



## FINAL ASSESSMENT REPORT EXECUTIVE SUMMARY AND IMPLEMENTATION PLAN

BDES Graphic Design, Faculty of Design

<b>Prepared by:</b>	Senate Quality Assurance Committee
<b>Period of Cyclical Review:</b>	July 1, 2012 – June 30, 2020
<b>Dean, Faculty of Design:</b>	Dr. Dori Tunstall
<b>Program Review Team and Lead:</b>	Nancy Snow, Associate Professor and Program Chair Roderick Grant, Associate Professor Melanie Hope, Associate Professor Richard Hunt, Associate Professor Isabel Meirelles, Professor Mariela Giuliano, Educational Developer, Faculty & Curriculum Development Centre
<b>External Reviewers:</b>	Professor Joseph Quackenbush Chairperson, Communication Design Massachusetts College of Art & Design  Dr. Emma Westcott Faculty of Arts & Science OCAD University

### Executive Summary of Cyclical Program Review:

Preliminary activities		
Fall term 2019	Assemble a program review team	Early September 2019
	Team (Nancy Snow, Roderick Grant, Melanie Hope, Richard Hunt, Isabel Meirelles) meets with FCDC staff (Mariela Giuliano and Cary DiPietro) for discussions about IQAP planning, and implications of FLOW to IQAP	September 23, 2019
	Review previous cyclical review recommendations and implementation with program review team	September 23, 2019
	Team Meeting: schedule activities for the fall term	Late September 2019
	Curriculum development and renewal	
Fall term 2019	Develop/renew program learning outcomes, map to OCAD U Degree-level Expectations.	Development and renewal done with all permanent program faculty at bi-weekly meetings over the months of October and

		November 2019 and finalized for January 10, 2020, for the FLOW major modification deadline and approvals. The IQAP team produced a second iteration of these specific to the IQAP self-study brief.
	Planning for curriculum mapping. Note: this work was done with all permanent faculty during teaching block-off bi-weekly meetings to ensure all permanent faculty could attend and participate instead of just the IQAP team	<ul style="list-style-type: none"> <li>• FLOW updates and process, October 3, 2019</li> <li>• Essence of the Program, October 10, 2019</li> <li>• Visioning Workshop, October 24, 2019</li> <li>• Modes of Delivery 1, October 31, 2019</li> <li>• Modes of Delivery 2, November 14, 2019</li> <li>• Curriculum Iterations 1, November 21, 2019</li> <li>• Curriculum Iterations 2, November 28, 2019</li> <li>• Curriculum Iterations 3, December 5, 2019</li> </ul>
	Use online survey or other method for collecting course information from course instructors for curriculum mapping	Collected assignments, exercises, and resources samples from existing courses (ex. CANVAS exports), as provided by various faculty members and then presented to permanent faculty November 28, 2019
	Meet with program faculty to discuss program learning outcomes and curriculum map. Note: this work was done with all permanent faculty during teaching block-off bi-weekly meetings to ensure all permanent faculty could attend and participate instead of just the IQAP team	<ul style="list-style-type: none"> <li>• FLOW updates and process, October 3, 2019</li> <li>• Essence of the Program, October 10, 2019</li> <li>• Visioning Workshop, October 24, 2019</li> <li>• Modes of Delivery 1, October 31, 2019</li> <li>• Modes of Delivery 2, November 14, 2019</li> <li>• Curriculum Iterations 1, November 21, 2019</li> <li>• Curriculum Iterations 2, November 28, 2019</li> <li>• Curriculum Iterations 3, December 5, 2019</li> </ul>
Faculty and student feedback		
Fall term 2019	Team Meeting: plan for faculty SWOT and student survey/focus group	September 27, 2019

	Conduct facilitated SWOT Analysis with program faculty	Opted instead to create a Visioning Workshop on October 24, 2019
	Conduct student survey and/or facilitated focus group	<ul style="list-style-type: none"> <li>• Student Survey, November 7, 2019</li> <li>• Student Focus Group November 12, 2019</li> </ul>
Institutional and program data collection and analysis		
Fall term 2019	Team Meeting: plan for data collection and analysis	Late October
	Collect and analyze data from Manager, Institutional Analysis, and Faculty Office	Late October 2019 to July 2020 data was collected and analyzed in three parts. October to December for the FLOW major modification brief. January to July 2020 for the IQAP self-assessment brief. The final round of analysis was done in part by the FCDC team from October 2020 to July 2021.
	Team Lead Meeting: plan for analyzing qualitative and quantitative data	March 3, 2020
Drafting, revising, and submitting the brief		
Winter term 2020	Team Lead Meeting: plan for drafting the brief	February 12, 2020
	Team Lead Meeting: update and report on progress	February 26, 2020
	Submit to FCDC for review	Mariela Giuliano (from FCDC) provided on-going review and participated in all meetings as the draft was predominantly written during working sessions from February 2020 until July 7, 2020, before pausing to focus on the necessary curriculum rewrites and delivery considerations in response to the ongoing COVID-19 pandemic.
	Submit to Dean of the Faculty	October 18, 2021

External Review Process			
Winter term 2022	External Visit: The external reviewers were provided with a full on-line schedule over three days to meet with staff, faculty, and students from the Graphic Design program as well as leadership from various units (ex. Student Advising, CEAD). Visiting facilities and physical meetings were not possible due to ongoing pandemic restrictions and meetings were scheduled on Zoom and program documents, teaching materials and examples of student work were provided asynchronously.		April 1 to April 5, 2022
	External Review Report		May 20, 2022
Fall term 2022	Program Committee Response to Dean		November 21, 2022
	Dean Response		December 12, 2022

### Implementation Plan

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
1. Labour negotiations  Over the reporting period there has been a 10% increase in the use of sessional labour in the graphic design program (which was already identified as too high in the previous IQAP report) resulting in several recommendations related to labour.  Of the nineteen recommendations three were identified as labour negotiations issues.	As labour negotiations are outside of the academic purview, these will be provided to the provost to be shared with labour negotiation teams.	Office of the Vice-President, Academic & Provost	Submission winter term, academic year 2023/24.
2. Equitable funding  The work done for the FLOW major modification and the cyclical program review activities position the graphic design program to move forward with clear goals (see PLOs) for curriculum development and delivery. The program needs institutional equitable support and funding to accomplish these goals.	Program to identify tangible items or actions for funding allocation in relationship to the following categories: Academic and strategic priorities; quality of education; admissions, recruitment, and retention; physical resource requirements; and curriculum development and delivery.  Submission of priorities to Dean, Faculty of Design	Program Chair, Program Faculty, and Dean, Faculty of Design	Starting fall term, academic year 2023/24.  Review and document progress every academic year.

<p>3. Human resource requirement</p> <p>Reviewers identified an over dependence of sessional labour in the graphic design program. The reviewers recommend permanent faculty hires to replace resignations and retirements as they occur.</p>	<p>At the time of the review this means the replacement of 4 permanent faculty members (8 as of the submission of the implementation (FAR/IP) with hires to be aligned with the priorities of the academic and strategic plan.</p>	<p>Program Chair, Program Faculty, and Dean, Faculty of Design</p>	<p>Started fall term, academic year 2020/21 Reviewed and planned annually for cyclical permanent faculty hiring processes and provided to the Dean, Faculty of Design.</p>
<p>3. Physical resource requirements</p> <p>Access to physical spaces for meetings, work, and studio needs is an ongoing issue identified in this cyclical review process and the previous IQAP report. Space issues will need to be addressed in a more consistent, equitable, and collaborative way. Several suggestions over the years have been to focus on areas of practice over specialized spaces where appropriate. It is worth noting, it is not enough to provide space, but those spaces must have maintained resources that support studio practices.</p>	<p>Program to identify resources to support curriculum delivery and skill building in the form of low-cost technologies that can be brought into studio classes (ex. mobile-studio concept first proposed in the CCC technology advisory group) and larger and more complex technologies that for specific skill-building needs (ex. bookbinding, vinyl cutters, scanning, audio capture, etc.) across curricular and co-curricular activities.</p>	<p>Program Chair, Program Faculty, and Dean, Faculty of Design</p>	<p>Priorities submitted: Spring term 2022 Reviewed annually, consulted with units and faculties, and requested with Dean, Faculty of Design, as part of a budget allocation process.</p>
<p>4. Curriculum development</p> <p>4a) The work done for the FLOW major modification and the cyclical program review activities resulted in a reduction of required courses from 12.0 credits to 6.0 credits.</p>	<p>At the time of this report these changes had just been introduced as the pandemic started. The program will take two actions considering this:</p> <ul style="list-style-type: none"> <li>• Program to monitor the effects of changes on the student experience and learning.</li> <li>• Reviews to be conducted with course leads each term to document student take-up and outcomes from learning activities, course delivery, policy, and continuity across multi-section courses. Updates and changes can then be developed for implementation the following academic year or term.</li> </ul>	<p>Program Chair, Program Faculty</p>	<p>Started fall term, academic year 2020/21. Each academic term (fall, winter, spring/summer). Review and document progress every academic year.</p>
<p>4b) Four of the nineteen recommendations came from student feedback and related to having more overt portfolio preparations (portfolio-ready work, more 'final' work, projects that 'go deep;) as part of their studies.</p>	<p>Given that the program values process-driven work, we will act on these recommendations in three ways:</p> <ul style="list-style-type: none"> <li>• Program will review the learning outcomes and assignment</li> </ul>	<p>Program Chair, Program Curriculum Committee</p>	<p>Starting fall term, academic year 2022/23. Course review started in 2020/21 academic year.</p>

	<p>structure for GRPH-4017 Professional Practice</p> <ul style="list-style-type: none"> <li>• Program will monitor the effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters student apprehension of being able to create portfolio-ready work.</li> <li>• Program will review required courses and GDES-3000 level option courses to see what can be updated and/or created at the course level for upper year students.</li> </ul>		<p>Changes and updates required will be submitted through curriculum processes (Program Curriculum Committee, CACOF, SUSC)</p>
<p>4c) Student feedback in the review process highlighted (pre-FLOW changes) the need for clear, specific, "honest" critiques, and greater access to faculty for feedback.</p>	<p>While some of the students' recommendations fall into labour negotiations, the program can investigate further in context to course content and delivery:</p> <ul style="list-style-type: none"> <li>• Reviews with course leads each term to document grading and feedback methods for the purpose of mentoring (skill sharing among faculty), reflection, and collaborative ways to reach continuity across multi-section courses. Updates and changes can then be developed for implementation the following academic year or term.</li> <li>• Program will monitor the effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters students' perceptions of access to faculty for feedback.</li> </ul>	<p>Program Chair, Program Curriculum Committee</p>	<p>Started fall term, academic year 2020/21.</p> <p>Review and document progress every academic year to track changes and adjust curriculum delivery horizontally and vertically where determined.</p>
<p>5. Quality of educational experience</p> <p>Two of the nineteen recommendations were identified under the category of quality of educational experience.</p> <p>5a) Consistency across multi-section courses, benefits of strong course lead practices.</p>	<ul style="list-style-type: none"> <li>• Strong course leadership practices have shown to contribute to greater consistency of course delivery in multi-section courses. It has benefited sessional faculty and mentorship. This practice will continue and build upon successful practices by yearly review and feedback from faculty and students</li> </ul>	<p>Program Chair, Program Curriculum Committee</p>	<p>Each academic term (fall, winter, spring/summer).</p>
<p>5b) Need to improve support systems that scaffold student experience.</p>	<ul style="list-style-type: none"> <li>• Program-specific communication both internally and externally is inconsistent and weak. To address this: <ul style="list-style-type: none"> <li>&gt; the program will create a communication plan for each academic calendar.</li> <li>&gt; pilot faculty led, program-specific advising</li> </ul> </li> </ul>	<p>Program Chair, Program Faculty</p>	<p>Updates to be ready at the start of each academic year (and/or updated where appropriate in a given moment).</p>

	<p>&gt; update institutional and program-specific communications (ex. web pages, program guides) to improve understanding of the program structure, goals, and outcomes for both current and potential students.</p>		<p>Update institutional and program-specific communications (ex. web pages, program guides) Started 2020; yearly going forward.</p>
6. Academic and strategic priorities	<p>As stated in the self-study brief, Wholistic Approach to Curriculum and Indigenous Learning Outcomes were being introduced to the community at the start of this review in a series of workshops along with faculty participating in cultural competency training. The approach taken by the program and advised by indigenous faculty members, is a considered and ongoing process rather than as a metric to be measured and quantified through rubrics.</p>	<p>Our commitment starts with the understanding of colonization as exploitation and oppression of peoples and the role graphic design plays in this understanding. For our first action, faculty began purposefully making greater spaces for IBPOC voices and perspectives through precedent examples across our courses.</p> <ul style="list-style-type: none"> <li>• The program will monitor, and document actions related to our obligations for the purposes of reflection, mentoring, and collaboration in both curriculum and faculty development</li> </ul>	<p>Program Chair, Program Faculty</p> <p>Each academic term (fall, winter, spring/summer).</p> <p>Review and document progress every academic year to track changes and adjust curriculum delivery and components horizontally and vertically.</p>