

MEMORANDUM

From: Jennifer Deon, Graphic + Digital Design
Date: July 2021
Re: GDD Progress Report on the Program Review Action Plan

This report outlines the progress that the Graphic and Digital Design program (GDD) has made in addressing the recommendations offered through the 2019 Program Review and responds directly to the summary provided in the Dean's Summary of the GDD Program Review memo. It is organized into two sections: 1) an introductory overview; 2) the status of each recommendation.

1. Overview

Much has taken place since the program review in 2019 and the GDD department continues to function in a state of growth as we actively work to address the recommendations given to us. Our department head Karin Jager has continually featured the recommendations in department meetings as motivators for planning and as noted in the update below, much progress has been made to address them.

70% of GDD's programming is now offered on the Abbotsford campus. With the soft launch of the GDD Major in Winter 2020, and through the addition of more permanent faculty (2019), the addition of a second intake of the GDD diploma on the Abbotsford campus (Winter 2021), and the strong enrolment in the Bachelor of Media Arts, Interactive Media concentration, GDD has been active in addressing the overarching need for more permanent faculty and a larger presence in Abbotsford despite the lack of space and resources that we need to be there full-time. The Mission campus continues to facilitate the delivery of one diploma cohort.

As a result of the GDD Major launch, we have implemented six new upper-level degree courses, and more classes will be offered on the Abbotsford campus. Although this does not directly accommodate students graduating from the diploma it will offer more options for GDD extended minor students, and other students carving their own paths in other degrees.

We will continue to seek out community engagement for our students and pursue more introductions to Indigenous community members with the intention of Indigenizing curriculum through meaningful and

relevant community projects. Our intention is to respectfully seek mentors who can share Indigenous ways of knowing with students as part of the design learning process.

2. Update on Recommendations

Programs' Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values

<p>Recommendation: Regarding Indigenization, work with the Indigenous experts at UFV to help include more in the curriculum and to help modify the delivery of the program</p> <p>Action: In Fall 2019, the department will work with the Teaching and Learning to the curriculum while also building relationships with Indigenous partners. Faculty will be encouraged to broaden their understanding of context through coursework such as the UBC MOOCs or UFV IPK courses.</p>	<ul style="list-style-type: none"> • In August 2020 Lorna Andrews provided a workshop to the GDD department through which she presented insights on decolonization, Indigenization and reconciliation and provided strategies for connecting with programs, activities and Indigenous culture on campus. She gave an introduction to how we might respectfully work with community members to create learning opportunities for students. This information helped with understanding territory/land acknowledgements and how to respectfully integrate them into course delivery. • In GDD 102 the instructor has dedicated a week of study toward the Indigenous Experience in visual communication. • UFVs IPK course options have been shared with faculty and we have encouraged them to seek ways to include Indigenous as part of their professional development. • We are actively reviewing curriculum and are learning about how to decolonize and Indigenize design curriculum and projects.
<p>Recommendation: Develop an identity that is distinct from other graphic design programs in the Lower Mainland, and market the program with clearly worded and deliverable expectations</p> <p>Action: In Fall 2019, the department will review current marketing and recruitment strategies to address distinctive qualities such as communication design and UI/UX combination at a comprehensive</p>	<ul style="list-style-type: none"> • From 2019 – 2020 we worked with Partners & Hawes to develop a distinct visual language and identity for GDD. • We have implemented the strategy in marketing materials and across social media platforms to create a unified voice and used the new identity to promote the year end

<p>university. It will work with UFV Marketing further refine its visual identity and will promote the diverse employment opportunities for graduates.</p>	<p>Design Showcase for students. The Department created the Student Design Studio (SDS) to support GDD marketing initiatives, the annual Design Showcase, and the launch of GDD’s new visual language. SDS was faculty led, composed of GDD work study students and volunteers from various GDD programs (from both campuses) and years of study.</p>
<p>Recommendation: Require that new GDD students attend the UFV Abbotsford campus New Student Orientation</p> <p>Action: The department finalizes admission decisions based on portfolio submissions early-summer, well after the NSO event. In Fall 2019 the department will: investigate alternate ways for GDD program students to participate in a NSO; work closely with School of Creative Arts (SOCA), Student Life, and the Student Union to find ways to expand the GDD student experience on both campuses; invite Student Life representatives to conduct information sessions on the Mission campus each semester; find more intentional ways of sharing information about the opportunities, services, and facilities on the Abbotsford campus; include "field trips" to the Abbotsford Campus in some GDD Mission courses; continue hosting GDD creative community events on the Abbotsford campus; plan to host the annual GDD grad show on the Abbotsford campus</p>	<ul style="list-style-type: none"> • Fall 2019 our welcome letter to new GDD students invited them to the New Student Orientation (NSO) on Abbotsford campus. • In Fall 2020 we encouraged all students to attend the online NSO presentations provided by UFV and held a virtual welcome session for the new GDD cohort through Zoom. • The pandemic in 2020 and the ensuing closure of campuses impacted all student connections to the broader UFV community. • The Graphic Design Student Association (GDSA) moved events online. This platform offered opportunities for all students taking GDD courses to connect however, few students participated. It was difficult for the GDSA to maintain.
<p>Recommendation: Integrate all GDD program students into some classes on the Abbotsford campus</p> <p>Action: This summer we created a networked classroom (C1420) on the Abbotsford campus with access to GDD servers, high-speed internet, printers, and power. In Winter 2020 we will have a first intake in Abbotsford of the first year of the diploma. There are limited networked classrooms on Abbotsford campus that will enable an easy delivery of GDD classes on Abbotsford campus; GDD students require connection to GDD servers, high-speed</p>	<ul style="list-style-type: none"> • Winter 2020 – GDD implemented a second intake of the diploma on the Abbotsford campus. • Winter 2020 – soft launch of the GDD Major. To date, 26 students have declared the Major and started taking courses on the Abbotsford campus. • Winter 2021 – developed a significant space planning proposal to move the entire GDD Department to the Abbotsford campus that

<p>internet, printers, and power with their MacBook Pro laptops. In fall, the department will investigate the feasibility of delivering non-GDD courses in Abbotsford (those that do not require a MacBook Pro) e.g., VA113, CMNS125. In winter 2020 we will consider delivering some GDD courses for GDD Mission diploma students in Abbotsford when adequate space becomes available and inquire into "classroom swapping" between Mission and Abbotsford with complementary program areas.</p> <p>Public transport between the two campuses is also very poor, with bus connections being two hours each way. What is required is a strategic decision by campus planning to relocate GDD to Abbotsford campus, which entails a 3-5-year campus plan.</p>	<p>was submitted to Campus Planning in March. Mission students have no timely access to campuses (2.5 hour min. bus ride). Students arrive late for class and/or must leave before classes end due to the Heritage Park location bus schedule.</p> <ul style="list-style-type: none"> • Fully utilizing ABB C1420 Studio – this space is booked from 8:30 am until 9:20 pm in Fall 2021. <ul style="list-style-type: none"> ○ GDD offers 70% of its curriculum in Abbotsford, yet the facilities do not meet curricular requirements. GDD students pay \$80 per credit surcharge to fund the capital refresh in GDD studios and \$40 per course lab fee for incidentals (copying etc.). Program students purchase \$4,000 Mac Book Pros and have no access to monitors or production facilities. ○ Currently GDD ABB students do not have full access to all of the equipment that they need. This limits their capacity to fully realize all of the aspects of our curriculum. ○ There is no space or equipment access on the Abbotsford campus to facilitate classes for all GDD program students (i.e., Mission cohort), coupled with the transportation issue it is impossible to offer this cohort some classes on the Abbotsford campus.
<p>Recommendation: Require faculty to participate on various UFV committees.</p> <p>Action: As of Fall 2019, participation on select UFV committees will be part of permanent faculty workloads. The department will invite sessional faculty to take part in UFV initiatives and committees where workload allows. The department head will cultivate interest through information sharing of the opportunities, scholarly</p>	<ul style="list-style-type: none"> ○ Each of our B-faculty is serving on at least one committee. Eric is on the BMA Committee, Miranda is on the SOCA Curriculum Committee, Karin was on the Senate & APPC and Chairs the GDPC, and Jen has been participating in the Communications Planning Committee and BCCAT and the SOCA Curriculum Planning Committee.

<p>activities, services, support, events and facilities on the Abbotsford campus.</p> <p>The department will also work with the Dean’s office to foster inclusivity by building GDD’s identity, visibility and space on the Abbotsford campus; this will include PR strategies and creating a visual GDD space and awareness in C-Building.</p>	
<p>Recommendation: Provide opportunities for all faculty to teach some of the courses offered on the Abbotsford campus</p> <p>Action: Faculty already have one course per year on the Abbotsford campus in each faculty workload.</p>	<ul style="list-style-type: none"> ○ Full-time faculty are already required to teach on both campuses and as courses are increasingly offered in Abbotsford, we see this increasing with more sessionals as well.

Alignment with Institutional Learning Outcomes

<p>Recommendation: Increase the program’s focus on soft skills. Rely less on static specialized skills, such as coding, and include more critical thinking and interpersonal skills in the curriculum design</p> <p>Action: By Fall 2020, the department will make critical thinking, collaboration, team theory, and interpersonal skill development explicit in lectures, during active learning, and within course syllabi and project briefs.</p> <p>Beginning now and culminating in 2020, the department will engage external experts to assess and provide recommendations on curriculum, delivery, and competencies. Already this past May, the department has developed an interactive design think tank to review GDD’s interactive design stream and to make recommendations. This fall, GDD faculty will revise the interactive design course outlines, consult further and approval an interactive design stream.</p>	<ul style="list-style-type: none"> ○ 2019/20 GDD initiated an interactive design industry thinktank and revamped its entire interactive design stream. This included renaming courses, revising learning outcomes and adding UX. Offered for the first time in 2020/21, the UX course had students working collaboratively on developing apps supporting the development of critical thinking and interpersonal skills. It was extremely well received. Students from several disciplines participated. Coding is in fact an important aspect of the curriculum and continues to grow in the industry with the emphasis on motion and generative typography. GDD is further developing curriculum to ensure our students are well prepared for adaptability and change. Skills in collaboration require further development. ○ The GDPC continues to meet bi-monthly to review program learning outcomes and curriculum maps. Faculty are encouraged to participate in design educators’ discussion groups and events to gain insights and in the past year have learned much about current design teaching practices and curriculum from attending education summits through the AIGA
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<p>Between 2019 and 2021, the department will: review program learning outcomes and current curriculum maps; participate in design educators’ discussion groups and events to gain new insight, research, and classroom resources; identify GDD courses and develop projects that instill criticality and human centred design (HCD); create a term map identifying criticality and HCD major projects</p> <p>The department will ensure designers’ responsibility in activating behaviours and designed experiences</p>	<p>Design Educators Community, the Hoffmitz Milken Centre for Typography, the RGD Design Educators Conference, and the UCDA Design Education summit. Projects and materials have been developed based on some of the findings shared by faculty from these experiences.</p> <ul style="list-style-type: none"> ○ Faculty have created a chart that documents the learning outcomes for each course and the current methods of delivery, projects and readings and identified those that would benefit from more criticality. We are in the process of developing projects and assigning readings that address these needs strategically through all levels in the program.
<p>Recommendation: Include more on writing for the industry, and develop more collaborative student projects</p> <p>Action: With assistance from the Communications Department, GDD will create a new course on “research and writing for the design field.”</p>	<ul style="list-style-type: none"> • Faculty are including more readings in project-based courses with requirements for written and verbal reflection and conceptual integration. • GDD diploma students are required to take CMNS125, a writing course offered through the communications program, and more GDD instructors have integrated industry practices such as having students develop creative briefs and as well engage in critical inquiry of a design challenge as a group. An example would be in GD260 a Group creative briefs (Vancouver Zoo project) and articulate their solutions, presentations of the brief and the project outcomes. • A specific course on research and writing for the design field continues to be discussed through the GDPC but has not yet been implemented.
<p>Recommendations: Include industry practitioners to assess student work to help students handle criticism and critique; develop more collaborative student projects; include industry practitioners to assess student work to help students handle criticism and critique in a respectful workplace setting.</p> <p>Action: In April, the department introduced capstone review panels comprised solely of industry professionals and implemented an</p>	<ul style="list-style-type: none"> • The program continues to draw on its network of industry professionals. Graduating students presented their final portfolios to industry panels via Zoom. Each panel provided verbal feedback to the student, and a written assessment (online form). These were shared with students. The assessments were particularly useful to the department. They provided context and insight specific to the learning outcomes for each kind of

<p>industry assessment rubric as part of the process (GD361). In fall 2020 the department will plan to invite guest critiques of projects in select courses from industry, end users, and clients. The department will support students with active sharing of their work, giving and receiving feedback, and listening skills in preparation for the realities of the workplace. Students will be encouraged to participate in professional association mentorship programs (GDC and RGD).</p>	<p>GDD program – diploma, extended minor, major and BMA Interactive Media concentration.</p> <ul style="list-style-type: none"> • The BFA GDD major students did really well, and the assessments aligned with the number of credits for each program (the more credits that students had completed in the program, the better they performed in the review). These also helped identify areas where there are gaps and that need further development. We had a wide variety of industry experts including art directors, agency people, independent designers, etc. participate. • Many classes that ran in 2020/21 incorporated guest speakers/lecturers, online conferences, workshops, and industry events as part of the course delivery to increase contact between students and practitioners.
<p>Recommendation: Add an assignment that requires more in-depth analysis of academic and/or credible sources related to the GDD industry</p> <p>Action: in 2019, the department will assign mandatory readings with measurable outcomes in all professional practice-based courses (E.g., GD101, GD102, GD202, GD204, GD260, GD316, GD317, GD361, GD369, GD374). Teaching and Learning will be approached to help engage students in reflection and analysis of readings using creative feedback and participatory learning strategies. The department will work with the library liaison in the development of library guides and assignments to include more in-depth analysis of academic sources. Faculty will be supported through workshops, peer groups, and shared resources.</p>	<ul style="list-style-type: none"> • Visioning sessions with GDD faculty have focused on reviewing course projects and methodologies and developing scaffolding for increased criticality and writing in classes from foundations to the upper levels in the diploma and degree. • Many instructors have integrated readings into lower-level courses that require criticality and written reflection, and we are continuing to work toward including these readings and measurable outcomes in all professional practice-based courses. We share project and research examples to facilitate the discussion on modes of inquiry that can be used and continue to plan for more integration of academic rigor into courses we teach. • The department has not yet had Teaching and Learning engage with students on reflection and analysis of readings using creative feedback, however the library has been consulted about

	library guides and in 2019 a workshop from our library representative was provided to faculty on how to access and effectively use resources.
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Ministry, Professional/Industry and Academic Standards

<p>Recommendation: Add more diversity and various disciplines from the creative industry represented in the advisory committee such as large ad agencies, digital agencies, film, and emerging technology companies such as VR/AR technology.</p> <p>Action: The department will continue to draw on a large cross section of GDD and media experts.</p>	<p>With the implementation of the degree, we recognize that our advisory committee needs to be revised and will be implementing that this year. Partners and Hawes, the agency that we hired to develop our visual identity, has given much insight into who GDD is, through positioning exercises and by developing a brand narrative. This has helped us develop the language we now use to talk about the program which will be helpful in seeking industry partners moving forward.</p>
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Standards of Educational Practices

<p>Recommendation: Include sessionals in department meetings to discuss curriculum.</p> <p>Action: See above – these are planned.</p>	<p>Sessionals are always invited and encouraged to attend department meetings and be involved in planning.</p>
<p>Recommendation: Engage in marking exercises to standardize rubrics and departmental expectations for grading of assignments</p> <p>Action: In Fall 2020 the department will request support from UFV’s T&L Centre for a workshop on assessment for GDD faculty. The department will standardize assessment measures and departmental expectations for grading assignments.</p>	<ul style="list-style-type: none"> • In Fall 2019 We had two separate workshops facilitated by Teaching and Learning; one was held on the Abbotsford campus to provide training for sessionals and full-time faculty to develop Blackboard as an organizational and grading tool, and a second one to develop stronger grading methods through the use of rubrics. • Marking standards are not consistent amongst faculty due to the range of skill and subject-based pedagogies, varying teaching philosophies, project-based delivery, requirements for professional standards of practice, and academic

	<p>freedom. Further collaboration amongst permanent faculty to establish standards in this area is desired to mitigate the potential for grade inflation. This includes a review of lower-level course delivery and increased sessional mentoring.</p>
<p>Recommendation: Work with Teaching and Learning faculty to determine which courses could be adapted as hybrid or fully online.</p> <p>Action: GDD faculty will be encouraged to take the Facilitating Learning Online (FPO) course at UFV to gain skills for online instruction. In Fall 2020 the department will identify possible GDD courses that could be offered online or hybrid.</p>	<ul style="list-style-type: none"> • Since Covid restrictions were implemented in 2020, GDD was able to transition all courses to online delivery through asynchronous and synchronous models using a combination of Blackboard, Zoom, Miro and other online communication tools. Faculty were encouraged to attend the Teaching and Learning training seminars provided throughout the year, and many faculty members with experience in online delivery tools and methods mentored others in setting up and delivering classes online. • Several classes have been identified as benefiting from an online delivery and the department intends to pursue some online offerings to accommodate high-demand courses and accessibility issues when needed. <ul style="list-style-type: none"> ○ Many instructors saw the benefits of maintaining some online instruction as part of their regular course delivery however the Blackboard learning management system is a legacy system with a poor user experience. If we had a progressive LMS we may be more inclined to deliver more online. Blackboard does not model effective UX and UI. ○ In 2021/22, GDD is delivering 70% Face to Face and 30% online.

Utilization of Resources

<p>Recommendation: Provide a more comprehensive sessional orientation, connect sessionals with Teaching and Learning faculty, and require sessionals to complete UFV's Instructional Skills Workshop</p> <p>Action: In Fall 2019, all new faculty will be asked to participate in an Instructional Skills Workshop. Starting in Fall 2019, to be completed by January 2021, a GDD faculty handbook will be developed. Permanent faculty will be asked to mentor sessionals.</p>	<p>January 2019 – Teaching and Learning faculty held a special ISW on Saturdays for GDD faculty. Only three GDD faculty participated even though seven faculty expressed keen interest in the workshop.</p> <ul style="list-style-type: none"> • The faculty handbook has been developed and has become an extensive GDD onboarding manual for new faculty but remains accessible and valuable to all. It is an organized linking document accessible through Teams. New faculty are encouraged to attend an ISW upon being hired, and a permanent faculty member is assigned to mentor a new sessional on course planning, grading, and using Blackboard to facilitate online and hybrid courses.
<p>Recommendation: Clarify the job descriptions and workloads of the department assistant and lab coordinator</p> <p>Action: In February 2019, work was started on re-assessment of the department assistant and lab coordinator position job descriptions and workload. This was done alongside a review of budget and other staff positions. In May, various flexible forms of support were introduced (auxiliary staff support, work-study students). A full review and assessment of supporting program delivery on two campuses will commence in Fall 2019.</p>	<ul style="list-style-type: none"> • The Department Assistant is on leave until November 2021. The scope of this position has increased with the growth of the Department. • Lab Coordinator, Cody Watson has provided an updated outline of his job description and itemized his workload into a document that was presented to the DH and College of Arts Manager in early 2021. Due to the pandemic, there was a decrease in student support and an increased investment in online tools. The revised job description and workload seemed to align with the current position and similar positions at other universities. To support a desire for increased responsibility and reassessment, Cody is pursuing degree completion in a related field. • The Department has established a new system for monitoring lab coordination activities and other Department initiatives through project management software.

<p>Recommendation: During this time of limited faculty resources, offer regular sessionals contracts for specific program projects and events.</p> <p>Action: The department will reassess department service requirements in relation to priorities and request sessional contracts to support larger projects and events.</p>	<p>2020/21 GDD had its full complement of faculty including four permanent positions and two LTA positions. GDD is hiring an additional 7/7 to begin in Winter 2022. Even with the new permanent position, GDD is still at 43% permanent versus 47% sessional. This ratio greatly impacts the responsibilities of the Department Head by increasing the amount of service on their workload.</p> <p>2020/21 Sessional faculty received stipends for service (E.g., Info Night presentations, specialized support (video tutorials), and to cover transportation costs for essential meetings).</p>
<p>Recommendation: Reassess and re-evaluate workloads, plan ways to use resources more effectively, and defer plans for growth until the program has a full and stabilized complement of faculty and staff</p> <p>Action: The recent addition of two 7/7 tenure track faculty (August 1, 2019), the return of 4/7 faculty, a solid roster of sessional faculty, exceptional staff, and the introduction of a second (1/2 cohort) diploma stream on the Abbotsford campus (Winter 2020) should contribute to a more balanced delivery of GDD programs, stabilize enrolments in Abbotsford and position the department to deliver the proposed GDD Major once approved.</p>	<ul style="list-style-type: none"> GDD currently has one tenured 7/7 faculty member, two 7/7 tenure-track faculty, with one 4/7 tenured faculty on leave, a solid pool of sessional instructors and is in the process of another 7/7 tenure track faculty hire to fulfill the needs of the number of sections we must offer. We continue to maintain two intakes of Diploma students each year, one in Mission and one in Abbotsford but have seen a shift in demand for courses in Abbotsford over the Mission campus.