Department of Design
Program Review Highlights

- Undergraduate degree programs represent rigorous expectations and shared values throughout the curricula including design thinking and design methodologies as well as user-centered design processes.
- Graduate degree programs expectations for superior research methods and technologies to solve difficult problems and foster the impact of such solutions in a public way.
- A nimble curriculum that is designed to meet evolving design practice, industry needs and changing technologies.
- The department is committed to providing opportunities to enhance classroom education through internships, sponsored-projects, studio positions, workshops, service-learning activities and other collaborative projects.
- Hallmark Symposium has been a part of the curriculum and students’ experiences for 22 years. Many internationally and nationally known designers, educators and artists have shared their experiences and work-related processes with students of all levels and disciplines.
- There are strong involvements and connections with the faculty and professionals in a variety of design-related industries. Job placements throughout the US are strong and varied for all the concentrations. Many graduates are in leadership positions.
- Outstanding faculty research activities that represents and models for students the expectation of excellence.
- And, finally, motivated students who are willing to learn and reach beyond what they know to solve difficult problems to benefit others.
Department of Design  
Academic Program Review

The Department of Design moved to a new academic home July 1, 2009. What effectively happened with the move was to make the Department of Design smaller in terms of majors and faculty but, more importantly, it became a more coherent entity in terms of shared values and expectations for the education of designers and student outcomes.

1. Mission, Goals and Strategic Direction
The Department of Design seeks to engage its students in the practice of design thinking and visualization to create beautiful, innovative, and responsible solutions (products, spaces, systems, messages and services) that respond to human needs and enhance the quality of everyday life.

Goals and objectives of the department include:

1. Develop all degree programs that together are rigorous and provide the intellectual and practical skills for students to be successful in leadership roles in any design field.
   - Foster team-building through collaborative course work; maintain and further develop additional experiences and venues that provide students with practical knowledge relevant to real-world settings; encourage service-learning activities to “give back” to the community at large; encourage an entrepreneurial attitude to design practice throughout students careers

2. Enhance and develop research opportunities to further the impact of design to the community at large.
   - Provide incentives for seeking outside funding sources for faculty and student research.
   - Support student and faculty research through additional funding sources from the larger community in forms of sponsored-projects, collaborations within the university and from other outside grants.

3. Become the region’s leader in Design Management and Interaction Design at the graduate level.
   - Promotion of MA programs to a broader constituency through faculty involvement in recruiting activities and activities in professional organizations pertinent to each of the degree programs.
   - Consider a publishing requirement for the degrees.
   - Consider a 4+1 structure to encourage undergraduates to pursue an MA degree program.
   - Request additional faculty positions.

Immediate operational objectives to support the mission include the following:

1. Process changes to proposed degree titles to better market degrees across the country, to give graduates a more accurate title of the course work completed and reflected on the transcript and diploma, and to parallel the professional degree programs in the School of Architecture, Design and Planning.

2. Review current and projected enrollments to determine need for enrollment management strategies.

3. Review and improve advising processes for graduate student programs.
Department of Design Degree Programs

Bachelor of Fine Arts in Design with concentrations in Industrial Design, Interior Design, Photo Media, and Visual Communications (Graphic Design and Illustration).

Bachelor of Art in Fine Arts with a concentration in Photo Media

Master of Arts Interaction Design

Master of Arts Design Management

Master of Fine Art in Design

- It is the intention of the faculty of Design to request that the BFA in Design with concentrations be changed to BFA in the separate degree program titles. Currently, each of the programs in Design shares the BFA in Design distinction—BFA in Design with concentrations in Industrial Design, Interior Design, Photo Media and Visual Communications--Graphic Design, Illustration. The proposal calls for five Bachelor of Fine Arts degree titles: BFA in Industrial Design; BFA in Environmental (Interior) Design; BFA in Visual Communication Design (graphic design); BFA in Illustration and Animation; and, BFA in Photo Media. The advantages to the proposal include: (1) Designating and acknowledging major degrees would help increase the marketability of our students; (2) This change will also better position KU Design as one of the leaders in design education among similarly degree-titled programs in the US; (3) The degree titles would better reflect students' completed course work on the transcript and diploma; (4) Changing the titles would better and more accurately reflect the accreditation guidelines of NASAD regarding the differences between majors and concentrations; (5) Finally, the request will be made to parallel the professional degree programs within the School of Architecture, Design and Planning.

- The faculty has also recommended that the Bachelor of Art in Fine Arts (Photo Media) be discontinued because current resources (teaching, equipment and facilities) are needed to support the professional BFA degree program.

One of the changes following the move of Design to the School of Architecture, Design and Planning was the admission of undergraduate students directly to the applied areas. All admissions are made at the freshmen level directly to their chosen majors. The short-term target admissions goals for each of the areas varied according to faculty FTE and support of adjuncts: Industrial Design, 30; Graphic Design, 50; Interior Design 20; Photo Media, 20; Illustration, 20. Addendum 6: figure 1 shows the actual admission numbers designated to each area. Since this is the first year for this process, there are no data available to demonstrate trends. However, for this year, it is expected that approximately 45 to 50% of those accepted will enroll.

The MA in Interaction has been admitting students since spring 2007; the MA in Design Management since fall 2008. Enrollment numbers in both are small though steady (see Addendum 6: figure 2). Fall 2010 applicants and admits were the largest numbers to date.

Faculty Productivity and Quality

Demographics. The Department of Design currently has 14 full-time, tenure-track members. Of the 14, one holds the PhD, 11 the MFA or equivalent terminal degree and two hold Bachelor of Fine Arts degrees. There are also currently one Visiting Assistant professor who holds the BFA and three long-time lecturers all with the MFA (see Addendum 1: figure 1 for complete faculty demographic data).
The approximate median age of the tenure-track faculty (14) is 54 years. All but one of the 14 current full-time, tenure-track faculty is tenured. The department has been very successful in securing the second promotion: Seven members of the faculty or 50% are full professors.

*Faculty workload.* The Department of Design follows the guideline for tenure-track faculty allocation of efforts at 40% teaching, 40% research/creative activity, and 20% service. As stated in departmental Bylaws, tenure-track faculty members teach five sections annually. Three tenure-track faculty have requested and been granted approval to alter their allocation of effort to reflect greater teaching responsibilities from five courses annually to six. Another colleague will begin phased retirement fall 2010. Finally, the Visiting Assistant Professor position teaches six sections annually. The long-term adjuncts have varying workloads representing .5 FTE to .75 FTE each.

There has been an 18% increase in undergraduate SCH taught by non-tenure track adjuncts from fall 2007 to fall 2009 because of the loss of two FTE through resignation and retirement or from under staffed areas (see Addendum 2: figures 1,2 and 3 for undergraduate and graduate SCH by faculty member and area). AIMS data indicates that the tenure-track FTE is teaching more than the five organized sections, 5.2 sections in FY09, 5.4 in FY10. Adjunct FTE for the same years represent 7.9 organized sections in FY09, 8.0 sections in FY10.

Graduate SCH are split between the Lawrence and Edwards Campus. The MA in Design Management program has grown 65% at the Lawrence campus from the beginning enrollment in spring 2008 to spring 2010. The first enrollment at the Edwards campus was in fall 2008; the rate of growth from fall 2008 through spring 2010 was 66%. The MA in Interaction Design began enrollment on the Lawrence campus in spring 2007. From spring 2007 through fall 2009 the rate of growth was 76%; there was a decline in enrollment in spring 2010. The first enrollment for the MA in Interaction Design at the Edwards campus was in fall 2007; from fall 2008 through fall 2009 the program showed an increase of 57%; however, the enrollment for spring 2010 also declined.

Of particular note is the strong combined undergraduate and graduate SCH numbers produced by both major graduate faculty members. This next academic year all faculty members teaching in the graduate programs are teaching courses for both undergraduates and graduates. Generally, one FTE is devoted to the Design Management degree program while two others teach in the MA Interaction Design program and in other undergraduate programs.

At this time there is no formal plan to formally address future position needs along with a plan for hiring faculty when a retirement or resignation takes place. Through discussions with the Area Coordinators and the chair, an understanding was that the department and areas would not necessarily replace exactly the position retired but would look to the department’s/areas’ needs to cover core courses and to future trends in industry.

*Research/Creative Activities.* Annual Reports from the 14 tenure-track faculty members for the past three to five years indicate that research/creative activities is taking place. There is a broad scope of activities represented among the reports including books, articles, exhibitions, commissions, consultations, presentations and products manufactured or published. Significant clients include the Nelson-Atkins Museum of Art, the Clinton Foundation, the American Heart Association, AARP, Commerce Bank/Kansas City, HSBC North America, IBM, Chicago Museum of Science and Industry, the Spencer Museum of Art, the Ulrich Museum of Art, Wichita, and St. Luke’s Hospital, Kansas City. Other significant activities include articles published in the premier international journal, *Design Management Review*, six patents, an Art OMI International Artists Residency, a colleague named National Searchlight Artist by the American Crafts Council, another named one of 50 important
designers in US, an invitation to exhibit at the prestigious International Contemporary Furniture Fair, and nine books published concerning the photographic work of one of our colleagues. Recognition of these activities also takes a variety of forms including awards, reviews and continuing professional activities such as consultation and design work based on reputation. Significant recognition includes work featured in national and international journals including Print, Graphis, and ID magazines. Important grants include those from the Kauffman Foundation, Kansas National Science Foundation, and Google. Important service to the discipline includes work for such national and regional organizations as the American Institute of Graphic Artists, Society for Environmental Graphic Design, the Industrial Design Society of America, and the National Accreditation for Schools of Art and Design. (See Addendum 3, Figure 1 for a complete listing of aggregate numbers or individual faculty resumes for details.).

3. Student Profile, Program Productivity and Quality

**Undergraduate.** From FY02 through FY09 the Department of Design has averaged 86 degrees for all concentrations. Student demographics showed some changes: There was an increase of 44% minorities, 51% more international students, and 16% more females. Years to degree for the same period averaged 5.1 years. There was a 7% increase of cumulative hours at graduation from 134 to 143.5. Several reasons may be attributed to both the increase in hours at graduation and years to degree: One, Industrial Design because it is a five-year program and also because its majors generally "find" the program after beginning in other areas of Design or throughout the University and then require a longer time to graduation. Changing the Industrial Design degree program from five to four years should help somewhat to reduce the time to graduation. Two, Visual Communication also shows a longer than four-year period needed for graduation primarily because it is a fall only start program with required major courses that must be taken in sequence. This program enjoys a great interest in numbers of applicants but courses are limited because of lack of faculty resources. Some students (as many as 25 annually) choose to stay at the university for another year and try again for admission to the program, which may contribute to the increase in hours at graduation. Finally, there remains a strong interest in the concentrations from transfer and change-of-school students (see Addendum 4, Fig. 1; Undergraduate degrees awarded by concentrations are indicated in Figure 2.). It should also be noted that the percent of SCH by majors vs non-majors has increased from FY08 to FY10. Numbers of majors have increased to the point where spaces for non-majors are few (see Addendum 2, Figure 4).

A review of Student Surveys of Teaching for the past four semesters indicates that most faculty members are getting good marks from their students. The Undergraduate Senior Survey taken in 2009 indicates that those surveyed were dissatisfied with the helpfulness of their advisors. The department is smaller which should help with advising that is currently conducted on several levels: One is the direct advising by the Coordinator of Student Services and his staff that extends from the time of admission through the first year. During the second semester major area faculty advise freshmen during the fall enrollment period. Thereafter, area faculty is responsible for advising their major students. However, the initial advising staff and the chair are always available to advise as needed and requested by students. Also from the 2009 Senior Survey, it is significant to note that eight of the 14 current tenure-track faculty members were cited as “Finest Instructors for All Years” at KU.

**Graduate.** Two students from the MA in Interaction Design degree program graduated this year. The two Master of Arts degree programs in Interaction and Design Management were designed for professionals who likely would be enrolling in only one course a semester; therefore, time to graduation is dependent on the student’s professional abilities to manage both job and school. Many of the admissions begin their study as non-degree seeking students; then after one or two
semesters, they apply to one of the degree programs. It is our intention to promote these programs
to more traditional students in the future. One MFA completed the degree program in spring 2010
with the last student in this program expecting to complete in August 2010 (see Addendum 4:
figure 3).

The fall 2009 Graduate Student Survey indicates positive responses for both MA degree programs
particularly faculty teaching and overall program quality. However, in the area of advising the
indications are just fair. There were also several disgruntled comments regarding video
conferencing technology between Lawrence and Edwards campus. A review of faculty teaching
evaluations shows positive responses.

*Degree programs.* The different degrees and concentrations offered by the department differ in
their learning outcomes including awards, internships and job placements and will be discussed
separately below. See Addendum 5: figures 1 and 2 and Addendum 6: figures 1 and 2: Addendum 7:

**Bachelor of Fine Arts in Design** (Interior Design, Industrial Design, Photo Media, Visual
Communications (Graphic Design, Illustration). See Page 2 for discussion on a proposal to change
the degree designation from concentrations—as listed—to separate degrees for the five majors.

In anticipation of the move of the Design applied areas or concentrations to SADP, the faculty
worked to identify common values and shared content areas across the department’s courses with
an eye to eliminating redundancies, and through concerted efforts, identifying and clarifying faculty
resources. Shared courses that are requirements for graduation can be found in all programs
including the two-semester First Year studio and lecture courses, Hallmark Symposium,
internships, Study Abroad, and Intra-Design or sponsored project courses. Each area also re-
examined their curriculum with the same view to eliminating redundancies and to also identify
needs for faculty resources. Each area concentration identified courses that could be open to
enrollment from the other areas of Design or Architecture as well as to others within the University.
Other operational issues to be shared include a fall start for First Year course and all beginning
courses in the concentration areas. All degree programs are four-year programs; until fall 2010
Industrial Design was a five-year program. The total number of credits required for the degree
varies by concentration from 124 to 128.

**Visual Communication (Illustration)**
Illustration is a track within the Visual Communication concentration. The faculty of the
department has approved the split of Illustration from Visual Communications. The area faculty has
proposed additional new course work in animation to support the proposed degree title change to
BFA in Illustration and Animation.

While it is somewhat a gamble to propose a new stand-alone degree program (Illustration &
Animation), the faculty believes student interest is strong and industry needs and jobs appear to be
strong and growing. The change has energized the existing area faculty to create additional
animation courses. As a result enrollments in the beginning Illustration courses for fall 2010, when
compared to spring 2008 and 2009, are significantly up by approximately 65%.

Companies such as Hallmark no longer hire students with only illustration skills
drawing/painting). Technology has changed greatly requiring a broader skill set for illustrators,
which is one of the main reasons the area faculty proposed the curriculum to emphasize concept art
and animation. These majors will have a more interactive media background with projected jobs to
be in video game design and animation, as well as character development in film and animation. These areas have been indicated by US government surveys as some of the fastest growing job areas and ones where the talents of illustrators/animators with the kind of training offered here should satisfy. There have been modest numbers of students working in these areas even though only one course in animation has been offered once a year for the past ten years.

Student awards. The area faculty reported that since 2008 eight students have won national juried competitions, three in regional juried competitions. Four students’ works were featured in four issues of the nationally prominent magazine, CMYK, an important venue for illustrators' works. Three spring 2010 graduates have been accepted into the Master of Interactive Technology (MIT) in Digital Game Development at The Guildhall/Southern Methodist University, the only program of its kind in the country.

Job placements for the illustration majors indicate a wide variety of opportunities from film and movie companies, Yahoo!, senior art directors at Playboy to freelance positions across the US. In the last decade seven graduates have been recognized for their children's books.

Industrial Design
Major numbers in this program have declined over the past five years though graduates have remained successful in job placement (see Addendum 5, figure 1). The strengths of this program include:

(1) Current students have received funding to continue their research and internships to further develop professional skills and aspirations. Collaborations among INDD students and others within the University are strong. One current student is working with Engineering students and faculty to produce a full scale, working model of his thesis project. (Past theses projects have resulted in patents and the development of small companies by the recent graduates.). Sponsored projects have long been another vehicle for developing professional skills; sponsors have included such companies as Huhtamaki, Bushnell, Hunter Fans and Bass Pro Shops.

(2) Strong interest in the degree program, which encourages competition and team building across the program. Studio activity often involves multi-disciplinary teams engaged in research, design, and modeling of products, services, and systems. INDD students learn a human-centered, design thinking process that balances user needs with technical, professional and economic factors.

(3) A curriculum that is comprehensive to students’ needs for skills and facilitates evolving industry needs. The increased importance of interaction design is reflected in the new curriculum. Our students are experienced using the most current design research methodologies as well as industry-standard computer technologies in 3D modeling and prototyping.

The immediate challenge for this concentration is the transition from a five-year to a four-year program. This change is more in line with other prestigious industrial design programs in the US. The major area coursework remains sequential but begins in the second year rather than the third year. Past second year course content has been collapsed into the First Year courses and/or in the major courses. Students should be able to graduate in four years, particularly if they begin the degree program in the first year. Students who transfer or are change-of-school admits may require longer to complete the program.
The job market for product designers remains good while that of interaction design is growing rapidly for undergraduates as well as graduate students. Significant companies where recent graduates have gotten jobs include IBM, Motorola, Puma, Timberland, Microsoft and Adidas (see Addendum 7 listings of job placements).

**Interior Design**
This is a challenging area because several times over the last decade it has lost full-time faculty to retirement and resignation without commensurate replacements. A failed search for an assistant professor and an associate professor's resignation led to the hire of a two-year Visiting Professor with a final third year approved for the upcoming academic year.

This concentration's numbers since 2007 have been pretty steady though this past year the number of admits declined. However, the total majors shown on Addendum 5: table 1 is 63, which is appropriate for 2.0 FTE or 20+ students in each year sophomore through senior. Fall 2010 admits are at 30 with the hope that 20 will enroll for the beginning Interior Design courses in Fall 2011. The faculty of the area rewrote the curriculum this past year to emphasize environmental and sustainability issues as they affect Interior Design. The curriculum links closely with Architecture courses in technical areas and also offers students an opportunity to gain more depth in Industrial Design.

There appears to be a more than adequate interest from students in the concentration. Job placement, though slowed, seems to be rebounding to a more acceptable level. Significant companies where graduates of Interior Design have recently gotten jobs include a number of architectural firms such as Populous (6 graduates), HNTB, SFS Architecture, Hoefer Wysocki, Kansas City, Merriman Associates Architects and Corgan Architects, Dallas, CHMD Architects, San Francisco, Arcturis and Mackey Mitchell Architects, St. Louis.

**Photo Media**
Photography had been a service area within the Department of Design for 30 years with 2.5 FTE for most of those years. The Photo Media concentration began in 2008 to serve as a vehicle for professional photography and video media instruction and training. The concentration has grown rapidly in numbers of majors, 83% from spring 2008 to spring 2010, and it is expected that some form of enrollment management will need to be implemented to manage the numbers. Management of enrollments in this concentration is made more difficult because each of the other areas encourage their students to enroll in one or more Photo Media courses. The degree program combines elements of studio photography, videography as well as digital imaging skills, all of which are useful to many design students. There is also a strong interest from colleagues from the Department of Visual Art to have photography and videography available to their students.

Strengths in this area include the promoted value of photographers working with others outside the classroom to develop professional skills. For example, for the past two academic years, students have had the opportunity to work with professional photographers through the Hallmark Workshop. Students are chosen by portfolio and are able to work twice monthly for all-day sessions at Hallmark with professional studio photographers. The Hallmark photographers chose work from each student's portfolios, which was professionally printed by Hallmark and exhibited at corporate headquarters in Kansas City.

**Visual Communications (Graphic Design)**
This is the largest concentration in the department with an average of 108 majors over the past six semesters (these numbers include sophomore through senior levels). Management of enrollment in
the major has been an important activity for nearly two decades. The area faculty has agreed to
enroll an additional 10 students in the beginning graphic design courses in fall 2010 in order to
accommodate the large numbers of applicants. Those courses will be enrolled at 25, which is above
recommended accreditation guidelines. The department will search for additional instructional FTE
to teach four sections in graphics and two in the first year program, in order to better serve those
additional students.

Internships. Internship placement has been very successful with the current summer’s group placed
in firms in Boulder, CO, Washington DC, NYC and Kansas City. Recent past internships have been at
the prestigious firms of Pentagram in NYC, Fossil in Dallas, Clinton Foundation in Washington DC,
Kate Spade, Sony, and Scholastic Books in New York. Students are also encouraged to gain other
professional experiences through collaborations with the School of Journalism, designing and
managing publication of Kiosk magazine for the arts on campus, and internships at the Spencer Art
Museum and University Relations.

Student Awards. Student awards attest to the excellence of this program. During the past academic
year nine graphics students received awards including four best of shows at the National Student
Show of the Dallas Society of Visual Communication. This competition represented 50 of the best
graphic design programs in the US with 2000 entries. This is not an unusual occurrence in this
concentration but one that is expected and one that is prepared for by students and faculty.

Job Placement. Faculty members stay in contact with graduates who are also able to mentor and
help with job placement through a very strong network developed to support our students.
Graduates of the program have jobs in a variety of companies across the US including Yahoo!,
MOMA San Francisco and NYC, Leo Burnett in Tokyo, Siegel and Gale in NY, Sprint, Cerner,
Hallmark, Willoughby Design Group, VML, and Architecture 360 in Kansas City (see Addendum 7).

Master of Arts in Design Management
This degree has been offered since spring 2008. The degree targets professionals with or without
design baccalaureate degrees seeking career development at the nexus between design, business
and engineering. It is a degree that supports innovation through design thinking, management skills
and research training. Requirements for completion include 31 credit hours and a thesis that
documents independent research.

Generally, students come from the Kansas City area and currently hold jobs in such companies as
Hallmark, Garmin, Sprint, Ericsson and Cerner. The department targeted these professionals as a
way to begin the program, but the intention is to now promote the program more widely. For
example, the first Fulbright student from Honduras will be enrolling this fall along with the largest
group of students admitted, 20 of 24 applicants (see Addendum 6, Figure 4). The impact of faculty-
directed research can be demonstrated through the following project: Faculty along with Master of
Arts Design Management and Interaction students produced two practical service concepts to
support healthy lifestyles of insured individuals and family through a study, “Chronic Disease
Prevention & Management,” sponsored by St. John's Health Systems and Employers Network in
2008-2009. The service tools are now under development. An article published by the senior
faculty member in this area along with a colleague from Illinois Institute of Technology (IIT) and
published in the premier journal, Design Management Review, includes the profiles of three
graduate students from each institution who share their views of design regarding expectations and
the future. Such press gives our program a huge lift since IIT is one of the leaders in Design
Management.
Master of Arts in Interaction Design
This degree program has been offered since fall 2007. Applicants must have a baccalaureate degree in a design or design-related field to be admitted. Generally, the degree targets professionals who are interested in a human-centered approach to innovation. The degree teaches methods of design thinking that apply to individually designed research projects that establish intersections between design and business. This is likewise a 31-credit hour degree with a thesis that documents independent research generally in project form. It is the intention in this program, as well, to consider preparation for publishing a requirement for the degree.

Generally, current students come from the Kansas City area and are working professionals who can only enroll in one course a semester. It is our intention, as this program grows, to promote the degree program more widely. Another opportunity for growth in the degree is for undergraduates who wish to continue in design complete the specialized degree because of a growing industry demand for knowledge in this area. The site Coroflot lists in its 2009 Designer Salary Survey that beginning salaries for those with an Interaction degree are significantly above other applied design fields.

Of the three 2010 graduates, one is working in a company specializing in interaction methods, one is in the midst of patenting the devise she developed in this program, and the third is teaching at another KBOR institution.

Master of Fine Arts in Design with concentrations in Interior Design, Industrial Design, Visual Communications (Graphic Design and Illustration). To date, Photo Media has not been added to the list of concentrations. Currently, there is one student in the MFA degree program working on an Industrial Design concentration with expectations for degree completion August 2010. One MFA student from the same area graduated in May 2010 and is teaching at Emporia State University. Since 1990 14 MFA degrees have been completed in the Industrial Design area. Most of the graduates are working in industry.

The department does not want to eliminate the degree because at some point there may be an advantage to offering the degree program to support the needs and opportunities for those students wishing to teach in higher education. Generally, this is the terminal degree for design disciplines and is often required for teaching positions in the United States.

Outreach. Facilitating learning in each degree and concentration beyond course work through direct and meaningful relations with clients and others is one of the goals of each degree program. As supports the mission of the Department of Design the following are but a few examples of professional and community outreach that reflects the importance to the development of professional designers.

The paper company, Sappi, funded a project for the Clinton Foundation and the American Heart Association to benefit the Alliance for a Healthier Generation in which a faculty member guided three advanced graphic design students as they designed and produced a 40-page “empower ME” Student Leadership Toolkit. The project received an award of excellence from the national organization, American Institute of Graphic Arts.

Another example of learning beyond the classroom includes an adjunct-guided project for Lawrence Memorial Hospital that paired eight Photo Media students with individual cancer survivors and their families. Students were expected to write their stories and photograph the persons involved. The outcomes included individually designed panels of the student’s photos and a
written story about the survivor. The stories and photos were featured throughout the spring semester in the Lawrence Journal-World and the panels hang permanently in the Oncology ward of LMH. (The adjunct in this case is a nationally renown photographer who worked for many years at the Washington Post.).

Selected Sponsored Projects
The project goal for the Bushnell company was the design of a product and interaction that created a simple yet customizable user interface where consumers of all types could access their choice of content and information on a fun, easy to use, and innovative package. Students from several classes in Industrial Design worked on the project and prototype. Students presented the prototype and research process to Bushnell. It is expected that based on the positive outcome of this project, there will be more sponsored projects from Bushnell.

A collaborative project involving faculty members from Design and Architecture along with Industrial Design students focused on the national ER One initiative funded by Homeland Security. The project involved the design of an emergency room prototype module, which the students built and tested at the North Kansas City Hospital. In the summer of 2007, the students presented the project at the Harvard Seminar on Health Care for Designers and Emergency Room Medical Professionals. Another part of this project was the prototyping of a “skeleton gurney” that could be used as a free-standing ER trauma environment in emergency situations. The students presented the results at Office of Homeland Security in Washington, DC.

Selected Projects that Demonstrate International Reach of Faculty Research
Michael Eckersley produced a study in 2009 through consulting with the Inland Revenue of the Government of New Zealand. The study, "Organizational Analysis and Systems Design," looked at possible organizational opportunities for collaboration between the Design and Research teams in order to better generation valid solutions for tax-payers. The model produced is being implemented.

Lance Rake was one of 40 designers from around the world who were invited to the City Move Interdesign 2009 Workshop, which was funded by the International Congress of the Society of Industrial Design and the European Union. The goal of the two-week long workshop was to address the problem of moving a town, Malmbergt, located in the northern part of Sweden that is suffering a slow, inevitable death due to the operations of a large iron ore mine. Ideas were presented to the townspeople, mining executives and a Swedish Minister. The project is ongoing and incorporates many of the ideas developed in the workshop. The connections Rake made while at this workshop have led to a proposal to design an industrial design curriculum that is particular and relevant to African peoples and resources.

Richard Branham, in collaboration with Forcade Associates in Chicago where three of our former graduates are employed, began in 2008 to work with Masdar City, Abai Dubai, UAE, on a comprehensive wayfinding proposal for the Masdar Headquarters Building. Also in 2008 and continuing, Branham is consulting with the Tatung Company in Taipei, Taiwan, a newly formed interaction design company, on design methods, technology and tools to support the company's work.

Selected Study Abroad Activities
The applied areas of Design have encouraged and sponsored a number of Study Abroad programs. Those for summer only have included a variety of content-driven programs to France, Mexico, Nepal, China and to various cities in Italy. Cities where contemporary design has been studied
through recent visits to manufacturers, design studios, and suppliers are Milan, Rome, Amsterdam and Berlin.

There are continuing semester-long exchange programs with the Fachhochschule, Trier, Germany (Graphic Design), Halmstad University, Sweden, (Industrial Design) and, beginning in fall 2010, two semester-long internships in Paris and Marsailles (Industrial Design).

Student-initiated programs have been completed at the University of New South Wales, Australia, University of Eindhoven, Holland, Istituto Europeo di Design and Domus Academy, Milan, Italy, and the Danish Institute of Study, Copenhagen.

4. Overall Quality
Based on those indicators of quality—demand through enrollments, research productivity of faculty, a nimble approach to curricular development that reflects industry needs and demands, experiences encouraged and developed beyond the classroom, and finally, the overwhelming successes of graduates—the department’s undergraduate program should be rated as Excellent.

Based on indicators of quality of a growing graduate program—increasing enrollment numbers, faculty research and impact, and a curriculum that reflects the needs of industry—the two MA degree programs should be rated as Very Good.

5. Advancement Plans
In the short-term, the department seeks to consolidate its position as an excellent regional design school.

• Improve general quality of existing programs through hires of faculty positions.
• Seek outside funding where possible.
• Collaborate with School of Architecture, Design and Planning to consolidate programs and maximize resources.
• Benchmark Big-12 and other regional design programs and develop plan to exceed performance standards.
• Promote successes of each degree program to a larger regional audience through various media.
• Integrate program offerings when possible.
• Build graduate programs.

For the longer-term, the department seeks to be recognized as a superior national public university-based design department.

• Strengthen viable programs becoming a national leader in one or more specializations.
• Develop effective business and marketing strategies to compensate for limited state funding.
• Benchmark and exceed, where possible, performance standards for other public state university design schools.
• Attract long-term corporate sponsor relationships.
• Continue to develop giving to support competitive scholarships.
6. Evaluation of Future Progress

Short-term goals—2010-2012

1. Develop all degree programs that together are rigorous and provide the intellectual and practical skills for students to be successful in leadership roles in any design field and that improve the overall quality of existing programs through the following initiatives:

- Hires of open positions in areas of greatest need—two tenure-track positions and one two-year adjunct appointment hired FY11;
- Plan for hierarchy of hires following resignations or retirements during FY11;
- Plan with SADP to maximize facilities and technological resources by FY12;
- Plan formally with SADP to maximize, consolidate and integrate, when possible, programs or courses or studios between Department of Architecture and Department of Design during FY11; by FY12 have two to three such collaborations available for enrollment.
- Review advising and improve during FY11. Work with Associate Dean of Graduate Studies to implement advising improvements including process of admissions, acceptance, program and degree deadlines during FY11; Poll graduate students to check their needs and department’s response during FY12;
- Review the two MA programs through curriculum, credits, and requirements FY11;
- Look to support faculty teaching in the two MA programs through GTA appointments FY12.

2. Enhance and develop opportunities to further the impact of design research through the following initiatives;

- Engage support and knowledge from Design Advocacy Board beginning FY11;
- Provide whatever incentives the department has available in its Endowment funds to support faculty and student research during FY11;
- Collaborative projects or sponsored projects will receive appropriate value on annual evaluations and allocation of effort implemented FY11.

Longer-term goals—2012-2015

1. Enhance and develop research opportunities to further the impact of design to the community at large.

- Plans to attract long-term corporate sponsor relationships, who those sponsors might be, how the Design Advocacy Board could help, additional staff to support the enlarged mission of the Center for Design Research;
- Provide incentives for seeking outside funding sources for faculty and student research.
- Support student and faculty research through additional funding sources from the larger community in forms of sponsored-projects, collaborations within the university and from other outside grants.

2. Become the region’s leader in Design Management and Interaction Design at the graduate level.

- Plan and implement promotion of MA programs to a broader constituency through faculty involvement in recruiting activities and through other activities in professional organizations pertinent to each of the degree programs.
- Consider a publishing requirement for the degrees.
- Consider a 4+1 structure to encourage undergraduates to pursue an MA degree program.
- Request additional faculty positions to support graduate programs—hire another senior faculty member FY14.
ADDENDA

Addendum 1: Figure 1 Faculty Demographics

Addendum 2: Figure 1, 2 and 3 SCH by Faculty
Figure 4 Percent SCH by Majors vs Non-Majors

Addendum 3: Figure 1 Faculty Productivity

Addendum 4: Figure 1, 2 and 3 Design Degrees Granted –UND & GRAD

Addendum 5: Figure 1 and 2 Head Count

Addendum 6: Figure 1 and 2 Applicants, Admits

Addendum 7: Outcomes
The Department of Design moved to a new academic home July 1, 2009. What effectively happened with the move was to make the department smaller in numbers of majors and faculty but, more importantly, the department became a more coherent entity in terms of shared values and expectations for the education of designers. It should be noted, however, that expectations and support of faculty research (scholarly output and creative activities) did not change.

**Mission.** The Department of Design seeks to engage its students in the practice of design thinking and visualization to create beautiful, innovative, and responsible solutions (products, spaces, systems, messages and services) that respond to human needs and enhance the quality of everyday life.

**Goals and Objectives.** (1) Develop all degree programs that together are rigorous and provide the intellectual and practical skills for students to be successful in leadership roles in any design field. Foster team-building through collaborative course work; provide students with practical knowledge relevant to real-world experiences; encourage service-learning activities and an entrepreneurial attitude to design practice. (2) Enhance and develop research opportunities to further the impact of design. Provide incentives for seeking outside research funding; support student and faculty research through additional funding sources. (3) Become the region’s leader in Design Management and Interaction Design at the graduate level. Promote graduate programs to a broader constituency including consideration of a 4+1 structure to encourage undergraduates to consider graduate study. Consideration of preparation of results for publication to better inform the public about the research conducted in the graduate programs.

**Degree Programs.** Currently there is one active undergraduate degree program with five concentrations: Bachelor of Fine Arts in Design (Industrial Design, Interior Design, Photo Media and Visual Communications containing the areas of Graphic Design and Illustration). It is the intention of the department to propose that each of these areas become stand-alone degree programs (Bachelor of Fine Arts in Industrial Design, Bachelor of Fine Arts in Graphic Design, etc.) to acknowledge the depth of each program that exists in the curriculum, the numbers of students in each concentration, the appropriate number of faculty, and, finally, to position the department as one of the leaders in design education in this country. On average, the department grants 80 professional BFA degrees each year.

In anticipation of the move of Design to School of Architecture, Design and Planning, the faculty examined each undergraduate concentration to identify shared course content areas with an eye to eliminating redundancies and to further identify and clarify resources. Shared courses that are requirements for graduation that can be found in all concentrations include the two-semester First Year courses, Hallmark Symposium, internships, Study Abroad options, and Intra-Design or sponsored projects. Courses were identified in each concentration that can be enrolled in by students outside the concentration. Other operational matters agreed to include a fall start to First Year for all concentrations; all are four-year degree programs.

Beginning fall 2010 undergraduate students are admitted directly into the major of their choice. Therefore, the department is better able to predict enrollments and allocations needs for facilities and faculty positions. The faculty approved higher admissions standards along with a portfolio
review. Since this is the first year these procedures for admission, the department will continue to study the effects of such procedures and make adjustments as indicated.

The two Master of Arts degrees are recently approved programs (2008), which have focused on recruiting professional workforce from the Kansas City area. Admissions for fall 2010 show a definite increase in applicants and admissions—five admitted fall 2008, 20 fall 2010. The department granted two degrees in the MA Interaction degree program this year. It is the intention of the department to examine both masters degree programs during FY11 including curricula and structure, degree requirements, and research outcomes.

While the department offers a MFA in Design, there is only one student in the Industrial Design concentration. Prior to the split of the department, nearly all students in this degree program were crafts students who are now administratively housed in School of the Arts/CLAS. The MFA is the terminal degree that is almost always required for teaching positions higher education in the US. The most recent MFA graduate (2010) is teaching at a KBOR institution.

**Faculty Qualifications, Productivity and Quality.** Currently, there are 14 tenure-track faculty members in the Department of Design; all but one are tenured; all but two hold the MFA or equivalent terminal degree; one has the PhD. Faculty workload follows the university guidelines of 40% teaching, 40% research (scholarly or creative activities) and 20% service. The agreed upon teaching load in the department is five sections a year. In FY10 one member requested a change of allocation to teach an additional section. For FY11 two others will also teach an additional section. These reallocation of efforts are planned to be short-term to support the transition of curricular changes. One member will begin the three-year phased retirement in FY11. The department is down four positions through retirements, failed searches and in graphic design, represents a chronic need for adjuncts for the past six years. This past fall semester, 50% of all sections were taught by adjuncts.

Annual reports from the past five years indicate that all faculty in Design are doing some form of research (scholarly or creative activities). The scope of such activities is broad and includes significant clients such as the Nelson-Atkins Museum of Art, Clinton Foundation, AARP, and Motorola; grants from the Kauffman Foundation Kansas National Science Foundation and Google; articles published in international journals; books demonstrating a body of creative activities; a national artist’s residency; numerous commissions and consultancies across the US, and six patents. Significant local and regional research activities include three recent projects for the KU Medical Center—Center branding study; design of a touch screen for colorectal cancer screening; Argentine Food Access Initiative with two KU Med doctors focusing on a healthy food campaign. Other faculty research highlights include the work of three colleagues in various international venues including the Interdesign City Move Workshop, Malmbergt, Sweden (2009), Inland Revenue of the Government of New Zealand (2008), Masdar City, Abai Dubai, UAE and Taipei, Taiwan (2008-present).

**Students, Productivity and Quality.** Currently, there are 449 majors in the five concentrations. Graphic Design is the largest with an average of 119 majors. This area receives the most applicants and has had in place for two decades enrollment management procedures. The smallest number of majors is in the Illustration concentration, averaging 37. The area has added more animation courses; student interest has increased with beginning courses fully enrolled for fall 2010. In light of the most recent US government report, which identified the areas of game design and animation as areas of future job growth, it is expected that this concentration will demonstrate growing numbers of majors. Industrial Design numbers are expected to grow because of the change from a
five-year to a four-year degree program. While Interior Design numbers were very low for majors last fall, there has been a rebound to numbers more expected. The beginning class has 21 students enrolled for this fall semester. Curriculum changes here, too, better reflect industry needs and student interest. Finally, the most recently approved BFA degree (2008) in Photo Media has grown from 11 majors spring 2008 to 73 spring 2010.

Student outcomes including regional and national awards and other recognition of student excellence have occurred in all the concentrations. Many students in all concentrations have participated in internships in a variety of companies across the US. Job placement in the applied design concentrations is strong and include the following companies: Yahoo!, IBM/Lenovo, Populous (formerly HOKSport), HNTB Architects, MOMA San Francisco, and MOMA, NYC, Leo Burnett in Tokyo, Sprint, Cerner, Hallmark Cards, Puma, Fossil, Dell, Microsoft, and Proctor and Gamble. Finally, a number of recent undergraduates have been accepted into graduate schools including North Carolina State University, one of the premier institutions for graduate research in graphic design, The Guildhall/Southern Methodist University for digital game development, the only such program in the US, Massachusetts Institute of Technology Media Lab, and Rhode Island School of Design.

*Overall Quality.* Based on those indicators of quality—demand through enrollments, research productivity of faculty, a nimble approach to curricular development that reflects industry needs, experiences encouraged and development beyond the classroom, and finally, the overwhelming successes of graduates—the department’s undergraduate program should be rated as Excellent.

Based on indicators of quality of a growing graduate program—increasing admission and enrollment numbers, faculty research and impact, and a curriculum that reflects the needs of industry—the two MA degree programs should be rated as Very Good.