

YORK UNIVERSITY

Final Assessment Report - Executive Summary

Design, Undergraduate (BDes) - 2019-2022

Design, Graduate (MDes) - 2013-2021

School of Arts, Media, Performance and Design

Cyclical Program Review

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BDes

MDes

Reviewers appointed by the Vice-Provost Academic:

Deborah Littlejohn, Associate Professor, Graphic & Experience Design, College of Design, North Carolina State University, Raleigh, NC, USA

Rebecca Tegtmeyer, Associate Professor, Graphic Design in the Department of Art, Art History, and Design, Michigan State University, East Lansing, MI, USA

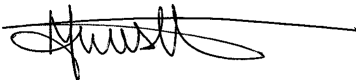
Ali Kazimi, Associate Professor, Department of Cinema & Media Arts, School of the Arts, Media, Performance & Design, York University, Ontario, Canada

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021
Self-study submitted to Vice-Provost Academic: August 15, 2022
Date of the Site Visit: November 29-30, 2022
Review Report received: February 8, 2023
Program Response received: April 13, 2023
Dean's Response received: May 16, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, February 7, 2024.

Submitted by Marcia Annisette, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: November 29-30, 2022

The virtual site visit consisted of a virtual tour of and a series of conversations with the following individuals and groups:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Angela Norwood, Chair, Design Department
- David Cabianca, Graduate Program Director of Design
- Mary Kandiuk, Program Support Librarian
- Michael Darroch, AMPD Associate Dean, Academic
- Laura Levin, AMPD Associate Dean, Research
- Jack Leong, Associate Dean, Research and Open Scholarship
- Sarah Bay-Cheng, Dean of the Faculty

The reviewers also met with the program's Administrative Assistant, the Student Program Assistant, a Senior Technician, a Design Technician, seven undergraduate faculty members, two graduate faculty members, seven undergraduate students, and nine graduate students.

- Andrea Di Florio-Sgro, Student Program Assistant
- Loris Dotto, Senior Technician
- Rich Miziolek, Design Technician
- Undergraduate Faculty (7)
- Graduate Faculty (2)
- Part-time Faculty (6)
- Undergraduate Students (7)
- Graduate Students (9)

In addition to the documents initially provided, the external reviewers also requested and reviewed governance documents.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (August 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

BDes: The York University Bachelor of Design (BDes) program was launched as a single-delivery program in Fall 2019. Prior to launching as a single-delivery program, the program was offered as a joint program with Sheridan College. The last intake of students for the York-Sheridan Joint Program in Design (YSDN) program was in Fall 2018. The department has been delivering these two programs concurrently from 2019 until 2022. As of August 2022, the YSDN program will be fully dissolved, and in Fall 2022, all four levels of undergraduate students will be York University Bachelor of Design students, with the first graduating class in 2023.

MDes: The Master of Design (MDes) program at York University was the first graduate program in design in Ontario and accepted its first class in 2005. It is a five-term, two-year program consisting of two terms of course work and three terms to complete a thesis project.

The reviewers found the general program objectives for the BDes and MDes clear and consistent with University and Faculty missions and academic plans. In the review process, the team noted several strengths that contribute to the academic objectives of the programs and York University, identifying general approaches and specific examples where the Department has established alignments with the University Academic Plan 2020-2025 (UAP).

The reviewers noted that being located within a multi-discipline research university offers the programs excellent academic (teaching and scholarship) opportunities for design programs and faculty, pointing to several successful collaborations with research and industry partners (e.g., AGE-WELL, Design with Indigenous Communities, and IBM, Meta, York Project Commons, Design Placement course, alumni networks, etc.).

It was also noted that the Department of Design's broad range of emerging disciplinary emphases are highly relevant to the future of design fields, such as data & information design, social/technological systems design, accessibility design, design for health and well-being, design for social justice, service design, participatory co-design, and user-centered research methods—all of which present the Department with opportunities and advantages for generating new interdisciplinary collaborations, industry partnerships, and bringing faculty research into the classroom for both undergraduate and graduate students. Continued and new collaborations with external industry partners and academic units within York University can contribute to excellence in both teaching and research for the Department. The reviewers indicated that the departments' disciplinary emphases carry a strong potential for future funding and can contribute to Program goals.

The reviewers identified some areas for improvement or that hold promise for enhancement, addressed in four formal recommendations. In addition to the formal recommendations, the external reviewers suggested an enhanced focus on diversity, inclusion, cultural bias, and empathy as well as an ongoing review of student outcomes in the BDes.

The reviewers also noted that students at both the undergraduate and graduate levels expressed feelings of isolation from the broader AMPD community. and suggested that the department explore mechanisms for providing opportunities for students to share their work and for building community, including the possibility of developing an inventory of available resources.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in February 7, 2024.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the program develop a Faculty Hiring Plan that will advance Department goals which includes strategies to increase the diversity of the faculty complement.	The Department will present a renewed 3-5 year faculty complement plan that supports the differentiation of the UG program, includes a review of current service responsibilities, and that prioritizes hiring needs in the BDes, MDes and the MADR. The Department will review the previous search with Equity Advisor, seeking recommendations and revisions to the process for future searches, to ensure that the department meets its goals in terms of the diversity of its faculty complement.	Department Chair; Dean; Equity Advisor	Plan for revised complement plan to be finalized and submitted to Dean by the end of Fall 2023.
2.	That the Department develop clear communication channels between full-time and contract faculty to ensure curriculum goals are met. That better connections between the Design	The Department will review existing communication structures and options for enhancements, ensuring workload concerns are included in the faculty complement plan (see Implementation Item 1).	Chair and Dean Director of Students; Associate Dean, Academic; Executive Officer; Operations Manager	Review and plan for enhanced faculty communications completed and implemented by June 2024. Review and implementation of enhancements for advising expertise and delivery models to be complemented by the end

	Department advising faculty/support staff and the department's administration be established to ensure adequate advising support for students.			of Fall/Winter 2023/24 and earlier if possible. Report in the 18 Month Follow-up Report.
3.	That Graduate Advisor responsibilities and commitments be formalized.	The Department will establish means to ensure that individual supervisors are aware of and meeting the expectations listed on the FGS website in consultation with the FGS Graduate Supervisory Support Hub	Graduate Program Director, in consultation with the Faculty of Graduate Studies Associate Dean Research	Implementation by the start of Winter 2024 Report in the 18 Month Follow-up Report.
4.	That the differentiated tuition structure be evaluated.	Work with the Vice-Provost Academic to develop a review process, with a clear timeline, for specific recommendations to be submitted	Associate Dean, Academic; Vice-Provost, Academic; Department Chair; others as needed.	Report and recommendations to be submitted to the VPA by May 15, 2024 for implementation in the 2024/25 academic year
Additional Reviewer Comments				
	That the program explore ways of building community with its students.	The program will continue to explore ways to build community through enhanced communication efforts, and report on these efforts in the 18-month FUR.	Chair Program leads	Ongoing
	That an additional review of student outcomes in the BDes, including reviews of qualitative and quantitative	The program will include in the 18-month Follow-Up Report (FUR) plans for a further review of graduate	Department Chair Consultation with Office of Institutional Analysis and	Plan established for 18 Month Follow-up report.

	data, should be undertaken when there are more graduates of the program.	outcomes once four cohorts have graduated.	Planning	
	That resources be made available for mandatory participation in Faculty Professional Development modules and/or counseling that emphasize diversity and inclusion in the classroom, as well as cultural bias and empathy training	The program will explore the establishment of a formal action plan to support the Department's implementation of the Faculty-wide DEDI plan.	Dean; Centre for Human Rights, Equity and Inclusion; Equity Advisor to AMPD.	Report on discussions in the 18 Month Follow-up Report