



Interior Design Program Review Quality Assurance Plan

Date submitted to SSCPR: February 3, 2021

Date Self-Study Report approved by SSCPR: January 22, 2020

Date of External Review: June 22 & 23, 2020

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

Based on the External Review and our Self-Study, our program has determined that the quality of the curriculum, and our continual response to the needs and advice of the design community, puts it at the forefront of the industry. From maturing our two-year diploma into a four-year university accredited baccalaureate degree, we continue to work closely with our professional design community and set annual goals toward the improvement of the program with the primary goal of being pro-active in responding to current and future needs of the profession.

The report provided by the External Review Team served to deliver an external perspective on the quality of KPU's Interior Design program and validates the program's Self-Study Report and findings. The External Review Team "found the Self-Study report to be comprehensive, providing an exceptional overview of KPU's Interior Design program and adherence to the Council for Interior Design Accreditation (CIDA) requirements". Our CIDA accreditation is not only a requirement for our program, it is vital if we are to remain relevant.

Based on our internal and external review, consideration and analysis processes have reinforced our particular **strengths**: *small class-faculty ratios* and the accessibility and dedication of the instructors; deep commitment to *design thinking* and the design process; *integrated curriculum* with the blend of hands-on practical studio instruction and theory; opportunities for *international and experiential learning*; faculty professional *engagement and currency*; *industry connections* and close ties with external stakeholders; our departmental *space and facilities*; and, most importantly, our *student and graduate success*. In considering our **weaknesses**, our internal and external review indicate a need for *fine-tuning* and continued development (an evolution rather than revolution) of the curriculum in general. Additionally, we suffer from being consistently *underfunded* and *under resourced*: the External Review Team particularly highlighted the importance of an *Associate Dean position* for the WSD. One challenge we face is the need for *increased marketing*: with KPU no longer being the only CIDA accredited bachelor program in the province, we need to find ways we can better distinguish our program from our competition and highlight its unique niche in the marketplace. In looking at **opportunities**, we see potential in the development of *summer intensive courses and/or workshops* for those interested in interior design as well as for students and offering Continuing Ed Units (CEU) required for industry members.

On the whole, we consider our Interior Design Program to be a highly regarded program, one that, in large part, achieves its stated goals. As a small department, communication and dedication to the work required has been key to achieving a degree program that has garnered a very positive reputation locally, nationally, and internationally.

As well as providing valuable feedback on areas for improvement, our self-study and external review gave us valuable, thoughtful, and comprehensive information enabling us to work toward achieving our goals in a structured way.



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QUALITY ASSURANCE GOALS

List the program’s Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Our intent is to maintain our **Accreditation** and to remain **Current, Innovative, and Relevant:** To ensure educational and professional currency and relevance by being responsive to all stakeholders in Interior Design education, including meeting or exceeding CIDA’s standards for entry level Interior Design professionals.

RATIONALE FOR THIS GOAL: Accreditation is a requirement of the Interior Design profession. A bachelor’s degree in Interior Design that has been accredited by the Council for Interior Design Accreditation (CIDA) is the minimum education requirement for all Provincial Associations across Canada. Our CIDA accreditation is not only a requirement for our program, it is vital if we are to remain relevant. CIDA standards represent the core of the Interior Design profession’s body of knowledge, and we see our roles as educators to understand that body of knowledge and to develop strategies and methods to best teach/explore/expand upon this body of knowledge. We are committed to ensuring our continued accreditation, and to offering a viable degree in Interior Design that reflects what our graduates require and expect in the future.

GOALS SUPPORTED BY STRATEGIES: 1, 4, 5, 6

Recommendation(s) this Goal Addresses	Report ¹ (page number)
Review / Refine program content (existing curriculum, structure, and outcomes) in response to the recommendations made by CIDA’s latest accreditation report as well as our internal Program review.	SSR: p. 83 (Ch.6)
Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension.	SSR: p. 71 (Ch.4)
Prepare for the British Columbia K-12 curriculum transformation.	SSR: p. 83 (Ch.6)
Continue to support Faculty Professional Development. Need continued support for professional development opportunities to enhance teaching practices.	SSR: p. 85 (Ch.6) SSR: p. 88 (ch.7)
Better support students in the planning of their general education electives to explore the opportunity for them to achieve a minor in a chosen discipline .	SSR: p. 84 (Ch.6)
We recommend further discussion with the program dean on appropriate strategies – regarding providing students a broader selection of electives .	ERT : p. 4 (Ch. 3)

¹ Program Review Self-Study Report (SSR)
External Review Team Report (ERT)



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GOAL 2: Our Intent is to ensure the program remains **student-centred**, viable, and sustainable.

RATIONALE FOR THIS GOAL: We are committed to maintaining a manageable workload and a healthy work-life balance for students and faculty; and to strive to reduce stressors on students and faculty. As per recommendations, in order to ensure continued student achievement and success without sacrificing wellness, the program has made a commitment to explore streamlining projects and deliverables, as well as implement skill-building workshops and enhanced training options for students.

GOALS SUPPORTED BY STRATEGIES: 1, 2, 3, 6

Recommendation(s) this Goal Addresses	Report (page number)
Better understand stressors on design students.	SS: p. 71 (Ch.4) & p. 84 (Ch.6)
We recommend continued discussion with students on how to prioritize and manage time across all courses in the program, including electives.	ERT: p. 5 (Ch. 4)
We recommend continued student awareness of KPU's Early Alert Program for the support and resources students can receive if experiencing difficulties.	ERT: p. 6 (Ch. 5)
We recommend exploring offering non-mandatory technical skills workshops in order to reduce student stress with technology. Provide better access/more training for faculty and students with equipment and technology. Explore ways to get better prepared applicants such as offering summer intensives courses or workshops at a cost for those interested in Interior Design. Explore avenues in which to provide more meaningful opportunities in the curriculum for rapid changes in technology .	ERT: p. 3-4 (Ch. 3) SSR: p75 (Ch.5) SSR: p. 83 (Ch.6) SSR: p. 84 (Ch.6)
Better streamline projects and deliverables : Re-examine our curricular integration and look for efficiencies and ways to better synchronize deadlines and less onerous overlap of project timelines. Engage in discussions among faculty of assessment standards across the curriculum to foster a better understanding.	SSR: p. 71 (Ch.4) & p. 83 (Ch.6) SSR: p. 71 (Ch.4)
Investigate how we can better accommodate diverse learning styles; as well as consider opportunities for alternative and more flexible models of delivery that could provide more options for our students.	SSR: p. 71 (Ch.4)
Make the degree qualify for the Zero Textbook Costs program.	SSR: p. 84 (Ch.6)



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GOAL 3: Our Intent is to strengthen **Connections & Community Engagement:** To deepen our interdisciplinary, intercollegiate, and professional links as well as our diversity and relationship with the broader community.

RATIONALE FOR THIS GOAL: To provide greater opportunities for faculty & student educational, personal, and career success. To ensure the program continues to foster respectful and engaged dialogue about historical, current, and future social and global issues. We are committed to engage in meaningful and respectful discussions and to make tangible efforts to decolonize our curriculum and our approaches.

GOALS SUPPORTED BY STRATEGY: 4, 5

Recommendation(s) this Goal Addresses	Report (page number)
We recommend that ongoing industry mentorship opportunities between students and practicing designers be considered, to foster relationships and employment opportunities.	ERT: p. 2 (Ch. 2)
Explore opportunities to work with post-graduate students in the form of professional development and updated technological studies.	SSR: p. 85 (Ch.6)
Engage KPU's Alumni Association, as well as our Advisory Board, to discuss the idea of holding a Wilson School of Design Alumni Event that could be held every 3-5 years. Further engage with alumni through the re-initiation of the Wilson School of Design Alumni Chapter.	SSR: p. 84 (Ch.6) SSR: p. 89 (Ch. 7)
We recommend pursuing opportunities to integrate students from other universities into the Design Field School , further expanding salient international opportunities.	ERT: p. 3 (Ch. 3)
We recommend that opportunities for collaboration with external academic institutions be pursued further in order to expand interdisciplinary collaborative experiences for students. Expand on cross-discipline opportunities .	ERT: p. 4 (Ch. 3) SSR: p. 71 (Ch.4) & p. 84 (Ch.6)
Outline strategies to Decolonize Curriculum and invite Indigenous Participation.	SSR: p. 83 (Ch.6)
Build on our current opportunities for hands-on/real life experiences such as Community Liaison Projects .	SSR: p. 71 (Ch.4) & p. 84 (Ch.6)
Strengthen our existing International Partnerships .	SSR: p. 85 (Ch.6)
Explore potential for Articulation and more formal Transfer Agreements with other institutions.	SSR: p. 85 (Ch.6)



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GOAL 4: Our Intent is to Increase **Program Recognition** & better distinguish our program from our competition.

RATIONALE FOR THIS GOAL: To ensure our continued prominence as the accredited Interior Design program of choice for our region and beyond by being innovative and providing a leadership role in design education. In order to remain competitive in a small market share and to attract a diversity of student, the program is required to promote itself in a variety of ways including adjustment to minors and Honours designation. Ongoing stakeholder consultation, including common strategies to increase public education on the profession will ensure program viability.

GOALS SUPPORTED BY STRATEGIES: 2, 3, 7

Recommendation(s) this Goal Addresses	Report (page number)
Seek strategies to highlight the program’s unique niche in the marketplace.	SSR: p. 88 (C. h7)
Work with the Future Students Office and Marketing on a wider strategy to improve applications to current degree holders, diploma holders, males, and mature students - and to attracts students that have a high likelihood of success, academically and professionally.	SSR: p. 83 (Ch.6) SSR: p. 23 (Ch. 2)
Need to increase marketing and public education, and highlight strengths and special qualities/features of the program and the profession of Interior Design.	SSR: p. 23 (Ch. 2)
Investigate the potential of changing the program to an Honours degree designation.	SSR: p. 84 (Ch.6)
We recommend that further feedback be obtained from the advisory board on the viability of an honours program.	ERT: p. 2 (Ch. 2)
We recommend further consultation with various stakeholders regarding a name change for the KPU Interior Design program.	ERT: p. 2 (Ch. 2)



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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
We recommend that at the beginning of the program (year 1) students be given specifications for appropriately configured laptops that are capable of handling advanced 3D and CAD work, in order to alleviate student stress at deadlines.	ERT: p. 6 (Ch. 5)	This has been implemented.
Explore offering Entrance Scholarships .	SSR: p. 24 (Ch. 2)	This was implemented in the fall of 2019. Faculty identified an existing department endowment fund which Terms of References were revised in order to offer an entrance scholarship to selected applicants.
Advocate for more access to private and quiet spaces for students to work on campus.	SSR: p75 (Ch.5)	This is being addressed as part of the WSD Project initiatives.
Investigate how we can provide more conveniently located/better access to electrical power in classrooms .	SSR: p75 (Ch.5)	This is being addressed as part of the WSD Project initiatives.
Re-establish the Associate Dean position for the Wilson School of Design.	ERT: p. 1 (Ch. 5) & SSR: p76 (Ch.5)	Currently, the WSD does not have an Associate Dean and there is no budget in place to support this position. The external reviewers highlighted the need for the Associate Dean position "to ensure the primary goal of student success and support for faculty". A WSD Associate Dean is essential for student/faculty/program chair-coordinator and operational support. This role would also lead the logistical aspects for the designated purpose-built building and will allow the Dean more focused efforts in the areas of vision/strategic planning and external connections. This issue will be discussed and considered as part of the WSD Strategic Plan. While the department will continue to advocate for the position, this recommendation is beyond the scope of the program to address.



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QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five years. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2021

STRATEGY 1: Re-evaluation & evolution of the curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the profession of Interior Design.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Remain Accredited, Current, Innovative & Relevant.

GOAL 2: Focus on student success and ensure the program remains viable and sustainable.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<ul style="list-style-type: none"> ➤ Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations made by CIDA’s latest accreditation report as well as our internal review. <ul style="list-style-type: none"> ○ Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization. ○ Review curriculum integration to support learner convergence of knowledge base while meeting skill development targets. ○ Work to better streamline projects and deliverables. ○ Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension. ○ Respond to the British Columbia K-12 curriculum transformation. 	IDSN Chair & faculty	Spring 2021 & IDSN May 2021 Faculty Retreat	Dec 2021	<i>For a Fall 2022 implementation date, initial team discussions to start in Spring 2021 with course outline revisions to start in Sept 2021. Curriculum Committee/SSCC/Senate target submission/meeting dates Jan-Feb 2022 as detailed below to allow for some time allowance for any further changes before the April 2022 Senate meeting.</i>
<ul style="list-style-type: none"> ➤ Consult with appropriate stakeholders, including industry partners. 	IDSN Chair & faculty	Early Spring 2021	Mid June 2021	<i>Including consulting with KPU services (i.e. counselling, librarian, learning centre, etc.).</i>

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➤ Consult with various stakeholders regarding a name change for the program as well as investigate the potential of changing the program to an Honours degree designation . ○ Including consulting with Josephine Chan (Provost/VPA Office) and David Burns (Senate Office) on AC 10 process on timing for possible Honours degree designation/name change.	IDSN Chair & faculty	Jan 2021	Feb 2021	<i>A proposed name change could trigger a 'new program' so this should be brought up sooner than later to help guide the revisions plans.</i>
➤ Work on a timeline and strategy for rolling out any curricular changes as needed.	IDSN Chair & faculty	March 2021	May 2021	<i>Note that program/curricular revision timelines detailed may shift due to this outcome of consultation above.</i>
➤ Revise and Update all course outlines .	IDSN Chair & faculty	Sept 2021	Dec 2021	
➤ Submit proposal and changes to Curriculum Committee and follow KPU process for approval.	IDSN Chair & faculty	Jan 2022	Jan 2022	<i>Submit by: Jan 5, 2022 Meeting date: Jan 19, 2022</i>
➤ Submit D7 form and course outlines for SSCC approval.	IDSN Chair & faculty	Jan 2022	Feb 2022	<i>Submit by: Jan 26, 2022 Meeting date: Feb 9, 2022</i>
➤ SSCC package to Senate for approval.	IDSN Chair & faculty	Feb 2022	Feb 2022	<i>Submit by: Feb 18, 2022 Meeting date: Feb 21, 2022</i>
➤ Communicate changes broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Feb 2022	Feb 2022	<i>As per the outcome of the proposed submission/approval timeline.</i>
➤ Implement revised course curriculum.	IDSN Chair & faculty	Sept 2022	Sept 2022	
➤ Monitor course revision effectiveness and renew, update and amend as needed.	IDSN Chair & faculty	Sept 2022	May 2023	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants as well as Educational Advisor. Time Release for IDSN faculty to lead and coordinate curriculum & course outline revisions.</i>
When are these resources required? <i>2021/22</i>
What Faculty and/or Institutional support is required? <i>Close collaboration with the WSD Dean's office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees, as well as the Senate Office (David Burns) and Provost/VPA Office (Josephine Chan) for Ministry related approvals if required. Additionally, on-going engagement from the Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities.</i>



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STRATEGY 2: Make the Interior Design degree qualify as a **Zero Textbook Costs (ZTC) program**².

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Focus on student success and ensure the program remains viable and sustainable.

GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
➤ Review the degree to find strategies for no textbooks or alternatives at no cost in order to make the degree qualify for the Zero Textbook Costs program.	IDSN Chair & faculty	Jan 2021	Feb/March 2021	
➤ Work with Teaching & Learning team and Open Education Strategist to make the degree qualify for ZTC.	IDSN Chair & faculty	Jan 2021	Feb/March 2021	
➤ Communicate broadly to appropriate stakeholders.	IDSN Chair & Program Assistant	Spring/ 2021	Spring 2021	<i>Also see Strategy 7. Based on approval timeline.</i>

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants.</i>
When are these resources required? <i>2021</i>
What Faculty and/or Institutional support is required? <i>Appropriate faculty accountable time as required. Work with Open Education Strategist (Urooj Nizami) & the Teaching and Learning team. Marketing as well as WSD Communication & Event Coordinator to communicate broadly to appropriate stakeholders.</i>

² ZTC refers to zero textbook costs by way of using open educational resources and/or library materials, meaning that you can now complete a program and earn a credential without spending money on expensive textbooks.



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STRATEGY 3: Monitor and respond to challenges and **opportunities for growth**.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Focus on student success and ensure the program remains viable and sustainable.

GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
➤ Work with the Dean’s office as well as Teaching and Learning team under the Continuing and Professional Studies framework to explore opportunities to offer condensed courses/workshops at a cost for those interested interior Design as well as for industry required Continuing Ed Units (CEU).	IDSN Chair & faculty	Jan 2021	2023	<i>Refer to Institutional support and resources required.</i>
➤ Monitor student demand (past, present and future), comparable programs at competing institutions, trends and changing contexts in the discipline/sector.	IDSN Chair & Program Assistant	Now	Fall 2025	<i>Ongoing analysis on strategic enrolment planning to monitor student numbers.</i>
➤ Re-assess Portfolio entrance requirements to align with the evolving profile of the incoming applicant.	IDSN Chair & faculty	Jan 2021	May 2021	
➤ Develop and offer non-mandatory summer intensives courses and/or technical skills workshops to applicants and students.	IDSN Chair & faculty	Spring 2021	Summer 2021 *	<i>This will provide better access and more training with equipment and technology in order to get better prepared applicants as well supporting students enrolled in the program. *Tentative – being considered as a trial if it is possible to offer them remotely to start.</i>
➤ Develop a plan for implementation of proposed CPS offerings and non-mandatory summer intensives courses and/or workshops.	IDSN Chair & faculty	Spring 2021	Summer 2021	<i>Timing is also dependent on the ability to offer these courses remotely and/or on campus.</i>
➤ Research and investigate potential for Articulation and more formal Transfer Agreements with other institutions.	IDSN Chair & faculty	May 2021	2024	<i>We will continue to assess potential advanced entry applicants via the existing methods and policies for transfer credit and recognition of prior learning through a combination of education and industry experience.</i>



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➤ Investigate the opportunities of offering micro-credentials and upgrade courses including badges, short term courses and flexible learning strategies, etc.	IDSN Chair & faculty	2021	2026	
➤ Explore opportunities to work with post-graduate students in the form of professional development and updated technological studies.	IDSN Chair & faculty	2021	2026	<i>This would lend the program a higher profile and ongoing relevance to the professional community while at the same time providing a service that is much needed in the industry (i.e. advanced level CEUs).</i>
➤ Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings.	IDSN Chair & Program Assistant	Spring 2021	Spring 2021 and future offerings	<i>Also linked to Strategy 7. Timing is also dependent on the ability to offer these courses remotely and/or on campus.</i>

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants. Faculty Time Release to develop a CPS strategic plan. Funding required for courses development and implementation. Additionally, CPS offering will require access to space & facilities (labs, workshops, etc...).</i>
When are these resources required? <i>2021-2025</i>
What Faculty and/or Institutional support is required? <i>Appropriate faculty accountable time as required. Work with OPA/dashboards for enrolment data and strategic enrolment planning. Articulation agreement(s) will require strong collaboration with the office of the Registrar and enrollment services; and faculty/Chair time in working out the details. For recruitment, this will require continued collaboration with the Future Students' Office (FSO) team for such activities as high school visits and hosting of on-site workshops and with Marketing as well as WSD Communication & Event Coordinator to highlight success stories and program strengths. Any proposed CPS offerings will fall under the Continuing and Professional Studies framework, and require the guidance and collaboration from the Teaching and Learning team and the Director of Flexible Learning for planning and alignment with CPS Business Plan and CEU governing body. Additionally, this may require collaboration and coordination with the Design & KPU Research & Graduate Studies Committees.</i>



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STRATEGY 4: Build on our current **opportunities for hands-on/real life experiences** such as community liaison projects, and applied research opportunities.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Remain Accredited, Current, Innovative & Relevant.

GOAL 3: Strengthen Connections & Community Engagement.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<p>➤ Establish a department/faculty committee that will work to:</p> <ul style="list-style-type: none"> ○ explore ways of working with other academic units (in a variety of capacities) in order to expand on cross-discipline opportunities; ○ further evaluate opportunities for community service/learning & work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students; ○ look for meaningful ways to build collaborative partnership with indigenous communities and to expand indigenous participation in the program; ○ work with research centers and community organizations to link student projects and research projects with various community needs; ○ seek opportunities for financial support for the research and teaching activities conducted in the faculty. 	<p>IDSN Chair & faculty</p>	<p>Spring 2021</p>	<p>Fall 2026</p>	<p><i>As noted by our Advisory Committee and others within the profession, design graduates must be able to transcend the discipline boundaries and work with a multitude of professions.</i></p> <p><i>As a way to engage in conversations around educators' and designers' roles in reconciliation and the intellectual de-colonization of the curriculum, expansion of Indigenous participation in the program will build on the established relationship with the Seyem' Qwantlen Business Group.</i></p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy? <i>Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants.</i></p>
<p>When are these resources required? <i>2021 – 2026</i></p>
<p>What Faculty and/or Institutional support is required? <i>Appropriate faculty accountable time. This will require continued collaboration and coordination with the Design & KPU Research & Graduate Studies Committees.</i></p>



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STRATEGY 5: Build on our existing **international partnerships** and continue to expand opportunities for study abroad and cultural exchanges.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Remain Accredited, Current, Innovative & Relevant.

GOAL 3: Strengthen Connections & Community Engagement.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
➤ Assess how the program aligns with the university's strategic plans for internationalization.	IDSN Chair & faculty	Jan 2021	Fall 2021	
➤ Work with the WSD Dean and in close collaboration with KPU International office to: <ul style="list-style-type: none"> ○ re-assess existing international partnerships; ○ expand partnerships and opportunities for bilateral exchange agreements; ○ explore opportunities to acquire funding for mobility projects; ○ explore opportunities of faculty exchanges, visiting academics, as well as research opportunities. 	IDSN Chair	Jan 2021	Fall 2025	<i>To provide greater opportunities for faculty and students.</i>

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants.</i>
When are these resources required? <i>2021-2025</i>
What Faculty and/or Institutional support is required? <i>Appropriate faculty accountable time. Coordination & collaboration with KPU International Office.</i>



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STRATEGY 6: Work collaboratively to find ways to **build capacity** as well as **diversity** among Interior Design Faculty.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Remain Accredited, Current, Innovative & Relevant.

GOAL 2: Focus on student success and to ensure the program remains viable and sustainable.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<ul style="list-style-type: none"> ➤ Schedule professional development faculty meeting(s) to: <ul style="list-style-type: none"> ○ review and re-assess our faculty professional development (PD) needs; ○ outline strategies for continued support of faculty PD in order to maintain educational and professional currency; ○ assess our needs for training from Teaching & Learning; ○ find ways to encourage sharing of information and dissemination of PD information & experiences between faculty. 	IDSN Chair & PD Rep.	Spring 2021 & IDSN May 2021 Faculty Retreat	Jan 2026	<i>IDSN faculty agreed to pool and share department PD funds to support each other with PD opportunities. In addition the program had created an endowment fund that is used to supplement funding for PD activities over & above what is available from the employer.</i>
<ul style="list-style-type: none"> ➤ IDSN Search Committee to meet to: <ul style="list-style-type: none"> ○ discuss strategies for how to increase diversity in the program; ○ develop approaches for transfer of knowledge and curriculum continuance to ensure program sustainability (i.e. succession planning), and how to build capacity for who can replace outgoing faculty when they leave; increases the availability of experienced and capable faculty that are prepared to teach across the curriculum as courses become available (i.e. teaching inventory). 	IDSN Search Committee	Spring 2021	Jan 2026	<i>In addition to qualified faculty, our program has integrated guest reviewers into many of our courses, especially Studio courses. Faculty indicated a need to strive to increase diversity in the program by inviting guest reviewers and speakers representing varied backgrounds (ethnicity, nationality, cultural group, identity, and differently able) when possible.</i>

Resource Implications (if applicable)

What are the resources required to achieve this Strategy? *Faculty and staff time required for all initiatives. WSD Deans' office and administrative assistants.*

When are these resources required? *2021 - 2026*

What Faculty and/or Institutional support is required? *Appropriate faculty accountable time. Coordination with the Teaching & Learning team.*



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STRATEGY 7: Highlight the program’s graduates’ attributes and unique niche in the marketplace in order to increase **Program Recognition**

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 4: Increase Program Recognition & better distinguish our program from our competition.

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
<ul style="list-style-type: none"> ➤ Work with the Future Students Office and Marketing on a wider strategy to: <ul style="list-style-type: none"> ○ improve applications to current degree holders, diploma holders, males, and mature students; ○ attract applicants that have a high likelihood of success academically and professionally; ○ promote and highlight our unique attributes, such as our Entrance Scholarship and potential for students to achieve a minor in a chosen discipline, etc. 	IDSN Chair & Program Assistant	On-going	Fall 2025	<p><i>Further communication on the awareness of the Interior Design profession and the program’s continued dedication to meet graduate outcomes that align with industry needs is a priority to feature a value proposition of currency and relevancy.</i></p> <p><i>This will also be connected to the work with the WSD Strategic Plan (start date Jan –Aug 2021). One of the targeted deliverables is the articulation of the WSD unique value proposition and the associated marketing/communication plan.</i></p>
<ul style="list-style-type: none"> ➤ Closely observe the direction of competing institutions such as BCIT and Vancouver Island University and seek strategies to highlight our unique niche in the marketplace. 	IDSN Chair & Program Assistant	On-going	Fall 2025	<p><i>Part of this will also be covered through the value proposition/competitive analysis work for the WSD Strategic Plan as noted above.</i></p>
<ul style="list-style-type: none"> ➤ Work with the Future Students Office and Marketing to promote CPS courses and/or workshops offerings. 	IDSN Chair & Program Assistant	Spring 2021	Spring 2021 and future offerings	<p><i>Also linked to Strategy 3. Timing is also dependent on the ability to offer these courses remotely and/or on campus.</i></p>

Resource Implications (if applicable)

What are the resources required to achieve this Strategy? *Faculty and staff time required for all initiatives. WSD Deans’ office and administrative assistants.*

When are these resources required? *2021-2026*

What Faculty and/or Institutional support is required? *Appropriate faculty accountable time. Marketing as well as WSD Communication & Event Coordinator. For recruitment, this will require continued collaboration with the Future Students’ Office (FSO) team and with Marketing as well as WSD Communication & Event Coordinator to highlight success stories and program strengths.*



Interior Design Program Review Quality Assurance Plan

PLAN SUPPORTED BY:

Provost's Name

Andhra Goundrey

Dean's Name

Provost's Signature

Dean's Signature

March 11, 2021

Date

March 8, 2021

Date