

**Notice of Intent to Offer a New Degree/Major  
University of Wisconsin-Madison**

Name of the proposed degree/major: BS in Design, Innovation, and Society

Home School/College: School of Human Ecology

Home department/department-like unit: Design Studies

Mode of delivery (face-to-face, online, other-specify): Face to Face

Proposed CIP Code (to be completed by APIR): \_\_\_\_\_

Primary Program Contact person: Prof. Jung-hye Shin, Chair of Design Studies

Primary university contact person: Karen Mittelstadt, Academic Planning and Institutional Research

**Program Description and Learning Outcomes**

[A description of the new program that includes anticipated program and learning outcomes. All the curricular details do not need to be worked out but sufficient information about content and program level needs to be provided so that reviewers can understand how the program may relate to other offerings.]

The proposed Bachelor of Science in Design, Innovation, and Society will offer students broad exposure to design and its significance in all aspects of daily life. From the clothes on our bodies, to the homes in which we live, to the transportation routes we navigate, to the ways we work and play, design determines not only how the world around us looks, but, importantly, how it functions. This new major will explore creative design solutions—past, present, and future—for the betterment of social, political, economic, cultural, and environmental sectors. The program will be rooted in the transferable skills of problem solving and critical thinking, communication and teamwork, research and analysis, and, of course, understanding and application of design.

The Design, Innovation, and Society major will balance breadth and depth through a two-tier program designed to offer both awareness of the range of design disciplines, and specialization in a particular sector of design applications. As with all majors in the School of Human Ecology, the Bachelor of Science in Design, Innovation, and Society takes both a human-centered and a systems approach, exploring the relationship between human beings and their physical and social environments.

The Learning Objectives for the program are as follows:

1) Design, Innovation, and Society students will attain grounding in the history and theory of relationships between design and human behavior, with a particular emphasis on human ecology perspectives.

2) Design, Innovation, and Society students will gain the intellectual skills for inquiry, creative thinking, and critical analysis in design and its application to local, national, and global challenges.

3) Design, Innovation, and Society students will acquire a range of research skills that will allow them to identify, evaluate, and apply design solutions for the betterment of social, political, economic, cultural, and environmental sectors.

4) Design, Innovation, and Society students will develop excellent communication skills, across a range of formats (eg, written, oral, and visual communications) and target audiences (eg, scholarly, professional, community-engaged communications) that will further understanding and application of the role of design in everyday life.

5) Design, Innovation, and Society students will develop professional skills (eg, teamwork both within and across fields, project management and leadership, representation of skills through portfolio production) that enable them to apply design research skills to create new knowledge and solve problems in real world settings.

In order to fulfill these Learning Objectives, the program will begin with a **suite of core courses, introducing students to a range of disciplinary approaches to problem solving through design**: fundamentals of studio practice, visual communication, design process, design technology, and material culture studies. These courses will begin to develop the intellectual, communication, and professional skills central to the learning objectives of the major, while also setting the study of design in the context of Human Ecology.

After this introduction, students will choose one of three pathways, **each of which focuses on the intersection between design and one particular sector of human endeavor: Technology, Social Change, and Culture**. In these pathways, students will develop expertise and apply it to real-life situations with community partners.

The **Design & Technology** pathway examines how innovative technologies enable the ways we communicate, build, and experience the world around us through design. Understanding the role of technology in the design process will enable students to harness technological developments for the betterment of society.

The **Design & Social Change** pathway develops skills to identify opportunities, envision strategies, and create approaches to improve the health, well-being, and sustainability of individuals, communities, and the planet. This pathway will focus on innovative approaches to community-based design and entrepreneurship.

The **Design & Culture** pathway explores the media, mechanisms, and institutional frameworks for human expression, examining how design influences and is influenced by culture, and how culture can be a conduit for the promotion of understanding across geographies and time periods. Culture will be examined as the creative arena through which humans negotiate their views on politics, economies, belief systems and community relations.

### **Alignment with Mission and Strategic Plan**

[Evidence of how the new program aligns with the university mission, strategic plan. Include a link to the strategic plan - <https://strategicframework.wisc.edu/> ]

The Mission Statement of the University of Wisconsin-Madison states as a primary aim that it “seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live.” The proposed Bachelor in Design, Innovation, and Society is itself designed precisely to meet that aim: the major will interrogate the place of design in the history, present day, and future of everyday life, encompassing both its challenges and ideals, as well as promoting observation and understanding of those aspects of daily life that often go unnoticed or are taken for granted. At its core, Design is a human-centered discipline (as are all the programs of the School of Human Ecology), which promotes connection between our physical and cultural environments, as well as an understanding of the relationship between these.

The proposed major will support the University’s Strategic Framework:

1) The Bachelor of Science in Design, Innovation, and Society will contribute to **excellence in teaching and educational achievement** by drawing on the rich human, material, and environmental resources of the Design Studies department and the School of Human Ecology to provide a broad-based education in Design, to complement the existing DS courses that are more specialized. Students in the new Design, Innovation, and Society program, by developing excellent research and communication methods and creative problem-solving capabilities, will attain the transferable skills to be leaders across different design career paths and translators between design and the other professions (eg, engineering, information technology, medical technology, cultural policy).

2) Although it is an undergraduate major, the inherent interdisciplinarity of the Bachelor in Design, Innovation, and Society—bringing together a wide-ranging teaching team from the arts, humanities, social and physical sciences, and information technology—will foster new dialogues between faculty that will support **excellence in research and scholarship**. The new major will provide a broader framework for scholarship in Design and promote enhanced exchange and collaboration both between the current faculty groupings aligned with the two existing majors and across the School and campus. Faculty scholarship will provide opportunities for student research training, professional development, and career networks, while student engagement, especially through upper-level student projects or capstone experiences, will increase capacity for faculty research.

3) The proposed Design, Innovation, and Society major will absolutely promote the aim of **living the Wisconsin Idea**. The major will be designed to provide students with real world experience of identifying, researching, addressing, and applying acquired knowledge to help solve the challenges of our day, in a variety of environmental, cultural, or social and economic arenas. In the classroom and in independent capstone study, students and faculty will work with community partners, to learn from the past and pivot toward future ideals, by applying the tenets of design research and communication toward positive impacts. Students will develop entrepreneurial skills by understanding the design of systems that affect daily life and learning to promote ways to make these systems better, while also developing a social and cultural awareness that definitions of “better” need to be rooted in the communities served.

4) The Bachelor of Science in Design, Innovation, and Society will uphold the aim of a **vibrant campus community**. As with all majors in the School of Human Ecology, the proposed program will champion diversity, equity, justice and the exchange of social and cultural perspectives, as well as an emphasis on human well-being. The four pillars of the Wisconsin Experience—empathy, curiosity, confidence, and action—are embedded in the tenets of design research, communication, and application. SoHE’s material assets ranging from the Dorothy O’Brien Innovation Lab, the Ruth Davis Design Gallery, and the Helen Louise Allen Textile Collection offer both opportunities for creative learning experiences, and exposure to inspiring collections, exhibits, and programming that speak to the role of design in human connections across the globe.

5) The proposed Bachelor of Science in Design, Innovation, and Society will not only contribute to a **high-performing organization**, in more clearly aligning the efforts of Design Studies faculty and staff into a more unified purpose, but, importantly, will train students with the skills to lead such organizations in the future. Design sits at the heart

of creating effective systems, underpinning community partnerships, expressing cultural values, and practicing sustainability. Students in this program will learn the historical paradigms, present-day methodologies, and forward-looking aims in these areas to ensure that they make positive contributions to improve human, institutional, and environmental well-being in their future careers.

**Relationship to Existing Academic Programs at UW-Madison and Other UWs**

[Provide information on how the program relates to existing academic degree programs at UW-Madison. Provide information about how the program relates to similar programs at other UW institutions. Consult with APIR if needed on programs at other UWs. In this section also provide a paragraph on the rationale and evidence that the program will not produce unnecessary program duplication. Unnecessary is defined as the addition of an academic degree program that is already offered by 50% or more of the UW universities when there is a lack of convincing evidence that student demand exists to financially support and sustain its addition.]

The Design Studies (DS) Department at UW-Madison currently offers two design-related majors, Interior Architecture and Textile & Fashion Design. While the term “Design” covers a wide array of design subfields, DS at SoHE has traditionally offered two subfields, with its historical roots going back to Home Economics, where these two design areas were considered important parts of domestic life. The proposed major would fill the gap between these two areas by reflecting the current, highly professionalized design fields. The program will embrace Design as a broader field that infuses a deeper understanding of social issues, human behavior, ethical challenges, and global territories with different cultures, sustainability issues, and value systems to solve complex problems and imagine possibilities for improved human life through design. Also, note that the proposed major would fill that gap within the UW system, where design as a study area is deeply fragmented and scattered across institutions.

Currently, all design-related bachelor’s majors within the UW system include 15 programs:

<b>Institution</b>	<b>CIP Code</b>	<b>Major Code</b>	<b>Major Name</b>	<b>Degree</b>
UW-Green Bay	50.0401	10501	DESIGN ARTS	BA
UW-Madison	04.0601	02041	LANDSCAPE ARCHITECTURE	BS
UW-Madison	50.0408	02031	INTERIOR ARCHITECTURE	BS
UW-Madison	19.0901	13030	TEXTILES AND FASHION DESIGN	BS
UW-Milwaukee	50.0401	10502	DESIGN & VISUAL COMMUNICATION	BFA

UW-Milwaukee			DIGITAL FABRICATION & DESIGN	BA
UW-Milwaukee	040201	02021	ARCHITECTURAL STUDIES	BS
UW-Parkside	50.0102	10531	GRAPHIC DESIGN	BA
UW-Stevens Point	50.0408	02032	INTERIOR ARCHITECTURE	BLA
UW-Stevens Point	50.0409	10121	GRAPHIC DESIGN	BFA
UW-Stout	50.0404	10141	INDUSTRIAL DESIGN	BFA
UW-Stout	50.0408	10151	INTERIOR DESIGN	BFA
UW-Stout	50.0409	10121	GRAPHIC DESIGN AND INTERACTIVE MEDIA	BFA
UW-Stout	50.0411	10161	GAME DESIGN AND DEVELOPMENT-ART	BFA
UW-Whitewater	500102	49281	MEDIA ARTS AND GAME DEVELOPMENT	BA; BS

The programs currently offered through the UW system focus on specific design disciplines. At UW-Madison, selected campus partners also are deeply involved in design education. These partners include Information Science, Data Science, Computer Science (UI/UX), Mechanical Engineering, Industrial and Systems Engineering (Industrial design & digital fabrication), selected majors in the School of Business (Product Design and Art Administration), Curriculum & Instruction (Game Design), Planning & Landscape Architecture (Environmental Design), Art (Graphic Design), Art History (Curatorial Studies), and Communication Arts (Digital Media Production). While their primary focus is on applying design to developing products/services specific to the goals and missions of their fields, the proposed major centers around design as a whole, covering a comprehensive set of design theories and methods.

The proposed degree is distinct in that it combines curriculums that focus on:

1. Visual Thinking & Communication
2. Human Behavior, History, and Culture as they inform and are informed by Design
3. Design Process, which combines empathy, problem definition, prototyping, testing, and iteration
4. Research Informed Programming and Evaluation
5. Role of Technology in Design

While each content area provides a unique curriculum, the combination of these content areas and their synergistic effects will not be comparable to any other programs in the UW system.

Similar programs do exist at a national level. For example, Carnegie Mellon, UC Irvine, Indiana, UT Austin, Stanford, NC State, Cornell, MIT, University of Michigan, University of Illinois, Northwestern, University of Minnesota, Virginia Tech, Rensselaer, Colorado School of Mines, and the University of Washington offer similar design programs that focus on broad-based design education with strong interdisciplinary approaches.

### **Evidence of Market and Student Demand**

[Provide a rationale that clearly defines the need for the new program, including market and student demand in the context of local, regional, and systemwide programs.]

The proposed Bachelor of Science in Design, Innovation, and Society prepares students with the skills, tools, methods, and strategies to become the leaders of the future and pioneers in the broader field of Design. The program will offer broad exposure to a range of design fields and insight into the design process so that students become fluid in working with designers and people from various fields. It emphasizes strong problem-solving and critical thinking skills through collaboration, the ability to see the bigger picture through a deeper understanding of social issues, human behavior, ethical challenges, and global territories with different cultures, sustainability issues, and value systems. Upon graduation, students will find themselves suitable for various leadership roles.

[Business Insights, the Harvard Business School Online Blog](#) recently described how businesses are looking for talent with design. Take one example, design thinking skills, which is a core content of the proposed program. Job postings in the US advertising design thinking as a necessary skill jumped 153% in the past year, or 637% compared to 5 years ago. The review also noted that jobs requiring design thinking statistically had higher salaries, for example, a 24 % increase compared to the same job title but without the required design thinking skill.

Each pathway within the proposed program offers a slightly different avenue for career trajectory.

**Design & Technology:** Students in the Design & Technology pathway will acquire skills transferable to multiple areas of practice in the broader field of design, including, but not limited to, virtual reality, wearable technology, digital design focusing on simulation and visualization, and critical design. According to the Bureau of Labor Statistics Occupational Handbook published in 2022, similar jobs that require a mix of technology,

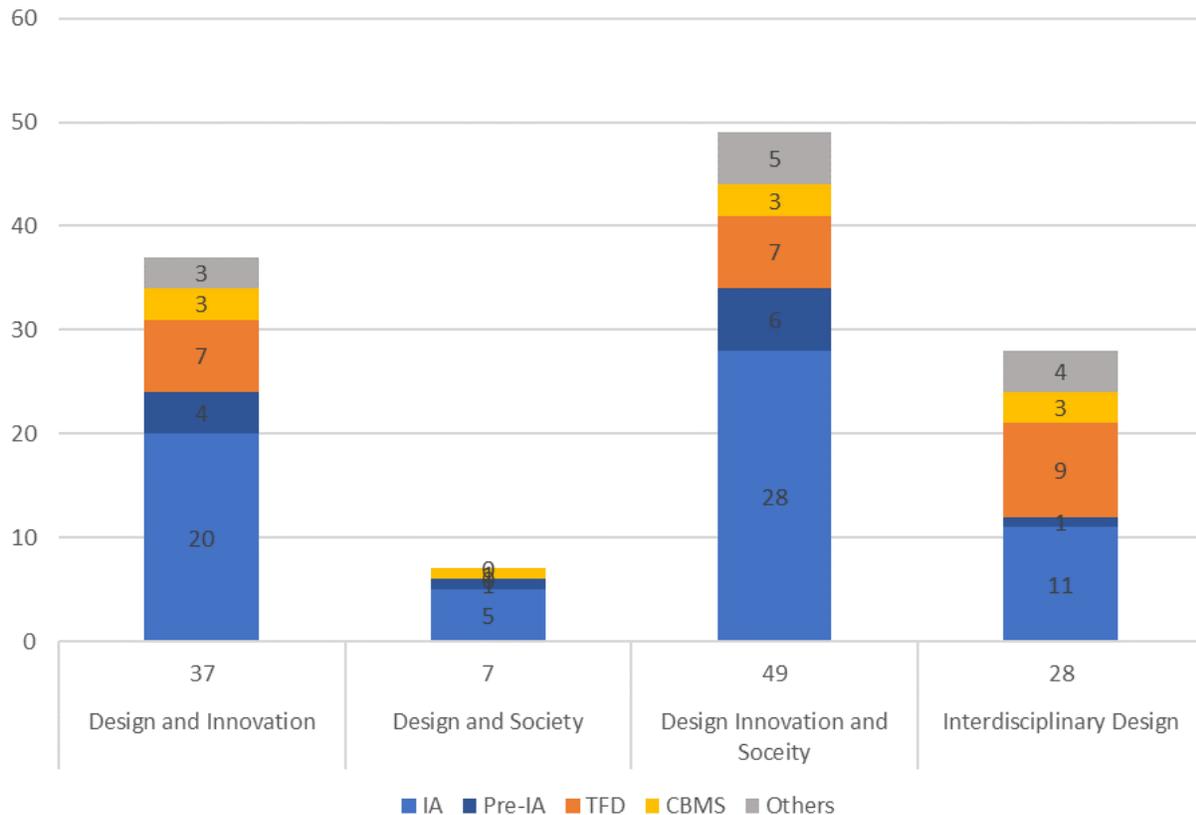
human behavior, culture, and design skills, have above-average projected job growth that ranges anywhere between 13 and 24%

**Design & Social Change:** The unique combination of analytical thinking and creative problem-solving skills will point students toward various leadership positions in designing products and services in the market, design consultancy, and non-profit organizations that aim at bringing social changes. According to the Bureau of Labor Statistics Occupational Handbook in 2022, similar jobs that require a similar mix of technology, human behavior, culture, and design skills, have above-average projected job growth, between 15% and 21%.

**Design & Culture:** Understanding the past, present, and potential relationships between design and culture will point students toward careers in curation and design research; design education and outreach; cultural communications and creative direction; historic interiors preservation and design; as well as further study in a variety of design disciplines. According to the Bureau of Labor Statistics Occupational Handbook of 2022, similar jobs that require a mix of culture, technology, human behavior, and design skills have above-average projected job growth, between 11% and 19%.

Present UW-Madison students and potential employers were consulted throughout the process of designing the proposed Bachelor of Design, Innovation, and Society, on aspects such as program content, structure and pathways, and, importantly for recruitment purposes, the proposed program name. A range of students both within the DS department and beyond were asked to respond to a range of names as most suited to a brief program description with the following results shown in tabular form.

## Survey of proposed title for the DS 3rd major



### **Resources**

[Describe existing or anticipated resources required to deliver the program. Provide a summary of program support either from reallocation or from new resources, such as program revenue. Full details are not needed at the NOI stage, but a general plan supported by the dean is necessary.]

### **Program Faculty**

[Provide a list of the program faculty who are central to the planning process and who will participate when the program is implemented. This is typically the faculty of the home department. For graduate programs that require a thesis or major project the list should include individuals who will be major professors supervising students in the program. It needs to be all possible individuals but should be sufficient to show expertise to support the program.]

Name (Last, First)	Department	Title
Angus, Jennifer	Design Studies Department (SoHE)	Professor

Name (Last, First)	Department	Title
Dong, Wei	Design Studies Department (SoHE)	Professor
Moskowitz, Marina	Design Studies Department (SoHE)	Professor
Shin, Jung-hye	Design Studies Department (SoHE)	Professor
Carter, Sarah	Design Studies Department (SoHE)	Associate Professor
Fairbanks, Marianne	Design Studies Department (SoHE)	Associate Professor
Ponto, Kevin	Design Studies Department (SoHE)	Associate Professor
Hamilton, Erin	Design Studies Department (SoHE)	Assistant Professor
Vaid, Uchita	Design Studies Department (SoHE)	Assistant Professor
Frank, Mitch	Design Studies Department (SoHE)	Teaching Faculty
Godfrey, Brooke	Design Studies Department (SoHE)	Teaching Faculty
Sager, Lesley	Design Studies Department (SoHE)	Teaching Faculty
Hooper-Lane, Elizabeth	Design Studies Department (SoHE)	Lecturer
Burn, Holly	Design Studies Department (SoHE)	Lecturer
Watt, Trudy	Design Studies Department (SoHE)	Academic Director, Masters in Design + Innovation

Existing committees within the Design Studies (DS) department and at SoHE will support the new major. The Undergraduate Planning Committee within the DS serves as the governing body for all undergraduate academic programs. The committee comprises all undergraduate academic program coordinators and administers all undergraduate majors in the DS. It assesses all DS undergraduate programs, including ensuring compliance with assessment schedules, data collection, analysis, and strategies for developing direct measures. The DS UPC works closely with SoHE UPC, where important decisions/approvals are made at the school level.

The Building and Information Support (BITs) at SoHE is a venue to problem solve challenges related to facilities and technology needed for teaching. BITs will be an integral part of the program administration.

The proposed major has the following additional sets of resources to draw on:

1. The SoHE reallocation - SoHE actively manages departmental budgets where reallocations are tied partly to credits generated. Any reallocation received in summer semesters will be devoted to supporting the newly proposed major.
2. SoHE resources: As a member of the SoHE, the major will be able to draw on critical SoHE resources, including: Advising & Career Center and internship support, scholarship administration, and curricular services and oversight.
3. SoHE shared resources: As a department within SoHE, the proposed major can draw on shared SoHE resources in the areas of marketing, diversity recruitment, industry outreach, and scholarship development.

The DS department will ensure administrative capacity to support the major by appointing a coordinator of the proposed major from the faculty. In addition, the SoHE will build a program budget that includes support for undergraduate advising and increased curricular services capacity to support the proposed major. Finally, the DS will meet with SoHE ACC to develop a plan for growing advising support.

### **Other Required Approvals**

[Information on other required approvals to offer the program beyond the Board of Regents (BOR) (such as accreditation bodies, including the Higher Learning Commission (HLC)) should be included. If there are no such approvals a statement that no approvals are required is sufficient.]

### **Letters of Support or Concurrence**

[Attached letters or emails of support or concurrence from departments, schools/colleges, and other units that have an overlapping or substantial interest. This

includes units that have similar names or overlapping curricula. If new and additional library resources or substantial capital investment is necessary please include supporting memos from the appropriate individuals signally that support will be forthcoming at such time as the program is implemented.]