



FINAL ASSESSMENT REPORT

Advertising Program, Faculty of Design

| | |
|-----------------------------------|--|
| Prepared by: | Senate Quality Assurance Committee |
| Period of Cyclical Review: | July 1, 2017 – June 30, 2019 |
| Dean, Faculty of Design: | Dori Tunstall |
| Program Review Team Lead: | Sandra Kedey |
| External Reviewers: | Dr. Sara Wilner, Wilfrid Laurier University Nick Puckett, OCAD University |

1. Executive Summary of Cyclical Program Review:

In the IQAP self-study review process, the first task involved assembling our team of permanent and recognized faculty and program staff. The program review team was comprised of Sandra Kedey, Program Chair and Program Review Team Lead; Sandra Barnes, Program Assistant for the Advertising program; Nick Goso, Assistant Professor (tenure-track faculty); Robert Lear, Lecturer (Teaching Intensive Stream); and Ann Urban, Professor (Continuing).

The selection of the program review team was strategic and aspired to reflect knowledge of the program's origins and intention, as well as its current structure and future development.

The Self-study Brief is an evidence-based narrative that uses a variety of quantitative and qualitative data in its analysis of the quality of the program, some of which was collected as part of the self-study process.

OCAD U's Office of Institutional Analysis provided application and admissions data dating back to 2011, and has tracked registration, retention and time-to-graduation rates for cohorts since then. Institutional Analysis also collects and provides reports on some demographic student data, including age, gender and domestic/international status.

The team was assembled in the September of 2017. We met several times with the Cary DiPietro in the Faculty & Curriculum Development Centre and his team to familiarize us with process and other participants.

Student perspective was provided by an institutional survey of current students, including questions about student satisfaction with the program. 79 undergraduate students completed the survey. In addition, qualitative feedback from students was collected during a student focus group also in March 2018 (12 participants). The focus group was facilitated by staff from the Faculty & Curriculum Development Centre (FCDC).

An alumni survey was conducted in March 2018, for which 29 responses were received.

A faculty survey (15 respondents, approximately 68% response rate) conducted in March 2018 was used to identify the program's strengths, challenges and suggestions for moving forward. In addition, the program review team provided qualitative research, including published articles and reports from competitive institutions, industry publications, reports and government sites.

Faculty also participated in a curriculum review process. Over the course of several workshops and writing sessions, the program review team developed program learning outcomes and curriculum map. The program learning outcomes were revised by the program review team and circulated for feedback before being finalized.

IQAP external reviewers identified the need for a major revision to the Advertising Program curriculum so that it is (1) more aligned with University-focused offerings, (2) supports the Academic Plan, and (3) has enough faculty, facilities, and technology to flourish in a highly competitive market. An implementation plan to address these issues can be found later in this document.

2. Strengths and Challenges:

Strengths: The OCAD U Advertising program has occupied a famed status in Canadian advertising, graduating the elite of Canadian advertising leaders over the past few decades. Strengthened now as a four-year degree program, the pedigree and relevancy of the program, (context and application of contemporary advertising and influence) can be realized.

Weaknesses: This reputation has slowly eroded over the past many years, due to increased educational competitive opportunities for students, lowered standards for entry, overcrowded classes, teaching more content with less contact hours and fewer physical resources. However, OCAD U's famous, respected legacy as an advertising leader is a significant resource. Behind the scenes, we must resolve some of our challenges in order to maintain/regain this reputation.

The granting of a University degree has attracted a new and wider pool of students that are looking for both the experience of a traditional education, and also faculty that can deliver on experiences, craft and creative development. Technological innovation has necessitated adding a newer and broader range of content and currency to the program, while still disseminating design thinking and fundamentals. Actual media production space is increasingly necessary, as industry and research are challenging the institution and program in these areas of exploration and execution.

Opportunities: The ADVR program has made real positive gains in collaborations with industry that can be further leveraged for pedagogical opportunity, graduate opportunity and fundraising. Co-institutional collaborations can also be leveraged such as those underway with Sheridan's Pilon School of Business. The ADVR program four-year program provides a deep dive into this complex industry that shorter, competitive programs can't. New, emerging job opportunities that industry and research are identifying, the program is poised to fulfill.

3. Implementation Plan:

| Recommendation | Proposed Follow-Up | Responsibility and Other Stakeholders | Implementation Date/Timeline |
|--|---|---|------------------------------|
| 2.1 OCADU Mission & Academic Plan | | | |
| 2.1.1 Explicit, student-centred learning outcomes | The updated PLOs developed by the self-study group in collaboration with the FCDC during the Cyclical Program Review stage of the IQAP process will be used to inform updated and more clearly stated student-centred learning outcomes for Advertising Program required core courses. These learning outcomes will be created through on-going, coordinated curricular renewal activities led by the program chair and Tenure/Track Faculty. Further informed by the Wholistic Approach to Curriculum and Universal Design for Learning initiatives, this work will clearly articulate learning objectives and expectations enhancing our undergraduate student experience while helping to meaningfully contribute to Academic Plan goals with respect to Indigenous Learning, Enhancing and Advancing Studio Learning, the Teaching and Learning Environment and The First Year Experience. Work has already begun in forming the curriculum renewal and teaching effectiveness committees, and in defining objectives. On-going, bi-monthly working sessions are being scheduled. | Faculty leaders Dean/Associate Dean to provide support Stakeholders: FCDC Staff | Fall 2020 |
| 2.1.2 Coordinated tenure/track faculty portfolio-course management | The Advertising Program will take on the responsibility of monitoring the activation of key content areas with regards to program curriculum and OCADU's guiding principles such as decolonization, diversity and equity, interdisciplinarity and sustainability through coordinated oversight delegated to Tenure/Track Faculty members with assignments in the Advertising Program. These program team members will be | Faculty leaders Dean/Associate Dean to provide support | Fall 2020- Fall 2022 |

| | | | |
|---|---|---|-----------|
| | <p>responsible for portfolios that consist of related classes offered by the program. For the most part, a portfolio will consist of classes with content the program team member is most familiar and in the best case, has experience instructing. Meeting with permanent and sessional co-instructors periodically throughout the term, the team members are encouraged to share the philosophy and values of university and OCADU specifically, the Advertising program, and the Faculty of Design. The team members will also provide oversight on teaching standards and pedagogical approaches to delivering the Advertising curriculum, evaluating learning outcomes, sharing readings and relevant support materials, and monitoring factors that affect the student and faculty experience.</p> | | |
| 2.1.3 Maintain Practitioner-Professors and Sessional Instructors balance with Academic Professors | <p>Permanent Tenure/Track faculty will provide oversight on pedagogical approaches to delivering the Advertising curriculum, holding all faculty (with particular focus on sessional faculty) accountable and advocating for them. Work is already being done to provide consistent instructional quality given the high proportion of sessional instructors, with meetings and proposed monthly check-ins. The sessionals, most working full-time in the industry, are oftentimes less aware of pedagogical objectives and strategies of the institution particularly in terms of integrating a given course they are teaching into broader programmatic goals or structures, yet provide the curricular relevance for the Program. The heterogeneous makeup of our T/T Faculty in terms of Practice and Scholarship and how we plan to use our diverse backgrounds and credentials in positive ways – Course assignments should have the T/T Faculty members distributed thoughtfully across the program offering, to balance the student experience, but also to facilitate course management and pedagogy as described in 2.1.2 and to maintain teaching standards as described in 2.4.1</p> <p>These activities will be created through on-going, coordinated curricular review led by the Program Chair and Tenure/Track Faculty.</p> | <p>Faculty leaders Dean/Associate Dean to provide support</p> | Fall 2020 |
| 2.1.4 Be mindful of priorities other | The implementation of the updated PLOs, and the FLOW process for curricular transformation, provides the Advertising | Faculty leaders | Fall 2020 |

| | | | |
|---|--|--|-----------|
| than student employment. | Program student broader learning choices and opportunity to move outside of program to gain new insights and skills, being aware of the divergent pathways of the student learning journey. The Advertising Program will look to engage in opportunity to align itself with programs in Graduate Studies such as Strategic Foresight & Innovation, Inclusive Design, or Design for Health: exploring unique research approaches with these Programs, opening up new for further study and research. Embedded within the new PLO's, the program will integrate learning from fields outside the discipline to advertising, such as sociology, anthropology, psychology and commerce, and continuing to re-enforce the goals of the Academic Plan for interdisciplinarity and disciplinary porosity. This will provide agency to students to manage their own learning in changing circumstances, adapt and develop skills necessary to navigate their academic journey. | Dean/Associate Dean to provide support | |
| 2.1.5 Focus on developing skills, knowledge and attitudes in its students that are distinctive from those of college program graduates. | The Advertising Program will take on the responsibility to utilize transferable skills for further study and employment within and beyond the advertising field, have students behave in ways that privilege academic and creative integrity, ethical practices of sustainability, community involvement, civic engagement, diversity, social responsibility and self-reflection that are indication of a University level experience and commitment. The updated PLOs, developed in collaboration with the FCDC during the Cyclical Program Review stage will be used to inform renewed student-centred learning outcomes for Advertising Program required core courses, specifically identified in the 6 PLOs and their content: Depth and Breadth of Knowledge, Knowledge of Methodologies, Application of Knowledge, Communication Skills, Awareness of the Limits of Knowledge, and Autonomy and Professional Capacity. All will profoundly contribute to the Academic Plan goals with respect to Enhancing and Advancing Studio Learning, the Teaching and Learning Environment and The First Year Experience. Work has already begun in forming curriculum development committees and objectives. | Faculty leaders Dean/Associate Dean to provide support | Fall 2020 |
| 2.2 Admissions | | | |

| | | | |
|--|--|--|-------------------------|
| 2.2.1 Conduct competitor analysis | The reviewers recommended a thorough UG analysis of competitor offerings in curriculum, clearly defining the Advertising Program's unique positioning separate from other educational institutions and support the Program's differentiating platform and value to the institution. Recognizing institutional capacity, follow up with respective Marketing, Admission and Development arms will occur, along with reach out to the Program's own research and strategic field practitioners, permanent faculty and the FCDC; providing oversight toward appropriate methodologies (use of qualitative and quantitative, e.g., engaging different comparative viewpoints, integrating learning from fields outside the discipline etc.), and gathering information in socially and ethically responsible ways. This work will clearly contribute to differentiation, positioning and curriculum development and distinction, while helping to contribute and reinforce the Academic Plan goals with respect to interdisciplinarity and disciplinary porosity. This will also underscore the importance of Cyclical Program Review, and the relation to the analysis of institutional data and student, faculty and competitive perspectives. | Faculty leaders Dean/Associate Dean FoD, Admissions recruitment and retention groups to provide support | Fall 2022 |
| 2.3 Curriculum | | | |
| 2.3.1 Review and update Program/Course bibliographies and readings | Coordinated course management and oversight will inform curriculum renewal activities that review and update Program/Course readings, bibliographies and relevant support materials. Suggested sources from the external reviewers included the Journal of Interactive Marketing, the Journal of Consumer Research and Psychology and Marketing, and Advertising and Society Quarterly; and case studies (Ivey Publishing, Harvard Business Publishing) and will be considered. As will be course specific materials suggested by program instructors. Additionally, the Advertising program and faculty will take greater advantage of the exhaustive resources and workshops provided by OCADU Library and librarians. The outcome of these activities will be compiled annually and provided to the Faculty of Design office to amend course outlines across the program. | Faculty leaders Dean/Associate Dean FoD to provide support Stakeholders: FCDC Staff | Fall 2020- Fall 2022 |
| 2.3.2 Design a range of Program- | The Advertising faculty will work on designing and implementing a range of | Faculty leaders | Fall 2020- Fall 2022 |

| | | | |
|--|---|---|-----------|
| guided modes of curriculum delivery | delivery modes across the program. Familiar delivery models such as lectures may or may not continue, with greater exploration into in-class exercises, active critiques, peer to peer, group critique, flipped classrooms, portfolio clinics, studio projects, reflection papers, crits, specified workshops and boot camps delivering required core curriculum. Guest speakers, presentations and off-site experiences will only help enrich the learning process. Noted from the External Reviewer's Report was the real-time feedback from industry leaders (engaged in fourth year Capstone) that is unique and helpful to the students and will be maintained. The Advertising Program, in looking to engage in opportunity to align itself with programs in Graduate Studies such as Strategic Foresight & Innovation, Inclusive Design, or Design for Health would also advance further unique ways to disseminate didactic scholarship. These activities will be created through on-going, coordinated curricular review led by the Program Chair and Tenure/Track Faculty. | Dean/Associate Dean FoD to provide support Stakeholders: FCDC Staff | |
| 2.3.3 Prioritize inclusion of elective courses from other Faculties over new program courses | The updated PLOs will be used to help prioritize inclusion of elective courses from other faculties over new program courses. Liaising with overall institutional curriculum modelling (FLOW), elective courses will be identified for the program, along with pre-requisite courses (Creative Writing, Integrated Media, Digital Futures, Creative Writing, ED, GD for e.g.) that will provide directive for students. Required courses concentrated in the first years will provide a more structured and foundation-building learning experience, making room for diverse electives and broader expansion studio options that draw upon interdisciplinary perspectives from related art and design disciplines. Major changes to a few current offerings, and more efficient uses of existing courses in delivering curriculum as developed by the T/T Faculty curriculum renewal committees as described in 2.1.1 will be exercised. These activities will be created through on-going, coordinated curricular review led by the Program Chair and Tenured/Tenure - Track Faculty. | Faculty leaders Dean/Associate Dean FoD and other Faculties to provide support | Fall 2020 |
| 2.4 Teaching and assessment | | | |

| | | | |
|--|--|---|------------------------------|
| <p>2.4.1 Make explicit faculty teaching goals and standards</p> | <p>Closely related to the proposed follow-up for recommendations 2.1.1 and 2.1.2 , all Tenure/Track faculty will be members of program curriculum renewal and teaching effectiveness committees. In addition to curriculum development, these committees will determine programmatic teaching goals and standards, and consider the means of imbedding the goals of the Academic Plan in the curriculum and pedagogy.</p> <p>As stewards of the course, the program team members will meet with permanent and sessional faculty periodically throughout the term, providing oversight on teaching standards and pedagogical approaches to delivering the Advertising curriculum, including publishing course outlines, evaluating learning outcomes, sharing readings and relevant support materials, and monitoring factors that affect the student and faculty experience in the learning environment.</p> | <p>Faculty leaders Dean/Associate Dean FoD to provide support</p> | <p>Fall 2020 – Fall 2022</p> |
| <p>2.5 Resources</p> | <p>OCAD University not in a position to expand the provision of resources in the form of staffing, facilities, or equipment to enable the program to flourish in its current form, especially compared to Colleges who have better resources. While the program has gained two new faculty in the last two years, it will be more difficult to increase the number of new faculty to address the quality issues brought up in the IQAP report as being due to having so many courses taught by sessional and continuing faculty. With the status of the Creative City Campus capital project unresolved due to the government withdrawal of funding, the facilities and technology in terms of the digital media production studios to support advertising media production are in jeopardy as well.</p> | <p>Faculty leaders Dean/Associate Dean FoD to provide support</p> | <p>Fall 2023</p> |

4. Recommendations:

In response to recommendations regarding **2.5 Resources**, OCAD University is not in a position to expand the provision of resources in the form of staffing, facilities, or equipment to enable the program to flourish in its current form, especially compared to Colleges who have better resources. While the program has gained two new faculty in the last two years, it will be more difficult to increase the number of new faculty to address the quality issues brought up in the IQAP report as being due to having so many courses taught by sessional and continuing faculty. With the status of the Creative City Campus capital project

unresolved due to the government withdrawal of funding, the facilities and technology in terms of the digital media production studios to support advertising media production are in jeopardy as well.

In response to recommendations regarding **2.3 Curriculum** as affected by the lack of resources, the Advertising Program will undergo the FLOW Curriculum Transformation process which would reduce the total number of Advertising-focused credits from 11.0 to 10.0. To meet the Flow goals, all undergraduate programs in the University will be asked to meet the following curriculum targets:

- Program requirements comprise 10.0 credits or fewer. Program requirements include required courses in a program (including program-specific FOLAS courses, but not including required first-year courses in ENGL, VISC or INVX), required courses specific to the Faculty (e.g., First-year Art, Color and 2D Design, Contemporary Issues, Think Tank), options within a program (e.g., choose 2 of the following 5 courses), and Faculty-specific electives (GDES, Faculty of Art electives)
- Of those 10.0 credits or fewer of program requirements, required courses (e.g., core courses) comprise 6.0 credits or fewer
- No required courses at the 4000 level
- For courses that comprise program requirements, 6.0 credits or fewer require priority registration or are program-restricted
- For courses that comprise program requirements, a reduction of prerequisites for courses relative to the reductions undertaken to meet the above targets
- For courses that comprise program requirements, redevelopment of at least 3.0 credits that can accommodate larger section enrollments (>60 students) using Universal Design for Learning principles for flexible delivery (multiple modalities of delivery that students can choose from) and with additional student supports where required (e.g., class assistants, teaching assistants)

The Advertising Program will adhere to the above outline and objects. There is still the risk that core and required courses will still need to be taught by sessional faculty members. Through greater sharing of resources, especially with Integrated Media, there might be some increased access to technology and spaces to support Advertising students.

5. Conclusion:

The Senate Quality Assurance Committee (SQAC) was provided with the documents pertaining to the Advertising cyclical program review, including the self-study brief; the Executive Summary from the Dean and the Vice-President, Academic and Provost's response; the External Review Report; and the Internal Response. In their review of the final report, the SQAC suggested an amendment regarding the implementation timelines presented and recommended the report to Senate for approval. The report received approval from Senate on February 24, 2020.