10KS0254MFA: ART & DESIGN: DESIGN FOR RESPONSIBLE INNOVATION, MFA

Completed Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)

Approval Path

1. Thu, 17 Oct 2019 18:18:16 GMT
   Deb Forgacs (dforgacs): Approved for U Program Review

History

1. Oct 17, 2019 by Nicole Turner (nicturn)

Date Submitted:Tue, 04 Feb 2020 17:09:40 GMT

Viewing:10KS0254MFA : Art & Design: Design for Responsible Innovation, MFA

Changes proposed by: Nicole Turner

Proposal Type

Proposal Type:

Concentration (ex. Dietetics)

This proposal is for a:

Revision

Proposal Title:

if this proposal is one piece of a multi-element change please include the other impacted programs here.*example: A BS revision with multiple concentration revisions*

Change in name and description, along with detailing program requirements, for MFA concentration in Graphic Design to Design for Responsible Innovation.

EP Control Number

EP.20.141

Official Program Name

Art & Design: Design for Responsible Innovation, MFA

Effective Catalog Term

Fall 2020

Sponsor College

Fine & Applied Arts

Sponsor Department

Art and Design

Sponsor Name

Ellen de Waard, Coordinator of Graduate Academic Affairs

Sponsor Email

edewaard@illinois.edu

College Contact

Nicole Turner, Assistant Dean

College Contact Email

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Program Description and Justification

Justification for proposal change:

To respond to feedback regarding the course proposal which accompanies this program proposal: ARTD 599 (key 1158) is currently Industrial Design Thesis, which is being renamed to ARTD 599 Thesis to be inclusive on students in the Design for Responsible Innovation MFA concentration. Students in this concentration are required to enroll for 4 credit hours in each of the two final semesters, for a total of 8 hours of ARTD 599.

New concentration title (change from MFA in Graphic Design to MFA in Design for Responsible Innovation), statement, and advising plan that draws on existing courses to provide appropriate course sequencing. All but one of the courses in this proposed advising schedule have already been approved and are currently being offered. A proposal for changes to ARTD 599 accompanies this proposal.

Currently, the Programs of Study Catalog lists the MFA concentration in Graphic Design without any statement or specific course requirements. Our proposed concentration title, statement, and advising plan accurately reflect our faculty's expertise and the content of our existing courses. The proposed advising plan (see Appendix) offers specificity and appropriate course sequencing based on skill acquisition, refinement, and mastery and appropriate opportunities for cross-disciplinary design study. It incorporates new courses for which GD faculty have recently sought and received Provost's approval and that are currently being offered. These courses, and their sequencing in this advising plan, bring the concentration into compliance with National Association of Schools of Art and Design (NASAD) accreditation requirements. Ir also fulfills objectives of the AY2019 and AY2020 Curriculum Learning Outcomes Assessment (C-LOA) self-assessment and objectives developed by GD faculty in response to issues that emerged from the AY2019 External Program Review.

Is this program interdisciplinary?

No

Corresponding Program(s):

Corresponding Program(s)
Art and Design, MFA

Academic Level

Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Enrollment

Describe how this revision will impact enrollment and degrees awarded.

This change reflects the expertise and research of program faculty, and will contribute to a graduate enrollment by a more cross disciplinary pool of candidates. There will be no change to the number of degrees awarded.

Delivery Method

Is this program available on campus and online?

No

This program is available:

On Campus

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

This causes no changes to faculty resources or advising for students. It should be noted that this proposal is not intended or expected to increase enrollment in our unit, but rather to raise the caliber and "fit" of student applications.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

No impact.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Financial Resources

How does the unit intend to financially support this proposal?

There are no associated costs because the courses are already approved and are currently being staffed and offered.

Will the unit need to seek campus or other external resources?

No

Is this program requesting self-supporting status?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

This is the updated 2019 assessment plan for the MFA: Design for Responsible Innovation:

Assessment Activity:

In Step 5 of the assessment plan, your program identified at least three questions it would pursue to better understand student learning at the program level.
1. Which question(s) from your program's assessment plan did the program explore during AY 2018-2019?

Question 1: How do the students locate relevant literature, assess its quality, and use it to inform their own research trajectories?
Student Learning Outcome: Demonstrate familiarity with the design research literature relevant to their topic
Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications
Timeline: Accomplished by creating new required course ARTD570 Design Research Methodology—sought and received Provost approval for the new course name and description in AY2019. First offered Spring 2019; currently in its second offering in Fall 2019. Also, developed Graphic Design LibGuide in consultation with research librarians at Ricker Library and a Design Research LibGuide in consultation with library Melody Allison at Funk ACES Library.

Question 2: Can the students adequately distinguish among the different kinds of prototypes – production, research, and provocation – and explain when each is useful?
Student Learning Outcome: Create prototypes for research purposes
Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications
Timeline: Accomplished by incorporating the development and implementation of iterative prototypes in the Graduate Graphic Design Studio.

Question 3: Are the students able to think in terms of how knowledge is typically created in different parts of campus, and explain how the modes are used in their own research?
Student Learning Outcome: Explain the different epistemological modes of knowledge production
Sources/Methods for acquiring evidence: End of term review
Timeline: After faculty developed a new mission statement and research tracks in responsible innovation, we developed an interactive pedagogical tool that offers a holistic approach to design research. This tool draws from a wide cross section of research domains and methodologies across campus. Faculty have co-authored a peer-reviewed conference presentation on this tool, are developing proposals for peer-reviewed conference workshops, and are conducting workshops with our MFA students. Also, we have a developed a number of new courses; see item 8c, below. Finally, we have developed a new course advising plan that will be implemented as soon as one remaining course receives Provost approval (anticipated by May 2020).

Question 4: Are students familiar with a variety of research methods and can they provide the rationales for choosing among them?
Student Learning Outcome: Select research methods appropriate to the thesis topic
Sources/Methods for acquiring evidence: Thesis defense, conference papers and presentations, publications

Timeline: Accomplished by advising students to incorporate research methods and processes into project development and analysis in their own work, as well as the work completed in their graduate courses. Graduate students are also required to take a methodologies course (ARTD570 Design Research Methodology) that covers a variety of research methods and the implementation of them.

2. Are you doing any preparatory assessment work (e.g., creating rubrics, surveys, exams, etc.)?
a. Yes
3. Did the assessment work involve direct evidence of student learning? Examples of direct evidence include (but are not limited to) written work, performances, or presentations, scored using a rubric; portfolios of student work; and observations of student behavior, such as presentations and group discussions.
a. Yes
4. Did the assessment work involve indirect evidence of student learning? Examples of indirect evidence include (but are not limited to) course grades; placement rates of graduates into appropriate career positions and starting salaries; alumni perceptions of their career responsibilities and satisfaction; student ratings of their knowledge and skills and reflections on what they have learned in the course or program; and student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups.
a. Yes
5. What was the focus of the assessment work?
a. Skill development
b. Knowledge acquisition
c. Professional attributes
d. Other. (specify) Communicative capacity
6. Are results being used to improve student learning?
a. Yes
7. If YES, how are the results of the assessment activities being used to impact student learning?
Revised learning outcomes for all existing courses; developed new learning outcomes for all new courses; developed new rubric (paper form) and process (faculty protocol) for semester-end graduate faculty reviews; revised requirements for the written thesis and thesis exhibition, presented in all-new Grad Handbook prepared by grad co-coordinators; established a research advisor program for all incoming first-years and continuing second-years to complement the academic advising provided by the graphic design faculty and graduate co-coordinators.

8. What improvements were made based on assessment work?
-Added new course(s): ARTD 570 Design Research Methodology: This seminar coordinates readings in design theory and the processes and principles of human-centered design with graduate students' emerging thesis research interests. Students will address the role of design research methodology in establishing design practice and design pedagogy. ARTD 451 EDGE: Ethics of a Designer in a Global Economy (EDGE) studio presents complex problems of ethics within the graphic design practice. Individual sections address social and environmental issues. ARTD 551 Design Research Impact: This seminar helps the MFA design students connect their research with pedagogy and professional development strategies to disseminate their research into publishing, conferences, communities, and other relevant venues.
-Introduced new technology (Interactive Research Model)
-Improved advising (New Research Advising Program)
-Improved outcomes assessment
-Provided clarity on Pass/Pass with Reservations/Fail in the Graduate Handbook

9.Is any additional assessment work needed to address the questions you explored during AY 2018-2019? No
11. Have the results of the assessment work been shared with anyone? Yes, with others in the department and with others outside the department. Faculty collaborated during faculty meetings and an all-day faculty retreat to develop the new curriculum. Curriculum development was a direct response to the assessment.
Our new curriculum and courses have been shared with A+D Administration. Courses have gone live to students. The curriculum has not yet been publicized because one course still needs approval.
13. What was learned from doing the assessment work this year?
Our program was in need of a comprehensive curriculum redevelopment. We collaborated to accomplish this.

Next Steps:
17. What are your next steps? For example, what assessment work will your program continue into next year? What would the program like to change or do differently? What would the program like to discontinue based on its experiences?
The April 2019 Academic Program Review External Reviewer Report observes that
"Graduate students desire greater and more consistent mentoring in teaching"
"Graduate students...believe...there is not enough oversight of assistantships"
"Graduate students...believe...there is not enough compensation to faculty for mentoring them"
"In order to ensure the health of the School's graduate programs, organizational roles may need to be better compensated, even if through course releases"
Develop a course specifically for faculty guidance in research and writing thesis for an advanced degree in Design.
We believe we should work on pursue these issues/suggestions in AY2020.

Revised Assessment Plan:

19. Have you made any changes to the assessment process (e.g., assessment lead, student learning outcomes, curriculum map, assessment planning questions, etc.)?
a. Yes

20. If YES, what changes were made to the assessment process?
a. Assessment lead
Our Chair, Eric Benson, organized a faculty retreat to discuss the changes necessary for the graduate program.
b. Student learning outcomes
Outlined course objectives and competencies per course and the projection of those competencies as a scaffold; acquired, reinforced, and finally mastered.
c. Curriculum map
Provide a curriculum map of the courses currently offered and the competencies that correspond with that them.
d. Assessment planning questions

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs

Design for Responsible Innovation.docx

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

The University of Illinois offers an MFA in Design that focuses on interdisciplinary making for research and practice in responsible innovation. This program prepares students to contribute to the field of design by entering into practice, academia, or both. Students can explore responsible futures through research in traditional print media and emergent technologies including, but not limited to, data visualization, digital interaction, information design, systems thinking, and visual narrative.
The degree offers these specialized tracks of study:
Sustainable and regenerative design
Urban sociology and critical race design
Visual and cultural studies
Student-proposed applied research in responsible innovation, social impact, and engagement

Statement for Programs of Study Catalog

Code	Title	Hours
Research/Project Hours (min/max applied toward degree) (2 min):		2
ARTD 451	Ethics of a Designer in a Global Economy	4
ARTD 551	Design Research Impact	4
ARTD 570	Design Research Methodology	4
ARTD 595	MFA Graphic Design Studio	16
ARTD 599	Thesis	8
Electives		16
Elective Courses in the College of Fine and Applied Arts		12
Total Hours		64

Other Requirements

Requirement	Description
Other requirements may overlap	
A concentration is not required in the case of students in the New Media specialization.	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	32
Minimum GPA	2.75

EP Documentation

DMI Documentation

Banner/Codebook Name

MFA:A&D - Graphic Design -UIUC

Program Code:

10KS0254MFA

Conc Code

0254

Degree Code

MFA

Major Code

0252

Program Reviewer Comments

Allison McKinney (agrindly) (Wed, 12 Feb 2020 20:15:24 GMT): Rollback: Please clarify what course is pending approval and how that course fits into the program of study.

Key: 918

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[CURRENT]

Research/Project Hours (min/max applied toward degree) (2 min):	2
Electives	62
Total Hours	**64**

Other Requirements

Requirement	Description
Other requirements may overlap	
A concentration is not required in the case of students in the New Media specialization.	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	12
Minimum GPA	2.75

10KS0254MFA: Art & Design: Design for Responsible Innovation, MFA

[PROPOSED]

Code	Title	Hours
ARTD 451	EDGE	4
ARTD 551	Design Research Impact	4
ARTD 570	Design Research Methodology	4
ARTD 595	MFA Graphic Design Studio	16
*ARTD 599	Thesis	8
Electives		16
FAA Electives	Courses in the College of Fine and Applied Arts	12
Total Hours		**64**

Other Requirements (Other Requirements May Overlap)	Description
Minimum 500-level Hours Required Overall	32 Hours
Minimum Cumulative and Semester GPA	2.75