VICE-PRESIDENT, ACADEMIC AND PROVOST'S ANNUAL REPORT ON QUALITY ASSURANCE

Prepared by Caroline Langill, Vice-President, Academic and Provost

Introduction:

OCAD University's IQAP policy stipulates that the Vice-President, Academic and Provost, as the authoritative contact between the University and the Ontario Universities Council on Quality Council (or "Quality Council"), prepares an annual report on the institution's IQAP processes. This 2024-25 academic year, the University has two (2) new programs under development, approved one (1) major modification, and has nine (9) programs that are near completion or are currently undergoing cyclical review.

New Program(s):

The new proposed **PhD program in Creative Practice** in the School of Graduate Studies completed the external reviewer stage. The proposal is now proceeding through Senate governance for decision, which is anticipated to be completed in the Fall. If approved, the proposal will also be presented to the Board of Governors, and then move on to external bodies of the Quality Council and the Ministry of Colleges, Universities, Research Excellence and Security for final decision.

The PhD in Creative Practice will be tailored to individual student needs to address methodology and research-creation practices and both fills gaps in the Canadian spectrum of doctoral studies in the creative sector, including practice-based research in health and science disciplines, and anticipates future needs in a changing economy. The program's objectives will be to provide students with the capacity to 1) reflect on the complexity of the creative and critical process; 2) produce work that is deeply informed by such syntheses of knowledge bases; and 3) ladder knowledge acquired during the PhD process into appropriate industries, including the post-secondary sector, 4) make an original contribution to knowledge and practice and produce new and significant insights.

A Letter of Intent for a new proposed **BFA program in Contemporary Art and Media (CAAM)** in the Faculty of Art was approved through Senate governance this Winter term. The next step is the development of a proposal brief.

CAAM seeks to merge four existing programs – Integrated Media (INTM), Photography (PHOT), Printmaking and Publications (PRPB) and Sculpture/Installation (SCIN) – into a single, program that provides an interdisciplinary pathway in contemporary art practices, enabling students to explore across media and disciplines, while having opportunities to acquire disciplinary depth through self-directed concentrations.

Major Modifications Report:

Senate approved a major modification to the **BFA Criticism and Curatorial Practice** program. The revisions to the existing program included moving to direct entry admissions, the expansion of options for students to customize their programs, and the enhancement of synergies with other Faculty of Arts & Science (FAS) programs. It was emphasized that the changes, taking place in the context of the administrative move of CRCP to FAS, aim to open the program to a wider range of criticism and curating practices, encompassing design, performance, film, and digital curation.

In compliance with the University's IQAP policy, Senate-approved major modifications will be reported in the Annual Report on Major Modifications, to be submitted to the Quality Council.

Cyclical Program Reviews (CPR):

Cycle 2021-2023
The Interdisciplinary Master's in Art, Media and Design (IAMD) in the School of Graduate Studies completed the external review stage of the cyclical program review process in March 2025 and is expected to submit their Internal Response and Final Assessment Report in early Fall 2025. The program experienced significant delays due to the pandemic and changes in their IQAP program team leadership earlier in the process.

Cycle 2023-2025
Criticism & Curatorial Practice (CCP), Design for Health (DHEA) and Strategic Foresight and Innovation (SFI) in the School of Graduate Studies have all completed the external review stage of the cyclical review process in February, March and April 2025. All programs are expected to submit their Internal Response and Final Assessment Report in early Fall 2025.

Cycle 2024-2026
Criticism & Curatorial Practice (CRCP) and Digital Futures (DIGF-UG) in the Faculty of Arts Science; Digital Futures (DIGF-G) and Inclusive Design (INCD) in the School of Graduate Studies; and Drawing and Painting (DRPT) in the Faculty of Art are in the process of writing their self-study brief, the majority of which are expected to have a draft completed by early summer 2025. For the Digital Futures undergraduate and graduate programs, a single omnibus self-study brief report is being developed, which is an option in accordance with the IQAP policy. External review site visits for all programs in this cycle are anticipated to take place in Fall 2025.

Upcoming Cycle
The following programs are scheduled to undergo cyclical review beginning this Fall 2025: Advertising (ADVR) and Material Art & Design (MAAD) in the Faculty of Design.

Changes to the CPR Schedule:

At the September 2025 meeting of the Senate Quality Assurance Committee, one change was made to the CPR schedule to allow for a more even distribution of reviews in the School of Graduate Studies. Specifically, starting at its next review, Strategic Foresight and Innovation would be moved up one year earlier in the cycle. This change was made in consultation with the School of Graduate Studies.

Monitoring Reports – CPRs:

Monitoring reports for CPRs are normally completed in the second and fourth year after the completion of a Final Assessment Report.

The following CPR monitoring reports are included in the appendix:

Faculty of Art:
[Appendix A: Integrated Media (INTM)](#)
[Appendix B: Photography (PHOT)](#)

Faculty of Design:
[Appendix C: Environmental Design (ENVR)](#)
[Appendix D: Graphic Design (GRPH)](#)
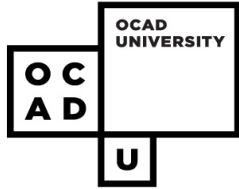[Appendix E: Industrial Design (INDS)](#)

Faculty of Arts & Science:
[Appendix F: Indigenous Visual Culture (INVC)](#)

The next required CPR monitoring reports will be due in April 2026 from the following programs:

Illustration (ILLU) in the Faculty of Design; Sculpture/Installation (SCIN) and Printmaking and Publications (PRPB) in the Faculty of Art.

Institutional Quality Assurance Process (IQAP) Policy:

Minor revisions to the IQAP policy were approved by Senate in September 2025. The principal revisions were the addition of the option for graduate-level cyclical program review and new program proposal site visits to be held remotely, in alignment with a recent change to the provincial Quality Assurance Framework; and the revision that the final approval of the selection of external reviewers will now lie with the Provost instead of the Senate Quality Assurance Committee (SQAC), to streamline the approval process.

<div align="right">

Monitoring Report
IQAP Cyclical Program Review
</div>

IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION	
Program Name:	**Integrated Media (INTM)**
Submitted by (name of Chair/GPD):	**Derek Sullivan**
Date of previous Monitoring Report (n/a if first report):	**April 17, 2023**
Date:	**April 28, 2025**

PART B: EXECUTIVE SUMMARY
The INTM program has been steadily working through the IQAP recommendations. The previous sequence of Acting Chairs did see a deferreral of action on some of the recommendations that have now been taken up with the appointment of a permanent full-time chair in July 2024,. A few key points to note: - Curricular review is on-going. Discussion over the last 6 months has recently become focused through the consultations and discussions around the Contemporary Art and Media (CAAM) program LOI proposal - The results of student town hall (Nov 2023) and INTM program retreat (Feb 2024) have provide insight into the desired curricular pathways INTM students wish to take and are focusing responses to IQAP recommendtions - Life Studies has been incorporated as a specialization within INTM, offering students opportunities to take courses examining intersections of science, land and art; sustainability; microscopy, and biomaterials. - The overall reduction of course sections has impacted the curricular pathways through the INTM program that will require course rotation/revision in the coming years

PART C: REPORT ON RECOMMENDATIONS			
Recommendation	**Proposed Follow-up**	**Responsibility and Other Stakeholders**	**Implementation Date/Timeline**

Recommendation #1 **OCADU Mission & Academic Plan** Coordinate and recognize service contribution by Tenure/Track faculty to support and oversee portfolios of courses and instructors throughout the program.	The INTM Chair will designate or be involved in designating curriculum leaders for multi-section courses, such as Hybrid Media Lab, The Moving Image: Production I, CROS Thesis, and CROS Presentation. The implementation of course leaders will aid in ensuring that learning outcomes are reviewed and met and that continuity across the different sections are maintained;	Chair (in consultation with Dean and Associate Dean)	Annually
	The INTM Chair will designate an INTM faculty representative on the Faculty of Art Curriculum Committee and ensure this position is filled annually;	Chair	Annually

Second Year Report
Over the past two years, the acting Chairs have designated INTM faculty representation on the Curriculum Committee when the acting Chair themselves have not been internal to the program. In collaboration with the Associate Dean, the acting Chairs have worked to ensure INTM representation in CROS thesis. Senior INTM faculty have been assigned to Hybrid Media Lab The Moving Image: Production I, as well as a new hire. The faculty have self-determined course coordination and leadership.

Fourth Year Report
[Note: where applicable, please include dates of implementation actions]
In 2023-23 the Acting Chair was Intergrated Media faculty so they fulfilled this role on the Faculty of Art Curriculum Committee (FOACC) for that year. The appointment of the new Chair in July 2024, whose base program is Sculpture/Installation, saw INTM faculty member soJin Chun appointed as an INTM rep for FOAAC for the 2024-25 academic year.
Full-time faculty have continued to take the lead role in specifically-required core courses: The Moving Image: Production 1, Hybrid Media Lab, Media Research Projects and INTM Studio. As before, the faculty have self-determined course coordination and leadership in dialogue with the Chair.

Recommendation #2 **OCADU Mission & Academic Plan**	Working with the Dean, provide input on the Faculty of Art Hiring Plan with a view to hiring two tenure-track assistant professors in Integrated Media to fill	Chair (in consultation with Dean and Associate Dean)	2021-2022

Establish a more diverse and representative Teaching Faculty through Tenure/Track permanent position hires that also offset departed and retiring faculty.	disciplinary gaps in the areas below, and to provide greater diversity by prioritizing candidates who are BIPOC and/or from other underrepresented groups. These two faculty profiles will provide the range required to address the core disciplinary areas of INTM: **Position 1** / Moving image production, lens-based cinematography, location audio and video production, documentary, directing, screenwriting, production management, post-production including editing/montage, sound design, and emerging cinematic forms. **Position 2** / Intersectional media, live art, performance, installation, community-based media, generative and process-based media, site-specific media art, wearable media, public and relational media, emerging media including interactive media, 3D scanning, volumetric scanning and capture, online and virtual communities, open-source/open access, creative AI.		
Second Year Report In the Spring of 2022, three IBPOC faculty were hired in the Faculty of Art. [Name redacted] joined the INTM core faculty for the Position 1 profile. [Name redacted] was hired to support the Position 2 profile, though her assignment was aligned within CROS and ASOC courses for the first year.			
Fourth Year Report **There have not been any additional hires since the previous report.**			

There is a freeze on TT faculty at OCADU, but the area has been fortunate to have two new hires in area and those faculty have been progressing toward Tenure. Additionally, there is a shared appointment with Faculty of Design and a CLTA appointment in the area.			
Recommendation #3 **OCADU Mission & Academic Plan** Continue developing and implementing Program-guided strategies to ensure disciplinary depth and studio-based skill development is maintained in response to financial realities; curriculum consolidation; reduction of course offerings; larger class sizes	INTM will seek to enhance synergies between INTM and the SCIN programs.	Chair and INTM faculty	Ongoing
	INTM will continue to develop new courses open to students across the campus for students interested in incorporating the tools and strategies of performance, film/video and physical computing into their artistic practice.	Chair and INTM faculty	Starting in 2021-2022
	INTM will continue to ensure that pre- and co-requisites are adjusted appropriately to ensure the widest access to our classes while maintaining depth.	Chair (in consultation with Associate Dean)	Starting in 2021-2022
	INTM curriculum committee will continue to map current levels of learning in all program disciplinary streams, and will strategize on course revisions to ensure depth and breadth is maintained, for example by merging offerings, rotating courses, or collaborating with other program areas.	Chair and INTM Curriculum Committee	Starting in 2022-2023

Second Year Report
The review was sidelined due to the absence of a full-time Chair, though in the Fall of 2022, the Life Studies specialization was approved to join INTM, in order to reinitiate intake as it was paused for the year. The inclusion of LIFE into the program allows for a growth of diverse, sustainable land-based practices with the potential for new INTM curriculum. Due to the current curricular revisions, many pre-requisites have been removed to allow for interdisciplinary student opportunities. In the Winter 2023, students highlighted a need to further review course content to ensure relevance within technical currency and professional opportunities.

Fourth Year Report **As the Acting Chair (2023-24) and current Chair lead both the INTM and SCIN programs, this has led to increased synergies and the sharing of resources (equipment purchases, technician support) between the two programs.** **A new elective course in INTM 3030 The Moving Image: Material Process was launched in Winter 2024, exploring material properties of film including experimentation with legacy cameras, hand-processing, and other hands-on approaches.** **The curricular conversation has been shaped by two principal factors over the last 18 months: the Contemporary Art and Media (CAAM) LOI and the overall decreased section offerings at the University.** **The CAAM LOI, one that proposes integrating INTM, SCIN, PHOT and PRBP as concentrations under a single program, is at the early stages of consultation but it has directed program curricular discussion. The decreased section offerings will require the program to further consider electives rotation.**

| Recommendation #4

Admissions

Conduct competitive analysis to support and validate INTM's strategic differentiation and vision from comparable external programs; to market this internally, demonstrating value and encouraging further interdisciplinary porosity across the institution; to market this externally to the public; while clearly aligning with the goals | The INTM program will hold a retreat in 2021-2022 to assess related programs both externally (in the GTA, Canada, and internationally) and internally in order to define the program's strategic differentiation and determine the following:

• Whether the program needs to formally merge with other programs at the University to fulfill its mission and align with the goals of the Academic Plan;
• Whether a rebranding/ renaming of the program would better demonstrate value externally to the public;
• Whether program growth would be desirable, and what would be required to achieve this (curriculum, resources, faculty, etc.); | Chair and INTM faculty | 2021-2022 |

	• What is the role of the program within the portfolio of offerings at the University, and how to better promote and position the program in this role.		

Second Year Report
The recommendation was sidelined due to the absence of a full-time Chair. At the end of Winter 2023, students highlighted curricular concerns that align with the IQAP recommendations. The INTM faculty are planning to address student concerns, leading to the IQAP review in Fall 2023 when a new Chair is instituted.

Fourth Year Report
A student-led Town Hall (Nov 2023): revealed strong desire among students for industry skills (film, TV). The students described following two preferred pathways through the INTM program, one that was film/video focused, and another, in contrast, where students produced work in gallery/art practices incorporating performance and/or installation, and/or physical computing and/or projection.

An INTM Retreat occurred in February 2024, facilitated by recent graduates from SFI. The session identified program goals, strengths, and pathways through the diverse offerings.

The environmental scan for similar programshas not yet been undertaken due to the shifting of Chairss, but will be taken up in the next academic year.

Recommendation #5 **Admissions** Develop clear communication media that describes the program's disciplinary intersections between digital filmmaking, animation, sculpture and installation, sound art, performance art and physical computing to help students better navigate the program and degree options.	The INTM Chair, or designate, will liaise with the Curriculum Implementation Team in the Office of the Registrar to update a list of pathway suggestions for students.	Chair or designate	Starting in 2022-2023
	The INTM Chair, or designate, will manage the maintenance and expansion of the INTM website, to include faculty bios, program events and updates, program information (pathways, careers, disciplinary intersections), and alumni work.	Chair or designate	2021-2022
	The INTM Chair, or designate, will coordinate	Chair or designate	Starting 2021-2022

	with Studio Management to ensure a monitor can be hired to support updates to the INTM website and social media.		
	The INTM Chair, or designate, will coordinate with the OCAD U website team in Marketing & Communications to ensure that INTM's presence on the website is accurate and up-to-date.	Chair or designate	Ongoing
	Celebrate and disseminate the work of our students through exhibition opportunities.	Chair and INTM faculty	Ongoing

Second Year Report
As the OCAD U website is being revised overall, the INTM website will be revisited at that time. An increase in the use of social media as mode of communication supports connections for current and future students. There are faculty discussions on methods to better support students in advising on how to approach building course plans and what courses students should be taking in general. INTM is such a broad program and it was indicated that it can be confusing to plan a path through without advisory support. The Associate Dean will be reviewing options with the incoming Chair in Fall 2023.

Fourth Year Report
The University's website update was delayed until the end of 2024 so work on revising the INTM program pages will be addressed in the next academic year.

The revising of the pathway suggestions with the Office of the Registrar has not yet been undertaken. This has been complicated by reduced section offerings across the university.

The current Chair maintains bi-monthly touchpoint meetings with Marketing and Communications to keep them apprised of INTM student and faculty initiatives, exhibitions, screenings and research. An INTM Instagram account has been established to promote the activities within INTM, and to disseminate opportunities.

An INTM Cabaret event was relaunched in November 2023, with a second edition in November 2024. The INTM 3rd year show occurred in the Great Hall in March of 2023 and March of 2024. There were INTM LIFE external exhibitions at Gallery 1313 in April of 2024 and 2025. These events are slated to continue in subsequent years.

Recommendation #6	In collaboration with other Faculty of Art Programs, the	Chair and INTM Curriculum	Fall 21

Curriculum Continue developing and implementing a range of Program-guided modes of curriculum delivery (see GART-1041-001 Form & Time).	Chair and INTM Curriculum team will identify curriculum to be delivered as remote, hybrid and in-person in 2022-2023 and beyond. The Chair and INTM Curriculum team will revise INTM course mode of delivery where required.	Committee Chair and INTM Curriculum Committee (in consultation with Coordinator, Academic Planning)	 Starting Fall 21

Second Year Report
The curricular recommendation review was sidelined due to the absence of a full-time Chair. Through two years of transitional modes of delivery (2021-2023), courses were offered in alternate modes to determine best alignments with pedagogy. In the Fall of 2023, a small selection of courses will be put forward for minor modifications to allow for blended, online synchronous, and multi-modal.

Fourth Year Report
In-person was established as the sole mode of delivery for 2024-25 onwards.

Recommendation #7 **Curriculum** Continue developing and implementing Program-guided strategies to ensure disciplinary depth and studio-based skill development is maintained in response to financial realities; curriculum consolidation; reduction of course offerings; larger class sizes.	The INTM Chair will consult with Studio Management to recommend hiring a technician to replace recent retirements, and to define how this technician role should be defined to align with future strategic directions of the Integrated Media program.	Chair	2021-2022

Second Year Report
In 2022, Studio Management hired [Name redacted], who has experience in moving image media and animation, as a full-time technician in INTM Signout. Following the Winter 2023 semester, faculty will be reviewing equipment needs to ensure that students have access to current standards of production, audio and editing.

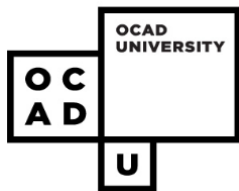| **Fourth Year Report** **This hiring recommendation was completed in the previous report.**			
Recommendation #8 **Curriculum** Prioritize inclusion of elective courses from other Faculties over new program courses, encouraging shared personnel and resources, and conversely;	Continue finding synergies across the University through participation in all the Cross Disciplinary committees and Curriculum Committee of the Faculty of Art to align our programs and offer effective large format, multi-section offerings where we can.	Chair or designate	Ongoing
	Share a Program Chair between INTM and SCIN.	Dean	2021-2022
	Audit existing INTM courses and identify redundant offerings, possible merging of courses.	Chair (in consultation with Associate Dean and Coordinator, Academic Planning)	Starting in 2022-2023
Second Year Report In 2021, the Chair role was revised to encompass administrative leadership for both INTM and SCIN. However, in these two years, post-pandemic, there has been limited capacity for faculty to take up the role, resulting in semi-annual shifts in acting Chair assignments. There has been a preliminary audit of retiring courses and redundancies.			
Fourth Year Report **The introduction of a permanent Chair only happened in July 2024 so the work of finding synergies in other programs has only begun. The audit of existing INTM courses was begun in the Fall of 2024 in light of the findings from the INTM retreat. The current CAAM LOI discussion has directed the curricular discussion and the audit will be continued as that discussion advances.**			
Recommendation #9 **Curriculum** Establish clear in-roads for students from other Programs across the university to access INTM courses,	Confirm that our electives are open to other programs;	Chair (in consultation with Associate Dean and Coordinator, Academic Planning) Chair and INTM	Starting in 2021-2022
	Through INTM faculty teaching the 1st Year Form		Starting in 2022-2023

encouraging shared personnel and resources, especially where enrollment is critical.	and Time course, enhance synergies between INTM and the SCIN programs; Participate in CROS working groups to develop shared curriculum; Ensure that pre- and co-requisites are adjusted appropriately to ensure the widest access to our classes while maintaining depth.	Curriculum Committee Chair or designate Chair (in consultation with Associate Dean and Coordinator, Academic Planning)	Ongoing Starting in 2021-2022

Second Year Report
The curricular recommendation review was sidelined due to the absence of a full-time Chair. Through the Flow curricular transformation, students from across the university have access to electives.

Fourth Year Report
The first year Form & Time course continues to be taught by a number of INTM faculty: it is a required course that is key to introducing incoming students to 3D and time-based art practices. The course remains an important recruitment opportunity for the program.

Additionally, INTM faculty continue to deliver a number of CROS courses.

INTM faculty have been active contributors to the CAAM LOI working group over the last 18 months.

The INTM Curriculum Committee (CC) continues to review and evaluate pre- and co-requisites to balance access and ensure key skills are in place for student success.

The INTM CC engaged with the university-wide revision of course prerequisites undertaken in Fall 2024 at the request of the Office of the Registrar.

Recommendation #10 **Teaching & Assessment** Make explicit faculty teaching goals and standards for permanent and sessional instructors.	With a new Chair in place July 1, 2021 and with an appropriate ratio between full time and sessional faculty, the continuity of leadership and balance will ensure consistent standards and communication are achieved. As we move towards implementing larger classes	Dean Chair	2021-2022

	or more multi-section courses, the INTM Chair will determine if course leaders need to be assigned to manage multi-section courses, or if certain curricular streams would benefit from a course leader (eg. moving image, physical computing, etc.).		Starting in 2021-2022
	Where possible, the INTM Chair will assign permanent faculty to required curriculum to provide consistency and oversight.	Chair	Winter 2022/Ongoing
	The INTM Curriculum Committee will discuss whether curricular streams would benefit from a course leader (e.g. moving image, physical computing, etc.) to create consistency of teaching goals and standards, and general curriculum oversight.	Chair (in consultation with Associate Dean)	Ongoing

Second Year Report
The recommendation review was sidelined due to the absence of a full-time Chair. Permanent Faculty were assigned to required courses The Moving Image: Production I, Hybrid Media Lab and Media Research Projects.

Fourth Year Report

Full-time faculty have continued to take the lead role in specifically required core program courses: The Moving Image: Production 1, Hybrid Media Lab, Media Research Projects and INTM Studio.

| Recommendation #11 **Resources** Infrastructure and equipment must be expanded to meet Program needs, i.e.: screening/critique | The Program Chair will consult with the Dean of the Faculty of Art in order to monitor the use of FF&E funds and to lobby for acquisition of new equipment. | Chair, Dean | Ongoing |

theatres, high-performance cameras, lenses, specialized equipment for upper-year courses.	In collaboration with IT and Studio Management, the Program Chair and INTM faculty will create a list of needs and possible sponsors for Advancement to prioritize, in order to replenish equipment and facilities.	Chair and INTM faculty	Starting in 2021-2022
	With IT and Academic Computing, as well as other program areas, develop the technological infrastructure necessary for XR and emerging moving image technologies (servers, labs, hardware and software licenses)	Chair or designate	Starting in 2021-2022
	In collaboration with Studio Management, develop a shared repository of online audio-visual resources such as micro workshops and lectures.	Chair or designate	Starting in 2022-2023
	The Program Chair and INTM faculty will assess existing space and facilities such as the Media Lab in order to expand and rethink utilization.	Chair and INTM faculty	Starting in 2021-2022
	The Program Chair will reach out to artist-run and industry partners to deepen ties with the film/video and new media community, to explore new opportunities for equipment donations or expanding of student access to equipment and facilities.	Chair	23-24
	The Program Chair and INTM faculty will provide input in any space plans in order to ensure program	Chair and INTM faculty	Ongoing

	needs are considered in future university initiatives.	Chair	Starting in 2021-2022
	Develop virtual studio and learning spaces and integrate them with our physical studios for curriculum delivery.	Chair	Starting in 2021-2022
	Research the potential for a new community-based screening theatre.	Chair and Dean	2021-2022
	New faculty hires can also help raise our research profile and secure more research chair positions and sector funding.		
	The Program Chair will advocate for the expansion of audio-visual resource acquisitions in the library and the facilitation of streaming content for Integrated Media courses.	Chair (in consultation with University Librarian)	Starting in 2021-2022
	The program will advocate for hiring a technician to support emerging technologies (XR) in INTM and other areas.	Chair and Dean (in consultation with Studio Management)	Starting in 2022-2023

Second Year Report
The recommendation review was sidelined due to the absence of a full-time Chair. Ongoing institutional conversations surrounding upgrades to facilities and equipment have had INTM requests included.

Fourth Year Report
The appointment of a permanent Chair in July 2024 means that many of these recommendations are only now being initiated.
The INTM permanent technician has been assisting in guiding equipment purchases and upgrades.
INTM:LIFE has added a biomaterials lab to INTM, and microscopes have been added to the INTM cage.
INTM Faculty have worked with the OCAD U Library to consult on library audio-visual acquisitions.

Research faculty will continue to be encouraged and supported by the Research Offices helping them to establish their research profile and support continued excellence in the area.

Appendix B

OCAD UNIVERSITY

IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION	
Program Name:	**Photography**
Submitted by (name of Chair/GPD):	**Meera Margaret Singh**
Date of previous Monitoring Report (n/a if first report):	**n/a**
Date:	**April 15, 2025**

PART B: EXECUTIVE SUMMARY
Several changes have been made to curriculum to reflect what was in the IQAP report. Faculty have been working diligently on addressing issues around curriculum, space, first year experience, program morale.

PART C: REPORT ON RECOMMENDATIONS

Recommendation	Proposed Follow-up	Responsibility and Other Stakeholders	Implementation Date/Timeline
Physical Resource Requirements and Quality of Student Experience			
Recommendation #1 Notwithstanding new information that the colour processor may be serviceable for longer than we initially thought, we are reconsidering the footprint that it occupies and	A working group will be formed of PHOT faculty and technicians to look at how space is being used in the PHOT centre. Consultation with Facilities, Campus Planning and students	PHOT faculty and PHOT technicians, Facilities, Campus Planning, PHOT students	Working group will begin in 24/25 to develop a step-by-step plan on succession planning for legacy technology and

assessing our overall use of space, including darkrooms, shooting studios, digital labs, community spaces, and thesis space	will be ongoing throughout this process		usage of space. Status, progress and goals of the working group will be reviewed by the Chair and Program Faculty at the start of each academic year.

Second Year Report
In consolation with our Photography technicians, the colour processor is still very functional and a big draw for the students. While a specific working group has not been formed, the monthly Photography program meeting regularly discusses distribution and allocation of space for curriculum in the Photo department.

Fourth Year Report

Recommendation #2 Classroom upgrades for room 415 – improved seating for current class sizes, challenges with acoustics given the current HVAC system	Photo Faculty and PHOT Chair will consult with Facilities and Campus Planning to identify and address issues in room 415	PHOT Faculty, PHOT Chair, Facilities, Campus Planning	PHOT Chair will work with Facilities & Campus Planning for these changes to be addressed for fall 2024.

Second Year Report
As Chair, I have worked with Facilities and our Technicians to makes sure that we have an increased number of seats in room 415. We have also received a new projector and a new screen, which has made a marked difference for faculty and students with presentations and lectures. Further, I have been in contact with Facilities and Studio Services about the acoustics in 415 due to the HVAC issues. In Feb 2025, it was stated "We did have the acoustics contractor come through, but we discovered that there would need to be some work done by the electrical contractor in advance of the acoustic work. We won't be able to get this work done in this fiscal year, but we're looking at doing it early summer." The Program and Dean will continue to work with Studio Management, IT and Facilities to improve the learning environments for Photography Students.
I have also been working with the coordinator of Academic Planning, as some of our courses that provide lectures and studio demos did not have classrooms associated

with the classes (so the students were sitting in studios during lectures). We have addressed this for our Light & Studio 1+2 courses.			
Fourth Year Report			
Recommendation #3 Purchase of new Technology / Equipment to address new trends and technologies within Photography	PHOT faculty and PHOT technicians will form a working group to identify gaps in technology and/or equipment in PHOT. Training for PHOT faculty and Technicians on this new equipment will accompany any new purchases. New equipment and technology will then be integrated into PHOT curriculum.	PHOT Technicians & PHOT Faculty	PHOT Technicians & Faculty will come together in 2023/2024 to consider new or updated technologies for 2024/2025. This review of technology will continue on an annual basis in the fall semester.

Second Year Report
Faculty and Technicians come together annually in the Fall to discuss updating technologies. In September 2024, thanks to TERF3 Funds, we acquired the following equipment, which is now all in circulation (below). We will continue to meet to discuss Technology/Equipment annually.

NEW EQUIPMENT

Nikon D850 DSLR x4
- 45 MP Full-Frame sensor
- 4K UHD is 3840 x 2160 Video
- 7 FPS Continuous Shooting

Nikon 24-70mm Lens x2
- AF-S 24-70/2.8 8E ED VR
- Vibration Reduction (VR) is an image stabilization technology that minimizes blur caused by camera shake. Using a VR NIKKOR lens can result in sharp images in low light, under windy conditions or when using a physically large NIKKOR lens.

Canon R6 Mark II Mirrorless x6
- 24.2MP Full-Frame CMOS Sensor
- 4K60 10-Bit Internal Video, C-Log 3
- Sensor-Shift Image Stabilizer which corrects up to 7 stops of unwanted camera shake when shooting handheld, helping to shoot handheld in low-light conditions and reduce shake when recording videos.

Canon R5 Mirrorless x2
- 45MP Full-Frame CMOS Sensor
- 8K30 Raw and 4K120 10-Bit Internal Video
- Sensor-Shift Image Stabilizer which corrects up to 7 stops of unwanted camera shake when shooting handheld, helping to shoot handheld in low-light conditions and reduce shake when recording videos.

Canon RF 24-70mm Lens x1

Canon RF 24-105mm Lens x7

C Stands
- x2 in Large studio
- x2 in Small studio

Double Grip Arms x4

Smartphone Holder x2
- Easily attaches to various equipment with cold shoe and 1/4"-20 holes.

Fuji GFX 100 II system x2
- Medium Format Mirrorless Camera
- 102MP 43.8 x 32.9mm BSI CMOS Sensor
- 4K60 Video; 10-Bit Out
- 5-Axis Sensor-Shift Image Stabilization
- ISO 80-12800, Up to 8 fps Shooting

Fuji GFX Lenses X1
- Fuji GFX 110mm Lens
- Fuji GFX 23mm Lens
- Fuji GFX 32-64mm Lens
- Fuji GFX 80mm Lens

Fourth Year Report

Learning Environment			
Recommendation #1 Improved Access Hours	Work with Studio Management to increase budget for Open Studio Access, with extended hours beginning by the 4th week of classes	PHOT Chair, Studio Management and FoA Dean	PHOT Chair will advocate for earlier access. These conversations will begin in 2023/2024 and

			PHOT Chair will continue this advocacy annually.
Second Year Report **In consultation with the manager of Studio Services and the technicians, we were able to extend hours on Friday nights until 9pm. This began in November 2024. We concluded that the last 7 weeks of each semester we would increase the Friday hours by 3 hours. This meant 21 extra monitor hours/semester. The students were very responsive to this change. We will continue working with Studio Management and advocating for this yearly.**			
Fourth Year Report 			
Recommendation #2 Increased communication for 1st year PHOT students with respect to course offerings, facilities and events	Chair of PHOT will work with Chair of First Year to strategize best path forward	Chair of PHOT, Chair of First Year	Conversations between Chair of PHOT and Chair of First Year will begin 2023/2024 and will occur annually in both the summer and fall semesters.
	Consult with Vice-Provost, Students and International, of how best to strategize increasing this communication through different activities to engage first year students. For example, an orientation event with PHOT faculty and a tour of facilities in early September, could be coordinated with this office and PHOT Chair.	Chair of PHOT, Vice-Provost, Students & International	Conversations between Chair of PHOT and VP, S&I will begin fall 2024, and be revisited every two years.
	Chair of PHOT connects with 1st year students who have	Chair of PHOT	This can begin happening when data for declared

	declared an intent to major in PHOT. Development of a communication strategy to engage these students throughout their first year. Activities could include invitations to Photo dept lectures, and facilities workshops		majors is available. This outreach to 1st year students will recur annually, by the PHOT Chair.
Second Year Report I have met with the 1st year Experience Chair, and the Photo Representative on the First Year Experience Committee to discuss a variety of ways to engage 1st year Photo Students. In November 2024, 1st year students were invited to our Photo Welcome Pizza Party, where they met and mingled with other faculty and students and had the opportunity to display their work and respond to the work of others in the Large Studio. I worked with 1st year Experience Chair on the organization of the First Year Event (formerly The Majors Event) in November 2025 and presented all students with a detail of the various pathways they could move through the Program, along with our offerings. In January 2025, 1st year students were also encouraged to attend our "Gear-to-Go Raffle", where our faculty and technicians raffled off photo gear that was no longer being used in the Photo Cage. First year students were also invited to several departmental artist talks (including Morgan Sears Williams' talk in October 2024 and Smokestack Studios' talk presented in collaboration with PRPB in February 2025). I will continue to work with our technicians and the 1st Year Chair in thinking of diverse and varied ways of engaging our First Year students.			
Fourth Year Report 			
Recommendation #3 Improved communication about the pathways through the program in relation to career goals	Develop a document for students that shares possible pathways through the Photography Program	Chair of PHOT Consultations with Advertising and Graphic Design programs, among others	A draft document has been created and will be added to the PHOT program guide for 24/25. Consultations with other programs will begin in fall 2024, with

			revisions to the document coming into place for 25/26.

Second Year Report
We have worked diligently on curricular changes to the PHOT program guide, but did not include the document, as we realized that students often didn't refer to the Program Guide to learn about this. Instead, our energies were focused on speaking directly to students about these diverse pathways at the First Year Event in November 2025. I will be meeting with the Dean of the Faculy of Design in May 2025 to discuss more synergies between FoA and FoD Photo.

Fourth Year Report

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Curriculum Development

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Recommendation #1 Review/Analysis of Flow – look at what is working well and what the challenges are within PHOT.	PHOT Curriculum Committee will look closely at how pre-requisites have been working and what changes need to be made. A review of which courses have priority registration will also be discussed.	PHOT Curriculum Committee Faculty of Art Curriculum Committee	Changes for 2024/2025 will be presented to FoA Curriculum Committee for presentation to SUSC
	Work with the VPAP's office to understand the wider impact of FLOW across the institution.	VPAP office Dean, Faculty of Art Chair of PHOT	Beginning September 2024, ongoing as information is available

Second Year Report

A very extensive review of our curriculum with the Photo Program Curriculum Committee (PPCC) with our Associate Dean led to significant changes that were presented to the Senate Undergraduate Studies Committee (SUSC) (October 2024)and approved (November 2024) for 2025/26 as minor modifications. The following was submitted and approved:

1. **Program Minor Modification Form (program requirements update)**
2. **PHOT-3009 Light & Studio 2 – REVISION (course description/CLOs)**
3. **PHOT-2009 Digital Practices – REVISION (CLOs)**
4. **PHOT-4020 Senior Studio Presentation – REVISION (course description/pre-req)**
5. **PHOT-4019 Senior Studio Research – REVISION (course description)**
6. **PHOT-3006 Relation to Production – REVISION (title change)**
7. **PHOT-2010 Photographic Practices Studio – RETIRE**

I am attaching our summary to SUSC below, to see how the impact of FLOW has been considered and how our iQAP recommendations were being brought to the forefront.

"The Photography Program has carefully evaluated the impacts of the Flow: Curricular Transformation on the program. The currently proposed changes to Photography's Curriculum are in direct response to the impacts of Flow. Specifically, the proposal addresses the impact of reducing our required courses from 10 to 6 which forced the program to consider Photographic Production Studio (an "appetizer" course) as a possible solution. Further, the changes that our Program is hoping to implement all align and respond to the Final Assessment Report and Implementation Plan (FAR/IP) from our 2022 IQAP. Specially, the FAR/IP referred to the lack of technical knowledge as well as the opportunities to be offered by courses that combine theory and practice.

"The overall theme that students lacked a core of technical studio knowledge and that this was not integrated into the curriculum seems to impede students' abilities to thrive in studios and develop necessary creative and professional knowledge." (IQAP Reviewers' Comments, page 5, The Final Assessment Report and Implementation Plan, Photography BFA)

"...courses designed with theory and practice wedded together is highly admirable and valuable. I would imagine ideas-based courses that are driven by contemporary ideas and issues and that have new technology, theory and history embedded in them." (IQAP Reviewers' Comments, page 7, The Final Assessment Report and Implementation Plan, Photography BFA)

In the current structure of the Photography Major Requirements, students are able to enroll in a "sampler" or "appetizer" course which does not provide the depth of instruction required and expected of a 4-year degree. And at the 3000-level courses in the Major Requirements, there are no technical demonstrations. Our students need to have much more structured, in- depth instruction in both digital and lighting skills to bolster their conceptual work. To ensure this, we will be retiring the "appetizer" PHOT-2010 Photographic Practices Studio (6-hour) course in Specific Courses in our program guide and replacing it with PHOT-2009 Digital Practices and PHOT-2001 Light and Studio 1. We will also take this opportunity to update and formally submit the course learning outcomes for PHOT-2009 Digital Practices to clarify to students that conceptual ideas will be explored along with the digital skills they will be acquiring.

Advanced technical/conceptual skills are also not currently mandatory. For this reason, our current 3000-level Required course PHOT-3006 Relation to Production will become an elective and be renamed "Camera and Context" (to avoid confusion with PHOT-3023 Photography in Relation). It will be replaced by PHOT-3009 Light & Studio 2, which will allow for students exploring all pathways in photography to engage in a course that emphasizes advanced technical skills and conceptual thinking,

echoing our Program goals and responding directly to our FAR/IP. Proposed revisions to the course description and course learning outcomes also align with our Academic Plan.

In addition, while historically our students have enrolled in the Photography Thesis courses (PHOT-4019 Senior Studio Research and PHOT-4020 Senior Studio Presentation) in the same academic year, the pre-requisite that made it mandatory for students to take these courses together was removed during Flow. The effect has been that our students, intimidated by "Research", have not all been registering for PHOT-4019 Senior Studio Research. They register only for the Presentation course in the Winter semester. Because of this, students have not done any research or experimentation for their final projects when they enter PHOT-4020 Senior Studio Presentation. The program committee would like to have students take both PHOT-4019 Senior Studio Research and PHOT-4020 Senior Studio Presentation in the same academic year, granting them the time, space, and skills to create informed, well-researched, and proficient projects over two semesters with the same cohort. We would like to clarify the need for the students to take PHOT-4019 in advance of PHOT-4020 in the course description.

Lastly, we hope to increase our Category A offerings and offer two more studio-based courses to our list, to allow for greater options for our students.

I sincerely hope this highlights with clarity the Photography Program's reasons for proposing the changes outlined in this submission. Again, proposals were made with unanimous voting in favour of all changes by our Photography Program Curriculum Committee members. "

Fourth Year Report

Recommendation #2			
Review of GART Photography courses and the issues of access to the PHOT centre for first year students	PHOT Curriculum Committee is reviewing these courses to assess access to the PHOT centre.	PHOT Curriculum Committee, Chair of First Year Faculty of Art Curriculum Committee	Changes for 2024/2025 will be reviewed by the Curriculum Committee 2023/2024

Second Year Report

GART has been modifying their offerings and allowing for one course only per program to be offered. This has allowed the PPCC to reexamine our offerings and to offer Photographic Possibilities (and not Photographic Narratives). With this in mind, PPCC

and the PHOT technicians met in the Fall 2024 to discuss ways to bring students into our Photo facilities to have hands-on experience in the darkrooms (via photograms) and the digital darkroom. Faculty teaching this GART class have also been consulted.

Fourth Year Report

Recommendation #3 Integration of new Technology into curriculum	PHOT Curriculum Committee will work with other programs within OCAD U to understand current offerings in other programs to avoid duplication and promote interdisciplinary discourse. PHOT faculty and Techs will update curriculum as needed.	PHOT faculty, PHOT techs, Other Program faculty and techs: EXAN, GRPH, etc.	When new technology is acquired, 2024 – ongoing.

Second Year Report
With the new technology acquired, the faculty and technicians have met during Program Meetings to discuss the integration of this technology into curriculum. Technicians have offered several workshops to students and faculty on the new equipment. Further, the PPCC has discussed the need to bring back the course "Medium & Large Format PHOT-3001) to integrate the new technology into the curriculum. This will have students engaging with all of the large and medium format professional equipment as part of the learning outcomes of the course. This course has not been offered since Fall 2022. The students have been asking for this class to be offered again, particularly understanding the recent tech acquisitions. The PPCC decided to offer the course again in Fall 2025.

Fourth Year Report

Program Philosophy – Diverse pathways in Photography			
Recommendation #1 Improved communication within OCAD U about the Photography Program philosophy and the various pathways through	The document that is being created to share possible pathways for PHOT students, will highlight courses already being offered at OCAD U such as *Photography for*	PHOT Chair and faculty Marketing and Communications Admissions and Recruitment	A draft document has been created and will be added to the PHOT program guide for 24/25. Consultations with other

the program. This is also connected to Recommendation 3, in Learning Environment.	*Advertising, Art and Fashion, Creativity on Demand* PHOT faculty will share the document with Marketing and Communications and Admissions and Recruitment so that it will be visible on multiple platforms		programs will begin in fall 2024, with revisions to the document coming into place for 25/26. This document will then be revisited every two years for possible revisions. Chair of PHOT will follow up with M&C and A&R annually in the fall term.
Second Year Report **Instead of adding this information to the program guide, the PPCC worked on the revised text on OCADU's new website to discuss the Photo Program philosophy along with the diverse pathways through the program. Further, these were discussed at the First Year Event. At both the portfolio reviews and the Look Inside event in November 2024, faculty members spoke directly to prospective students and their parents about these pathways.**			
Fourth Year Report			
PHOT Program Faculty			
Recommendation #1 **New Tenure-Track Hire**	PHOT Chair will work with the Dean of Faculty of Art to advocate for an IBPOC Tenure-track hire This could be a Chair position as well. PHOT Chair will consult with PHOT Faculty on potential gaps in the program and areas of focus that the ideal candidate could address	PHOT Chair Dean Faculty of Art	PHOT Chair will work with PHOT Faculty and Dean, Faculty of Art to advocate for this position until filled.

Second Year Report

I have met with Dean of the Faculty of Art on many occasions throughout the year to stress the importance of a new tenure track hire in photography. There is currently a hiring freeze on tenure-track faculty for the entire institution, which is extended into 25-26. However, Photography is listed as a key area requiring support. Greater faculty would be an asset. Students need to see themselves reflected in the people who teach them. A greater diversity of practices would be of benefit as well and may help us better address OCAD University's Academic Plan and our IQAP recommendations. Also, with four retirements in the Photography Program over the last four years (and soon to be a fifth), remaining faculty have experienced increased demands for service to the program and the university, resulting in very heavy workloads. The recent tenure track hire in the Photography Program in Summer 2022 alleviated this situation somewhat, but OCAD University's students and faculty will benefit from an additional hire in Photography.

Fourth Year Report

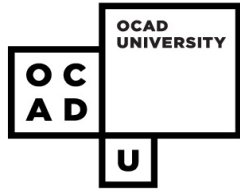| Recommendation #2			
Faculty Leadership and Morale: Addressing challenges with consistent leadership over the past decade	PHOT Chair, PHOT faculty and PHOT techs are working collaboratively to create a SharePoint site that houses all important PHOT documents relating to curriculum, budget, special projects etc. This is a resource that all faculty have access to and will support future Chairs in navigating the program.	PHOT Chair PHOT Faculty PHOT Technicians	This work began in Fall of 2023 and will be ongoing. Relevant documents are updated each term, to ensure departmental transparency and continuity.

Second Year Report
Taking on this role as Chair and having the faculty understand that we will have a consistent Chair for 3 years (after years of not having consistent leadership) has proven to lift moral in the department. Further, the creation of the PPCC has meant that our faculty feel more connected to the curriculum and curricular changes and feel like they have greater impact on the program through this committee. Sharepoint has been a great resource to have all documents pertaining to events, budget, curriculum and special projects in one place, that is accessible to all. Further, monthly meetings have also created a greater sense of collegiality and visible, productive teamwork.

Fourth Year Report

Admissions, Recruitment			
Recommendation #1 Advocate for more effective marketing and outreach to include information regarding existing technology and program philosophy (balance between concept, theory, analogue and digital technologies)	PHOT Chair and PHOT faculty will meet with Admissions and Recruitment to share current information about the program offerings/ philosophy	PHOT Chair & Admissions and Recruitment	PHOT will meet with Admissions and Recruitment in 2023/2024 and do this on an annual basis at the start of each academic year.
	PHOT Chair and PHOT faculty will work in consultation with Marketing and Communication about program specific information for the website	PHOT Chair & Marketing and Communications	New website launching in 2024 will include updated PHOT information. This information will be revisited annually by the PHOT Chair and program faculty.

Second Year Report
Worked with the Director, Learning Pathways to add updated content to the website about the philosophy and pathways of OCAD U's Photo department. I met with Admissions through a Chairs' meeting. In that meeting, I emphasized that the Photo faculty and I would all like to be in attendance for recruitment talks (in high schools, etc). This was heard but there seems to be some resistance with this from Recruitment. I will continue to try and see how faculty can be used to help with recruitment.

Fourth Year Report

Appendix C

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Monitoring Report
IQAP Cyclical Program Review

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IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION	
Program Name:	**Environmental Design**
Submitted by (name of Chair/GPD):	**Maya Mahgoub Desai, Program Chair**
Date of previous Monitoring Report (n/a if first report):	**n/a**
Date:	**April 21, 2025**

PART B: EXECUTIVE SUMMARY

Principal Findings of the Monitoring Report

Both progress and continued challenges have marked the 2022–2024 period covered in this report. While the Environmental Design (ENVR) program has had to navigate ongoing institutional constraints—including limited permanent Faculty, fiscal pressures, and the significant effort required to complete the Council for Interior Design Accreditation (CIDA) re-accreditation—substantial strides have been made in advancing curriculum development, student engagement, and alignment with institutional priorities.

Progress Highlights:

- **Curriculum Review & Accreditation**: A significant achievement during this period was the successful re-accreditation of the Interior Design Specialization by CIDA in February 2025. This milestone was supported by the development of a comprehensive course database that maps all ENVR courses to accreditation standards. The resulting feedback is now guiding a cycle of curriculum updates planned for Fall 2025.
- **Sustainability Integration**: The Program implemented a set of centralized Sustainability Modules across all first-year core studio sections, reinforcing the University's strategic academic goals and fostering early engagement with climate-responsive design.
- **Course Delivery and Faculty Support**: The Course Mentor model, introduced in 2022, has continued to provide structure and pedagogical support for sessional

instructors, enabling discipline-aligned content updates and maintaining consistency across multi-section courses.

- **Pathways and Student Support**: Pathways to graduate study in architecture, planning, and landscape architecture have been clearly defined. Efforts to expand career-focused pathways were delayed but are scheduled for Summer/Fall 2025, with plans to engage alums and industry stakeholders.
- **Space and Studio Culture Enhancements**: The ENVR Chair and Interior Design Coordinator was key in the Faculty of Design's studio upgrade initiative, advocating for furniture and layout changes that enhance informal learning, collaboration, and studio culture.
- **Ongoing Student Engagement Strategies**: Faculty have worked collectively to define and implement engagement strategies that reflect the collaborative and process-based nature of spatial design. These include peer critique rubrics, structured reflection, and accommodations for alternative forms of participation.

Areas for Continued Focus:

Several recommendations—such as expanding interdisciplinary pathways, securing structured tutorial funding, and implementing new community outreach roles—have been delayed due to limited resources and shifting institutional priorities. While student enrolment in the Program remains strong, ongoing advocacy for increased faculty stability and professional development opportunities remains critical.

Overall, the ENVR program has demonstrated strong leadership, adaptability, and alignment with both accreditation and institutional objectives. The foundational work completed during this review period positions the Program for continued innovation, deeper industry engagement, and stronger academic supports in the years ahead.

PART C: REPORT ON RECOMMENDATIONS

Recommendation	Proposed Follow-up	Responsibility and Other Stakeholders	Implementation Date/Timeline
Recommendation #1 **Academic and Strategic Priorities** To update the curriculum to reflect the current state of the discipline and meet OCAD's Academic Plan: evaluate and update	1.1 Program to review and prioritize courses to be reviewed and identify which courses require revision with respect to addressing the academic priorities and in what ways. Program to identify Subject Matter Experts	ENVR Chair and Program Curriculum Committee/Course Mentors	Start: May/June 2024

course templates, readings, and assignments, to integrate content and approaches to: 1) sustainability, 2) TRC and Indigenous knowledge systems, 3) decolonial and anti-racist scholarship and practice, 4) landscape architecture, and 5) urban design. **Objectives:** Engage in a comprehensive review of current courses to identify areas for revision and gaps where new courses can be proposed. Actively consult with external and internal stakeholders to ensure a thorough examination and alignment with the Program's goals and the academic and strategic goals of the University.	(SME)/stakeholders for consultation. 1.2 Program Course Mentors to engage in consultations with FCDC and identified SME/stakeholders (to be executed in two rounds) 1.3 Program Curriculum Committee/Course Mentors to provide revisions for submission for review and approval by required institutional committees (ie: CACOF, SUSC, Senate).	ENVR Program Curriculum Committee/Course Mentors ENVR Chair, Program Curriculum Committee/Course Mentors	June – Aug. 2024 June – Aug. 2025 Sept.- Nov. 2024 Sept.- Nov. 2025 (on-going reviews/iteration required to ensure currency)

Second Year Report
As part of ongoing efforts to ensure alignment with the Program's goals and the strategic academic priorities of OCAD University, ENVR has undertaken a comprehensive review and development process that supports both continuous curriculum renewal and external accreditation requirements.

New Comprehensive Course Database

A comprehensive course database was developed to support the most recent CIDA review and now functions as a vital resource for ongoing Program and curriculum development in ENVR. The database catalogues all courses in the Program and includes course outlines, assignment briefs, and representative student work, all mapped to the 16 CIDA accreditation standards, which specify both student- and program-level learning outcomes. This detailed structure enabled a robust assessment of curriculum strengths and gaps and provided the foundation for a strategic approach to course and program revisions.

Following CIDA's successful re-accreditation of the Interior Design Specialization on February 4, 2025, the feedback received will directly inform a planned cycle of minor curriculum revisions scheduled for Fall 2025. These revisions will align with both accreditation standards and OCAD U's Academic Plan and will follow institutional review and approval pathways (e.g., CACOF, SUSC).

Originally initiated in July 2021, the database was built by collecting and organizing course materials across all ENVR offerings via the Canvas platform. Materials included syllabi, assignments, rubrics, and a range of student work that demonstrated how well learning outcomes were being met. Recognizing its long-term value, this initiative evolved into a framework for real-time program review, enabling both Faculty and leadership to monitor and reflect on curriculum delivery and learning outcomes on an annual basis.

To ensure ease of use and long-term access, ENVR Chair Maya Desai and Interior Design Specialization Coordinator Neal Prabhu collaborated with OCAD U's IT Services to develop a custom SharePoint site. This interactive platform now serves as a centralized and user-friendly tool for continuous curriculum review and enhancement—supporting evidence-based course revisions, new course proposals, and program-wide reflection and planning.

New Sustainability Module Implementation in First-Year Courses
In response to university-wide academic goals related to sustainability, the ENVR program developed a centralized Sustainability Module and accompanying resource database. This module, implemented across all first-year studio sections since 2022-23 introduces students to foundational environmental and climate-responsive design strategies. It supports the early integration of sustainability literacy into the curriculum and will be periodically reviewed to ensure continued alignment with emerging climate objectives and academic directives.

The Environmental Design Sustainability Modules were developed to support first-year core studio courses in both the fall and winter semesters. These modular resources—available as editable slide decks and video presentations—introduce foundational concepts in sustainability and guide students in applying sustainable design principles to studio projects. The modules are supported by additional materials on Canvas and are designed to foster awareness of environmental, social, and economic issues in spatial design.

In the first-year ENVR core studio sequence, sustainability modules were integrated to introduce foundational concepts and encourage the application of sustainable design strategies. In the fall semester, students explored key terminology, the United Nations Sustainable Development Goals, and the role of carbon in the built environment. This knowledge was applied through the design of a public pavilion that addressed a selected sustainability theme. In the winter semester, students were introduced to building strategies that manage embodied and operational carbon. These principles were applied in the design of compact laneway housing that responded to urban density and sustainability considerations.

Ongoing Course Updates via Course Mentor Model
To maintain consistency and currency across multiple sections led by sessional instructors, the Course Mentor model was introduced in 2022 by the ENVR Chair Maya Desai. This model provides structure and pedagogical support for sessional Faculty through pre-semester meetings and collaborative planning. These meetings allow for discipline-informed updates to course content and assignments, reflecting contemporary best practices in architecture, urbanism, and spatial design. While these updates do not require formal curriculum modifications, they ensure that the material remains responsive and relevant to both professional standards and student learning needs.

Alignment with Academic Plan and Learning Outcomes
The Program's Learning Outcomes—at both the course and program levels—were revised in the previous IQAP/CPR cycle to reflect the updated goals articulated in OCAD University's Academic Plan. These outcomes have been designed to support evolving disciplinary knowledge while allowing instructors the flexibility to tailor course content to contemporary design challenges. As a result, course- and project-level content is continuously revised to incorporate emerging knowledge systems, inclusive design principles, and sector-relevant skills that prepare students to thrive in dynamic professional contexts.

Fourth Year Report

Recommendation #2 **Academic and Strategic Priorities** To achieve Student Success with respect to Experiential Learning: allocate support and resources for community-based projects and/or the establishment of consistent partnerships, ideally, in the form of dedicated personnel at the coordinator or manager level. Currently, program-specific outreach and network building in these areas are underdeveloped and ad hoc, with no allocated resources to support them. With respect to Student Mobility and Work Integrated Learning, allocate resources and/or organizational support for equitable travel opportunities and the establishment of a robust and consistent internship system/Program. **Objectives:** Collaborate with Faculty of Design program chairs to review and enhance the job description for a community	2.1 Consult, propose and coordinate with all Faculty of Design program chairs to review the current job description for the community outreach coordinator who can actively establish or identify community outreach prospects and provide organizational support.	ENVR Program Chair (in consultation with all FoD Chairs)	Start: June/July 2024
	2.2 Consult and re-negotiate with the Faculty of Design Dean to request the budget to establish the position.	ENVR Program Chair and FoD Dean	Jan. 2025 (for Feb. budget submission)
	2.3 Should the position be established and hired for - work with the Outreach Coordinator to identify and propose priority projects and associated courses.	ENVR Chair and Faculty	June/July 2025 (assumes a May budget approval)

outreach coordinator and actively engage and negotiate with the Faculty of Design dean for budget approval.			
Second Year Report The objective to collaborate with Faculty of Design program chairs to review and enhance the job description for a community outreach coordinator—and to engage with the Dean for budget approval—was not pursued during this review period due to the current restrictive fiscal environment and the administrative transition to a new Dean of the Faculty of Design. This initiative remains a program priority and will be revisited in Fall 2025/Winter 2026, once greater clarity around budget planning is in place and now that new faculty leadership has been established.			
Fourth Year Report 			
Recommendation #3 **Academic and Strategic Priorities** To achieve Transformative Education and Enhanced Studio Learning: allocate resources (e.g. discretionary funds for Program Chair) for speaker series and invite guest critics / visiting studio professors. **Objectives:** Create a proposal for a speaker series focused on current issues in environmental design discourse	3.1 Create a preliminary proposal for a speaker series (thematic area, potential speakers, and proposed timing) 3.2 Submit a request for funding for speaker series. 3.3 Contingent on budget approval, create a costed proposal for a list of speakers for yearlong series that would be open to the public which include logistics, coordination, and promotion.	ENVR Chair, and Faculty sub-committee ENVR Chair (in consultation/collaboration with the Dean) ENVR Chair, and Faculty sub-committee	Start: June/July 2024 Jan. 2025 (for Feb. budget submission) June/July 2025 (assumes a May budget approval)

and a course model for visiting lecturers, contingent upon budget approval.	3.4 Research various course models and funding structures implemented at peer institutions to support visiting lecturers addressing contemporary issues in architecture and urbanism - involves consulting with colleagues at comparable post-secondary institutions and relevant programs.	ENVR Chair	June/July 2024

Second Year Report

The objective to create a proposal for a speaker series focused on current issues in environmental design discourse and a course model for visiting lecturers—contingent upon budget approval—was not pursued during this review period due to the restrictive fiscal environment and the transition to new leadership within the Faculty of Design. Additionally, the launch of the Design Festival pilot by the Dean and the introduction of a mid-semester charrette provided alternative platforms for guest engagement, reducing the immediate need for a separate speaker series. This objective remains valuable but may be revised in future cycles to better align with Recommendation #4, where a speaker series could be more effectively integrated into the rejuvenation and programming of the Material Innovation Centre (MIC).

Fourth Year Report

Recommendation #4 **Physical Resources** To improve studio space and rebuild culture: develop a series of interventions to design-build studio furnishings, interior	4.1 Submit a request for funding for the upgrade of the MIC. 4.2 Contingent on budget approval, begin the review and	ENVR Chair (in consultation/collaboration with the Dean) ENVR Chair, Faculty sub-committee	Start: Jan. 2025 (for Feb. budget submission) June - December 2025 (assumes a May budget approval)

finishes, storage as part of course assignments, or co-curricular (RA-ships / student monitors / work-study) activities; organize a series of small-scale speaker series, workshops, mini-exhibitions to encourage studio culture To attain Transformative Education and Enhance and Advance Studio Learning: Additional studio space is critical to ensure that studio-based teaching and learning – the single most important mode of curricular delivery – is dedicated to the ED program in the near term. In the immediate term, investments in furniture, storage, and interior finishing to the existing studio will begin to increase the functionality and 'studio culture' appeal. Longer-term, increased studio space is needed. **Objectives**: Since the issuance of the IQAP draft and review, the institution was granted funding to enhance the current studio space.	rejuvenation of the MIC space. 4.3 Status check on the state of space audit/allocation	ENVR Chair	May 2024 (on-going as needed)

The planning of this space involved active participation from the ENVR Chair and key faculty members to ensure that upgrades contribute to 'studio culture'. However, the Program will continue to lobby for funding for RAs/monitors to support the rejuvenation and management of the Material Innovation Centre (MIC) and the implementation of an institutional space audit.			

Second Year Report

As part of efforts to enhance studio culture and student experience ENVR Chair Maya Desai and Interior Design Specialization Coordinator Neal Prabhu volunteered to serve as the Program's representatives on the Faculty of Design Furniture Refresh Committee. This initiative—a $625,000 capital project focused on upgrading design studio spaces in the Sharp Centre for Design—ran from December 2022 to May 2023 and included approximately 20 meetings. Beyond their regular participation, the ENVR representatives took an active role in reviewing and revising draft plans and furniture, fixtures, and equipment (FFE) selections to ensure that the needs of ENVR students were fully considered. A key outcome of this advocacy was the inclusion of design features that foster a stronger studio culture, such as the creation of a shared student lounge and discussion space on the 5th floor, outfitted with communal worktables and supportive furnishings. These improvements are intended to encourage informal collaboration, build community, and better support the day-to-day practices of ENVR students.

Fourth Year Report

Recommendation #5 **Admissions, Recruitment and Retention**	5.1 Support the Admissions & Recruitment (A&R) team in development of strategies to recruit	ENVR Chair	On-going as planned by A&R team (emphasis on Sept.-Dec. for

To advance EDI goals with respect to student admissions: provide support and resources for ED Program and Chair to develop recruitment strategies in communities that are currently under-represented. Facilitate consultation with and involvement of Program Chair in admissions awards to make meaningful changes with regards to EDI in the ED Program. Admissions requirements and quality of students should be carefully assessed relative to a continuously changing demographic of applicants, and relative to the institution's mission for Equity, Diversity and Inclusion and commitment to Truth and Reconciliation. **Objectives**: Since the issuance of the IQAP draft and review, the ENVR Chair has reached out to Admissions & Recruitment to coordinate ENVR Faculty involvement in active recruitment	diverse students to the ENVR program.		active recruitment; Jan-August for planning & potential summer workshops, etc)

in underrepresented communities.			

Second Year Report

While student admissions are managed at the institutional level, the ENVR program has seen consistent growth and now holds the largest enrolment within the Faculty of Design. With first-year intakes of approximately 201 in Fall 2022, 210 in Fall 2023, 187 in Fall 2024, and a projected 186 in Fall 2025, this upward trend reflects strong interest in the Program. As enrolment continues to grow, it presents an opportunity to strengthen program supports and infrastructure further to ensure an engaging and well-resourced learning experience for all students.

However, there is increasing recognition that more intentional outreach to underrepresented communities is needed to ensure equitable access to the Program. In parallel, and in response to growing interest from industry professionals, the ENVR Chair has initiated discussions with the Director of Learning Pathways to explore potential collaborations—particularly through continuing education and micro-credentialing opportunities—that could broaden engagement and create more flexible entry points into design education.

Fourth Year Report

Recommendation #6 **Quality of Education Experience** To overcome the program pathway confusion generated by FLOW and demand for individual advising: the Program should create clear pathway matrixes (via graphic) toward MARC, MLA, MUP, sustainability, health, outcomes, so that students have clear pathways and course-selections (even within FLOW)	6.1 Undertake defining exercise to clarify and produce a revised definition and mandate for 'Environmental Design.'	ENVR Chair, Faculty	Start: May/June 2024
	6.2 Continue to identify clear pathways within the Program and identify potential courses within other programs that might be included in the pathway.	ENVR Chair, Faculty	June/July 2024
	6.3 Engage in consultations with	ENVR Chair	

to achieve their educational and career goals. These pathways should be supported by advising and timetabling in the following ways: 1) program-specific advising (e.g., through the hiring of a program-specific staff member) to support student direction and choice; (2) working with scheduling to ensure that the timetable supports consistent pathways and eliminates barriers to elective enrollment. To clarify and distinguish the identity, learning outcomes and program pathways of ED and Interior Design, and ensure continued interest in ED: undertake a visioning exercise to define Environmental Design, its identity and mandate beyond "architecture," inclusive of landscape, planning, sustainability, wellness, etc., and further distinguish ED curriculum from the Interior Design specialization. **Objectives**: Continue ongoing	identified programs to clarify and confirm inclusion in the proposed pathway. 6.4 Produce a clear and visual representation of the pathways that can be shared with students and Academic Advising.	ENVR Chair, Faculty	Aug.2024 - April. 2025 May/June 2025

work of identifying, confirming, and visually representing program pathways eventually integrating courses from other programs. To be undertaken alongside *Academic & Strategic Priorities Recommendation #1*			

Second Year Report

The ENVR program has made progress in mapping pathways to graduate programs in Architecture, Landscape Architecture, and Urban Planning as part of the FLOW curriculum renewal. Building on this foundation, we are preparing to expand this work to include clearly defined pathways into direct-entry employment opportunities. While this initiative was originally scheduled for Summer 2024, it has been rescheduled to Summer and Fall 2025. This delay was due in part to the Program's concentrated efforts on achieving CIDA accreditation—a process that was particularly labour intensive given limited permanent faculty resources. Despite the postponement, this initiative remains a priority and will help students gain a clearer understanding of the diverse professional trajectories available to them after graduation.

Fourth Year Report

Recommendation #7 **Quality of Education Experience** To address concerns re: Technical and Foundational Skills: the Program should consider ways to deliver these skills, from technical drawing/drafting to software platforms to model-building, at all levels of the Program. Tutorials and software	7.1 Continue initiated discussions with IT and Facilities/Studio Management regarding available funding for structured tutorials. 7.2 Contingent on funding, engage in development planning discussions with IT, Facilities/Studio Management, Campus Life (potentially re: student group management) and RenderED to create a	ENVR Chair (in consultation with IT) ENVR Chair (in consultation with IT, Facilities/Studio Management, Campus Life and RenderED)	Start: Jan. 2024 (for Feb. budget submission) May – August 2024

workshops may be established to supplement course-based learning.	tutorial model as a pilot program for skills training/support.		
To enhance Technical and Foundational Skills: provide resources for the Program to offer technical workshops on software, drawing fundamentals, model making (as per feedback from students); support work study / student monitor positions for advanced students to serve as technical mentors for digital fabrication, to complement the existing technician staff.	7.3 Contingent on implementation of pilot program, evaluate cost and effectiveness of tutorial model with the aim to expand to other programs requiring similar skill development.	ENVR Chair (in consultation with IT, Facilities/Studio Management, and RenderED)	Jan. 2025 (and ongoing)
Objectives: This initiative, currently in the initial planning stages, involves ongoing discussions with IT about the most effective ways for the Program to seek funding to support structured tutorials , with plans to engage IT, Campus Life, and RenderED for a pilot tutorial model if funding is secured, followed by an evaluation of cost and effectiveness for potential expansion to other programs with similar skill development needs.			

Second Year Report

Initial planning for this initiative began in May 2024, with early discussions held with IT to explore potential funding sources to support structured tutorials. Concurrently, meetings with RenderED were conducted to identify student needs and areas of alignment. While these were productive first steps, further discussions with IT must now planned for Summer and Fall 2025 to explore funding opportunities and to determine if an alternate compensation model for tutorial delivery is needed. These next phases will help establish the feasibility of piloting a structured tutorial model.

Fourth Year Report

Recommendation #8 **Quality of Education Experience** To rebuild studio culture and course attendance post-pandemic: re-evaluate course participation policy and grading, possibly returning the capacity for instructors to require in-person attendance. **Objectives**: Efforts have been made within the Program to discuss and devise strategies for defining and assessing student engagement and will continue to refine such strategies through faculty communication and a community of practice approach.	8.1 Conduct sessions and/or include as part of pre-semester faculty-wide meeting, discussions on best practices for student engagement and assessment. 8.2 Disseminate best practices to all permanent and sessional Faculty to support and reinforce the importance of student engagement.	ENVR Chair, Faculty ENVR Chair	Start: May, August 2024 (repeated each semester) August, Jan. 2024 (repeated each semester)

Second Year Report

Efforts to define and assess student engagement within the ENVR program have been ongoing and are guided by an understanding of engagement as both a pedagogical and professional competency, particularly in a discipline like architecture where collaboration and participatory practice are foundational. Faculty meetings are held multiple times throughout the academic year and serve as a forum to discuss and refine shared strategies for supporting student engagement across all studio levels.

Each semester, the Chair provides a working definition of engagement, and Faculty are invited to adapt and co-develop this definition in the context of their own courses. These definitions are then supported with practical approaches such as rubric development, assignment scaffolding, and guidance on what forms of in-class and outside-class activity can be considered meaningful engagement.

Engagement is also embedded into the studio process through site-related activities and reflection components, recognizing that students may experience periods where they cannot attend class but can still meaningfully contribute to the development of their projects. Clear rubrics for each engagement activity, including peer critique, ensure that expectations are transparent and that contributions are aligned with course outcomes.

Fourth Year Report

Recommendation #9 **Curriculum Development** To assess the efficacy of FLOW, and its initial impacts on program success: the Institution should consult with and listen to Faculty and students on the impacts of FLOW, and the Program should be permitted to re-evaluate program learning outcomes and pathways with the possibility of returning some	9.1 Develop updates and changes for implementation in the upcoming academic year or term, aligning them with the course review process to address academic priorities (Undertake alongside *Recommendation no.1, Academic* and Strategic Priorities *and Quality of Education Recommendation #7*)	ENVR Chair, Program Curriculum Committee/Course Mentors	Start: May – Nov. 2024
	9.2 ENVR Program Curriculum Committee/Course	ENVR Chair, Program Curriculum	Sept. 2024 – May 2025

additional courses to core requirements. To maintain Program Quality: FLOW should be re-evaluated for its efficacy and impact on learning outcomes, program pathway and quality of education, and recalibrated to strike a balance between financial stability and academic excellence. ED teaching faculty should be given the opportunity to present their findings and negotiate back required courses it deems essential for a proper degree completion and in order to maintain the Program's reputation over the long run. **Objectives**: ENVR Program to monitor changes, conduct year-end reviews, implement necessary updates aligned with academic priorities, and assesses financial feasibility for core course reintroduction. To be undertaken alongside *Academic & Strategic Priorities Recommendation #1 and Quality of Education Recommendation #7*	Mentors to develop evaluation matrix. ENVR Faculty to track effects of changes on the student experience and learning. 9.3 Reviews to be conducted with Program Curriculum Committee/Course Mentors at year-end to document outcomes from learning activities, course delivery, and continuity across multi-section courses and compliance with CIDA requirements (as required). 9.4 Work with Institutional Analysis to determine what is the financial feasibility and potential for reintroducing courses into the core category in ENVR.	Committee/Course Mentors and Faculty ENVR Chair/ Program Curriculum Committee/Course Mentors ENVR Chair (in collaboration with FoD Dean and Institutional Analysis	May/June 2025 June - August 2025

Second Year Report

In alignment with the objective to monitor changes, conduct annual reviews, and assess both curriculum updates and financial feasibility for core course reintroduction, the ENVR program is actively planning a multi-stage review and implementation process set to begin in May 2025. This process will build on the successful re-accreditation of the Interior Design Specialization by the CIDA February 2025 and will integrate feedback received through that process, particularly areas flagged for improvement.

Led by the Interior Design Specialization Coordinator and core faculty, and overseen by the ENVR Chair, the upcoming review will focus on ensuring curriculum continuity across multi-section courses, mapping course outcomes to CIDA standards where required, and identifying areas for revision or enhancement. A key asset in this process is the Program's recently developed SharePoint-based course database. Originally created for the CIDA accreditation review, this robust tool now functions as a centralized and interactive repository of all ENVR courses. It includes course outlines, assignment briefs, and student work samples, mapped directly to the 16 CIDA standards. This platform enables Faculty to conduct meaningful reviews and course-level planning on an ongoing basis and will be critical in identifying where revisions are needed across core, specialization, and elective offerings.

Once this curriculum alignment and refinement process is underway, the ENVR Chair will work with Institutional Analysis to explore the financial feasibility and strategic potential of reintroducing courses into the core category. These activities are also closely aligned with the actions and recommendations outlined in Academic & Strategic Priorities Recommendation #1 and Quality of Education Recommendation #7.

This work reflects evidence-based approach to curriculum renewal that not only supports program goals and accreditation standards, but also ensures that course offerings remain relevant, financially viable, and aligned with institutional priorities.

Fourth Year Report

Recommendation #10 **Curriculum Development** To better link theory and design and address the above curricular update: coordinate with FAS and INVC to ensure	10.1 Consult and collaborate with FAS and INVC to gain a comprehensive understanding of their course offerings, including their outcomes, skills, and competencies that would complement the ENVR curriculum.	ENVR Chair, Program Curriculum Committee	Start: May - August 2025

a complimentary fit from years 1-4. **Objectives**: Consult and collaborate with FAS and INVC to comprehensively understand their course offerings, outcomes, skills, and competencies that complement the ENVR curriculum and subsequently map interdisciplinary possibilities and review FAS and INVC.	10.2 ENVR Program to map the interdisciplinary possibilities and review FAS and INVC	ENVR Chair, Program Curriculum Committee	May - August 2025
Second Year Report This work is scheduled to begin in Summer 2025 and has not yet been initiated.			
Fourth Year Report			
Recommendation #11 **Faculty Development** To clarify the importance and relevance of academic research and scholarship: co-institutional discussions with permanent Faculty and OCAD Research Services to explore how to best support faculty research and academic success, with crossovers to teaching and student experience.	11.1 Collaborate with scheduling to ensure an institutional block for ENVR 11.2 Coordinate a Q&A session with the Research Office to specifically answer questions pertinent to ENVR. 11.3 Coordinate a Q&A session with the Marketing & Communication (M&C) to outline requirements for research and practice promotion.	ENVR Chair ENVR Chair (in consultation with the Research Office) ENVR Chair (in consultation with M&C)	Start: Jan. - March 2024 Oct./Nov. 2024 Oct./Nov. 2024

Objective: To enhance support and promotion of ENVR faculty's professional practice, community activism, and academic research, create opportunities for Faculty to engage and build relationships with both the Research Office and the Marketing Team.			

Second Year Report

While the objective has not yet been fully implemented in its intended form, preliminary steps have been taken to support the promotion of ENVR faculty's professional practice, community engagement, and research activities. The Program Chair has begun requesting periodic updates from faculty regarding their research and professional achievements. These updates are compiled and shared with Marketing & Communications (M&C) to help facilitate broader visibility. Additionally, the Dean of the Faculty of Design is actively working to support and elevate faculty research and professional achievements as part of her broader mandate. As a result, this responsibility is no longer solely held by the Chair. Instead, the Chair will play a supporting role in advancing this initiative in collaboration with and support of the Dean.

Looking ahead, the Chair plans to invite representatives from M&C, the Research Office, and the Research Ethics Board (REB) to attend the first ENVR faculty meeting in Fall 2025. This will provide an opportunity to begin building stronger relationships between faculty and institutional support units. While the specific focus of the session is still being developed, it is intended to lay the groundwork for more structured and ongoing collaboration moving forward.

Fourth Year Report

Recommendation #12 **Faculty Development** To assist the Program in meeting	12.1 Collaborate with scheduling to ensure an institutional block for ENVR.	ENVR Chair (in consultation with FoD Office and Scheduling)	Start: Jan. - March 2024
	12.2 Consult with ENVR Faculty and identify professional	ENVR Chair, Faculty	May 2024

Learning Outcomes to reflect the current state of the discipline and OCAD's Academic and Strategic Plan: provide funding and resources for professional development focused on such areas as inclusive learning, decolonial curriculum development and pedagogy, and sustainability training. Allow for course / service release for Chairs and Faculty to participate and dedicate significant time for re-training and curriculum development. **Objectives:** Given institutional constraints on course releases, actions include securing an institutional block for ENVR, coordinating with FCDC for professional development in inclusive learning and decolonial curriculum, and exploring industry partnerships for development opportunities and continuing education credits.	development needs and wants. 12.3 Coordinate with FCDC to develop professional development opportunities related to related to inclusive learning and decolonial curriculum development and pedagogy. 12.4 Engage with industry to explore opportunities for professional development and continuing education credits (pertaining to maintaining credentials and licensure) and negotiate additional funding if required. 12.5 Continue to advocate engaged and active, full-time (FT) faculty hires.		June – August 2024 Start: May 2024 (ongoing) Oct/Nov. 2024 (on-going, yearly)
Second Year Report			

The objective to collaborate with scheduling to ensure an institutional block for ENVR has been successfully achieved, albeit limited. In addition, advocacy for engaged and active full-time faculty hires remains ongoing and continues to be a priority for the Program.

However, the following objectives—12.2, 12.3, and 12.4—have been delayed, in part due to the Program's concentrated efforts on successfully achieving CIDA accreditation. This was a labour-intensive process that required significant time and attention from the limited number of permanent faculty members.
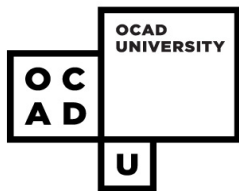
Fourth Year Report

Recommendation #13 **Human Resource Requirements** To address the low number of full-time faculty-to-student ratio and decrease the precarity of sessionals, currently 70% of teaching staff: A multi-pronged approach is necessary and more equitable – new hires in more than two categories (tenure stream and sessional) must take place in order to redistribute service load and allow Faculty to retrain, retool, coordinate across courses, and develop new teaching methods and approaches. The Faculty should consider a mix of the following three appointment types: a. CLTA positions have proven in to	13.1 Collaborate with the FoD Dean and Institutional Analysis to analyze sessional data, evaluating the percentage and frequency of courses taught by sessional Faculty to ascertain the financial viability of implementing TIS or other limited-term appointments.	ENVR Chair (in consultation with FoD Dean, Institutional Analysis)	Start: Sept. 2024 – Jan. 2025 for budget submission in Feb. (may be on-going)

be a productive pathway and entry to academia for recent graduates. This could be a young practitioner, who may not hold a PhD and wants to develop a teaching career. With a multi-year position, they have access to resources, gain teaching experience, and are eligible to apply to research grants and increase the research and scholarship output and reputation of ED and OCAD, and participate in committee service, alleviating the pressure on permanent faculty members. b. Teaching-Stream positions are also another effective way of expanding the permanent teaching cohort to take on a higher teaching load without the application for research or creative practice for promotion evaluation. Such positions exist at			

OCAD, and should be considered as another viable appointment type for ED. **c.** Part-time renewable positions are a third way of expanding the permanent teaching, cohort and allow those who are not interested in a full academic career and the challenges of a tenure track, rather they are practitioners who are committed to teaching. This would also address the service load challenge for fulltime Faculty and reduce the issues raised around the training of new sessionals and the lack of consistency across studio sections. **Objectives:** Due to the limited availability of full-time hire allocations to ENVR, collaborate with the Faculty of Design Dean and Institutional Analysis to assess alternative and less precarious			

forms of faculty appointments			

Second Year Report

Beginning in January 2023, efforts were initiated to support faculty renewal and program stability through the recruitment of one Tenure-Track (100%) position and advocacy for the conversion of one Teaching Stream (100%) position to permanent status. The ENVR Program Hiring Committee reviewed applications and conducted interviews, resulting in the appointment of [name redacted] (Assistant Professor, Tenure Track) in July 2023, and the confirmation of [name redacted] (Lecturer, Teaching Stream) in April 2023. In March 2024, a job posting was also prepared for an additional Tenure-Track (100%) hire to support the Interior Design Specialization, in alignment with CIDA accreditation requirements. However, this position was withdrawn by the administration due to fiscal constraints. The Program continues to carry this outstanding requirement as part of its CIDA accreditation commitments.

Fourth Year Report

Monitoring Report
IQAP Cyclical Program Review

IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION

Program Name:	**Graphic Design**
Submitted by (name of Chair/GPD):	**Nancy Snow, Program Chair**
Date of previous Monitoring Report (n/a if first report):	**n/a**
Date:	**April 21, 2025**

PART B: EXECUTIVE SUMMARY

The Graphic Design program has worked consistently to make tangible and meaningful actions to address the proposed follow-up to IQAP recommendations despite mounting financial constraints being experienced across high education.

The following are some highlights from the report:

• The shared creation of studio 667 at 100 McCaul. The first 2D maker space for students in the faculty of design would not be possible without extensive collaboration between Graphic Design, Illustration, staff at the print & copy centre, and the print and publication technician. This space is a great example of what can be created to serve student need by maximizing use of available resources (labour, finances, grants, and repurposing of space and equipment).
• The development of several 3000 level courses (revised and new) that begin to address upper year needs due to FLOW changes. Note, the program is direct entry with required courses capping at third year, first term.
• The return of Graphic Design student groups following COVID-19 disruptions. Student groups are stronger than ever and evidenced by the growing membership shown here: https://100m.studio/
• The program observed that required courses had fewer drops than non-required courses and we would like to see this investigated. There could be cost savings by increasing the number of required courses. See appendix item B for data to support the examples provided in the report *[available from the Office of the Provost]*.
• Changes to some required and non-required courses are forthcoming now that the program has lived for several years with FLOW changes.
Please note this report includes some appendix items which are referenced inline and can be found at the end of this report (Appendix A) or requested from the Office of the Provost.

PART C: REPORT ON RECOMMENDATIONS

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

move forward with clear goals (see PLOs) for curriculum development and delivery. The program needs institutional equitable support and funding to accomplish these goals.	Submission of priorities to Dean, Faculty of Design		

Second Year Report

2023/24 Academic Year

Academic and strategic priorities
The program chair provided a prioritization plan of curriculum-based funding opportunities (SEE APPENDIX ITEM A) to the dean of design which was compiled during two workshop sessions with the permanent faculty in Graphic Design in fall 2022. Requests resulted in zero (0) dollars from the allotted monies for the academic and strategic plan in the 2023/2024 academic year.

While funding was not provided via the budget from the Academic and Strategic Plan, the Graphic Design program worked with the Illustration program and the staff in the Copy & Print Centre to create studio 667. The space was recommended after a space audit was conducted with a campus planning and projects working group. A soft launch which included faculty training occurred in fall 2023 with curricular and co-curricular support launching fully in January 2024. This would not have been possible without the sustained support of: the Copy & Print Centre who provided staffing and start up consumable funding; consultation, excess book binding equipment and advice from the printmaking technician; resources from the furniture refresh project which provided standing worktables and chairs. Equipment such as scanners and tablets came from an external grant. Additional lockers and cabinets were repurposed from the furniture removed as part of the furniture refresh project at 113 McCaul.

2024/25 Academic Year
Academic and strategic priorities
The program chair resubmitted the prioritization of curriculum-based funding opportunities (SEE APPENDIX ITEM A) to the interim dean of design. Requests resulted in zero (0) dollars under the allotted monies for the academic and strategic plan for the 2024/2025 academic year.

While funding was not provided via the budget from the academic and strategic plan, the program received a donation which was used to fund book binding equipment and extra drums for the single drum RISO printer (GRPH/ILL shared the purchase using monies from the previous academic and strategic plan in 2022) in Studio 667.

Additional work related to this requirement: Faculty observed how few awards there are for graduating Graphic Design students. Work is underway to develop a sustainability award (sustainable pillars include: environmental, cultural, economic, social, and security) by faculty and development staff.

Overall, while direct funding is not coming to the program via large institutional initiatives (ex. academic plan, tuition anomaly for BDes programs) several units and program faculty members are investing in program priorities via staff support, service labour, while addressing shared needs across units.

Fourth Year Report

Recommendation #3 **Human Resource Requirement** Reviewers identified an over dependence of sessional labour in the Graphic Design program. The reviewers recommend permanent faculty hires to replace resignations and retirements as they occur.	At the time of the review this means the replacement of 4 permanent faculty members (8 as of the submission of the implementation (FAR/IP) with hires to be aligned with the priorities of the academic and strategic plan.	Program Chair, Program Faculty, and Dean, Faculty of Design	Started fall term, academic year 2020/21 Reviewed and planned annually for cyclical permanent faculty hiring processes and provided to the Dean, Faculty of Design.

Second Year Report

2023/24 Academic Year
In spring of 2024 Graphic Design hired a tenure-track faculty member, [name redacted], replacing one (1) of the eight (8) permanent Graphic Design faculty members lost due to retirements or resignations.

In summer of 2024 [name redacted], tenured faculty member retired, and [name redacted] member resigned to pursue her doctoral studies.

2024/25 Academic Year
No hiring lines were provided in the 2024/25 academic year in the faculty of design considering the ongoing financial challenges in the sector.

Overall, permanent faculty in Graphic Design is now down nine (9) permanent faculty positions in the academic year ending 2024/25.

Fourth Year Report

Recommendation #4 **Physical resource requirements**	Program to identify resources to support curriculum delivery and skill building in the form	Program Chair, Program Faculty, and Dean, Faculty of Design	Priorities submitted: Spring term 2022

Access to physical spaces for meetings, work, and studio needs is an ongoing issue identified in this cyclical review process and the previous IQAP report. Space issues will need to be addressed in a more consistent, equitable, and collaborative way. Several suggestions over the years have been to focus on areas of practice over specialized spaces where appropriate. It is worth noting, it is not enough to provide space, but those spaces must have maintained resources that support studio practices.	of low-cost technologies that can be brought into studio classes (ex. mobile-studio concept first proposed in the CCC technology advisory group) and larger and more complex technologies for specific skill-building needs (ex. bookbinding, vinyl cutters, scanning, audio capture, etc.) across curricular and co-curricular activities.		Reviewed annually, consulted with units and faculties, and requested with Dean, Faculty of Design, as part of a budget allocation process.

Second Year Report

The physical resource requirements mentioned in recommendation #4 is broken down into two approaches (A) low-cost "mobile studio" technology and (B) more complex technology as documented in the prioritization plan of curriculum-based funding opportunities determined by the Graphic Design faculty (SEE APPENDIX ITEM A).

2023/24 Academic Year
(A) "Program to identify resources to support curriculum delivery and skill building in the form of low-cost technologies that can be brought into studio classes (ex. mobile-studio concept first proposed in the CCC technology advisory group)"

This is the second year that the program has had mobile printer carts in use in core typography classes. These carts were purchased with donated funds during the 2022/23 academic year to address, in part, recommendation #4 and as per a prioritization plan of curriculum-based funding opportunities determined by the Graphic Design faculty (SEE APPENDIX ITEM A).

AND

(B) "Larger and more complex technologies for specific skill-building needs (ex. bookbinding, vinyl cutters, scanning, audio capture, etc.) across curricular and co-curricular activities."

*As mentioned under **recommendation #2** (see details above) the Graphic Design program worked with the Illustration program and the Copy & Print Centre staff to start up studio 667.*

2024/25 Academic Year

(A) "Program to identify resources to support curriculum delivery and skill building in the form of low-cost technologies that can be brought into studio classes (ex. mobile-studio concept first proposed in the CCC technology advisory group)"

This is the third year that the program has had mobile printer carts in use in core typography classes and is starting to see use in first year classes such as design process 1 and 2 (GRPH-1001 and 1002) and some upper year courses (GRPH-3017). As these printers have built in scanners, we are seeing more students use the scanning feature over the print feature during in-class activities. Printing is predominantly used for book making demonstrations and rapid-response to feedback during in-class critiques. Students provide their own paper for printing and given the low amount of toner needed for most in-class work (faculty suggest 4-5 students will use the printer in typography classes) the initial toner purchased in 2022 has not been depleted. The most interesting feedback from the type classes came from a sessional faculty member teaching in 113 McCaul that ran later in the day. Reduced library and learning zone hours meant those in courses scheduled at the end of the day had to run back and forth from the 100 McCaul to scan or test print. These mobile printer carts meant students could spend more time in class working with their peers.

AND

(B) "Larger and more complex technologies for specific skill-building needs (ex. bookbinding, vinyl cutters, scanning, audio capture, etc.) across curricular and co-curricular activities."

This is the first full academic year for studio 667 which meant there could be greater take up of the facilities for both curricular outcomes and co-curricular activities. Several core classes (GDES-1015 Typography 1, GRPH-1002 Design process 2, GRPH-2010 Graphic Design 2) according to course leads, saw more uptake of the facilities in 667 for curricular work. While the technician in 667 reported a need for an improved planning process to support curriculum (this will be developed in the summer of 2025), they say there is an increased stream of students in to use equipment and the RISO machine throughout both terms with a further increase in use for Grad Ex preparation.

Next Steps: The program chair met with the technician and studio services to discuss operating hours and how they could be better balanced to serve student needs via greater access to the room and self-serve items. Limited hours during the fall and winter term caused some issues when it came curriculum needs. The space was closed Thursday mornings and all-day Fridays which prevented courses scheduled during these times from using the space or holding demos) The technician tried to accommodate these gaps by reorganizing hours during certain weeks, but this is not sustainable going forward. This will be discussed further with faculty and studio services during summer prep for the 2025/26 academic year.

Fourth Year Report

Recommendation #5 **Curriculum Development** 5a) The work done for the FLOW major modification and the cyclical program review activities resulted in a reduction of required courses from 12.0 credits to 6.0 credits.	At the time of this report these changes had just been introduced as the pandemic started. The program will take two actions considering this: • Program to monitor the effects of changes on the student experience and learning. •Reviews to be conducted with course leads each term to document student take-up and outcomes from learning activities, course delivery, policy, and continuity across multi-section courses. Updates and changes can then be developed for implementation the following academic year or term.	Program Chair, Program Curriculum Committee	Starting fall term, academic year 2022/23. Course review started in 2020/21 academic year. Changes and updates required will be submitted through curriculum processes (Program Curriculum Committee, CACOF, SUSC)
5b) Four of the nineteen recommendations came from student feedback and related to having more overt portfolio preparations (portfolio-ready work, more 'final' work, projects that 'go deep;) as part of their studies.	Given that the program values process-driven work, we will act on these recommendations in three ways: • Program will review the learning outcomes and assignment structure for GRPH-4017 Professional Practice • Program will monitor the effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters student apprehension of being able to create portfolio-ready work. • Program will review required courses and GDES-3000 level option	Program Chair, Program Curriculum Committee	Starting fall term, academic year 2022/23. Course review started in 2020/21 academic year. Changes and updates required will be submitted through curriculum processes (Program Curriculum Committee, CACOF, SUSC)

	courses to see what can be updated and/or created at the course level for upper year students.		
5c) Student feedback in the review process highlighted (pre-FLOW changes) the need for clear, specific, "honest" critiques, and greater access to faculty for feedback.	While some of the students' recommendations fall into labour negotiations, the program can investigate further in context to course content and delivery: • Reviews with course leads each term to document grading and feedback methods for the purpose of mentoring (skill sharing among faculty), reflection, and collaborative ways to reach continuity across multi-section courses. Updates and changes can then be developed for implementation the following academic year or term. • Program will monitor the effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters students' perceptions of access to faculty for feedback.	Program Chair, Program Curriculum Committee	Started fall term, academic year 2020/21. Review and document progress every academic year to track changes and adjust curriculum delivery horizontally and vertically where determined.

Second Year Report

2023/24 Academic Year

5a) "Monitoring the effects of FLOW changes to student learning."

While institutionally there was agreement that differentiating the effects of FLOW and the effects of COVID-19 on curricular changes would be challenging, institutional analysis proposed collecting perspectives from faculty and staff. Such a collection did not end up materializing, so we do not have institutional perspectives to include in this report. We do know that FLOW changes did contribute to substantial institutional savings.

Course leads organized meetings for the start and end of each term (permanent and sessional faculty) to discuss the benefits of the curriculum offered in the course or where there were challenges. For example, course leads reported greater continuity across multi-section course in first and second year with this greater variety seen in third year. Often the variety presented itself in terms of themes or subject areas used for content in projects.

Increased continuity in multi-section courses may be the result of most course leads providing CANVAS course exports to sessional and permanent faculty each term to clearly communicate updates or changes to assignments, rubrics, course outlines, etc. New faculty could focus on class preparations and updates specific to their delivery versus starting a course from scratch. One course (GRPH-2010) assigned permanent and sessional faculty modules to create and share amongst each other to provide professional development opportunities and skill sharing across the curriculum delivered in the course, while still resulting in similar levels of continuity.

Improvements made from course lead and faculty observations included:
(i) Updates to software and/or technical skills. For example:
• several sections of GRPH-3017 Graphic Design 3 were going to incorporate PowerBI (free accounts available from Azure) or Tableau software into their dashboard project.
(ii) Strengthening skills related to making practices:
• In GRPH-1001 Design 1, the colour module was expanded upon as students in second year had shared, they were not confident in choosing or using colour in their work.
• In GRPH-2009 Graphic Design 1, print material outcomes were expanded upon (with particular focus on reenforcing typography best practices), with several sections offering students options to work with languages in addition to English in their work.

5b) "Program will review the learning outcomes and assignment structure for GRPH-4017" This course was reviewed, and it was determined that assignments and learning outcomes were similar to those of sister schools. The key difference seemed that some schools (mostly colleges) offered more than one professional practice course as part of their curriculum as it was often integrated into studio courses and/or their capstone classes and directly tied to outcomes of a studio course. A permanent faculty member is looking to review the class further for the 2024/25 academic year.

5b) "Program will monitor the effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters student apprehension of being able to create portfolio-ready work."

Anecdotally faculty and students shared the benefits of the 1.0 credit courses, but this resulted in responses more akin to the learning environment over portfolio-ready work:
(i) For classes that ran 3 hours, twice a week. When courses started with exercises or assignment components in the first class, students then had a day or so between the first and second class to work through ideas or concepts and then return to the second class of the week to share progress with faculty and peers. This second timeslot meant that faculty and

students could oversee progress to assignment goals based off what students showed or discussed with peers. Technical issues (ex. software, printing) could be assessed shared amongst the class.

(ii) For classes that ran 6 hours. Students shared that the shift in the upper years from 3 hours, twice a week to 6-hours in one day was jarring and that they preferred 3 hours twice a week. Some students said they appreciated 6-hours in one day to save a commute day, but found they missed a class one week, they felt behind. This will be monitored with a potential shift next academic year to align with early year structures.

Note: Attendance was the one consistent area of concern across all faculty members and even students as those that would miss class, missed out on the peer-to-peer engagements, questions from peers, clarifications, demonstrations, and group problem solving. It meant faculty sometimes spent too much of class time catching students up. To correct this, they encouraged students who missed class to come to office hours which then resulted in bloating office hour appointments. One sessional and a few permanent faculty members reported hosting excess office hours at the end of the term for those who missed classes. This of course is of greater concern with sessional faculty members.

5b)"Program will review required courses and GDES-3000 level option courses to see what can be updated and/or created at the course level for upper year students."

Updates and new courses at the 3000 level
*• **GDES-3003 Typeface Design & Technology**. In fall of 2024 the typeface design course ran with updated access to software on school computers as up until this points faculty had students work across multiple platforms via their free trial offers. The course learning outcomes ran with updates to better reflect contemporary and more digital practices.*
*• **GRPH-2011 Indigenous Graphic Design: NA**. This course was developed as part of Graphic Designs commitment to creating clear connects between indigenous specific knowledge, Graphic Design and cultural production/response.*
*• The motion design classes are popular with Graphic Design students as well as students across the institution. After consulting with those in industry, the program created two motion design electives so that students could further build skills that are relevant to contemporary demand: **GRPH-4019 Advance Motion Design** and **GRPH-3019 3D Design for Motion**.*

5b) "Program will review required courses and GDES-3000 level option courses to see what can be updated and/or created at the course level for upper year students."

Barrier to 3000 level course option emerged due to financial constraints which resulted in cuts to elective offerings in the 2023/24 academic year. To reduce the impact on student experience most cuts were done at the 1000-year level as a review of class lists showed higher than expected numbers of upper year students taking which we interpreted to mean we needed to concentrate on upper year electives in our 2023/24-year planning to ensure students could complete their degrees with program-specific options in addition to expanding course offerings for popular/contemporary areas of practice for students who were not opting to take the thesis courses.

Other cuts were made by reducing the number of sections run in the academic year, or by not offering courses that have historically run under enrolled. When investigating these details, we realized a side effect of FLOW changes meant courses that were full or almost full at the time of enrollment became greatly underenrolled towards the end of term (SEE APPENDIX

ITEM B). Note this appendix item is missing context (ex. number of sections offered each year, reason for course drop is not obvious) but even looking at the increase in per cent of drops warrants a further look into the potential benefits of increasing the number of required courses to both learning discipline specific knowledges and financial sustainability. For example, compare GDES-1010 to GDES-1017. GDES-1010 went from a **drop range of 9%– 19% as a required course to a 19%–60% drop as non-require**d. GDES-1017 is an optional required course and went from a **drop range of 8%–17% as a required course** to **10%–34% drop as an optional required course**, while maintaining almost identical enrollment numbers to pre-FLOW requirements and offering seats outside the major.*

5c) "Effects of the FLOW major modification changes to see if the required courses going from .5 credit to 1.0 credit counters students' perceptions of access to faculty for feedback." In addition to information provided above in part 5a) several faculty members experimented further with academic engagement grades as completion grading was resulting in inaccurate expectations for work completed. More nuanced and detailed rubrics for academic engagement were discussed with course leads who shared and developed course-specific approaches to better communicate expectations to students around process work and iterative project development.

Anecdotally speaking students who engaged in classes found feedback from peers and faculty along with project's iterative structures resulted in work that students felt were refined and more finished in the earlier years. Upper year students shared that they did not end up taking as many studio classes as they had originally planned for so felt they were not as skilled as they had thought they would be or felt ill-prepared to take an independent project as would be expected if they took GRPH-4015 & GRPH-4016 (GRPH's thesis courses). Some wished they had more required courses while some were grateful that their core requirements ended in third year so that they could fast track their studies. Several faculty have observed, especially while viewing GradEx exhibits, student work in general could be stronger and are concerned that they are not spending enough time practicing discipline specific skills.

2024/25 Academic Year

5a) Discussions on vertical integration and how it could be stronger to identify clear areas to adjust in project design or learning outcomes took place in fall 2024. Faculty documented core class assignments, in-class exercises and mapped them to learning outcomes. This led to faculty identifying a need to evolve thesis courses (GRPH-4015 Workshop 1 and GRPH-4016 Workshop 2 and several early level course components to reenforce best practices in typographic work and skill development. For example:

• the GDES-1015 Typography 1 course lead is working on multi-language projects and further building on interaction skill-based projects.
• several sections of GRPH-3017 (Graphic Design 3) incorporated learning of either PowerBI (free accounts available from Azure) or Tableau software (free limited software trials) into their dashboard project.

5b) "Program will review the learning outcomes and assignment structure for GRPH-4017" A faculty member was to have considered updating the course in 2024/25, but given observations made in the previous year, they instead focused on retooling the GRPH-3012 Research Methods to balance methods and outcomes between professional practice expectations and academic research method practices. Several students participating in GradEx 2025 have included work done in the research methods course which could be

**Available from the Office of the Provost

evidence that this shift is helping to address student's apprehension of having "portfolio-level" work preparedness.

5b) Updates and new courses at the 3000 level
*• With the rapid rise of AI tools and interventions two existing courses on generative design required updating. **GDES-3092 Interactive Media: Space** and **GDES-3089 Generative Media: Form & Code** course descriptions and learning outcomes in additions to assignment components.*
*• With motion design practices moving into core classes (GRPH-1002 Design Process 2 and GRPH-2009 Graphic Design 1) the course lead decided to retire **GRPH 2003 Time, Motion Media** and create **GRPH-2003 Video for Communication** to create a course with deeper learning in video production similar to what we created for **GDES-1017 Photography for Communication.***
*• **GDES-3104 Internship** was transferred to the Graphic Design program in spring 2022. The program chair meet with permanent faculty teaching the course and staff with the RBC CEAD to determine curriculum structure, the course was able to be increased from 22 students to 45, with spring/summer offerings to test our feasibility of 60 students per section.*

5c) As with the 2023/24 academic year, this year saw further increases to studio class sizes which makes it more challenging to see if faculty feedback is affected by core courses shifting from .5 credits to 1.0. The Graphic Design program implemented incremental changes (as per the senate approved FLOW table on class size increases) so faculty had been adjusting to address increases, with all courses (except thesis which ran with a cap of 22) running with caps of 28 or 30. This meant faculty had to incorporate more overflow spaces (6th floor open studio at 100 McCaul, empty classes, WLC open spaces at 113 McCaul, studio 667 at 100 McCaul) when spaces became too cramped to work. Those in .5 credit courses (ex. Typography 1 and 2) are concerned about the reduced time they can spend with students and the effects on their learning when it comes to the details required for best practices. For example, Packaging Design courses are shifting more to group work which means not all students are working on every detail of an assignment and learning is being lost for certain students.

Future planning: As discussions with faculty and students resulted in perspectives on 1.0 courses learning take up and class sizes, a formal survey will be produced for the 2025/26 academic year to collect a broad selection of perspectives from students and faculty on core and elective courses with a question specifically targeting "portfolio-ready" work outcomes, feedback, and continuity across multi-section course. A course lead for 3000 elective courses also wished to collect perspectives from non-major students on perceptions of learning, skill building, and feedback.

Fourth Year Report			
Recommendation #6 **Quality of Educational Experience**			

Two of the nineteen recommendations were identified under the category of quality of educational experience. 6a) Consistency across multi-section courses, benefits of strong course lead practices.	• Strong course leadership practices have shown to contribute to greater consistency of course delivery in multi-section courses. It has benefited sessional faculty and mentorship. This practice will continue and build upon successful practices by yearly review and feedback from faculty and students	Program Chair, Program Curriculum Committee	Each academic term (fall, winter, spring/summer).
6b) Need to improve support systems that scaffold student experience	• Program-specific communication both internally and externally is inconsistent and weak. To address this: > the program will create a communication plan for each academic calendar. > pilot faculty led, program-specific advising > update institutional and program-specific communications (ex. web pages, program guides) to improve understanding of the program structure, goals, and outcomes for both current and potential students.	Program Chair, Program Faculty	Updates to be ready at the start of each academic year (and/or updated where appropriate in a given moment). Update institutional and program-specific communications (ex. web pages, program guides) Started 2020; yearly going forward.

Second Year Report

2023/24 Academic Year
6a) "Consistency across multi-section courses, benefits of strong course lead practices."
This has been spoken about above in **recommendation #4** *above as course leadership is integrated into pedagogical evolution.*

6b) "Need to improve support systems that scaffold student experience"
The program chair consulted with several units at the institution who, it turns out, were also experiencing similar challenges with communication planning. For example, the Office of the Registrar created modules that improved the registration experience by training students on how to register. This resulted in a significant decrease in email communication to the design office and program chair over the summer term in 2024. Staff with the registration office have agreed to meet to discuss the piloting of program-specific student advising (a model that exists in American schools).

To address the issues around program structure the program chair hosts information sessions with upper year students about workshop classes by inviting instructors to share their course plans and answer student questions. This initiative was started several years ago and has helped to ease anxiety and to help students make informed decisions about participating in a thesis option.

6b) "The program will create a communication plan for each academic calendar."

The program chair started this process by looking at what is communicated institutionally as there has be great improvements in communication to students from several units at the institution. From there the first step was to focus on communications around what students were producing in courses. In addition to the format update for LookInside (started in 2020) each core class would host a student exhibit of work each academic year. First- and fourth-year classes already had this in practice, so second and third year joined in exhibiting at the Ada Slaight gallery. The intent was to share student work so fellow students could see what each section was making, but also so faculty could see how projects were coming together in other sections.

Communication Tools:
Faculty have a program specific site for LookInside 2023.(site is updated each year, see 2024/2025 below for most recent iteration).
Students created a program specific GradEx site: https://2024.ocadu.gd/

2024/25 Academic Year
With a new dean joining the faculty of design, the design office has hired social media monitors and is now maintaining social media channels which has been helpful to share exhibits and event information with the broader community
www.instagram.com/ocadu_design/

Communication Tools:
Faculty have a program specific site for LookInside 2024: https://lookinside.ocadu.gd/
Students created a program specific GradEx site: http://2025.ocadu.gd/ (launching May 6, 2025)

There is a return of Graphic Design student groups following COVID-19 disruptions. Student groups are stronger than ever and evidenced by the growing membership. 100M is an umbrella for several subgroups, found in the directory shown here: https://100m.studio/

Next steps: The program will next work on piloting student advising. In addition, broader communication around the program structures will be developed once we determine the next

iteration of thesis class composition and other core course changes. The reason for this delay is that faculty did not wish to make changes piecemeal but determine changes more holistically to minimize disruption to student progress.

Fourth Year Report

Recommendation #7	Our commitment starts with the understanding of colonization as exploitation and oppression of peoples and the role Graphic Design plays in this understanding. For our first action, faculty began purposefully making greater spaces for IBPOC voices and perspectives through precedent examples across our courses.	Program Chair, Program Faculty	Each academic term (fall, winter, spring/summer).
Academic and Strategic Priorities			
As stated in the self-study brief, Wholistic Approach to Curriculum and Indigenous Learning Outcomes were being introduced to the community at the start of this review in a series of workshops along with faculty participating in cultural competency training. The approach taken by the program and advised by indigenous faculty members, is a considered and ongoing process rather than as a metric to be measured and quantified through rubrics.	• The program will monitor, and document actions related to our obligations for the purposes of reflection, mentoring, and collaboration in both curriculum and faculty development		Review and document progress every academic year to track changes and adjust curriculum delivery and components horizontally and vertically.

Second Year Report

2023/24 Academic Year

GRPH-2011 Indigenous Graphic Design: North America was developed to have a specific course that could support diverse perspectives from across the many indigenous cultures and communities in North America. The course would run as a lecture course over a studio course but would still expect some assignments to have a making component.

2024/25 Academic Year

With a faculty member resigning to pursue doctoral studies in spring of 2024, the course was unable to run in the Winter 2025 as planned. This did not affect student progress as the IVCL

and IVCV courses were still included in the program guide.

Next Steps: Faculty will look to reconsider the course. We were given advice by a SUSC member when creating it that it was potentially too narrowly focused to faculty members research. This was advice that we may now use to reconsider the course. Possibilities include something as simple as a shifting to make it more of an umbrella beyond the geographic location of North America (Maybe something like GRPH-2XXX Indigenous Design Practices). The program chair is in consultation with external communities, starting in fall 2024.

Fourth Year Report

GRPH Monitoring Report: Appendix A

UNIT: Faculty of Design
PROGRAM: GRPH

SCHEDULE:

Date	
14-Oct-22	Assigned
27-Oct-22	GRPH faculty consult, Part 1
03-Nov-22	GRPH faculty consult, Part 2

LEGEND:

High Priority	A, B
Dot Vote results PRIM	F (6); G (5); I (5);
Dot Vote results SEC	E (4)
Dot Vote results TER	H (3)

	Unit Goal	Select	Priority Area	Objective	Key Indicators/Milestones	Expected Completion	Dependencies	Resources (Funded)	Resources (Requesting Funding)	Resources (Can Attract Outside Funding)	Resources (Revenue Generating)	Additional Notes
	Description of what you'd like to achieve		*Choose which Priorities in the Academic and Strategic Plan are related to your goal. Use the box next to each priority to indicate which ones apply.*	*For each priority selected, which objective will your goal be targeting? Use the letter (A, B, C, D, E, F, G) for the objective from the plan (see reference)*	*List any measurable outcomes which will represent progress towards your goal. These can be outputs or smaller steps towards your goal.*	*For any milestones or indicators, when is the expected completion date?*	*Does your goal require coordination or contribution from others outside your unit? Please describe.*	*Indicate if your goal is achievable within your existing resources, if it requires funding, or if it will be attracting outside resources.*				
A	**Resourcing the program**	Hire full time faculty (tenure-track/tenured)	x Drive Positive Impact Pursue Environmental Sustainability x Innovate Learning, Teaching and Research Centre the Student Journey x Decolonize and Indigenize A&D ed Emerge as a Vibrant Hub Steward financial health	A, B, E B, C B	GRPH lost 7 permanent faculty in the past 4 years. While sessionals play an important role in connecting with local communities, permanent faculty are better positioned to successfully engage with the academic plan priorities in the short and long terms. Further, for a large program like GRPH, the number of permanent faculty is well under the ratio as outlined in the MOA.	ASAP ASAP ASAP	Dean's Office	x	ex. research fund)			
B	**Prioritizing quality of education**	Address class sizes; center student needs, more caring and sharing; implement decolonialism and Indigenous ways of knowing	x Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research x Centre the Student Journey x Decolonize and Indigenize A&D ed x Emerge as a Vibrant Hub Steward Financial Health		Class sizes are effecting quality of student experiences FLOW changes are effecting quality of student experience			x				
C	**Building our home community**	Set aside time, space and support for collaboration, generation, dissemination of efforts that strengthen our community, instantiate inter-disciplinarity, create opportunities for student/ faculty interaction	x Drive Positive Impact x Pursue Environmental Sustainability x Innovate Learning, Teaching and Research Centre the Student Journey Decolonize and Indigenize Art and Design Education Emerge as a Vibrant Hub x Steward financial health	B C F D	Time and space allotted on a regular schedule for exchange. Assess curriculum practices across all University courses Supported through curriculum development Supported through curriculum development	 ASAP ASAP ASAP	Beyond GRPH, yes. Beyond GRPH, yes. Beyond GRPH, yes. Beyond GRPH, yes.	 x x x	 x x	x x x	x	
D	**Showing leadership in multiple ways of knowing**	Design and technology. Faculty development. Speakers and Designers in Residence invitation for a series of lectures and workshops with faculty and students + Library new resources/open access for research.	Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research Centre the Student Journey x Decolonize and Indigenize A&D ed Emerge as a Vibrant Hub Steward Financial Health	F and B B	Workshops, curriculum activities Part of the curriculum activities/development	One academic year ASAP	Yes: Emerging technology beyond GRPH Yes: International coordination	x x	 x			
E	**Hosting professional & scholarly communities of practice**	Professional development - creating learning communities and training opportunities around existing and emerging tech for students and faculty	Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research Centre the Student Journey x Decolonize and Indigenize A&D ed Emerge as a Vibrant Hub Steward Financial Health	D and F B	build website for sustainability Community of Practice Join with ADV, ID, others for AI, ML symposium Host teaching & learning conference Guest Speakers: Lecture Series Guest Speakers: Workshops Guest Speakers: Residences Guest Speakers: Exhibitions			x x x x x x x	x x x x x x x			
F	**Providing access to spaces, tools and opportunities**	Greater resourcing for access to equipment and tools -- in our studio classrooms; shared spaces; co-curricular events, mentored settings, peer-to-peer networks	Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research Centre the Student Journey Decolonize and Indigenize Art and Design Education x Emerge as a Vibrant Hub Steward Financial Health	F C,D, E	Mobile Studio(s) PHOTO Mobile Studio(s) TMM Mobile Studio(s) PRINT Mobile Studio(s) 3D Low-Tech: Printing, Silhouette Cutter, Bookbinding Equipment Provide tutoring and workshops on software. Provide discipline- and language-specific support to international students	Ongoing	Yes: Collaboration, sponsorship	x x x x x x x	 x x	x	Example Costing: Small printers and carts 900.00; Bookbinding kits for a class 100.00; more detailed pricing can be gathered. Largest barrier here: maintenance and support as identified in discussion w/IT GRPH does not have studio spaces. Years ago "mobile studios" were proposed during theCCC tech advisory group. This is a model to work towards. Post pandemic we're able to do this, eg: Typography courses piloting use of low-tech printing in-the-moment for curriculum under a "mobile studio" model [set up for this project worked in consultation with Victoria Ho to consider sustainability (environment0in the development]. GRPH and ILL chairs currently working collaboratively on Risograph initiative at a curriculum level [note, not service bureau model] in conjunction with Printshop (service level) staff]
G	**Communicating internally & externally**	Online dedicated presence to showcase faculty research, creative work, curriculum development and innovation; student work and accomplishment; collaborations with local communities; and more.	x Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research x Centre the Student Journey x Decolonize and Indigenize A&D ed x Emerge as a Vibrant Hub Steward Financial Health	B, D, E B D B C, D, E	GRPH website Faculty retreats Speakers series skill shares Student Exhibitions: On Campus Student Exhibitions: Off Campus synchronize what we com. that we offer to students and what we actually deliver	ASAP then Ongoing ASAP then Ongoing ASAP then Ongoing ASAP then Ongoing	Yes perhaps with a design studio or alumni	x x x x x x x	x (attract new students; partne x			Example Costing: 1,100-,1500 (Sebastian Aubin from Montreal for Research Methods). Measurable outcomes include number of visitors, prospective students getting in touch and mentioning the website, potential external collaborators indicating the source, etc.
H	**Storytelling, creating, publishing, promoting**	Develop more public programming to buttress student classroom experiences by inviting designers, curators, artists and other professionals to speak, conduct workshops, develop	x Drive Positive Impact Pursue Environmental Sustainability x Innovate learning, teaching, research x Centre the Student Journey x Decolonize and Indigenize A&D ed	A, B, C, D A,C, D A, D A, C, D, E	Website: Graduating student work Website: Current student work		Yes perhaps with a design studio or alumni	x x				

	exhibitions and publications with students and the Toronto design community at large.	x	Emerge as a Vibrant Hub	B, C, E					
			Steward Financial Health						

I	**Placemaking for making as learning**	**Allot more dedicated and considered space for students to create robust student-to-student learning environments and install making as a form of inquiry and research**	x	**Drive Positive Impact**	B, D, E	Mobile Studio(s) PHOTO			x	
				Pursue Environmental Sustainability		Mobile Studio(s) TMM			x	
			x	**Innovate learning, teaching, research**	B	Mobile Studio(s) PRINT			x	
			x	**Centre the Student Journey**	D	Mobile Studio(s) 3D			x	
				Decolonize and Indigenize Art and Design Education		Low-Tech: Printing, Silhouette Cutter, Bookbinding Equipment			x	
			x	**Emerge as a Vibrant Hub**	C, D, E	Provide tutoring and workshops on software.	x		x	
				Steward Financial Health		students		x	x	x

Example Costing: Small printers and carts 900.00; Bookbinding kits for a class 100.00; more detailed pricing can be gathered. Largest barrier here: maintenance and support as identified in discussion w/IT GRPH does not have studio spaces. Years ago "mobile studios" were proposed during theCCC tech advisory group. This is a model to work towards. Post pandemic we're able to do this, eg: Typography courses piloting use of low-tech printing in-the-moment for curriculum under a "mobile studio" model [set up for this project worked in consultation with Victoria Ho to consider sustainability (environment0in the development]. GRPH and ILL chairs currently working collaboratively on Risograph initiative at a curriculum level [note, not service bureau model] in conjunction with Printshop [service level) staff]

IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION

Program Name:	**Industrial Design**
Submitted by (name of Chair/GPD):	**Peter Coppin, Program Chair**
Date of previous Monitoring Report (n/a if first report):	**n/a**
Date:	**April 28, 2025**

PART B: EXECUTIVE SUMMARY

Briefly describe the principal findings of the monitoring report.

This Monitoring Report provides a status update on remedies addressing IQAP recommendations (IR) identified in the last Cyclical Program Review. As the incoming Chair of ID/INDS following these findings, this allowed a fresh perspective—akin to an external peer reviewer over the past 21 months to independently verify the findings while digging further to identify their root causes. By understanding root causes, we can move beyond surface changes to address structural improvements that, once resolved, will help ID/INDS maintain its (currently precarious, until debugging is completed) position as a flagship

institution vital to the region, Canadian society, and the world. The structural issues identified here extend beyond ID/INDS, potentially benefiting other OCAD U departments facing similar challenges.[1]

Interfaces Driving ID/INDS's Mission as a University Design Department

The principal findings of this monitoring report can be understood in terms of three interfaces:

A. The interfaces between the internal operations of ID/INDS and the external needs of society.
B. The interfaces between students and faculty.
C. The infrastructure to support these interactions.

These can be viewed as faces of a pyramid that interact to form a stable structure for an industrial design department at a university.

The interface between ID/INDS's internal operations and society's external needs (A) is the process whereby students and faculty engage in the co-construction of knowledge and practices by working on real-world problems facing individuals, communities, and industries. Inductive processes, such as methods and methodologies of human-centred design, codesign, or strategic foresight, to name a few, enable students and faculty to work together with individuals, communities and industries to develop understandings of the problematic situation to inform the iterative development of potential design interventions. Depending on what is needed, these could be physical products, interactive interfaces, services, or strategies.

The interactions between students and faculty (B) who are focused on these real-world problems are the engine that drives the creation of new knowledge and practices while simultaneously developing students' skills, knowledge, and aptitudes to become leaders in design, working with individuals, communities, and industries to survive and prosper within our dynamically changing worlds.

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[1] This challenge is also evident in graduate programs, where finding Principal Advisors has become increasingly difficult. The structural issues identified here are a root cause, particularly affecting students seeking advisors for their MRP or thesis projects.

The infrastructure to support these interactions (C) is physical (e.g., buildings, shop facilities, labs), virtual (e.g., software, video conferencing systems) and pedagogical (e.g., curriculum and the ways that students and faculty interact).

An analysis of the 13 IQAP Recommendations (IR) identified by the IQAP team (Munroe, Lee, Rutgers) reveals that ID/INDS continues to be a leading force in the region, nationally, and globally. However, structural barriers impede its true flourishing to its historical potentials. By identifying the deeper structural issues that underpin the recommendations, we can enable ID/INDS to flourish towards its true mission as a university department at OCAD University.

1: Opportunities for (A) connecting with society's needs: IR-3, IR-6, and IR-12

IR-3: "Strengthening industry connections through real-world learning experiences [for students]" is the student-facing version of **IR-6: "Enhancing faculty support [by] aligning teaching with professional work"** because aligning teaching with professional work, by bringing real world problems and improvements based on trends observed through faculty research and practice, often with communities, industries, or government agencies, is a primary avenue for aligning the internal conditions of an industrial design department at a university with external needs of the society or societies within which it resides. Such an integration is accomplished at many universities through graduate (e.g., MDes or PhD) students and undergraduate (e.g., honours thesis) students, often through the semi-formal mechanism of a faculty member's research group or studio, typically linked to their program of research. Industrial Design is a highly interdisciplinary field, and so the terminology may vary: Ranee Lee's DesignWith, Dr. Peter Coppin's Perceptual Artifacts Lab, and Dr. Kate Sellen's Health Design Studio are all examples of this paradigm, with varying terminology. Currently, ID/INDS has no honours thesis or similar option to foster the co-construction of knowledge between faculty and students focused on real world problems (many pursue Independent Study projects as an ad-hoc work-around) and OCAD U's MDes programs, including the ones created by ID/INDS faculty, are housed outside of ID/INDS and the Faculty of Design, which presents barriers that will be discussed in Section 3. Structural changes to introduce an honours thesis option and provide more agencies over OCAD U's MDes program would align the ID/INDS education with societal needs, and closer coordination of curriculum and advising functions can amplify impact.

These interlinked structural issues are further expressed by **IR-12: "Concerns about preparing students for the workforce without a mandatory capstone course"** but misses other opportunities for engaging students with faculty work focused on real-world problems by

prematurely describing a single desired outcome ("a mandatory capstone course") within the description of the pain point ("preparing students for the workforce"), because a capstone course is only one of many ways that a university industrial design department keeps its internal activities synchronized with external societal needs (e.g., see the Honours Thesis or Graduate Advising options above). IR-12 also neglects an important feature of an industrial design department at a university relative to a college: A university differs from a college or vocational school by contributing to new knowledge and participating in broader discussions regionally, nationally, and internationally.

Structural Recommendations (SRs) underpinning IR-3, IR-6, and IR-12:

- **SR-1 (as a means for making IR-3, IR-6, and IR-12 actionable):** Introduce an undergraduate honours thesis (or similar) option to empower faculty mentorship in their specialized areas of research and practice, providing a needed but complementary alternative for the 4th-year capstone course (this will have other benefits by reducing faculty competition to teach the 4th-year capstone because it currently is the primary avenue for (A). Here is how this has been specifically described by a member of the IQAP team: *"Proposed adjustments:* Create two project alternatives [for the ID Major Design Project 1-2 ('capstone')].
    - A guided two semester project, in which students will work on defined projects and process with clients.
    - A two semester 'internship'…under the supervision of faculty..."
- **SR-2 (as a further means for making IR-3, IR-6, and IR-12 actionable):** Integrate graduate student involvement within the Faculty of Design to bolster faculty research (IR-6: Faculty Support), advancing industry partnerships (IR-3: Industry Connections).

These steps, to be reported on for the 4th-year report, will position ID/INDS as a global innovator on par with peer programs that already have these structural features in place.

2: Space Planning (C) to foster Collaborative Opportunities (A-B): (IR-1: Student Workspaces) with Communities and Industry (IR-3: Industry Connections, IR-6: Faculty Support, IR-12: Capstone Course)

Relocation Update

ID/INDS is finalizing plans with Space Planning to relocate 4th-year student workspaces from 230 McCaul's 9th floor to 100 McCaul, aligning students with faculty and shop facilities at 100 McCaul.

Areas of Concern

To address structural barriers (IR-1: Student Workspaces) and optimize resources, three areas require monitoring:

- **Infrastructure for Collaboration**: Separated student workspaces from faculty carrels and externally managed research labs reflect an outdated college model, limiting collaborative research (IR-3: Industry Connections). A requested bookable meeting room was deferred, highlighting the need for integrated, university-style labs to foster innovation (IR-11: Innovation) and student-faculty co-creation.
- **Decision-Making Process**: The relocation, driven by external administrative consolidation (e.g., displacement from 115 McCaul for the creation of CEAD, current university efforts to consolidate faculty administrators and their support staff to the 9th floor of 230 Street Richmond St. West), all reasonable, but underscores limited ID/INDS agency. Repeated displacements over a decade necessitate co-designed processes to ensure stable, industry-aligned spaces (IR-3: Industry Connections). CEAD's industry-connection mission suggests potential collaboration to optimize space use.
- **Faculty Workspaces**: Isolated 5th-floor carrels at 100 McCaul, unlike private offices in peer programs, hinder faculty mentorship (IR-6: Faculty Support) and confidential interactions, particularly for faculty operating under the Post-2010 Research Intensive Paradigm. Integrated workspaces near student areas, combining private and collaborative zones, would enhance mentorship, retention, and interdisciplinary design practice (see "Structural Challenges" below).

Structural Recommendations (SRs) to make IR's actionable:

- **SR-3**: Work with Space Planning to co-design technology-enabled labs for student-faculty collaboration, supporting real-world projects (IR-3: Industry Connections, IR-6: Faculty Support) and capstone excellence (IR-12: Capstone Course). These enhancements, planned for the 4th-year report, will elevate ID/INDS's global impact.
- **SR-4:** Work with Space Planning and University administrators to re-imagine faculty workspaces. If necessary, conduct an environmental scan of peer institutions and liaise with ACIDO to calibrate with best practices in the sector.

3: Opportunities for Faculty Retention and Equity (IR-5: Equity-Seeking Faculty)

OCAD U's Evolution and Faculty Paradigms

Understanding the composition of ID/INDS and its relation to faculty retention *IR-5: Increasing representation of equity-seeking groups among faculty* can be understood through the lens of

OCAD U's evolution—that parallels the evolution of the industrial design field itself—from Ontario School of Art (1876) to Ontario College of Art (1912), OCAD (1996), and OCAD University (2010)—because the current faculty complement reflects the paradigms within which they were hired as the department evolved through distinct phases—from art college to design college to research university—which created faculty with varying approaches in a single department (which is a strength). All are valuable and serve essential roles in ID/INDS but understanding similarities and differences will aid understanding structural challenges.

Structural Challenges

Tenure-track faculty hired after 2010—increasingly from equity-seeking groups due to demographic shifts and OCAD U's decolonization initiatives—face significant retention challenges. Since faculty roles have evolved to integrate research with teaching, particularly for PhD holders (hired starting in 2012) who must maintain active research profiles, secure external partnerships, and obtain Tri-Council (or similar) funding. This funding requires mentoring Highly Qualified Personnel (HQP), typically graduate or advanced undergraduate students—a requirement that's difficult to fulfill within ID/INDS's current structure (thus SR-1 and SR-2, as part of addressing IR-3, IR-6, and IR-12).

While the ID/INDS faculty initiated or played key roles in ginitiating several graduate programs (MDes in SFI 2010, INCD 2011-12, DHEA 2014), these are managed outside ID/INDS and the Faculty of Design. OCAD U's centralized administration unintentionally impedes access to graduate programs and lab infrastructure, impeding tenure track or tenured faculty's ability to maintain balanced teaching loads and pursue research opportunities (which is interconnected with: IR-1: Student Workspaces, IR-3: Industry Connections, IR-6: Faculty Support, IR-11: Innovation).

For example, when recruiting a new Tenure Track Assistant Professor, an ID/INDS Chair cannot provide essential support such as i. research lab space (managed externally from ID/INDS-FoD), ii. a start-up package (also externally managed through a seed grant program not strategically integrated with ID/INDS or the FoD and therefore inaccessible to Chairs and GPDs), iii. a balanced teaching load that combines graduate and undergraduate courses (given that graduate programs are administered independently from the Faculty of Design), iv. access to graduate HQP for their research grants or even a private office for meetings and scholarly work. Unless they are able to arrange something individually with ORI, faculty are assigned desks in a shared office (unlike faculty members in some other parts of the university), leading many to conduct their research from home—effectively disconnecting them from the university's knowledge-creation ecosystem.

Consequently, many faculty members have left ID/INDS or developed unsustainable workarounds. Those who have lost access to graduate programs they created or helped create have experienced decreases in publications and external funding (e.g., Tri-Council grants),

highlighting the problematic disconnect between ID/INDS, graduate programs, and research infrastructure (IR-1: Student Workspaces, IR-3: Industry Connections, IR-6: Faculty Support, IR-11: Innovation).

Retention Impacts

The 4th-year capstone course is extremely difficult to access by post-2010 faculty, causing alienation. Students face mismatched expertise, and post-2010 faculty, unable to mentor advanced undergraduates or graduate students, often leave or teach externally, reducing diversity. Addressing these barriers by 2027—through unified program administration, lab access, and an honors thesis option—will enhance retention (IR-5: Equity-Seeking Faculty) and position ID/INDS as a leader in inclusive design education.

Structural Recommendations (SRs)

- **Overlaps with SR-1, SR-2, SR-3, and SR-4**: The post-2010 duties of tenure track faculty therefore overlap with the Structural Recommendations noted above, where establishing avenues to involve advanced undergraduate HQP through an honors thesis option (specifically described by an IQAP team member as " A two semester internship or research assistant position under the supervision of faculty" (although other terminology and implementation specifics will be considered) or graduate student HQP by integrate MDes programs within the Faculty of Design, granting ID/INDS faculty and the Chair agency in admissions and advising to support research and mentorship (IR-6: Faculty Support).

Advancing ID/INDS's Mission as a Global Design Leader

This Monitoring Report highlights structural barriers impeding ID/INDS's mission through three interfaces: connecting internal operations to societal needs (A), fostering student-faculty co-creation (B), and supporting infrastructure (C). Despite its regional and global leadership, OCAD U's centralized evolution, outsourcing MDes programs and labs, limits industry alignment (IR-3), faculty mentorship (IR-6), and capstone excellence (IR-12). These barriers, particularly impacting equity-seeking faculty retention (IR-5) and collaborative spaces (IR-1), require systemic solutions. Ongoing efforts, including honors thesis options (SR-1), MDes integration (SR-2, SR-5), and co-designed labs (SR-3, SR-4), address these challenges. By implementing these structural recommendations, ID/INDS will enhance diversity, industry relevance, and innovation. Progress

will be reported in the 4th-year report (2027), positioning ID/INDS as a flagship university department, benefiting OCAD U and the global design community.

PART C: REPORT ON RECOMMENDATIONS

Recommendation	Proposed Follow-up	Responsibility and Other Stakeholders	Implementation Date/Timeline
Recommendation #1 **Lack of Permanent Student workspace**	The program chair and department faculty continue to work with the administration for a permanent working space for the Industrial Design Students.	Program Chair and All permanent ID Faculty, Dean, Nick Puckett and Joanne Frisch	Immediately and until realised. Meetings are currently being requested.

Second Year Report
[Note: where applicable, please include dates of implementation actions]

See Section 2 in the "Principal Findings of the Monitoring Report" above.

Fourth Year Report

Recommendation #2	Work with faculty curriculum team to	Dean, Office of the Registrar, ID	2023/24 Fall and Winter

Large cohorts and class sizes	develop strategies to address large class sizes in the program and assess the effectiveness of large class sizes in core classes. Propose changes	Program Chair, ID curriculum committee	Curriculum meetings

Second Year Report

ID/INDS is addressing large cohorts and class sizes (IR-2: Class Sizes), with full progress to be reported in the 4th-year report. ID/INDS will be piloting three large format courses, part of a university initiative, and may offer surface-level improvements. True progress requires integrating ID/INDS with MDes programs (e.g., INCD, DHEA), involving core faculty and the Chair in admissions to enable funded graduate students to lead tutorials for personalized instruction (IR-6: Faculty Support).

Previously allocated program equivalency funding (to put ID/INDS on par with peer programs), under negotiation, would cap core studios at 20 students and Major Design Projects at 15, aligning with peers (IR-4: Budget Agency).

Navigating OCAD U's centralized structure, these efforts enhance industry-aligned education (IR-3: Industry Connections), capstone preparation (IR-12: Capstone Course), and equity (IR-5: Equity-Seeking Faculty), positioning ID/INDS as a leader in design education.

Fourth Year Report

Recommendation #3 **The need for better connection to Industry**	Industry speakers will be pursued and will require funding from Administration. Work with faculty and curriculum team to develop strategies to	Program Chair in consultation with ID core faculty and course instructors	This work is underway as of Winter 2023 and will continue in the

| | address integrating industry into learning experiences. | | Fall and through the Winter 2024 |

Second Year Report

See Section 1 of the "Principal Findings of the Monitoring Report", which identifies structural causes linking IR-3: Industry Connections, IR-6: Faculty Support, and IR-12: Capstone Course, with next steps outlined. ***To summarize the relevant points of Section 1 relative to IR-3***: OCAD U's centralized structure, outsourcing graduate programs and labs, limits faculty-student collaboration on innovative, industry-aligned projects, hindering research integration and workforce preparation.

In the meantime, ID/INDS is enhancing industry connections through the HCD Launchpad lecture series and by liaising with ACIDO, fostering real-world collaboration. Ongoing efforts include expanding mentorship (IR-6: Faculty Support) and capstone projects (IR-12: Capstone Course). Despite outsourcing challenges from OCAD U's evolution, partnerships with industry stakeholders are growing. These initiatives support diversity (IR-5: Equity-Seeking Faculty) and will be reported in the 4th-year report (2027), positioning ID/INDS as a leader in industry-aligned design education.

Fourth Year Report

| Recommendation #4

The need for more departmental agency in budget management | Continue to work with the administration for more budgetary agency. | Program Chair | This work continues. |

This work is pending/ongoing and will be the focus of the Fourth Year Report.

Fourth Year Report

Recommendation #5

A need for greater representation of equity-seeking groups to better reflect the Industrial Design Program's student population. | Ongoing. The last 4 permanent hires have been from equity seeking groups. | Dean, People and Culture and Communications with input from the ID faculty. | As positions become available |

Second Year Report

We have succeeded in analyzing the challenges of retaining equity-seeking groups in ID/INDS, finding they are strongly linked to the structural problems mentioned previously (1, 3, 5, 6,11, 12) and detailed more fully in **Section 3 of the "Principal Findings of the Monitoring Report."**

To summarize: Post-2010 Assistant and Associate Professors are hired with the expectation to integrate research and scholarly practice with teaching—a task that is *extremely difficult* in ID/INDS due to the department's position in the overall OCAD U organizational structure. Internally, this difficulty stems from advising being restricted to a 4th-year ID Major Design Project (capstone) courses which at present are difficult for Post-2010 faculty to access.

Externally, the situation is further complicated by graduate advising being outsourced beyond ID/INDS-FoD. Consequently, performing the basic duties of an Assistant or Associate Professor in ID/INDS is practically impossible without substantial work-arounds through various interpersonal machinations. Faculty members who cannot develop workarounds ultimately leave the program[2] or university, with a disproportionate number being from equity-seeking groups.

Fourth Year Report

Recommendation #6	Continue to work with the administration for more faculty funding and investigate other resources that might be needed to fulfill the recommendation.	Dean & Administration, Program Chair	TBA
More support for faculty and connection between their teaching and their professional work			

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[2]Some of these Post-2010 faculty "leave" ID/INDS unofficially by remaining on the books as ID/INDS faculty members but fulfill their teaching (and therefore many service) obligations in parts of the university that are more closely tied to graduate programs to, for example, meet the objectives of externally funded Tri-Council grants that require working with Highly Qualified Personnel (HQP), which are typically graduate students, given that working with advanced undergraduates in iD/INDS requires a special workaround, such as an Independent Study, given the lack of a faculty-advised Honors Thesis option (described by an ID/INDS IQAP team member as "...two semester[s]…under the supervision of faculty").

Second Year Report

See Section 1 in the "Principal Findings of the Monitoring Report" above because IR-3, IR-6, and IR-12 are bound together by underlying structural root causes with next steps identified in that section.

ID/INDS is enhancing industry connections (IR-3: Industry Connections) to align with societal needs. The 2023 HCD Launchpad lecture series and ACIDO coordination are underway, but sustainability requires deeper structural changes. Re-imagining the 4th-year INDS curriculum to diversify faculty advisors, moving beyond proprietary course formats, will foster inclusive mentorship (IR-6: Faculty Support) and robust capstone projects (IR-12: Capstone Course). OCAD U's centralized structure, outsourcing labs and programs, limits collaboration (Section 1). Ongoing efforts to integrate graduate programs and lab access (IR-5: Equity-Seeking Faculty) will be reported in the 4th-year report (2027), positioning ID/INDS as a leader in industry-aligned design education.

Fourth Year Report

Recommendation #7 **Clearer guidelines for online teaching, especially for courses with multiple sections where some sections are offered online, and others are in-person**	The curriculum will be revised to make this change.	Program Chair, Course Leads & Curriculum Committee	Fall 2023

Second Year Report

This work is ongoing/pending and will be the focus of the Fourth Year Report.

Fourth Year Report

Recommendation #8	The curriculum will be revised to make this change.	Program Chair, Course Leads & Curriculum Committee	2023/24
Practical training for students in website development to better promote themselves.			

Second Year Report

Initial progress focuses on integrate practical training on website development into the Interaction Experience Design course in the second year and create an option for students to submit assignments as website portfolio entries across all years

Fourth Year Report

Recommendation #9	ID has been lobbying for this for a long time and we will continue to work with the	Program Chair, Dean & Administration	2023/24

The ID program and Chair to have more agency over the ID programs online presence within the Universities website.	administration on this. Funding will be requested.		

Second Year Report

This work is pending and will be the focus of the Fourth Year Report.

Fourth Year Report

Recommendation #10	ID and students will continue to work with the administration for funding.	Program Chair, Students, Dean & Administration	Ongoing
Continued structural funding for the Student Association of Industrial Designers			

Second Year Report

SAID plays vital roles, particularly in organizing workshops that connect ID/INDS students with industry practitioners. The organization was key in partnering with the ID/INDS Chair to launch the HCD Launchpad Lecture Series in Winter 2025 (which was a heavy lift by the ID/INDS Chair, with the help of SAID and ID/INDS alumni, and will therefore require more staff support and resources to become sustainable). While SAID currently receives

funding on a case-by-case basis, a more sustainable funding model is needed. This matter will be addressed in the Fourth Year Report.

Fourth Year Report

Recommendation #11 **Resourcing the program's commitments to innovative directions in ID**	ID will continue to work with the administration for more targeted funding and other resources on this	Program Chair, ID Faculty, Dean & Administration	Ongoing

Second Year Report

See Section 1 in the "Principal Findings of the Monitoring Report" above because IR-3, IR-6, and IR-12 are bound together by an underlying structural barrier with next steps identified in that section.

Fourth Year Report

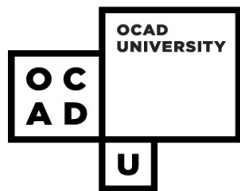|			
Recommendation #12	The ID department is in the process of developing solutions to	Dean, Office of the Registrar, ID	This work has begun at the faculty level and

	be proposed for the 2025/26 program guide	Program Chair, ID curriculum committee	will continue through 2025/26
Of concern are the effects if the program can confidently prepare students for the ID job market if students do not choose to engage with a capstone course			

Second Year Report

See Section 1 in the "Principal Findings of the Monitoring Report" above because IR-3, IR-6, and IR-12 are bound together by an underlying structural barrier with next steps identified in that section.

Fourth Year Report

Recommendation #13 **The external reviewer's recommendation that the administration re-evaluate FLOW after 4 years**	The FCDC and the Office of the Registrar are to provide a data driven report comparing the impact FLOW has had on the ID Program 4 years after its launch. Industrial Design chair & faculty to be consulted on the evaluation process and metrics.	The FCDC and the Office of the Registrar. (Program chair and faculty to provide input)	2026/27

Second Year Report

This work is pending and will be the focus of the Fourth Year Report.

Fourth Year Report

IQAP CYCLICAL PROGRAM REVIEW MONITORING REPORT

Cyclical Program Review Monitoring Reports are normally submitted the second and fourth year following the completion of a Cyclical Program Review (see IQAP Policy 5.9). Reports are prepared by the program chair/graduate program director, in consultation with the Faculty/SGS Dean. Programs are encouraged to consult with Institutional Analysis to obtain any necessary data, as applicable. The Office of the VPAP can assist in arranging meetings with academic support units and other stakeholders. Monitoring reports are **posted publicly** on the OCAD U website and should not contain any confidential information.

PART A: PROGRAM INFORMATION	
Program Name:	**Indigenous Visual Culture**
Submitted by (name of Chair/GPD):	**Susan Blight, Program Chair**
Date of previous Monitoring Report (n/a if first report):	**April 26, 2023**
Date:	**April 29, 2025**

PART B: EXECUTIVE SUMMARY
Briefly describe the principal findings of the monitoring report.
Our 4th Year Monitoring Report finds that we have made substantial progress in recruitment but that it must continue to be a top priority for the program, to support the Indigenous community and respond in a generous way to the TRC Calls to Action. Our co-curricular land-based learning partnerships are successful and well-attended, providing opportunities for Indigenous learners to access technologies based in Indigenous knowledges. A dedicated multifunctional maker space for INVC also remains an important priority. Our 4th year cohort, which is increasing each year, has no studio space and finding space for INVC painters and sculptors working on capstone projects has been done on an ad hoc basis by the Chair. This report also finds that the university-wide undergraduate admissions process is problematic for the INVC program as the program follows specific creative traditions which are approached through tribal- and nation-specific ethics.

PART C: REPORT ON RECOMMENDATIONS			
Recommendation	**Proposed Follow-up**	**Responsibility and Other Stakeholders**	**Implementation Date/Timeline**
Recommendation #1 Develop a Recruitment Drive	INVC will move forward with our recruitment efforts in a multi-pronged approach that includes Facebook and Instagram Lives and a closer working relationship with the admissions and	Program Chair	Ongoing

	recruitment office. We share the External Examiners' view that recruitment should focus on the local and form good relations with the community of 60,000 Indigenous peoples in the GTA.		

Second Year Report

Increased recruitment by 800% since 2021. We have 8 applicants in 2023/24.
Created a video with the help of Marketing & Recruitment showcasing INVC faculty Peter Morin, Julia Rose Sutherland, Howard Monroe and Susan Blight which can be used on our website and social media.

Worked with the Director, Admissions, in Admissions & Recruitment to create a personalized introductory email from the Chair of INVC that accompanies an offer of admission.

In 2023 launched the 10 Year Anniversary of INVC. The first event which will launch the year is a Drum Social, which welcomes and engages the local Indigenous community to celebrate and learn more about our program.

In Summer of 2022, INVC launched the Nigig Residency Summer Program (part of the Inspirit Foundation Grant), which was part of a recruitment strategy, as we enrolled and paid for members of the community and non-OCADU students to participate. We're doing this again this spring and summer.

Fourth Year Report

We have continued to increase enrollment. In the 2024/25 academic year, we welcomed 10 students to the INVC major program. We have also continued to see an increase in the INVC minor. The Chair has met with the team in Admissions and Recruitment for a program refresher meeting to identify goals and priorities as it pertains to recruitment. We have worked closely with Sierra da Silva-Canadien, Indigenous Admissions and Recruitment Support, and our INVC promotional materials have been present at a variety of events including the N'Amerind Friendship Centre for their Post Secondary Information in April 2024.

In the summer of 2024, we once again ran the Nigig Summer Residency program which welcomes members of the Toronto Indigenous community to join at no cost, as a recruitment strategy. We will run the residency again in 2025 starting on May 20th.

| Recommendation #2

Space. Provision of "INVC specific studio space where students, faculty, and guests could | INVC will pursue conversations about the potential for a communal studio space that is conducive to Indigenous education is a crucial step forward in the growth of | INVC Program Committee

Dean | Beginning immediately |
|---|---|---|---|

work on projects together."	the program and the full implementation of our FLOW curricular changes and program-specific visioning.		

Second Year Report
INVC Chair has been in discussions with a funder about multi-year grant that would be used for an INVC maker-space. The Chair has also had discussions with the President and the VP, Academic and Provost about this.

Fourth Year Report
The INVC Chair met with the above-mentioned funder regarding a grant for the maker-space. Unfortunately, we were ineligible for the grant. The Chair continues to work with Indigenous leadership at OCAD U to seek a dedicated space for INVC. Space continues to be an important consideration for the program as identified in our faculty retreat in January 2024 in which we outlined our three top priorities.

In collaboration with Julie Rose Sutherland, Special Advisor to the Provost on Indigenous Initiatives, and Peter Morin, a document has been written that outlines the need for a dedicated space for the INVC program. This document was sent to the Vice-President, Academic and Provost, in November 2024.

Recommendation #3 "Departmentalize": Turn the Indigenous Visual Culture program into an Indigenous Arts Department	INVC sees departmentalization as an option that could be explored as a possibility, once actions have taken place to solidify INVC as a program.	Program Chair INVC Program Committee	Within 5 years

Second Year Report
The INVC Chair has opened a discussion with the President's Office and the Office of the Vice President, Academic and Provost about the possibility of departmentalization and its benefits to the program and to the university. These discussions are in very early stages.

Fourth Year Report
The work towards potential departmentalization of INVC continues. There is considerable interest in this idea and we will continue to work towards the possibility.

Recommendation #4 Greater commitment to land-based learning and land-based ceremony	Our program will continue to explore partnerships with external organizations in order to facilitate opportunities for land-based learning and ceremonial practices.	Program Chair	Immediately

Second Year Report

In 2022/23, we collaborated with Evergreen Brickworks across three workshop series to offer land-based and off-campus learning opportunities for students in INVC. These workshops taught Black Ash basket weaving, which is a cultural practice that is threatened due to the invasive Emerald Ash Borer causing the decline of the Black Ash.

Fourth Year Report

We continued to work with Evergreen Brickworks to facilitate land-based, off-campus learning opportunities for students in the INVC program. One exciting initiative began in May of 2023 when we partnered with Charlene Lau of Evergreen Brickworks to create a Curatorial Assistant, Indigenous Arts role in the Institute of Public Art and Sustainability at Evergreen Brickworks. This is a paid opportunity which provides excellent work experience for a student in our program. Alexis Nanibush-Pamajewong accepted the position through an application process and still works with Evergreen Brickworks in this capacity. This has made our relationship with Evergreen Brickworks exceptionally fruitful and our workshops more well attended. In September 2023, we hosted a natural dyeing of porcupine quills workshop, taught by Julie Rose Sutherland and Vanessa Dion Fletcher. In March of 2023, we collaborated on a birchbark biting workshop taught by Meg Feheley, a student in INVC.
We have also hosted in the 2024/25 academic year, a drum circle for INVC students led by INVC alumni Bert Whitecrow and their sister Jamie Whitecrow, a Toronto-based filmmaker.

Recommendation #5 Bringing in a greater diversity of Elders, Knowledge-Keepers as stakeholders and teachers.	INVC will welcome in a greater diversity of Elders and Knowledge Keepers by beginning discussions with the Indigenous Students Centre and OCAD U administration on how we might engage Elders and Knowledge Keepers as instructors in our courses.	Program Chair	Immediately

Second Year Report

In 2023, we offered a storytelling circle with Anishinaabe language teacher Albert Owl. Albert told stories entirely in Anishinaabemowin as an immersion experience.

We have engaged Elder Liz Osawamick to be a part of our INVC 10 Year Anniversary events.

Fourth Year Report

INVC engaged Elder Liz Osawamick on our INVC 10 year Anniversary events including the drum social and the residency and continue to engage diverse Knowledge Keepers as guest lecturers in INVC classes and in Nigig Residency workshops.

Recommendation #6 Consider inter-institutional Indigenous art courses taught online,	INVC will begin discussions on streamlining the process for INVC students to enroll in Indigenous language courses taught at other	Program Chair	Within one year

e.g. language and science classes	universities or colleges with online or Toronto-based classes		

Second Year Report
We are still in discussions at the program committee level about the best way to do this.

Fourth Year Report
We are still in discussions at the program committee level about the best way to do this. Some challenges within this recommendation are the diversity of Indigenous languages and the shortage of qualified teachers. The inclusion of Indigenous languages and the knowledge contained within remain a part of the INVC curriculum in classes such as Language and the Land, Sovereign Screen and Ways of Telling: Indigenous Lit.

Recommendation #7 Wapatah Centre succession plan after the retirement of Gerald McMaster (2022-23)	The Program Team will follow the lead of the Wapatah Centre Director and support a succession plan that he feels comfortable with and inspired by.	Program Chair Gerald McMaster	Immediately

Second Year Report
We are in discussions with the President's Office about the best way forward for Wapatah.

Fourth Year Report
No decisions have been made thus far about the Wapatah Centre.

Recommendation #8 Address lack of awareness in non-Indigenous students, faculty and administration of Canadian/Indigenous history.	With the addition of Turtle Island Visual Culture as one of four options to fulfill the VCS requirements for undergraduate students, students have the opportunity to take this fundamental course early on in their degree. In addition, a number of programs are now including INVC courses in their program guides and as options.	Advisor to the Provost on Indigenous Knowledge, Practice, and Production VPAP Office Community Relations and Advocate INVC Program Committee	Ongoing

Second Year Report
Turtle Island Visual Culture is a course that is in high demand at the university as is a number of other INVC courses including A History of the Métis, Ways of Telling and Language and the Land. With the breadth and history courses, our program is struggling to meet the demand as our number of faculty has been reduced by two with one retirement and one resignation.

Other related efforts:

- The renaming of an INVC course in 2021: Issues in 1st Nations Art was re-titled to Indigenous Brilliance in Art
- Adding INVC-3003: Materials & Methods: Beadwork to the Art and Design course options in the Indigenous Visual Culture minor

Fourth Year Report
INVC continues to provide ample curricular and co-curricular opportunities for non-Indigenous OCAD U community members to learn about Indigenous histories and from an Indigenous worldview. INVC hosts the following large format classes: Turtle Island Visual Culture (150 seats), A History of the Métis (92 seats), Ways of Telling: Indigenous Lit (92 seats), Language and the Land (65 seats), Indigenous Brilliance in Art (65 seats), Sovereign Screen (65 seats), which are open to non-INVC majors.

Recommendation #9 Review Admissions and Recruitment process	The INVC Program Committee has initiated the work of reconsidering the portfolio requirement for admission into our program. We will work to create a process for application to INVC that communicates who a potential student is and why INVC may be the right program for them.	Program Chair INVC Program Committee	Immediately

Second Year Report
The INVC Program Committee has had fruitful discussions about the portfolio requirements for admission. We are now in the process of working with the Director of Admissions to make our ideas possible.

Fourth Year Report
In the 2024/25 academic year, OCAD U changed the admissions process from one where program faculty reviews portfolios for application to one that is managed by Admissions and Recruitment. I am unsure if Indigenous faculty were consulted in this process. The change presents a few challenges for the INVC program, primarily whether Admissions and Recruitment has folks who are qualified to assess Indigenous applicants' qualifications. This issue was discussed at the INVC Program Committee meeting in the fall term of 2024 and an email from the Chair was sent to Admissions and Recruitment on September 13, 2024 to request a meeting but a reply was not received.

Recommendation #10 A communications strategy that includes features/focus on	INVC is actively working with Admissions & Recruitment to review and implement necessary changes to our communications strategy.	Program Chair	Immediately

Indigenous faculty and students.	We will be producing two videos: one that highlights our INVC faculty and one that showcases INVC students.		

Second Year Report
We are awaiting the final edit of the video featuring INVC faculty.

A video featuring INVC students is one we will produce in the fall of 2023. We have also engaged current students and alumni for the 2023 Nigig Residency to lead workshops and the hope is to feature them prominently on our social media and communications.

Fourth Year Report
We continue to utilize our social media to showcase the work done by INVC students and faculty. Our social media receives high engagement during the Nigig Residency, where we are often sharing images, reels and videos of the workshops we are hosting. OCADU Marketing and Communications has also featured INVC majors in reels and stories on OCADU social media and written stories about the residency and achievements of INVC faculty.