OCAD UNIVERSITY ACADEMIC PLAN

TRANSFORMING STUDENT EXPERIENCE 2017-2022

OCAD University acknowledges the ancestral and traditional territories of the Mississaugas of the New Credit, the Haudenosaunee, the Anishinaabe and the Huron-Wendat, who are the original owners and custodians of the land on which we live, work and create.

Cover photo of the Sharp Centre for Design by Shai Gil

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A NEW VISION FOR OCAD UNIVERSITY

Sharp Centre for Design / Photo by Richard Johnson

As designers,
our students will
contribute to
improvements
in every aspect
of human existence

A NEW VISION FOR OCAD UNIVERSITY

IN 2015/2016, OCAD University (OCAD U) undertook a process of revising its vision and mission statement to reflect our identity as it has evolved into the 21st century. The new vision and mission statement for OCAD U emphasizes its role as a specialized art and design university that brings a focus on higher education as transformative, and articulates the institution's commitment to graduating students who have the skills and disposition to create a future worth inheriting. Graduates will make transformative contributions in local and global communities, equipped with a strong sense of ethical responsibility, informed and produced by highly developed making and critical thinking skills. They will be artists and designers who are grounded in humanities, social science and science knowledge. They will be prepared to enter the workforce, continue higher education or start their own practice with an entrepreneurial energy nourished by a high level of interdisciplinary facility in diverse material practices informed by craft methodology and maker culture, communication media and digital literacy.

This confluence of skills and knowledge positions our graduates to ask relevant questions both in their working lives and in their social engagement with the world, and to provide thoughtful, creative solutions to problems that they are equipped to understand as often complex and highly contextual, and frequently requiring interdisciplinary collaboration. Learning in an environment that recognizes, acknowledges and moves towards dismantling and ending systems of oppression, our students are well positioned to enhance the ethical outcomes of the future.

As designers, our students will contribute to improvements in every aspect of human existence, from devices to engage with the experience of aging, to urban planning that facilitates the sustainability of diverse neighbourhoods, to strategic foresight and design thinking that aligns long-term planning with environmental and human needs, to indie game design that challenges assumptions about who is making games and who is playing them, to making the everyday objects that we wear and with which we live, to technological innovations that remove barriers to access and improve lives, communities and economies.

MISSION STATEMENT

TRANSFORMED BY IMAGINATIONS

OCAD UNIVERSITY challenges you to audaciously and responsibly pursue the questions of our time, through the powerful interplay of art, design, the social sciences, humanities and the sciences.

As artists, they will make profound contributions to how we perceive the world, posing questions about the character of reality and perception, challenging and changing pervasive systems of thought that oppress equity-seeking communities, capturing moments of beauty in astonishing and unanticipated ways and startling us into making unexpected connections between the life of the mind, the body, the materials we engage with and the social, cultural, economic, technological and physical world we inhabit.

As curators, art historians and interdisciplinary scholars they have the capacity to interrogate and steward cultural production, take on the responsibilities of cultural management and critique, push the boundaries of contemporary thought and evaluate long-held narratives of human life and the planet in ways that enlighten, challenge, impassion and sometimes move people to action.

OCAD U will support learning from the early years through an increasingly aging population. As OCAD U implements its academic plan and builds its facilities and resources it will return its domestic undergraduate numbers to at least those of previous years and will continue to grow its domestic graduate numbers. It will strengthen its international student base in both undergraduate and graduate programs. It will develop strategies to reach back into K-12 to nurture student capacity and interest in OCAD U and reach forward, providing a resource for lifelong learning for alumni and for the larger community in Toronto and well beyond.

Furthermore, we will draw from our own knowledge base, whether in strategic foresight, design thinking and inclusive design, Indigenous and diverse knowledge and methods, studio experimentation and embodied knowledge, to find methods of implementing the Academic Plan.

Sharp Centre for Design / Photo by Shai Gil

THE NEXT FIVE YEARS: PRIORITIES AND GOALS FOR 2017-2022

THE UNIVERSITY ACADEMIC PLAN 2017-22 articulates OCAD U's strategies for realizing our redefined vision as described above within the context of budgetary challenges, shifts in student needs, changing faculty priorities, and anticipated changes in public funding.

We have identified 15 priorities that will be our focus for the next five years, grouped under four strategic areas that support our Vision and are aligned with our four Mission statements:

	ACADEMIC PLAN STRATEGIC AREAS	MISSION STATEMENTS
1	**Social, Cultural and Economic Change Agents**	**Audacious and Responsible Pursuit**
2	**Transformative Education**	**The Powerful Interplay of Art, Design, Social Sciences, Humanities and Science**
3	**Student Success**	**Building Generous and Joyful Communities**
4	**Advancing Knowledge Creation and Research**	**The Questions of Our Time**

Throughout the document we highlight the alignment between the four mission statements of OCAD U and the four strategic areas identified here.

GUIDING PRINCIPLES FOR THE ACADEMIC PLAN

THE SIX GUIDING PRINCIPLES that underwrite the priorities identified in this document articulate a commitment to creating an inclusive and accessible environment that is open, dynamic and representative of an institution known as the "University of the Imagination."

These principles encompass a profound commitment to social and academic innovation and establish the basis for the academic plan's priorities and strategic goals. The distinct practice-based education that we offer recognizes that the breadth of professional and research achievements among our faculty[1] in the fields of art, design, and liberal studies have a direct relationship to the learning environment in the classroom and studio. OCAD U faculty includes tenured, tenure-track, continuing, teaching intensive stream (TIS), contractually limited term appointments (CLTA) and sessionals. The institution also recognizes the important role librarians, technicians, and non-credit faculty play in teaching, learning and research at the university. This plan acknowledges the complexity of knowledge within the hybrid studio environment at OCAD U. With this comes the need to recognize diverse perspectives as the plan undergoes implementation.

GUIDING PRINCIPLES	
1	DECOLONIZATION
2	DIVERSITY AND EQUITY
3	SUSTAINABILITY
4	VALUING FACULTY
5	INTERDISCIPLINARITY
6	HEALTH AND WELLNESS

1 The word "faculty" here and throughout the document refers to tenured, tenure-track, TIS, continuing, CLTA, and sessional faculty. OCAD U also recognizes the important role librarians play in teaching, learning and research at the university.

PRINCIPLE 1

DECOLONIZATION

OCAD U recognizes that we are bound together in the struggle to create a more just world. OCAD U understands that transformative education after the recommendations of the Truth and Reconciliation Commission of Canada requires that we critically transform the settler social relations that underpin knowledge production and what constitutes knowledge within the university context and beyond. We are committed to ensuring that the multiplicity of histories and perspectives of racialized and Indigenous students, faculty and staff are recognized and affirmed in their experiences at the institution. Through a process of ongoing reflexivity, we will more prominently include social justice, critical methodologies and Indigenous knowledges in our relations, curricula, pedagogy, research practices, policies and processes.

PRINCIPLE 2

DIVERSITY AND EQUITY

As an institution committed to the production, stewardship and interrogation of expressive culture, OCAD U recognizes the profound and essential value that diversity brings to the creation, reception and circulation of creative practices and discourse. Valuing diverse creative practices, forms of knowledge and methods of making enriches and is essential to the

Powwow celebrating launch of Aboriginal Visual Culture BFA program. Photo by Angie Griffith.

institution's core mission and vision as an art and design university with a local and global scope, and that provides students with the capabilities to be successful global citizens and creative participants in a complex world.

We acknowledge that a commitment to the principles of equity requires an engagement with and response to the complex, systemic and often deeply embedded ways that systems and practices exclude disproportionately under-represented communities, and that advancing equity extends beyond the numerical representation of under-represented communities or the inclusion of under-represented groups in order to achieve diversity. Equity requires the implementation and evaluation of specific measures or policies that recognize, address and remediate the exclusion of under-represented groups from institutions of higher learning specifically, and from the larger art, craft and design sectors generally.

Design thinking and experimental approaches to art are fundamental tools needed to resolve the grand challenges of the 21st century.

PRINCIPLE 3

SUSTAINABILITY

As a university, we are responsible for cultivating a world view that is capable of enhancing globally interconnected life systems. Our commitment to sustainability that recognizes that an integral ecology embraces ecological health, social wellness and economies as interconnected and interdependent requires dedicated advocacy and stewardship in all aspects of university life. This commitment upholds innovative solutions and divergent thinking to replace dysfunctional models. Design thinking and experimental approaches to art are fundamental tools needed to resolve the grand challenges of the 21st century. As an institution, we are uniquely positioned to respond through our commitment to transformative action in advancing sustainability as a cultural and material practice. In order to establish a "new normal" in which ecological and social sustainability remains a key priority, the University will embrace critical thinking, alternative practices of material engagement, principles of life-cycle design and systems thinking and collaborative action.

PRINCIPLE 4

VALUING FACULTY

At OCAD U, we recognize that our success as an institution depends upon the excellence of our faculty. They are the cornerstone of our institutional commitment to transformative education and student success. As acclaimed artists, designers and academics, faculty members bring their scholarly, professional and pedagogical contributions to the classroom and studio. Such contributions underpin our dedication to discipline-based education within an interdisciplinary context.

OCAD U is committed to recruiting and retaining the highest quality faculty, and creating a supportive environment within which they can thrive. Within an institution that is poised to lead in the field of practice-based research, OCAD U is invigorated by our faculty members' commitment to professional and research practices and recognizes the key role faculty play in our students' success. OCAD U recognizes that faculty members' contributions in fields of art, design and liberal studies are not only inseparable from their teaching, but also indispensable to it, and OCAD U is committed to supporting all faculty members in their scholarship, teaching and creative and professional practice, as well as providing ongoing engagement with retired faculty.

PRINCIPLE 5

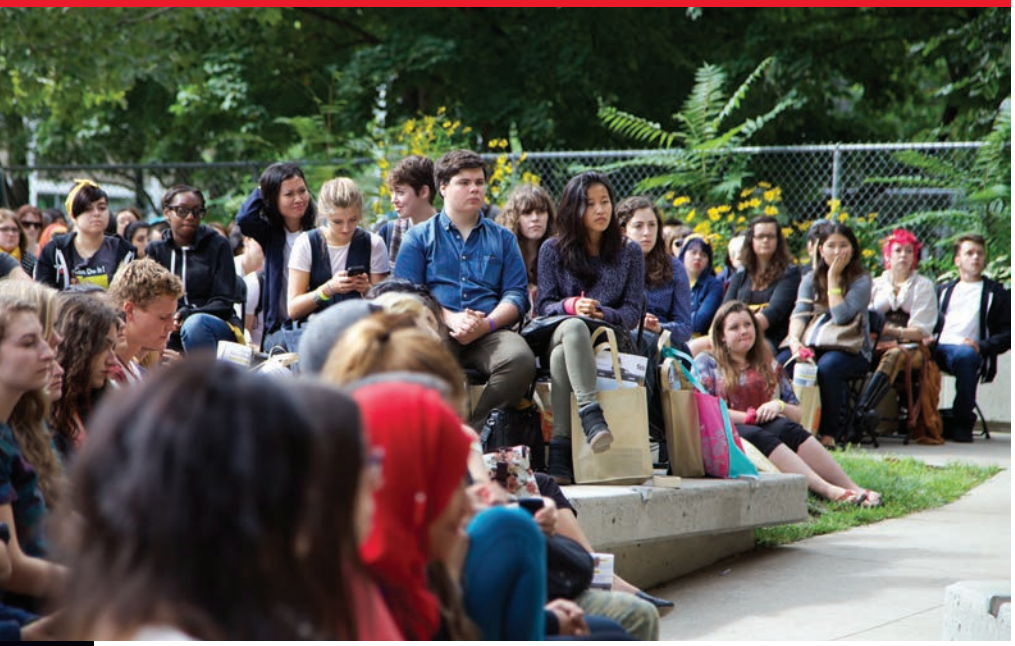
INTERDISCIPLINARITY

H. Jacobs defines interdisciplinarity as "a knowledge

view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience."[2] An interdisciplinary education fosters a capacity for critical inquiry, foregrounding the ways we produce knowledge, ask critical questions, along with developing and employing methodologies to answer those questions. Interdisciplinarity is critical to realizing our vision statement's commitment to educating students who are ready to pursue the questions of our time.

It is only through a deep and nuanced understanding of knowledge as contextual and contingent that our students can develop bold and innovative answers that are grounded in ethical and empathetic thinking.

2 Jacobs, H. (1989). Interdisciplinary Curriculum: Design and Implementation. Alexandria: Association for supervision and Curriculum Development



Students participate in O-Days on the OCAD U campus / Photo by Sarah Mulholland

PRINCIPLE 6

HEALTH AND WELLNESS

The health of our students, staff and faculty is an integral component of our institution's success. We perceive our emotions and experiences – positive and negative – to be a source of the creativity that is at the core of our mission as an institution. We also understand that building resilience – the ability to adapt and recover from difficult experiences, adversity, illness, trauma and other significant stressors – is critical to the educational process at OCAD U and to the development of a flourishing campus. We have brought our considerable teaching, research and practice strength from a range of disciplines to bear in meeting the challenges of health care in the 21st century through the graduate program in Design for Health, and growing research activities. We will continue to leverage those strengths, both internally and beyond our campus, to build healthy communities through innovation, invention and recognition of our established responses and strengths.

OCAD UNIVERSITY'S PRIORITIES FOR 2017-2022

Interior of the Sharp Centre for Design / Photo by Richard Johnson

We recognize that inclusive studios and classrooms support deep learning, significant learner engagement, rich research and powerful artistic expression

SOCIAL, CULTURAL AND ECONOMIC CHANGE AGENTS

PRIORITY 1

INDIGENOUS LEARNING: NOTHING ABOUT US WITHOUT US[3]

Our commitment at OCAD U is to be inclusive of Indigenous knowledge, provide Indigenous students with an environment where they can succeed and thrive and support Indigenous faculty and staff.

We share a belief in the need for a transformation through arts and culture in society and community, and we recognize that the process of decolonization is an ongoing one and that there is still much work to do. In responding to the Calls to Action of the Truth and Reconciliation Commission, OCAD U is committed to adopting the 13 Principles on Indigenous Education outlined by Universities Canada as a critical link to redress the intergenerational and ongoing legacy of the residential school system,[4] as well as to adhere to the recommendations in the United Nations Declaration on the Rights of Indigenous Peoples, The Journey Forward: Ontario's Commitment to Reconciliation with Indigenous Peoples (Ministry of Indigenous Relations and Reconciliation) and the Royal Commission on Aboriginal Peoples. OCAD University was one of the first art and design institutions in Canada to launch a degree in Indigenous Visual Culture, which laid critical foundations from which to build. OCAD U will work in tandem with our Aboriginal Education Council, our Indigenous Student Association and with all faculty and staff across the university to support the process to

MISSION STATEMENT #1

AUDACIOUS AND RESPONSIBLE PURSUIT

We nurture diversity and resilience, and practice equity, inclusion, sustainability, and respect for Indigenous voices and cultures.

3 'Nothing about us without us,' is a term that suggests no policy should be designed without full and direct participation of the members of any group affected by the policy. Its origins lie in central Europe, and in particular 1505 Poland and the legislation that transferred power from the monarchy to parliament at that time. The first English use of the term came through disability activism in the 1990's, and it has recently been taken up by Mi'kmaq scholar Marie Battiste among others to stress the need for inclusion within governance structures and all activities and decision-making involving Indigenous peoples.

4 Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. 2015.

The research of Indigenous scholars is increasingly valued for generating parallel pathways of knowledge, and we will draw upon this scholarship as we further develop Indigenous learning at OCAD U.

decolonize the institution and to recognize, acknowledge, implement and vitalize Indigenous visual culture.

We recognize that across the academy in Canada, and within OCAD University, systemic racism has led to unbalanced and unhealthy relationships leading to questions regarding cultural safety and creating barriers to student success. Indigenous faculty members face similar systemic obstacles. The research of Indigenous scholars is increasingly valued for generating parallel pathways of knowledge, and we will draw upon this scholarship as we further develop Indigenous learning at OCAD U. With our commitment to honour the TRC Calls to Action comes a need to advance Indigenous ways of knowing and being within the academy, as well as recognizing ongoing obligations and activities in home communities as legitimate service undertakings.

Indigenous knowledge systems are often not reflected in university curricula, and pedagogical approaches may not align with Indigenous epistemologies and ontologies. Indigenous students may be attending university far from their home communities, often as mature students, and need to be provided with appropriate support systems and services to facilitate their success and well-being, ensuring a thriving voice and active presence.

These systemic barriers to success for Indigenous faculty and students are not easily overcome, as they are embedded in a western cultural framework. In their article entitled "Troubling Good Intentions," Sarah de Leeuw, Margo Greenwood and Nicole Lindsay urge their readers to acknowledge that policies intended to amend the impacts of colonialism in universities and beyond will always to some extent re-enact those impacts, and that consequently universities must remember to look in the mirror as they undertake this process.[5]

In order to do this work with the necessary care and critical awareness, OCAD U will approach Indigenous learning in a highly consultative and inclusive way with Indigenous faculty, staff and students and the Aboriginal Education Council. Ongoing training for non-Indigenous faculty and staff will be provided so that the OCAD University environment is one where Indigenous students and visual culture can prosper. Within that context we will develop a comprehensive long-term commitment to fostering a climate of respect and dignity, as well as the implementation of concrete measures, supported through curriculum

5 de Leeuw, S., M. Greenwood and N. Lindsay, (2013) "Troubling Good Intentions," Settler Colonial Studies 3:3-4 (381-394).

development, towards advancement for First Nations, Métis and Inuit peoples.

GOALS

1. Adopt and realize Universities Canada's 13 Principles on Indigenous Education, including resources for Indigenous students, Indigenization of the curriculum and Indigenous education leadership.
2. Establish criteria and seats for the Aboriginal Education Council at the governance level.
3. Strike a Provost's Task Force to study and make recommendations on the establishment of a Senate Indigenous Education Advisory Committee and the development of an Indigenous Strategic Plan that will guide the adoption of best practices for providing support and ensuring cultural safety for Indigenous faculty, staff and students, including recommendations on curricular reform to include Indigenous knowledges, Indigenous histories, Indigenous craft decolonizing traditional western histories of art and design, pedagogy and modalities of learning.
4. Establish an Indigenous subcommittee of Senate.
5. Create opportunities for all members of the university community to increase their understanding of Indigenous history, arts and culture and the interrelations between Indigenous peoples and historic and contemporary Canada in order to recognize what changes might be needed.

Artwork by OCAD U 2017 graduate Meryl McMaster

6. Increase the number of Indigenous faculty members in all Faculties.
7. Engage in institutional and environmental research to identify barriers and thereby increase access to art and design degree programs for Indigenous students.

Photo by Christina Gapic

8. Enhance support services for Indigenous students.
9. Review and revise criteria for tenure, promotion and merit to be inclusive of Indigenous ways of knowing, research and creative practices, pedagogical techniques and alternative ways of fulfilling service obligations.
10. Starting with a focus on Toronto and southern Ontario communities, continue to develop partnerships, shared and joint programming and credit transfer and articulation agreements with Indigenous supported/focused organizations, secondary/post-secondary institutions and Indigenous communities.
11. After study and review, implement a requirement for undergraduate students to complete a minimum of one Indigenous Visual Culture course as part of their degree program.
12. Implement Call to Action #79 of the Truth and Reconciliation, Commission which calls on commemorative bodies in Canada to commit to a process of honouring Indigenous histories and contributions while devising processes of reconciliation in public spaces into the Creative City Campus. The Call states: "We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration."
13. Educate and embed land acknowledgement significance and community protocols at OCAD University – governance, public presentation, etc.
14. Do a formal review of Indigenous content in all courses at the University.

PRIORITY 2

ADVANCING EQUITY, DIVERSITY AND INCLUSIVE DESIGN

OCAD U is committed to employing best practices for increasing and sustaining a diverse faculty, staff and student complement. We are committed to making all of our teaching and learning inclusive of every member of our community and to addressing structural, technological, systemic, linguistic, and cultural barriers that exclude equity-seeking communities from contributing fully to OCAD U. Our vision is that everyone in the OCAD U community can participate, learn and work in any/all of OCAD U's learning and

teaching experiences, facilities and spaces, events and professional opportunities. Design standards will be created and adopted across all galleries at OCAD U to ascertain equitable access to information and exhibited works.

We recognize that inclusive studios and classrooms support deep learning, significant learner engagement, rich research and powerful artistic expression. We also understand that learning is a two-way process and that faculty members and staff are also whole people whose needs must be incorporated into the way we pursue our mission. We therefore commit to practice inclusive education and employment, welcoming the diverse needs and experiences of students, faculty, staff and other stakeholders with a range of experiences, abilities and learning styles.[6]

GOALS

1. Improve the representation of equity-seeking communities in staff, faculty and leadership positions, with a particular focus on racialized and Indigenous Peoples, members of the LGBTQ communities and persons with disabilities.
2. Set specific, measurable goals for promoting change and removing barriers in OCAD U's employment equity plans; create clear timelines for achieving these goals; allocate adequate resources to meet these goals; ensure accountability and responsibility for meeting goals; and include a mechanism for regularly reviewing and evaluating progress towards the identified goals.
3. Identify, develop and implement critical and globally conscious pedagogy in all programs, and provide learning opportunities in Inclusive Design and methods of making drawn from the experience of people who encounter marginalization.
4. Develop an inclusive approach to integrate persons with disabilities into all aspects of the University.
5. Establish a Senate working group – in partnership with students, staff and faculty thought leaders, including members of marginalized communities

6 This definition is based on 'Introduction to Accessible Education,' accessed 1 June 2016 at **www.accessiblecampus.ca/educators/intro-to-accessible-education/**, but it also includes reference to the context and/or environment in which access is needed, as found in the FLOE 'Inclusive Learning Design Handbook,' accessed 1 June 2016 at **http://handbook.floeproject.org**

OCAD U Medal Winner Tia Cavanagh. Photo by Martin Iskander

– to establish and implement a process to embed equity within the curriculum and create a framework to assess faculty needs and skills.

6. Identify barriers to faculty success and advancement, such as access to professional development and support for research and pedagogy, and set goals to eliminate barriers.
7. Identify and implement training, processes and resources to build capacity across programs and faculties to develop critical and decolonizing pedagogy, non- western paradigms, methods and methodologies.
8. Invest in technologies and environments that support and promote a range of approaches to teaching that best reflect the range of students' learning preferences and needs (language learning, culture, gender, abilities, etc.).
9. Encourage faculty to make use of available resources to develop accessible course materials and teaching strategies, as well as systems for the production of alternate formats.

PRIORITY 3

SUSTAINABLE FUTURES

As an institution that champions imaginative art and design in service to the world, we have an urgent and primary responsibility to embed a newly defined sustainability as a foundational pillar within our Academic Plan and to foster a culture of that sustainability in every facet of OCAD U: curriculum, operations, community and administration.

Advancing responsible and sustainable practices in our own institutional settings and educational offerings is paramount. OCAD U is committed to collaborative actions on local, regional and global sustainability imperatives that develop more reciprocal relationships with people and land. The University understands sustainability as a framework that includes environmental greening, but is also interwoven with the curriculum and accompanying themes outlined in the Academic Plan, including equitable social relations, well-being and Indigenous knowledge. Moreover, the University is a 'learning laboratory' and the successful delivery of transformative education is directly interconnected with the spatial environment and building operations.
We believe that more lasting and consequential benefits will come from educating the next generation of makers to promote and use sustainable practices. A rich and nuanced understanding of 'sustainability' as both an awareness and practice will build a just, healthy and resilient environment for all. OCAD U can provide tangible, meaningful and hopeful ways for students to imagine, articulate and design their way into a future worth inheriting. Achieving tangible outcomes from this visionary commitment requires seamless collaboration and an unwavering unity of purpose amongst the administration, faculty, staff and students. Design thinking, critical engagement with materiality and experimental approaches to art are fundamental tools needed to address climate change and other ecological challenges in the pursuit of more reciprocally-beneficial land and social relations. As an institution, OCAD U is uniquely positioned to respond through our

An internationalized learning journey helps students at all stages of their studies develop global, multicultural and multilingual perspectives

commitment to transformative research, innovative problem-solving and collaborative action.

GOALS

1. Systematically assess how sustainability is currently addressed within the curriculum and recommend a plan to enhance and further integrate this priority into the curriculum.
2. Develop new course and program options and integrate relevant content into existing courses to teach and promote socially and ecologically responsible art and design approaches that reflect the United Nations Sustainable Development Goals and the Earth Charter, and the United Nations Declaration on the Rights of Indigenous People.
3. Establish a sustainability research cluster or lab bringing together faculty and students from across all Faculties to investigate and innovate art and design practices that enhance and promote sustainable and ecologically focused research.
4. Create new student field placements and internships that will include opportunities across a range of sectors and OCAD U partner organizations that focus on sustainability as a fundamental value of their operations.
5. Provide professional development resources for faculty to integrate sustainability into curriculum as well as actionable means for faculty and students to apply regenerative practices that ultimately produce ecological benefits, rather than simply reduce harm.

PRIORITY 4

INTERNATIONALIZATION

OCAD U has long recognized the benefits of a strong international reputation and of global partnerships and networks that enrich our students' learning and extend the impact of our students' and faculty members' practice and research. An internationalized learning journey helps students at all stages of their studies develop global, multicultural and multilingual perspectives and attributes that will equip them for multiple working environments while boosting the institution's ability to attract top-quality faculty and staff from around the world. At the same time, fostering international collaboration helps develop a robust enrolment strategy and an inclusive alumni network of international graduates.

With the advantage of location – in the heart of the world's most multicultural city – OCAD U can provide many of the hallmarks of an effective international education. Strategies for realizing what is often referred to as "internationalization-at-home" can include visiting artists and artists in residence,

international speaker series, exhibitions of international artists and designers at our professional gallery, think-tanks from abroad, shared lectures and assignments and courses between universities, field trips to exhibitions on global themes, partnerships with local cultural communities and internationalizing our curriculum. All of these activities contribute to exposing students to international perspectives and connect them with opportunities to learn and engage outside Canada.

GOALS

1. Establish benchmarks for each program area to integrate internationalization into curricula and enhance globally focused learning.
2. Enhance communication and outreach strategies to help the university continue to meet its strategic goals to grow international student recruitment at both undergraduate and graduate levels.
3. Enhance institutional support for international English Language Learning (ELL) students to help them succeed academically, participate fully in their communities of creative practice and foster cross-cultural exchange.
4. Assess faculty needs/skills in order to build upon and enhance existing professional learning resources and opportunities for faculty to support and develop critical and globally conscious pedagogy.
5. Increase student participation in international mobility by addressing barriers to exchange and building more accessible short-term opportunities through courses, field trips, bursaries, workshops and in-course international collaborations, including virtual/online collaboration.
6. Develop models for short-term in-bound international students through creative use of spring and summer semesters.
7. Build on Indigenous Visual Culture research, including that of the Canada Research Chair in Indigenous Visual Culture and Curatorial Practice, to forge international ties with and opportunities for Indigenous faculty and students, including mobility programs.
8. Develop opportunities for international experiences for faculty and develop a model for faculty exchange and research collaboration that includes negotiated agreements to facilitate bilateral exchange with international partner institutions.
9. Open up and expand participation and use of the Florence Studio by developing programs from all OCAD U Faculties that would use the facilities during spring and summer.
10. Work in partnership with Toronto's diverse cultural communities to host international and local artists to showcase the city's diverse cultural communities through the nine galleries that make up the university's galleries system.

Studio learning, fundamentally experiential in nature, is the hallmark of an OCAD U education, and has been since the institution's inception in 1876.

TRANSFORMATIVE EDUCATION

PRIORITY 5

DISCIPLINARY POROSITY AND CROSS-FERTILIZATION

Arguably, one of the richest experiences for interdisciplinarity at OCAD U is the open studio environment and expansion studio courses where students from multiple Design, Art and Liberal Arts and Sciences programs meet during the production of projects, artworks, as well as designed digital and analog products, services, and systems. Increasing the number of sites on campus where students can work in parallel with each other and with faculty members will facilitate this process, and should be an integral consideration in our capital projects. The institution needs to create more informal spaces of social engagement, as well as more technical sites of production. The expanded fabrication studios will create a milieu where artists and designers share information and benefit from their proximity to each other and to their varied approaches combining physical/embodied/materialized and intellectual inquiries.

New pedagogical models in design and art studios as well as Liberal Arts and Sciences courses will allow for increased porosity across faculties and programs. The present economic, political and ecological environment students find themselves in will require them to be adaptable and innovative. Universities Canada recently released their report "The Future of the Liberal Arts: A global conversation," which states that the liberal arts help to navigate disruptive change, develop civic engagement and nurture personal fulfillment. An interdisciplinary education that acknowledges the liberal arts as essential to an art and design university degree will better prepare our students to emerge as graduates with the agency to determine their own future within a volatile and uncertain world. OCAD University also recognizes the value of, and will build knowledge in, the social sciences and sciences (including medicine and mathematics) to build a truly transdisciplinary curriculum

MISSION STATEMENT #2

THE POWERFUL INTERPLAY OF ART, DESIGN, THE SOCIAL SCIENCES, HUMANITIES AND THE SCIENCES

We will engage with materials, data, technologies, ideas and pedagogy and diverse Indigenous perspectives to support unique research, studio practice and learning, creating interdisciplinary and emergent forms of knowledge.

Photo by Sarah Mulholland

that provides students with the skills that they need to succeed.

GOALS

1. Create greater flexibility and open up options for electives to enhance breadth of education, and to foster an awareness of multiple modes of inquiry and creative and professional practice in undergraduate and graduate programs.
2. Develop more intentionally interdisciplinary course opportunities, curriculum and pedagogy to create the potential for self-authorship and personalized learning.
3. Identify common or shared curriculum across multiple programs with the goal of further developing cross-faculty and cross-program curriculum, especially in foundation-year courses in the first-year of undergraduate and graduate programs co-taught or co-delivered by faculty from different disciplines.
4. Refine OCAD U's Undergraduate Degree Level Expectations and Graduate Degree Level Expectations to better reflect our strengths and guide the development and renewal of program and course curricula to improve the learning experience and career preparedness of students.
5. Promote interdisciplinary research and learning at the graduate level by providing dedicated, resource-rich graduate student spaces and initiatives that promote opportunities for collaboration, mentorship and scholarly community-building, both within and across programs and disciplines.
6. Expand offerings and opportunities in STEM disciplines within the context of art and design learning, taking into account OCAD U's capacity or in partnership with other institutions. Support and enhance existing programs

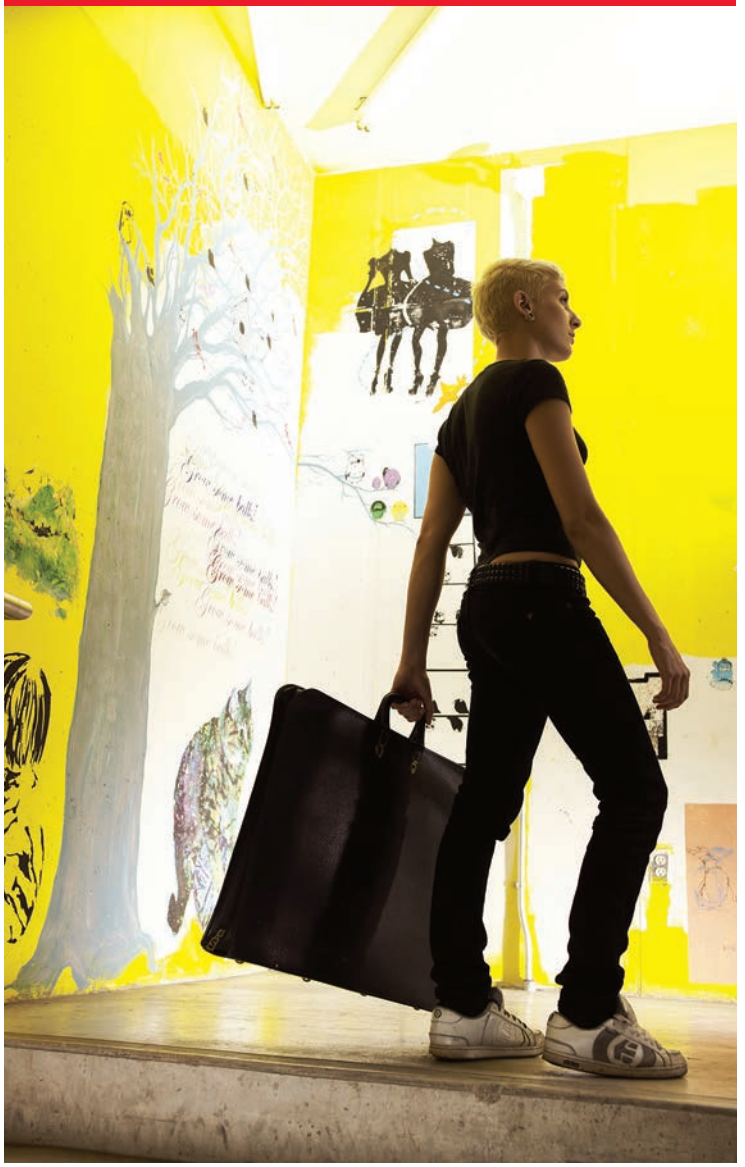
and specializations that involves science, computation, and math.

7. Establish and implement a process to embed equity and diversity within the OCAD U curriculum through program and course development and renewal.
8. Hire more cross-appointed faculty to encourage dialogue between departments and programs.
9. Acknowledge and continue to fully investigate the position of craft within the current environment both as an adjunct method to art and design as well as its own historical methodology that engages with materiality and processes as knowledge production in its own right.
10. Further an understanding of craft, traditional skills and historical knowledge transference, values often integral to under-represented, diverse and international cultures.

PRIORITY 6

ENHANCING AND ADVANCING STUDIO LEARNING

Studio learning, fundamentally experiential in nature, is the hallmark of an OCAD U education, and has been since the institution's inception in 1876. 140 years later we continue to advance the pedagogical opportunities afforded by this specialized kind of education, both retaining its value and rethinking the traditional studio model through engaging other learning modalities such as interdisciplinarity, inclusive design,



Yellow Staircase / Photo by Lorella Zanetti

advancing technologies, and critical thinking that historicize and contextualize material and design practice. We encourage an organic relationship between knowledge accumulated through making and that which is acquired through thinking and writing.

As we look ahead to the next five years, we want to expand opportunities for new modes of studio learning, and to facilitate and encourage faculty experimentation in studio pedagogy that will open up new possibilities for teaching and learning. OCAD U will explore the options for changing the length and credit weight of studio courses, commit to more explicit and intentional inclusion of Indigenous knowledge-creation through traditional craft processes and storytelling, and open up the potential of the senses beyond the visual and point to encompassing ways of making that engage and address other human senses: auditory, olfactory and haptic. We will enhance the co-location of faculty, graduate and undergraduate students in our teaching, learning and social spaces. We will explore and make use of continually emerging technologies to advance studio learning. We will continue to provide students with the capacity, both in the studio and liberal arts and sciences, to think through critical political, economic, environmental, and societal problems and find solutions.

GOALS

1. Investigate the feasibility of a clustering approach to studios, labs, faculty offices, classrooms, research groups and academic support units based on areas of interest and that bring together faculty from diverse disciplines across all faculties.
2. Recognize that an institution that champions disciplinary and practice-based research depends on faculty members who model this commitment in their professional lives.
3. Provide incentives and funding for faculty and librarians to research and pilot new approaches to teaching and learning within studio education, including inclusive and alternate forms of teaching, assessment, use of technology tools, course delivery and critique, and to support the dissemination of the results at local, national and international conferences.
4. Support student academic success through the continued development of studio learning resources and programs, including those for ELL students.
5. Integrate methodologies from art, craft and design with methodologies from science, medicine, engineering, and the social sciences both inside OCAD U and through the exploration of the development of joint programming with partnering institutions as a means of realizing the potential of these interdisciplinary dynamics.
6. Improve integration of learning in lecture, seminar and studio courses by clarifying the contribution of breadth courses in program curricula.
7. Optimize year-round student and faculty access to shops, student galleries and studio facilities across campus, and access to the expertise and assistance of the technicians and class assistants working in these facilities.

8. Ensure sufficient well-equipped studio and 'maker' spaces to support the variety of activities needed across academic programs, including expanded open studio areas to promote interdisciplinarity.
9. Ensure that Continuing Studies has access to studio and classroom space to support course and program delivery.

PRIORITY 7

TEACHING AND LEARNING ENVIRONMENT

Learning happens anywhere on campus where students, faculty, librarians, and staff gather, discover, analyze, create and share knowledge. Over the next five years, OCAD U will reimagine formal and informal learning spaces across the university to make them responsive to the diverse needs of our student body and faculty and incorporate principles of community-building, creativity, sustainability, accessibility, equity and inclusivity.

OCAD U is committed to creating a supportive learning, teaching and making environment by coordinating the activities of academic programs and faculties, as well as academic support units across campus. OCAD U will create a learning and support environment that enables student retention, enhanced time to completion and graduation.

OCAD U will provide opportunities to diversify learning pathways for students that correspond to their learning styles and twenty-first century learning and degree expectations. OCAD U will support student success by providing students with clear learning outcomes and assessment for courses and programs and academic advising.

OCAD U will develop opportunities for lifelong learning. Acknowledging that there is inadequate art and design learning in K-12 and that we wish to reach a diverse demographic of learners, OCAD U will create "reach-back" programs with partners or through Continuing Studies. We will connect our alumni to OCAD U through enhanced learning opportunities, provide re-skilling programs that support individuals and groups within our rapidly changing economy and provide Continuing Studies and Executive Training in Canada and abroad.

GOALS

1. Ensure that our classrooms, studios, shops, galleries, online learning environments and other formal learning environments support and promote a range of approaches to teaching that best reflect the range of students' learning preferences and needs (language learning, culture, gender, abilities, etc.) and establish ways for faculty to share and develop new inclusive teaching practices.
2. Expand the University Library to provide additional seats, and collaborative work areas, for undergraduate and graduate students.
3. Develop and support an inclusive design approach to support all students to achieve equitable access

to teaching, learning and support services.

4. Across all programs, provide learning opportunities for students in inclusive and accessible practice as well as methods of making drawn from the lived experience of people who encounter marginalization.
5. Develop principles to guide the design of learning and making spaces based on successful learning sites on our campus, such as the Learning Zone, through extensive consultation, discussion and collaboration with OCAD U students and faculty.
6. Audit and assess formal and informal learning spaces across the university, and develop a multi-year plan to implement cost-effective enhancements and assess impact on learning. Enrich these formal and informal spaces with resources and a range of types of technology to maximize student learning.
7. Use technology enabled learning tools to maximize the time students spend engaged in active learning.

PRIORITY 8
LANGUAGE, DIGITAL AND BUSINESS SKILLS AND TECHNOLOGY-ENABLED LEARNING

The professional environments, research fields and employment into which our students emerge are changing rapidly. Our students need to develop highly transferable skills so they can be flexible and adaptable,

Photo by Christina Gapic

able to work across different disciplinary and professional contexts in increasingly global, technological, digital and multimodal environments. We are also committed to exploring further integration of business and entrepreneurial skills into our curriculum.

Designers and artists are increasingly required to use highly developed oral, written and visual communication skills to communicate effectively. OCAD U will continue to build on the significant progress it has made developing the very particular communication skills and writing needs of students for art and design education. Students learn to communicate not only for professional situations—crafting strong and successful applications for grants and residencies, communicating clearly and effectively with clients, designing and marketing their own businesses—but also to a diverse range of audiences across a variety of different media. Graduates of the information age will also need to navigate the complexities of

creating new knowledge by building upon the ideas and work of others, especially as they relate to issues of intellectual property, permission, fair dealing and international copyright law.

Designers and artists working with digital media have a fundamental role to play in the data era, and OCAD U is committed to delivering a curriculum that equips our students with the knowledge, skills and critical abilities to be leaders in this constantly evolving facet of our personal and working lives. Pattern recognition and prediction are now basic business requirements, whether in industries that our alumni graduate into, or in fields where design, art and digital media intersect, such as cultural industries, advertising, foresight and business planning, games design and experiences, design thinking, journalism and finance. The ability to evaluate, understand and use information and process data is required for planning across all verticals of democratic life, whether urban planning, transportation, manufacturing or social intervention. Academic developments such as Digital Humanities are transforming disciplinary methodologies, including art and design history, design ethnography, strategic foresight and design thinking, advertising and other bodies of knowledge and disciplines integral to OCAD U.

Photo by Claudia Hung

GOALS

1. Ensure students are meeting competency benchmarks identified in the OCAD U Framework for Undergraduate Writing Competency by continuing to implement the Writing Across the Curriculum Initiative and increase accountability for oral and written literacy in course and program development and renewal.
2. Develop curricular, co-curricular and non-credit English language learning opportunities that draw on best practices in post-secondary language teaching and integrate systematic support for English language learning throughout undergraduate and graduate study and enhance professional learning opportunities for faculty and staff.
3. Implement a shared instructional approach to academic integrity by embedding relevant strategies and resources in required first-year courses in each undergraduate program and enhance existing faculty professional development to support implementation and

expand the role of librarians in the training of research competencies.

4. Advance a comprehensive model of graduate writing, research and academic skills development to support graduate student success and ensure through curriculum development and renewal that contextually appropriate academic skills are developed in graduate programs.
5. Systematically assess digital skills required for all undergraduate and graduate programs, with a focus on 2D, 3D, CAD/computer aided manufacturing technologies and trends including programming and generative methods for creating artefacts and ideas in studio practice.
6. Develop new courses and explore undergraduate and graduate programs that will provide students with business competencies and continue to build out the minor in entrepreneurship for students wishing to launch their own business enterprises.
7. Enhance basic data training, management, numeracy, analysis, coding, and visualization skills throughout the curriculum to better prepare students for a work and studio environment that integrates current and emerging technologies to foster human-centred production.
8. Define and develop clear digital literacy outcomes for each academic program to equip students with the technological skills of professional practice, and the ability to find, evaluate, create and manage digital information, and provide appropriate professional development for faculty to enable effective integration of these outcomes into the curriculum.
9. Continue to seek opportunities to develop custom non-credit courses, lifelong learning and executive training programs.
10. Implement a system to regularly review and enhance the quality of non-credit certificates.
11. Support the development of hybrid and online courses where they respond to student demand, align with curricular needs, advance the strategic priorities of the University and help to support student pathways and learning options.
12. Build digital, mobile, learning and service supports for OCAD University students as well as related professional learning and recognition, such as awards, for faculty. Explore partnerships with business schools to enhance curriculum and expertise available to OCAD U students.

The hands-on, studio-based approach to teaching and learning at OCAD U means that experiential learning is built organically into the curriculum

STUDENT SUCCESS

PRIORITY 9
WELL-BEING AND RESILIENCE

The physical, psychological, emotional and social well-being of all members of the OCAD U community is critical to achieving our mandate. To flourish as a community, we must reframe challenges of physical and mental health away from a focus on illness and treatment and toward a systemic approach to building the resilience of our community and all of its members. Resilience is the process of adapting well in the face of difficult experiences. Organizations and environments can play a key role in helping to build resilience capacity – in making resilience ordinary, not extraordinary. As such, we are committed to promoting positive physical and mental health within our community through awareness, education and training, curriculum and pedagogy, policy and procedures, employee support, and within our student programs and services. We will bring our considerable strength in healthcare strategy, design and innovation, and in participatory research methodologies to the forefront in these efforts.

GOALS

1. Develop a comprehensive and integrated framework to promote campus mental health that focuses on community and connectedness, builds resilience and increases help-seeking behaviour and includes expanded relationships with community partners to promote student mental and physical well-being and support the development of life skills and financial management.
2. Develop and implement models of accommodation for people with disabilities that reflect the unique attributes of studio education and the OCAD U learning environment.
3. Expand the provision of training for faculty and staff in identifying and supporting students in distress.
4. Improve and expand opportunities for curricular, co-curricular and extra-curricular integration activities and professional development that enhance student well-being.

MISSION STATEMENT #3

BUILDING GENEROUS AND JOYFUL COMMUNITIES

We invite you to build aware, generous and joyful communities through unique responses, critical practices, and innovative structures that integrate multiple perspectives.

PRIORITY 10

STUDENT MOBILITY

OCAD U is committed to facilitating mobility for students within the post-secondary system. Over 20 per cent of OCAD U undergraduate students report having attended another university prior to enrolling at OCAD U and 17 per cent report having previously attended a community college (Source: NSSE 2014). As we plan curricular changes, it is important that we keep in mind that OCAD U exists within an ecosystem of higher education in Ontario, Canada and internationally, and that our students will attend two, three or even more institutions over the course of their learning journey. These pathways – often forged by the students themselves – represent a complex array of learning needs and life circumstances. Our own analysis of the success of transfer students indicated that they perform, on average, better than their direct from high school classmates, with slightly higher grades and graduation rates.

Over the past four years, OCAD U has expanded pathway agreements between studio-based certificate and diploma programs and our undergraduate degree programs. These agreements, if developed strategically and planned well, have the capacity to both meet enrolment objectives and provide advanced opportunities to students of exceptional potential who begin their studies at colleges and First Nations institutes. There remain, however, many barriers to a smooth transition between institutions, and OCAD U will need to dedicate resources to meet student needs for improved clarity and reduced redundancy in the transfer process. There needs to be a targeted communication for advanced standing students as to what they can expect from studying at OCAD U and how this will complement their already acquired professional skill sets.

GOALS

1. Develop a strategic plan consistent with the institution's overall mission and mandate to identify and implement best practices for the development, implementation and renewal of credit transfer pathways, articulation agreements and joint programming with diploma and degree-granting partner institutions.
2. Leverage existing relationships and forge new relationships with local, provincial and international partner institutions to enhance student mobility through the development of bridging programs, joint programming, shared campus and articulation agreements with a focus on improving access for under-represented groups such as Indigenous, First Generation, Gender Fluid and non-traditional students.
3. Establish an institutional coordinator responsible for the development and administration of bridging programs, credit transfer pathways, articulation agreements and joint programming opportunities with partner institutions.
4. Ensure that all courses and programs have clearly defined learning outcomes to facilitate clear comparison of credentials, improve pathways, enable greater mobility between

The hands-on, studio-based approach to teaching and learning at OCAD U means that experiential learning is built organically into the curriculum.

programs within the university and enhance student success.

5. Develop and implement a system of course equivalencies and block transfer options that will enable students and applicants to more accurately predict credit transfer outcomes.
6. Using data on existing pathways, develop bilateral and multilateral diploma-to-degree pathways with feeder institutions.
7. Expand the use of online learning and shared/joint credit options to provide opportunities to students outside of Toronto to gain OCAD U credit prior to relocating.
8. Utilize our strength in continuing studies and life-long learning to introduce and offer pathways for non-traditional students to academia.
9. Enhance the tracking of credit transfer and articulation students by program area and faculty, including application and registrations data, student success and take-up of student services in order to refine strategies for the development and renewal of credit transfer pathways and articulation agreements and enhance the success of students transfering or articulating from other postsecondary institutions.
10. Implement a system to regularly review and enhance the quality of non-credit certificates and programming.

PRIORITY 11

THE FIRST-YEAR EXPERIENCE

Many of the goals articulated throughout this plan support student learning at all year levels, but we recognize that the first-year is a transitional year as undergraduate students enter into new contexts and encounter new methodologies and ways of thinking, making and writing. An intentional and holistic first-year student experience supports students with their transition into the OCAD U community and provides the essential skills, knowledge, and literacies they need for success throughout their studies.

GOALS

1. Foster first-year student engagement through establishing intentional learning communities, dedicated work spaces, and cooperative scheduling that bring together curricular and co-curricular opportunities to support academic success, resiliency, and retention during first year and beyond.
2. Rationalize and simplify the first-year curriculum and introduce curriculum that brings art and design students together.

3. Draw on best practices to address the unique needs of a diverse first-year population with a focus on transition support such as First Generation, Indigenous student programming, English Language Learning support, peer mentorship and support for students with disabilities.
4. Improve first-year classrooms and studios, and enhance access to fabrication studios and exhibition opportunities.

PRIORITY 12

EXPERIENTIAL AND WORK INTEGRATED LEARNING

OCAD U is committed to educating students who have the skills to take on real world challenges and develop innovative, targeted, empathetic, user-centered solutions that embed and advance principles of social, economic, and environmental sustainability. One of the key ways in which we can deliver those educational outcomes is through providing experiential and work-integrated learning opportunities for our students.

Experiential learning is often used synonymously with applied, or work-integrated learning, as well as practicums, co-op, internships and community service and community-based learning. The hands-on, studio-based approach to teaching and learning at OCAD U means that experiential learning is built organically into the curriculum. In addition to this invaluable kind of experiential learning, OCAD U offers students a range of work-integrated

Photo by Christina Gapic

study opportunities, and through our curriculum.

OCAD U is a highly entrepreneurial culture, one in which many faculty members have led their own companies and in which 53 per cent of our graduates have initiated and led a start-up. Recognizing our historical and contemporary contribution and potential growth within the context of Canada's primarily SME environment, we will provide

students with increased offerings in entrepreneurship and business skills, and programming within the Imagination Catalyst and through partnerships with the broader entrepreneurial eco-system.

Through our Galleries System, OCAD U also provides an experiential curatorial platform, comprised of eight separate sites, including three galleries earmarked for students at different levels of experience so they can test and practice their skills. As the newly formed Galleries System becomes consolidated and comes online during the timeframe of the new academic plan, and the newly opened Onsite Gallery is populated with exhibitions of professional artists and designers, students from undergraduate programs in art and design will benefit from opportunities to study artworks in situ, to work with artists and designers invited to exhibit at OCAD U, to plan exhibitions and test them in real spaces, to experience the changing nature of museums and exhibition-making and participate in professional gallery learning opportunities through jobs at the galleries.

The 2014 National Survey on Student Engagement results indicate that OCAD U students would like even more opportunities for work-integrated study and more curricular emphasis on developing entrepreneurial and business skills, and we are committed to enhancing these opportunities for our students. For students who face barriers to employment due to disability or other factors, the importance of integrated work-learning opportunities that help them create professional networks and reputations while still in school is particularly critical.

GOALS

1. Develop a comprehensive Experiential Learning Strategy, as well as an associated plan for advancing and assessing experiential learning in its various forms, including studio learning, placements, gallery-based learning, early stage entrepreneurship, community-engaged learning, practice-based independent study, applied research and non-credit/ co-curricular opportunities. The plan will incorporate equity principles to ensure that the needs and preferences of underrepresented students are met.
2. Continue to expand and refine the formal academic pathways and co-curricular opportunities for experiential learning, and assure that students have the opportunity to critically and systematically reflect upon their learning in relation to their professional goals, personal development and civic engagement.
3. Expand our network of industry and community partners to new companies, new sectors and internationally.
4. Expand course offerings and potential programs in business and entrepreneurship, and develop an integrated approach that leverages the expertise of the Imagination Catalyst and its network and ensures access to these courses by students in all programs.
5. Expand external internships (industry, studio, government, not-for-profit, NGOs) that allow students to have experiences that move beyond the classroom and out into communities of practice.

6. Leverage the strength of OCAD U's galleries system to provide a range of experiential learning opportunities connected to curriculum in a range of disciplines through formalized relationships between galleries and curricular programs.

PRIORITY 13

ENHANCING THE GRADUATE SCHOOL

In the years since 2008 when OCAD U launched its first graduate programs and welcomed its first cohort of students, there has been a significant transformation of the intellectual life of the institution. OCAD U's hallmarks of conceptual rigour across media and discipline, dedication to the primacy of studio instruction and commitment to knowledge production across the spectrum of expressive culture and its commentary have been effectively applied to the development and delivery of path-breaking graduate programs. Our programs build on the established strengths of the institution, where innovative approaches to learning and to the critical benefits of interdisciplinary methodologies in the service of knowledge production and society are championed, and expand in potent and active ways the mission of critical pedagogy applied to education in the complex and restless realms of art, craft and design.
Graduate education at the university is defined by the distinct character of interconnected curricula, the embrace of interdisciplinary thinking and a thriving, supportive community of makers, critics, curators, theorists and public intellectuals. The graduate programs at OCAD U exist as important sites for research – material and conceptual – and as contributing mechanisms to social, ideological and cultural life in the city, the province, the nation and beyond. The programs prepare students for meaningful careers defined by critical agility and practical insights and define the university's role in the vital sector of post-graduate education.

OCAD U will continue to build on its accomplishments as a leading institution for interdisciplinary graduate education and will explore possibilities for developing disciplinary programs.

GOALS

1. Prioritize the creation of the OCAD University Graduate School as an academic unit, which will model itself on the recommendations of The President's Task Force on Graduate Education and build upon the ongoing work of improving and streamlining the governance, administrative organization, and operations of Graduate Studies.
2. Establish a cross-faculty committee to consider the growth of the graduate school; the establishment of new graduate programs, including the establishment of a PhD, and improved connections among the graduate programs and among the undergraduate and graduate programs at OCAD U.
3. Improve access to and availability of research space and services, including the expansion of library services, the provision of technicians and technical support, and enhanced resources for graduate students and programs, as well as

improved access to collaborative labs and studio spaces across the campus.

4. Expand and facilitate study-abroad and experiential learning opportunities that are embedded in graduate programs.
5. Enhance exchange and communication between the divisions responsible for undergraduate and graduate students and programs, including the development of opportunities to integrate research practice, pedagogical approaches and work in research labs, studios and fabrication spaces and galleries and exhibition facilities.
6. Expand instruction on professional practices, skills and training for graduate students, including the development of curriculum and co-curricular programming supporting teaching skills, the enhancement of alumni networks and community and industry partners so as to facilitate graduate students' professional and career development.
7. Increase recognition of both the role of research in graduate education, and the role of graduate students in top-tier research, providing resources and support for the growth and ongoing maintenance of OCAD University's research capacity through graduate research, research training and activities within the Graduate School.
8. Support faculty in the supervision of major research projects and theses/dissertations for the Masters and forthcoming PhD programs through enhanced training, professional learning opportunities, just-in-time resources, the pursuit of terminal degrees and PhDs and the development and communication of discipline and degree-based best practices.
9. Support the engagement of scholarly research on teaching and learning in art and design education. Develop and implement models of accommodation for people with disabilities that reflect the unique attributes of studio education and the OCAD U learning environment.
10. Expand the provision of training for faculty and staff in identifying and supporting students in distress.
11. Improve and expand opportunities for curricular, co-curricular and extra-curricular integration activities and professional development that enhance student well-being.

OCAD U is in a unique position to pioneer novel research paradigms, practices and traditions at the intersection of the visual arts, design, science, engineering, the humanities and the social sciences.

ADVANCING KNOWLEDGE CREATION AND RESEARCH

PRIORITY 14

RESEARCH

OCAD U has both a long history of internationally recognized creative and professional practice and, more recently, a burgeoning program of research, scholarship and innovation. Our faculty members' scholarship in teaching, research, and professional activity is the backbone of our university. Over the past decade we have built on the history of studio art and design to establish significant leadership in art and design-related scholarship, as well as research-creation, as a recognized source of knowledge creation. OCAD U has led important research initiatives in inclusive design, design for health, art and environment, visualization and engineering, digital media, and other fields which have created transdisciplinary collaborations and new models for undergraduate and graduate learning and research in labs, studios and classrooms. Indeed, in the short time that OCAD U has been a university it has significantly expanded its research, scholarship and research-creation capacity by securing grants from FedDev, CFI, NSERC and SSHRC, including grants within research-creation frameworks. OCAD U is in a unique position to pioneer novel research paradigms, practices and traditions at the intersection of the visual arts, design, science, engineering, the humanities and the social sciences. With a growing number of research centres, and the Imagination Catalyst as an incubator for student, faculty and alumni innovation, OCAD U is establishing itself as playing a specialized and critical role in research and innovation in Toronto and beyond.

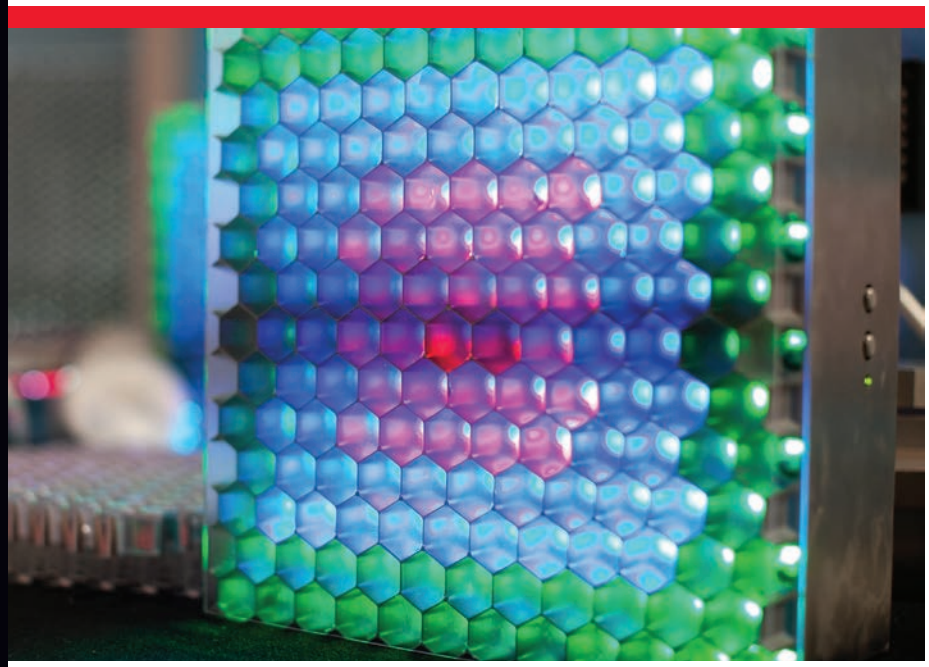
MISSION STATEMENT #4

THE QUESTIONS OF OUR TIME

We will seek and respond to the questions of our time, and in doing so, enrich our disciplines and act as transformative social, economic, environmental and cultural agents.

Over the five years of this plan, OCAD U will continue to increase research capacity, to explore innovative interdisciplinary research programs, and to develop and publicize an inclusive understanding of what constitutes research and scholarship at OCAD U in ways that reflect the diverse and distinct range of theories and practices within the university, within Canada and the world.

Through our existing network of research labs, our emerging constellation of research centres and the OCAD University galleries we will increase student involvement in scholarly activities, and enhance



e-Leo Exhibit Symposium / Photo by Christina Gapic

opportunities for students to engage in innovation, and continue to showcase the scholarly and creative activities of our faculty and students.

GOALS

1. Develop and implement strategies to enhance the university's research culture and the success of all faculty in obtaining research funding.
2. Expand research assistantships and opportunities for students to work on research projects with faculty and staff at galleries.
3. Support research-creation opportunities for art and design faculty and students.
4. Develop an inclusive, expansive and flexible understanding of what constitutes research at OCAD U by adapting existing international art and design research conventions for the classification of research outputs to provide OCAD U faculty with a standardized and recognized schema.
5. Demonstrate the impact of OCAD U's interdisciplinary research and publishing initiatives through global exposure and tracking of metrics.
6. Expand research and innovation partnerships, including international, industry, not-for-profit and government partnerships, to create productive and collaborative networks of scholars, curators, designers, makers and artists, including Onsite Gallery.
7. Provide information and tools to faculty, researchers and students to facilitate the deposit of research outputs to the Institutional Repository, thus expanding the visibility and reach of research.
8. Enhance availability of research, innovation and incubation space (offices, labs, studios, library, incubators) and more collaborative and team research spaces, including expanded campus facilities, such as on the Toronto waterfront or in shared institutional facilities.
9. Develop a strategy to advance information literacy and enhance the role of librarians for the training of research competencies for students and faculty.
10. Create opportunities for research-creation presentation throughout the OCAD U gallery system.

11. Develop a scholarly communications program to better support the research and creative practice of faculty, staff, and students and expose OCAD U research data to a global network of researchers through open data digital platforms, tools and services.

PRIORITY 15

STRATEGIC COLLABORATIONS

The most successful organizations in today's economy are driven by creativity and innovation. They are continually looking for new ideas and news ways of thinking to evolve their businesses and strategies. OCAD U offers a unique opportunity for corporations, not-for-profits and government to tap into some of the most creative minds in Canada and the next generation of thought leaders.

As a small university that will continue to be a thought and practice leader in art and design education, indigenization, equity, sustainability, technology innovation, entrepreneurship and transdisciplinary research, we have both a need and an opportunity to work closely with other post-secondary institutions. OCAD U will build relationships with other universities to strengthen its delivery of STEM subjects and business and innovation curriculum, develop new programs, and to seek common cause in driving its core principles forward within the broader PSE context. In addition, OCAD U will consider providing programming outside of the downtown Toronto core (whether first-year or programs) through partnerships outside of the GTA.

OCAD U's students, faculty and alumni bring fresh ideas to the corporate, not-for-profit and public sector – providing leading-edge design and solving business challenges, from healthcare to banking and beyond.

OCAD U's students, faculty and alumni bring fresh ideas to the corporate, not-for- profit and public sector – providing leading-edge design and solving business challenges, from healthcare to banking and beyond. OCAD U's partners understand that art and design lie at the heart of creativity and innovation for all industries and sectors. They recognize that partnerships with OCAD U can fuel their research and development, and provide opportunities for philanthropic initiatives that align with their brands' value propositions to customers and add to their intellectual property.

To encourage continued research growth, OCAD U will need to develop a research culture that is conveyed explicitly via hands-on participation. Through its unique geographical position, OCAD U can establish collaborative relationships with research departments in other universities in OCAD U's proximity to allow students and faculty to work alongside students and professors in adjacent research-intensive environments, thus facilitating the transfer of tacit

knowledge and practices to build our research culture. We can build on the success of precursors to such arrangements that already exist, such as the CIV-DDD program, of which OCAD U is a part as well as the NSERC CREATE Data Analytics and Visualization Program (CREATE DAV) between OCAD U, U of T, York U, and Concordia.

GOALS

1. Increase the number of symposia and conferences hosted at OCAD U that provide opportunities for engagement and dialogue with partner institutions.
2. Develop the means to professionalize and manage the university's strategic partnerships.
3. Leverage partnerships to generate revenue and opportunities for faculty and students including internships, curriculum collaborations and exhibitions, including Onsite Gallery's international curatorial residency program.
4. Establish synergistic collaborative relationships with research departments in other research universities in OCAD U's proximity, in Canada and abroad.
5. Establish partnerships with other PSE institutions to enhance STEM and business/ entrepreneurship education.
6. Investigate delivery of core programs outside of the downtown Toronto core through collaborative initiatives.

OCAD U has the potential to occupy a space of optimism and innovation, to help reclaim and reflect the human spirit

APPENDIX 1: THE CONTEXT FOR ACADEMIC PLANNING

This plan is written in the context of extraordinary opportunity for our university, coupled with some uncertainty. The keys to our success in the near future rest in our ability to capitalize on those opportunities and to become resilient to changes we cannot yet predict.

At a global scale, what the World Economic Forum describes as the Fourth Industrial Revolution is upon us. The exponential speed of technological change – from advances in 3D printing, mobile devices, cloud computing, materials science, robotics and the Internet of Things – means talent is now a critical differentiator and the preservation of human values a global societal concern. In spite of this clear need for employees with skill sets that equip them to enter and become leaders in the technological revolution, the "skills gap" perplexes policy-makers around the world. High levels of youth unemployment coupled with employers claiming a shortage of critical skills has many laying blame at least partially on higher education. Add to these economic challenges massive shifts in the geopolitical landscape, armed conflict, climate change and human migration and displacement and we find ourselves in an almost constant state of instability and unpredictability.

From within this uncertainty, Canada is increasingly seen as a country committed to human rights and inclusion and a place of relative stability and safety. And yet Canada has yet to fully come to terms with its own violent colonial past. The Report of the Truth and Reconciliation Commission (TRC / 2015) describes the residential school system as a central element in a policy that is "best described as cultural genocide."[1] The Commission's 94 Calls to Action, as well as the UN Declaration on the Rights of Indigenous Peoples, once implemented, will bring this country into a new relationship with its First Nations.

What does all of this have to do with the academic goals of an art and design institution in Toronto? Uniquely positioned in the nexus between the creative, cultural and higher education sectors, OCAD U has the potential to occupy a space of optimism and innovation, to help reclaim and reflect the human spirit, and to prepare the talent that will fuel economic growth and social and environmental change.

Skills such as critical thinking, creativity, problem solving, resilience and the ability to work in teams – all hallmarks of an art and design education – have all been identified by business leaders and

1 Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. 2015.

government as skills in high demand.[2] The Ontario government's Innovation Agenda recognizes that the arts and humanities "underpin the success of creative industries" and calls for the province to "invest in, generate and attract a workforce with first-rate skills in science, engineering, creative arts, business and entrepreneurship.[3]

A comprehensive UK study identified wide-ranging impacts of culture on society – from building empathy among prison inmates, to interventions that help peace-building and healing after armed conflict, to positive effects on health, well-being and ageing – as well as the revitalization of urban spaces and communities suffering under economic dis-privilege that so often accompanies the clustering of creative industries.[4]

The Ontario government's Highly Skilled Workforce Panel sets an agenda for the province of "fostering resilience, creativity and entrepreneurship in an economy that has a greater call on these competencies."

2 The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. World Economic Forum, January 2016.

3 *Seizing Global Opportunities: Ontario's Innovation Agenda*. Ontario Ministry of Research & Innovation, accessed 16 October 2016 **https://www.ontario.ca/page/seizing-global-opportunities-ontarios-innovation-agenda**

4 *Understanding the Value of Arts & Culture: The AHRC Cultural Value Project*. G. Crossick & P. Kaszynska. Arts & Humanities Research Council. March 2016.

The cultural industries in Canada are strong and growing: a recent report estimated the direct impact of the cultural industries at $61.7 billion or 3.3 per cent of the country's GDP – larger than the value of agriculture, forestry, fishing and hunting industries; the accommodation and food and beverage industries; and ten times larger than the sports industry.[5] In Toronto, the creative and cultural sector is estimated to employ over 150,000 people in more than 9,500 enterprises.[6]

It is within this context – one in which art, craft and design skills and competencies are in demand worldwide – that we must balance our responsibilities to provide access to young talent and to provide a high quality educational experience to our students. And we must do so within an extremely challenging fiscal future – one in which our primary revenue drivers – enrolment and public funding – are in flux.

ENROLMENT

The Ontario government is currently revising how universities are funded through reforms to the university funding formula. The formula will focus increasingly on performance measurement and student experience. At the same time, OSAP reform could compel new demographics of students and

5 *Economic Benefits of Culture*. Hill Strategies, accessed 1 June 2016 **http://www.hillstrategies.com/content/economic-benefits-culture-0**

6 Advancing Toronto's Centre for Creative Sector Entrepreneurship: Research and Sector Engagement Findings. Toronto Artscape, 2011.

their families to consider university education as an option. There will be a further push for differentiation within the sector, a policy from which OCAD U would benefit.

OCAD U is protected, somewhat, from the demographic shift by a student population drawn from a slightly older demographic than most universities, and by a population drawn heavily from the Greater Toronto Area, the region least impacted by the change. To maintain or grow enrolment, however, we will need to intensify our strategic approach by expanding programs in high demand, considering new program development, program refreshment and even consolidation, as well as experiential learning opportunities. We will need to extend our global reach, and build applicant pools for our newer undergraduate and graduate programs.

For the past five years, OCAD U's enrolment strategy has focused largely on growing and diversifying the applicant pool for both undergraduate and graduate programs. Significant resources and effort have been put into building awareness of OCAD U as an undergraduate and graduate degree granting institution and to aligning all of the internal resources of the university to support this effort. We will continue to build enrolment, in Canada as appropriate, and in recruitment of international students. Our goal will continue to be sustainable undergraduate growth, both domestic and international, and continued efforts to build domestic and international graduate student numbers.

Moving forward, the institution will continue to align its plans to the Government of Ontario's emerging funding framework and differentiation goals while sustaining our efforts to shift our funding position within this formula. We will refine our processes to ensure students most likely to succeed at OCAD U are selected and supported through their years of study. This effort will require us to reach beyond traditional markets, to rely on evidence to drive our decisions, and align our enrolment plans more strategically with our capital, digital campus and online and blended learning capacity, budget and faculty hiring and development plans. Retention of students, once admitted, needs to figure more prominently in our plans and will lead us to invest in direct measures to improve the quality of the learning experience and to remove barriers to success.

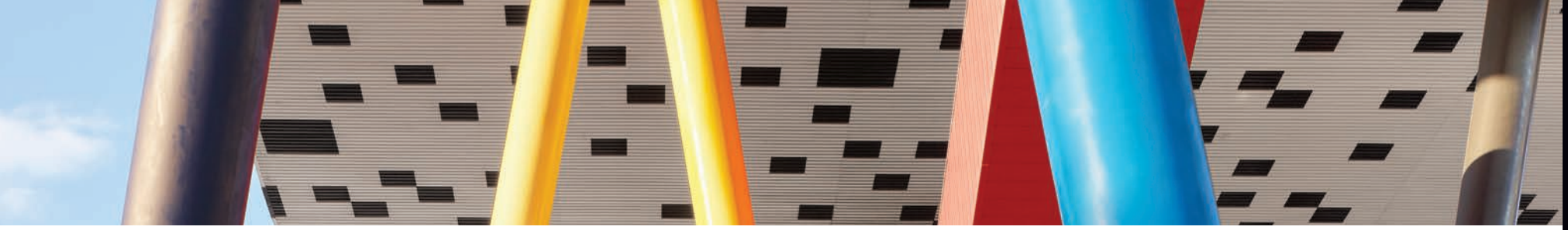
QUALITY INDICATORS

OCAD U has a unique studio-based learning environment with the lowest faculty-student ratios in the province. This means we perform well on the indicators of quality that align with our institution's mandate and scope. Results from the National Survey on Student Engagement (NSSE) in 2014 show OCAD U outperforms the rest of Ontario's universities on several indicators of academic challenge (e.g. reflective and integrative learning) and high impact practices (e.g. culminating senior year experience). The campus environment, particularly social experiences, remain an area of weaknesses for OCAD U, as we lack some of the facilities (residences, gymnasium) that are typically associated with a strong social experience

and community development. However, as we build toward the new Creative City Campus we recognize that our students thrive in shared studio spaces, spaces for specific new technologies and exhibition and social space.

Most post-graduation outcomes are positive: 92 per cent of alumni who responded to the latest Strategic National Arts Alumni Project (SNAAP) survey report being employed. Many are self-employed and many are working in multiple jobs.

According to the responses to the SNAAP survey, 85 per cent of alumni indicated that their OCAD U training was relevant for their current employment and 83 per cent indicated they are satisfied in their current job. Not surprisingly, alumni in arts-related fields of employment were more satisfied than those in non-arts related fields.



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