MDes in integrative design
Ranked #8 in the Nation

The Penny W. Stamps School of Art & Design is ranked among the top eight graduate schools in the nation for art and design according to the 2020 *U.S. News and World Report*.

“It’s exciting to see MDes students go through a real-life situation. This isn’t something simply done out of a textbook.”

**BOB LYNCH**  Director of Advanced Development, Stryker
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Program Overview

The wicked problems we face—poverty, healthcare, climate change, terrorism—require design expertise in deep collaboration with other experts and community stakeholders. Through Integrative Design, we have the ability to respond thoughtfully, thoroughly, and with informed intent to the complex, multi-causal challenges the world faces today.

The two-year MDes in Integrative Design graduate program at the Stamps School of Art & Design at the University of Michigan leads the charge to create and strengthen a new kind of designer able to respond to the demands of the 21st century. Alongside industry and non-profit partners, students in the MDes program address real-world wicked problems through hands-on, project-based work in the context of one of the world’s premier research institutions. Each year, the University of Michigan spends $1.48 billion on research, demonstrating deep and resourced commitment to the advancement of new knowledge.

We have a strong placement rate for our graduates. MDes graduates leave the program with a roster of industry contacts, the ability to leverage the power of cross-disciplinary collaboration in unprecedented ways, and expertise in the application of a human-centered design analytical framework called STEEPVAE.

DESIGN AS ACTION

In order for integrative design to work optimally, MDes students work together with their peers, faculty advisors, partners and community stakeholders. Design is a verb and a noun in this context—it is a process we employ and an outcome we propose. Centered in research and working hand-in-hand with various constituents, our integrative design approach is not locked into one disciplinary design strategy. Instead, it is adaptive, utilizing multiple tactics as the social challenge requires.

The Stamps School of Art & Design is a proud member of DESIS, which stands for “Design for Social Innovation and Sustainability,” a network of design programs from schools and colleges across the globe whose faculty and students are interested in innovating meaningful social change in collaboration with community stakeholders. It is through this lens and this context that much of the work of the MDes program takes place.

MDes students interrogate the Social, Technological, Economic, Ecological, Political, Values-based, Aesthetic, and Ethical (STEEPVAE) issues surrounding the wicked problem at hand. It is an effective, human-centered analytical framework for understanding the complex, provocative issues of our world—and its applications are endless.
In the first 4 years of the MDes program, students have worked with:

150+ workshop and charrette participants at the MDes studio

26 institution partners, conducting over 1,500 hours of on-site research

32 University of Michigan Schools and Departments

100+ faculty, researchers, and industry practitioners
MDes Cohort

Each cohort comprises graduate students who wish to transform their professional careers through critical thinking and making, and systematic analysis and investigation of complex, real-world problems.

Hand-picked with an eye for diverse global perspectives and knowledge from across the design disciplines and beyond, the MDes cohort is relatively small in size, ensuring optimal collaboration in an environment where all members are seen, heard, and active.

MDes Cohort Members
come from a wide spectrum of backgrounds

other disciplines

design disciplines
Experienced Designers wishing to transform their career path or professionals from other fields who want to transition to design

Career Changers proficient in specialized, complementary skills they want to incorporate into an integrative design approach

Researchers prepared to revise and expand their understanding of cross-disciplinary research and design methods

Innovators with a commitment to social innovation, sustainability, and change for the common good

Self-Starters excited to bring together people and resources to create sustainable change

Successful applicants will be:

Collaborators seeking an integrative design approach to solving complex problems

Creative Leaders looking to push the design discipline and industry forward
CASE STUDY: A 2020 SYMPOSIUM AND RESEARCH PROJECT

A Living Learning Lab For Equity

Keesa Johnson (MDes ’21) and the Campus Farm

In February 2020, Keesa Johnson (MDes ’21) was a presenter at U-M’s Diversity, Equity, and Inclusion (DEI) Symposium: Building Community and Connecting Across Difference, a gathering that brought together DEI leaders from across the university — including those in education, engineering, public health, and design.

In addition to her MDes degree through the Penny W. Stamps School of Art & Design, Johnson is pursuing a DEI certification through the Rackham Graduate School and is the DEI Manager at the Campus Farm at Matthaei Botanical Gardens.

“My research theme is equity and access in food systems,” Johnson says. “I love that the Campus Farm was created and run by students who grow food for other students. It’s a 21st-century living, learning lab for equity.”

In addition to talking about social innovation and food justice at the symposium, Johnson unpacked some of her research findings. She shared that by employing a probability sampling survey method, she discovered that the field of farming at U-M is currently not diverse. It has shifted to employ primarily white women; less than 1% of field farmers are people of color.

Explaining that she is studying to be a creative systems thinker, she stressed that one of her aims is to build access for more people of color to be a part of the farm.

“I want to know how we can create space to have open conversations about systems and policies that are oppressive,” Johnson says. “With real conversations we can figure out how to make change or create a new food system.”

Campus Farm Program Manager Jeremy Moghtader notes that Johnson has
Partnerships & Collaboration

The intensity of partnership and collaboration in the MDes program cannot be understated. Selected by the MDes faculty advisors or sourced by individuals in the cohort, partners are best able to address the wicked problem in the context of the program and are best positioned to help MDes students achieve their personal goals for the program. Students in the MDes cohort decide which partner(s) to take on for the duration of the program — along with an approach to the wicked problem suitable to the partnership.

"Because of systemic issues and the oppressive systems that we live in, black people and other people of color don’t get enough time to release some of the trauma that we have inside us," she says. "A lot of my equity work is about creating agency in any space I enter as a designer.

"I want to tell the stories of the people here and open up the space for every student to feel comfortable to work within agriculture," Johnson says. "In that space, we can heal together and discover what equity and sustainability mean and how we can practice it inside and outside of the farm."

As an African-American woman who has farming in her family history — her paternal grandparents were sharecroppers and some maternal relatives were peanut farmers — Johnson feels that healing is essential to her DEI conversations.

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"I want to tell the stories of the people here and open up the space for every student to feel comfortable to work within agriculture," Johnson says. "In that space, we can heal together and discover what equity and sustainability mean and how we can practice it inside and outside of the farm."

been instrumental in facilitating "robust connections" and learning. In addition to her research, Johnson led the farm staff through guided conversations during the United Way’s 21 Day Equity Challenge, a county-wide initiative to help the community understand and confront racism.

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Co-Design as a Means of Institutioning and Infrastructuring for Youth-Informed Policy

For her thesis work, Katherine Jones (MDes '19) uncovered ways to bring support to policymakers as they worked to understand and resource mental health issues in their communities. Specifically, she saw opportunity in strengthening communication between young people and legislators through design.

To do this, she partnered with Michigan Medicine’s Dr. Tammy Chang and the team behind MyVoice, a text-message based survey tool Chang developed to gather input from young people age 14 to 24. Started in 2018, the program has 200 youth participants in Washtenaw County and 1,800 nationwide.

Jones also talked with local policymakers, youth organizations, and government agencies to learn what issues they’re currently working to address. After learning the Washtenaw County Health Department and the Community Mental Health Board were both looking at ways to address a rising adolescent mental health crisis,
she decided to focus there. Jones worked with the MyVoice team on a new set of questions around mental health and then scoured the responses for common themes. The big thing that stood out was social stigma as being at the “root of everything happening.”

While policymakers are often interested in the data and anecdotes collected by MyVoice, Jones said many are unsure what to do with it, in part, because of how it gets presented to them; valuable insights get lost in nondescript “one-pager” or “white paper” — the industry standard — styled reports.

“It’s too text heavy, it’s not easy to digest, it doesn’t fit in their workflow,” she said. “It’s missing storytelling and narrative. Any advocate who works in this space knows that personal stories are what moves the needle.”

So Jones created a more visual representation of the data that also explained the major warning signs of mental health issues. Using the text messages themselves, Jones’ new policy brief format demonstrates the difference between a young person who is thriving and one who isn’t by juxtaposing them together. The result: readers are drawn in and want to know more, asking themselves, “How many kids in my community aren’t thriving? Now that I know the components, how do I help them along in achieving them?”

In addition to raising questions, the briefs also present readers with a series of probing questions to get them thinking about the consequences of inaction. But Jones said the goal isn’t to lead them to any one answer or tell them what to do.

“It’s to say, ‘There’s a mental health crisis, here’s what youth are thinking and saying about it, and here’s a document that can help you ask questions and think about it — to bring your own knowledge of your own community to think about the right direction,’” Jones said.

To explore more MDes thesis work, visit stamps.umich.edu/graduate-programs/mdes_work
Proven Results

Across industries, employers recognize the distinct benefits of deep collaboration with designers to identify, envision, and co-create the systems-based products, services, and environments of the 21st Century.

Stamps MDes graduates possess a unique set of cross-disciplinary skills and demonstrable evidence of those skills in action, creating true professional distinction and meeting the growing employer demand for creative, nimble, and strategic collaborators.

Discover more at stamps.umich.edu/mdes-stories
I realized that we really needed to personalize the way we deliver patient education. Currently, there is no standard for this. Through an intense research process, the MDes cohort has helped us move towards productive patient conversations that support behavioral change and a healthy self-care plan."

PAULA ANNE NEWMAN-CASEY, MD  
Assistant Professor in the  
Department of Ophthalmology and  
Visual Sciences at the University of  
Michigan Kellogg Eye Center

I have always believed in working with stakeholders to develop things that they need rather than forcing solutions on them. However, as we grow our staff, it’s hard to transfer those skills without training. The MDes students embodied that spirit while creating tools for the Office of Patient Experience that can help my staff be able to move into the future and build a culture where everyone is part of the process."

MOLLY DWYER-WHITE, MPH  
Administrative Director in the  
Office of Patient Experience at  
Michigan Medicine

It was clear to me that the ways we’d been looking at improving patient transitions from hospital to home weren’t really making things better for patients or their families or caregivers. The MDes cohort was able to uncover the issues impacting this transition in new light which helped the healthcare teams design responses in a very systematic, yet entirely empathetic way."

LAKSHMI HALASYAMANI, MD  
Chief Quality and Transformation  
Officer and Davis Family Chair  
at North Shore University  
Health System
Career Placements

Pioneers in their profession and their approach, MDes graduates are establishing themselves in a variety of ways at these organizations:

- Boston Consulting Group
- Diagram
- Doblin (Deloitte)
- Doctoral Studies in Media and Information at Michigan State University
- EPITEC
- Guardian Industries
- Kaiser Permanente Innovation
- School of Public Health at the University of Michigan
- Steelcase
- Veryday
- Workplace Safety and Insurance Board (Toronto)
Professionally Networked

Building relationships outside of the university through projects, site visits, fieldwork, competitions, and internships is an integral part of the MDes curriculum.

MDES STUDENTS HAVE INTERNED WITH:
- C.S. Mott Children’s Hospital
- Deloitte
- Guardian Industries Corp
- Integrated Michigan Patient-centered Alliance in Care Transitions (Blue Cross Blue Shield of Michigan’s first patient-focused Collaborative Quality Initiative)
- Philips Medical Systems International B.V.
- The Michigan Program on Value Enhancement (MPrOVE)
- University of Michigan Kellogg Eye Center
- University of Michigan School of Public Health
- Knowledge to Treatment Optimization Program (KTOP) at Michigan Medicine

SITE VISITS:
- Airbnb
- Autodesk
- Brightspot
- The Center for Urban Pedagogy
- Cooper
- DESIS Lab at Parsons
- Diagram
- Deloitte
- Fjord
- Guardian Industries Corp
- Humantitific
- IBM Watson Health
- IDEO
- IDEO.org
- LUNAR
- Pixar
- The Public Policy Lab
- Steelcase
- SYPartners

MDES STUDENTS HAVE DONE FIELDWORK AT:
- Guardian Industries Corp.
- Steelcase
- IBM Watson Health
MDes Faculty Advisors

At Stamps, MDes students have access to the practice and expertise of some of the top voices and practitioners in the field. Each MDes candidate is assigned a faculty advisor who serves as a mentor and a guide.

Faculty offer a broad spectrum of research and professional experiences, serving as the primary support for students in academic planning, advising, and addressing challenges.

**AUDREY BENNETT**
MDes Program Director
University Diversity and Social Transformation Professor
Professor of Art and Design
Founding Director of the Stamps DESIS Lab
- participatory and human-centered design
- scholarly writing on design
- human-subjects and field research
- interactive aesthetics
- graphic design and typography

**SOPHIA BRUECKNER**
Assistant Professor
- UX/interaction design
- health and wellbeing technology
- digital fabrication
- generative systems
- wearables
- design ethics

**DEEPA BUTOLIYA, PhD**
Assistant Professor
- industrial design
- speculative and critical design
- low-resource making (jugaad)
- decoloniality
- architecture
RON EGLASH, PhD
Professor
- ethnomathematics
- cybernetics
- system engineering
- fractal patterns in African architecture, art, and religion
- relationships between indigenous cultures and modern technology

ROLAND GRAF
Associate Professor
- architecture
- object design
- human interface development
- interactive installation

JOHN MARSHALL, PhD
Associate Professor
- digital fabrication
- tangible user interfaces
- design methods
- problem-based learning
- cross-disciplinary design
- design research and scholarship

KELLY M. MURDOCH-KITT
Assistant Professor
- collaboration
- design research
- graphic design
- user experience and interaction design
- service design

FRANC NUNOO-QUARCOO
Professor
- publication design
- interface design
- exhibition design
- design research and scholarship

SUN YOUNG PARK, PhD
Assistant Professor
- human computer interaction
- user experience design and design research
- computer-supported cooperative work
- health/medical informatics
- social computing

HANNAH SMOTRICH
Associate Professor
- publication design
- environmental graphic design
- community design collaborations
- visual identity systems

BRUCE THARP, PhD
Associate Professor
- sociocultural anthropology
- mechanical engineering
- industrial design
- commercial and speculative product design
- design entrepreneurship

STEPHANIE THARP
Professor
- design process
- interdisciplinary and team-based design
- critical design practices
- design research

NICK TOBIER
Professor
- landscape architecture
- public projects and actions
- social entrepreneurship
- critical and speculative writing

JOE TRUMPEY
Associate Professor
- ecological design
- permaculture design
- natural materials and building
- community-based design build
- constrained resource design

DISCOVER MORE
For more information about each faculty member and examples of work visit: stamps.umich.edu/mdes-faculty
U-M Resources

You have access to...

- world-class studios
- radiology lab
- state-of-the-art digital media labs
- multi-camera HD video studios
- robotics institute
- virtual reality cave
- 3D printers, routers, and scanners
- physical computing studio
- materials library
- computer and video game archive
- nanotechnology institute
- industrial knitting machines
- map libraries
- 3 hospitals
- large-format printers
- 40 outpatient locations
- 24-ft astro-tec dome planetarium
- 7 U-M museums
- artificial intelligence lab
- motion capture facility
- MRI scanners
- museum of zoology collections
- anatomy labs
- professional audio recording studios
- botanical gardens
- entrepreneurship clinic
- 2 Stamps School galleries
- 150 clinics
- billions of points of healthcare data
- 17 statewide quality collaboratives
- 1.7 million plants in the herbarium
- marine hydrodynamics lab

And collaborate with...

- local communities
- engineers
- filmmakers
- physicians
- climatologists
- architects
- astrophysicists
- nurses
- urban planners
- healthcare researchers
- design historians
- public policy makers
- journalists
- microbiologists
- nanotechnology researchers
- anthropologists
- curators
- sound engineers
- social workers
- chemists
- ecologists
- neuroscientists
- botanists
- information architects
- data analysts
- cancer researchers
- cognitive scientists
- industry professionals
- forensic scientists
- screenwriters
- entrepreneurs
- public health experts
- 3D modeling experts

and more...

and more...
Metro-Detroit & Ann Arbor

Ann Arbor is consistently ranked one of America’s best college towns, offering a rich cultural and intellectual life and a vibrant sense of community. We’re just a short drive away from Toronto, Chicago, and of course Detroit — America’s only UNESCO City of Design.

LEARN MORE
To discover all that Ann Arbor has to offer: visitannarbor.org

ANN ARBOR UP CLOSE

#1
“Ten Most Walkable Neighborhoods in the Midwest”
REDFIN.COM • 2016

#1
“Most Educated City in America”
WALLETHUB • 2018

“Top 25 Happiest Cities in the United States”
NATIONAL GEOGRAPHIC • 2017

“Best Places to Live in America”
TIME • 2018

“One of the Most Innovative Cities in America”
24/7 WALL ST • 2018

“One of the Best Cities to Live in America”
NICHE • 2019
Stamps Visiting Designers

During the academic year, students have direct access to a wide array of creative innovators who are part of the Stamps Distinguished Speaker Series and the Witt Visitors Program. Visitors meet with graduate students for group or individual discussions.

PAST VISITORS HAVE INCLUDED:
CEO of IDEO Tim Brown
Information Designer Richard Saul Wurman
Architect and Designer Michael Graves
Graphic Designer Jonathan Barnbrook
Information Architect Lisa Strausfeld
Designer and Activist Emily Pilloton

Graphic Designer Paula Scher
Architect and Designer Bjarke Ingels
Droog Design Co-founder Gijs Bakker
Interaction Designer Massimo Banzi
Inclusive Design Sara Hendren
Graphic Designer Stefan Sagmeister
Temple Grandin, Author and Designer

Jane Suri Fulton, Ideo Executive Design Director

Phil Gilbert, IBM Design Manager

Speculative Designer Lucy Mcrae
Graphic Designer Ellen Lupton
Droog Design Co-founder Renny Ramakers
Product Designer and Architect Patricia Urquiola
Design Agency Project Projects
NASA Visual Strategist Dan Goods

Industrial Designer Karim Rashid
Information Designer Georgia Lupi
Pluralistic Designer Stephen Burks
Artist-designer Jaime Hayon
Illustrator, Graphic Designer, and Author Jennifer Daniel
Architect and Designer Keiji Ashizawa
Curriculum Overview

The MDes curriculum includes design education and social engagement training. Within the structure of an umbrella theme and cohort topic, the first year is focused on reaching a holistic understanding of the problem and the second year on addressing a specific aspect of it.

Stamps MDes faculty are the primary source of support and advice to MDes graduate students in planning an academic program and research agenda and dealing with challenges as they arise throughout the design process. Credits for studio work are split between collaborative work and individual development.

### HOW IT WORKS

**FIRST SEMESTER**

- Students refine analytical and collaboration skills and build knowledge of integrative design inclusive of design methods and cross-disciplinary research methodology.

**SECOND SEMESTER**

- Students develop critical thinking and making skills informed by perspectives from design’s canon as well as those of other relevant disciplines.

**SUMMER**

- Students conduct fieldwork in a relevant real-world digital, physical, or hybrid environment within a public or professional context.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Design Studio 1A Inquiry</td>
<td>6</td>
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<tr>
<td>Design Studio 2 Prototyping</td>
<td>6</td>
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<tr>
<td>Design Seminar Design for the 21st Century</td>
<td>3</td>
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<tr>
<td>Design Methods</td>
<td>3</td>
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<tr>
<td>Design Studio 1B Integration</td>
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<td>University Elective</td>
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<tr>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fieldwork Studio</td>
<td>6</td>
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</tbody>
</table>

TOTAL CREDITS: 15

TOTAL CREDITS: 15

TOTAL CREDITS: 6
**DESIGN STUDIO 1A** is focused on human-subjects inquiry and problem definition using the STEEPVAE analytical framework. What is known? What is not known? Who is affected? The cohort explores a given, real-world context looking for opportunities where contributions can be made.

That effort is supported by the **DESIGN METHODS** and the **INTEGRATION STUDIO 1B** that delve into the resources of the University and beyond. How do designers and researchers from other disciplines go about doing their work? What can we contribute to that? What are we integrating? How are we going to integrate it?

In the second semester, **DESIGN STUDIO 2** centers on prototyping. It’s about taking what we’ve learned from the first semester and trying to deploy it. We want to capture some information and data about how our ideas operate in the world. What works well? What needs to be fixed? This is backed up by **DESIGN FOR THE 21ST CENTURY**, a design seminar that explores, through an **integrative** lens, the key critical and theoretical perspectives that ground the discipline of design. What constitutes research in design? What are the contributions of design research to contemporary society?

**THE SUMMER FIELDWORK STUDIO** takes the skills we have developed and the ideas that we’re exploring and moves them into a different public or professional context guided by a new or existing line of inquiry that broadens the scope of our knowledge of the umbrella theme and cohort topic. For example, we might start our summer as part of a collaborative pop-up studio with another university design graduate cohort, then move to working in a professional or public context, and then to working in a digital space. It’s all about integrative design—trying out different models in different contexts.

Third semester is the ramp-up towards the thesis. **CO-CREATION STUDIO 3** focuses on finding your constituents and community partners; beginning the process of getting buy-in on the identified opportunity; and actually beginning to build your project. This effort is backed up by **THESIS PREP**, which focuses on determining the integrative design approach that is necessary to undertake the project and the kind of writing necessary to compose the document itself.

**PROFESSIONAL PRACTICE** looks toward the future, when you’ll have your Masters of Design in Integrative Design. How do you make a case for having such a unique qualification? What are the opportunities? What will the ladder be post-graduation?

Fourth semester is primarily your **THESIS PROJECT**. You’ll work together with the MDES cohort, your thesis committee, and other stakeholders within your network to define, refine, and present your thesis to the world.

**CREDIT BREAKDOWN**

<table>
<thead>
<tr>
<th>Studios</th>
<th>Credits</th>
<th>Description</th>
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<td>Co-creation</td>
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<td><strong>Thesis Prep</strong></td>
<td>3</td>
<td></td>
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<td><strong>Design Seminar</strong></td>
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<td>Professional Practice</td>
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<td><strong>University Elective</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<td></td>
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</tbody>
</table>

**FIRST-THIRD SEMESTERS**

- **4 credits** • Integrative design work overseen by studio leader
- **2 credits** • Individual development within the collective activities, overseen by primary advisor

**FOURTH SEMESTER**

- **6 credits** • Overseen by primary advisor
- **3 credits** • Overseen by studio lead
The MDes studio has been designed to support collaboration — it is flexible and reconfigurable, with spaces and tools for both group and individual work, as well as a broad range of prototyping processes.

Graduate students also have 24/7 access to large state-of-the-art metals, fibers, ceramics, sculpture, wood, print, digital media, and digital fabrication studios, as well as a range of resources only available at a top research university, such as audio engineering booths, robotic labs, virtual reality studios, specialized libraries, institutes and collections, and much more.

Students conduct their creative work in a new collaborative space within a 33,000 square-foot facility that also houses faculty studios, a multi-purpose shop, digital media equipment, and large shared working and meeting spaces.
Over the course of two days, MDes students presented MDes × IBM, a design charrette to explore the intersection of cognitive technology and healthcare. Participants represented a wide range of disciplines and expertise. In addition to IBM Watson Health Team, MDes students hosted other industry leaders in manufacturing and technology, including Guardian Industries Corp, Georgia Pacific, Molex, Stryker, and Steelcase Health. Collectively, the industry participants represented at the charrette were worth $239 Billion, demonstrating high-level corporate interest and support. Additionally, faculty and students from across the university participated in the charrette, as did clinicians and administrators from Michigan Medicine, providing a rich diversity of thought. Together, charrette attendees participated in a series of design-led team activities to help support the creation of five different scenarios where cognitive technology intersects with healthcare.

MDes Charrettes

At key moments throughout the program, MDes students conceive of and host Design Charrettes with partners and stakeholders. These intense systems and strategy design sessions lead to tangible outcomes and recommendations that address vital elements of the cohort’s wicked problem.
Generous Financial Support

The Stamps School is eager to bring Integrative Design practices into industry, non-profits, and the world at large through the work accomplished within our graduate program — and through the continuation of this work by graduates of our program. To achieve this, we offer generous financial support.

**TYPES OF SUPPORT AVAILABLE FROM THE STAMPS SCHOOL:**
- teaching assistantships
- research assistantships
- tuition waivers
- stipends
- health care packages
- project scholarships
- studio expense discretionary funds
- summer fieldwork project discretionary funds

Additionally, the Rackham Graduate School provides funding for graduate students at the University of Michigan, including additional travel, research, and conference funds.

Learn more at stamps.umich.edu/funding and rackham.umich.edu/funding
Apply Now
stamps.umich.edu/mdes-apply

MDES PROGRAM HIGHLIGHTS
- substantial experience in integrative design and design methods
- involvement with real-world stakeholders and community partners
- access to hundreds of experts and professionals from across the U-M campus
- skill building in research-led design and design-led research
- collaborative studio in the faculty/graduate student studio building
- project-based learning
- access to the facilities and resources of a top-tier research university
- generous financial support
- part of the DESIS Lab Network, creating meaningful social change, innovation, and sustainable solutions

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734.763.5247 • stamps-mdes@umich.edu • stamps.umich.edu/mdes

University of Michigan Regents
Jordan B. Acker, Huntington Woods
Michael J. Behm, Grand Blanc
Mark J. Bernstein, Ann Arbor
Paul W. Brown, Ann Arbor
Shauna Ryder Diggs, Grosse Pointe
Denise Illitch, Bingham Farms
Ron Weiser, Ann Arbor
Katherine E. White, Ann Arbor
Mark S. Schlissel, ex officio

Nondiscrimination Policy Statement
The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734.763.0235, 11Y 734.647.1388, institutional.equity@umich.edu. For other University of Michigan information call 734.764.1817.
“This is one of the best integrations of design approaches in an MDes program that I’ve seen anywhere in North America.”

PETER JONES, author of Design for Care: Innovating Healthcare Experience and Associate Professor, OCAD University

stamps.umich.edu/mdes