

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)

Bachelor of Design

Fashion

The Creative School

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessment of the undergraduate Fashion program. This report identifies the strengths of the program, together with opportunities for program improvements and enhancements, and it sets out and prioritizes the recommendations that have been selected for implementation.

This report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy, or governance that will be necessary to meet the recommendations, who will be responsible for leading those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF FASHION

At the undergraduate level, the Fashion program in the Creative School at Toronto Metropolitan University (TMU) offers a four-year full-time Bachelor of Design (BDes). Optional concentrations are offered in the following five areas: Fashion Design, Fashion Communication, Fashion Studies, Design Leadership, as well as Textiles and Material Practices. Students are not required to pursue a concentration, but if they successfully complete the course requirements of a concentration, it will appear on their academic transcript only (rather than on their degree). One of the defining features of the current Fashion program at TMU is the curricular emphasis on critical thinking, social justice and ethical practices, shaped by the guiding principles of inclusion, decolonization, sustainability and accessibility. This important aspect of the program sets it apart from many other technical or professional programs in Fashion—particularly at the college level.

The program's curriculum combines both structured and flexible elements. The more structured aspects of the program are in the first and final years of a student's degree. In their first year of study, students undertake required coursework emphasizing the interrelated nature of theory and practice, focusing on three key areas: design literacy, fashion systems, and the histories and theories of fashion as a complex social and cultural phenomenon. Upper-level core required courses continue to support students, expanding their knowledge through courses in design thinking, design history, critical issues in fashion, and research methods. In their final year of study, all students undertake a full-year Capstone course, in addition to a one-term course addressing professional aspects of fashion. The BDes in Fashion also requires that students obtain hands-on applied training by seeking internship positions and/or other

professional opportunities (vetted professional workshops and/or TMU-related professional opportunities). The Capstone senior project provides students with a platform to bring together the knowledge, skills and abilities acquired over their four years, culminating in a focused body of work in a chosen academic and/or creative area.

This document comprises The Creative School's Dean's response to the Peer Review Team (PRT) Report and the School's response, in accordance with the directions of the 2022 Periodic Program Review (PPR) Manual and with Section 8.2 of Senate Policy 126, Periodic Program Review of Graduate and Undergraduate Programs. The site visit by the external PRT for the Periodic Program Review was carried out between March 31 and April 1, 2025. The School of Fashion submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean who then selected:

Dr. Miranda Smitheram – Associate Professor, Design and Computation Arts, Concordia University
Liliana Sanguino – Associate Professor of Fashion Design and Social Justice, Parsons, The New School

The PRT felt the Fashion program is a strong and competitive program that stands alongside other leading global fashion programs. One of its key strengths is its ability to recognize and nurture the role of fashion within the Canadian and Toronto contexts—from its engagement with the Fashion Research Collection to the strong industry connections fostered through internships, graduate employability, and the support of an active and committed Program Advisory Council (PAC).

It was particularly noteworthy to observe the collective involvement of students, alumni, staff, and faculty in shaping the program's future. This culture of participation contributes directly to the program's ongoing relevance and responsiveness to the evolving needs of the discipline. Another major strength lies in the dedicated full-time faculty, who demonstrate deep commitment to the students, the program, their area of research and the university.

The TMU Fashion Design program is an innovative and forward-looking initiative whose commitment to social justice and sustainability is well-aligned with the broader mission and values of the university. With strong leadership, engaged stakeholders, and a culture of critical self-reflection, the program is well-positioned for continued impact and excellence.

The PRT Report offered the following three critical recommendations, and the School has responded thoughtfully to each to generate their Implementation Plan. The Dean's Office is in full support of the School's responses to the PRT recommendations.

The School of Fashion submitted its response to the PRT report to the Dean of The Creative School, who responded on September 23, 2025.

The Academic Standards Committee completed its assessment of the School of Fashion on February 12, 2026. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The program provided a detailed plan for future growth and support for development.

The Academic Standards Committee recommends that the program continue, as well as provide reports as follows:

- 1, The mandated One-Year Follow-up Report to be submitted by June 30, 2027 to include: Updates on the status of the initiatives outlined in the Implementation Plan.

Presented to Senate for Approval: March 3, 2026

Start date of next Periodic Program Review: 2028/29

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1: Review and Revision of Undergraduate Learning Outcomes

While this may be considered a longer-term initiative, it would be highly beneficial to undertake a thorough review and refinement of the Fashion PPR Undergraduate Learning Outcomes (LOs). Key areas for improvement include the elimination of redundancy, the strengthening of emphasis on discipline-specific (hard) skills, and the inclusion of research as a fundamental element of the design process, particularly within Fashion Design, Fashion Communication, and Fashion Textiles.

In addition, it is recommended that the program evaluate the development of concentration-specific Learning Outcomes to ensure greater clarity, coherence, and relevance. This will help align learning expectations with the distinct pedagogical and professional profiles of each concentration, while also meeting evolving academic standards and industry demands.

PROGRAM RESPONSE:

The program partially accepts this recommendation, with some clarifications. The current Undergraduate Learning Outcomes (LOs) were developed through a detailed process that included multiple drafts, consultation with faculty, and input from a curriculum specialist, before final approval by the Office of the Vice-Provost Academic (OVPA). While the PRT identifies possible redundancy in the LOs, our course mapping exercises showed that each LO serves a distinct role in ensuring complete coverage of program objectives.

We agree that discipline-specific (hard) skills are important, but these are generally best articulated and assessed at the course level rather than within program-level LOs. This need is already being addressed through Recommendation #13, which calls for the inclusion of skill-based learning outcomes in course outlines. Senate Policy 170 already provides a clear framework for linking learning outcomes to assessments, and it is possible the reviewers may not have been fully aware of how much this policy already informs our current approach.

Regarding the inclusion of research as a core part of the design process, we note that "research" is already explicitly referenced in two overarching program LOs, as well as in the current descriptions of

each concentration. We are therefore unclear on the reasoning behind this part of the recommendation and would welcome clarification from the PRT.

We do agree that more clarity and coherence for each concentration would be beneficial. Rather than developing formal concentration-specific LOs, we will create a framework for each concentration that outlines its purpose, scope, and the skills and knowledge it is intended to develop. This framework will guide future curriculum changes, ensuring that revisions to course requirements or structures are aligned with student needs, professional expectations, and program priorities. This work will be integrated into the actions for Recommendations #2, #3, and #4, providing a shared reference point for assessing and planning concentration-related curriculum changes.

Below are the revised recommendations that take into consideration the PRT recommendations.

(Revised) Recommendation #2: Consider establishing required courses for concentrations

Priority/Timeline: Moderate; within 1–2 years

Rationale: Students reported difficulties acquiring a concentration due to limited course offerings. Establishing required courses within concentrations might provide a structured learning path, facilitating proficiency in program learning outcomes (LOs) and course availability. This work will be informed by the concentration frameworks developed under PRT Recommendation #1, ensuring that any required courses align with the concentration's purpose, scope, and intended skills and knowledge.

(Revised) Recommendation #3: Review and revise concentration requirements to improve accessibility

Priority/Timeline: Moderate; within 1–2 years

Rationale: Students face challenges completing concentrations due to limited course availability. The student survey shows strong demand for Fashion Design and Fashion Communication, while other concentrations are less pursued. A review should consider reducing required courses (e.g., from 8 to 6) or modifying concentrations to align with student demand and industry needs. This process will be supported by the concentration frameworks from PRT Recommendation #1, which will provide clarity on the intent and design of each concentration and help ensure changes maintain coherence and quality.

(Revised) Recommendation #4: Consider restructuring Design Leadership and Fashion Studies courses into a required elective table

Priority/Timeline: Moderate; within 1–2 years

Rationale: These concentrations address key industry competencies but have low enrollment despite their importance. To ensure all students engage with these topics, their courses could be moved into a required elective table, maintaining flexibility while making these critical areas more accessible. The concentration frameworks from PRT Recommendation #1 will help identify how these courses fit into the broader curriculum and ensure they contribute effectively to each concentration's goals.

DEAN'S RESPONSE:

The Dean agrees that the University has a robust system to support development of undergraduate learning outcomes using a collaborative approach that is guided by curriculum specialists in the Office of the Vice-Provost, Academic who work closely with faculty in each School/program. Specific courses in

the curriculum are geared to discipline-specific technical skills, as well as the inclusion of research skills that are fundamental to the design process. The Dean also encourages the School to think holistically beyond program and course specific learning outcomes to integrate faculty learning outcomes through adoption of the Creative School Experience (CSE) pathway of courses. This holistic assessment of learning outcomes at the faculty, program and course levels is also linked to the theme of Future Readiness outlined in the University Academic Plan 2025-2030.

The Dean suggests that the School consider and link curriculum explicitly to career outcomes with an emphasis on experiential, work-integrated learning models and explicitly flagging for students the professional competencies they are gaining in each course along the pathway to post-graduate careers. The Dean recognizes that several recommendations in the program's self-study report support students' Future Readiness and suggests integration of these into their implementation plan. These include: Recommendation #1: Intentionally integrate internships into curriculum content, as well as Recommendation #24: Consider integrating co-operative education into the program, and Recommendation #25: Enhance professional development initiatives, including mentorship programs and networking events, in addition to Recommendation #26: Consider industry-embedded capstone projects and develop strategic fashion partnerships and #12: Integration of portfolio and professional development into existing courses and Recommendation #14: Use of Special Topics courses to offer timely, relevant learning experiences.

The Dean cautions against the development of an additional concentration as indicated in Recommendation #20: Consider the introduction of a fashion technology concentration. In general, concentrations have unpredictable uptake (since students do not have to declare them), budget variations impact the availability of courses and because of this students may encounter barriers to completion. One topic that was not addressed in the self-study or the PRT that aligns with fashion technology is how to deal with evolving developments in AI that may impact the current status quo of fashion graduates. As educational leaders, we must embrace AI literacy as an important curricular topic for all students in The Creative School and consider applicable learning outcomes related to it. The Dean suggests that the School of Fashion consider collaboration with The Creative School academic clusters to develop a minor in creative tech and AI.

The Dean offers the following suggestion regarding Recommendation #23: Establish an ethical innovation lab and global fashion think tank. The Centre for Fashion and Systemic Change exists and could build upon its existing mandate to include a body/research institute. The Centre is well positioned to explore "ethical innovation" in partnership with industry, to generate policy recommendations, reports, and already has the structure for HQP training/student engagement.

We encourage the faculty in the School of Fashion to discuss the details in this section and develop curriculum modifications to support the continued success and growth of the program.

RECOMMENDATION 2: Parity on Assessment Practices

- **Implementation of a Standardized Marking Matrix for the program.**

To promote consistency, fairness, and transparency in assessment across all areas of study, we recommend the introduction of a standardized marking matrix for faculty. This tool would provide clear assessment criteria and support more equitable grading practices across courses and concentrations. Faculty should be adequately trained and supported in the use of this matrix to ensure successful implementation and shared understanding of assessment standards.

- **Systematic Review and Moderation of Assessment Practices**

Assessment reviews should be recognized as a critical indicator of program quality and student success. It is essential to regularly examine both student learning outcomes and the processes by which they are assessed, especially in programs with large cohorts and multiple concentrations, where consistency can be more difficult to maintain.

We recommend implementing a formal process of marking moderation and review, whether through internal calibration sessions or external moderation, to ensure that assessment practices remain equitable, rigorous, and aligned with institutional academic standards. This process should aim to uphold fairness, support constructive feedback, and promote continuous improvement across the program.

PROGRAM RESPONSE:

The program does not accept the recommendation to introduce a single, standardized marking matrix across all courses. The size, diversity, and structure of our program make a one-size-fits-all approach impractical and not reflective of the variety of teaching and learning methods we use. Our courses range from small studios and event-based classes to medium-sized seminars and large lectures, and assessment methods vary accordingly—spanning making, design projects, written work, collaborative assignments, and presentations. This diversity is intentional and aligned with the distinct skills and knowledge required in each area.

While a standardized rubric could work for certain prerequisite courses with direct progression into subsequent courses, such pathways are rare in our curriculum. Instead, our assessment practices are already guided by *Senate Policy 170: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate*. This policy ensures that all course outlines clearly define assessment methods, weightings, and criteria (Section 5.2), that evaluation methods are appropriate to course objectives and learning outcomes (Section 5.3), that grading is consistent and transparent (Section 6.1), and that students receive timely, constructive feedback (Section 6.3). It is possible the reviewers may not have been fully aware of how extensively this policy shapes our assessment processes and how it applies to our department and work.

We also recognize the importance of clear expectations for students around the purpose of assessments, how they relate to learning outcomes, and how rubrics—particularly for creative work—can provide

clarity on evaluation criteria. Stronger connections between assessments and learning outcomes will be emphasized, and faculty will be encouraged to make these links explicit in course materials. The curriculum committee will meet to identify ways to improve communication about assessments, support faculty in developing effective rubrics, and share strong examples of assessment tools.

Rather than adopting a single marking matrix, we will explore focused ways such as internal sessions for multi-instructor courses, sharing strong examples of rubrics among faculty, and using rubric-based grading where appropriate. This approach supports consistency, fairness, and transparency while preserving the flexibility needed for the diverse teaching and learning styles within the program.

DEAN'S RESPONSE:

The Dean agrees that a systematic annual review of assessment, especially as it relates to project and assignment briefs merits consideration. The Dean also endorses the use of robust rubrics that ensure assessment consistency, especially among multiple sections of the same course. Given the diversity of courses in the various concentrations in the Fashion program, one marking matrix is not feasible. However, as the response from the program suggests, the sharing of examples of rubrics is a good practice and is endorsed by the Dean. Creating generic assessment templates thematically, with well defined criteria in specific common areas such as patterns for garments, and writing as well as research to support the design process in courses pertaining to Fashion Design, Fashion Communication, and Fashion Textiles are encouraged.

RECOMMENDATION 3: EDI Implementation in Recruitment Strategy

We recommend that in order to support and anchor the departmental ethos and guiding principle of decolonization, outreach, scholarships and funding could be looked at to support enrolment of First Nations, Métis, and Inuit students in the program (currently at 0% versus 3% in the wider population). This is both an internal action (through recruitment, engagement with Indigenous Fashion Week, community networks, support and mentoring of Indigenous faculty), and external action (University level support of equity focused scholarships). This could extend Recommendation #22: Actively build partnerships for industry collaborations at local, national, and international levels.

PROGRAM RESPONSE:

The program acknowledges this recommendation and sees potential value in exploring it further. We will modify Recommendation #27 to more clearly include targeted recruitment of First Nations, Métis, and Inuit students, and ensure alignment with the outreach activities noted here. Many of the ideas outlined connect directly to our work on Recommendation #27, which focuses on outreach to underrepresented communities and highlighting the program's culturally responsive curriculum to foster a more inclusive student body.

The specific suggestions regarding targeted outreach to First Nations, Métis, and Inuit students, engagement with Indigenous Fashion Week and other community networks, and collaboration on equity-focused scholarships and funding opportunities will be incorporated into this broader strategy.

These efforts will connect directly with recruitment initiatives aimed at building awareness, strengthening relationships with Indigenous youth, and supporting pathways into the program.

These initiatives will also be explored in relation to Recommendation #22: Expand industry collaborations and experiential learning opportunities at local, national, and international levels, enabling us to connect recruitment and EDI goals with a broader network-building and partnership strategy.

Below are the revised recommendations that take into consideration the PRT recommendations.

(Revised) Recommendation #27: Strengthen recruitment strategies for diversity and inclusion

Priority/Timeline: Moderate; within 1–2 years

Rationale: Increasing outreach to underrepresented communities—including targeted recruitment of First Nations, Métis, and Inuit students—will help create a more inclusive student body and diverse perspectives. This will include alignment with outreach activities such as engagement with Indigenous Fashion Week, partnerships with community networks, and other initiatives that connect directly with Indigenous and equity-deserving youth.

(Revised) Recommendation #22: Expand industry collaborations and experiential learning opportunities at local, national, and international levels

Priority/Timeline: High; within 0–9 months

Rationale: The SOAR analysis highlighted the need for stronger industry partnerships. Expanding collaborations with Canadian fashion companies and organizations—including those connected to Indigenous communities and equity-focused initiatives—will provide students with real-world experience and networking opportunities. Partnerships with ethical and sustainable fashion organizations will further reflect the program’s values. International collaborations, virtual or in-person, will enable students to learn from global partners while promoting Canadian talent and connecting with diverse cultural perspectives.

DEAN’S RESPONSE:

The Dean appreciates the importance of EDI implementation in recruitment strategies. This value is highlighted in the University's Strategic Vision 2020-2030 and their commitment to be “intentionally diverse and inclusive” by “engaging communities and advancing Indigenous initiatives”. The Dean also notes that the School of Fashion prioritizes EDI and was the first program to embed guiding principles, which currently include decolonization, inclusion, sustainability and accessibility. Targeted recruitment strategies such as those outlined above in Recommendation #27 as well as Recommendation #28: Regular review of the program’s guiding principles to respond to evolving social needs will further support this initiative.

IMPLEMENTATION PLAN: FASHION

Priority Recommendation #1: Intentionally integrate internships into curriculum content.

Rationale (revised in response to Dean's recommendation): Internships are currently treated as a co-curricular requirement rather than a core academic component. Aligning internships with coursework will ensure students engage in experiential learning while meeting LO12 (engaging in fashion communities and networks). This approach could also strengthen the connection between coursework and career outcomes by highlighting work-integrated learning and clearly communicating the professional competencies students build throughout the program.

Implementation Actions: The Curriculum Committee, in collaboration with course leads, will guide the integration of internships into four key courses: FSN 105 (introduction to internships, industry expectations, career resources, FITS), FSN 707 (applying research methods to internship experiences), FSN 709 (portfolio development, reporting, networking, and career planning), and one additional course to be identified.

Some integration is already underway in these courses; however, a dedicated meeting with the identified course leads will be convened to coordinate further alignment and ensure consistent delivery across the curriculum. The Committee will also collaborate with the Career & Co-op and Experiential Learning teams to strengthen the academic connection between internship experiences and professional development outcomes.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Department Chair and Undergraduate Program Director

Recommendation #2: Consider establishing required courses for concentrations

Rationale (revised in response to PRT recommendation): Students reported difficulties acquiring a concentration due to limited course offerings. Establishing required courses within concentrations might provide a structured learning path, facilitating proficiency in program learning outcomes (LOs) and course availability. This work will be informed by the concentration frameworks developed under PRT Recommendation #1, ensuring that any required courses align with the concentration's purpose, scope, and intended skills and knowledge.

Implementation Actions: The Program Renewal Committee will lead an assessment of the feasibility and impact of introducing required courses within concentrations. This will include evaluating how required courses can provide upper-year students with more structured, advanced learning aligned with program learning outcomes, and coordinating proposed changes with related recommendations (#3, #4, #8) for curricular coherence. To ensure that required courses remain viable even when student enrollment within a concentration is low, this recommendation is contingent on Recommendation #4, which proposes consolidating concentrations to three (Fashion Design, Fashion Communication, and Textiles & Material Practices). It is also contingent on Recommendation #3 and Priority Recommendation #8, which together

focus on refining and streamlining course offerings to remove low-enrollment and underutilized courses, strengthening overall program sustainability and alignment.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #3: Review and revise concentration requirements to improve accessibility

Rationale (revised in response to PRT recommendation): Students face challenges completing concentrations due to limited course availability. The student survey shows strong demand for Fashion Design and Fashion Communication, while other concentrations are less pursued. A review should consider reducing required courses (e.g., from 8 to 6) or modifying concentrations to align with student demand and industry needs. This process will be supported by the concentration frameworks from PRT Recommendation #1, which will provide clarity on the intent and design of each concentration and help ensure changes maintain coherence and quality.

Implementation Actions: The Program Renewal Committee will review all concentrations to improve accessibility and alignment with student demand. This will include assessing and potentially reducing the number of required courses, removing low-enrollment offerings, and considering the creation of a required elective group (see Recommendation #4) to maintain key learning outcomes while increasing flexibility.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #4 (revised in response to PRT and Dean's recommendations): Consider restructuring Design Leadership and Fashion Studies courses into a required elective table, and integrate the Creative School Experience (CSE) pathway of courses.

Rationale: Rationale: These concentrations address key industry competencies but have low enrollment despite their importance. To ensure all students engage with these topics, their courses could be moved into a required elective table, maintaining flexibility while making these critical areas more accessible. The concentration frameworks from PRT Recommendation #1 will help identify how these courses fit into

the broader curriculum and ensure they contribute effectively to each concentration's goals.

Implementation Actions: The Program Renewal Committee will explore restructuring options to improve access to Design Leadership and Fashion Studies content and courses. This may include replacing both concentrations with a required elective group for all program students. In addition, the program will integrate faculty learning outcomes through adoption of the Creative School Experience (CSE) pathway of courses. Design Leadership and Fashion Studies courses will continue to be offered regularly through their inclusion in the required elective table, ensuring consistent student access. Many of these courses will also serve as electives within the Fashion Minor and the Fashion Module in Creative Industries. This recommendation aligns with and supports Priority Recommendation #10, which aims to expand access to Fashion Studies and Design Leadership courses for non-Fashion students as open electives, and to revise and promote the Fashion Studies Minor.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #5: Consider adjusting the mode of delivery to a common lecture and separate labs, and integrating innovative instructional methods for Fashion Design I (FFD 113)

Rationale: Students expressed a need for more open lab time and stronger skill development. Shifting to a 3-hour lecture and separate 3-hour lab sessions will improve lab access while maintaining consistency across all sections, and ensuring a more structured, inclusive approach to learning technical skills, ensuring accessibility for students with varying levels of experience.

Implementation Actions: Review and refine the proposed lecture/lab delivery model for FFD 113 to enhance lab access, skill development, and consistency across sections. Consult faculty and technicians, ensuring alignment and prerequisite skills development with FFD 213 Fashion Design II and FFD 410 Draping I. The program typically offers six sections of this course over the academic year, each providing 36 hours of instructional lab time. If this recommendation proceeds, the instructional lab time will be reduced to 18 hours, creating additional availability for general open-lab use. As a lower-level prerequisite in a sequence of design courses, this change would also strengthen the consistency of foundational skill delivery across all six sections.

To support the transition, the program will consult with all instructors and review course outlines to identify content appropriate for a shared three-hour lecture component that establishes key learning across the course. Innovative teaching strategies may include the development of video tutorials and digital demonstrations that students can revisit to reinforce instruction during both scheduled lab sessions and independent studio work.

Timeline: *High; within 0-9 months,*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #6: Consider increasing the credit allocation for 6-hour Fashion Design courses.

Rationale: Four core elective fashion design courses are 6 hours long but only worth one credit. Adjusting these courses to two credits will better reflect workload demands and help alleviate scheduling conflicts while maintaining necessary skill development, and perhaps allow for a deeper exploration of ethical, sustainable, and inclusive design processes.

Implementation Actions (to complete): Review credit allocations and workload for FFD 113, 213, 513, and 613 to ensure alignment with course hours and learning outcomes. Consult Curriculum Advising on credit implications. If increasing to two credits is not feasible, explore hybrid delivery or revised studio scheduling to optimize resources and space use.

Timeline (select from the following): *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #7: Review and streamline required courses to reduce redundancy and enhance scaffolding.

Rationale: Students identified overlap in core courses, particularly regarding sustainability, decolonization, and inclusion. Reviewing and restructuring required courses will eliminate redundancy and ensure key principles are introduced progressively.

Implementation Actions: Map learning outcomes and project briefs across required courses to identify and reduce overlap. Sequence content to build progressive learning around sustainability, decolonization, accessibility and inclusion as the backbone of the curriculum. Integrate guiding principle statements into select key courses to ensure coherence and scaffolding without redundancy.

Timeline: *High; within 0-9 months,*

Responsibility for

a) leading initiative: Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Department Chair and Undergraduate Program Director

Priority Recommendation #8: Refine course offerings to focus on key courses while eliminating underutilized ones.

Rationale: The student survey identified frustration with courses listed but not consistently offered. Refining course offerings will improve curriculum coherence and student satisfaction.

Implementation Actions: Conduct a curriculum audit to identify underutilized or outdated courses for removal and refine remaining offerings to strengthen coherence and address identified gaps. Ensure course deletions and revisions are strategically planned, approved, and clearly communicated to students and faculty.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #9: Require students to assert their intention for a concentration after the first year and prioritize access accordingly.

Rationale: Students have struggled to access courses necessary for their chosen concentrations. Requiring students to assert their intention early will enable the program to anticipate demand, schedule courses more effectively, and improve access.

Implementation Actions:

Develop a mechanism for students to formally assert their intention for a concentration during the second semester of first year, aligned with the course intention period. Establishing this process will strengthen planning, scheduling, and course access across concentrations. Concentration exploration and planning will be integrated into FSN 105, with clear communication and advising support provided. If a formal requirement is not feasible, the program will use a directive or advising-based approach to ensure students identify and communicate their concentration intentions in a timely manner.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #10: Expand access to Fashion Studies and Design Leadership courses for non-Fashion students as open electives, and revise and promote the Fashion Studies Minor.

Rationale: Expanding access to these courses as open electives and revising the Fashion Studies Minor will foster interdisciplinary collaboration and provide students with a broader understanding of fashion's impact on social justice, sustainability, and culture. Increasing enrollment from non-Fashion students will also support financial sustainability, enabling more frequent course offerings. However, to ensure these courses remain engaging and impactful, it is essential to maintain and expand experiential, practice-based learning opportunities, allowing students to apply theoretical concepts in meaningful, hands-on ways.

Implementation Actions: Identify key Fashion Studies and Design Leadership courses suitable for open elective access and inclusion in the revised Fashion Studies Minor. Confirm course status, prerequisites, and pathways to follow-up courses to ensure accessibility. Follow the formal process to revise and promote the Minor to attract non-Fashion students and strengthen interdisciplinary engagement.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Department Chair and Undergraduate Program Director

Priority Recommendation #11: Consider developing a transfer pathway for students with college diplomas to earn a Bachelor of Design degree.

Rationale: Expanding access to Fashion Studies and Design Leadership courses for transfer students will create a pathway for individuals with prior skills-based education to complete a degree while enriching the field of fashion studies with diverse perspectives.

Implementation Actions: Engage in preliminary discussions with partner colleges — including George Brown, Seneca, Fanshawe, and LaSalle — to explore the feasibility and design of a transfer pathway that would enable diploma graduates to earn a Bachelor of Design degree. These conversations will help determine areas of curricular alignment, student preparedness, and interest.

If there is a commitment to moving forward, the program recognizes that full implementation would require a multi-year process involving the review or development of articulation agreements or a more

general direct-entry pathway for community college transfers, followed by advancement through the university's academic standards and approvals process.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council

Priority Recommendation #12: Integrate portfolio and professional development into existing courses.

Rationale: Students felt unprepared for the profession due to a lack of portfolio-building opportunities. Incorporating portfolio development earlier in the curriculum, along with additional professional development, will provide students with progressively developed work before Capstone (FSN 90A/B).

Implementation Actions: Integrate portfolio development into early courses such as FCD 121 Design Literacy I and FSN 221 Design Literacy II, reinforcing professional development across core design courses. Develop a dedicated portfolio course and offer targeted workshops for all students. Include external portfolio reviews through FSN 709 to strengthen professional readiness.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council

Priority Recommendation #13 (revised in response to Dean's recommendation: Integrate skill-based learning outcomes and clearly defined professional competencies into course outlines, where relevant.

Rationale: Students and faculty expressed a need for clearer skill-building trajectories. Incorporating explicit skill-based learning outcomes will improve transparency and consistency in student expectations. Where relevant, a systematic annual review of assessment, particularly project and assignment briefs, and the use of robust rubrics will help ensure consistency across sections. This should also clearly articulate the professional competencies students gain in each course.

Implementation Action: Identify key courses in each concentration where hard skills and professional competencies can be clearly articulated. Add these skill-based outcomes to course outlines to enhance transparency and alignment. Conduct an annual review of project briefs, assessments, and rubrics to ensure consistency and clarity across sections.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council

Priority Recommendation #14: Use Special Topics courses strategically to offer timely, relevant learning experiences.

Rationale: Many courses are underutilized or infrequently offered. Reallocating resources toward flexible Special Topics courses will allow the program to remain responsive to industry and social needs.

Implementation Actions: Develop a system for using Special Topics courses strategically to introduce timely, relevant content that responds to emerging industry and social developments. Integrate this approach into the broader curriculum audit and course removal process toward flexible, high-impact offerings that reflect current priorities and student interests.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Chair's Advisory Council and Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council

Priority Recommendation #15: Expand studio access and improve equipment maintenance.

Rationale: Students reported issues with aging equipment, overcrowding, and insufficient studio hours. Investing in equipment maintenance, expanding studio access, and incorporating equipment-focused troubleshooting workshops, will enhance learning outcomes, project execution and student skills and autonomy.

Implementation Actions: Embed equipment care, safety, and maintenance practices into all making courses. Offer technician-led troubleshooting workshops to build student confidence and autonomy. Utilize Career Boost positions to support lab monitoring and ensure consistent oversight of studios, tools, and specialized equipment.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean

Priority Recommendation #16: Prioritize efforts to secure dedicated space, funding and a permanent full-time position for the Fashion Research Collection (FRC).

Rationale: The FRC is an invaluable resource but lacks proper exhibition and storage space. Establishing a designated area with controlled conditions supported by a permanent full-time position, will improve accessibility and preservation while freeing up existing space for studio use. An expanded space would allow for further donations of artifacts that represent diverse histories in fashion. An allocation of space would provide a platform for donors to contribute financially to develop the FRC.

Implementation Actions: Explore potential external or on-campus spaces near TMU suitable for housing the Fashion Research Collection (FRC), ensuring appropriate exhibition, storage, and preservation conditions. Develop a phased expansion plan contingent on available funding, infrastructure, and operational support. Collaborate with University Advancement to engage previous and prospective donors in supporting both the development of a new space and the establishment of a permanent full-time position dedicated to the FRC.

The FRC is deeply integrated into the curriculum, supporting learning and research across multiple courses including FSN 224 Refashioning History, FSN 511 Fashion and Material Culture, and numerous Fashion Design and Textiles and Material Practices courses. A larger, more accessible, and properly resourced facility would expand opportunities for teaching, exhibition, and curation, further embedding the FRC within the academic life of the program.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean, University Advancement

Priority Recommendation #17: Collaborate with the Image Arts Photography program for shared fashion photography facilities.

Rationale: The Fashion program's photography studio requires renewal. Partnering with Image Arts will provide students with access to high-quality facilities while reallocating Fashion program space for other critical needs.

Implementation Actions: Establish a formal collaboration with the Image Arts Photography program to provide Fashion students with access to photography labs, equipment, and professional studio facilities. Develop an exchange model where Fashion contributes program-specific content or collaborative projects within Image Arts courses in return for shared access.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean

Priority Recommendation #18: Advocate for additional full-time faculty (TFA) positions to support program growth.

Rationale: Despite a 41% increase in student enrollment, full-time faculty teach only 25% of course hours. Hiring additional faculty will ensure sustained program development and research integration.

Implementation Actions: Develop a comprehensive case demonstrating the need for additional full-time faculty positions, highlighting enrollment growth, current teaching loads, and the importance of maintaining program quality, innovation, and research capacity.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean

Priority Recommendation #19: Consider introducing a Fashion Technology Concentration.

Rationale (revised in response to Dean's recommendation): The employer survey highlighted a growing demand for technological expertise in fashion, particularly in digital prototyping, virtual sampling, emerging technology, and digital entrepreneurship. To address this, the program could consider a specialized concentration in fashion technology and expand industry partnerships to provide hands-on experience in digital innovation. However, this consideration must be taken with caution as expressed by the Dean's response to the PRT recommendations indicating that concentrations are difficult to manage and maintain. Additionally, the Dean recommends addressing evolving developments in AI by integrating AI literacy into the curriculum and exploring collaboration with Creative School clusters to develop a minor in creative technology and AI.

Implementation Actions: Explore the development of a Fashion Technology stream, possibly within the Fashion Design (FFD) concentration, emphasizing digital prototyping, virtual sampling, and emerging technologies. Build partnerships with New Media and other Creative School units for courses in areas such as wearable technology and digital innovation. Expansion will depend on funding, space, and electrical capacity. Integrate AI literacy across relevant courses and explore collaboration with Creative School clusters toward a potential minor in Creative Technology and AI.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #20: Expand technological resources, including 3D body scanning, digital textile development, and digital fashion entrepreneurship initiatives.

Rationale: The program currently lacks access to industry-standard digital tools. Collaborating with existing infrastructure such as The Design and Technology Lab will allow for support and investment in new technology and will prepare students for emerging roles in digital fashion and innovation. Revising existing courses to incorporate and advance digital technology and entrepreneurship will activate resources into coursework.

Implementation Actions:

Collaborate with the Design + Technology Lab to deliver select courses that enhance access to industry-standard digital tools such as 3D body scanning and digital textile development. Provide technology orientation sessions for students, faculty, and staff to build literacy and confidence. Seek partnerships to further develop and expand this area of digital fashion innovation.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Department Chair and Faculty Dean

Priority Recommendation #21: Expand industry collaborations and experiential learning opportunities, at local, national and international levels.

Rationale (revised in response to PRT recommendation): The SOAR analysis highlighted the need for stronger industry partnerships. Expanding collaborations with Canadian fashion companies and organizations—including those connected to Indigenous communities and equity-focused initiatives—will provide students with real-world experience and networking opportunities. Partnerships with ethical and sustainable fashion organizations will further reflect the program's values. International collaborations, virtual or in-person, will enable students to learn from global partners while promoting Canadian talent and connecting with diverse cultural perspectives.

Implementation Actions: Use FSN 709, internships, and the Creative Enterprise Hub to establish and maintain partnerships with local, national, and international fashion organizations. Prioritize collaborations with Canadian companies, Indigenous and BIPOC-led initiatives, and ethical or sustainable fashion partners. Develop clear partnership frameworks outlining mutual goals, student involvement, and deliverables. Promote TMU's downtown location and Canada's reputation for creativity, inclusion, and innovation to attract global collaborators and provide students with diverse experiential learning opportunities.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council

Priority Recommendation #22 (revised in response to Dean's recommendation): Consider establishing an Ethical Innovation Lab and Global Fashion Think Tank through The Center for Fashion and Systemic Change.

Rationale: If supported by faculty for its research potential and student involvement, TMU should explore the creation of an Ethical Innovation Lab for collaborative industry projects focused on sustainability. Additionally, a Global Fashion Think Tank could generate industry research, sustainability reports, and policy recommendations. These initiatives would enhance faculty research opportunities, student engagement, and TMU's impact in sustainable and technology-driven fashion. The Centre for Fashion and Systemic Change exists and could build upon its existing mandate to include a body/research institute. The Centre is well positioned to explore "ethical innovation" in partnership with industry, to generate policy recommendations, reports, and already has the structure for HQP training/student engagement.

Implementation Actions: Collaborate with the Centre for Fashion and Systemic Change (CFSC) to broaden its scope to include sustainability-focused initiatives and ethical innovation. Explore the development of an Ethical Innovation Lab and Global Fashion Think Tank within the Centre to support collaborative research, industry partnerships, and student engagement. Secure funding and create frameworks for knowledge exchange, policy development, and industry collaboration.

Timeline: *Low; within 3-5 years*

Responsibility for

a) leading initiative: Department Chair, CFSC Director, Faculty Dean

b) approving recommendation, providing resources, and overall monitoring: Department Chair and Faculty Dean

Priority Recommendation #23: Consider integrating co-operative education into the program.

Rationale: A co-op program will allow students to gain work experience before graduation, improving employability and strengthening industry ties particularly with ethical fashion brands, sustainability initiatives, and diverse community-led businesses, locally and internationally.

Implementation Actions: Collaborate with the university's Co-op Office to develop a structured co-operative education plan for the Fashion program. Strengthen and develop partnerships with alumni, industry leaders, and Program Advisory Council members, drawing on students' previous internship connections to secure meaningful placements with ethical fashion brands, sustainability initiatives, and community-led businesses locally and internationally. Use co-op experiences to enhance students' professional skills, industry readiness, and career pathways.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Program Renewal Committee

b) approving recommendation, providing resources, and overall monitoring: As outlined in Policy 127: Curriculum Modifications (Sections 2.2 and 2.3), the process includes endorsement by the Undergraduate School Council, Faculty Dean, and Faculty Curriculum Committee; evaluation and recommendation by the Academic Standards Committee; and final approval by Senate.

Priority Recommendation #24: Enhance professional development initiatives, including mentorship programs and networking events.

Rationale: Students expressed a need for more career support. Expanding mentorship and networking opportunities will improve career transitions and industry preparedness. Integrated into such initiatives will be a focus on equity-deserving groups, and international opportunities.

Implementation Actions: Collaborate with the Creative Enterprise Hub through FSN 709 to develop mentorship and networking initiatives connecting students with industry professionals and alumni. Host regular events focused on career development, emphasizing opportunities for equity-deserving groups and international engagement. Strengthen partnerships with alumni and industry leaders to create ongoing mentorship and career support networks.

Timeline: *High; within 0-9 months*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Department Chair

Priority Recommendation #25: Consider Industry-Embedded Capstone Projects and Develop Strategic Fashion Partnerships

Rationale: Embedding capstone projects within real-world industry collaborations will provide hands-on experience in sustainability, digital fashion, and ethical production, ensuring students gain

practical problem-solving skills and workforce readiness. Expanding partnerships with high-performance and sustainable fashion brands, such as Canada Goose, Arc'teryx, and Indigenous-owned ethical fashion businesses, will create career pathways, apprenticeships, and research opportunities, keeping TMU graduates at the forefront of innovation and ethical leadership in fashion.

Implementation Actions: Develop a framework for industry-embedded capstone projects by establishing strategic partnerships with sustainable, ethical, and high-performance fashion companies such as Canada Goose, Arc'teryx, and Indigenous-owned businesses. Explore opportunities for industry partners to contribute materials, equipment, mentorship, or workspace to support student projects. Maintain consistent and rigorous evaluation processes to ensure academic integrity and alignment with program learning outcomes.

Timeline: *Moderate; within 1-2 years*

Responsibility for

- a) leading initiative: Curriculum Committee and Capstone Lead*
- b) approving recommendation, providing resources, and overall monitoring: Chair's Advisory Council*

Priority Recommendation #26: Strengthen recruitment strategies for diversity and inclusion

Rationale (revised in response to PRT recommendation): Increasing outreach to underrepresented communities—including targeted recruitment of First Nations, Métis, and Inuit students—will help create a more inclusive student body and diverse perspectives. This will include alignment with outreach activities such as engagement with Indigenous Fashion Week, partnerships with community networks, and other initiatives that connect directly with Indigenous and equity-deserving youth.

Implementation Actions: Develop free introductory programs and workshops to increase diversity and inclusion in Fashion education, creating accessible entry points for underrepresented youth. Partner with Indigenous Fashion Week, community networks, and local schools in Toronto and beyond to engage First Nations, Métis, Inuit, and other equity-deserving groups. Establish industry partnerships to fund these programs, ensuring no cost to participants. Promote diverse, non-Western, and inclusive representations of fashion throughout recruitment materials to reflect the global and socially responsible focus of the program.

Timeline: *Moderate; within 1-2 years*

Responsibility for

- a) leading initiative: Chair's Advisory Council*
- b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean*

Priority Recommendation #27: Regularly review the program's guiding principles to respond to evolving social needs

Rationale: To ensure these principles remain meaningful and responsive to social change, the program should conduct regular reviews of its guiding principles. This process will help integrate emerging issues, real-world case studies, and hands-on learning experiences, ensuring students gain relevant, actionable insights that prepare them for industry leadership.

Implementation Actions: Conduct an annual review of the program's guiding principles each May to ensure they remain relevant and responsive to evolving social, cultural, and industry contexts. Facilitate cross-faculty discussions to promote alignment and integration of emerging issues into courses. Consider current and forthcoming cultural and social shifts in fashion when revising principles, ensuring they reflect contemporary priorities. Launch updated guiding principles each September in coordination with recruitment and advancement initiatives.

Timeline: *Moderate; within 1-2 years*

Responsibility for

a) leading initiative: Chair's Advisory Council

b) approving recommendation, providing resources, and overall monitoring: Department Chair