LEADING IN THE AGE OF IMAGINATION:

A Strategic Plan for
The Ontario College of Art & Design
(OCAD)
2006 – 2012

Approved by the Board of Governors 4 December 2006

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APPENDICES

1. VISION

Imagination is everything!

The Ontario College of Art & Design (OCAD) is Canada's "university of the imagination," engaging in education and research and contributing to the fields of art and design, local and global cultural initiatives, and knowledge and invention across a wide range of disciplines.

2. MISSION

OCAD helps shape imagination through the delivery of art and design education at the undergraduate and graduate levels in a learning environment that integrates studio-based education with historical, critical and scientific inquiry. OCAD values accessibility, cultural diversity, equitable global citizenship, art and design advocacy, aesthetic and formal excellence, sustainability and entrepreneurship.

OCAD's unique learning environment draws from its high-quality, diverse research practice, undertaken with extensive outreach and partnerships.

OCAD students, faculty and alumni make significant contributions as cultural leaders, educators, innovators, creative thinkers and strategists to the field of emerging technology and the art and design professions.

OCAD offers disciplinary and integrated cross-disciplinary opportunities for cultural and lifelong learning in concert with local, national and international communities.
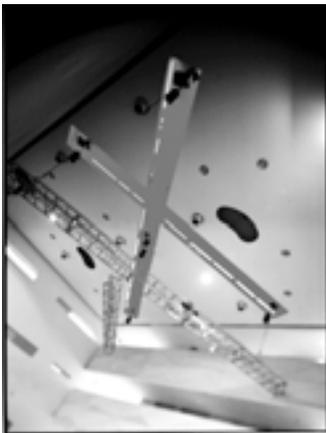
3. EXECUTIVE SUMMARY

The strategic planning process was undertaken at a time of positive opportunity for OCAD with a Presidential mandate to transform it into a leading university in international art and design. The planning process acknowledged the dawning of the "Age of Imagination"—a time when society requires new ideas and focused risk-taking to achieve the promise of a creative economy in Ontario and beyond. (See Appendix A for an elaboration of the concept of the Age of Imagination.)

The planning process took into consideration the geographic location of OCAD in downtown Toronto, a cultural hub with more than 40,000 working designers and the third largest concentration of visual arts and entertainment industry professionals in North America.[1] The Greater Toronto Area (GTA) is home to one of the world's most diverse ranges of cultures, with Six Nations and other Aboriginal territories at its perimeter.

The planning process began with a series of collaborative activities that provided a background for the current Strategic Plan, while building on OCAD's 2004 Strategic Plan. A Core Working Group of students, faculty, staff, alumni and Board members was appointed by the end of 2005. Working over the next five months with the assistance of a professional facilitator and drawing upon its own expertise in art, design, cultural theory and history and that of outside consultants, the Core Working Group grappled with two significant questions:

> What is the future of post-secondary education?
> What is the future of art and design?

The entire OCAD community was engaged in the process through a series of "town hall" meetings, the Board of Governors and Academic Council were consulted regularly and students held a series of forums led by the Student Union.

Social, economic and cultural dynamics were examined and interviews were conducted with representatives of the internal and external communities. The Core Working Group used this information to understand the kind of institution OCAD could be in 2020 and the ways to shape it to realize its potential. The following elements emerged clearly as strategic parameters: imagination, knowledge, diversity, global connectivity, sustainability, educational funding, educational delivery, the nature of learners and

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[1] See "Ontario's Creative Economy: Advancing the Entertainment and Creative Cluster", *Summary of Roundtable Discussions*, Ontario Ministry of Culture, September 27th, 2006; *Design Matters Executive Report*, DIAC, 2005; *Imagine a Toronto*, Creative Cities Report, 2006.

learning, evolving practices of art and design, technology, relationships and partnerships, and competition. (See Appendix A for the details of these parameters.)

The Core Working Group concluded that OCAD must strengthen and reshape its undergraduate program to foster excellence, attract the best students and provide students with enhanced opportunities for engagement and support. It must develop carefully-selected graduate programs to fill identified niches, which will be complemented by expanded research activity. Furthermore, OCAD must look outward, working to put art and design at the centre of society by becoming a hub of cultural activity in Toronto, connecting the city to leading-edge thinking in art and design globally through its programs and scholarship, and contributing to the resolution of major challenges facing society in the 21st century. OCAD is crucial to a vital Ontario—providing unique creative and human capital development and research capacity in art and design and acting as a positive force for partnership in the Province.

To achieve these objectives, the Core Working Group developed four key complementary and interrelated strategies:

> a New Ecology of Learning (NEL)

> an integrated approach to research and graduate studies

> a reciprocal community of local and global relationships

> new funding goals and models.

This Strategic Plan elaborates on these four strategies, with a view to developing:

> a transformative, rigorous, cross-disciplinary learning environment that fosters imagination, creativity and innovation;

> a high level of student engagement;

> a strong research focus;

> excellent graduate programs;

> partnerships that reach beyond the fields of art and design;

> a dynamic virtual and physical presence that showcases OCAD, Toronto and Ontario's leadership in defining the essential role of art, design and collaborative research in the 21st century;

> an imaginative, positive and solution-oriented instutional culture, able to engage with and stay this new course with or without additional financial resources; and

> a diversity of fiscal resources sufficient to meet OCAD's needs.

The Executive Leadership Group will lead the implementation of the Strategic Plan, with Vice-Presidents, Deans, Directors and Managers playing significant roles in its implementation.

Pursuit of the Strategic Plan will position OCAD on the path to international recognition as one of the world's top 10 art and design universities (or university departments). It will contribute to the positioning of OCAD alumni as leading artists and designers; students in key graduate program; and leading academics, researchers and professionals in the many occupations that require art and design knowledge. It will advance the contribution of OCAD's research to the fields of art and design as well as to a broad range of other

disciplines. It will help position OCAD as a major player in the cultural life of the city of Toronto and the province of Ontario and enhance its international reputation for excellence and leadership in the fields of art and design. It will aid OCAD in achieving a secure and prosperous position, possibly more so than at any other time in its history.

This Plan represents the philosophy that emerged from the process of the past year and is intended to serve as a guide for OCAD over the next five years regardless of whether additional funding is obtained. A significant number of the proposed changes can take place with the current resources of OCAD through accelerated planning, program analysis and revision and collaboration. The Plan, however, articulates the need for diversifying and expanding OCAD's resource base, which will enable full execution of all strategies presented.

Achievement of the objectives articulated in this Plan will be possible through coherent collaboration among management, the Board of Governors, Academic Council, the Student Union and the OCAD Foundation and through the wholehearted engagement of faculty and students. Placing key individuals on these bodies or in these roles, consolidating collaboration, and growing the ability to speak for the institution's objectives are key elements of future success.

Successful implementation of this Strategic Plan will help ensure the continuation of OCAD's long and distinguished tradition of art and design education, providing new disciplinary and interdisciplinary opportunities and moving the institution boldly forward in a new leadership role at the local, national and international levels.
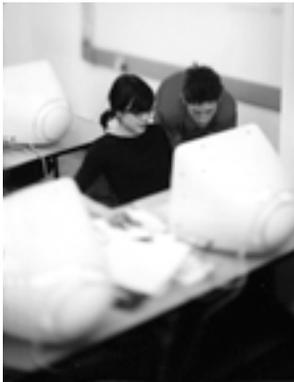
4. STRATEGY ONE:
A NEW ECOLOGY OF LEARNING (NEL)

By 2012, OCAD will have completed the integration of academic and studio knowledge and practices. It will have upgraded the qualifications of many of its faculty and will have established a process to constantly reassess and adapt its curriculum to sustain the relevance of its programs. OCAD will facilitate cross-disciplinary and cross-cultural learning opportunities.

To realize this vision, OCAD will build links from the undergraduate environment to graduate studies and research to continuing education and other institutions and communities. OCAD will maintain a contemporary and engaged relationship with art, design and other professions.

OCAD will further integrate contextual/theoretical knowledge into studio curriculum. It will create team-teaching opportunities and facilitate the cross-appointment of practitioners who are also teaching theorists.

The Drive to Realize Excellence

OCAD's new ecology of learning builds on the tradition of learning through creative acts that is fundamental to both art and design education, It will retain excellence in studio practice as the core of its teaching principles, but will evaluate it in the context of connection and balance with excellence in academic theory and methodology. It will respond to the changing needs of students and the disciplines by providing increased flexibility and choice. OCAD's learning environment will be:

> that of a leading international university in art and design;

> subject to constant internal and external review and evaluation, with measures in place to ensure excellence throughout all levels of the institution;

> responsive and highly adaptable, enabling critical thinking and action, historical and future thought, and deep capacities in production;

> a supportive and engaged community for students, and

> consistent with its traditional strength in studio-based learning, but revitalizing the methodology of the studio critique.

The current epoch is one of significant and constant change, demanding a consistent interrogation of expression, form, function, meaning and process within existing disciplines. These times demand a bold, inquisitive approach to teaching and learning art and design.

Disciplinary specialization and medium-based practice, such as painting, will remain relevant for art and design education. OCAD also sees the emergence of new fields of creative expression.

The Age of Imagination requires the integration of cross-disciplinary knowledge (such as cognitive science, computer graphics and installation practice) into basic studio learning. At the same time, increasing collaboration between those in different disciplines is on the rise. OCAD will hence offer an effective cross-disciplinary environment to provide the knowledge that students need to succeed in both contemporary and future endeavours and to compete with its peer institutions. It will need disciplinary integration within its Faculties as well as collaboration among them, likely renaming and reframing its major departments.

OCAD will introduce new areas of curriculum that connect it to the cultural and entertainment industries and emerging technologies. It will strengthen its connection to the professional sector in art and design and increase its knowledge of the humanities, social sciences, engineering, science and medical science. This will occur within OCAD, or, as appropriate, through collaboration with other institutions.

Student discussion of their OCAD experience reinforced these general directions and their views were carefully considered in order to integrate student needs throughout the Strategic Plan. Students ask that OCAD update their learning environment. They want more engagement in the learning process from faculty and seek excellent teaching in the studio and classroom. They require flexibility and for their learning to allow varied career paths, appreciating their possible futures as professional artists, designers, teachers, graduate students and researchers, or in fields where art and design can be applied such as scientific visualization. They want more program and career advising during their OCAD years; exposure to both art and design; access to technical resources in both Faculties; training in the use of contemporary technologies; cross-disciplinary knowledge; access to cutting-edge contemporary thought, techniques and teaching methods; and business skills training. Undergraduate students want access to the benefits of a growing research environment and hope that their learning remains important to OCAD as it builds its graduate program. They sense the need for integration into the larger context of Toronto and the global community,

Students believe that OCAD must be a model of excellent communication and design in its internal and external practice. Students feel that OCAD must rapidly enhance the use of its Website and other Internet technologies for administration, learning and community-building activities. They seek streamlined and effective administrative processes. They wish to work with a staff willing to find creative solutions with whatever level of resources exist. They desire a community with places to gather and appealing activities. They believe that OCAD should showcase the art, design and writing of its students and faculty. Students ask that OCAD actively practice its support for sustainability and "design for humanity," the mission of the Faculty of Design. Student engagement in the planning process was encouraging and positive, resulting in the belief that incremental measures focused on student involvement will build a strong community.

The future OCAD will:

> integrate art, design and liberal studies into coherent relationships, dialogues and research initiatives;

> identify epistemic and methodological approaches in the learning environment;

> lead in the development of new methodologies[2];

> cultivate diverse expressions of talent and excellence;

> integrate effectively specialized and cross-disciplinary knowledge;

> create multidisciplinary models;

> link learning opportunities and research to knowledge outside art and design;

> establish and implement strategic themes that unite curricular and institutional initiatives and engage its students;

> foster human skills that combine independence with team-based learning;

> integrate historic reflection with contemporary thought;

> champion the NEL by creating a global, virtual learning and research community through a Centre for Innovation in Art and Design Education that provides for, develops and draws together critical thinking, new learning models, visualization, collaboration and a rich historical context and vision;

> create an effective flow of knowledge and learning opportunities between the institution and local and global communities;

> enhance effective communication within the institution and between the institution and the outside world;

> showcase the excellent work of the its learning community; and

> provide comprehensive insights into Canadian art and design history and practice.

Themes

Themes will help OCAD to position its larger relevance, focus its expertise and provide a means of cutting through and across departments. The following themes reoccurred throughout the strategic planning process and will be implemented through curriculum, research and outreach initiatives over the six years of this Strategic Plan:

> **Sustainability:** Sustainability is an overarching challenge for the 21st century, reflected in the use of materials, energy, economic autonomy and other key concerns. It will be reflected in institutional practice and in curriculum in all Faculties.

> **Diversity:** A vibrant, productive arts community, animating and reflecting rich cultural diversity, is a core quality of 21st-century practice and a requirement for problem solving. Diversity in the Canadian context includes, but is not limited to, visible-

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[2] See http://www-ksl.stanford.edu/kst/what-is-an-ontology.html

Verity Griscti
Focus Group, 2003
Silkscreen and oil pastel on masonite,
12" x 16"

minority culture, Francophone culture, Aboriginal culture, differently-abled culture, and sexual and gender differences. Diversity ignites possibilities for dynamic approaches to curriculum and the larger culture of OCAD.

> **Wellness:** Medical discovery, health-care policy, health technologies, service delivery health communication, lifestyle education, art therapy, addiction and care for the elderly are among the areas of potential collaboration and discovery between art, design, health, wellness and lifestyle researchers and promise significant innovation potential in the current century. OCAD is situated in the Canadian hub of medical, biological and health research and clinical test beds. OCAD will encourage diligent health and safety practices in its learning environment.

> **Cross-disciplinary experience:** In many fields, the demand is growing for teaching and learning based on problem-solving models in which people work together from different perspectives, bringing the strengths of different methodologies to the table. Collaboration is a skill in itself.

> **Technological innovation:** Rapid growth and persistent change in technological platforms are a constant. Digital culture and tools are transforming everyday life, creative practices, business models and cultural industries. Artists and designers have begun to move beyond using current technologies to imagine and invent new technologies and applications such as mobile games and lightweight building materials, or to embrace fully the concepts of "Web 2.0," a phrase coined by O'Reilly Media in 2004, referring to a second generation of Internet-based services. The international trend is towards increasing engagement of art and design with science and engineering. OCAD is located in the heartland of cultural, entertainment and technological industries, which seek educational and research partners and in turn provide OCAD with relevance and credibility.

> **Contemporary ethics:** Art and design grapple with ethics and social justice, at times embracing divergent strategies such as critique, revelation, intervention or problem-solving. Community and international engagement surface and require attention to ethics as do art and design research methodologies. OCAD has the opportunity to explore ethics, justice, the economic implications of its actions and responsible engagement as core practices.

Positioning Disciplinary and Cross-Disciplinary Learning and Research

In the first phase of transformation, OCAD will use Pilot Programs to bridge across and within its three Faculties and to revitalize its learning approaches within specific disciplines. Over time, OCAD will rethink current boundaries and find and retain currency and flexibility of curriculum, responding to student needs, anticipating trends within the professions and research potential for changing disciplinary and cross-disciplinary learning and capacities. This will bring OCAD's teaching practices into line with competitors around the world that focus on lateral thought, cross-disciplinary exchange, disciplinary vitality and risk taking among other approaches.

OCAD will also use core themes from its mission and values to pilot cross-disciplinary knowledge exchange, responding directly to trends identified in scenario planning. Cross-cultural approaches that favour diversity hold the promise of new forms of disciplinary and cross-disciplinary learning. OCAD will provide a role model within the larger learning community and attract resources for this approach to transformative, ecological learning. This will position OCAD to develop new programs in art education.

Student Excellence and Teaching

OCAD will ensure that the best students from diverse backgrounds are recruited,

retained, inspired and mentored. It will develop curricular strategies to support its most excellent students as well as sustain a rigorous education across the student body. OCAD has successfully introduced exacting grading standards and will continue their implementation. It will expect students to achieve excellence, but they will also have the right to expect excellence. OCAD will strengthen its capacity to assess its diverse students in the admission cycle and then assess the ways they progress through the programs. OCAD will use a capacities matrix to combine disciplinary and cross-disciplinary evaluation rooted in practice. In capacities-based learning, students will find flexible opportunities to move through to research careers, professional careers or a mix of both. Streaming to these multiple pathways will be coupled with career counselling. Learners will emerge from OCAD as imaginative individuals with deep creative insights and be able to act as part of a community and a team. They will function well within culturally diverse settings, ready to be citizens in complex local and global contexts. They will be ready, willing and able to contribute to ecological, sustainable goals and also able to apply, adapt to and invent new technologies. They will be sought after by the professions and recruited by leading graduate programs.

OCAD will show leadership in the provision of academic and technological support for students by planning and implementing exemplary programs that respond to the diverse needs of learners while building on the developmental initiatives of OCAD's academic support services team. OCAD will provide opportunities for students and the larger OCAD community to share social activities.

OCAD will foster the potential of its graduates to move into other domains, including medical research, engineering and business as a means of providing art and design knowledge throughout society.

By 2012, OCAD will be on a clear path towards recognition as one of the top 10 international art and design universities (or university departments) in the world, benchmarked against international peers.

Student Engagement

Students are central to the role of a university. Enhanced student engagement is a key requisite if OCAD is to succeed in the implementation of this Strategic Plan. OCAD will take measures to support student involvement in shaping the learning environment and in designing OCAD's physical and virtual learning communities. Student engagement includes not only excellence in the learning environment, but an assortment of OCAD activities that enrich their academic programs; ease of access to resources; facilitated exposure of their work; facilitated interaction with the larger creative communities of Toronto, Ontario, Canada and abroad; effective systems and structures that support their learning and an administration, faculty and staff that are willing and able to address concerns that arise on the part of students.

Size of OCAD

As entry requirements become more stringent, OCAD's growing reputation will attract an increased number of applications; however, the size of its student body will remain stable.

OCAD will maintain or reduce its student/faculty ratio in studio courses. On the graduate level, because of the small corps of graduate students and high availability of faculty, OCAD will provide intensive mentorships.

Composition of Student Body

Students who have some prior learning experience, other degrees or who are returning to education will be welcomed as they bring maturity and life experience to the community. OCAD will recruit from outside Ontario and from prioritized international communities. It will develop special programs to recruit Aboriginal, Francophone, visible-minority and first-generation students. OCAD will apply guidelines established by the Council of Ontario Universities and it own Equity Office in the admission processes. It will acknowledge cultural diversity and ensure that the special needs of its diverse student groups are met so that OCAD is a welcoming place for them.

OCAD will consider the possibilities for Francophone students to receive a portion of their learning in French, providing a unique program for art and design learning at the university level outside Quebec.

OCAD will continue to offer opportunities for students to pursue part-time studies.

Composition of Faculty

The composition of OCAD's staff and faculty will change significantly over time, as it hones its teaching methods and curriculum, phases in graduate studies and research programs and reflects the diversity of Canadian society. OCAD will strategically create more permanent positions as a means of strengthening its teaching, research and service capacity. It will engage sessional instructors with professional experience and roots in Toronto's vibrant community or in the international milieu to augment tenured faculty and keep abreast of current practice. To enable faculty to supervise graduate students, achieve research results and free time for upgrading pedagogy and redesigning curriculum, OCAD will attempt to provide faculty with a reduced teaching workload. It will need to hire faculty with advanced degrees to bring contemporary knowledge. It will develop a competitive program that will facilitate current tenure-stream faculty to upgrade their degree status. Peer and performance reviews will reflect OCAD's focus on excellence.

NEL Steering Committee

A highly collaborative unit—the NEL Steering Committee—will be formed to lead the curriculum transformation and will be composed of the President; Vice-President, Academic; Vice-President, Research and Graduate Studies; and the Deans. Consulting widely, the NEL Steering Committee will lead overall change in the learning context as well as examine the effectiveness of academic administrative structures, using a creative and dynamic approach to administration that is appropriate to the needs of a changing OCAD. An assessment of learning support systems—Library, Writing and Learning Centre, audio-visual and learning-relevant IT—will be conducted as part of the NEL.

The Steering Committee will report to the Executive Leadership Group, which will be responsible for integrating administrative changes into OCAD's academic and non-academic administrative structures. The Committee will work in collaboration with the Academic Council.

Contexts such as departmental categories are considered part of the process of renewal. Increased, effective communication and dialogue across and within all levels of OCAD will be critical in realizing the planned changes.

Integrating Studio and Theoretical/Contextual Learning

OCAD currently provides students with up to 30 percent of their courses in a

theoretical/contextual stream, with 25 percent of content coming from Liberal Studies courses. Peer institutions have a 35-percent average ratio in this regard; university competitors provide an even higher proportion. OCAD can meet the positive challenge of sustaining the power of practice-based learning while preparing its students for a world that demands analytical and theoretical skills.

Through curriculum-planning processes over the coming years, OCAD will develop ways to achieve higher percentages of theoretical/contextual content while developing appropriate, integrated and dynamic forms of delivery for the mix of such learning and studio courses. Some programs will require more theoretical learning than others, with elegant strategies to meet degree requirements. To support students who wish to focus their learning in Liberal Studies, OCAD will create additional programs, such as Minors, to facilitate this process. This creative planning will be a priority of the NEL Steering Committee and Academic Council.

Increasing theoretical/contextual/historical content will prepare students for a complex world and correspond more closely to AUCC requirements, the Ontario Council of Academic Vice-Presidents' (OCAV's) guidelines for university undergraduate degree level expectations and NASAD standards. It will also give OCAD graduates who choose to move on to graduate studies a better chance of admission to top-tier graduate programs that have high academic as well as portfolio requirements.

OCAD will extend the studio/classroom into the larger community. OCAD will explore possibilities for introducing service learning into the curriculum.

OCAD will strengthen its offerings that provide students with the entrepreneurial, business analysis and management skills that they need to meet the requirements of contemporary professional life.

Internationalization

While many of its faculty and students engage successfully in international exchange and other programs, OCAD requires a coordinating strategy to maximize opportunities for international engagement.

OCAD has the potential to build equitable relationships with institutions around the globe. These will increase its capacity and profile, enhancing its ability to attract international faculty and research projects and engage effectively with the complex worlds of art and design. OCAD will also find means, real and virtual, to contribute to learning opportunities and research in its partner nations as well as at its Canadian site.

Partnerships may take the form of student and faculty exchanges and mutual presentation of projects, products and research. The Academic Council will play a key role in evaluating the quality of potential partner institutions.

OCAD will increase the number of its international students through a clear recruitment plan, recognizing the value that their life experience brings to the institution.

Through its activities in international associations, OCAD will gain knowledge and curricular clarity, increase its credibility and enter into relationships necessary for its future development.

Transforming Academic Administrative Infrastructure and Communication

OCAD will modernize and strengthen its administrative infrastructure to support and manage its rigorous environment. The Academic Council, faculty committees and strong, appropriate management structures will perform key transformative roles.

Enhancing communication among the administration, its students and potential students is a key goal. Change will include the effective use of technologies, including the Internet and World Wide Web, for academic administration and communication. The highest standard of service to students, the institution as a whole and those engaging with OCAD's academic resources from outside the institution will be sought. Building an environment of collegial and effective problem-solving that engages all levels of OCAD community life, from students, to staff, to faculty, to administration, to alumni is a key goal of the transformed environment.

Changes in non-academic administrative structures will also occur as appropriate in conjunction with the overall redesign of the OCAD environment.

Sustainability

Recognizing the importance of sustainability to contemporary and future art and design knowledge and practice, OCAD will develop curriculum and implement institutional practices that favour sustainable approaches.

NEL PRIORITIES

Library

OCAD will require a Library commensurate with its status and needs as a leading research university with a graduate studies program. A plan to develop the Library will be a key priority. The costs associated with expanding print and digital collections, learning commons and technological infrastructure, staff resources and expanded facilities will be important components of future operating and capital requirements.

Technology

Curriculum and research requirements as well as student expectations drive the need to ensure the presence of state-of-the-art, relevant facilities. OCAD has a strong base of analogue studios and must maintain and upgrade this equipment. It will lead in the effective integration of "hand technologies" with digital and other emerging resources. A contemporary art and design institution must have digital tools that allow it to address cross-media learning and research. It must continually strive to stay ahead of the technology curve. The NEL will rely to a significant degree on upgrading the technological resources of OCAD through concerted planning that engages faculty, the research leadership and technical staff.

Recent planning allowed a comparative assessment of technology that OCAD owns and what it requires to be current with competitor institutions. OCAD will provide students with needed exposure to their fields. Much of this technology is needed outside the research context as well as in building research capacity. For example, students require access to all manner of art and design software, some of which are currently available and some not yet developed. OCAD needs to lead by example by paying attention to encouraging wellness, health and safety in its use and teaching of technologies.

OCAD must have an exemplary Web site and Internet environment, one that reflects art and design aesthetics and contemporary communications practices. This environment is a core tool to achieving effective communication, learning, academic administration and administration. OCAD will integrate participatory technologies such as blogs, Wikis and other collaboration and communication systems into its teaching, learning, outreach and student engagement efforts. Students and faculty require fully-integrated, virtual-networked resources that will complement the learning experience as well as, in some cases, form the basis for the curriculum, ensuring that students and faculty are well versed in Web 2.0 technologies and trends.

OCAD will need ongoing technology planning and funding. It will need to recruit and train staff capable of implementing technologies. It must also provide learning opportunities for faculty to use technologies in teaching and research. It must provide students throughout OCAD's Faculties with opportunities for training in current technologies.

OCAD will conduct a comprehensive review of information systems, including its Student Information System, to determine and implement a plan for full integration and provision of services to students, faculty and staff that will streamline access to information and enhance curriculum planning, support and delivery.

Curricular Changes

Building on the work of faculty committees, the Academic Council will continue to transform curriculum, furthering the development of cross-disciplinary practice and establishing standards for excellence. The NEL Steering Committee will collaborate with the Academic Council in overseeing and leading change at OCAD. Curriculum in all years will be part of this review.

OCAD will establish an external advisory committee, which will report to the President, to provide consultation on the institutional vision, develop links for engagement with the larger community and serve as a resource to faculty. Faculties will establish external advisory committees to assist in evaluating submissions to peer-reviewed academic conferences and journals and to exhibitions and competitions. Programs may also create advisory committees.

OCAD will consult students throughout the process of curricular change. The Academic Council, in collaboration with the NEL Steering Committee, will develop a core capacities matrix for undergraduate studies to fit the framework of an undergraduate honours degree program. This will provide a key tool in judging student achievement, teaching approaches, capacity and a provincial evaluation matrix appropriate to the institution.

OCAD will cull curriculum to eliminate courses that are no longer relevant or overlapping, seize opportunities for curriculum growth and expansion, structure a consistent flow of research knowledge back into the classroom at both the undergraduate and graduate levels and provide curricular pathways between the community and the classroom.

The NEL Steering Committee and Academic Council will seek to structure thematic learning across the Faculties, partly by drawing upon the extensive number of visiting speakers and artists. Future OCAD programs will focus intensely on methodology and knowledge sources.

Centre for Innovation in Art and Design Education (CIADE)

OCAD will expand its fledgling innovation and research centre in art and design teaching and learning into a core resource, a Centre for Innovation in Art and Design Education.

This move reinforces OCAD's commitment to understanding what it means to teach to a diverse student body. CIADE will provide opportunities to develop excellence through partnerships in the diverse world outside OCAD's doors—it extends the classroom.

CIADE will be closely linked to OCAD's growing Centre for Research in Art and Design Education. This body will partner in the design and evaluation of pilot programs and continue OCAD's forums that explore and evaluate teaching and learning approaches in art and design.

OCAD will hold forums to bring relevant knowledge beyond art and design to the OCAD community and design pilot programs and partnerships to integrate this knowledge into contemporary art and design curriculum, creating and administering competitive funds to seed faculty efforts in establishing cutting-edge approaches to teaching, test these and then provide integration into core curriculum.

OCAD will strengthen its current relationships with teachers and school boards, providing skill training for them in art and design and teaching modules for art and design. OCAD will pilot programs that prepare art and design educators for careers in the K-12 system in Ontario, thus meeting the expressed wish of many students to become educators.

Pilot Programs

Pilot programs will be used as a strategic tool to develop, test, evaluate, scale up and fund programs or collaborations. Pilots will refine cross-disciplinary approaches, extend current programs, integrate cultural diversity, create links to the larger community, open new curricular areas and develop new learning approaches and methodologies.

CIADE will support rigorous development and implementation of pilot programs identified in the Strategic Plan. The Centre for Research in Art and Design Education will build a research context around these programs to guarantee fast-tracked, effective analysis, focus and improvement. Lessons from their development and delivery will be shared with faculty and administrators to facilitate the creation of successful models.

OCAD will develop one or more programs (undergraduate and/or graduate) that bring together digital capacities with OCAD's strengths in integrated media and design in collaboration with the Province of Ontario.

Examples of Pilot Programs are found in Appendix D.

Student Engagement

The administration will provide students with the opportunity to present ideas and feedback through their elected representatives on the Board of Governors and the Academic Council. It will work with the Student Union to provide regular student forums on the Strategic Plan, campus life and student needs and act upon expressed needs.

Pilot program plans will be developed to engage with Francophone, Aboriginal, first-generation and visible-minority students to facilitate their full involvement in the OCAD community.

Mindful of the desirability of an Aboriginal meeting place within the academy, OCAD will endeavour to provide a meeting ground for its Aboriginal students to "affirm native values, strengthen identity, allow for the full expression of an Indian world view, and provide the skills and knowledge necessary for successful completion of the program."[3]

OCAD will encourage student wellness and a rounded university experience by providing access to extracurricular athletic programs.

Faculty Support

OCAD recognizes that the needs of the changing learning environment require tenured faculty to refresh their knowledge and augment their degree credentials in areas relevant to OCAD's curriculum. University status, research and graduate programs require faculty who have graduate degrees. OCAD will develop a range of support opportunities for tenured faculty to pursue advanced degrees through a competitive program with clear criteria.

A new committee will provide advice to the Vice-President, Academic regarding the resources that faculty want and need for teaching and learning. This essential support to faculty will, in turn, improve the learning environment for students. The Academic Support Services Committee of the Academic Council provides input from staff in support functions and will enhance the quality of the delivery of this support to faculty. Winners of the OCAD Price Award for Excellence in Teaching will provide a public presentation of their approaches to teaching and learning in order to benefit their peers.

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[3] Rodney Bobiwash, an Anishnawbe scholar, a faculty member of the Aboriginal Studies Program at the University of Toronto, and Director of the Centre for World Indigenous Studies, Executive Director of the Native Canadian Centre of Toronto and adjudicator fro the Ontario Human Rights Commission.

Program Evaluation

Like all Ontario universities, OCAD receives continuing program approval through the review process administered by OCAV's mandatory Undergraduate Program Review Audit Committee (UPRAC). In order to implement its transformation effectively, OCAD will appoint rigorous external assessors for all of its standard departmental reviews as well as undertake its own additional evaluations.

Community Engagement

OCAD will develop learning opportunities and facilitate the collaborative dissemination of knowledge to its faculty and students and to partner institutions, industries and communities in the Greater Toronto Area (GTA). This approach reflects the increasing need for universities to engage in the larger local and global milieu and provides opportunities for faculty and student recognition and alumni sustainability.

Collegial Debate

In addition to high-impact speakers, summits, professional gallery exhibitions and conference programs, OCAD will begin a series of forums that will offer faculty an opportunity to discuss and debate key areas of practice and research. Controversial issues will be subject to public debate. These events will also provide students with access to the varied practices and approaches of OCAD faculty. Collegial debate will focus on looking outwards to relevant issues in art, design and liberal studies.

Big Talk is an annual OCAD public conference series that will continue highlighting art and design education. These initiatives are discussed further under Strategy Three.

Art and Design Everywhere

The campus of a leading university of art and design must be a showcase for its various disciplines as well as providing a test bed for curatorial studies and critical dialogue. OCAD will build the capacity of its professional gallery to exhibit work of contemporary relevance.

Beyond this, OCAD will integrate art and design into its physical environment wherever possible as an internal and external manifestation of the importance of art and design to society. The presentation of student, faculty and alumni art and design work will be a complement to the professional gallery.

Policies that enable the presentation and discussion of art and design works by OCAD and the larger community will be expanded. On-line exhibition will be a priority for OCAD's enhanced Internet presence.

Barbara Astman,
Dancing with Che #13, 2002
Digital print, 30" x 30"

Timelines for Implementation

Initiative	2006-2008	2008-2010	2010-2012
Library Develop Library plan based on needs assessment	▓		
Library Implement Library plan		▓	▓
Technology Refine technology planning, including review of current structures and delivery	▓		
Technology Implement technology plans and upgrading	▓	▓	▓
Curricular Changes Establish core capacities matrix for undergraduate studies	▓		
Curricular Changes Implement core capacities matrix for undergraduate studies		▓	▓
Curricular Changes Establish and implement links between the NEL, graduate plans and Continuing Education		▓	▓
Pilot Programs Establish pilot programs	▓		
Pilot Programs Analyze pilot programs; focus, improve and scale up		▓	▓
Faculty Support Plan teaching and learning professional development for academic faculty and staff and upgrade support plan	▓		
Faculty Support Implement teaching and learning professional development for academic faculty and staff and upgrading of support plan		▓	▓
Program Evaluation Establish and implement advisory committees for program evaluation and direction	▓		
Student Engagement Develop and begin implementation of plans for enhanced student engagement at OCAD and on Web site, based on consultation with students	▓	▓	▓
Student Engagement Develop and implement enhanced student advising capacity		▓	▓
Student Engagement	▓	▓	▓

Initiative	2006-2008	2008-2010	2010-2012
Modernize and strengthen academic administration and communication plans and practices and revise non-academic administrative practices as relevant			
Student Engagement Develop and implement enhanced technology training opportunities for students			
Internationalization Research and develop an international plan			
Internationalization Implement international plan			
Community Engagement Build capacity for Francophone, Aboriginal, first-generation, and visible- minority students, faculty and curriculum			
Community Engagement Build student learning opportunities in Toronto, Canada and internationally			
Collegial Debate Establish and implement new initiatives for collegial debate and discussion			
Art and Design Everywhere Establish and implement plans to place art and design everywhere			

5. STRATEGY TWO:
RESEARCH AND GRADUATE STUDIES

Research

Engagement in original research that extends the boundaries of knowledge is a vital role of the university in contemporary times. OCAD will establish itself as a research university as well as an excellent undergraduate and niche graduate university. Toronto and the Province of Ontario need a research and innovation centre in art and design and related cross-disciplinary research. OCAD will play a significant role in the realization of this research and innovation centre.
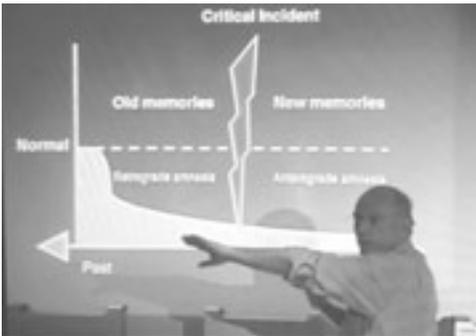
This is an era in which research in art and design can make a contribution to society's well-being at all points. Art and design hold unprecedented importance in the media-sensitive world of to-day, shaping every aspect of daily life. Art and design innovation tells us and, in turn, moulds what people want to do, the way they want to do it, and what they hope and want for their futures. Art, design and cultural research brings diverse strengths: practice-based discovery; attention to communication; intervention in identity formation; the connection of visual and other sensory language to the understanding of cognitive processes; engagement with emotion; and an ongoing revision of theory in the face of practice. Art and design research works in close concert with communities of use, including audiences, technology users, educators, health care providers, policy makers and businesses.

Practice based research is a hallmark of art and design, providing theoretical knowledge and tangible outcomes and applications, generating new understandings of the practice undertaken and often resulting in new methodologies to foster innovation and creative risk taking as well as technological innovation.

Research, graduate studies and excellence in undergraduate learning are interdependent at OCAD, offering each other a foundation and new energy. Research will be wide-ranging and comprehensive and will grow before the full extent of graduate programs is in place, providing a staging ground for graduate resources and faculty excellence. Research at OCAD will be designed to engage undergraduate learners.

Research engages faculty; enhances undergraduate learning through new research methodologies; builds credibility and reputation; opens links to cultural communities, business and institutional partners; and creates the foundation for graduate studies.

Research funding is a significant source of infrastructure.

Research will provide OCAD with access to contemporary technologies of core importance to its field. It allows the institution to contribute to technological development and to an informed critique of technologies and their impact.

Although a relatively small institution, OCAD can lead in instrumental areas. As a specialized university, it brings art and design knowledge to a threshold, connecting with practitioners and other fields of knowledge. Society requires a deep, complex thinking process that draws from art and design knowledge and approaches. This is essential both to the cultural ecology and the creative economy.

As an emerging research institution, OCAD will continue to test models of research practice including individual research, networks, centres, institutes and clusters. It will continue to implement and refine its policy and procedures to support research from entities such as ethics committees and intellectual-property mechanisms.

Research Areas

Many of the themes mentioned in Strategy One, the NEL, will continue to permeate OCAD's research initiatives. Current and future research and innovation at OCAD occur primarily within the context of art and design in the following areas:

> art, design, visual culture, art and design history

> curatorial and critical practice

> the humanities

> social sciences

> learning and teaching in art and design

> entertainment and cultural industries

> new and emerging media

> sustainability

> inclusive design

> business and design (strategic creativity).

However, OCAD has the opportunity to link art and design research to other research areas such as the following:

> health, wellness, medicine and lifestyle

> science and engineering

> collaboration studies.

See Appendix E for OCAD's 2006–2007 research plan.

Research Training Opportunities for Undergraduates

The growth of research at OCAD will bring knowledge and resources into the undergraduate classroom. By integrating research themes, findings, projects and methods into curriculum, OCAD will reinforce its strong commitment to training undergraduate students in research skills, providing them with opportunities to participate in research projects as one stage on their path to becoming highly qualified personnel (HQP). The presence of graduate programs and researchers will contribute significantly to the level of knowledge generation and dialogue within the undergraduate learning environment.

Ubiquitous Partnerships

OCAD's vision of its own future is closely tied to the Province of Ontario's future competitiveness and well-being. In order to foster the innovation and creativity required to realize this vision, research and development must be cross-disciplinary, cross-sectoral and multi-dimensional. OCAD must produce excellence in a context of complexity, uncertainty and pressures to achieve quick results. This can best be done through partnerships among research, cultural and educational institutions, private-sector players, governments and other visionary leaders. OCAD will be the lead initiator of such partnerships and will also join partnerships as appropriate.
OCAD is currently engaged in a number of activities providing models on which it can

build and assess in the area of partnered research activity. As a founding partner of the expanded Beal Institute for Strategic Creativity, OCAD will explore ways of using design knowledge to improve business practices and related tools and learning models. It is also co-leading the Mobile Digital Commons Network (MDCN) with Concordia University and is a Principal Investigator of the Canadian Design Research Network (CDRN) National Centre of Excellence and iMatter, a network for humanities, social science and art and technology research and applications. It has initiated a cultural consortium within the fast-speed network, ORION.

Centre for Research in Art and Design Education

OCAD will build on its fledgling research initiatives in art and design teaching and learning that are conducted by the Centre for Research in Art and Design Education, sustain and build these and place them within a larger resource, a Centre for Innovation in Art and Design Education. Research will include the analysis of student learning styles; approaches to teaching diverse students; new forms of studio education; the integration of Liberal Studies and studio knowledge; the effective use of technologies in the classroom; new approaches to art and design in K-12 education; strategies for distance learning in art and design and many other questions that will have a positive effect on pedagogy, student experience and knowledge. Dissemination of this knowledge through partnerships with a wider community of researchers and practitioners is a key goal.

CONCERT

OCAD has partnered with Ryerson University and York University to create The Consortium on New-media, Culture & Entertainment R&D in Toronto (CONCERT), a research and innovation network that will bring together cultural and entertainment industries, academic researchers, and multiple levels of government in order to build capacity for research and innovation in this significant field.

An OCAD Laboratory

OCAD will create a cross-disciplinary laboratory that is capable of supporting its emerging research strengths in interactive media, gaming, mobile content and applications, design methods and wellness research. This "Imagination Laboratory" will be capable of stimulating research inside OCAD and in partnership with larger initiatives such as CONCERT. Creating such an innovation centre coincides with the proposals in a recent local/provincial report titled "Imagine a Toronto…Strategies for a Creative City."[4]

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[4] Report of the Creative Cities Leadership Team (Toronto, July 24, 2006)

Corporate Research Relationships

Corporate research relationships provide OCAD with a valuable link to potential technologies, trends in relevant industries and skilled researchers. The researchers from these companies may work side by side with those at OCAD. They may create endowment opportunities for researchers at OCAD and co-op opportunities for students, providing ongoing knowledge-transfer capacity. These relationships can vary from arms-length consultation and investment to contract research. Corporate partners can also provide significant support for infrastructure costs. OCAD will continue to develop research relationships with several international corporate entities as well as small-to-midsize enterprises in Ontario.[5]

GRADUATE STUDIES

Interdisciplinary Studio Model Combining Theory and Practice

OCAD will develop graduate programs that address needs in Ontario and beyond for excellent and innovative niche programs. It is currently developing graduate programs that successfully combine studio, laboratory and theoretical knowledge, underscored by an increasingly robust research environment. The breadth of its disciplinary and cross-disciplinary capacity and research rigour should allow OCAD to make an important contribution to the world of graduate studies in the arts, one that will not duplicate other institutions' offerings. Unique to OCAD is the integration of a theoretical/contextual/ historical education with a studio program that is more comprehensive than any other fine arts program in Canada. OCAD will provide excellent professional programs that prepare graduates to be leaders in the world of advertising, design and business. OCAD can also provide an unusual capacity in international and local learning opportunities through its extensive network. OCAD plans to educate 110 graduate students by the end of the period of this Strategic Plan and, by 2020, increase that number to 300, creating a significant graduate school.

[5] Some examples are IBM, Xerox, Autodesk, Nokia, Apple, Motorola, Philips, as well as new-media SMEs such as QuickPlay, Triptych and DeCode. OCAD is also developing relationships with private galleries and a host of small companies in the field of industrial design.

Dan Eylon,
Sculpture/Installation medal winner, 2006

Fostering Creative Thinkers and Makers for all Sectors

OCAD has undertaken an analysis of trends in graduate student recruitment in art and design as part of the strategic planning process. Its graduate learning plan has been accepted by the Province of Ontario. OCAD is developing a creative program design that enables different kinds of graduate learners and researchers to take advantage of its programs. This program design will be appropriate for recent graduates of undergraduate programs, but will also support returning students, working professionals and mature students from other fields of knowledge seeking to move into the dynamic world of art and design. OCAD will need to educate international students as well as students from Ontario. Some of these international students may choose to stay in Ontario after completing their degrees, thus meeting Ontario and Canada's growing demand for highly qualified personnel. Others may return to their countries of origin, but build productive business and academic partnerships with Ontario.

OCAD's university status has been attracting faculty with research careers, strong professional practice, advanced degrees and a history of supervising graduate students. Hiring will continue to support this trend. OCAD will leverage the resources and reputation gained from the research process to build excellent niche graduate programs.

Establishing graduate programs that draw high-calibre graduate students and underscore research initiatives will lend strength to OCAD's faculty-recruiting capacity. OCAD will need to plan course load and supervision responsibilities carefully in order to make it possible for faculty to provide the attention needed to emerging graduate programs.

The first years will be critical in establishing professionalism in program delivery, both in curriculum and administration.

Graduate Programs: Highly Qualified Personnel (HQP) and Prosperity

OCAD will provide unique graduate programs that fill fundamental needs for HQP in Canada. This will create an influx of talent as well as resources for the institution. OCAD will play a key role in producing new creative research and entrepreneurial leadership across the cultural sector and beyond.

In addition to its research and graduate programs, OCAD will leverage human, industrial and financial capital through professional and executive graduate programs such as the Executive MDes in Advertising.

Beginning Graduate Studies

Over the next 10 years, OCAD will build MFA, MDes, and MA graduate programs directly related to its core strengths and mission, working with the interdisciplinary studio model and applying its lessons and structure to other programs. OCAD will submit graduate program proposals to the Ontario Council on Graduate Studies (OCGS) for review. The following are examples of OCAD's potential specialized programs:

> Interdisciplinary Studio in Art and Design

> Critical and Curatorial Practice

> Art, Design and Science Collaboration

> Advertising

> Professional Programs in Design

> Art and Design Education

> Strategic Creativity (Design and Business)

> Interactive Media.

OCAD will also consider developing a PhD program.

Graduate Collaboration

OCAD will partner with other universities, art and design schools, cultural institutions and businesses, as appropriate, in delivering aspects of graduate programs. Some programs may be jointly created with other institutions.

Graduate Students and the Undergraduate Environment

Although small in number, graduate students will provide excellent role models and a teaching assistant resource for undergraduate learners. Graduate students will enrich their own knowledge and skills through mentoring undergraduates.

RESEARCH AND GRADUATE STUDIES PRIORITIES

Library

OCAD will require a Library commensurate with its status and needs as a leading research university with a graduate studies program. A plan to develop the Library will be a key priority for OCAD. The costs associated with expanding print and digital collections, learning commons and technological infrastructure, staff resources and expanded facilities will be important components of future operating and capital requirements.

Office of Research and Graduate Studies

OCAD will hire a Vice-President, Research and Graduate Studies who will be a member of the senior leadership team (composed of the President; Vice-President, Academic; and Vice-President, Administration) and report directly to the President. The Vice-President, Research and Graduate Studies will consolidate research planning and implementation, policy development, fundraising and research monitoring. All research projects will be submitted to the Vice-President, Research and Graduate Studies, although projects will operate within their departments. This individual will lead the development and implementation of graduate studies, working closely with the Academic Council and Faculty program-planning committees.

Graduate Program Development

In winter 2007 OCAD will submit for OCGS approval proposals for two pilot graduate programs in areas of established institutional expertise—Interdisciplinary Studio in Art and Design and Critical and Curatorial Practice—with a view to admitting two small

cohorts in the spring of 2008. At the same time, a proposal for a self-sustaining graduate program in Advertising will be submitted to OCGS with a view to admitting the first small cohort in spring 2008.

Based on feedback obtained from the pilot programs and drawing on its areas of strength, OCAD will continue to develop niche graduate programs with the objective of having 100 MA and 5 PhD students by 2012.

Support Structures

Graduate student support will be built on the base of the undergraduate support infrastructure until resources and student numbers warrant discrete infrastructure.

A research office will be established in 2007. This office will monitor all grant writing and assist with it; develop and implement policies; raise funds; and ensure knowledge transfer to academic, institutional, industrial and community contacts.

Research Plan and Policy Development

A dynamic research plan is in the implementation phase and will be updated as research emerges at OCAD. Policy and procedures to support research will develop side by side with the plan. Technology plans created through Canada Foundation for Innovation (CFI) planning processes will be updated and implemented through various funding initiatives.

Incentive Programs for Faculty

OCAD will continue to put in place incentives for faculty grant writing and research release time. Faculty members with successful proposals in Social Sciences and Humanities Research Council (SSHRC) pre-competitions will go forward with a small cash incentive and a grant writer to advise them.

Creating Physical and Virtual Space

OCAD now operates with 40 percent of the physical space that its current operations require according to provincial standards. Introducing graduate studies and research functions and upgrading the Library to meet the requirements of a leading university in research and niche graduate studies will require the addition of one or more new facilities. The new facilities will be developed in concert with neighbouring communities and other potential partners in order to meet research, graduate-studies and learning needs as well as requirements for community outreach and integration. The facilities will include research laboratories and offices to support disciplinary and cross-disciplinary research, public presentation capacity (including gallery spaces and other means for public engagement), a learning commons and library, and graduate student offices and studios. The facilities might also function as a business incubator. OCAD will explore the possibility that the facilities will occupy one space or a series of networked, geographically distributed spaces. Needs assessments will be conducted to inform all planning decisions.

Funding Graduate Programs and Research

OCAD will continue to work closely with Ontario's Ministry of Training, Colleges and Universities (MTCU) to fund its ongoing graduate program development. It will seek

additional sources of funding from the federal government and private sector to support graduate studies.

OCAD is new to fundraising for its own research. It achieved funding eligibility status with the CFI in November 2005 and SSHRC in October 2006. OCAD will enhance its support of faculty for SSHRC and other research council support. OCAD will work with the Ontario Research and Innovation Council (ORIC) and the Ministry of Research and Innovation (MRI) as well as other appropriate ministries and institutions, and with various federal research councils and funding bodies to achieve support for its disciplinary and cross-disciplinary research and innovation goals. Foundation funding and sponsored research chairs are also key strategies.

Research funding will provide support for student research assistants, contributing to the development of graduate programs and retention of talented undergraduates.
The Vice-President, Research and Graduate Studies and the President will continue ongoing intensive dialogue with provincial and federal funding sources for research and graduate studies funding.

Timelines for Implementation

Initiative	2006-2008	2008-2010	2010-2012
Library Develop Library plan based on needs assessment			
Library Implement Library plan			
Office of Research and Graduate Studies Hire Vice-President, Research and Graduate Studies			
Graduate Program Development Submit first graduate program proposals for review			
Graduate Program Development Continue graduate program development, assessment and OCGS review process			
Graduate Program Development Begin graduate programs in Critical and Curatorial Practice; Interdisciplinary Studio in Art and Design and Executive MDes in Advertising			
Support Structures Establish Research Office			
Support Structures Develop and implement models of successful research			
Research Plan and Policy Development Develop and implement research and policy plan			

Initiative	2006-2008	2008-2010	2010-2012
Research Plan and Policy Development Establish CRIADE and funding for CRIADE			
Research Plan and Policy Development Establish CONCERT and funding for OCAD role within CONCERT			
Research Plan and Policy Development Plan and implement a research stream in art and design education			
Incentive Programs for Faculty Develop incentive programs for faculty			
Creating Physical and Virtual Space Develop and kick off a capital and operating campaign for physical and virtual centre			
Creating Physical and Virtual Space Create new physical and virtual centre			
Funding Graduate Programs and Research Build funding relationships with Public research-funding agencies			
Funding Graduate Programs and Research Secure funding for research and graduate programs			

6. STRATEGY THREE:
OUTREACH — CREATING RECIPROCAL RELATIONSHIPS

Collaborative Framework

The role of the university in the 21st century is to be a conduit of knowledge and provide developmental capacity and dialogue in concert with the multiple communities with which it interacts. In this complex age, acknowledged in the scenario and strategic planning process, OCAD faces the opportunity and necessity to engage with art, design and other forms of knowledge. It can occupy the public terrain as a culturally diverse, creative and intellectual centre that links initiatives in culture, public education and discovery to its mandate as a university of art and design. OCAD can function as a hybrid—first as a university, second as a cultural institution, and third as a partner institution able to intervene effectively to meet the needs of diverse communities. OCAD will assist in capacity building for Toronto, Ontario and Canada as all levels of government require institutional resources that can attract international investment and skilled individuals.

All aspects of OCAD's Strategic Plan require that it become an effective and respected bridge builder, linking its internal academic life, alumni, cultural communities and organizations, professional associations and interest groups, government, other institutions and diverse communities at the local, national and international levels. Reciprocal relationships build OCAD's credibility, provide needed intelligence on emerging trends and opportunities and add to the institution's resource base.

Learning and research need to take place in a context-rich environment. From curriculum and research to continuing education and outreach programs, OCAD will create relationships that enrich the experience of its students, the capabilities of its faculty and the overall positioning of art and design in society.   These strategies tie directly to OCAD's plans for internationalization and increased cultural diversity.

Outreach and continuing-education initiatives will hold the possibility of cost-neutral or revenue-positive results.

At the same time, OCAD must be attentive to creating a dynamic community at its physical site and on-line, one that serves students as well as the larger community. Student engagement in creating a welcoming cultural and social environment will be a vital sign of OCAD's health. This environment will be a beacon to outsiders who will continue to "look inside" at OCAD.

Advocacy and Policy Development

OCAD will be an active participant in cultural policymaking at all levels of government and society and a leader in areas such as ethics, inclusive design, sustainability, diversity, innovation methodologies and the creation of a national design policy. Through key international alliances, it will link interest groups, acting as an advocate for art and design and finding strategies to solve social challenges.

OCAD will work on its own and with its partners to promote the importance of art and design and the value of art, design and cultural learning in the K-12 environment.

Emma Hesse
Slipstream, March, 2006
Oil on panel, 30" x 24"

Strategic Thinking and Problem Solving

OCAD will reach out to the larger community, making its expertise available to help solve problems, redesign the environment, launch learning opportunities and create art or design experiences. These opportunities will involve students, contributing to service learning, and should be aimed at enhancing OCAD's vision, mission, strategic direction and thematic priorities.

OCAD will also bring the local and international community into its orbit through its outreach programs.

OCAD will become a respected source of expertise and leadership in art and design.

OCAD as a Cultural Institution

OCAD's gallery and exhibition program (in designated gallery spaces such as professional galleries and student galleries, on campus, with partners or off-site) will be a key instrument in providing a showcase for contemporary art and design. This will stimulate and contribute to debates about current, historical and future curatorial and presentation practice. It will link to undergraduate curriculum, graduate-studies development and continuing education, while sustaining an independent, high-profile role. OCAD will partner with a host of institutions and initiatives, providing a bridge to Toronto and to national and international communities. The galleries will be supported and their capacity expanded. Close collaboration among the galleries, academic departments and marketing and development through a coherent plan will be key to capacity building.

Diversity: Balance of Local and Global Activities

OCAD will amortize its own resource base through effective partnerships. It will use outreach activities in creative ways that will bring in a range of cultural knowledge and communities appropriate to Toronto and with strong international links. It will capitalize on Toronto's unique position at the centre of inclusive and dynamic global networks.

Student Life at OCAD: Creating Community

Among OCAD's strengths are the breadth of its student population and its potential to build effective communities with and for students. OCAD will rethink its use of space to encourage the presentation of art and design, social exchange and interdisciplinary dialogue among its students. It will support student activities that build sociability, community and cooperation and that encourage student ambition.

Partnerships

OCAD will build its relationships with key existing and new stakeholders in order to develop influence and identify collaborative opportunities. These stakeholders include the art world, its institutions and markets; professional design associations and companies; the larger cultural community; cultural and entertainment-industry companies and leaders; new-media industries; and academic institutions.

Partners will include municipal and provincial arts councils and governments, research institutes, public agencies, not-for-profit organizations and other learning institutions outside the post-secondary system. These partners will also provide extended programs, such as athletics, to round out the learning experience.

Relationships with Alumni

A key link to OCAD's outreach capacity building will be relationships with its alumni. OCAD alumni represent art, design, education and many other professions. They will contribute to the institution's ability to communicate its successes, maintain ongoing relevance, create links to communities and raise funds. They will provide mentorship for current students. OCAD will require a renewed and vigorous appeal to alumni.

Use of Technologies

OCAD's outward-looking and responsive strategy will require the institution to have a strong virtual presence and to use technology as a means to communicate with and engage potential partners and communities. OCAD will provide leadership in the use of technologies as a networking, communication, participatory and social tool in keeping with its role as a leading art and design university teaching emerging and new-media as well as technological innovation.

Continuing Education

The contemporary definition of continuing education refers to post-secondary education for those who are already educated, usually adult learners. Continuing education can also mean the ongoing upgrading required for some professions, including that required by licensing bodies and associations. It refers to alternate ways of pursuing degree status and can refer to preparatory courses or programs for full-time study, thus addressing the needs of young students who need to develop a portfolio. Continuing education can also be a means to pursue learning that is not tied to accreditation, but undertaken for personal betterment or career and job enhancement.

A Continuing Education Department will allow OCAD to meet the needs of institutions, associations and companies, designing specific programs that are tailored to their requirements. Continuing education courses are also taken for personal, non-vocational enrichment. Hence, lifelong learning is both a requirement of success for professionals and a fundamental approach that adds to the quality of life.

Continuing education programs are vehicles for institutions to draw their faculty from the community where they are located as leading professionals, to bring in international leaders and to make effective use of their existing faculty.

To respond to these needs, OCAD will create a dynamic continuing education program providing opportunities for a wide range of learners. It will make available credit and non-credit courses shaped to learner needs; certificate courses that serve several professions; workshops that focus on skill development for various communities, including alumni; non-credit executive programs; youth programs; and art-in-the-schools initiatives. Some courses will provide a means of integrating students into the academic programs; others will support portfolio development. Continuing education offerings can combine with visiting artist programs, lecture series and other shorter events in order to best engage the Toronto and Ontario communities. Continuing education initiatives will be developed and monitored by the Academic Council.

OCAD Outreach Program

OCAD will engage the public and its own community with an outreach program that includes focused dialogues among stakeholders, topical salons, speakers' series, summits, exhibitions and community collaborations and interventions in Toronto and abroad. Events will provide a showcase for OCAD's role in engaging art and design as well as the larger field of knowledge in problem solving. These events will attract new audiences, potential students and donors. These events will allow OCAD to pursue its key strategic themes with various communities.

The institution will consolidate its institutional speakers and visiting-artist series, providing a good opportunity for OCAD to highlight its interests and capabilities.

OCAD will develop programs that build on the success of its Big Talk series, which focuses on contemporary art and design education strategies.

It will create an international presence and global context for art and design by sending its faculty and students out into the world to represent its efforts at conferences, exhibitions and summits; building reciprocal collaborations with international organizations and institutions; and attracting international students and faculty.

Development and other funding opportunities will be leveraged through summits, executive programs, speakers and visiting-artist series.

Charrettes and Participatory Design Workshops

OCAD will extend and systematize its capacity to lend expertise through problem solving or creative intervention in local and international communities. These strategies, which will include charrettes (collaborative sessions aimed at solving design problems) and the use of on-line discussion forums, will be offered as community service or on a fee-for-service basis.

Extending the Classroom

OCAD will develop courses and workshops that engage students in the community. OCAD will create opportunities for student placement in businesses and organizations working with the community. It will provide teaching resources to enable and evaluate student work-study, co-op, intern and extended classroom programs. These programs strengthen learning and outreach activities and provide students with experience that builds their career paths and prepares them for the professions.

OUTREACH — CREATING RECIPROCAL RELATIONSHIPS PRIORITIES

Establish Advisory Committee

OCAD will establish a marketing, communications and outreach advisory committee to provide institutional advice.

Creating Continuing Education and Outreach Program Capacity

OCAD will create a Department of Continuing Education to lead these areas of development. A strong link to academic program areas will be needed to make this area successful and to amortize institutional resources.

Additional community-relations staff will expand OCAD's capacity for community involvement and link opportunities to academic administration, development and marketing.
The precise content and appropriate forms of organization and interaction between continuing education and outreach programs will be developed in 2006–2007 through a series of consultations.

Outreach and continuing education staff and the Faculties will ensure that external opportunities impact upon curriculum and research.

Engaging Students in Creating OCAD's Image

OCAD will strengthen opportunities for students to participate in OCAD in-house design opportunities, to compete in external competitions and to present their art and design work and research at OCAD and beyond its walls.

Engaging Alumni

Through a revitalized and reorganized alumni-support structure, OCAD will implement alumni engagement from the beginning of students' careers through the entire trajectory of their learning experience, graduation and ongoing successes and challenges. OCAD will facilitate mentorship and dialogue between alumni, current students and administrators, creating opportunities for alumni to advocate and guide the growth and development of the institution.

Marketing a Unique Position

The new strategic direction involves substantive change and must be communicated and marketed effectively to engage students, parents, partners, key influencers, alumni, communities and supporters. OCAD's own internal community is also a critical audience that OCAD should reach in order to enhance engagement at all levels of the institution.

Marketing will be integrated with all communications initiatives across OCAD to ensure consistent and effective messaging. It must be integrated with development strategy and organization to reach potential sponsors and donors effectively.

A mix of traditional and non-traditional media will be employed. OCAD will build on the effective use of leading-edge technologies to develop effective communications.

OCAD will review its branding and overall aesthetic approaches to ensure that these remain consistently fresh and appropriate to its renewed Strategic Plan. Internal and public communications will reflect the calibre of a leading art and design university.

A regular integrated marketing, communications and outreach committee composed of academic, recruiting, development, technology and other appropriate representatives will help to create an effective outreach culture at OCAD.

Media Sponsors

OCAD will create partnerships with media sponsors who will provide advice, resources and partnerships to market the institution's programs as well as opportunities for students, faculty, curriculum and creative and research projects.

Underwriting Marketing and Outreach

Because OCAD must compete with large universities and cultural institutions, a substantial investment will be made in the institution's outreach and annual marketing budget. This includes enhanced marketing capacity and the effective use of technology. Partnerships for contra advertising and cost-effective media such as electronic communications will be employed fully to maximize reach with minimum cost.

Timelines for Implementation

Initiative	2006-2008	2008-2010	2010-2012
Establish marketing, communications and outreach advisory committee	X		
Develop outreach and marketing plans	X		
Hire Continuing Education Director	X		
Develop plan to engage alumni	X		
Implement plan to engage alumni		X	X
Develop plan to engage technology effectively	X		
Implement technology plan		X	X
Develop pilot programs for continuing education, co-op program, conferences and outreach	X		
Implement and assess pilot programs	X		
Conduct programs based on successful pilot programs		X	X
Launch OCAD professional gallery	X		
Launch OCAD visiting-artist series	X		
Develop and implement incremental plan for improved access to and use of space for students	X		
Develop and implement policies to facilitate art and design exhibition at OCAD	X		
Develop and implement activities to engage students in community building at OCAD	X		
Establish first community consultations and extend these into salons, charrettes and summits	X		
Build media sponsorship and relations	X		
Consolidate speakers series and market	X		
Establish community relations resources	X		
Develop plan for systematic effort in advocacy and policy development	X		
Implement advocacy and policy plan		X	X

7. STRATEGY FOUR: NEW FUNDING GOALS AND MODELS

Diversified Funding Model

By increasing its relevance and level of excellence, OCAD will gain access to new sources of revenue to achieve its goals through a network of financial support from its alumni, internal community, private individuals, business, industry, corporations and government. Its outreach activities provide a key means to gather a group of influencers and supporters around the institution. OCAD will seek revenues to provide scholarships and bursaries to a wide range of students. It will seek revenues to implement its plans for sustainable practices. Building on both existing and new sources, OCAD will create a resilient mixed economic model.

Public Sources

OCAD's base funding comes from Ontario's Ministry of Training, Colleges and Universities (MTCU). Through innovative programs and projects, new funding will come from other government departments such as the Ministry of Culture (MC), Ministry of Research and Innovation (MRI), Ministry of Economic Development and Trade (MEDT) and the Ontario Centres of Excellence (OEC).

There are also sources of federal funding that can be accessed to support OCAD's research and programming initiatives, including the Canada Foundation for Innovation (CFI), Social Sciences and Humanities Research Council (SSHRC), Canada Council for the Arts (CCA) and the Department of Canadian Heritage (DCH). Other federal funding is available for graduate studies and infrastructure development, equity initiatives and cultural presentation.

OCAD will increase its strategic scanning process for new sources of government funding and matching funds to leverage its resource base.

Private Sources

OCAD will continue to form partnerships with corporations and philanthropic individuals seeking alignment with OCAD's vision and mission and will include the broad concept of university advancement.

OCAD will design approaches that offer mutually beneficial opportunities for corporate/industry partners/donors and learners, researchers and faculty.

As it develops an increasing number of unique and innovative projects, OCAD expects to become an attractive partner for foundation funding.

Pat Ransom
Toronto #6, 2006
Oil on canvas, 60" x 54"

These expanded sources will provide new revenue streams. Funds will underwrite research, programming, specific art and design projects, academic chairs, faculty and operations.

The institution's development planning will integrate alumni relations, development, communications and marketing.

Private donors and individuals require sophisticated relationship management. With the implementation of this Strategic Plan, OCAD's capacity for outreach and ongoing communication will align with its need to reach out to this sector. These efforts also include OCAD alumni who have the capacity to provide significant financial support. Indeed, virtually *all* alumni have the capacity to provide support at some level, and such support will be actively pursued.

Endowed Funds

Building OCAD's endowment fund must be a major goal for the future stability of the institution. Funds endowed in perpetuity not only support today's needs, they also fund the institutional needs of future generations by providing an ongoing stream of revenue for OCAD. Income from a strong endowment has become an important resource for most universities in North America, including small institutions such as OCAD.[6]

Major Campaign — Capital and Operating

OCAD will need to plan and execute a comprehensive, university-wide fundraising campaign to secure the resources necessary to meet its renewed vision and priorities.

A major thrust of this new campaign will be to secure capital resources to fund the building of additional space, including an expanded technical and library/learning commons resource base and a Centre for Research and Graduate Studies. Strategies for a campaign will consider partnership with other institutions in the creation of joint facilities, central-versus-distributed locations for new programs, and the ability to act as host for other institutions, the larger community and the public within a graduate-studies and research complex. Other priorities will be funding for graduate student support, research, faculty chairs and professorships and additional operating resources to fund

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[6] In terms of comparison to two of OCAD's benchmark competitors, the California Institute for the Arts has a $94 million endowment and the School of the Art Institute of Chicago has a $150 million endowment. Even smaller art and design institutions like the Cleveland Institute of Art with 530 FTEs have a $30 million endowment.

programs and projects. This campaign will also be used as a platform for increasing OCAD's endowment fund and capturing the interest and support of donors who are not interested in capital projects.

A comprehensive campaign plan will be created with key targets that build on provincial government applications and research applications already under consideration. A new major campaign effort will require upfront resources to do the essential groundwork and awareness building to permit an effective and productive major fundraising effort.

Self-generated Revenue

OCAD's compelling new continuing education and outreach opportunities, including professional programs, have the potential to draw new revenue streams. Professional degree programs will provide additional forms of revenue.

OCAD will actively pursue relationships with partners and sponsors in cases where its strategies dovetail with the needs and resources of these partners for contract research, workshops, space rentals and other activities.

Enrolment/Tuition

International students provide not only a vital infusion of knowledge from outside Canada, but also additional resources through higher tuition revenues. OCAD will increase its recruitment of international students.

Programs at the graduate studies level will attract additional government resources, along with revenues to support excellence that will help OCAD attract top faculty and students to its campus.

Administrative Capacity

An advancement model that integrates and coordinates the development, alumni-relations and marketing/communications functions of OCAD will strengthen capacity and exploit leadership. OCAD will create enhanced internal capacity to build the relationships and infrastructure needed, both to match public funds and to find other sources of private sector revenue. This will require significant resources and strategic investments, including advanced database capability to support building and exploiting new and existing relationships to their fullest extent. Significantly expanded human resources support will permit senior staff to spend more time in the field interacting with donors in order to cultivate, solicit and steward gifts. An emphasis on growing the involvement of academic and administrative leadership in supporting these efforts will be critical to OCAD's success. A thorough analysis of the institution's capacity, including an assessment of current fundraising and marketing/communications programs and its readiness to embark on new development ventures will proceed after the adoption of this Strategic Plan. Resources to facilitate and/or conduct market research, benchmarking, trend identification and data-mining activities will be necessary.

Annual Report

The publication of an Annual Report will provide an overview to public and private stakeholders that will include information about the management and distribution of funds raised to provide enhanced public accountability.

Structure and Support for Fundraising: OCAD Board of Governors, Foundation and Advisory Boards

OCAD requires an effective arms-length fundraising entity to provide support for the ambitious initiatives contained in this Strategic Plan. A key priority will be to revitalize and refocus the OCAD Foundation as a leading fundraising force.

At the same time, the Board of Governors needs to be a knowledgeable, cohesive and vocal supporter of OCAD's Strategic Plan, achievements and related funding activities, providing its authority and reputation in support of funding initiatives. Key Board members will need to assist OCAD's management in representing the institution to government, corporate and individuals as appropriate.

Through the engagement of talented and influential business and public leaders on an advisory board, OCAD will access ideas, knowledge and advice from the broader community, reflect the international diversity of the institution and also expand its network of supporters who can give and also influence others to do the same.

Timelines for Implementation

Initiative	2006-2008	2008-2010	2010-2012
Conduct assessment of current advancement capacity	�		
Establish method for locating new provincial, federal and matching fund programs	▨		
Develop strategy to fund pre-campaign planning and awareness building	▨		
Constitute advisory board	▨		
Establish OCAD Foundation as fundraising leader for OCAD	▨		
Activate additional resources for advancement activities	▨		
Begin planning for major campaign, including feasibility study and the enlistment of volunteer leadership	▨		
Conduct campaign		▨	
Publish Annual Report	▨	▨	▨
Develop and implement plans for enhanced self-generated revenues	▨	▨	▨
Develop and implement institutional sustainable practices and raise funds to support these	▨	▨	▨

8. MEASURES OF SUCCESS

Objective	Measures of Success
To become a leader of the Age of Imagination, providing the imaginative expressions and solutions that society needs in learning (undergraduate, graduate and continuing education), educational methodology, research and community partnership in Toronto and beyond To meet the institutional challenges to achieve this goal	10 internationally recognized alumni OCAD consistently featured by local, international and expert press as leading the "Age of Imagination"; 25 percent of faculty exhibiting works internationally, participating in peer-reviewed international conferences by presenting talks and delivering papers, and publishing in peer-reviewed context Excellent reviews Appropriate academic and institutional administrative structures to foster its goals The perception of participating in making Toronto an inclusive city and destination for leading scholars, exhibitions, visiting artists and tourists Recognition of having acclaimed outreach and presentation programs Respect for brokering collaboration and ability to partner A visible cultural diversity, Aboriginal representation and a large international student population 20 percent increase in budget Achievement of the appropriate mix of academic and administrative skilled personnel to support OCAD's Strategic Plan; streamlined and effective academic administrative and organizational administrative systems Wholehearted adoption of the NEL, with all of its implications, by students, faculty and staff
To implement the NEL successfully	OCAD is described by other institutions in Ontario, nationally and internationally as a university where there is effective integration of specialized and cross-disciplinary knowledge

	OCAD is described by other institutions as a model learning environment
	Graduating students rank high on priority recruitment for leading Canadian and international universities, not only art and design, but in all disciplines
	Graduating students rank high in professional recruitment because of their range of specialized and cross-disciplinary skills
	Applications to OCAD from individuals with career histories or degrees in disciplines other than art and design are up by 10 percent
	OCAD student acceptance-versus-application ratio is 1:6
	Instances of OCAD being named top choice on student applications are up 40 percent from 2006
	OCAD measures very high in the National Survey of Student Engagement (NSSE)
	Awards for art, design and research are 20 percent higher than in 2006
	OCAD receives excellent reviews in all program areas
	OCAD has a forward plan for 2012–2017 that will have analyzed and taken the NEL's next phase forward
To enhance and expand research capacity to a significant extent	10 percent increase per year of SSHRC and other granting council applications to 2012
	Enhanced entry into other competitions
	40 percent success rate in grant applications
	Three recognized research innovations
	Five corporate partners
	Five university partners

	OCAD consistently described as a contributor to research and innovation in Ontario and internationally Students accepted to graduate and PhD programs in benchmark universities Measurement shows undergraduate programs enhanced by exposure to research faculty and opportunities
To establish and build a vibrant, viable graduate studies program	Programs established through OCGS on schedule Top-calibre graduate students recruited Measurement shows undergrad programs enhanced by presence of graduate students Excellent program reviews
To develop effective outreach, communications and marketing strategies	Enhanced relationships with government lead to additional and new revenue Formal agreements with five international institutions established Visible shift in faculty, staff and student populations and positive analyses (based on quantified research) of cultural shift in diversity of OCAD and its community links OCAD perceived and described as a key player on the local, national and international level Continuing education and executive development programs established, resulting in increased income and enhancement of OCAD reputation locally, nationally and internationally Alumni participation up by 20 percent
To enhance existing revenue sources and develop new funding models to ensure future success and security	Three sponsored projects per year with revenue targets met Increase in number of international

	students at undergraduate level by at least 10 percent
	Financial campaign planned and executed successfully
	Grant targets in research and graduate studies programs met
	Correct mix of in-house skills and consultants in place for funding success
	OCAD Foundation and other committee fund-raising capacity enhanced
	Provincial government income increased
	Federal government income increased
	OCAD Foundation income increased

9. Summary of Priorities

Initiative	2006-2008	2008-2010	2010-2012
Library Develop Library plan based on needs assessment	■		
Library Implement Library plan		■	■
Technology Refine technology planning, including review of current structures and delivery	■		
Technology Implement technology plans and upgrading	■	■	■
Curricular Changes Establish core capacities matrix for undergraduate studies	■		
Curricular Changes Implement core capacities matrix for undergraduate studies		■	■
Curricular Changes Establish and implement links between the NEL, graduate plans and Continuing Education	■	■	■
Pilot Programs Establish pilot programs	■		
Pilot Programs Analyze pilot programs; focus, improve and scale up		■	■
Faculty Support Plan teaching and learning professional development for academic faculty and staff and upgrade support plan	■		
Faculty Support Implement teaching and learning professional development for academic faculty and staff and upgrading of support plan		■	■
Program Evaluation Establish and implement advisory committees for program evaluation and direction	■		
Student Engagement Develop and begin implementation of plans for enhanced student engagement at OCAD and on Web site, based on consultation with students	■		
Student Engagement Develop and implement enhanced student advising capacity		■	■

Initiative	2006-2008	2008-2010	2010-2012
Student Engagement Modernize and strengthen academic administration and communication plans and practices and revise non-academic administrative practices as relevant			
Student Engagement Develop and implement enhanced technology training opportunities for students			
Internationalization Research and develop an international plan			
Internationalization Implement international plan			
Community Engagement Build capacity for Francophone, Aboriginal, first-generation, and visible- minority students, faculty and curriculum			
Community Engagement Build student learning opportunities in Toronto, Canada and internationally			
Collegial Debate Establish and implement new initiatives for collegial debate and discussion			
Art and Design Everywhere Establish and implement plans to place art and design everywhere			
Office of Research and Graduate Studies Hire Vice-President, Research and Graduate Studies			
Graduate Program Development Submit first graduate program proposals for review			
Graduate Program Development Continue graduate program development, assessment and OCGS review process			
Graduate Program Development Begin graduate programs in Critical and Curatorial Practice; Interdisciplinary Studio in Art and Design and Executive MDes in Advertising			
Support Structures Establish Research Office			
Support Structures Develop and implement models of successful research			
Research Plan and Policy Development Develop and implement research			

Initiative	2006-2008	2008-2010	2010-2012
and policy plan			
Research Plan and Policy Development Establish CRIADE and funding for CRIADE			
Research Plan and Policy Development Establish CONCERT and funding for OCAD role within CONCERT			
Research Plan and Policy Development Plan and implement a research stream in art and design education			
Incentive Programs for Faculty Develop incentive programs for faculty			
Creating Physical and Virtual Space Develop and kick off a capital and operating campaign for physical and virtual centre			
Creating Physical and Virtual Space Create new physical and virtual centre			
Funding Graduate Programs and Research Build funding relationships with public research-funding agencies			
Funding Graduate Programs and Research Secure funding for research and graduate programs			
Establish marketing, communications and outreach advisory committee			
Develop outreach and marketing plans			
Hire Continuing Education Director			
Develop plan to engage alumni			
Implement plan to engage alumni			
Develop plan to engage technology effectively			
Implement technology plan			
Develop pilot programs for continuing education, co-op program, conferences and outreach			
Implement and assess pilot programs			
Conduct programs based on successful pilot programs			
Launch OCAD professional gallery			
Launch OCAD visiting-artist series			
Develop and implement incremental plan for improved access to and use of space for students			
Develop and implement policies to facilitate art and design exhibition at OCAD			
Develop and implement activities to engage students in community building at OCAD			

Initiative	2006-2008	2008-2010	2010-2012
Establish first community consultations and extend these into salons, charrettes and summits			
Build media sponsorship and relations			
Consolidate speakers series and market			
Establish community relations resources			
Develop plan for systematic effort in advocacy and policy development			
Implement advocacy and policy plan			
Conduct assessment of current advancement capacity			
Establish method for locating new provincial, federal and matching fund programs			
Develop strategy to fund pre-campaign planning and awareness building			
Constitute advisory board			
Establish OCAD Foundation as fundraising leader for OCAD			
Activate additional resources for advancement activities			
Begin planning for major campaign, including feasibility study and the enlistment of volunteer leadership			
Conduct campaign			
Publish Annual Report			
Develop and implement plans for enhanced self-generated revenues			
Develop and implement institutional sustainable practices and raise funds to support these			

10. CONCLUSION

If this Strategic Plan is followed successfully from 2006-2012, OCAD will have completed its transition to university status, established a New Ecology of Learning and will be well on the way to achieving excellence. In doing so, it will create a unique and rigorous environment of creative makers and thinkers, setting a benchmark for excellence in studio-based learning at the university level. It will embed theoretical and historical knowledge within its programs. It will upgrade and update teaching methods, support faculty professional development and recruitment and demand excellence from its faculty, staff and students. It will focus its existing curriculum, winnow out redundancy and add core areas of learning to its undergraduate and graduate studies. It will build a respected and networked research practice, with a small, successful set of niche graduate programs. These changes will be initiated and in part achieved within five years and will set OCAD on a route of achievement within 10 years that will place it as a leading, specialized art and design university.

Successful execution of this Strategic Plan will ensure that OCAD graduates of the class of 2012 will be in strong demand in the traditional professions in art and design, in advanced degree programs in these and other fields and also in a wide range of other, non-traditional professional opportunities. The contribution of OCAD's research to art and design as well as to a broad range of disciplines will be widely recognized. OCAD will be regarded as a major player in the cultural life of the City of Toronto and a specialized university of the highest calibre in Ontario and its reputation for excellence and leadership in the fields of art and design will be known internationally. OCAD will be in a more secure and prosperous position than possibly at any other time in its history.

The continuation of OCAD's long and distinguished tradition of art and design education will be ensured, while it moves boldly forward in a new leadership role at the local, national and international levels.

David Blackwell
Bonavista North from Jimmy's Lookout, 2004
Copperplate etching, 33 x 79.2 cm

APPENDIX A: CONTEXT, BACKGROUND AND PROCESS

Introduction

This Strategic Plan comes at a time of dynamic and positive opportunity for OCAD and for the fields of art and design as a whole.

Although OCAD has been part of the Ontario university system for many decades, it became a degree-granting university in 2002. OCAD's 2003-2005 Strategic Plan projected an increased emphasis on academic curriculum, early research initiatives and the beginning of graduate studies. During that period, OCAD commissioned the Sharp Centre for Design by acclaimed British architect Will Alsop—a powerful signal of OCAD's dynamic potential as an institution and of the dawning of a new age in Toronto.

Ontario's double cohort of students stimulated a significant growth spurt at OCAD; other opportunities arose as many OCAD alumni returned to complete bachelor's degrees in Art or Design.

In 2005, Sara Diamond became President of OCAD, with a mandate to continue and to deepen its transformation into a leading international art and design university. At the time of tabling this Strategic Plan, Toronto has been growing closer to achieving its ambition to become an international hub of art, design and culture. While the city faces fiscal challenges, the Province of Ontario is nevertheless making major commitments to post-secondary education, research, K-12 education, culture and economic development and is witnessing the increase of links among these sectors.

Given these internal changes and the altered external climate, the need for OCAD to articulate a new strategic direction became apparent. The process was undertaken as described below.

Context

An Age of the Imagination is dawning—a time in which a creative economy and society require new ideas and focused risk-taking. The 20th-century mantra was "Knowledge is power." In the 21st century, however, knowledge alone does not ensure success. Increasingly, this era will demand boldness, courage, risk, vision and innovation—the very qualities that artists and designers embody. Creative skills must enter the cycle of invention from the ground up and combine with strengths in technology, science and business. Art and design have become central and driving components of all forms of innovation, even in domains such as advanced computer applications, which are traditionally considered the exclusive preserve of scientists and engineers. To a degree that's greater than ever—although this remains to be widely recognized—artists, designers, curators, critics and creative thinkers are essential catalysts and leaders in addressing the world's issues and challenges. Society needs harnessed, disciplined imaginations to solve complex local and global problems.

Art and design retain their intrinsic value as changing disciplines in their own right. But at the same time, artists and designers provide disciplinary and collaborative knowledge, creative expression, fresh methodologies, studio-based learning and research, process design, product design and innovation itself.

Society needs to move boldly and quickly to find, harness and challenge the imaginations of a new generation and to channel them into its most important endeavours—economic, scientific, social and cultural. The sustainability of the world and the capacity of Canada and Ontario to be successful players in this world depend on placing imaginative capacity

at the centre of society. Rather than be on the margins of this requirement, an outward-looking OCAD can become a key element in the process of change.

Background

The strategic planning process took place in several stages. It began with a series of highly collaborative initiatives to set the context and to implement the 2004 Strategic Plan:

> an ongoing Equity in Employment and Education Task Force (EETF) to lead diversity transformation at OCAD

> an Interdisciplinary/Cross-Disciplinary Task Force that analyzed current cross-disciplinary activity within OCAD, its support structures and the kinds of knowledge that students should have as graduates

> a comprehensive analysis of research capacity at OCAD that established CFI eligibility, an institutional research plan and an extensive related technology plan with input from art and design, which led to several grant applications and increased support for faculty research

> a series of graduate planning meetings to focus this area, resulting in "Placing Creativity at the Centre," a successful proposal for funding submitted to MTCU for programs beginning in 2007–2008

> a positioning process to understand the current context in which OCAD operates and to find appropriate language and means to express the institution's potential to government and internal and external stakeholders

> a proposal to the Government of Ontario titled "Empowering Prosperity," which requested additional funding to bring OCAD up to par with other Canadian art and design institutions and other Ontario universities

> a review in 2005 by the Association of Universities and Colleges of Canada (AUCC) and recommendation for acceptance of OCAD into this national body. While acknowledging OCAD's dedicated faculty, enthusiastic community, knowledge of its professional context and range of curriculum, the report identified several areas requiring attention for future development.

The Strategic Planning Process

A Core Working Group of approximately 30 students, faculty, staff, alumni and Board members; artists, designers, cultural theorists and historians (see Appendix B) was established at the end of 2005 and began work in January 2006, conducting one- and two-day intensive weekend workshops over the next five months.

The process used a scenario-building approach, as discussed in detail in Appendix C. Global Business Network Canada, a firm with extensive experience in this method of strategic planning in the field of post-secondary education, was commissioned to facilitate the process. The Core Working Group used its imaginative skills to envisage OCAD by

Louise Zurosky
Legacy I, 2004
Watercolour , 24" x 36"

the year 2020 and potential paths forward for the institution, grappling with two significant questions:

> What is the future of art and design?

> What is the future of post-secondary education?

Participants looked at social, economic and cultural dynamics. Outside experts and community members—art and design practitioners, theorists and educators—brought insights through substantial interviews and attendance at workshops. Using these analyses, the participants were able to envision what OCAD could become in 2020 and how to shape the institution in order to realize this potential. Drawing on their work, the participants:

> developed four scenarios—GlobeLab, Island Living, Legacy Inc. and Commercial World—and their implications for OCAD[7];

> identified major strategic directions and challenges; and

> developed strategies and goals for the strategic directions.

A complex and organic model of OCAD's potential path for the time period 2006–2012 emerged from the process. This work was supplemented by a series of "town hall" meetings, open to everyone at OCAD and via its website, to elicit further input and comments on the future of the institution. More than 100 participants refined scenarios and strategies in a major brainstorming session. The Board of Governors and Academic Council were engaged throughout the process.

Parameters

The following elements emerged clearly as strategic parameters, some of which were also present as themes within the programs:

> **Imagination:** Art and design, intrinsically valuable, are vital in fostering the imagination, creativity and innovation that society needs in an uncertain future as well as in transforming and interacting with other disciplines, thereby creating new practices and knowledge.

> **Knowledge:** Practical and theoretical knowledge and research, both cross-disciplinary and focused, will be increasingly in demand to solve local and global problems. Gifted leaders, able to lead collaborative teams, are as important to this process as those with artistic talents. In order to succeed in this world, artists and

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[7] These scenarios are summarized in Appendix C.

designers need to understand politics, economics and science and also to communicate clearly.

> **Diversity:** The capacity to navigate respectfully, creatively and with intellectual integrity in a world of diversity is a core element for success for artists, designers and institutions.

> **Global Connections:** An increasingly challenging and complex international world requires links between local and global communities—a concept that has become known as "glocal"—through equitable cultural exchanges.

> **Sustainability:** Increasingly, art and design institutions worldwide are assuming responsibility for developing sustainable solutions in all areas, including the nature of building, electronics, local economies, health and welfare.

> **Education funding**: Public funding is less stable and demands greater accountability. This requires educational institutions to reconcile institutional and governmental evaluation criteria and to seek supplementary funding from the private sector.

> **Delivery:** Technology offers more flexible delivery mechanisms such as distance learning and international alliances. This creates opportunities for OCAD to deliver learning experiences beyond the GTA.

> **Nature of learners**: The changing nature of learners, critical to all universities, has specific impact at OCAD:

> > Students expect a higher degree of engagement at every level, yet many of them commute and OCAD does not provide housing. This makes it more difficult to offer a rich campus life.

> > Entering students draw on both their specific, diverse backgrounds and global popular culture to express creativity.

> > Canadian students are underexposed to art and design in school (K-12).

> > Students and parents have higher expectations than in the past, with some parents closely supervising their children's learning.

> > Many arriving students are already highly literate in technology, interactive culture and computer game–playing.

> > Evolving societal expectations and value of art and design are making these disciplines more attractive to students.

> > Fewer students move directly from high school into university, and more people return to school as mature students.

These factors require flexibility in recruitment, movement through the OCAD system, evaluation and curriculum. OCAD can choose to shape or be shaped by these emerging trends.

> **The nature of learning:** Changes in the forms of knowledge and communication, the nature of learners and the nature of art and design are combining to require a more holistic perspective—a New Ecology of Learning—which is emerging as the new ideal reality for OCAD**:**

> > It links theory and practice.

> > It is enriched by research, cross-disciplinary exchange, project focus, inclusiveness and collaboration.

> > Students demand and need individual, flexible learning paths.

Ken Vickerson,
Cultivating Ring, 2004
Sterling silver

> University status requires that students leave OCAD with art and design abilities, literacy, numeracy and skills in communications, research and critical thinking.

> **Evolving practices of art and design:** Design focuses increasingly on process, facilitation and participation as much as on product. More and more artists and designers work in collaborative teams rather than by themselves. Art includes all media and involves the investigation of cognitive, formal and communicative processes and meaning. Art and design are practiced and recognized across cultural boundaries and from hybrid sources. New technologies are blurring the lines between amateur and professional work and are having an ongoing impact on materials, processes and outcomes.

> **Technology:** Aggressive use of technology is critical to relevance in education and research. New-media and new technologies, such as nanotechnology and biotechnology, are powerful forces shaping art and design practice, research and education. Technological change creates opportunity for learning and research programs.

> **Relationships and Partnerships:** Strong, demonstrable relations and partnerships are essential in order to expand capacity and build public support.

> **Competition**: Competition for funding, students, faculty and other resources is intensifying.

Learning from the Scenario Process

Context, both local and global, has a profound impact on art and design learning. The Core Working Group sought to equip OCAD to face the future successfully under changing circumstances. It looked for alignments rather than contradictions among the scenarios, amalgamating key elements from each. For example, in both GlobeLab and Commercial World, enlightened companies might understand the importance of design in building aesthetic, functional, sustainable products. GlobeLab and Island Living are contexts that value creative problem solving and quality of life. All scenarios pay attention to history and its role in shaping circumstances, but whereas Legacy Inc. looks back, the others, particularly GlobeLab, live in the present and future.

The planning process considered each of the scenarios, with GlobeLab, Island Living and Commercial World emerging as the most likely contexts, defined overall as the Age of Imagination.

From these scenarios, four key strategic areas for OCAD over the next six years emerged:

> developing a new ecology of learning

> fostering research and graduate studies

> providing cultural leadership and outreach

> developing new funding goals and models.

APPENDIX B: CORE WORKING GROUP PARTICIPANTS

Beth Alber	Board Member; Faculty – Design
Jo Alcampo	Student – Art
Lillian Allen	Faculty – Liberal Studies
Cindy Ball	Director of Alumni Affairs & Development
Hillary Barron	Admin. Staff – Exec. Assistant to the VP, Academic
Jeremy Bowes	Faculty – Design
Peter Caldwell	Vice-President, Administration
J. Anthony Caldwell	Chair, Board of Governors
Petra Cooper	Vice-Chair, Board of Governors
Nicky Davis	Director of Human Resources
Sara Diamond	President
Sharon Fernandez	Consultant in Human Resources
Blake Fitzpatrick	Dean, Faculty of Art
Peter Fraser	Director of Finance
Jules Goss	Faculty – Design
Jennifer Hamilton	Manager of Centre for Advising/First Year/Campus Life
Johanna Householder	Faculty – Art
Christopher Hutsul	Alumnus – Design
Simone Jones	Board Member; Faculty – Art
Mega Kotze	Student – Art; Chair, Student Union
Colette Laliberté	Faculty – Art
Laura Matthews	Director of Marketing & Communications
Andrew McAllister	Manager of Digital Studios
Sarah McKinnon	Vice-President, Academic
Laura Millard	Faculty – Art
Nigel Newman	Student – Art
Matthew Nye	Student – Design
Paulette Phillips	Faculty – Art
Charles Reeve	Faculty – Liberal Studies; Curator – Professional Gallery
Lenore Richards	Dean, Faculty of Design
Keith Rushton	Board Member; Chair, Academic Council; Faculty – Design
Job Rutgers	Faculty – Design
Jan Sage	Director of Admissions
Eric Schwab	Manager of A/V and Imaging Services
Kathryn Shailer	Dean, Faculty of Liberal Studies
Vladimir Spicanovic	Faculty – Art
Greg van Alstyne	Faculty – Design

APPENDIX C: THE SCENARIOS

Developing Scenarios

Four scenarios (alternative descriptions of the future), focused on art and design practice, helped to shape the vision of OCAD in 2020. These scenarios are not predictions; they include stories, images and maps describing a range of future outcomes with the objective of increasing insight and shared understanding. They focus, not on OCAD, but rather on the forces driving change and the key uncertainties shaping different possible paths. They are intended to "think the unthinkable," push the boundaries, expand perspectives, deepen understanding and stimulate creativity. They foster and require imagination, expand thinking and sharpen focus, helping to provide a context for generating and evaluating the robustness of different strategies.

The scenario method was used to understand the factors that could affect the world in which OCAD would operate, and to discover possible ways forward. Scenarios draw from art and design approaches to problem solving as well as other disciplines.

The intent was to identify a wide range of possibilities, so that OCAD can anticipate and position itself for change. The two key questions were:

> What is the future of art and design?

> What would art and design education be in 2020?

The goal was to make certain that OCAD would be positioned, in an uncertain world, to fulfill its mission and achieve its vision.

Development of the scenarios involved three phases:

> identifying the forces driving art and design practice and the forces driving education

> developing a scenario framework focused on the key uncertainties affecting art and design

> creating stories describing the different scenarios unfolding over time.

The Scenario Framework

The scenario framework was based on the influence of major societal forces that the Strategic Plan analyzed, from technological change, globalization, societal values, sustainability and cultural diversity, which are shaping the broad context of art and design, to more-focused forces and factors directly shaping art and design practice and education, such as education funding and delivery, the nature of learners and evolving practices of art and design. These factors are reflected throughout the core strategies that OCAD has embraced. Based on major societal forces, the work identified two critical uncertainties:

> **Societal Values—the role and value of art and design in society** and the extent of their influence. Would art and design practice achieve a high level of influence, challenging, leading and shaping society's values and perspectives? Or would art and design become more reflective of society, more service-focused and responsive to changes in society?

> **Global Perspectives—focusing on the scope of society's views and perspectives.** Could the world become more open, outward-looking and integrated as part of a global community? Or could the world become more inward-focused and narrow in a mosaic of local communities and interests? The sustainability of the world's resources and the level of conflict in the world and the forms that resolution would take were key elements of this concern.

Scenarios

Scenarios included a description of the world and then an analysis of the implications for OCAD. After the scenarios were developed, their key aspects were taken into account in imagining where OCAD might be in the near and far future. This resulted in a five-year Strategic Plan and a 10-year vision.

GlobeLab

GlobeLab is an optimistic, but not impossible, scenario in which global creativity and problem solving drive art and design practice and education. Centres of political and economic power are distributed. Ubiquitous broadband expands global communications and raises global consciousness of common problems as well as distinct cultural and social differences. Creative diversity, art and design imagination and leadership are valued and harnessed to help solve major global problems, from poverty and security to disease and sustainability. Sound knowledge and research support strong leadership based on ethics, integrity, foresight, a willingness to experiment and take risks. All of this is necessary to resolve problems and to arrive at new creative solutions. The challenge provides an opportunity for art and design to leverage knowledge and objective principles in the public interest, building collaborative relationships and bringing together people from diverse backgrounds and cultures to solve difficult problems.

In this scenario, art and design education programs and practices flourish, expanding across universities and colleges, integrating into a variety of professional programs, from business to medicine to law. Public funding and support increase for education in general, and art and design in particular. Research includes art, design and science together, with support for basic research in cross-disciplinary approaches. Non-governmental organizations (NGOs) as well as corporations and world government formations are effective partners. Face-to-face is prized as much as networked collaboration, and institutions create global regional allies.

Technology plays an increasingly important role both in art and design and in education. By 2020, art and design have reached new heights with exhibition at every opportunity. Art and design practices have been instrumental in achieving progress in tackling major global issues in new ways. Creative collaborative teams are as renowned as individuals.

Island Living

In Island Living, societal values emphasizing equity, practicality, aesthetics and excellence shape both art and design practice and education. Local communities and dispersed communities of interest are equally viable "islands," thanks to technology. While increasing global political instability, inequity and insecurity lead to a growing rejection of globalization, and "local" problem solving includes non-geographic issues through networked collaboration. There is a growing desire for national, regional and local control.

This combination of idealism and pragmatism influences, and is influenced by, art and
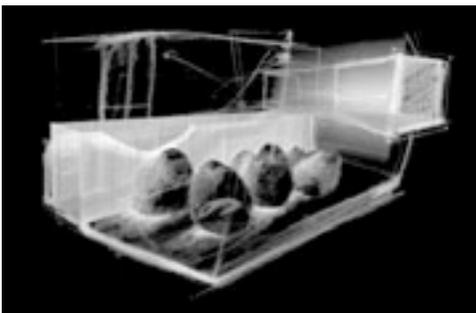
Paolo Ferrari
A Place to Breathe
Environmental Design thesis, 2003

design. For design, the focus becomes excellence in practical problem solving. Specialized knowledge and experience are important and valued. Reflective self-criticism is part of the challenge of a responsible practitioner. For artists, society is rich in paradox, evolving in its thinking and open to exposure and direction in reshaping society's view of itself. Art is recognized and valued. Technology plays an enabling role but is also invented as a solution through collaborative efforts. Art and design are driven by purpose, context and projects. They are effective in influencing the context of understanding important issues.

Societal values and technology shape education. A public system for higher education is maintained, but with funding constraints. Discipline-based programs with well-defined curricula provide focus and rigour to the system. In art and design, practical studio training is valued. Students are expected to be self-directed, to develop depth in their chosen specialty and to build experience through practical projects focused on real problems. To enhance relevance in the competition for scarce funds, some institutions use student-faculty teams to undertake projects in order to solve community problems. Research is applied and is discipline-based. Technology allows some decentralization, but face-to-face learning is preferred. By 2020, art and design have evolved and become more integrated with and valued by society.

Legacy Inc.

"Do their graduates get jobs in their field?"

In Legacy Inc., artists and designers use their talents to clarify and resolve issues defined by society. Few are able to challenge the status quo.

Diffuse terrorist activity. Pandemics and economic upheaval create uncertainty and fear. People seeking security stampede toward the comfort of established values. They search for their roots and cherish the original, the archival and traditional. Preservation becomes a dominant value as people seek to hold on to the familiar in a world of constant change.

This inward focus is reflected in a growing desire for regional and local control. Attention is focused on pragmatic, local problem solving. Even global problems are seen as requiring local responses because world-level institutions are inept at best and corrupt at worst.

Art and design are used in the service of the culture, the community and the clan. The local is deemed better than the international, the foreign and the unfamiliar. There is a renaissance of folk art. Nostalgia is celebrated. Art and design are focused on preserving and securing the past. The criterion for success in design is not whether it is attractive, unique or groundbreaking, but whether it works.

Research is local and applied, often replicating research elsewhere. The public system for higher education is maintained, but with funding constraints. The top design and art schools are evaluated against other vocational schools—with the chief criterion being "Do their graduates get jobs in their field?"

Commercial World

In Commercial World, commercialization and technology drive art and design as well as education. Strong global economic growth, relative political stability and rapid deployment of technology—notably broadband and wireless—renew globalization in trade, travel and

consciousness. The value of competition, importance of market and sovereignty of consumers are reinforced. Large-scale universal aesthetics are constantly asserted and then re-invented.

Image-based interactive web, wireless-based and sensor technology affect a generation of students. Digital skills are linked to popular culture and high levels of stimulation. Fashion changes sweep the world, crossing cultures and languages. Artists and designers are in strong demand. The new requirements include the ability to respond rapidly, to use and manipulate images and ideas, to create novel effects and experiences and to multi-task at a superior level of performance. "Prosumers"—which can be defined as "producers/professionals-cum-consumers"—participate in designing their own products, spaces and experiences. The value is as much in the process—like a game— as in the product. These prosumers exert a powerful influence on art and design. As wealth grows, there is an expanding, dynamic and expensive art market, and the number of people directly employed in art and culture also increases considerably.

In education, increased funding for public institutions reflects economic growth and societal support. At the same time, private education accelerates. Research, both basic and applied, is emphasized with a strong cross-disciplinary focus. Corporate-sponsored research soars. Institutions with global reputations are able to increase tuition, attract star professors and enhance infrastructure beyond public competitors. Quality students, obtaining high-paying jobs upon graduation, are key to any university's brand. Diverse co-op, e-learning and self-directed programs flourish, but the reputation of the educational institution defines the quality of the degree, not the program itself. These trends lead to a polarized education system with global "world-class" institutions "rising" above the mass of colleges and universities unable to compete.

Dan Eylon,
Sculpture/Installation medal winner, 2006

APPENDIX D: PILOT PROGRAMS

OCAD will use pilot programs to establish and perfect capacity in new fields or extend existing capacity. Pilot programs provide opportunities to develop cross-disciplinary planning and implementation teams as well as new administrative strategies.

There are four kinds of pilot programs that encourage and require cross-disciplinary learning:

> new cross-disciplinary programs, such as Wearable Technology and Fashion, that bring together art, design and liberal studies

> broad thematic areas, such as sustainability, that will bring key issues into the spotlight at OCAD

> methodology courses that build on think tanks and studio seminars

> approaches that enhance diversity within curriculum and impact the general climate of OCAD as a global player.

Curriculum areas that require pilot programs or extensions of current curriculum are as follows:

> entertainment and cultural industries and interactive art and design

> environmental design and sustainability

> Majors in Liberal Studies.

Approaches that require pilot programs are as follows:

> balance of individual and teamwork

> new models of delivering academic and studio-based learning

> mentoring.

Pilots will be rigorously analyzed, focused and improved. Lessons from their development and delivery will be shared with faculty and administrators in order to facilitate the development of successful models.

APPENDIX E:

MAJOR OBJECTIVES OF STRATEGIC RESEARCH PLAN 2006-2012
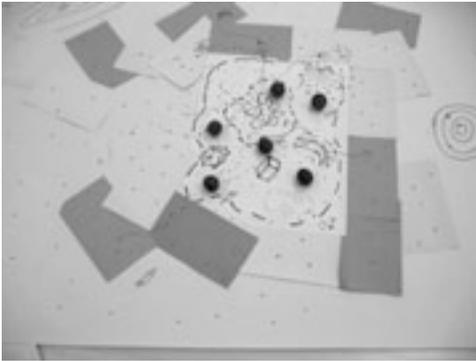
The role of research is specifically identified in The Ontario College of Art & Design Act, 2002, which states:

> The objects of the college are to provide the opportunity and environment for advanced, studio-based education in art and design at the undergraduate and graduate levels, and to support teaching, research and professional practice in these fields.

OCAD currently focuses on developing undergraduate research capacity within its own student ranks and the capacity of graduate and doctoral researchers in collaboration with partner institutions. The institution is distinct in Ontario's educational sector. Students acquire critical thinking and writing skills, as they do in a liberal arts program at a traditional university. Unique to OCAD, however, this liberal studies education is integrated with a studio program that is more comprehensive than any other fine arts program in Canada. As well, the largest faculty of its kind in Canada is composed of many leading art or design practitioners and scholars. The result of the educational experience offered by OCAD is that students gain an in-depth knowledge of the history and theory of visual culture as well as the analytical skills required to execute powerful ideas within the studio context. Innovations and creative work are inspired by a vibrant community life. The institution's reputation continues to be shaped by the high calibre of its graduates who are recognized for their broad skills in creativity and originality and for their ability to change the world in ways large and small.

Art and design hold unprecedented importance in the media-sensitive contemporary world, shaping every aspect of daily life. Art and design concepts and practices provide sources of research knowledge for understanding the world. This knowledge structures and sustains individual and group identities. Art and design knowledge sculpts social, physical and economic well-being in its own right and in conjunction with research in other knowledge domains.

OCAD researches art and design practices through a diversity of cultures, disciplines, forms of literacy, methods and approaches. This generosity provides a rich foundation for research and the communication of research findings. Diversity is critical in the realization of human potential and tolerance and, in art and design, can lead to powerful alliances with the human and natural sciences—engineering, medicine and economics—and business developers.

The fields of art and design research continue to enable individual achievement as well as collective resonance. Art and design propel the best of innovation and risk taking. Art and design research fosters context- specific knowledge production and local awareness and also offers the potent transcendence of place. It leads to an understanding of emotional engagement, coupled with critical thought.

OCAD provides its faculty researchers, students and partners with a wide range of research contexts and methodologies.

OCAD will develop its new graduate programs by creating a strong research environment in which these programs will be embedded.

Major Thrusts of Research and Research Training

Practice-based research is a hallmark of art and design, providing theoretical knowledge and tangible outcomes and applications. At the same time, studio-based research generates new understandings of the practice undertaken and often results in new methodologies. Many art and design researchers share this double approach to practice and theory with engineering, medicine and experimentalist science. Research is intrinsically related to OCAD's core business of facilitating exploration and creativity in the arts. It is fundamental to the practice and scholarship of visual culture because a creator in art or design must amass knowledge, test theories and explore technical possibilities

Practice-based research at OCAD also occurs in collaboration with other knowledge domains, in particular computer science, medicine, business applications, linguistics, ethnographic studies, psychology and sociology.

Research in the Humanities, Social Sciences and the Arts

OCAD is home to art and design research that provides context and understanding to the history, present and future, of art and design as specific fields and in relation to other forms of knowledge. Researchers include historians, philosophers, sociologists, linguists, psychologists, economists, health researchers, education researchers, archivists, museum studies specialists, urban studies specialists, and specialists in visual and media culture. Research into strategic creativity and design methodologies, as well as art, design and science studies, are strengths of OCAD. The institution hosts business-sector research in advertising, graphic design, new-media and design for sustainability. By combining its strength in art and design practice-based research with its strengths in more traditional fields such as the humanities, social science and science theory research, it provides an opportunity for different approaches to the same research subject. A focus on cross-disciplinary approaches is a core thrust of research at OCAD.

Research Themes, Clusters and Institutes

While all faculty members are encouraged to undertake research in their fields, OCAD has a series of research foci, centres and institutes, which bring together clusters of researchers and comprise the base of CFI initiatives.

Beal Institute for Strategic Creativity

The Beal Institute for Strategic Creativity conducts research in design and business methods. The Beal is co-funded by OCAD and the Triangle Foundation. It co-researches with a variety of companies including Motorola, Phillips and smaller Canadian firms. It predicts and shapes trends in consumer product and experience design.

Centre for Research in Art and Design Education (CRADE)

CRADE, the first of its kind in North America, is dedicated exclusively to research and strategic initiatives that promote the advancement of art and design education, analyze current methods, and develop and test new forms of pedagogy. CRADE researches art and design education in the K-to-12, college, university and continuing-education contexts. It works collaboratively with OCAD and other national and international institutions and centres such as the Centre for Learning and Teaching of Art and Design (CLTAD) in the U.K. and the Association of American Art Colleges and Institutes.

Cultural and Entertainment Industries Research Cluster (CONCERT)

OCAD, Ryerson University, and York University have partnered under the working name CONCERT (The Consortium on New Media, Culture & Entertainment R&D in Toronto) to spur the development of a regional innovation consortium to drive R&D in the creative industries within the GTA. This consortium now includes other educational institutions, small and large businesses, government and regional representation. Together with industry sector partners and government from all levels, CONCERT is developing as a consortium and strategy that will be a driving force for innovation. These initiatives will strengthen and promote pervasive and sustainable R&D, commercialization, socio-cultural, and economic activities across the region while creating groundbreaking and leading-edge means of converging research in the arts (e.g. film and TV, visual arts, design), science and technology (e.g. computer science, engineering, ICT), and business. The development of a regional consortium and strategy will allow an integrated approach to R&D within the creative industries in the GTA, build an innovation network and strengthen links and working relationships between the research community and industry, and encourage the creation of linkages and the exchange of ideas/information among the academic community, private sector firms and associations, and government policymakers.

Design Methodologies and New-Media Research

Design and new-media research activities include a wide spectrum of capabilities and projects at OCAD, with a double focus on methodology discovery and applied research. These are collaborative tools and systems, electronics and robotics, sustainable and new materials design, games design and theory, human computer interface design, advanced video applications, open-source design methodologies, business models, cultural applications, mobile content and technology, new-media graphics and advertising, globalization and new-media, ubiquitous computing, architecture and design, fashion and technology. OCAD has particular strengths in mobile experience research and co-leads the MDCN with Concordia University—a multimillion-dollar, multiyear research project funded by the Department of Canadian Heritage (DCH) on the future of mobile computing, public space and technology.

New-media design researchers are part of several national projects and networks. These include the Inclusive Design Network; iMATTER, a national network of new-media humanities scholars and multidisciplinary scientists; the CDRN, composed of design, architecture and design-methodology scholars and a National Centre of Excellence. OCAD participates in high-performance computing research and collaboration research. The institution is also co-developing ongoing research in the new-media field with Concordia University, Simon Fraser University, The Banff Centre, McMaster University, Habitat and the University of Toronto.

Research in Art, Design, Medicine and Science Studies

This emerging field of research involves faculty who are cross-appointed to science research universities across Canada, new-materials researchers, sustainable-design researchers, biologists, physicists, social scientists, artists and designers. OCAD will become a new centre for research in art, science, design and medicine, which will enhance Canadian innovation capacity in this converged area Discovery could include ambient design for long-term care; health communications; human factors research; memory and wellness; human factors and wellness; scientific visualization, physics, vision technology; collaboration tools; sustainable design—research in architecture,

Maya Fowle
Industrial Design medal winner, 2006

industrial design, environmental design and innovation methods combined with science research into new materials, ecology, bioinformatics and other related areas. Wearable technologies and therapeutic applications of fashion technologies such as fitness, psychological support and addiction assistance.

Portage, MDCN, Mobile Nation, Screen to Shining Screen

In the future, content may be explored through a wide variety of devices. From Screen to Shining Screen allows researchers to explore the new content and interface potentials of emerging mobile devices including cell phones, handhelds and PDAs, with WIFI, Bluetooth, GPS and GSM access. Devices will be primarily screen based but may include clothing, jewellery, or domestic objects. Research will seek a coherent relationship between content, user experience and technological application. Mobile content and engineering research at OCAD develops, tests, communicates and assists in the discovery and commercialization of content and related innovations such as software applications that can cross multiple screens. New platforms include the mobile phone or PDA, the home or work place television or computer screen, and large-scale projection environments such as electronic billboards. Applied research activities will bring television industry capacity to the small mobile screen. OCAD is creating a location based prototyping test bed.

Visual-Culture Research and Curatorial and Critical Practices

Visual-culture research incorporates both theory-based approaches and practice-based research, bringing together cultural studies, curatorial studies, media studies and visual-culture studies into a cross-disciplinary grouping that includes many of OCAD's practice-based researchers. It considers the nature of creativity, visual language and visual literacy. Researchers collaborate with cognitive scientists to study the nature of visual perception.

OCAD is home to a strong research team that combines curatorial studies, art and design criticism and history, exhibition design, urban studies, public administration and policy, and library and archival studies. The institution provides research experiences in its public and student galleries through partnerships with other institutions in Toronto and Banff and in the U.S., Mexico, Argentina, the Netherlands and the U.K. Research considers topics such as the changing nature of public and private spaces, art and science exhibition, digital collections and rights, as well as strategies for the preservation of art works in all media, curator/artist and institutional relationships, and the impact of global culture on local production and exhibition. OCAD is currently developing shared research programs with the Art Gallery of Ontario, the Power Plant, Ontario Science Centre, Arts Council Foundation, Coalition of Canadian Galleries and other local and national arts institutions.

Institutional Initiatives to Support Research and Research Training

Over the past three years, OCAD has recruited new HQP faculty with significant research track records and capacity. Developing highly qualified Canadian researchers in art and design or related cross-disciplinary fields is a core goal of research at OCAD. Courses in research methodologies as well as content support the development of emerging researchers. Professors are expected to undertake research as part of their university career. Researchers can obtain research relief time by applying to their department and the leader of Research.

Joanna Notkin,
Material Art and Design, 2003

A Research Services Office serves as an umbrella support unit to advance research efforts throughout OCAD. It is guided by the Vice-President, Research and Graduate Studies, who reports directly to the President and works within her Cabinet. The research office is capable of supporting basic or pure research in the most traditional academic sense. Initiatives benefit from the guidance of the Vice-President, Research, as well as faculty coordinators, who currently work with OCAD researchers to assist them in developing research grant applications. Incentive funds are offered to faculty writing research council grants. The research office is equally able to support applied research, which demands well-equipped studio/laboratory resources. A Research Financial Officer oversees the financial management of grants and projects. Large projects include a research project coordinator.

The OCAD Library will be a valuable resource for researchers if further investments are made in collections, personnel and space to support graduate programs and research initiatives. At present, the Library's physical collection is composed of 74,000 print volumes; 244,000 images; 4,000 media items; and 250 print journal subscriptions. As part of the Ontario Council of University Libraries, Scholars Portal, and Canadian Research Knowledge Network (CRKN), the OCAD Library provides access to more than 10,000 full-text electronic journals and hundreds of thousands of digital images.

OCAD is an active member of CA*4. OCAD has joined SHARCNet (Shared Hierarchical Academic Research Computing Network) to enhance its capacities to develop collaboration tools and skills and to contribute to the field of super-computing research.

Planning and Approval Process

OCAD's Policy on Research Administration provides guidance to faculty members in the administration of research funds and activities at the institution. The Research Services Office serves the faculty of OCAD by providing information on sources of research funds; approves the requests for research funds, whether they're grants or contractual agreements; and ensures that funds received by the institution are appropriately administered. The Research Services Office also ensures that OCAD adheres to all the requirements of the Memorandum of Understanding between OCAD and the Tri-Councils in terms of research activities.

Research planning meetings are held regularly to discuss the overall research direction of OCAD, with more frequent meetings, as researchers approach key deadlines. Researchers submit project proposals that are reviewed by their Deans and the Vice-President, Research, and then approved by the President for further development. Final grant applications are coordinated by the Research Services Office.

Inter-Institutional and Inter-Sectoral Collaborations

OCAD collaborates on a project basis with Canadian research universities and institutes. This occurs through networked projects such as the CDRN, MDCN, the Inclusive Design Network, iMATTER and other smaller networks. Some of these relationships are long-term and cross many disciplinary areas. For example, OCAD works closely with the Knowledge Media Design Institute (KMDI), the Rotman School of Management and the Faculty of Information Studies at the University of Toronto; with Fine Arts at Concordia University and University of Calgary; with Interactive Arts at Simon Fraser University and with the Emily Carr Institute of Art and Design; with MaRS, the University of Cape Breton, Ryerson University, York University, McMaster University and The Banff Centre.

OCAD also works closely with community groups and cultural institutions, including organizations in the Aboriginal, South Asian and Chinese-Canadian communities.

OCAD has partnerships with international institutions such as the University of California, Los Angeles (UCLA), University of Bristol, UIAH and University of Oulu in Finland, Universidad National Autónoma de México; Universidad Nacional Tres de Febrero in Argentina, and Central Saint Martins College of Art and Design in the U.K. A number of these relationships exist through Memoranda of Understanding, enabling long-term shared discovery and HQP exchange.

OCAD has strong alliances with industry, especially in the fields of industrial design, new-media, cultural industries, emerging materials, mobile technology and research. These relationships include Xerox, IBM, Nokia and a host of SMEs in the design and technology sectors. SMEs offer technology transfer as partners.

The Way Success Will Be Assessed

Success will be measured through faculty capacity to receive research funding from public and private sources. It will be measured through the emergence of stable research centres in key areas over the next five years. It will be measured by the ability to create strong research programs as the backbone of undergraduate and graduate learning. The ability to recruit HQP researchers across OCAD discipline areas will also be a key sign of success.

Research growth will be measured through the incremental recognition of faculty and projects through peer-reviewed publication, presentation and innovation output. Public presentation of OCAD research and awareness of OCAD as a research resource will be an important goal. Design research has the possibility of informing new kinds of innovation and inventions. OCAD will track its own and collaborative projects that result in new kinds of technologies, efficiencies, products, expressions and policies. Success will be measured by the quality of partnerships from public and private sectors that will develop, as research capacity grows.

Success will be measured by the training of HQP who leave OCAD to pursue graduate studies, lead companies and public entities, and continue contributing to research and innovation capacity.

In meeting research standards and goals, OCAD will bring in external reviewers to assess its projects.

A Note on Peer Review in Art and Design

OCAD supports the circulation of results in ways that span exhibition, prototyping and publication as well as more traditional academic outcomes. A work of art and writing on art and design are subject to a peer-review process from the stages of research and creation through to dissemination and criticism. As in all academic disciplines, within the field of art practice and publication, the integrity of the peer-review system is upheld at all levels of adjudication to maintain the respect that the awarding of exhibitions, grants or publications deserve.

Vid Ingelevics
Royal Ontario Museum #4, 2001
C-print

APPENDIX F: CAPITAL VISION

A Serious Space Shortage

OCAD has a very serious space shortage. According to a recent report by the Council of Ontario Universities (COU), titled "Inventory of Physical Facilities of Ontario Universities, 2004–05," OCAD has only 40 percent of the space it needs, based on current undergraduate enrolment. OCAD is the most poorly served university in Ontario, where the system average is 73 percent of space needed, based on the space standards of COU/MTCU (Ministry of Training, Colleges and Universities).

When OCAD embarked on its SuperBuild Campus Redevelopment Project, it had only **37 percent** of the space it needed, based on those standards. The project was an overwhelming success. With construction of the award-winning new Sharp Centre for Design and the purchase and renovation of three other buildings, OCAD's campus grew from four buildings to eight, increasing in size from 245,000 square feet to 335,000 square feet.

A condition of the SuperBuild grant, however, was that OCAD significantly increase its enrolment. Now, with approximately 3,000 FTE (full-time enrolment) undergraduate students, OCAD has virtually the same space per student that it did six years ago.

Manifestations of the Space Shortage

Major renovations, which were made possible by the SuperBuild funding, have allowed OCAD to make the best possible use of its inadequate space. Today, there are no longer 58 faculty sharing one office (albeit not all at the same time) as was the case in Graphic Design six years ago. However, many of OCAD's tenured faculty still share offices—as many as seven per office. This makes it difficult to meet with students and with each other and virtually impossible to carry out research activities.

There is now a modest amount of dedicated student workspace in most academic programs. But students still find it difficult to access the studios and specialized facilities they need, because almost every classroom and studio is booked solidly from 8:30am to 9:30pm, with four class slots per day (the norm in fine arts programs is two slots per day, so that students can access the studios from 4pm on).

There are only three small student lounges on the entire campus. OCAD is building a new Student Centre, but it is very constrained by both budget and available space (it is being built inside a streetcar loop). Consequently, this new 8,800-square-foot facility will primarily house four student-service-based administrative units—Health & Wellness Centre, Centre for Students with Disabilities, Financial Aid & Awards Office, and Advising & Campus Life Centre—with a relatively small portion of the building being available to the Student Union. And unlike other universities, OCAD has neither student housing nor athletic facilities.

The space available for OCAD's Library is deficient, especially for an institution that now places rigorous academic demands on its BFA and BDes students. At 12,500 square feet, the Library needs to be at least twice its current size in order to house its existing collection of books, periodicals and electronic resources, as well as provide study space for the institution's current population of undergraduate students; the graduate-student population, which is expected to start growing in 2007/08; and an ever-increasing number of faculty engaged in research.

Immediate Urgent Needs

As with other Ontario universities, OCAD has a significant deferred maintenance problem. The magnitude is considerable—a recent submission to the COU identified eight areas requiring $4.37 million in immediate repairs, which include roof repairs, ventilation upgrades, additional sprinklers for unprotected areas and the replacement of low-efficiency lighting fixtures. OCAD has also had no increase in operating grants to reflect its 90,000 square feet of additional space that needs to be heated, cleaned, kept secure and maintained. In summary, OCAD needs an infusion of capital funding for deferred maintenance and renovations, and also requires a much larger annual FRP allocation.

Mid-Term Needs

OCAD requires an 80,000-square-foot building, in proximity to its other buildings on McCaul Street, to house a Centre for Research & Graduate Studies. This building will include research laboratories, studios and offices for graduate students and researchers, a dedicated research/graduate exhibition venue, and an enlarged library.

The Centre for Research & Graduate Studies must be built and fully operational by 2010, by which time most of the new graduate programs will be well underway.

OCAD hopes to acquire a property near its campus. The cost to completely renovate and re-purpose an existing building would not be significantly different than building new, depending on the building's size, amenities, condition and location.

Long-Term Needs

As noted, OCAD currently has 335,000 square feet of space, but only 40 percent of what is needed, based on COU/MET standards. Assuming current enrolment levels, 275,000 square feet of additional space is required merely to bring OCAD up to the Ontario current system average (73 percent).

APPENDIX G: OCAD STUDENT FORUM 2006

The forum resulted from the collaboration of students in all disciplines, providing a means for students to voice their views about their educational experience at OCAD and to offer suggestions for enhancing this experience. The following summary of the process and its outcomes are provided by Ghazaleh Etezal, a 3rd year, full-time Graphic Design student and Graphic Design representative on the Student Union Executive.

Objectives of the Forum

> To engage students in a proactive, productive, constructive and social atmosphere and to work towards making change

> To have the 2006-2012 Strategic Plan prioritize the improvement of the educational foundation and infrastructure based on collective student concerns

> To have more content on student needs added to the Strategic Plan with reference to the documents from this Forum and with this summary document appended to the Strategic plan to provide clarity and support

> To have the enhancement of student experience made a distinct and immediate goal of the OCAD administration, with documented assurance that action is being taken

Overview of Process

The student forum was composed of five sessions held within a three-week period in November. The first two sessions focused on Faculty of Design issues and ideas and the second two sessions, held the following week, focused on Faculty of Art issues and ideas. The final session, held in the third week, reviewed the results of the previous four sessions and discussed Art and Design issues as a whole. This format was chosen to target specific issues in departments, to obtain as much information as possible and to ensure that the distinct voice of the student body was heard.

Sessions were carefully structured to encourage the open participation of all present and to elicit as much information as possible. Results were highly encouraging. Students used their creative skills, articulating their thoughts, engaging with other students and having a great time. They all agreed that they finally had an outlet for their views and were excited about getting involved in making change. It was a rewarding experience for the students who committed voluntary hours to take part in the process during the busiest time of the school year.

For interviews results visit: http://www.ocad.ca/studentforum

Strengthening the Quality of the OCAD Student Experience

> **Increased Funding to Enhance the OCAD Environment –** The deferred maintenance issues and space shortage must be addressed. Students can offer their powerful voice to support requests for additional funding for the institution. They would like alternative sources of funding considered as a priority for improving the quality of the institution. They believe that expanding the number of scholarships and lowering international student fees will help attract students.

> **Improved Communication Services** – A high-quality website with user-friendly navigation features and functions will be a powerful tool in fostering interaction

between students, alumni, administration, the community and corporate partners. Alternative methods of communication and access to services and facilities will enhance the student community and create a more integrated environment than currently exists. Dedicated and highly-trained administrative staff will be attuned to student needs and committed to meeting them efficiently and courteously.

> **Strengthened Curricular and Academic Administrative Structure** – Discipline integration, registration, evaluation of teaching practice and a system for switching majors are a few of the many issues that were raised by students. They emphasized the critical importance of first year. A strong connection and network between deans, chairs, instructors and students will help ensure that student needs are addressed.

> **"Design for Humanity" Mantra** – The implementation of the sustainability principles of the curriculum in the day-to-day practices of the institution will reinforce these principles and place OCAD in a leadership position in this area.

> **Recognized Role for "Think Tank" Classes** – These classes have the potential to play a major role in the institution and community at large.

> **Access** – to the buildings and studios in the evenings and on weekends will provide much greater flexibility to students with respect to study and creative practice than currently exists.

> **Internships, Service Learning and Opportunity for Professional Practice –** are integral components of an art and design education and enhancement of opportunities for these experiences will strengthen the OCAD programs immensely.

> **Vibrant Visual Environment** – A vibrant visual environment will inspire and stimulate student creativity. The Great Hall has tremendous potential as a student gallery space.

> **Social Space and Social Opportunities** – are vital to a thriving, engaged student body. A cafeteria (offering healthful food choices), food court and student pub were frequently cited as desirable. A dedicated "Frosh Week" would help involve students in the life of the OCAD community from the start.

Outcomes

As a result of the presentation of the results of the OCAD Student Forum 2006 to the Board of Governors, the Strategic Plan 2006-2012 addresses many of the collective student concerns and issues in a clear and concise way. Students are pleased to see how well their perspective has been received. Members of the Board were favourably impressed by the degree of student involvement in the planning process and applauded the efforts of the forum organizers for involving their fellow students in political decision-making.

Vision

The organizers believe that the forum has broken some barriers between students and the OCAD administration. They hope to see progressive improvements in the quality of the education and student experience offered by OCAD based on the outcome of the forum as well as support to facilitate similar forums on an annual basis. The opportunity for students to voice their concerns in a constructive manner will benefit the institution as a whole.

APPENDIX H: GLOSSARY OF ACRONYMS AND TERMS

AUCC	Association of Universities and Colleges of Canada
BDes	Bachelor of Design
Big Talk	Annual conference hosted by OCAD
CART	Canadian Alliance for Research in Television
CCA	Canadian Council of the Arts
CDRN	Canadian Design Research Network
CFI	Canada Foundation for Innovation
Charrette	The word charrette can refer to any collaborative session in which a group of designers drafts a solution to a design problem. While the structure of a charrette varies depending on the design problem and the individuals in the group, charrettes often take place in multiple sessions in which the group divides into sub-groups. Each sub-group then presents its work to the full group as material for future dialogue. Such charrettes serve as a way of quickly generating a design solution while integrating the aptitudes and interests of a diverse group of people.
CIADE	Centre for Initiatives in Art and Design Education
CLTAD	Centre for Learning and Teaching of Art and Design
CONCERT	Consortium on New-media, Culture and Entertainment R&D in Toronto
COU	Council of Ontario Universities
DCH	Department of Canadian Heritage
EEETF	Equity in Employment and Education Task Force
GTA	Greater Toronto Area
HQP	Highly Qualified Personnel
IBM	International Business Machines
iMatter	Interactive Matter, a strategic cluster and national network of humanities, social science and new media art scholars.
IT	Information Technology
KMDI	Knowledge Media Design Institute
MA	Master of Art
MC	Ministry of Culture
MDCN	Mobile Digital Commons Network
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MDes	Master of Design
MED	Ministry of Economic Development
MFA	Master of Fine Art
MPhil	Master of Philosophy
MRI	Ministry of Research and Innovation
MTCU	Ministry of Training, Colleges and Universities
NASAD	National Association of Schools of Art and design
NEL	New Ecology of Learning
NGO	non governmental organization
NSSE	National Survey of Student Engagement
OCAD	Ontario College of Art & Design
OCAV	Ontario Council of Academic Vice-Presidents
OCE	Ontario Centres of Excellence
OCGS	Ontario Council of Graduate Studies
ORIC	Ontario Research and Innovation Council
ORION	Ontario Research and Innovation Optical Network

PhD	Doctor of Philosophy
SHARCNet	Shared Hierarchical Academic Research Computing Network
SMEs	small to midsized enterprises
SSHRC	Social Sciences and Humanities Research Council
UPRAC	Undergraduate Program Review Audit Committee of OCAV
UTM	University of Toronto at Mississauga
Web 2.0	A phrase coined by O'Reilly Media in 2004, refers to a second-generation of Internet-based services that are democratic and participatory in their structure and use.