIEW

The cyclical program review process was led by Chair Maya Desai (Associate Professor and ENVR Program Chair), alongside faculty members Bruce Hinds (Associate Professor), Michael Lee Poy (Assistant Professor), Neal Prabhu (Associate Professor), Colleen Reid (Associate Professor), Ala Roushan (Associate Professor), and Samantha Shute (Program Assistant). This review process ran concurrently with the Flow curriculum transformation, incorporating substantial input from stakeholders consulted throughout the Flow process. The team was assembled in May 2020, and data aggregation and analysis commenced in December 2021, followed by the writing phase starting in February 2022 (refer to Table 1). However, the onset of the global COVID-19 pandemic significantly impeded progress, leading to substantial delays as the team had to adapt to the challenges of fully remote course delivery and its associated logistical complexities.

Faculty consultation was extensive, benefiting from the Flow revisions and the IQAP process, which offered opportunities for input from diverse stakeholders across different levels of governance. The IQAP research methodology encompassed a series of facilitated workshops and surveys involving

faculty, students, and alumni, as well as the collection and analysis of both historical and current data. These efforts were augmented by a series of consultations integral to the Flow curriculum revision process, which extended to various programs and units within the University (refer to Table 2).

The ENVR Flow/IQAP committee, with collaboration from the Faculty & Curriculum Development Centre (FCDC), conducted a thorough review and improvement of Program Learning Outcomes (PLOs), ensuring alignment with OCADU's updated Degree Level Expectations and creating an enhanced Program Map. This process involved a Faculty SWOT/SWOC exercise facilitated through 'multi-section Focus Groups,' two online program workshops, and input from student and alumni surveys and focus groups. FCDC's staff played key roles in collecting and disseminating student survey data and data contributions covering key aspects such as Admissions, Retention, Demographics, Graduation, and SNAAP and NESSE Data Reports at OCAD U were provided by the Manager, Institutional Analysis. The Office of the Vice President and Provost provided vital support and guidance throughout the quality assurance process. These collaborative efforts culminated in the submission of the IQAP Self-Study brief on October 4, 2022.

External Reviewer Professor Liat Margolis, a Landscape Architect and faculty member at the Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto, and Internal Reviewer Dr. Keith Bresnahan from the Faculty of Arts & Science at OCAD U, conducted a comprehensive review over a two-day period, on March 14th and 15th, 2023. The site visit comprised meetings with key stakeholders, including the Environmental Design Chair, the Vice President and Provost, the Dean of the Faculty of Design, Environmental Design Program faculty, students, and alumni, as well as Faculty of Design support staff and the Centre for Emerging Artists and Designers. Additionally, the visit included a facilities tour of the fabrication shops and an asynchronous review of student work.

The reviewers identified notable strengths within the program, emphasizing its robust foundation for conceptual, creative, and technical design knowledge and processes. The program's efficacy was evident in the high quality of student work, impressive graduation rates, and successful admissions to esteemed graduate programs globally. Commendation was extended to the current Program Chair for dedicated and consensus-driven leadership, fostering faculty engagement. Both current students and alumni alike praised the faculty's exceptional dedication, endorsing the program's enduring relevance and value for both graduate education and employment.

The reviewers also highlighted several challenges within the program, including rapid student enrolment growth with a high ratio of sessional instructors (70%), a severe shortage of dedicated studio space and storage, and the impact of centralized curricular reform (FLOW) on Program Pathways and Learning Outcomes. Additionally, challenges encompassed limited opportunities and resources for faculty professional development in areas aligned with key institutional priorities, such as decolonization and sustainability. The program faced a lack of funding and administrative support for initiatives like experiential learning, international experiences, strategic collaborations, and co-curricular programming. Furthermore, there was a need to define Environmental Design beyond "architecture," incorporating landscape, planning, sustainability, and wellness, while distinguishing it from the Interior Design specialization. Other challenges included misalignment with Arts and

Science history and theory courses, a demand for increased technical and foundational skills, and student financial barriers leading to extended program completion times, up to 7 years.

The reviewers provided 20 recommendations, divided into four key areas: Curriculum, Permanent Faculty, Student Success, and Learning Environment. These recommendations concentrate on realigning the program's identity and learning outcomes with the Academic Plan, FLOW, and industry standards. They also stress the need for urgent hiring across diverse employment types, resource allocation for professional development, experiential learning, and technical skills development. Additionally, the recommendations address the necessity of securing extra studio space to accommodate the program's increasing student enrollment and tackling financial barriers faced by students.

*Table 1 – IQAP Process Timeline*

Timeline	Task	Date completed
<b>Preliminary activities</b>		
Winter/ Fall 2020	Team Lead Meetings: meeting with program review team leads and support staff for preliminary discussion and orientation to the cyclical review process	May 2020
	Assembly of program review team	September 2020
	Review of previous cyclical review recommendations and implementation with program review team	September 2020
	Team Lead Meeting: scheduling of activities for the fall term	October 2020
<b>Curriculum development and renewal</b>		
Fall 2020- Fall/Winter 2021	Development/renewal of program learning outcomes, mapping to OCAD U Degree-level Expectations	October 2020
	Team Lead Meetings: planning for curriculum mapping	October 2021
	Online surveys, 'multi-section focus groups' and focus groups for collecting course information from course instructors for curriculum mapping	November 2021
	Program faculty meetings to discuss program learning outcomes and curriculum map	December 2021
<b>Faculty and student feedback</b>		
Winter/Fall 2021	Team Lead Meetings: planning for faculty SWOT and student survey/focus group	October 2021
	Facilitated SWOT/SWOC Analysis with program faculty	November 2021
	Student survey and/or facilitated focus groups	March/April 2021 December 2021
<b>Institutional and program data collection and analysis</b>		

Winter 2021	Team Lead Meeting: planning for data collection and analysis	May 2021
	Collection and analysis of data from Manager, Institutional Analysis, and Faculty Office	June 2021
	Team Lead Meeting: planning for analysis of qualitative and quantitative data	November 2021
<b>Drafting, revising and submitting the brief</b>		
Winter term 2022	Team Lead Meeting: planning for drafting the brief	February 2022
	Team Lead Meeting: updating and report on progress	September 2022
	Submission to FCDC for review and to the Dean	October 2022
	Submission to Dean of the Faculty	November 2022
	Submission of the final report with Dean's Executive Summary to VP Academic's Office	December 2022

*Table 2 – Additional Stakeholder Consultations Having Impact.*

<b>Timeframe</b>	<b>Internal Stakeholders</b>
October 2019-August 2020	Faculty of Design Dean re: Interior design specialization registration and requirements
	Faculty of Design Associate Dean re: Council for Interior Design Accreditation (CIDA) requirements
	ED Faculty re: CIDA requirements
September 2020-October 2020	CIDA re: 2020 revised standards and requirements; review timeline
	FLOW Implementation Group: program guides, electives
	FCDC re: FLOW Process Clarifications; PLOs and UDLs; overall FLOW strategy; Thesis for Interiors
	Academic and staff units: <ul style="list-style-type: none"> <li>• IT (re: Structure/Digital learning and software requirements)</li> <li>• Studio Facilities re: FLOW Strategy/Fabrication Studios</li> <li>• Registration (re: FLOW Strategy and Registration considerations, Communication/clarification of categories and edits to equivalencies)</li> <li>• Academic Advising: FLOW Strategy/Advising considerations)</li> <li>• Library: feedback on e-resources</li> </ul>
	Academic units in programs/faculties-course recommendations and overall feedback on ED Flow Strategy: <ul style="list-style-type: none"> <li>• Liberal Arts &amp; Science (LAS)</li> <li>• Indigenous Visual Culture (INVC)</li> <li>• Graphic Design (GD)</li> <li>• Industrial Design (INDS)</li> <li>• Digital Futures (DF)</li> </ul>

	<ul style="list-style-type: none"> <li>Visual and Critical Studies (VCS)</li> </ul>
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IMPLEMENTATION PLAN

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up, and Other Stakeholders	Timeline for Addressing Recommendation
Academic and Strategic Priorities			
1. <i>[Recommendation A5]</i> To update the curriculum to reflect the current state of the discipline and meet OCAD’s Academic Plan: evaluate and update course templates, readings, and assignments, to integrate content and approaches to: 1) sustainability, 2) TRC and Indigenous knowledge systems, 3) decolonial and anti-racist scholarship and practice, 4) landscape architecture, and 5) urban design.	<b>Objectives:</b> Engage in a comprehensive review of current courses to identify areas for revision and gaps where new courses can be proposed. Actively consult with external and internal stakeholders to ensure a thorough examination and alignment with the program's goals and the academic and strategic goals of the University.		
	Implementation Steps:		
	1.1 Program to review and prioritize courses to be reviewed and identify which courses require revision with respect to addressing the academic priorities and in what ways.  Program to identify Subject Mater Experts (SME)/stakeholders for consultation.	ENVR Chair and Program Curriculum Committee/Course Mentors	Start: May/June 2024
	1.2 Program Course Mentors to engage in consultations with FCDC and identified SME/stakeholders (to be executed in two rounds)	ENVR Program Curriculum Committee/Course Mentors	June – Aug. 2024  June – Aug. 2025

	1.3 Program Curriculum Committee/Course Mentors to provide revisions for submission for review and approval by required institutional committees (ie: CACOF, SUSC, Senate).	ENVR Chair, Program Curriculum Committee/Course Mentors	Sept.- Nov. 2024  Sept.- Nov. 2025  (on-going reviews/iteration required to ensure currency)
2. [Recommendation B4] To achieve Student Success with respect to Experiential Learning: allocate support and resources for community-based projects and/or the establishment of consistent partnerships, ideally, in the form of dedicated personnel at the coordinator or manager level. Currently, program-specific outreach and network building in these areas are underdeveloped and ad hoc, with no allocated resources to support them. With respect to Student Mobility and Work Integrated Learning, allocate resources and/or organizational support for equitable travel opportunities and the establishment of a robust and consistent internship system/program.	<b>Objectives:</b> Collaborate with Faculty of Design program chairs to review and enhance the job description for a community outreach coordinator and actively engage and negotiate with the Faculty of Design dean for budget approval.		
	<b>Implementation Steps:</b>		
	2.1 Consult, propose and coordinate with all Faculty of Design program chairs to review the current job description for the community outreach coordinator who can actively establish or identify community outreach prospects and provide organizational support.	ENVR Program Chair (in consultation with all FoD Chairs)	Start: June/July 2024
	2.2 Consult and re-negotiate with the Faculty of Design Dean to request the budget to establish the position.	ENVR Program Chair and FoD Dean	Jan. 2025 (for Feb. budget submission)
	2.3 Should the position be established and hired for - work with the Outreach Coordinator to identify and propose priority projects and associated courses.	ENVR Chair and Faculty	June/July 2025 (assumes a May budget approval)

3. [Recommendation B5] To achieve Transformative Education and Enhanced Studio Learning: allocate resources (e.g. discretionary funds for Program Chair) for speaker series and invite guest critics / visiting studio professors.	<b>Objectives:</b> Create a proposal for a speaker series focused on current issues in environmental design discourse and a course model for visiting lecturers, contingent upon budget approval.		
	<b>Implementation Steps:</b>		
	3.1 Create a preliminary proposal for a speaker series (thematic area, potential speakers, and proposed timing)	ENVR Chair, and Faculty sub-committee	Start: June/July 2024
	3.2 Submit a request for funding for speaker series.	ENVR Chair (in consultation/collaboration with the Dean)	Jan. 2025 (for Feb. budget submission)
	3.3 Contingent on budget approval, create a costed proposal for a list of speakers for yearlong series that would be open to the public which include logistics, coordination, and promotion.	ENVR Chair, and Faculty sub-committee	June/July 2025 (assumes a May budget approval)
	3.4 Research various course models and funding structures implemented at peer institutions to support visiting lecturers addressing contemporary issues in architecture and urbanism - involves consulting with colleagues at comparable post-secondary institutions and relevant programs.	ENVR Chair	June/July 2024
<b>Physical Resources</b>			

<p>4. [Recommendation A7] To improve studio space and rebuild culture: develop a series of interventions to design-build studio furnishings, interior finishes, storage as part of course assignments, or co-curricular (RA-ships / student monitors / work-study) activities; organize a series of small-scale speaker series, workshops, mini-exhibitions to encourage studio culture.</p> <p>Recommendation C2] To attain Transformative Education and Enhance and Advance Studio Learning: Additional studio space is critical to ensure that studio-based teaching and learning – the single most important mode of curricular delivery – is dedicated to the ED program in the near term. In the immediate term, investments in furniture, storage, and interior finishing to the existing studio will begin to increase the functionality and ‘studio culture’ appeal. Longer-term, increased studio space is needed.</p>	<p><b>Objectives:</b> Since the issuance of the IQAP draft and review, the institution was granted funding to enhance the current studio space. The planning of this space involved active participation from the ENVR Chair and key faculty members to ensure that upgrades contribute to ‘studio culture’. However, the program will continue to lobby for funding for RAs/monitors to support the rejuvenation and management of the Material Innovation Centre (MIC) and the implementation of an institutional space audit.</p>		
	<p><b>Implementation Steps:</b></p>		
	<p>4.1 Submit a request for funding for the upgrade of the MIC.</p>	<p>ENVR Chair (in consultation/collaboration with the Dean)</p>	<p>Start: Jan. 2025 (for Feb. budget submission)</p>
	<p>4.2 Contingent on budget approval, begin the review and rejuvenation of the MIC space.</p>	<p>ENVR Chair, Faculty sub-committee</p>	<p>June - December 2025 (assumes a May budget approval)</p>
	<p>4.3 Status check on the state of space audit/allocation</p>	<p>ENVR Chair</p>	<p>May 2024 (on-going as needed)</p>
<p><b>Admission, Recruitment and Retention</b></p>			



<p>5. [Recommendation C4] To advance EDI goals with respect to student admissions: provide support and resources for ED Program and Chair to develop recruitment strategies in communities that are currently under-represented. Facilitate consultation with and involvement of Program Chair in admissions awards to make meaningful changes with regards to EDI in the ED Program. Admissions requirements and quality of students should be carefully assessed relative to a continuously changing demographic of applicants, and relative to the institution's mission for Equity, Diversity and Inclusion and commitment to Truth and Reconciliation.</p>	<p><b>Objectives:</b> Since the issuance of the IQAP draft and review, the ENVR Chair has reached out to Admissions &amp; Recruitment to coordinate ENVR Faculty involvement in active recruitment in underrepresented communities.</p>		
	<p><b>Implementation Steps:</b></p>		
	<p>5.1 Support the Admissions &amp; Recruitment (A&amp;R) team in development of strategies to recruit diverse students to the ENVR program.</p>	<p>ENVR Chair</p>	<p>On-going as planned by A&amp;R team (emphasis on Sept.-Dec. for active recruitment; Jan-August for planning &amp; potential summer workshops, etc)</p>
<p><b>Quality of Educational Experience</b></p>			
<p>6. [Recommendation A1] To overcome the program pathway confusion generated by FLOW and demand for individual advising: the program should create clear pathway matrixes (via graphic) toward MARC, MLA, MUP, sustainability, health, outcomes, so that students have clear pathways and course-selections (even within</p>	<p><b>Objectives:</b> Continue ongoing work of identifying, confirming, and visually representing program pathways eventually integrating courses from other programs. To be undertaken alongside <i>Academic &amp; Strategic Priorities Recommendation #1</i> [Recommendation A5]</p>		
	<p><b>Implementation Steps:</b></p>		
	<p>6.1 Undertake defining exercise to clarify and produce a revised definition and mandate for 'Environmental Design.'</p>	<p>ENVR Chair, Faculty</p>	<p>Start: May/June 2024</p>

<p>FLOW) to achieve their educational and career goals. These pathways should be supported by advising and timetabling in the following ways: 1) program-specific advising (e.g., through the hiring of a program-specific staff member) to support student direction and choice; (2) working with scheduling to ensure that the timetable supports consistent pathways and eliminates barriers to elective enrollment.</p> <p>[Recommendation A3] To clarify and distinguish the identity, learning outcomes and program pathways of ED and Interior Design, and ensure continued interest in ED: undertake a visioning exercise to define Environmental Design, its identity and mandate beyond “architecture,” inclusive of landscape, planning, sustainability, wellness, etc., and further distinguish ED curriculum from the Interior Design specialization.</p>	<p>6.2 Continue to identify clear pathways within the program and identify potential courses within other programs that might be included in the pathway.</p>	<p>ENVR Chair, Faculty</p>	<p>June/July 2024</p>
	<p>6.3 Engage in consultations with identified programs to clarify and confirm inclusion in the proposed pathway.</p>	<p>ENVR Chair</p>	<p>Aug.2024 - April. 2025</p>
	<p>6.4 Produce a clear and visual representation of the pathways that can be shared with students and Academic Advising.</p>	<p>ENVR Chair, Faculty</p>	<p>May/June 2025</p>
<p>7. [Recommendation A4] To address concerns re: Technical and Foundational Skills: the program should consider ways to deliver these</p>	<p><b>Objectives:</b> This initiative, currently in the initial planning stages, involves ongoing discussions with IT about the most effective ways for the program to seek funding to support structured tutorials , with plans to engage IT, Campus Life, and RenderED for a pilot tutorial model if funding is secured, followed by an evaluation of cost and effectiveness for potential</p>		

<p>skills, from technical drawing/drafting to software platforms to model-building, at all levels of the program. Tutorials and software workshops may be established to supplement course-based learning.</p> <p>[Recommendation B7] To enhance Technical and Foundational Skills: provide resources for the Program to offer technical workshops on software, drawing fundamentals, model making (as per feedback from students); support work study / student monitor positions for advanced students to serve as technical mentors for digital fabrication, to complement the existing technician staff.</p>	expansion to other programs with similar skill development needs.		
	<b>Implementation Steps:</b>		
	7.1 Continue initiated discussions with IT and Facilities/Studio Management regarding available funding for structured tutorials.	ENVR Chair (in consultation with IT)	Start: Jan. 2024 (for Feb. budget submission)
	7.2 Contingent on funding, engage in development planning discussions with IT, Facilities/Studio Management, Campus Life (potentially re: student group management) and RenderED to create a tutorial model as a pilot program for skills training/support.	ENVR Chair (in consultation with IT, Facilities/Studio Management, Campus Life and RenderED)	May – August 2024
<p>8. [Recommendation C3] To rebuild studio culture and course attendance post-pandemic: re-evaluate course participation policy and grading, possibly returning the capacity for instructors to require in-person attendance.</p>	7.3 Contingent on implementation of pilot program, evaluate cost and effectiveness of tutorial model with the aim to expand to other programs requiring similar skill development.	ENVR Chair (in consultation with IT, Facilities/Studio Management, and RenderED)	Jan. 2025 (and on-going)
	<p><b>Objectives:</b> Efforts have been made within the Program to discuss and devise strategies for defining and assessing student engagement and will continue to refine such strategies through faculty communication and a community of practice approach.</p>		
	<b>Implementation Steps:</b>		
	8.1 Conduct sessions and/or include as part of	ENVR Chair, Faculty	Start: May, August 2024

	pre-semester faculty-wide meeting, discussions on best practices for student engagement and assessment.		(repeated each semester)
	8.2 Disseminate best practices to all permanent and sessional faculty to support and reinforce the importance of student engagement.	ENVR Chair	August, Jan. 2024 (repeated each semester)
<b>Curriculum Development</b>			
<p>9. [Recommendation A2] To assess the efficacy of FLOW, and its initial impacts on program success: the Institution should consult with and listen to faculty and students on the impacts of FLOW, and the program should be permitted to re-evaluate program learning outcomes and pathways with the possibility of returning some additional courses to core requirements.</p> <p>[Recommendation C1] To maintain Program Quality: FLOW should be re-evaluated for its efficacy and impact on learning outcomes, program pathway and quality of education, and recalibrated to strike a balance between financial stability and academic excellence. ED teaching faculty should be given the</p>	<p><b>Objectives:</b> ENVR Program to monitor changes, conduct year-end reviews, implement necessary updates aligned with academic priorities, and assesses financial feasibility for core course reintroduction. To be undertaken alongside <i>Academic &amp; Strategic Priorities Recommendation #1</i> [Recommendation A5] and <i>Quality of Education Recommendation #7</i> [Recommendation A1 &amp; A3]</p>		
	<b>Implementation Steps:</b>		
	9.1 Develop updates and changes for implementation in the upcoming academic year or term, aligning them with the course review process to address academic priorities (Undertake alongside <i>Recommendation no. 1, Academic and Strategic Priorities and Quality of Education Recommendation #7</i> )	ENVR Chair, Program Curriculum Committee/Course Mentors	Start: May – Nov. 2024
	9.2 ENVR Program Curriculum Committee/Course Mentors	ENVR Chair, Program Curriculum Committee/Cour	Sept. 2024 – May 2025

<p>opportunity to present their findings and negotiate back required courses it deems essential for a proper degree completion and in order to maintain the program's reputation over the long run.</p>	<p>to develop evaluation matrix.</p> <p>ENVR Faculty to track effects of changes on the student experience and learning.</p>	<p>se Mentors and Faculty</p>	
	<p>9.3 Reviews to be conducted with Program Curriculum Committee/Course Mentors at year-end to document outcomes from learning activities, course delivery, and continuity across multi-section courses and compliance with CIDA requirements (as required).</p>	<p>ENVR Chair/ Program Curriculum Committee/Course Mentors</p>	<p>May/June 2025</p>
	<p>9.4 Work with Institutional Analysis to determine what is the financial feasibility and potential for reintroducing courses into the core category in ENVR.</p>	<p>ENVR Chair (in collaboration with FoD Dean and Institutional Analysis</p>	<p>June - August 2025</p>
<p>10. [Recommendation A6] To better link theory and design and address the above curricular update: coordinate with FAS and INVC to ensure a complimentary fit from years 1-4.</p>	<p><b>Objectives:</b> Consult and collaborate with FAS and INVC to comprehensively understand their course offerings, outcomes, skills, and competencies that complement the ENVR curriculum and subsequently map interdisciplinary possibilities and review FAS and INVC.</p>		
	<p><b>Implementation Steps:</b></p>		
	<p>10.1 Consult and collaborate with FAS and INVC to gain a comprehensive understanding of their course offerings, including their outcomes, skills, and competencies that would</p>	<p>ENVR Chair, Program Curriculum Committee</p>	<p>Start: May - August 2025</p>

	complement the ENVR curriculum.		
	10.2 ENVR Program to map the interdisciplinary possibilities and review FAS and INVC	ENVR Chair, Program Curriculum Committee	May - August 2025
<b>Faculty Development</b>			
11. [Recommendation A8] To clarify the importance and relevance of academic research and scholarship: co-institutional discussions with permanent faculty and OCAD Research Services to explore how to best support faculty research and academic success, with crossovers to teaching and student experience.	<b>Objective:</b> To enhance support and promotion of ENVR faculty's professional practice, community activism, and academic research, create opportunities for faculty to engage and build relationships with both the Research Office and the Marketing Team.		
	<b>Implementation Steps:</b>		
	11.1 Collaborate with scheduling to ensure an institutional block for ENVR.	ENVR Chair	Start: Jan. - March 2024
	11.2 Coordinate a Q&A session with the Research Office to specifically answer questions pertinent to ENVR.	ENVR Chair (in consultation with the Research Office)	Oct./Nov. 2024
	11.3 Coordinate a Q&A session with the Marketing & Communication (M&C) to outline requirements for research and practice promotion.	ENVR Chair (in consultation with M&C)	Oct./Nov. 2024
12. [Recommendation B3] To assist the Program in meeting Learning Outcomes to reflect the current state of the discipline and OCAD's	<b>Objectives:</b> Given institutional constraints on course releases, actions include securing an institutional block for ENVR, coordinating with FCDC for professional development in inclusive learning and decolonial curriculum, and exploring industry partnerships for development opportunities and continuing education credits.		

<p>Academic and Strategic Plan: provide funding and resources for professional development focused on such areas as inclusive learning, decolonial curriculum development and pedagogy, and sustainability training. Allow for course / service release for Chairs and faculty to participate and dedicate significant time for re-training and curriculum development.</p>	<b>Implementation Steps:</b>		
	12.1 Collaborate with scheduling to ensure an institutional block for ENVR.	ENVR Chair (in consultation with FoD Office and Scheduling)	Start: Jan. - March 2024
	12.2 Consult with ENVR Faculty and identify professional development needs and wants.	ENVR Chair, Faculty	May 2024
	12.3 Coordinate with FCDC to develop professional development opportunities related to inclusive learning and decolonial curriculum development and pedagogy.		June – August 2024
	12.4 Engage with industry to explore opportunities for professional development and continuing education credits (pertaining to maintaining credentials and licensure) and negotiate additional funding if required.		Start: May 2024 (on-going)
	12.5 Continue to advocate engaged and active, full-time (FT) faculty hires.		Oct/Nov. 2024 (on-going, yearly)
<b>Human Resource Requirements</b>			
<p>13. [Recommendation B1] To address the low number of full-time faculty-to-student ratio and decrease the precarity of sessionals, currently 70% of teaching staff: A multi-pronged approach is necessary and more equitable – new hires in more than two</p>	<p><b>Objectives:</b> Due to the limited availability of full-time hire allocations to ENVR, collaborate with the Faculty of Design Dean and Institutional Analysis to assess alternative and less precarious forms of faculty appointments</p>		
	<b>Implementation Steps:</b>		
	13.1 Collaborate with the FoD Dean and Institutional Analysis to analyze sessional data, evaluating	ENVR Chair (in consultation with FoD Dean,	Start: Sept. 2024 – Jan. 2025 for budget

<p>categories (tenure stream and sessional) must take place in order to redistribute service load and allow faculty to retrain, retool, coordinate across courses, and develop new teaching methods and approaches. The Faculty should consider a mix of the following three appointment types:</p> <p>a. CLTA positions have proven in to be a productive pathway and entry to academia for recent graduates. This could be a young practitioner, who may not hold a PhD and wants to develop a teaching career. With a multi-year position, they have access to resources, gain teaching experience, and are eligible to apply to research grants and increase the research and scholarship output and reputation of ED and OCAD, and participate in committee service, alleviating the pressure on permanent faculty members.</p> <p>b. Teaching-Stream positions are also another effective way of expanding the permanent teaching cohort to take on a higher teaching load without the application for research or creative practice for promotion</p>	<p>the percentage and frequency of courses taught by sessional faculty to ascertain the financial viability of implementing TIS or other limited-term appointments.</p>	<p>Institutional Analysis)</p>	<p>submission in Feb. (may be on-going)</p>
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<p>evaluation. Such positions exist at OCAD, and should be considered as another viable appointment type for ED.</p> <p>c. Part-time renewable positions are a third way of expanding the permanent teaching cohort and allow those who are not interested in a full academic career and the challenges of a tenure track, rather they are practitioners who are committed to teaching. This would also address the service load challenge for fulltime faculty and reduce the issues raised around the training of new sessionals and the lack of consistency across studio sections.</p>			
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ENVIRONMENTAL DESIGN IQAP 2022  
IMPLEMENTATION PLAN

		2024												2025											
		JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
<b>RECOMMENDATIONS</b>																									
<b>Academic and Strategic Priorities</b>																									
Recommendation #1 [A5]	1.1																								
	1.2																								
	1.3																								
Recommendation #2 [B4]	2.1																								
	2.2																								
	2.3																								
Recommendation #3 [B5]	3.1																								
	3.2																								
	3.3																								
	3.4																								
<b>Physical Resources</b>																									
Recommendation #4 [A7] [C2]	4.1																								
	4.2																								
	4.3																								
<b>Admission, Recruitment and Retention</b>																									
Recommendation #5 [C4]	5.1																								
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Recommendation #7 [A4] [B7]	7.1																								
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<b>Human Resource Requirements</b>																									
Recommendation #13 [B1]	13.1																								