

Faculty & Curriculum Development Centre

Annual Report 2017/2018

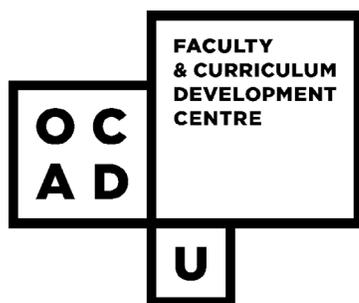


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OUR MANDATE

The Faculty & Curriculum Development Centre (FCDC) has a mandate to enrich art and design education at OCAD University by:



Leading professional development for faculty and instructional staff



Facilitating and providing leadership for curriculum development and renewal



Guiding the development and implementation of the technology-enabled learning strategy



Promoting and engaging in the scholarship of art and design education

As the university's centre for teaching and learning, we provide expertise, leadership and support in the creation and implementation of evidence-based learning strategies in studio, classroom and technology-enabled learning environments.

We use our expertise to foster a culture of teaching and learning excellence, and we strive to be a national leader in educational development in the fields of art and design.

THE YEAR IN REVIEW

During the 2017/2018 academic year, the Faculty & Curriculum Development Centre continued in its mandate to advance the practice of teaching and learning at OCAD University by leading and supporting a range of new and continuing initiatives. Working closely and collaboratively with faculty and administrators across the university, and by sharing our teaching and educational research beyond the university, the FCDC helps to showcase OCAD U's leadership in art and design education.

In support of the professional learning and development of our faculty, this year the centre worked with the Office of the President and the Deans to redevelop orientation activities for new and returning faculty. As part of the **Academic Year Kick-off**, faculty were invited to a **Faculty Services Fair** to connect with staff in supporting units, from the Library and IT Services to Campus Life and the Writing & Learning Centre, and learn about the variety of services and supports available to faculty, staff and students. The FCDC also continued its collaboration with Human Resources and the Office of the Vice-President, Academic and Provost to provide professional development workshop discussions as part of the **Academic Leadership Development Program** for Chairs and Graduate Program Directors.

Curriculum development and renewal continue to be a key component of the FCDC's mandate. This year, the centre provided support for eight programs undertaking a self-study as part of the Institutional Quality Assurance Process (IQAP), and supported the development of curriculum for four new program proposals. The centre was also pleased to receive a significant funding package from the **Ontario Council on Articulation and Transfer (ONCAT)** to begin work on the development of a framework access to post-secondary art and design education for Indigenous learners. **The Indigenous Students Pathways Project Advisory Committee**, comprised of the research team members (Caroline Langill, Deanne Fisher, Ryan Rice, Susan Ferguson and Cary DiPietro), Indigenous faculty and staff from the Indigenous Students Centre will guide the work over the next two years.

The FCDC continued to provide leadership and support for two cross-campus initiatives this past year. The **Task Force on Experiential and Work-Integrated Learning**, with a mandate to develop a comprehensive experiential learning strategy as per the Academic Plan, is being co-chaired by Deanne Fisher, Vice Provost Students & International and Susan Ferguson, Acting Director, Faculty & Curriculum Development Centre and includes representation from all three Faculties, Graduate Studies, Research Services, the Centre for Emerging Artists and Designers (CEAD), the Faculty & Curriculum Development Centre and the OCAD U student body.

As noted in the report below, another significant achievement for the centre was the development, in collaboration with the Technology-Enabled Learning Committee, of a **Technology-Enabled Learning Strategy** that will guide the vision for online and technology-enabled learning for the university over the next five years.

While continuing to support projects from the past year, the FCDC will look forward to advancing the university's first priority to enhance Indigenous learning and decolonize curriculum and pedagogy. The new role of Educational Developer, Indigenous Learning, will support faculty and Program Chairs across the university to integrate Indigenous knowledge, pedagogies and methodologies within the curriculum, as well as lead faculty development and community engagement initiatives to support this work. Consultation with the academic leadership regarding the needs and priorities of the role is underway and recruitment is expected to commence imminently.

2017/2018 Highlights

Over the past year, the FCDC focused on the following:



The FCDC supported eight programs beginning or completing cyclical program review as part of the Institutional Quality Assurance Process, as well as curriculum development support for four new program proposals.



The Centre chaired the SUSC/SGSC Joint Working Group on Degree-Level Expectations, initiating important work to refine OCAD U's Undergraduate Degree-Level Expectations and Graduate Degree-Level Expectations. These revisions endeavor to better reflect our strengths as a creative university and guide the development and renewal of program and course curricula.



The FCDC published the Canvas Guide for Faculty, an online resource that provides instruction and strategies for technology-enabled teaching in Canvas; after its launch more than 130 faculty and staff registered to use this resource.



50 faculty members were consulted on integrating technology, such as Canvas, into their courses.



Faculty, Writing & Learning Centre staff and colleagues from other institutions collaboratively engaged in scholarly research on teaching in art and design education, and presented findings at conferences such as the Society for Teaching and Learning in Higher Education (STLHE), the Educational Developers Caucus (EDC) and the Annual Meeting of the American Educational Research Association (AERA).

A CLOSER LOOK

Curriculum Development & Renewal

The FCDC supports curriculum development and renewal by facilitating faculty workshops, running student focus groups, guiding the development and implementation of student and alumni surveys, reviewing new and revised courses and guiding program teams to develop program learning outcomes, review curricula and analyze institutional data.

In the 2017/2018 academic year, the FCDC supported **12 programs in program development activities**, including support for eight programs beginning or completing cyclical program review as part of the IQAP, as well as curriculum development support for four new program proposals in **Creative Writing, Art and Social Change, Digital Entertainment** (a dual credential program with George Brown College) and **Experimental Animation**. In any given year, the FCDC is supporting more than half of all programs in curriculum review and development.

Over the past five years, the FCDC has collaborated closely with the Office of the Vice-President, Academic and Provost and Institutional Analysis to enhance the data that is collected and provided for program review (for example, with new student survey tools), provide structure for and facilitation of curriculum development components, and streamline the review process for faculty teams. The programs that undertake review also invest an extraordinary amount of time and dedication to help the university ensure its continued delivery of high-quality programs.

This year saw the successful conclusion of the cyclical program review process for **Drawing & Painting, the Digital Futures Undergraduate and Graduate programs and Inclusive Design**. The faculty teams and team-leads deserve a big congratulations and thanks for their hard work and important achievements. The recommendations from the self-study and external review will guide these programs in their development over the next eight years of the cycle.

IN TOTAL NUMBERS THE FCDC PROVIDED



30

**FACULTY WORKSHOPS
& FACILITATED
WRITING SESSIONS**



10

**FOCUS GROUPS WITH
STUDENTS & ALUMNI**



19

**PROGRAM LEARNING
OUTCOME &
CURRICULUM
MAPPING WORKSHOPS**



25+

**IQAP-RELATED
CONSULTATIONS**

In total the FCDC provided 180 hours of facilitated session and consultations in support of cyclical review & new program development over a twelve-month period.

SUSC/SGSC JOINT WORKING GROUP ON DEGREE-LEVEL EXPECTATIONS

In the Fall of 2017, the Senate Undergraduate and Senate Graduate Studies Committees struck a joint working group with a mandate to “refine OCAD U’s **Undergraduate Degree-Level Expectations and Graduate Degree-Level Expectations** to better reflect our strengths and guide the development and renewal of program and course curricula to improve the learning experience and career preparedness of students,” a goal identified in the OCAD University Academic Plan: Transforming Student Experience 2017-2022 (Priority 5, Goal 4).

Chaired by the FCDC, the working group includes in its membership faculty members, Program Chairs and Graduate Program Directors representing each of the three Faculties and Graduate Studies, as well as decanal representation for each.

The working group initiated this important work early in the Winter term of 2018, and held an open-invitation Visioning Workshop on Degree-Level Expectations on June 11th, 2018 in order to gather feedback from faculty, academic administrators and staff who have participated in the **Institutional Quality Assurance Process** on the benefits and challenges of working with the existing Degree-Level Expectations. Some 28 faculty members and academic administrators from across the university shared their perspectives and generated an abundance of ideas for moving forward.

Over the coming year, the working group will continue to review models from other institutions and, where possible, identify best practices, consult with academic administration and academic support units, and use this information to revise the **Degree-Level Expectations** to reflect and accommodate the diverse range of disciplinary and professional practices at OCAD University, including art, art history, curatorial practice, design, new and digital media, and Indigenous knowledges. Through this process we also hope to strengthen and clarify the relationship between the undergraduate and graduate curricula.

A CLOSER LOOK

Faculty Development

The FCDC promotes teaching excellence by collaborating with Chairs and Graduate Program Directors on program-specific professional development opportunities, working with individual faculty members in consultations and communities of practice to advance teaching, and leading campus-wide professional development events and activities for faculty teaching assistants and other instructional staff, including OCAD U's annual Academic Year Kick-off. We also showcase teaching at OCAD U through an annual Teaching Expo and OCAD U's Teaching Awards.

INDIGENOUS LEARNING

The Teaching and Learning Committee, in collaboration with the FCDC, organized a professional learning opportunity to support the university's commitment to **decolonization and Indigenous learning**. In January 2018, a group of faculty, staff and student union representatives began taking an online course in Indigenous history offered by the University of Alberta, with online participation complemented by three, face-to-face meetings to discuss course material with colleagues. The experience of taking the course was then evaluated in order to assess its value for OCAD U's professional development offerings in this area.

FACULTY LEARNING EVENTS & ACTIVITIES

September is always an exciting time at the university and the FCDC works hard to ensure that new and returning faculty are provided as much support as possible to make the new school year a success. In September 2017, the FCDC hosted a number of orientation workshops for faculty, including **Hit the Ground Running**, which provides strategies and activities for new and returning faculty preparing for their first days back in the classroom. Five Canvas workshops were also offered during this period. This year the FCDC introduced our first online workshop using the new Zoom platform. The FCDC updated online resources for faculty and teaching assistants for the current academic year, including

revised content and new modules in the Canvas Guide for Faculty and the OCAD U Faculty Handbook. Additionally, the entirety of TA training was moved into online modules in order to facilitate greater accessibility and ensure timely access for new graduate students who are supporting student learning through tutorials and assessments.

The **Teaching Excellence Faculty Learning Community** was developed as a pilot program in the 2016/2017 academic year, in response to faculty feedback requesting support for the development of teaching award nomination portfolios. The program consisted of four faculty who met monthly throughout the academic year to collaborate on the creation of teaching dossiers.



A CLOSER LOOK

Technology-Enabled Learning

The FCDC supports technology-enabled learning (TEL) at OCAD U to utilize technology in teaching and learning to its fullest potential within the unique context of art and design education. The FCDC shares best practices in the pedagogical use of technology and supports TEL-related professional learning and innovation through workshops, resource development and pedagogical research. The FCDC also collaborates with faculty on the integration of technology-based tools into courses and learning modules through individual consultations and meetings with course teams.

A major project carried out within the FCDC in 2017/2018 was the development of the **Technology-Enabled Learning Strategy** which emerged from an extensive consultation process, and in response to goals in OCAD U's current Academic Plan. Operating as a statement of shared understanding, the **Technology-Enabled Learning Strategy** will guide collaborative projects and program development over a five-year period.

While the use of technology is not a priority in itself, technology-based tools and processes can enhance teaching and learning by fostering student engagement and active learning, facilitating inclusive teaching strategies and improving access to education. The **TEL Strategy** provides a vehicle to mobilize and build upon our knowledge and experiences with technology in the context of art and design education to create a shared vision for teaching and learning about, with and through technology at OCAD U.

At the May 2018 Senate meeting the **TEL Strategy** was passed by unanimous vote, opening the path to implementation. Each of the five priorities areas in the strategy include goals in two categories, immediate focus and medium to long term focus. Work on the immediate focus goals has already begun and will continue throughout 2018/2019.

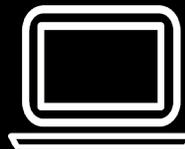


TEL PROFESSIONAL DEVELOPMENT



The FCDC continues to collaborate with IT and the university's Faculties to offer training and support for learning technologies utilized by faculty at OCAD U. Together, the FCDC and IT have offered workshops on various tools in Canvas, as well as the use of video, course analytics, web conferencing and student engagement in large classes. To make workshops more accessible and convenient in 2017/2018, TEL workshops have been offered both in-person and online.

SPOTLIGHT ON TEL



In the Spring of 2018, the FCDC created a paid experiential learning opportunity for a team of OCAD U students to create video content related to teaching. The team brought together **Kyle Shen, Ray Zhang, Jennifer Truong and Michael Min Kang** from Advertising and Integrated Media to work on the design, shooting, editing and post-production of six videos. Three of the videos form a mini campaign to increase student participation in the Student Feedback on Courses process, while the other videos focus on classroom technology and technology resources for faculty at OCAD U. Each of the students brought unique skills to the team which came from their backgrounds at OCAD U as well as their personal experience. Leaders emerged at each distinct stage of the project. The final videos represent not only an extension of the student's experience at OCAD U, but also useful resources that can be used to enhance the faculty and student experience at OCAD U for years to come.

A CLOSER LOOK

The Scholarship of Teaching & Learning

The scholarship of teaching and learning (SoTL), an established, international field of scholarly inquiry and practice-based research, aims to enhance the post-secondary educational experience and advance the practice of teaching by grounding it in evidence of improved student learning.

As part of our mandate, the FCDC undertakes SoTL projects and supports or collaborates with faculty in their development, leading to conference presentations, publications and externally-funded research projects. With the goal of advancing the research and practice of art and design education, we invite faculty who are interested in developing, testing and studying innovative and experimental approaches to classroom or studio-based teaching and learning to get in touch with us.

FCDC staff are also active contributors to national and provincial associations that advance research in educational development and technology-enabled learning, including the Council of Ontario Educational Developers (COED), the Ontario Universities Council on e-Learning (OUCEL), the Educational Developers Caucus (EDC) and the Society for Teaching and Learning in Higher Education (STLHE).

ENGAGING WITH TRUTH & RECONCILIATION

In February 2018, at the annual **Educational Developers Caucus** (EDC) conference hosted by The University of Victoria, Travis Freeman collaborated with four other educational developers from across Canada to facilitate an extended workshop on the role of teaching and learning centres in Indigenizing and decolonizing universities. The workshop emerged from the EDC's Indigenization Working Group of which Travis has been an active member since its creation in 2016.

As most educational developers across Canada identify as settlers, or non-Indigenous, the goal of the workshop was to help participants find their own place in this important process. Elders from the 'Su'luqw'a' community and Indigenous students from Vancouver Island University shared their personal stories and struggles with higher education. Participants reflected on their own identities in relation to this context and then worked to identify links between the wide range of departments, agencies and communities that work with and around universities to build safe places for all students to learn. The workshop ended with each participant setting a personal goal to accomplish within their educational context.

INDIGENOUS STUDENT PATHWAYS PROJECT (ONCAT)

In January 2018, the Ontario Council on Articulation and Transfer (ONCAT) awarded a grant to OCAD University to develop a **Framework for Enhancing the Mobility of Indigenous Learners into Art and Design Education**. The goal of the project is to develop a model for widening access to post-secondary art and design education among Indigenous learners by reimagining recruitment and admissions practices, creating pathways into flexible, interdisciplinary art and design degree programs and identifying and developing models for wrap around supports to facilitate student success and retention.

Over the next two years, a project team led by the FCDC will review research and approaches from the post-secondary sector and participate in dialogue and community outreach initiatives to inform the development of the Framework and accompanying resources. The team will also strike an advisory committee to guide the work of the project, which will include representation by OCAD University's Indigenous faculty and staff supporting Indigenous students and students in the **Indigenous Visual Culture Program**.



WORKSHOPS & PRESENTATIONS

Freeman, T. & McAllister, A. (February 2017)

Aboriginal Art History Online Course Presentation. Ontario Universities Council on E-Learning, Ryerson University, Toronto.

Brancato, E., Diederichs, R., & DiPietro, C. (May 2017)

Re-Inventing the University: lessons learned from Writing Across the Curriculum (WAC) at OCAD University. Presented at the meeting of the Canadian Writing Centres Association (CWCA), OCAD University, Toronto.

DiPietro, C., Ferguson, S., & Grant, R. (May 2017)

Writing as making: positioning a WAC initiative to bridge academic discourse and studio learning. Presented at the meeting for the Canadian Association for the Studies of Discourse and Writing (CASDW), Ryerson University, Toronto.

Brancato, E., DiPietro, C., & Snow, N. (May 2017)

(re)Designing Institutional Discourses of Academic Integrity: Diversity, Difference, Policy, and Pedagogy. Workshop presentation for the Canadian Association for the Study of Discourse and Writings (CASDW), Ryerson University, Toronto.

Freeman, T. & Maher, P. (June 2017)

Critique 2.0: Student-Centred Performative Assessment . Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE), Halifax.

Freeman, T. & McAllister, A. (October 2017)

Bringing the Studio Learning Environment into the Digital Age. Studio Summit hosted by Autodesk and Strategic Foresight and Innovation, Toronto.

Freeman, T. & Lipsett, J. (February 2018)

Engaging with truth and reconciliation: Thinking through the role of educational developers as allies in responding to the calls to action. 2018 Educational Developers Caucus, University of Victoria, Victoria.

Brancato, E., DiPietro, C. & Ferguson, S. (April 2018)

Writing, Making, Connecting: Collaborative Inquiry and Writing Across the Curriculum in an Art and Design Context. Presented at the American Educational Research Association (AERA) annual conference, New York.

CRAFT & THE “DIGITAL CHALLENGE” IN MATERIAL ART & DESIGN

Over the past two years, Dorie Millerson, Chair of Material Art & Design (MAAD), and Lynne Heller, a faculty member in MAAD and Co-Director of the Data Materialization Studio at 205 Richmond have been collaborating to investigate and analyze faculty perspectives on the use of digital technologies in teaching and learning in the craft studio. They presented the results of this research in November 2017 as part of OCAD U Library’s Research Wednesdays (“All Hands on Tech: Craft, Pedagogy and the Digital Challenge”).

Throughout 2018, Lynne and Dorie have also been collaborating with MAAD faculty member Greg Simms as well as Cary DiPietro and Travis Freeman in the FCDC on a similar study focusing on how students experience and perceive the relationship and possible tensions between digital technologies, craft design, and production in the studio classroom. This research is concerned specifically with the benefits and challenges of digital technologies with respect to time, cost, access, health and safety. Other avenues of discovery include the affordances of digital technology in relation to innovation and social practice as well as insight into the variety of ways students learn.

The project was reviewed and approved by the OCAD U Research Ethics Board in January 2018, and since then, the team has gathered surveys and samples of student work from more than 50 student participants. Now in the stage of analysis, the team looks forward to presenting the results of this work to the university community over the coming year.

If you’re interested in conducting classroom-based research such as this, or if you have an idea or question that digs deep into teaching and learning in your program or area, come and ask us. The FCDC provides expertise in developing research tools and study instruments, and can guide you through the preparation of materials for the research ethics review process.

INDIGENOUS PERSPECTIVES ON ART & DESIGN PEDAGOGY ROUNDTABLE



In January of 2018, the FCDC collaborated with the Indigenous Visual Culture Undergraduate Program to host Nigig visiting artist, Barry Ace, for a faculty conversation around Indigenous perspectives on art and design pedagogy. Mr. Ace, who once unsuccessfully applied to be a student at OCA, shared his experiences as an Anishinaabe artist. His practice has been built on teachings from his family, especially his aunt and grandmother. Drawing from these early experiences, as well as his professional work as an artist and educator, Mr. Ace led a lively discussion that addressed the ways in which students can learn from Indigenous artists and cultural producers.



Barry Ace, in front of his work, *trinity suite: Bandolier for Nibwa Ndanwendaagan (My Relatives)*; *Bandolier for Manidoo-minising (Manitoulin Island)*; and *Bandolier for Charlie (2015)*, mixed media.

FACULTY TEACHING AWARDS 2018

In 2018 the FCDC facilitated the call for nominations and adjudication process for **12 Faculty Teaching Awards** in the Faculties of Art, Design and Liberal Arts & Sciences and School of Interdisciplinary Studies, as well as Graduate Studies and Continuing Studies. These awards include five Faculty Awards in addition to the **BLG Faculty Equity Award, The Price Award for Excellence in Teaching** and **The Non-Tenured Award**.

SIMON GLASS

CATHERINE TELFORD-KEOGH

**FACULTY
OF ART**

RANEE LEE

SHEILA SAMPATH

**FACULTY
OF DESIGN**

ROSS BULLEN

**FACULTY OF LIBERAL
ARTS & SCIENCES
& SCHOOL OF
INTERDISCIPLINARY STUDIES**

ILENE SOVA

CONTINUING STUDIES

IMMONY MEN

**GRADUATE
STUDIES**

**SPECIALIZED TEACHING AWARDS
COORDINATED BY THE FACULTY & CURRICULUM
DEVELOPMENT CENTRE**

EXCELLENCE IN TEACHING FIRST YEAR STUDENTS

| | |
|---------------------|---|
| ERIN FINLEY | FACULTY OF ART |
| JESSICA MACE | FACULTY OF LIBERAL ARTS & SCIENCES |

LEADERSHP TO ADVANCE TEACHING

| | |
|---------------------|--------------------------|
| LYNNE HELLER | FACULTY OF DESIGN |
|---------------------|--------------------------|

TEACHING ASSISTANT OF THE YEAR

| |
|-------------------------|
| BRITTANY HIGGENS |
|-------------------------|

BLG FACULTY EQUITY AWARDS

| | |
|-----------------------|---|
| RYAN RICE | FACULTY OF LIBERAL ARTS & SCIENCES |
| CAMILLE ISAACS | |

TEACHING AWARD SPOTLIGHTS

Price Award For Excellence
(shared)



Bonnie Devine
Faculty of Liberal Arts & Sciences

Bonnie Devine is an Associate Professor and the Founding Chair of OCAD U's Indigenous Visual Culture Program. She is an installation artist, curator, writer, and educator, and a member of the Serpent River First Nation of Northern Ontario (Anishinaabe/Ojibwa). In her role as the Founding Chair of OCAD U's Indigenous Visual Culture program, Devine has developed curriculum, taught classes, built ancillary programming, and developed student services to support OCAD U's growing population of Aboriginal students and provide a critical Indigenous perspective within the art and design academy.

Price Award For Excellence
(shared)



Philippe Blanchard
Faculty of Art

Currently Chair of Integrated Media and Digital Painting & Expanded Animation (DPXA), Philippe Blanchard is a Toronto-based artist, animator and teacher. His diverse creative background in film production, digital visual effects, and studio arts has informed his interdisciplinary practice combining animation, installation, light shows, drawing, painting and printmaking. His practice explores the nature and history of animation and special effects.

Non-Tenured Award



Lynne Heller
Faculty of Design

Lynne Heller is a post-disciplinary artist, educator and academic. Her interests encompass material culture, new media performative interaction, graphic novels and sculptural installation. Heller completed her MFA at the School of the Art Institute of Chicago in 2004 and is currently undertaking a doctoral program at University College Dublin, Ireland. She is a cross-appointed Assistant Professor at OCAD University in the Faculties of Design, Liberal Arts & Sciences and School of Interdisciplinary Studies, as well as being co-director of the Data Materialization Lab.

LOOKING FORWARD



The priorities of the **Faculty and Curriculum Development Centre** will continue to be guided by the **Academic Plan for the 2018/2019** academic year. The Centre will work with the university community to think through **decolonization efforts** in order to develop approaches to the integration of Indigenous learning and perspectives into our work, teaching and curriculum. We will continue to carry out initiatives such as the **Experiential Learning Task Force** in the development of an Experiential Learning Framework for the university and on the refinement of the university's degree level expectations so that they reflect the unique character of our studio-based programs. We will also partner with the community to begin implementation of the Senate approved **Technology-Enabled Learning Strategy**. The Teaching Expo is scheduled for January 2019 and will bring the university community together to discuss the pioneering teaching and learning initiatives underway across the campus. The centre's work will continue to be informed by **evidence-based research** and we look forward to continuing to collaborate with faculty and academic staff to conduct critical scholarly research within art and **design education**.

Come visit us!

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