



CENTRE FOR APPLIED DESIGN STUDIES

FINAL REPORT

September 1989

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INTRODUCTION AND HISTORY

In the fall of 1986, a series of meetings involving College faculty and administration resulted in the production of a set of discussion papers in which the central concepts for a new design centre were explored. This, in turn, led to the development of a proposal to the Ministry for funds to develop these concepts further.

In the spring of 1987, the College received from the Ministry a Fund for Excellence in Education grant of \$30,000 to investigate the feasibility of developing a Centre for Applied Design Studies as a cornerstone for a new Richmond Campus. In its application to the Ministry, it was stated that:

The Centre will include the existing College programs (Fashion, Graphics, and Interior Design) and provide opportunities for growth in other design areas..... In addition, it is our intention to explore and develop opportunities to establish self-supporting and income-generating activities by offering through the Centre:

- (1) upgrading and refresher courses for business and industry;
- (2) hosting national and international design conferences;
- (3) contracting services to business and industry with specialized training needs;
- (4) produce and market instructional materials;
- (5) provide consulting services to business and industry.

With this overall purpose in mind, a detailed work plan was developed by the Director of what is now the Applied Design, Fine Arts, and Developmental Studies Department. In its final form (January 29, 1988), the plan identified 13 major activities, for each of which a list of outcomes, areas of responsibility, an estimated completion date, and its place in the overall activities network was identified. A steering committee was set up to oversee the project, the day-to-day management of which was left in the hands of the aforementioned Director.

In broad terms, these activities could be broken down into three main groups, each of which have been dealt with as follows:

- i) those involving the collection of industry forecasts, needs, and concerns;

These were gathered during the spring of 1988 via a carefully developed questionnaire and a day-long workshop attended by educational representatives and by the combined applied design advisory committees. This phase had its own project coordinator and the results were duly published in a Phase I Report, a summary of which can be found in Section II of this report.

- ii) those involving coordination and program planning in response to this industry input;

This has been carried out largely by faculty and administration, and the results of this work comprise the bulk of this report.

- iii) those involving the identification of space and other resource requirements for the programming that will be contained in the new Centre.

These activities have now been subsumed within the planning of a \$37 million Richmond Campus.

EXECUTIVE SUMMARY

MISSION

The mission of the proposed Centre for Applied Design Studies is consistent with the College's Mission Statement and with the College's Five Year Plan. In particular, it will house the College's existing design programs as well as the soon-to-be-amalgamated Mass Communications and Journalism program. It will also incorporate a one year Foundation program and a fourth Diploma program, the options for which are currently under investigation.

In addition to the above, it will provide a host of educationally-related support services to the local design profession.

All of this is to be done in a planned, closely integrated manner to ensure flexibility, efficiency, and educational excellence.

THE DESIGN INDUSTRY - PERSPECTIVES AND FUTURE NEEDS

As was shown in the Phase I Report, the local design professionals are supportive of an educational design centre and of the College's existing design programs generally. Looking to the future, the industry sees future employees needing enhancement in the areas of reading and writing, design, organization, marketing, business, and problem-solving skills. Increased sensitivity to international challenges and opportunities was also emphasized.

Concern was expressed over a perceived lack of coordination among post-secondary institutions offering design programs. Government, business, and industry need to work more closely together in this area in order to maximize the effective use of educational resources and to gain for the industry an international reputation for quality goods and services.

EDUCATIONAL AND TRAINING NEEDS FOR THE DESIGN INDUSTRY

In addition to maintaining its current mix of design-related Diploma programs, two additional candidates for a fourth Diploma program are being investigated: visual merchandising, and facilities management.

Additional program ideas will be pursued as industry requirements develop over time.

ANALYSIS AND DEVELOPMENT OF EXISTING COURSES AND PROGRAMS

Skill Profile (DACUM) Charts have been prepared for each of the Fashion, Graphics, and Interior Design programs, and work is being accelerated on the development of a Foundation program for Richmond that will improve the preparation of students who wish to access these and other design-related programs. This development should also enable the College to achieve other goals such as the standardization of all design Diploma programs into 60 credit "packages" and the achievement of professional accreditation for the Interior Design program.

The conversion of the Fashion Marketing Option into a program carrying its own Certificate and the inclusion of the amalgamated Communications and Journalism programs are seen as events that will further enhance these goals.

INDUSTRY INVOLVEMENT IN DESIGN EDUCATION AT KWANTLEN COLLEGE

A number of models (work placement, co-op education, internship, practicum, apprenticeship) are under active investigation by the design faculties and the design advisory committees. Examples of such industry involvement already exist in Fashion and Interior Design.

The use of industry settings for the education of Kwantlen students has already begun and there appears to be good potential for further activity of this type.

USE OF THE DESIGN CENTRE BY INDUSTRY

On-campus employee training, library/research, access to state-of-the-art equipment, and training-related contract services all look promising, and some specific projects are already being developed. The Continuing and International Education and Contract Services Department is expected to play a major role in this area.

Upgrading and continuing education courses for design professionals are also being investigated. Depending on the configuration and scheduling of the new Richmond Campus, display/gallery space and conference space may also be made available to the design industry.

NATIONAL AND INTERNATIONAL DESIGN EDUCATION

Visitations from faculty and students from overseas and from other parts of Canada should continue to be encouraged. Faculty and student exchanges as well as programming for further education for such students should be promoted as well.

NATIONAL AND INTERNATIONAL MARKETING

Although the industry has indicated a need for assistance in developing their capabilities in this area, it appears that a host of public and private agencies are already working to provide it. We should not, therefore, insert ourselves into this area at the present time. We should, however, continue to monitor it so as to take advantage of whatever opportunities should arise.

INTRA-COLLEGE COORDINATION AND COOPERATION

Faculty from numerous disciplines and programs within the College are being consulted both as regards the new Foundation program being developed and the ongoing development of existing programs as well.

The Continuing and International Education and Contract Services Department has been extensively involved thus far in this project and, as has been seen above, it is expected to have an extensive role to play in the future.

Other services will be brought into the picture as part of the overall planning for the new Richmond Campus.

INTER-COLLEGE COORDINATION AND COOPERATION

An inventory of design-related programs in B.C. is being compiled, despite difficulties at times in determining what programs to include under this category.

A meeting of design program administrators from several colleges in B.C. was organized last May by the Director of Applied Design, Fine Arts, and Developmental Studies Department. This was the first time that this group had ever met. At this meeting, an exchange of program information took place, as did a general review of cooperative endeavours for the future. A further meeting has been tentatively scheduled for fall '89.

I. MISSION STATEMENT

The Centre for Applied Design Studies is intended to be an important cornerstone for a new and expanded Richmond Campus. Its primary purpose will be to provide comprehensive learning opportunities for students preparing for careers in the areas of graphic design, interior design, fashion design, mass communications and journalism, and in such related design areas as the College may add to its program base in the future.

Additionally, it will serve as an educational resource centre for important components of the design industry. From this base, a wide variety of special programming and consultative services can be developed in collaboration with industry and with professional and other related agencies that serve those who actually provide these services.

The mission for the Centre for Applied Design Studies follows closely and is consistent with the mission of the College as a whole:

Kwantlen College is a public, post-secondary institution whose primary purpose is to provide accessible educational and training opportunities of a consistently high quality within the communities of Delta, Langley, Richmond, Surrey and White Rock.

In order to provide programs, services, and instruction which are relevant and sound, the mission of the College includes a commitment to foster and promote:

- (1) excellence in teaching;
- (2) excellence in student learning;
- (3) excellence in curriculum and curriculum development
- (4) excellence in support services;
- (5) comprehensive institutional planning and resource allocations;
- (6) innovation in instruction and administrative methodologies;
- (7) flexibility in the deployment of human and material resources;
- (8) lifelong learning opportunities for members of the community in an open, honest, and enjoyable context;
- (9) co-operation with the community that will nurture the full personal, intellectual, and cultural potential of its citizens.

The Centre can fulfill its Mission Statement obligation by:

- integrating its human and material resources in such a way as to provide excellence in learning to a degree exceeding that which its component programs can provide in isolation from one another (synergy);
- providing excellence in student assessment and remediation through individually tailored, foundation level programming with common core components;
- utilizing the integrated resources of the design programs and the Continuing Education Department to address such upgrading and other "post-diploma" educational needs as will emerge from the design community.

It is intended that the Centre for Applied Design Studies will house the following programs:

1. Fashion Design - one year Certificate (existing Richmond program)
- two year Diploma (existing Richmond program)
- 1 year Fashion Marketing Certificate (reorganized Richmond program)
2. Graphic Design - two year Diploma (move from Newton Campus)
3. Interior Design - two year Diploma (existing Richmond program)
4. Mass Communications and Journalism - two year Diploma (amalgamated Newton and Richmond programs)
5. Program "X" (see Section III) - two year Diploma (new program)
6. Foundations in Applied Design - one year Certificate (new program)

plus

7. Continuing Education courses, workshops, and contract services developed in conjunction with the design industry.

RELEVANCE TO KWANTLEN COLLEGE'S FIVE YEAR PLAN (DEC '88)

The following excerpts from the plan are particularly relevant to the Centre. In some cases they refer to features that already exist in one or more of the College's design programs, and in others to features that the Centre will be well positioned to enhance or acquire.

"College-Wide Priorities (p 1)

5. Student and graduate follow-up system
11. Cooperative Education
12. International Education"

"The Design programs will be located at Richmond, comprising close to the quarter of the enrolment at that campus." (p 3)

"Another way the college monitors the quality of the education it provides is through the competitions its students enter." (p 5)

"Continuing Education and Contract Services

The Division will remain flexible and entrepreneurial, responding rapidly to community needs. It will continue to grow faster than the rest of the College, with programming aimed at an aging population and at enhancing lifelong learning as priorities." (p 7)

"Linkages With the Community

Secondary school liaison, labour market assessment, community advisory committees, and follow-up studies of former students will all be strengthened." (p 9)

"Cooperative Education

Career programs, such as Business and Office Administration, are likely candidates for the introduction of paid, off-campus work experience." (p 10)

"International Education

The College is commencing International Education activities with contacts and negotiations facilitated through the Continuing Education and Contract Services Division. It will be self-funding, with recovery of both direct and overhead costs." (p 10)

II. THE DESIGN INDUSTRY - PERSPECTIVES AND FUTURE NEEDS

As a visionary approach to educational planning, an external study of the design industry, that focused on the present and future, was conducted by Kwantlen College in the spring of 1988. Fashion designers, graphic designers, interior designers, government employees, and college educators from the lower mainland participated in the two-part study. To get the design community's reaction to the concept of a Centre for Applied Design Studies and to gather feedback needed to develop a five year plan for design programs, participants responded to a questionnaire and were involved in a one day workshop. The original questionnaires and recordings from the workshop along with all collations, analyses, and summaries are now on file and most can be found in the Phase I Report. What follows is a synopsis of the Phase I findings.

Based on the responses from the Phase I study, the overall attitude toward the concept of a Centre for Applied Design Studies was found to be very positive. Although some design-related industries hire students directly from high school, a minimum of two years of college education and training was preferred, with strong support for longer training in all disciplines. The need was identified for designers to gain international awareness in order to be able to design for an international market while at the same time creating a Canadian image. Other outcomes of the study focused on internal, political, and external issues.

Internally, the Graphics, Interior Design, and Fashion groupings identified similar needs that could be offered in one package serving all three programs. Prior to program entrance, students require basic reading and writing skills and a solid foundation in the elements and principles of design and organizational skills. Strengthening of marketing, business, communication, and problem-solving skills were emphasized. Increased knowledge of the international marketplace and how to access it is needed at some time prior to graduation.

Sharing by programs of common course content and facilities would be a more efficient use of funding, freeing up dollars to allow for the computerized technological training identified as a need by the industry for all three disciplines. Other design disciplines identified as potential areas of study, in order of importance, are: lighting, visual merchandising, exhibition design, textile design, costume design, package design, electronic design, product design, furniture design, offset design, and floristry design. Programs working together can create a synergistic and inspirational environment through better communication that allows for a cross-fertilization of ideas.

Politically, a Centre can build the international profile of the province and, as a focused learning centre, increase the prestige and the credibility of the design professions and design education in the community. The Centre can promote industry by providing training in areas where secondary industry is needed to strengthen the economy. Free trade was seen as an opportunity for Canada to expand on its existing reputation to provide quality products and services through fair dealings.

Externally, the Centre could provide a central manpower resource, state-of-the-art technology for industry, employee upgrading, and a research facility. Government, industry, and education can cooperate in the design and implementation of extended educational and training programs to provide students with more exposure and direct experience in the workplace. As set-up costs for technological training and speciality courses are substantial, it was emphasized that resources be shared between institutions to avoid unnecessary duplication. Communication with secondary schools is needed to better prepare their students for post-secondary education. It was recommended that the location for the Centre allow for exposure to the industry, and thereby lend itself to creating a high profile. Easier access for guest speakers, industry tours, practicum set-ups, wholesale resources, galleries, a creatively stimulating environment, and better transportation facilities were among the reasons for recommending a downtown Vancouver location. In support of a Richmond location, facility costs are more reasonable, the airport more accessible, and it is central to most areas of the lower mainland.

Professional recognition, at home and abroad, will require that government, the education system, the professions, and industry work together toward a shared goal. Goals appear to be common and indicate that design education must be looked at as a whole in order to offer the best and thereby gain an international reputation for providing quality products and services. Different strengths need to be identified cooperatively to assist in assuring the best value for the educational dollar and the best use of educational facilities and faculty. There is an urgency to all of this. Much interest, concern, and enthusiasm is currently percolating within the education programs, the professions, and the industry.

III. EDUCATIONAL AND TRAINING NEEDS FOR THE DESIGN INDUSTRY

The development of a Centre for Applied Design Studies will feature physically integrated programs and services, shared resources, extensive linkages with industry, and a significant capacity for upgrading and post-diploma learning opportunities.

1. Continued Need for Kwantlen's Existing Applied Design Programs

The number of applications received each year for the College's three existing applied design programs remains strong. Likewise, the demand for our graduates is high and, in fact, has recently outstripped our "supply" in both the Fashion and Interior Design programs. These programs, along with Graphics, all have active advisory committees and all are continually updating their curriculum and technology levels to meet the rapid changes now taking place in the design industry generally. In short, the College should reaffirm the need for its existing programs and could, in fact, be looking for modest expansions to one or two of them. In addition to the above, the existing Communications and Journalism programs are being combined into a two year Diploma program to be implemented at Richmond in fall '90.

2. General Foundations Program

In addition to specific career programs, the creation of a general one-year certificate Foundations program is proposed. The program would provide a broad introduction to art and design and will expand opportunities for students in the Richmond catchment area that are already available to Kwantlen students at the Surrey Campus.

3. New Applied Design Offerings

The Department of Applied Design, Fine Arts, and Developmental Studies is continuing to look at various options and anticipates an enrolment of 49 FTEs in a new career program.

Under active investigation for possible implementation in fall, 1991, are the following:

- Visual Merchandising
- Facilities Management

A recommendation as to which program to put forward to the Ministry is expected to be made during the 89/90 academic year.

In addition to the above, several courses are being investigated or developed as options within Kwantlen's three existing design programs, or as post-diploma offerings tied to those programs. Most of these were listed in the Phase I report as industry recommendations. The Department's specific responses are given below:

- i) Lighting: a first-class "lighting laboratory" has been completed and opened by a private company in Vancouver.

Our Interior Design program is currently utilizing this facility as is our Continuing Education Department which is in the process of developing post-diploma and upgrading offerings to be taught there. Also, work is underway to develop "continuing education unit" courses for industry users (particularly interior designers).

As a result of this activity, the notion of a fully developed lighting laboratory housed within the Richmond Campus has been dropped. Some utilization of varied lighting schemes within the Centre to allow reinforcement and support of curriculum content is necessary, however, e.g. full-spectrum lamps with appropriate diffusers where colour study and lab work with textiles and other coloured materials occurs.

- ii) Visual merchandising: courses are being developed as CE-delivered offerings. (This activity is separate from the investigation, referred to above, into duplicating this program as a two year credit offering at Kwantlen.)
- iii) Possible CADD courses related to a wide range and capacity of product lines are being investigated. It is expected that these will be introduced gradually, as needed, and as resources permit.

- iv) Facilities Management may be explored as a possible stand-alone specialty offered at a post-diploma level, depending on the results of its being considered as a possible two year Diploma program.
 - v) Costume Design: an expanded, full-semester course will be offered in the Fashion program during 89/90.
 - vi) Package Design
 - vii) Electronic Graphics
 - viii) Textile Design
 - ix) Set Design
 - x) Exhibition Design
 - xi) Product Design
 - xii) Furniture Design
- Given limited markets for graduates and in some cases, the existence of related programs at other institutions, no action should be taken on these at the present time. They should, however, be kept in mind as future offerings should market forces dictate a need that can be economically met through additional programming.
- xiii) Offset Design: should be investigated within the context of revisions now being made to the Graphics program.
 - xiv) Floristry Design: should be left with C.E. as a stand-alone course, although some linkages with the new Foundation program may be developed;
 - xv) Model Making: should be looked at within the context of set design, exhibition design, product design, and furniture design, should any of these be developed in the future.

IV. ANALYSIS AND DEVELOPMENT OF EXISTING COURSES AND PROGRAMS

The Graphics, Fashion, and Interior Design coordinators have developed skills profile (DACUM) charts for their existing programs. These are expected to provide the basis for ongoing program development over the next two years.

Superimposed on these activities are the new accreditation requirements for the Interior Design program. Some curricula adjustments may be needed to meet these requirements but it is expected that these can be accommodated along with those necessitated by the introduction of the Foundation Certificate program.

Although not directly related to the development of the Centre per se, the Marketing option of Fashion Certificate and Diploma programs will be reformulated as a separate one year Fashion Marketing Certificate program.

The amalgamation of the College's existing Communications and Journalism programs into a single, two year Diploma program will take place over the coming year. Its inclusion in the Centre for Applied Design Studies should prove beneficial to both it and the Graphics program, given their overlapping resource requirements, particularly as regards photography and certain computer technologies.

All of the above activity is being accelerated in order to accommodate the planning for the new Richmond Campus, thus fulfilling one of the major objectives of this project.

V. INDUSTRY INVOLVEMENT IN DESIGN EDUCATION AT KWANTLEN COLLEGE

1. Involvement with Existing Programs

To ensure a clear understanding of alternative modes of industry involvement in design education, a short taxonomy has been prepared. These include:

Work Placement
Co-op Education
Internship
Practicum
Apprenticeship

For details, see Appendix 3.

These models and definitions are currently being explored with the College's design faculties and design advisory committees with a view towards determining which models, or variants thereof, are most acceptable to the College and to industry.

Two noteworthy, if limited, examples of successful experiences involving industry and the College's design programs already exist:

- The Interior Design program for several years now has been utilizing work placement/practicums (one week each per second, third, and fourth semesters) to assist students in becoming familiar with the workplace. Host employers are selected by faculty who work to ensure that good matches are made with the students. Graduates of the Interior Design program occasionally return to these offices as full-time employees and documentation of this and other graduate activity is presently being assembled by the program's faculty.
- The Fashion program has built into the beginning of the fourth semester a "work week" for which the students receive course credit. This involves placement of students in various work settings and has resulted in many cases in these students returning to them as regular employees after graduation.

In addition, there appears to be good potential for using industry facilities and equipment in ways modelled after the Interior Design program's successful arrangement (described earlier) with the Gescan (Lightolier) lighting lab in Vancouver.

2. Involvement in New Ventures

Within the context of the Enterprise Development and Business Training Centre, there is a mandate to provide support for the development of new business in the College region. There is good potential for collaboration between this and the Centre for Applied Design Studies.

VI. USE OF THE DESIGN CENTRE BY INDUSTRY

It was an objective of this study to investigate how the Design Centre could be used by the design industry in ways that are compatible with the College's mission and facilities. On-campus employee training, library/research, access to state-of-the-art equipment, and consultative services related to training have been identified as potential uses of this kind. In large measure, these activities will be carried out by the Continuing and International Education and Contract Services Department in consultation with the design faculties. Future services will be explored with industry when the new facility nears completion. One project, involving our new computerized Fashion marking and grading system, is ready for implementation. It is anticipated that these services would be paid for by the companies or individuals accessing them, with fees to be set at a level sufficient to cover all immediate costs plus a modest overhead charge for administration, repair or equipment replacement, publicity, and seed money for further work of this nature.

In addition to the above, the professional design associations, particularly interior design (IDIBC), are keen to produce and offer upgrading courses (post-diploma/degree) to their constituents - in some cases carrying CEU (continuing education units). Our faculty can assist in developing these courses which could then be taught at the Centre, space permitting.

Display/gallery space - which will be needed for the design programs, in any case, - will be made available to industry for informative product displays, a use that would enhance educational opportunities for our students as well.

Depending on the final configuration of the new campus, a limited amount of meeting and conference space could be made available to industry users.

VII. NATIONAL AND INTERNATIONAL DESIGN EDUCATION

The Centre can, with little cost to the College, develop a national and even international perspective, with particular emphasis on the Far East. Such a perspective would bring in to the College new ideas and trends that will further improve its offerings to local students and to the design industry in general.

To this end, the Centre should continue the College's practice of encouraging visits from faculty and students in other design programs both nationally and from select schools in the Pacific Rim. By this means, both visitors and host benefit from each other's training and experience and future collaborative endeavours such as faculty and student exchanges and opportunities for further education can be explored. Other international education activities that may be launched by the College's Continuing and International Education and Contract Services Department should involve Design Centre personnel as well.

The potential for expanding design education opportunities appears vast. A number of factors and influences relating to design are "percolating" and people directly connected with the design industry feel that the timing is very good to expand and pursue opportunities in design education on a national and international scale.

VIII. NATIONAL AND INTERNATIONAL MARKETING

One of the outcomes of the first part of the planning phase for the Centre for Applied Design Studies was evidence of a need to address the design industry's requirement for information and training in national and international marketing.

With the help of Design Vancouver, it was determined that several dozen public and private agencies are currently providing such services in B.C. It does not appear, therefore, that a major thrust into this area by the College is warranted at this time. Despite this, the College should continue to monitor the field both for information that could be used in our own programs (Fashion Marketing, for example) and for possible opportunities for direct service to the industry.

IX. INTRA-COLLEGE COORDINATION AND COOPERATION

Representatives from the Fine Arts and English (Communications) faculty are being consulted in the development of the new Foundation program for applied design. Communications and Marketing faculty have also been consulted on an informal basis by their Interior Design and Fashion counterparts respectively concerning changes in the curricula of the latter two programs. These consultations, and others, will intensify in the months ahead as existing programs are revamped (see section IV) and new ones are brought on stream.

The Continuing and International Education and Contract Services Department has been involved from the beginning of the project, as can be seen from the various references to it in several sections of this report. In addition, personnel from the CJS study project and the Enterprise Development and Business Training Centre have been consulted regarding possible new industry/College ventures (see section V), although no specific proposals involving those units have come forward to date.

The counselling, library, and registrarial services have not been consulted thus far, since it is only now that program planning has progressed to the point where the need for additional or special services from these areas can begin to be assessed. The involvement of these areas in the planning for the Centre is, in any case, now being subsumed in the planning process for the new Richmond Campus as a whole.

Among the design faculty themselves, much of the work completed to date by the design coordinators has focused on the identification of common core and common preparatory elements. The intent is to maximize the sharing of space and faculty whenever feasible. In the end, student access and needed educational experiences will be enhanced by developing and promoting the ways in which various program components can be combined.

X. INTER-COLLEGE COORDINATION AND COOPERATION

One issue that was identified by design industry representatives has been the lack of coordinated design planning by the public colleges in the Lower Mainland and Fraser Valley.

The Applied Design, Fine Arts, and Developmental Studies Department is compiling an inventory of existing applied design programs in B.C. Part of the difficulty here lies in determining what programs should be included. Some colleges (Okanagan and Malaspina, for example) offer "introductory" programs intended to give students a certain amount of exposure to a design field with only limited training in the field itself. In addition, a number of colleges offer Foundation programs that provide varying degrees of preparation for subsequent applied design training and education. This investigative project is being carried out in conjunction with a sub-committee of Design Vancouver who have also identified this as an objective.

The Director of "ADFADS" initiated a meeting of design administrators from Kwantlen College, VCC, Capilano College, and Malaspina College this past spring. Other colleges expressed interest but were unable to send representatives. This meeting, which took place at Kwantlen College on May 25/26, had as its goals:

- a) exchange of basic information (brochures, course outlines, numbers of students, etc.);
- b) defining areas in which cooperative endeavours would be feasible and desirable (e.g. program affiliations, program transfers, access to each other's resources [information, equipment, teachers, space], improvements to student access [credit transfer, program laddering, combined diplomas, etc.], and joint planning for new offerings);
- c) preparation of recommendations for the kinds of structures that would be needed to carry out these endeavours (e.g. a Design Administrators' Institute modelled on the lines of the ABE Administrators' Institute; a Design Articulation Committee to look after curricular matters).

A set of meeting notes has been appended (Appendix 4). A second meeting (to be held at Malaspina College) is planned for fall '89.

FASHION DESIGN

[illegible]

THEATRE COSTUME	WEAVING	FABRIC ARTS	ADVERTISING	RETAIL MRCHDNGS	BUSINESS	MARKETING	SALES
PRICIPATE Participate in a team	OPERATE Operate a loom	CONTROL Operate a loom	STUDY Study advertising techniques	DEVELOP Further retailing skills	UNDERSTAND The concepts of business management	UNDERSTAND Marketing concepts	DEVELOP Personal selling skills
ASSESS Assess production costs	SELECT Select appropriate loom	COMBINE Combine loom with dye	RESEARCH Research advertising systems	APPLY Apply skills to retail situations	ANALYZE Analyze advertising techniques	CONDUCT Conduct marketing research	PRACTICE Practice selling skills
WORK Work within budget guidelines	SELECT Select appropriate loom	CREATE Create loom with dye	ANALYZE Analyze client/agency relationships	STUDY Study retailing institutions	ORGANIZE Organize business functions	SEGMENT Segment consumer behaviour	UNDERSTAND Psychology of selling
LOCATE Locate fabrics & materials	SELECT Select appropriate loom	CONTROL Control loom with dye	DEVELOP Develop overall communication program	ANALYZE Analyze customer behaviour	IDENTIFY Identify personal procedures	IDENTIFY Identify market needs	MANAGE Manage sales strategies
RESEARCH Research a play set in the period	CONTROL Control loom with dye	FLD/CLAMP Fold/clamp fabrics to create surface designs	APPLY Apply interpersonal skills as a member of a team	STUDY Study sales management systems	DESCRIBE Describe production operating system	SOLVE Solve typical management problems	ACQUIRE Acquire product knowledge
IDENTIFY Identify loom space character	PREPARE Prepare loom with dye	HAND PNT Hand paint fabrics to create surface designs	DEVELOP Develop marketing proposal for specific company	RESEARCH Research sales locations	IDENTIFY Identify marketing strategies	EXAMINE Examine pricing advertising sales management	EXAMINE Examine pricing advertising sales management
DESIGN Design costume for specified production	INTERPRET Interpret loom with dye	STEAM Steam fabrics to fix dye	STEAM Steam fabrics to fix dye	DECIDE Decide on merchandising mix	DEVELOP Develop practical human relations management skills	EXAMINE Examine government marketing international	EXAMINE Examine government marketing international
BUILD Build costume for individual character	WEAVE Weave a length of fabric	BUILD Build a set using photo emulsion	BUILD Build a set using photo emulsion	CONTROL Control buying	IDENTIFY Identify methodical individuals	MARKET Market industrial product services non-profit operations	MARKET Market industrial product services non-profit operations
DRAPE Drape fabric to create look	DESIGN Design for period fabrics	PAINT Paint on fabrics using photo emulsion	PAINT Paint on fabrics using photo emulsion	ESTABLISH Establish retail costs	DEVELOP Develop leadership skills	SOLVE Solve market problems of advanced level	SOLVE Solve market problems of advanced level
ENGINEER Engineer framework for appropriate fit	SET Set a piece length with appropriate finish	CREATE Create a piece pattern	CREATE Create a piece pattern	CONTROL Control pricing promotion advertising	WORK Work with others		
CREATE Create pattern from drapes & fit	CALCULATE Calculate production cost of fabric	DESIGN Design on surface of body using coloring	DESIGN Design on surface of body using coloring	FORM Form groups & committees	OUTLINE Outline business structure		
VISIT Visit the production area		PRODUCE Produce length of fabric	PRODUCE Produce length of fabric				

Skill Profile Chart

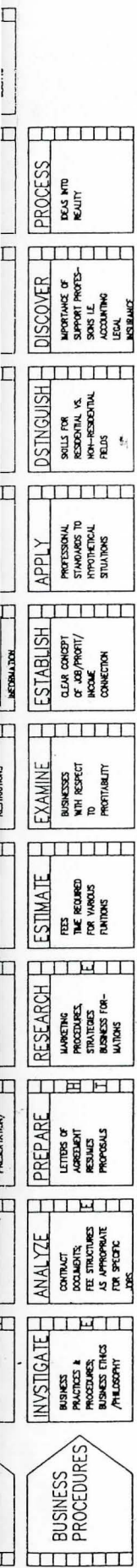
GRAPHICS & VISUAL DESIGN

DRAWING	HANDLE	UNDERSTAND	APPLY	DEMONSTRATE	CONVEY	SOLVE	EXPLORE
	DRAWING TOOLS MEDIA, SUPPORTS	VISUAL LANGUAGE PERSPECTIVE SPACE LINE, TIME, GESTURE MOVEMENT AND COMPOSITION	DESIGN PRINCIPLES COLOUR THEORIES	IMPROVED POWERS OF OBSERVATION	VISUAL INFORMATION AND IDEAS	VISUAL PROBLEMS	NEW MEDIA COMBINATION OF MEDIA & IDEAS
PAINTING	HANDLE	DEMONSTRATE	APPLY	PAINT			
	PAINTING TOOLS MEDIA & SUPPORTS	AN UNDERSTANDING OF DESIGN & COMPOSITION	DESIGN PRINCIPLES COLOUR THEORIES	CREATIVITY IN TONE AND COLOUR DESIGN, TEXTURE			
COMMERCIAL ILLUSTRATION	UTILIZE	UNDERSTAND	SOLVE	IDENTIFY	ADHERE	ILLUSTRATE	
	PRINCIPLES & TECHNIQUES TOOLS, MEDIA AND SUPPORTS	PERSPECTIVES, LINE TONE, TASTE COLOUR THEORY, ANATOMY, LIFE & FASHION PROPORTIONS, TEXTURE AND COMPOSITION	VISUAL PROBLEMS	APPROPRIATE AND EFFECTIVE MEDIA & METHODS	TO DEADLINES	ON B & W AND FULL COLOUR IN MIXED MEDIA WITH APPROACH	
GRAPHIC DESIGN	UTILIZE	APPLY	COMMUNICATE	SOLVE	IDENTIFY		
	BASIC DESIGN TOOLS & MATERIALS TRADE LANGUAGE (VOCABULARY)	ELEMENTS & PRINCIPLES OF DE- SIGN PROCESS AND THEORIES (DESIGN & COLOUR)	THROUGH UNDER- STANDING OF DE- SIGN PROCESS & 2 & 3 DIMENSIONAL ENVIRONMENTS	CONCEPTUAL PROBLEMS	APPROPRIATE AND EFFECTIVE MEDIA AND METHODS		
PHOTO- GRAPHICS	UTILIZE	PROCESS	PRODUCE	PREPARE	UTILIZE	COMPOSE	
	CAMERA ED. AS PHOTO- GRAPHIC & DESIGN TOOL PHOTOGRAPHIC DESIGN STUDIO LIGHTING TRADE LANGUAGE (VOCABULARY)	B & W PHOTO- GRAPHIC FILM & PAPER, AS WELL AS COLOUR	CONTACT SHEETS 8 & 10 PRINTS P.A.T.'S	PHOTOGRAPHIC PRINTS FOR PRESENTATIONS	LITHOGRAPHIC MASKS	PHOTOGRAPHY WITH GIVEN PARAMETERS	
PRODUCTION ART	UTILIZE	PRODUCE	ASSEMBLE	PREPARE			
	BASIC TOOLS MATERIALS & EQUIPMENT TRADE LANGUAGE (VOCABULARY)	ONE AND MULTI- LAYEDED PASTE- UP, P.A.T.'S, LINE & HALFTONE PRESS CONTACT SHEETS	ONE AND MULTI- COLOURED RED- AYNES	REALISTIC REPRODUCTIONS (COLOUR SETS)			
A/V PRODUCTION	UTILIZE	DESIGN	IDENTIFY	PREPARE			
	STANDARD A/V EQUIPMENT TRADE LANGUAGE (VOCABULARY)	STORYBOARDS GRAPHIC SUPPORT BACKGROUND ANIMATION SE- QUENCE	APPROPRIATE MEDIA COS. ECONOMICS & EFFECTIVENESS	SINGLE & MULTI- IMAGE PRESENTA- TIONS ANALYSIS SEQUENCE			
COMPUTER GRAPHICS	UTILIZE	IDENTIFY	DESIGN	PRODUCE	DESIGN	DEVELOP	PRODUCE
	D.O.S. TRADE LANGUAGE (VOCABULARY)	APPROPRIATE HARDWARE & SOFTWARE FOR SPECIFIC COMPU- TER GRAPHIC TASKS	STRUCTURED & UNSTRUCTURED GRAPHICS IN 2D ENVIRONMENT	CHARTS & ILLUSTRATIONS INFORMATION GRAPHICS	3D OBJECTS	MOTION PICTURES FOR 3D ANIMATION	CORPORATE IMAGE ANIMATION INFO-ANIMATION
BASIC COMPUTER LITERACY	UNDERSTAND	UTILIZE	HANDLE	DEVELOP			
	COMPUTER LANGUAGE OF GRAPHIC DESIGN BASIC FUNCTIONS OF COMPUTERS	DESK OPERATING SYSTEM (DOS) BASIC	KEYBOARD	TYPEWRITING SKILLS			
DESK TOP PUBLISHING	APPLY	TRANSLATE	UNDERSTAND	PRODUCE			
	D.O.S. PRINCIPLES OF DESIGN KNOWLEDGE OF TYPOGRAPHY	CONVENTIONAL DESIGN METHODS TO COMPUTER ENVIRON- MENT	VARIABLE COMPUTER PROGRAMS I.E. WORD PROCESSING LAYOUT DESIGN D.T.P. TRADE LANGUAGE	COMPUTER (D.T.P.) PRODUCTS			

INTRODUCTION TO ADVERTISING	UNDERSTAND METHODS AND PRACTICES OF ADVERTISING	UTILIZE CREATIVITY	DEVELOP IDEAS AND ETHICS	ADMINISTRATE COMMUNICATION AND PRESENTATION SKILLS	IDENTIFY CAREER POSSIBILITIES
GRAPHICS TECHNOLOGY	APPLY WORKING KNOWLEDGE OF CONTEMPORARY TECHNOLOGY I.E. REPRODUCTION AND TYPOGRAPHY	ADMINISTRATE A KNOWLEDGE OF MODERN PROCESSES I.E. PRINTING, BRANDING AND COMPUTER-DRIVEN COMMERCIAL PAPER			
HISTORY OF GRAPHICS	ADMINISTRATE KNOWLEDGE OF GRAPHICS I.E. VISUAL DESIGN AND COMMUNICATIONS	UNDERSTAND RELATIONSHIP OF GRAPHICS TO SOCIAL, POLITICAL AND ECONOMIC BACKGROUND OF A CULTURE PERIOD			
BUSINESS PROCEDURES	ADMINISTRATE AN UNDERSTANDING OF LEGAL, ETHICAL AND PROFESSIONAL ISSUES	APPLY PRICING AND ESTIMATING GUIDELINES	ADMINISTER BUSINESS CONTRACTS, RECORDS AND FORMS	OPERATE & MANAGE A DESIGN BUSINESS	PROMOTE DESIGN AND MARKETING SKILLS
COMMUNICATIONS	UNDERSTAND PRINCIPLES OF CLEAR COMMUNICATION	PRESENT ORAL REPORTS	PREPARE RESUME, LETTER OF APPLICATION AND INTERVIEW QUESTIONS	WRITE CLEAR, CONCISE, LOGICALLY SOUND AND COMPELLING REPORTS OF DESIGN AND COMPOSITION	UTILIZE BUSINESS MEMOS AND LETTER FORMATS
					RESEARCH TOPICS AND PRESENT INFORMATION CLEARLY

INTERIOR DESIGN:

The diagram is a 10x10 grid of boxes, each representing a design process step. The boxes are arranged in a 10x10 grid. Each box contains a title, a brief description, and a small grid of checkboxes. The titles are: EXPLORE, PREPARE, RESEARCH, PRESENT, IDENTIFY, COMPARE, ASSEMBLE, PAINT/RENDER, EXPAND, RECORD, OBSERVE, EXPERIMENT, VISIT, CALCULATE, CLASSIFY, EXPLORE, EVALUATE, INTERVIEW, PRESENT, CALCULATE, INTERVIEW, PRESENT, CALCULATE, EXPERIENCE, OBSERVE, PREPARE, INVESTIGATE, ANALYZE, EXPERIMENT, EXPLORE, EXAMINE, STUDY, PRACTICE, PREPARE, RESEARCH, APPLY, DESIGN, PLAN, ANALYZE, EXPERIMENT, PRESENT, CREATE, SPECIFY, PRODUCTS, COOPERATE, DISCUSS, CONCEPT PROPOSALS, PARTICIPATE, ORGANIZE, INTERVIEW, CONDENSE. The descriptions are brief and related to the title. The checkboxes are small squares, some of which are filled in.



APPENDIX #2

FOUNDATION PROGRAM FOR APPLIED DESIGN

DRAFT #1

**AN APPLIED DESIGN FOUNDATION PROGRAM
FOR THE NEW RICHMOND CAMPUS (A PROPOSAL)**

A program of studies designed to prepare individuals interested in pursuing a career in applied design that is sufficiently flexible so as to meet the educational needs of all interested persons regardless of age or circumstance.

Rationale

- Political and economic changes in the design industry demand that more time be spent in two year Diploma programs on developing clearly defined skills, e.g. marketing, computer applications, etc.

A common entrance level of competency would "free-up" time spent in the first semester currently used to achieve a base level from which to proceed.

- A strong well-designed, more-directed training period prior to entering an applied design program would better prepare the student for making the correct career decision, hence an increase in the number of students successfully completing the two year programs.

Consolidation on one location of all applied design programs with a clearly defined core area makes a preparatory training program economically feasible to operate.

- Inconsistency in the B.C. high schools' curricula and the lack of availability of training programs to mature students and those living in remote areas has created a serious need for a program of studies designed specifically for individuals wishing to enter a two year applied design program that is sufficiently flexible to be delivered in a variety of teaching modes and time spans.

Objectives

- To provide equal opportunity for prospective students to achieve entrance requirements for applied design programs.
- To provide individuals with the knowledge, awareness, and basic skills needed to make important career decisions prior to making a commitment to a particular area of study.
- To provide them with the knowledge, awareness, and basic skills needed to meet specific Diploma program entry requirements on a full or part-time basis.
- To provide a standardized program of studies that is sufficiently flexible that it may be used as a guideline for high schools and other institutions throughout the province.
- To provide an organized program that can easily be adapted to a variety of teaching modes and time spans that best meet the needs of the individual.

NOTE

The degree to which successful graduates of this program could gain automatic admission to Kwantlen's design Diploma program will require careful study, although this would be consistent with the statement of objectives listed above. It is anticipated that the Foundation program itself would be without formal prerequisites.

APPENDIX #3

Work Placement

Work placements are on-the-job learning experiences contracted between the College and a host company on behalf of a student. They can be paid or non-paid, depending on the terms of the contract.

Work placements provide learning/training environments in a variety of modes such as practicums, internships, or some form of cooperative education. An apprenticeship has other considerations which are much more specific and are negotiated between an employer and government agencies on behalf of the student/employee.

Co-op Education

Co-op Education is an articulated activity which integrates formal learning and on-the-job working experience.

The status of co-op students is that of paid, short-term employees with work periods of from three to six months' duration alternating with periods of academic study. While on the job, these students/employees are expected to be engaged in productive work rather than in mere observation.

The students' progress on the job is monitored by the College which is also responsible for pre-placement training and orientation. Job performance is supervised and evaluated by both the employer and the institution.

Students in such placements learn to apply concepts and skills gained in college to the workplace. They will also be better able to relate their future on-campus learning to the realities of the job. Employers gain by having access to trained, short-term employees able to function in various support roles and by having the opportunity to observe and to shape the competencies of these people, some of whom may become permanent employees upon completion of their program. Federal government salary subsidies for co-op students are sometimes available to participating employers through a variety of programs.

Internship

Internships tend to be highly structured in terms of learning objectives, degree of supervision, and evaluation of student performance. They usually take place after all other learning requirements of the program have been met. Because of the advanced level of training and degree of responsibility relative to other forms of work experience, interns are more accountable and employers are generally more dependent on their services. Although internships typically carry college credit, some minimum amount of pay may be involved.

Practicum

Practicums are generally short-term work experiences that come in a variety of forms including, for example, one or two week placements and one-day-per-week experiences spaced over an entire semester or term. These positions are designed to give the students a brief orientation to the workplace and are generally scheduled at a more introductory level in the students' program than are internships. In addition to being unpaid, they differ from co-op work experiences in being much shorter in overall duration.

Apprenticeship

Apprenticeship is a combination of on-the-job, self, and technical training which is designed to produce tradespeople qualified at the Journeyman level. The period of apprenticeship varies from one to four years, depending on the trade.

At the start of the apprenticeship program, the apprentice signs a contract with the employer and the Ministry of Labour, Apprenticeship, and Employment Training Branch. The program is jointly funded by both the provincial and federal governments.

An apprentice is an employee and is paid a wage by the employer. The wage is a percentage of the current Journeyman rate and increases according to progress in the program and levels of certification in the trade.

The annual technical (in-school) training component of the apprenticeship program varies in length depending upon the particular trade in question.

APPENDIX #4

**MEETING OF APPLIED ARTS/APPLIED DESIGN ADMINISTRATORS
HELD AT KWANTLEN COLLEGE ON MAY 25/26, 1989**

What follows are not minutes, but rather a series of notes taken down by me as the meeting progressed. As such, they should be read neither as quotations nor complete statements of what everyone said. Instead, they should be read as a summary of comments and observations that struck me as being particularly informative and useful. My sincere apologies in advance to anyone I may have inadvertently misrepresented or whose key points I may have missed.

John Slattery
Meeting Organizer and Host

In attendance:

Macier Walentowicz	VCC/VVI
Michelle Guest	Design Vancouver
Rick Conroy	Malaspina
Bodil H. Brooke	Malaspina
Murray Johnson	Okanagan College
Al Zimmerman	Capilano College
Peter Lissett	VCC, Langara
Michael Paul	Ministry of Advanced Ed.
	(new manager June 1/89 Jeannette Matson)

Thursday, May 25th, 7 - 9 p.m.

Following a round of introductions, we reviewed the agenda (attached) and decided that it was basically fine as it was. When the members were asked what they hoped particularly to talk about at this meeting, the replies included:

- follow-up from Design Vancouver Week: what has been happening since?
- information concerning what is happening in the field and in the Ministry of Education regarding art education in the high schools, particularly as it affects preparation for career programs
- improved liaison with Kwantlen's Interior Design program (re the Malaspina program) and exploration of the possibility of a second Kwantlen I.D. program being run at Malaspina
- frustration with not being able to offer design options in the Okanagan; exploration of ways to link with other institutions
- finding out what everyone is currently offering, the size of these programs, and institutional approaches to entrance requirements, faculty workloads, advisory committees, etc.

Michelle Guest, representing Design Vancouver, then gave us an update of the activities and goals of the organization. Much of this information was covered in handouts and so will not be reported here. The following points, however, seemed to be particularly significant:

- The next Design Week has been scheduled for February 9 - 19, 1990. It is hoped that this time design-related activities will be held throughout the province. **All colleges are invited to participate and the colleges outside the Lower Mainland are particularly urged to take the initiative in arranging local activities. Design Vancouver is prepared to provide publicity and organizational support.**
- Design Vancouver is working towards development of a major data base and resource directory covering all design-related companies, events, and educational programs in the province.
- It is organizing a series of specialized, high-profile committees that would not only collect data about various educational programs but which would assess them as well.
- Design Vancouver intends to have its own regularly-appearing publication.
- It is active in both Victoria and Ottawa building networks and pushing for the development of a national design policy.
- Looking into the future, it sees the emergence of multi-disciplinary design teams comprised of a variety of designers (e.g. interior design and graphic design people) as well as engineers, facilities managers, etc. as a response to the need to find integrated solutions to client problems.

Friday, May 26, 9 a.m. - 3 p.m.

Since most of the participants combined descriptions of their existing programs with a description of their plans for the future, both areas are kept together here:

VCC/VVI Jewellery Design - Two Year Diploma: 20 first year students. Emerging issue: student desire to continue their studies beyond the second year level (note: some students come into the program having completed Emily Carr - others come in with just a few art courses); actively exploring student exchange possibilities, e.g. with Emily Carr, Nova Scotia College of Art).

VCC/Langara Art and Merchandising Program: three sections of 20 students each. Second year class is around 35 but has been as high as 45. Since the second year students are taught in single section courses, their class sizes are rather large. Entrance requirements: grade 12, including math 11; secondary school art courses and drafting preferred; student interviews and portfolios required. This is a two year diploma program with three faculty who teach 18 hrs./wk.; full-time program only.

Advisory Committee - very strong and active: minutes go to President, sometimes circulated to Board.

Applications: 100 - 120 usually, but looks down this year.

Fashion Arts Certificate Program: offered evenings only through C.E. (at VVI).

Malaspina

Interior Design (second year option): capacity 25. 18 - 20 students left by end of year. Intended as a transfer program (Ryerson, Kwantlen). Open to part-time students; the drafting course is very popular (three sections run last year) at 20 students/section.

Clay program is in difficulty (number of students is low, places for them to go afterward are limited). Interior Design: problems here, especially with accreditation. Graphics: direction? finding its own niche (including co-op ed?); communications: involves more than just technical thrust. All seats filled (20 in the second year option). Foundation year is needed to bring students up to college level; students would go from there to two year applied program. All Foundation seats are filled (30 in first year). Advisory Committee?: yes, but cannot bring in from Vancouver - has to use people from "small town trade shops" (Victoria to Campbell River).

Facilities good but concerned about future. Computer graphics must be IBM compatible (because campus is set up this way). But, where is industry going with computers?; program emphasis?

Workload: five sections, three hrs./wk. per section, 20 students/second year class; program has gone back to three hour blocks after running two 1 1/2 hour blocks per section per week; workload too heavy.

Looking to beef up the Foundation program (e.g. include more problem-solving, add more design and current aesthetics to art history).

Capilano

Graphics: one year Certificate and two year Diploma = three year "program". Twenty-two students in each class; average student age: 25 years. Certificate and Diploma programs require portfolios. If a student receives a GPA of 3.0 in Capilano's Foundation program, however, then it is not necessary for that student to pass the portfolio requirement for Diploma program.

This year all 22 students completed Foundation year, 16 of whom received 3.0 GPA and are going to the Diploma program; six more accepted, three of whom came from the Foundation program (GPA < 3.0). Only three of 15 external applicants to the Diploma program were successful in gaining entry, in other words. Foundation entrance class this year: only four from high school, some from other institutions, five from Hong Kong or mainland China.

Philosophy of program: all part-time instructors (three now becoming regularized as part-time) - maximum of four classes per year. Teachers should be practitioners. Waited as long as possible before getting into computers (PCs) - two years ago. Program does not try to train production people, but rather those who can work with production people. Current production techniques will be eliminated within five years from the graphics industry. Good work being done in teaching illustration (good reputation for this); business communications and advertising agencies are where grads are going. No plans to increase intakes. Students will in future be able to concentrate (late in the program) on either design or illustration. Very few grads go on to other schools.

Ten month program (for Jan. '90): on "communication with computers" approved - will draw from grads from other two year programs. Corporate communications emphasis (desk-top to be minimal). To be offered both days and evenings. Students will get own computer (or have it already).

Advisory Committee: 2/3 professional, 1/3 from other colleges. It reports to program and to administration. The program relies a great deal on its faculty to keep the program current.

There is a Mac lab at the college: the graphics program books time there. Three people review portfolios over marathon three to four days - choose the best (like a juried show).

Okanagan All students take a Foundation program (one year), split in second year into one of two options.

100 - 125 students in full-time program: six full-time faculty, nine part-time faculty, good space.

Most students transfer to other institutions after two years -especially good relations with Emily Carr and with Alberta College of Art. The second year graphics option is intended as an introduction only - no guarantee of transfer elsewhere. Has deliberately not duplicated anything else in the province. Concerned about lack of orchestration.

Second year Design option being reorganized to match better with Emily Carr so students can transfer to third year there.

Still looking for the proper niche to fill, but is looking provincially, not just in the Valley.

Advisory Committee: draws from outside the region (University of Alberta, Emily Carr, etc.) External evaluation now under way as well.

Workload: 15 - 18 hours (being reduced for third and fourth year courses in U.T. program). University courses to allow for "scholarly activity" - Three preps, 12 - 14 students in some specialized second year classes, 18 - 22 in first year classes.

A lot of energy at present is going into planning for third and fourth year (looking to working with University of Victoria).

Kwantlen Interior Design: two year Diploma program - 24 students in first year - 13 to 18 in second year; only I.D. program in province recognized by I.D.I. Accreditation a major issue; will have to look at extending program somehow. Two regular faculty and the equivalent of another 1 1/3 full-time faculty teach this program. Workload: 18 hrs./wk. Facilities too cramped, but looking ahead to a new Richmond Campus in 1991. Graduate placement: 100%. Advisory Committee reports to the Board (new). Close to 200 applications this year. Portfolio and interview requirement. Virtually no applicants straight out of high school qualify for entry. Basically admits only full-time students.

Fashion Design: two year Diploma program with a Marketing option that requires an extra year of study for those who want it. Forty-two first year and 28 - 30 second year students. Many but not all, courses can be accessed on a part-time basis. Strong production orientation - new Gerber computerized marking and grading system being installed. Close to 200 applications per year. Portfolio and interview requirement. Six full-time faculty (and only two section's worth of part-time faculty) are involved. Workload: 18 hrs./wk. A maximum of 25% of successful applicants (usually less) will come directly from high school. Advisory Committee reports to Board. Graduates placed last year: 100%

Graphics: two year Diploma program with September and January intakes of 20 students each. Basically admits full-time students only. 30 - 35 students graduate per year. Placement rate: 80% (not all wish to continue in field). Technical competence is stressed in this program. Problem is in keeping up with technological developments, but new equipment is coming in. Four regular faculty and the equivalent of 2+ contract faculty make up the normal teaching complement. Workloads vary, depending on whether courses are lecture-based or studio-based but average about 20 hrs./wk. About 200 applications per year. Interviews and portfolios required. About 50% of students come in straight from high school. Advisory Committee reports directly to the Board.

General note: Post secondary preparation to enter these programs is provided through specialized C.E. offerings (Interior Design and Fashion), or through the Surrey Campus' Fine Arts Foundation program (Graphics).

Centre for Applied Design Studies: planned for 1991 as one of the major components of a new Richmond Campus. Will house College's three existing two year design programs as well as a possible fourth Diploma program (various possibilities are being explored) and a new one year Foundation program especially designed to meet the entry requirements of the Diploma programs. The need could be for 60 - 80 or more seats for this Foundation program. Integrated use of human and material resources will be stressed. The three Design Coordinators have been working on this concept for about two years now.

The Centre hopefully will also be utilized by industry, especially for advanced training and for educational consulting services. C.E. will have a big role to play in providing all of this. Some research and display capability will also hopefully form part of the picture.

Overall, the Centre is intended to provide a wide range of educational services in the context of a limited number of design professions. It is not intended to challenge other institutions with different specialties or even with similar specialties, but different kinds of program emphases.

The above summaries cover material presented during both the morning and afternoon sessions. In the course of the morning session, a presentation was made by Michael Paul, representing the Ministry of Advanced Education and Job Training.

Michael Paul - Ministry

- review of organizational chart
- uncertain as to where applied (career) programs are going - probably to Fine/Performing Arts area under Shell Harvey
- Jeannette Matson will be starting June 1st as Manager for Fine/Performing Arts, U.T., and Distance Ed (from Malaspina)
- budget to colleges and universities up 14% across the system. Comment from Al Zimmerman: There seems to be no focal point in the Ministry for design programs. Most gains in "art" area have been in design programs oriented to industry. Graphic Arts (in broad sense) may be third largest employment area in Canada).
- at the moment, the Ministry is reacting more than initiating
- assessing employment opportunities for our grads
 - Ministry - developed tracking system being implemented to survey post-secondary plans of high school students
 - surveying grads nine months after leaving college - first full report will come out this year: our own college institution research people are members of the committee coordinating this

Since a few people had to leave early, it was decided to begin the afternoon by discussing the merits and feasibility of holding future meetings of this type. The following decisions were made in this regard:

- additional meetings, with a broader representation, should be held
- ongoing representation in this group should include not only community college representatives but representatives from Emily Carr and Design Vancouver as well
- the next meeting should be held in mid-October of this year. Malaspina will host this meeting and John Slattery will assist the Malaspina representatives in preparing the agenda for it
- the suitability of including Fine Arts as well as Applied Arts/Applied Design representatives from the colleges was briefly discussed. In the end it was decided that although the emphasis at these meetings will continue to be in the applied areas, Fine Arts representation would be left to the discretion of each institution.

The last part of the day was spent on brainstorming ideas for collaborative endeavours. Unfortunately, time ran out before this could be pursued very far. Some ideas that did get put on the table included:

- document what is available: a "one-stop access guide"
- an info bank re applicants, deadlines, and interview dates (important for planning, given that students frequently apply to more than one institution)

- modular design "hit teams" that can go to various colleges to provide specialized training in "guest lecture" spots
- contract services from one college to another college
- a common Foundation program that could serve to prepare students for a wide variety of programs at different institutions, recognizing that in the end more than one kind of foundation year may be needed. **Okanagan College will submit a proposal to the Ministry for a grant to research this.**
- articulate the language in the course outlines so that content comparisons can be made
- use courses from one program to satisfy option requirements from another program (e.g. Kwantlen's Fashion and VVI's Jewellery Design programs)
- improve the teaching of Art History by:
 - establishing better links between art history and mass media communications
 - reversing the traditional order to make the courses more meaningful to students: start with 20th century then go to the 19th century, etc.

KWANTLEN COLLEGE LIBRARIES