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Faculty Development Grant Report
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2019 Paris Design Summit
The 2019 Paris Design Summit was a cross-disciplinary event gathering the international design community around one common goal: Building a 12-year Sustainable Design Framework. In February 2019, Blanka Domagalska, a lecturer at Otis College and I presented in the “New Collaborative Practices” category. Our proposal was based on the CAIL/ Creative Action class we co-teach: Neighbor Gap Bridge. The Spring 2019 semester’s focus is “The Quiet Revolution” — a design inquiry investigating introversion and liminality, as pre-design conditions for an optimal teaching environments focused on creativity. Blanka, my co-teacher, is currently a PhD candidate at the Planetary Colleguim, University of Plymouth in the UK. Her studies include a focus on liminality. This afforded us a rare opportunity to converge our thoughts and propose radical, educational tools.

“Preparing design students to create and produce in a world of ever-shifting matrices, caused by new technologies, rapid environmental change and economic instability are the most significant challenges facing educators in the field of design. Neighbor Gap Bridge, a course designed as a creative research laboratory presents a case study and experimental tools.”

Since this summit took place in Paris, the grant was needed for airfare, food and lodging, preceding and during the event. The grant enabled me to be an active participant in this conference and present along side international professionals, in a global arena. I was able to represent Otis College of Art and Design, as one of more than one hundreds contributors, whose goal it was to shape the future landscape of design and design thinking.

Upon returning, I have shared my presentation with my CAIL 300F Spring 2019 class. Much of this presentation consisted of a case study of the existing CAIL 300F Spring 2019 class. Students recognized themselves in presented images and videos. They witnessed class theory turning into practice — on a global stage. Students felt a stronger “call to action” and invitation into the development of this 12-year Sustainable Design Framework. Blanka Domagalska and I were able to model responsible, action-oriented behavior, which all future designers, including CAIL students need to embody for the future of design to evolve.

In addition, developing this presentation has allowed me to better articulate the tools and practices that scaffold this course, so that I might design collaborations and test these tools beyond the academic community, yet again. Future opportunities to share this presentation content may include the following:

1. AICAD Student Success Planning Committee is actively seeking proposals focusing on the concept of Student Success through the lens of student retention. Proposal Due March 15

2. 
Participating in the 2019 Paris Design Summit was a career benchmark. Reaching beyond the design borders of the United States, educational and professional arena adds breadth and depth to my pedagogical thought and outlook. It has set the stage for new thinking about future design education.

This project advances my career, and proposes new team teaching opportunities. Blanka and I were not only presenting within a “New Collaborative Practices” category, but experimenting with collaboration itself. Unfortunately, there seems to be little time or support for experimenting, testing the boundaries and making mistakes as educators, and yet this is the only way to develop emerging pedagogy and build relevant student success models, retain students and evolve education. I deeply appreciate the opportunity to have presented at the 2019 Paris Design Summit, with the aid of an Otis College Faculty Development Grant.