



Program Review Action Plan

Action Plan for: Fashion and Technology Program

Date submitted to SSCPR: June 1, 2015

Date Self-Study Report approved by SSCPR: October 22, 2014

Date of External Review: February 16, 2015

Recommendation ¹	Response, including rationale and planned action(s) ²	Who will lead ³	Planned Completion Date ⁴	For One-Year Follow-up ⁵
Mission Statement Alignment				
Conduct a re-analysis and update of the program mission statement in alignment with KPU Vision 2018 – this will first include an alignment and collective mission with the School of Design (Self Study, p.16).	To reinforce a sense of direction for the development of all guidelines, values and principles for future action items that will be in alignment with a collective mission for all programs in the School of Design (Self Study, p. 37). School of Design Visioning sessions are already underway, starting in May 2015, with a continuation of program specific Branding and Communication sessions scheduled for May/June 2015. <i>*Note: a 25% Time Release from Sept 2015-April 2016 has now been approved and filled to support the implementation of Program Review Recommendations.</i>	Program Review Implementation Position* with direction from Branding and Communications Team (Coordinator of Communication and Events and Will Creative Inc.)	August 2015	
The 4-year undergraduate degree to be maintained as a ‘generalist’ degree, preparing students for a variety of careers and / or further study in order to specialize. The FASN Program review recommendations and implementation plan must clarify this position (External Review, p. 6).	The VISION 2018 Mission Statement of KPU offering a, “diverse range of programs that blend theory and practice” would be supported by the continuation of a ‘generalist’ degree philosophy. Full alignment on this point is needed within the Chip and Shannon Wilson School of Design, as well as with Industry (External Review, p. 6). This philosophy will be further integrated within the Curriculum Revision process to begin Sept 2015 with further analysis for areas of specialization such as technical apparel, sustainability, smart fabrics and innovative business practices.	Program Review Implementation Position* and Program Curriculum Revision Position**with direction from Branding and Communications Team	April 2016	
Curriculum Changes				
Formalize dedicated time to work through	The procedural nature of curriculum approval and the need to	Dean and	May 2015	

<p>this process and a suggestion of time release for faculty member(s) with a specialization and expressed interest on curriculum development (Self Study, p. 16).</p>	<p>respond to the current shifts in the apparel industry emphasizes the necessity for an immediate plan of action and dedicated time allocated to ensure that the stages of implementation will proceed efficiently (Self Study, p. 12-13). <i>**Note: a 25% Time Release from Sept 2015-April 2016 has now been approved and filled to support the Curriculum Revision Process.</i></p>	<p>Program Curriculum Revision Position**</p>		
<p>Formalize a plan for curriculum revisions with well-defined graduate outcomes and in alignment with the Academic Plan 2018 (Self Study, p. 16).</p>	<p>The curriculum revision is an identified area of high priority due to the significant impact this framework will have on all program operations (Self Study, p. 12). An action plan and formalization of graduate outcomes will be formalized within consultation sessions with all faculty members. Faculty will need to acknowledge this obligation to dedicate time for regular meetings to have input into vital curriculum changes.</p>	<p>Program Curriculum Revision Position in consultation and support by all faculty</p>	<p>October 2015</p>	
<p>Conduct a survey of other design programs for best practice implications and curriculum trends (Self Study, p. 16).</p>	<p>Our ability to respond to the current shifts in the apparel industry and the increase in competition from other institutions is dependent on this area of focus (Self Study, p. 12). Although we are the only degree granting program in Western Canada, we must research best practices and trends in a global perspective to distinguish our competitive advantage. This also includes articulating and celebrating our current own best practices as leaders in design education. This statement also connects to our need to express this through our Branding and Communications plan.</p>	<p>Program Curriculum Revision Position in consultation and support by all faculty</p>	<p>December 2015</p>	
<p>Course outlines could be more generic to facilitate changes and allow the program to be more responsive to a constantly changing global environment (External Review, p. 7).</p>	<p>Broader, more generic descriptions within course outlines will accommodate more flexibility to be responsive to change. This concept will be considered throughout the curriculum revision process. This will include the support of a current curriculum committee representative to assist with guidance and input on current institutional language and format for course outline development.</p>	<p>Program Curriculum Revision Position in consultation and support by Curriculum Committee representative and all faculty</p>	<p>April 2016</p>	
<p>The program revisions will include the acknowledgement of expressed attributes</p>	<p>In response to the survey results from industry, alumni, current students and faculty, these are the highlighted areas</p>	<p>Program Curriculum Revision Position in</p>	<p>April 2016</p>	

<p>of significance such as critical thinking and analysis, teamwork, technical specifications, fit and performance analysis, and advanced knowledge of production processes (Self Study, p. 25).</p> <p>More learning in the following areas: Teamwork, creative endeavors, critical thinking. Fewer complete projects would allow for smaller, more process-based projects, and fewer assessment hours required by faculty, terminology, textile science and testing, mass manufacturing, research and report writing (External Review, p. 7).</p>	<p>noted for further inclusion and enhancement within existing and newly developed courses (Self Study, p. 9-12). These areas will be discussed and incorporated into current courses as soon as workload for 2015-2016 is assigned (projected for June 2015). Discussions regarding the incorporation of additional technical apparel aspects are scheduled to begin in June 2015. Further action will take place for updated/new courses once the curriculum revision plan and graduate outcomes are formalized by Oct 2015.</p>	<p>consultation and support by all faculty</p>		
<p>The program could encourage students to take more risks and to be more creative, not requiring them to be perfect in sewing, etc. (External Review, p. 7).</p>	<p>In response to the survey results from industry, alumni, current students and faculty, this topic was noted as highly significant (Self Study, p. 9-12). In early May 2015, faculty have begun the discussion of adjusting criteria and assessment to encourage more risk-taking with more focus on process and analysis, rather than final product. This includes approaches that include a balance of emphasis on progress, process, participation and product through continuous feedback and self-reflection.</p>	<p>All faculty</p>	<p>September 2015</p>	
<p>Enhanced Fit Analysis is required and the addition of some level of anthropometry instruction is recommended for inclusion (External Review, p. 3 & 7).</p>	<p>Specific course content and resources on anthropometry are necessary within market-based research on customer profiles in order to achieve satisfactory outcomes (External Review, p. 7). An increase of integration into current course work has already begun since September 2014 and further action will continue once faculty receive their assigned workload for 2015-16 (projected for June 2015). This will continue to extend into new course developments within curriculum revisions.</p>	<p>All faculty</p>	<p>April 2016</p>	
<p>International intern exchanges and/or field trip visits to locations where factories are</p>	<p>While the University has a strong relationship with Industry, further analysis of graduates' real life job functions might be</p>	<p>Coordinator and Dean</p>	<p>January 2016</p>	

<p>available for production process work-study are encouraged (External Review, p. 7).</p>	<p>warranted. Due to the transfer of so many of the technical skills to offshore facilities, learning based on local production factories is limited (External Review, p. 7). Some international opportunity has come forward via the recent Vision Fund and International Field Experience Fund and further investigation will continue with guidance and support from the Dean's Office. Faculty to continue to develop enhanced relationships with existing local factories for more effective collaborations.</p>			
<p>Alumni and industry felt that final year students should be treated more like professionals and be allowed to manage their own time (External Review, p. 7).</p>	<p>It is necessary for the students to manage their own time throughout the program within established deadlines. The diverse nature of the work in the final year leads to self-directed planning to meet learning outcomes.</p>	<p>All faculty</p>	<p>On-going</p>	
<p>Add an employment-prep exercise, e.g. in FASN 3150, conduct mock interviews w. fashion industry (External Review, p. 7).</p>	<p>Interview preparations are conducted in FASN 3150-Preparation for Fashion Industry Internship and students participate in two industry interviews before placements are assigned. Interview/negotiation discussions continue into the final year of study.</p>	<p>Internship Course and 4th year course faculty</p>	<p>On-going</p>	
<p>For an upper-level production course (e.g. FASN 3200, 4100, 4200?), add a term project, which includes product planning, sourcing, and costing (External Review, p. 7).</p>	<p>FASN 4150-Apparel in the Global Economy includes two projects (Business Plan Framework and Global Sourcing) that address these related topics. Both projects are connected to the design, production and marketing plans for the 4th year final collections.</p>	<p>4th year course faculty</p>	<p>On-going</p>	
<p>Students should be given more resources related to Material Sourcing (External Review, p. 13).</p>	<p>This initiative will help support students with the ability to access and research information about specific places to source a wide variety of materials. It is suggested at minimum a printed list of different companies and the types of materials they sold would be beneficial to the students and more discussions and interaction in 3rd and 4th year (External Review, p. 13). Some engagement with suppliers is currently conducted within 4th year courses and additional contacts can be initiated by faculty with the continued development of relationships by students. Further investigation to such events such as a textile fair is also a consideration. This can also be facilitated through</p>	<p>Associated faculty in Mass Manufacturing and Apparel in the Global Economy and other faculty in collaboration with students</p>	<p>December 2015</p>	

	the School of Design Student Resource Lab.			
Conduct a pre-requisite/co-requisite reassessment of courses within existing program plan (Self Study, p. 16).	Some current pre-requisite/co-requisite associations inhibit effective program progression and/or transition for advanced entry/transfer students and is not in alignment with current institutional progression philosophy. Some adjustments have been made in March 2015 and a complete assessment of all courses will be conducted and resulting changes will be submitted through the appropriate approval process.	Program Review Implementation Position and Curriculum Committee Representative in consultation and support by all faculty	December 2015	
Determine the transition plan between existing programming for students already in the system and the implementation of the new proposed programming (Self Study, p. 16).	A transition period and dual program planning systems for existing and new students will be mandatory to facilitate meeting graduation requirements within the designated time frame.	Program Curriculum Revision and Program Review Implementation Positions in consultation with the Graduation Office	April 2016	
Initiate and complete the reassessment and restructuring of modes/hours/credits associated with courses (Self Study, p. 16).	The program is in need to align its system with other School of Design programs as it is currently operating within a system that is not consistent with the Collective Agreement (Self Study, p. 12). Revisit past committee discussion, compare modes/hours/credits with other programs, arrange meeting with Provost, Dean and the KFA to formalize next steps.	Program Curriculum Revision Position, Coordinator, Dean, Provost, and faculty committee members in consultation with KFA	November 2015	
In order for Kwantlen students to be able to master the complexity of their courses, remedial work is needed in order that FASN graduates in the future can maintain the prior high standards. The 2015 Review must come to terms with how that could be accomplished, either within the Kwantlen program framework, or remedial programs prior to entry (External Review, p. 6).	High School applicants are deficient in both sewing skills (Home Economics sewing has been reduced or eliminated) (External Review, p. 6). Some of these students now have limited access to learn and practice these skills and we must take this into further consideration as we assess the admissions requirements and course content in the entry level production courses (Self Study, p. 7). An assessment of the entrance portfolio requirements was conducted in early May 2015 and the level of sewing components required has been reduced for the Fall 2016 intake. A review of all production courses is currently underway to respond to the impact of this reduction in technical entrance requirement.	Program Review Implementation Position in consultation and support by all faculty	September 2015	
Support for Students, Staff and Faculty				

<p>The final implementation plan based on the 2015 Review must include a solutions-based path for greater empowerment within the FASN program in order to achieve the desired curriculum changes and associated transitions within a reasonable timeframe (External Review, p. 8).</p>	<p>Many of the recommendations from the 2008 Program Review were not implemented. There is evidence that this was due to a lack of an action plan by the department, and limited resources of faculty and funding (External Review, p. 8). The newly assigned 25% time release will support the implementation plan of these Action Plan items. However, the scope of the recommendations may extend beyond this designated role and faculty participation is vital. Faculty comprehension of the review process and the action plan has been elevated since the 2008 review.</p>	<p>Program Review Implementation Position in collaboration with all faculty and support from the Dean's Office and KPU Administration</p>	<p>Initiated via this Action Plan (June 2015) and on-going throughout process</p>	
<p>Establish effective planning for professional development funds (Self Study, p. 17). Prioritize additional budget allowance to secure on-going training to maintain currency and relevancy (Self Study, p. 17). We recommend that FASN request that KPU increase professional development funding (External Review, p. 8).</p>	<p>Faculty expressed concerns on current professional development funding limits. Future growth of the program will be supported by high caliber faculty and their ongoing professional development (External Review, p. 8). Faculty to consult with the PD Representative to review current practices for allotment and assess needs for updates to the process. The PD Representative to consult with other members of the School of Design PD Committee to seek guidance from the KFA for avenues to access additional PD funding. Faculty to incorporate PD funding priorities within budget decision making discussions.</p>	<p>All faculty in consultation with PD Representative and Divisional Business Manager for budget</p>	<p>December 2015</p>	
<p>Develop guidelines and policy to integrate industry-based training to assist with currency (Self Study, p. 17).</p>	<p>This is also tied to currency and relevancy. Now that we have a higher percentage of full-time members, the challenge to balance industry and academic relevancy will heighten (Self Study, p. 15). Further faculty discussions to take place regarding partnerships with industry, such as faculty "job shadow" or skill sharing, in particular areas of rapid advancement such as in technical apparel, integration of new technology and global business practices. Faculty to also incorporate funding priorities for training within budget decision making discussions and to seek access to additional funds similar to the Vision Execution Fund.</p>	<p>Program Review Implementation Position and all faculty in consultation with Divisional Business Manager for budget</p>	<p>December 2015</p>	
<p>Establish support to develop and maintain</p>	<p>This is also connected to currency and relevancy and is</p>	<p>Program Review</p>	<p>February 2016</p>	

<p>industry and academic networks, such as memberships in associations and participation in conferences (Self Study, p. 17). Membership and regular participation in professional organizations beyond teaching (External Review, p. 8). Encourage more faculty involvement with industry: e.g. memberships, committees, industry publications (External Review, p. 16).</p>	<p>therefore dependent on faculty discussions on budget and PD funds as noted in previous section. This also involves consideration for the balance of faculty time between teaching workload, other committee work and student engagement practices. This is further related to the action item to investigate membership services and pricing for associations in Industry and Advisory Committee section to assist with prioritization and decision making. It is also to be noted that significant integration with industry is currently part of curriculum via linked projects, tours, guest speakers and internships.</p>	<p>Implementation Position and all faculty in consultation with Divisional Business Manager for budget</p>		
<p>Strengthen connections with the Office of Research and Scholarship to develop new initiatives for specified areas of research and continuation with upgrading of credentials as desired (Self Study, p. 17).</p>	<p>This is another initiative to further strengthen currency, relevancy and the scholarship of teaching and learning. Initiate an introductory meeting to discuss services and opportunities available. Further advice is needed on how to access funds, conduct grant writing, and the formation of strategic partnerships. Some current areas of interest involve new developments in technical apparel, smart fabrics, circuit/sensory exploration, historical data collection and referencing and innovative business models.</p>	<p>Program Review Implementation Position and all faculty with Dean and Associate Vice-President of the ORS.</p>	<p>December 2015</p>	
<p>Acquire additional resources such as training for evaluation techniques to effectively assess critical thinking and process and continued training for enhanced teaching techniques. To find strategies to reduce workload associated with this without lessening the impact of the feedback (Self Study, p. 17).</p>	<p>Faculty attendance at critical thinking sessions have occurred earlier in 2015 and an initial discussion on assessment and learning outcomes began in May 2015. Further investigation into other resources and workshops to be conducted. A consistent overall approach, determined collaboratively by faculty, with room for individual interpretation would assist faculty and students with alignment to course outcomes.</p>	<p>Program Review Implementation Position and all faculty in consultation with Divisional Business Manager for budget</p>	<p>December 2015</p>	
<p>Investigate additional resources and training for embedding online aspects to courses to further augment learning opportunity (Self Study, p. 17).</p>	<p>Although we do not want to lose the impact of the face-to-face component of our courses, it would be worthwhile to pursue other techniques to deepen the level of experience through the use of technology (Self Study, p. 14). Encourage participation in scheduled Moodle sessions and</p>	<p>Program Review Implementation Position and all faculty</p>	<p>August 2015</p>	

	<p>collaborate with the Teaching and Learning team to coordinate program specific sessions.</p> <p>Investigate the option to integrate other learner based applications such as Google Apps for Education to aid in online learning and course resources. Communicate with a contact in KPU IET to check on the policy and viability integrating such applications in current platforms.</p>			
<p>Establish a succession and mentoring system for faculty and staff (Self Study, p. 25).</p>	<p>We have recently restructured our team due to retirements and other departures and this change has further heightened the need to establish a more formalized system for succession planning, mentoring and effective sharing of resources (Self Study, p. 15).</p> <p>Some informal arrangements are currently underway amongst faculty and the team will continue to seek ways to nurture these relationships. The establishment of resources on SharePoint will also further support this. More action will continue once faculty receive their workload (projected for June 2015).</p>	All Faculty	April 2016	
<p>Seek guidance from Dean's Office in support of balancing workload with appropriate amount of service to the institution (Self Study, p. 25).</p>	<p>Survey results highlight concerns with balancing workload and it is noted that for Committee Work, although there are opportunities to be involved, there are some concerns with the amount of time required and the availability of time, seeking more support from the Dean's Office on guidelines and prioritization of focus and purpose (Self Study, p. 23-24). This support may create a stronger faculty culture of committee participation.</p> <p>Faculty is also seeking more clear identification of time-release and accountable time service. Faculty to seek further guidance from the KFA as required.</p>	Dean and all faculty	October 2015	
<p>With support of the Dean's Office, continue to conduct assessment and clarification of the roles of the Program Assistant and Lab Assistant with the intent of enhancing program services (Self Study, p. 25).</p>	<p>The support of general maintenance of systems and resources within the labs and classrooms is an essential role and benefits the operations of a positive working environment (Self Study, p. 27).</p> <p>The Lab Assistant position has evolved in to a Lab Technician role with a focus on the specialized equipment needs to</p>	Dean, Divisional Business Manager in consultation with Program Assistant and Lab Technician	On-going	

	<p>support the Fashion Design, Product Design and Technical Apparel Programs. The Program Assistant position has also evolved beyond administrative support for students and faculty to also focus more on website and social media development and event coordination. Role establishment has since been further clarified and enhancement to program services is already evident.</p>			
<p>We recommend <i>adding several Instructional Associates and/or Lab Instructors</i>: The degree program has 160 students, 15 faculty, and 1 Lab Technician, but no one to provide direct instructional support (External Review, p. 8).</p>	<p>It is important to note that current faculty are the sole providers of direct instructional support within an existing lecture/lab mode structure. With the inception of the new Lab Technician role, this individual conducts training sessions (in person and via video links) to support effective use of machinery.</p> <p>The concept of Instructional Associates and/or Lab Instructors can alleviate many of the faculty workload concerns (External Review, p. 8), however further investigation with the Dean and KPU Administration is required to distinguish implications on existing workload assignments.</p> <p>Faculty will also seek further clarity and guidance from the KFA on avenues to alleviate workload concerns. The consideration of a specialized supportive role similar to those in other design institutions may lead to the technical support required to execute complicated design work and could allow faculty additional time to focus on pedagogy, theories, industry contacts, design of assessment etc.</p>	<p>Dean, KPU Administration and all faculty, concurrent and in alignment with discussion on modes/hours/credits assessment</p>	<p>November 2015</p>	
<p>Role of Coordinator-advocate for additional support to cover all the current responsibilities within the 50% time release (Self Study, Coordinator Comments, p. 44).</p>	<p>In addition to the regular administrative duties of scheduling, student and faculty support, engagement with events and enrollment initiatives and committee participation, this role currently extends into coordination with the International Office for incoming/outgoing students, Continuing Studies, industry liaison, transfer credit assessments, the Fashion Show and other specialized program planning for students.</p> <p>The support for a School of Design Educational Advisor and Associate Dean would help alleviate some of the current workload concerns. Additional consideration regarding</p>	<p>Dean, KPU Administration and all faculty</p>	<p>Connected to other associated request and is an on-going process</p>	

	<p>additional time release to effectively manage some of the excess responsibilities would also further support a more realistic workload that also must be in balance with teaching and a direct responsibility to serving students.</p> <p>This shift and further support and acknowledgement for the time invested may help make the role more attractive to other faculty members to consider this role in the future.</p>			
<p>Faculty we interviewed suggested students need more support for general student performance skills, such as time management, organization, and leadership. Recommendation: Have the KPU Counseling department deliver training sessions. (External Review, p. 18).</p>	<p>The focus on these skills will provide a framework to promote positive habits to support success in all course work and to nurture the attributes of the global citizen.</p> <p>The training sessions offered by the Counseling department will be investigated and timing will be coordinated for appropriate courses to ensure coverage of all four years of study. Some sessions have already been incorporated into classroom visits.</p> <p>Faculty to discuss the avenues for leadership opportunities and the integration in courses.</p>	<p>Program Review Implementation Position and all faculty</p>	<p>September 2015</p>	
Technology				
<p>Continue to work towards advanced integration of Gerber Accumark, Adobe Illustrator, PhotoShop and InDesign into learning outcomes (Self Study, p. 25).</p>	<p>This initiative supports the priority to remain relevant and current in our practices.</p> <p>Incorporation of such activities is currently integrated within the program and continued planning is on-going.</p>	<p>Program Curriculum Revision Position and all faculty</p>	<p>On-going</p>	
<p>Continue research and assessment of new technology, such as Optitex, for use in industry and integration into curriculum (Self Study, p. 25).</p>	<p>This initiative supports the priority to remain relevant and current in our practices.</p> <p>Incorporation of such activities is currently integrated within the program and continued planning is on-going.</p>	<p>Associated faculty for technology</p>	<p>December 2015</p>	
<p>The External Review Team supports the purchase and installation of overhead camera projectors (External Review, p. 12)</p>	<p>The lack of an overhead camera projector in the classroom restricts the ability to present effective demonstrations to the class when demos are done at the front of the class (External Review, p. 12).</p> <p>Initial budget and testing discussions to begin in June 2015.</p>	<p>Program Review Implementation Position, Divisional Business Manager and Lab Technician</p>	<p>September 2015</p>	
Resources and Space				
<p>Ongoing assessment of space and resources amongst FASN, other Design Division programs, Dean's Office and Senior</p>	<p>By prioritizing the needs, and working with educational facilities specialists (internal and external), cost-effective solutions could be found that are achievable now (External</p>	<p>Dean and the User Group Committee members</p>	<p>On-going</p>	

<p>Administration as we remain operations within the existing building. This will include forward planning to be integrated into the new School of Design (Self Study, p. 29).</p> <p>Although the construction of the new Design building is 'on hold', assessment and adjustments of current space should continue through discussions among faculty, Facilities personnel, and Administration (External Review, p. 9).</p>	<p>Review, p. 10).</p> <p>This is also the time to assess current practices to further distinguish if there are processes that can be implemented within existing spaces before moving to the new school (Self Study, p. 29).</p> <p>Initiatives are already underway and continued planning are discussed at the on-going User Group Committee meetings.</p>			
<p>Ongoing support and input provided to the School of Design representatives on the User Committee and Design Team to ensure that the integral needs are being addressed. These include acknowledgement of functional teaching spaces, adequate space requirements for storage, additional spaces to accommodate teamwork, prototyping/exploration and open access to machinery (Self Study, p. 29).</p>	<p>During the developmental stage, it is essential that all members have a voice within the process to contribute to the planning of learning spaces and utilization of resources (Self Study, p. 28-29).</p> <p>As noted, initiatives are currently underway and include such discussions with members of the Student Experience Committee and continue input from faculty and staff.</p>	<p>Dean and the User Group Committee members</p>	<p>On-going</p>	
<p>Scheduled training sessions with the Lab Technician to increase knowledge and efficiency with all of the industrial equipment. This will improve usage, work flow and dependency on faculty. This will also extend to established schedule usage time for specialized machinery requiring supervision (Self Study, p. 29).</p>	<p>These sessions promote the working knowledge, efficiency and safety for faculty and students. This is especially significant due to the recent acquisition of more advance and specialized equipment to support components of technical apparel. Sessions have already taken place this past year and future planning was initiated in May 2015.</p>	<p>Technical/production based faculty and Lab Technician</p>	<p>On-going</p>	
<p>More access for individual work for students both during and after classes (External Review, p. 9).</p>	<p>There is on-going need for work space access due to the size of some projects and the need for specialized equipment. The recent initiative of shared spaces amongst the School of Design has led to an increase in efficiency, however it does require a shift in culture and protocol to facilitate operations. The establishment and maintenance of lab house rules is essential.</p>	<p>All faculty and students</p>	<p>On-going</p>	

	Flexibility of design of furniture and layout would also allow faculty to move around more easily to assist students. In May 2015, the layout in the production labs have been re-arranged to allow for more efficiency (to be tested in Fall 2015).			
Designate an area for private space for discussion with students and will continue to advocate for specific areas in the new school (Self Study, p. 29). Meeting room space is needed for confidential coaching of students by faculty (External Review, p. 3). Improved shared space for faculty (External Review, p. 12).	Current shared faculty offices do not always facilitate the need for private, confidential meetings with students. The existing "Pins and Needles" store has been phased out from its selling function and this space will now serve as an extended storage area for garment racks of student work, in-class production supplies (fabric, notions) and a private meeting area to meet with students. User group committee members will continue to support the need for these spaces within the new building in ongoing meetings.	All faculty (existing space), User Group Committee members for new building	June 2015(existing space), to be determined with new building dates	
Additional storage space is needed for student work, supplies, and secure space for final projects. (External Review, p. 3). Locating secure storage for larger items other than in the faculty work area (External Review, p. 11).	As noted above, the recent changes with the "Pins and Needles" function has now increase space for such items. It is to be noted that students are also provided with lockable storage drawers and further discussions need to occur regarding protocol for responsibility of providing storage and timelines for storage on campus.	All faculty (existing space), User Group Committee members for new building	June 2015(existing space), to be determined with new building dates	
Prioritizing improvements to space based on health and safety concerns related to the use of paints and dyes in an improperly vented space. We recommend that KPU work with Facilities and health and safety representatives to ensure proper storage and use of products, as well as appropriate venting and water drainage (External Review, p. 10).	This has been an on-going issue and needs to be addressed continually and more discussions will continue to support the improvements needed. The Coordinator will seek out further assistance from Facilities and the Health and Safety Representatives in June 2015.	Associated faculty, Coordinator and User Group Committee members for new building	On-going	
Review the value of the textbooks the students are required to purchase to better understand the specific courses and textbooks the students think are most and least useful (External Review, p.13).	The Self-Study Report also mentioned varied resource concerns such as inadequate use of textbooks that students were required to purchase (p. 29). An assessment of resources is underway and will become more specific as faculty receive their workload (projected for June 2015) This process will further evolve along with the stages of	All faculty	On-going	

	curriculum revision and more flexibility can be built into the wording within course outlines.			
Proper printing facilities in the new building (External Review, p. 9).	As noted in Self Study by students, staff and faculty, there are specific concerns with issues with the colour printers such as quality, access and a system to follow during peak times. (p. 26). Some initial changes may occur in September 2015 in the existing building with the installation of the new printing systems. Further discussions are required for the possible avenues to integrate equipment for textile printing (purchase versus outsource).	Dean and the User Group Committee members	To be determined with new building dates	
The department needs to implement the KPU SharePoint system to improve internal communication (External Review, p. 18).	Recommendation could also be listed under Support for Faculty and Staff and Technology as a tool to further support communications and resource sharing. Assessment/update of this system to begin June 2015. This update will be made in collaboration with the upgrade of the existing program common drive. This will also include further time to fully understand the benefits of each of the systems and to train/demonstrate effective usage tips for faculty and staff.	Coordinator and Program Assistant	September 2014	
Budget				
The establishment of guidelines to determine prioritization of expenditures and a transparent process of approval and reporting (Self Study, p. 29). With the guidance and support of the Dean's Office, the establishment of a detailed structure and systems for the program budget (Self Study, p. 29) The External Review Team supports administration and the program team continuing to work on a shared understanding of the budget process, the funds available to the program, and how those funds could be strategically allocated, perhaps in a 1-3 year plan to meet current	This will provide the essential framework to make effective decisions to support program initiatives. A clear budget process ties in with the recommendations around resources and space. It would seem to be more time and cost-efficient if the program team had a clear understanding of the process and available funds while they work on prioritizing their resource recommendations. Enabling faculty to implement the Action Plan may involve: more time release, several days set aside for team planning during the May/June period, costs related to bringing in outside curriculum planning expertise, or outside expertise for space redesigns. Such costs for enabling the Action Plan may be in addition to funds allocated for the usual operating needs of the program (External Review, p. 14). Initial plans established in May 2015 with on-going discussion	Coordinator in consultation with faculty and Divisional Business Manager	December 2015	

needs while in the planning stages for the new building. (External Review, p.14).	and revisions to be conducted in early Fall 2015.			
The External Review Team recommends that a clearer budget process and collective prioritization of these resource needs could enable the program team to plan for specific purchases and installment of these items (External Review, p. 13).	There is an expressed need for more power outlets for laptops in the classroom, more paper recycling facilities, and access to better quality printing (Self Study, p. 26). As above, the development of this essential framework will further support effective decision making and prioritization for specific resource needs.	Coordinator in consultation with faculty and Divisional Business Manager	December 2015	
Industry and Advisory Committee				
Continue to stay connected with industry, alumni to continually improve curriculum and maintain currency through guest speakers, events and informal networking and visits (Self Study, p. 34).	This initiative supports the priority to remain relevant and current in our practices. Incorporation of such activities is currently integrated within the program and continued planning is on-going.	All faculty	On-going	
Continue to establish and cultivate relationships with internship supervisors (Self Study, p. 34).	This course continues to evolve with the integration of new companies and new supervisors. These relationships could be further enhanced through participation in the Advisory Committee and other career focused industry events. Other connections could be facilitated by extending the existing Designer Spotlight Event that showcases 4 th year final collection work with bringing in external evaluators for the final show, to ensure maintenance of the quality of graduates.	Internship Course and 4 th year course faculty	On-going	
Continue to seek industry partners for specialized services, such as digital printing, lab testing, not only as a service provider but as a means to engage learners in the negotiation and sourcing process (Self Study, p.34).	This initiative supports the priority to remain relevant and current in our practices. Incorporation of such activities is currently integrated within the program and continued planning is on-going.	All faculty	On-going	
Prioritize the re-establishment of the Advisory Committee, including the need to determine purpose, proposed membership and establish regular meeting times to encourage consistent participation (p. 34, Self Study). Place a priority on reactivating the Program	A strong, active advisory committee with committed and varied industry representatives and alumni is particularly valuable at this stage when the program team will be working to prioritize and carry out a challenging Action Plan (External Review, p. 15). Initial discussions to include the potential of combining the members with the Product Design and Technical Apparel	Dean, Coordinators of FASN, DEPD and DETA	October 2015	

Advisory Committee (External Review, p. 15).	Programs. Due to immediate needs for input for the curriculum revisions and other program review items, consideration should be made to re-develop a FASN specific committee for this implementation year of the Action Plan.			
The alumni focus group mentioned that guest speakers were mostly representative of the design aspects of fashion, and that it would help to include a balance of industry speakers who also represented the technical and other areas of the industry (External Review, p. 15).	This initiative supports the priority to remain relevant and current in our practices in a broad and integrated perspective. Incorporation of such activities is currently integrated within the program and continued planning is on-going. The program will also collaborate with the DEPD and DETA program (recent recipients of a Vision Execution fund) to bring in speakers who represent the field of fundamental and practice based design research to be completed in the next year.	All faculty	On-going	
Create regular field trips as lab experience in appropriate courses (External Review, p. 15).	This initiative supports the priority to remain relevant and current in our practices. Incorporation of such activities is currently integrated within the program and continued planning is on-going.	All faculty	On-going	
Form partnerships with industry trade associations (External Review, p.15).	This initiative is underway and decisions will be made according to an analysis of membership services, faculty input and budget allotment.	Coordinator in consultation with faculty and Caroline Barnhart	December 2015	
Create an employment-focused day, which includes presentations from industry, and scheduled interviews between industry and students (External Review, p.16).	This initiative will also strengthen connections, support relevancy and currency and will provide feedback for the new Design degree. Discussions for a School of Design Career Day began in April 2015 with Career Services. Proposed date is in October 2015.	Program Coordinator and Coordinator of Communications and Events	October 2015	
Solicit industry to provide financial awards for students (in addition to those from KPU Office of Advancement) (External Review, p. 15).	Although some of this has already been conducted informally, we need to proceed with some caution and awareness of the capacity of some of our industry partners.	Coordinator in consultation with Office of Advancement	December 2015	
Alumni Network				
Formalize a tracking system similar to Linked-in, or develop a connection within an existing network system to maintain an on-going relationship with alumni (Self	There is value in stronger alumni relations because it would contribute in multiple areas such as marketing, future program growth, benefits for current students and graduates, and industry connections for students and faculty (External	Program Review Implementation Position	December 2015	

Study, p. 34). Investigate possible support and collaboration with the KPU Alumni Association (Self Study, p. 34).	Review, p. 16). Initial connection with the KPU Alumni Association was made in April 2015 and further follow up will take place starting September 2015. Informal alumni connections continue via job postings, email and internship supervisor discussion.			
Plan for on-going events and opportunities to network with other alumni, industry and current students (Self Study, p. 34).	Rationale as per the section above. Continued investigation to be conducted to include panel discussions, incorporation with the Advisory Committee planning and a School of Design Career Day. Prioritization for budgeting and/or inquiry to access collaborative funds with KPU Partners would be required to execute this.	Program Review Implementation Position	December 2015	
Marketing and Enrollment				
We support the recommendation that KPU add a Marketing Advisor (Communications and Event Specialist) dedicated to this department, to help promote programs, improve recruitment, and help develop new marketing initiatives, such as an enhanced social media platform and a website (External Review, p. 17).	The role of Coordinator of Communications and Events for the School of Design was established in September 2013. This role is dedicated to all seven programs and she is now working with the company Will Creative to launch a cohesive Branding and Communications Plan to include these initiatives.	Dean and Coordinator of Communications and Events	On-going	
Support of new Communications and Marketing plan as per the Communications, Event and Professional Studies Coordinator to move forward with a unified School of Design initiative to establish our branding (Self Study, p.34).	The School of Design is in need to formalize its distinct brand and competitive advantage to encourage student enrollment and showcase this value proposition on a global scale. School of Design Visioning sessions are already underway, starting in May 2015 with a continuation of program specific Branding and Communication sessions scheduled for May/June 2015.	Coordinator, Program Review Implementation Position and Branding and Communications Team	September 2015	
We suggest the department create an internal Marketing Committee, whose responsibilities would include: Annually updating the list of marketing events, develop a proposed budget to support the marketing activities, annually review the success of the various marketing initiatives, contact other departments within KPU for	There is a sub-committee within the School of Design Operational Committee, led by the Coordinator of Communications and Event. The role and duties of this sub-committee will be further articulated within the development of the Branding and Communications Plan.	School of Design Operational Committee	September 2015	

input and advice on marketing efforts. (External Review, p.17).				
Streamline and establish an enhanced social media platform and website (Self Study, p. 34).	These communication tools are essential to showcase the profile of the School of Design and to connect with current and prospective students, alumni and industry. This initiative is also connected with the Branding and Communications Plan.	Coordinator and Program Assistant with direction from Branding and Communications Team	December 2015	
Increased initiatives and participation to connect with potential applicants such as high school career days, post-secondary fairs, visits, workshops, also extended to networks outside the Lower Mainland (Self Study, p.34). Increased participation in community and industry based events (Self Study, p. 34). More participation in community and industry events, such as career fairs, trade shows and an Open House (External Review, p. 17).	In connection to the Branding and Communications Plan, these initiatives will enhance our profile and encourage enrollment. These plans should include a list of specific events, and a process for ensuring support and participation from all faculty and staff (External Review, p. 17). Strategic planning will further support effective cost and time sharing amongst all programs and make the best use of faculty and staff time. The addition of a Design Educational Advisor would further support these initiatives and bridge communication beyond the actual occurrence of the events.	All faculty with direction from Coordinator of Communications and Events and KPU departments, such as the Future Students Office and Marketing	September 2015 and ongoing	
Increase collaboration with all programs in the School of Design to enhance exposure and to promote new plans with the Transitions Framework and upcoming new Design Degree (Self Study, p. 34). We agree that collaboration between programs and institutions needs ongoing support (External Review, p.17).	As above, this initiative is also connected within the Branding and Communications Plan. With the addition of the new degree and the reduced number of applicants for FASN (possibly partially due to the introduction of other programs), it will be critical to engage a Design Educational Advisor to clearly advise applicants in selecting from the options, increasing success rates and balancing numbers in programs.	All faculty with direction from Dean and Branding and Communications Team	September 2015 and ongoing	
Establish a systemized approach to articulation planning with consideration of the process with impending curriculum changes and advocate for workload necessary to lead this plan (Self Study, p. 34).	The plan to formalize agreements with such institutions as Lethbridge, Seneca, and Fanshawe will support a more efficient transition into the advanced years of study and will encourage more transfer students to consider KPU as a means to complete a degree.	Program Review Implementation Position	April 2016	
Formalize plans for new partnership with Continuing and Professional Studies to enhance system for courses for High School	These courses strengthen our connection to high schools, elevate the skill level of high school teachers in design and textiles and further impacts enrollment potential. There is also	Dean and the Continuing and Professional Studies Executive Director	December 2015	

<p>Teachers and students and the development of new courses for industry and the community (Self Study, p. 34). Pursue opportunities for Continuing Studies, to develop courses for high schools, industry and the community. However, this must involve support from KPU in terms of workload release time for faculty (External Review, p. 17).</p>	<p>the opportunity to increase revenue streams and strengthen connections with industry. The specified 1/8 time release position for this role within faculty was eliminated and is currently being filled interim by the FASN Coordinator and Design Business Manager. The role originally was to be filled by the Coordinator of Communications, Events and Professional Studies. Support is required by the Dean and the Continuing and Professional Studies Department to determine next steps to effectively manage this initiative and dedicate the appropriate resources for this role.</p>			
KPU Network				
<p>Strengthen relationships with Future Students Office (FSO), Educational Advisors, International Education Office to improve services to students and support with enrollment initiatives (Self Study, p. 35).</p>	<p>A plan for more collaboration with all of these departments will enhance services to student and will encourage future enrollment. Initial connection and initiatives are already underway and future planning is on-going.</p>	Coordinator and all faculty	On-going	
School of Design Initiatives				
<p>Continue to support the request for a dedicated Educational Advisor to enhance specialized services to students. This will also deflect some workload from Coordinators, who will then be able to focus on other program needs (Self Study, p.35). We agree with the request for an Educational Advisor for students, as available to most KPU programs (External Review, p. 17).</p>	<p>This would relieve faculty of this function, allowing them to concentrate on their primary teaching priorities. With the development of a new inter-disciplinary design degree, an increase of transfer students due to the priority on articulation agreements and more international students, there is an increase in the complexity of diverse program plans. Lack of this essential position, may be connected to the recent decline in student enrollment and also influences student retention. This is therefore a high priority recommendation.</p>	Dean with support by all faculty of the School of Design	Immediate	
<p>Continue to support the request for an Associate Dean to also enhance specialized support for all seven programs, to work more directly with faculty and students, to allow time for the Dean to pursue other initiatives, strategic planning, <i>big-picture</i></p>	<p>There are 7 programs within the Faculty and over 350 students (projected goal to be 505, according to the School of Design Business and Strategic Plan), which the External Review team and faculty feel is too much for a single Dean to effectively manage alone. This is another high priority recommendation. Enabling the recommendation of hiring an Educational</p>	Dean with support by all faculty of the School of Design	Immediate	

<p>visioning that will further impact the competitive advantage of the School of Design (Self Study, p. 35). We agree with the request for an Associate Dean position. (External Review, p. 17).</p>	<p>Advisor and an Associate Dean would also likely result in a trickle-down effect of more time for the program team because of sharing the workload across additional administrative personnel.</p>			
<p>We support suggestions for cross-pollination and collaboration on resources between the various programs, such as the addition of an Associate Dean and more teaching assistants (p. 8, External Review).</p>	<p>These initiatives have the potential to generate savings and possibly allow the reallocation of funding to new technologies and staffing of critical functions</p>	<p>Dean with support by all faculty of the School of Design</p>	<p>On-going</p>	



May 31, 2015

Senate Standing Committee on Program Review
Kwantlen Polytechnic University

Institutional Response
Bachelor of Design: Fashion & Technology Program Review Action Plan

As Dean of the Chip and Shannon Wilson School of Design, and on behalf of the Provost and Vice-President Academic, Dr. Salvador Ferreras, I would like to congratulate the faculty and staff of the Bachelor of Design: Fashion & Technology (FASN) for their efforts and commitment in undertaking this comprehensive program review and for their readiness to make a strong and positive contribution in the next steps they have identified in the Program Review Action Plan. We would also like to acknowledge the leadership of Andhra Goundrey, Coordinator of the FASN program, and thank her for very effectively leading the team in this endeavor.

The recommendations and responses outlined in the FASN Program Review Action Plan are extensive and will need the combined support of the program faculty and staff, Dean's Office, and institution to realize them. The majority of issues identified, and the recommendations and responses that arise from them, are consistent with KPU's mandate and the Wilson School of Design and KPU's Academic Plan, and supported.

The need to establish and align the program's vision and mission with KPU's Vision 2018 and Academic Plan, the Wilson School of Design's vision, and best practices in design pedagogy is a high priority. The concomitant program and curricular changes necessary to ensure that the program is not only responding to current industry need, but defining how it will lead the fashion industry locally and globally going forward are also a high priority. In order to meet the high caliber of graduate outcomes the program is known for, maintaining currency and leading best practices in the field is essential. As identified in the action plan, this will involve an overall program change and curricular revisions, including the incorporation of the learning outcomes and content areas identified. The program is in a good position to move forward with this; previous philosophical disparities are being reconciled and faculty have already begun to incorporate as many of the recommendations as possible within the current curricular framework.

To further facilitate this work, two two-semester .25% time-releases have been posted and assigned for the 2015-16 academic year. Each time-release position has clear deliverables; one will oversee the implementation of the program and curriculum changes as identified in the



program review and the other will oversee the remaining high priority recommendations. The implementation of program changes for the degree are scheduled for September 2016.

Likely, full changes to the curriculum will be significant and will involve a redistribution of the credit base across the courses. An issue minimally identified in this program review is the irregularity of the distribution of course credits (courses range from 2, 2.5, 3, 2.5, 4, 5, 6, to 7 credits). The balance between student learning, amount of assessment, course hours assigned, and integration of knowledge has come up as an issue in student feedback to the Dean's Office. Given that there will be no increase in budget allocated to the FASN program, any credit redistribution will have to result in the same total credits currently assigned (120). The goal will be to determine the teaching approaches (lectures, labs, practicums) that best meet the types of learning needed for the students to fulfill the learning outcomes within the current credit base. It will also be necessary to revisit the historical workload assignment of Mode 18, which does not exist within the Collective Agreement. Discussion will need to occur with the Provost, Dean, KFA, and faculty members.

As part of a Wilson School of Design initiative, the programs have been taking part in developing a strategic budgeting process. This involves faculty groups working together with the Dean's Office to identify priorities for budget allocation. The priorities identified through this program review process will further guide this process. Given that there will be no increase in budget allocated to the FASN program, further requests for staffing or faculty release, technology, resources, and professional development, will have to be considered within the existing budget structure; any increases in one area would need to be from a reallocation of funds from another area of the FASN budget.

In light of this, the Dean's Office will support the investigation of other funding opportunities, including funding through the Office of Research & Scholarship, .6 Faculty PD Funding, and other alternatives. The faculty will also be encouraged to apply to the Wilson School of Design's Vision Execution Fund for projects and professional development opportunities. In addition, I will advocate for the pooling of resources amongst the Deans for professional development activities, especially in the area of learning outcomes and assessment.

The Dean's Office is fully committed to making strong and positive connections throughout the university to ensure that systems for students and faculty are effective and access to support is readily available. I will assist the program coordinator in making further connections with key parties in order to facilitate smoother operations. Productive relationships with our industry partners and communities are also a high priority. I will be working closely with the program and program assistant to reform the FASN Advisory Committee for Fall 2015.



KWANTLEN POLYTECHNIC UNIVERSITY
Chip & Shannon Wilson School of Design

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Once again, we would like to congratulate the faculty and staff for this positive team effort. The group has already undertaken a number of changes to address the goals of the action plan. I look forward to working closely with them as we move forward.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Robertson". The signature is fluid and cursive, with the first name being more prominent.

Carolyn Robertson
Dean, Chip and Shannon Wilson School of Design

Cc: Dr. S. Ferreras, Provost and Vice President Academic
Andhra Goundrey, Coordinator, FASN Program
Caroline Barnhart, Divisional Business Manager