

**OMNIBUS PROPOSAL TO DISESTABLISH THE INSTITUTE OF
COMMUNICATION AND CULTURE AND CREATE AN INSTITUTE OF
COMMUNICATION, CULTURE AND INFORMATION TECHNOLOGY AND A
DEPARTMENT OF VISUAL STUDIES**

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Glossary of Acronyms

BMC: Biomedical Communications

CCIT: Communication, Culture, and Information Technology

- **DEM:** Digital Enterprise Management
- **HCT:** Human Communication and Technology
- **HSC:** Health Sciences Communication
- **MGD:** Management Digital (course designation for DEM)
- **VCC:** Visual Culture and Communication

CCT Building: Communication, Culture and Technology Building

CVMC: Centre for Visual and Media Culture

- **A&AH:** Art and Art History
- **FAH:** Fine Art History
- **FAS:** Fine Art Studio

DVS: Department of Visual Studies

EDU: Extra-Departmental Unit

FCE: Full Course Equivalent

FTE: Full-time Equivalent

HMALC: Hazel McCallion Academic Learning Centre

HCE: Half Course Equivalent

ICC: Institute of Communication and Culture

PWC: Professional Writing and Communication

UUDLES: **University** Undergraduate Degree Level Expectations

UTM: University of Toronto Mississauga

VRL: Visual Resource Library

1. EXECUTIVE SUMMARY

After a self-study and an external review as well as administrative and decanal responses, extensive consultations within and outside its units, and a Town Hall meeting that demonstrated a large degree of consensus, we are proposing that the Institute of Communication and Culture (ICC) at the University of Toronto Mississauga be disestablished and that there be established in its place a new Department of Visual Studies and a new Institute of Communication, Culture, and Information Technology (EDU:A). The new Department of Visual Studies will consist of the former Centre for Visual and Media Culture (CVMC, an informal centre rather than an approved University of Toronto centre), the Blackwood Gallery (a non-academic unit), and the Visual Resources Library (VRL). The new Institute will consist of the following former units: Communication, Culture and Information Technology (CCIT) and Professional Writing and Communication (PWC). Finally, Biomedical Communications (BMC) will be relocated to the Department of Biology at the University of Mississauga.

This reorganization responds to a number of shortcomings in the current structure of the Institute of Communication and Culture that have been enumerated in this document by both the Institute Director and the Dean. These include the structural problems caused by the confusion of roles and responsibilities of the ICC Director and those of the individual Unit Directors; the organizational complexity of the ICC and its reporting structures, as well as the inability to achieve any degree of joint governance. There has also been a significant gulf among the academic worldviews and cultures of CVMC (arts/humanities with a research focus), CCIT (a media/social sciences teaching unit) and BMC (with its science-based professional masters focus); the lack of faculty and student identification with the parent unit; and the disparate notions of what constitutes academic quality and productivity among the units, which has inhibited shared evaluation of progress through the ranks. The reorganization of the Institute offers a solution to remedy these shortcomings while providing a more fertile environment for improving the teaching and research missions of the individual units and the University as a whole.

In terms of its curricular impacts and the delivery of academic programs, this reorganization will result in a series of program relocations. The Visual Culture and Communication (VCC) Specialist program currently delivered in CCIT, the Cinema Studies Minor currently housed in the Department of Language Studies, and CVMC's Art History and Art and Art History programs (jointly with Sheridan Institute of Technology and Advanced Learning, hereafter: Sheridan) will move to the new Department of Visual Studies. The academic programs in CCIT (jointly with Sheridan) as well as the Professional Writing and Communication (PWC) program will move to the new Institute. The Human Communication Technologies Specialist program in CCIT will be discontinued, as will the Health Science Communications/HSC major in CCIT. In addition, this restructuring will lead to the formation of a new joint undergraduate program offered through CCIT and administered by the Institute and the Faculty of Information at the University of Toronto. Finally, Biomedical Communications will move its undergraduate minor and graduate programs to the Department of Biology while maintaining their current relationship with the Institute of Medical Sciences at the graduate level.

The tenure stream faculty members who will be reassigned to the Department of Visual Studies will continue to hold appointments in the tri-campus Graduate Department of

Art. The addition of Cinema Studies faculty will lead to new affiliations with the Cinema Studies Institute and potentially other graduate departments. The establishment of the CCIT Institute with a joint Faculty of Information undergraduate program, currently under development, would allow for the possibility of graduate links to this unit.

The reorganization will have few immediate implications for space allocation. The units involved will submit changes to the Space Planning Monitoring Committee (SPMC) to account for any immediate changes in space allocations and re-allocations for July 2010. The move of the BMC group to the new Health Sciences Complex is scheduled to take place in the summer of 2011. UTM's Human Resources has analyzed the administrative positions in ICC with a view to its structural reorganization and has prepared a plan to reallocate administrative positions in accordance with UofT HR policies.

2. INTRODUCTION

The Institute of Communication and Culture (ICC) was established as an Extra-Departmental Unit with faculty-appointment powers (EDU:A) in 2003 as part of the departmentalization process of the University of Toronto Mississauga, which was part-and-parcel of the creation of a new Faculty to govern the programs of the campus formerly known as Erindale College (Faculty of Arts and Science).

Since that time, it has served as the umbrella organization for four semi-autonomous academic units: Biomedical Communications (BMC), Centre for Visual and Media Culture (CVMC), Communication, Culture, and Information Technology (CCIT), and Professional Writing and Communication (PWC), and one non-academic unit (Blackwood Gallery). Appendix A illustrates the units and programs as they are currently structured. Within these units, there are currently nine undergraduate programs and one graduate program:

- BMC offers a Biomedical Communications Minor in addition to their renowned professional Master's program.
- CVMC offers the Art History Minor, Major, and Specialist programs and Art & Art History Major and Specialist programs.
- CCIT offers an undergraduate Specialist program in Human Communication Technologies, a Specialist in Digital Enterprise Management as well as a Specialist in Visual Culture and Communication (VCC). Within this same unit, there is also a CCIT Major program and a Health Sciences Communications Major program (with BMC).
- Finally, PWC offers a Major and Minor program in Professional Writing and Communication.

Together there are approximately 1100 students enrolled in the programs housed in the Institute.

CVMC has the most faculty members, with six full-time, tenure stream appointments, all of whom also contribute graduate courses to the tri-campus graduate Department of Art. The wide-ranging research interests of the full-time faculty are in synch with the

increasingly diversified field, which weaves together strands in curatorial studies, theory, visual culture, cultural studies, and art history. The faculty members have published monographs with some of the most prestigious academic presses, including Cambridge, Duke, Chicago and California. They have achieved considerable research funding success, including most recently two large SSHRC awards, including Research Teaching Stipends.

The Biomedical Communications faculty complement consists of three full-time permanent members, two full-time contract members, and five part-time members. The faculty members in this unique program in Canada have diverse specializations in health sciences communication, including in the most advanced practices of digital visualization. BMC faculty members are involved in many research projects funded by federal granting agencies as well as other organizations. Federal sources include NSERC, CIHR, and SSHRC; third party sources include Bell University Laboratories, Greenshield Canada, and Merck Frost.

Professional Writing and Communication has one full-time Senior Lecturer on staff and limited research funding opportunities in the current configuration. The Blackwood Gallery also has one full-time Lecturer, who is the Director/Curator of the Gallery and who teaches in both the VCC and Art History programs. The Gallery holds various grants and awards, including an impressive Canada Council programming grant.

CCIT has no permanent appointments and is currently staffed with one seconded Associate Professor from Management and one part-time contract position. Sessional instructors as well as faculty from allied departments and units at UTM teach the majority of its courses. This lack of permanent faculty has hindered CCIT in its ability to participate in research initiatives.

CCIT programs and the Art & Art History program are jointly delivered by Sheridan, which delivers studio and practical courses with appointed and funded faculty members.

The current formation of the Institute was developed at a time when studies in the disciplines involved were approached in a way that is no longer deemed the most effective or progressive way of organizing such knowledge. In the case of the CVMC programs and the Visual Culture and Communication program, the programs would be better served if the diverse research interests of CVMC faculty members, who range from medieval reliquaries to contemporary digital art and from Western art to contemporary South Asian visual culture, were brought under the rubric of Visual Studies. This is because Visual Studies allows for the incorporation of a wide range of methods, theories, and media that all have in common the primacy of visual evidence and the importance of visibility to human experience and achievements. In addition, ongoing collaborative programs with Sheridan offer the possibility for students to receive both practical and academic studies in art and art history and now in visual culture and communication. These unique joint programs – one four decades old and one very new – enrich the academic programs with hands-on studio art or digital media practice. The more progressive programs in the field have moved to finding ways of housing art history, art and media theory, visual culture, film studies, and curatorial studies under one roof. These include the University of Rochester, the University of California, Santa Cruz, and Goldsmiths College (University of London).

Meanwhile, studies in digital media and communications have become the focus of intense research endeavors as evidenced by the recent provincial funding priorities, and CCIT, with its present lack of research-stream faculty, is not positioned to compete in this emerging field. It is our intention to increase the appointed and cross-appointed faculty complement in this unit to provide both a better educational experience for CCIT students and a more amenable environment for this important research to take place.

In the fall of 2008, the Vice-Principal Academic and Dean commissioned an external review following an extensive ICC Self-Study, prepared with input from each unit's Director, faculty members, staff and students. The external review comprised a two-day campus visit by Professors Will Straw (McGill University) and Thomas Porcello (Vassar College) in mid-October. Subsequently, the reviewers submitted a comprehensive report whose findings contained recommendations that were resonant with the findings in the Self Study, including the proposal to dissolve the Institute of Communication and Culture and establish a new department and a new institute in its place (see Appendix B).

The external reviewers' report was supported by an administrative response from the ICC Director and the individual unit heads in January 2009. There were then further discussions with Gage Averill, Vice-Principal, Academic and Dean, who was in general agreement with the report of the external reviewers and supported the dissolution of the Institute as well as its replacement with a new Department of Visual Studies (for the Blackwood Gallery and the CVMC) and a new, more coherent Institute EDU-A (for CCIT and PWC) with the capacity to hire its own faculty. There was also general agreement that the BMC program should be housed in UTM's Biology Department.

On September 4, 2009 (rev. Sep. 29), Dean Averill sent a Memo to Cheryl Regehr, Vice-Provost, Academic Programs, summarizing the rationale for the disestablishment and dissolution of the Institute and the overall plan for renovating the programs and academic units (see Appendix C).

3. PLANNING, REVIEW AND CONSULTATION PROCESS

3.1 Overall Planning Context

The Institute of Communication and Culture was formed out of "orphaned units" as outlined in the *UTM Steps Up* document (2004, see Appendix D). Given that the Institute has never had a formal governance document except for these few paragraphs in the 2004 complement plan, its structure has been never fully clarified or defined, and this has always hindered the proper administration of ICC. The current ICC Director began informal communication with the current Dean in the fall of 2007 in an attempt to address certain structural and organizational issues, such as the awkward incorporation of four semi-autonomous units within an EDU:A. The Dean responded by initiating a program and unit review, which was to include both Self Study and External Review components.

3.2 Consultation and Review

During the preparation of the Self Study document, the Unit Directors each conducted sub-reviews of their individual units, including an analysis of their curricula to align with the newly approved UTM Undergraduate Degree Learning Expectations (UUDLES).

They also consulted with Sheridan College affiliates, graduate chairs and directors (where appropriate), faculty and students. The Office of the ICC Director further consulted with the FAS Vice Dean of Interdisciplinarity, the Visual Resources Librarian and appropriate senior library staff, the Blackwood Gallery director, and UTM's Office of the Vice-Principal Research, among others. The resulting final document is a compilation of these sub-reviews and the ICC Director's summaries and additional findings.

The Self Study was distributed to the external reviewers who then conducted an extensive site visit to UTM, which included meetings with unit directors, faculty, students, administrative staff, senior UTM administrators, cognate faculty members, and graduate chairs/directors. In addition, they visited the Sheridan campus and met with the Associate Dean and joint program directors. The reviewers were given a thorough tour of the appropriate Sheridan facilities, including a classroom visit (see Appendix E).

The external reviewers submitted their findings in December 2008 and their report (see Appendix B) was subsequently distributed to the unit heads and Sheridan counterparts. Collectively, an administrative response was then composed out of the Director of the ICC's Office and submitted to the Dean's Office in mid-January 2009. In spring 2009, Dean Gage Averill began follow up consultation with ICC administrators and released his initial written response in September 2009, in the form of a memo to the Vice Provost, Academic Programs. The ICC then held a town hall meeting that gave all constituents a forum to discuss the Dean's vision for restructuring the Institute.

These review activities and their resulting documents make the case for the necessity of a structural reorganization as presented in this proposal document.

3.3 Departmental Decision-Making and Visions

Self Study

Following the consultations that were part of the Self Study process, and taking into account the near consensus amongst the ICC Unit Directors, it was the conclusion of the ICC Director that the dissolution and reorganization of the Institute would offer a brighter future for all of its present units and especially for their students. It would put faculty and academic programs together that truly belong together and want to be together, and that would thus be able to grow together. It would eradicate the structural problem caused by the confusion between the roles and responsibilities of the ICC Director and the individual unit directors. It would simplify the present organizational complexity of the ICC by calling for a new structure that has a Chair responsible for the administration of a new Department of Visual Studies and an EDU-A Director responsible for the administration of a new Institute. Students would be housed in more coherent programs and their degrees should be better branded. BMC and the Department of Biology then negotiated their new configuration, in which BMC's the undergraduate and graduate needs and interests would be better served. The new vision will also be able to regenerate the interdisciplinary impetus that was part of the original rationale for creating the ICC and serve as a basis for reinvigorated discussions with other units over shared interests.

Both CCIT, as a new Institute, and Visual Studies, as a new Department, plan to maintain their ongoing relationship with their respective Sheridan programs. Meanwhile, a partial or full merger of the PWC program with CCIT offers the possibility of adding important

new dimensions and putting it into closer relationship with the interdisciplinary program with which it has been historically allied. The proposal would facilitate the overdue recognition that both Communication Studies and Information Studies deserve to be considered as legitimate fields of research and as academic disciplines that belong in UTM's curriculum. Such reorganization and the creation of this new structure would require a thorough review of the administrative staff and its adequacy to meet the demands of the new units.

External Reviewers

The decision of the external reviewers to support the suggested reorganization of the ICC, including the relocation of PWC and BMC and the establishment of a new department and institute, was based on the following reasons that point to shortcomings in the present organizational structure of the ICC:

- Neither faculty nor students identify with the parent unit (ICC). According to the external review, "A sense of the Institute as an institutional home was virtually non-existent among students in ICC programs".
- The continuance of the umbrella unit adds an unnecessary layer of complexity, exaggerates reporting and personnel issues, and masks the huge gulf in the academic worldview and culture between the arts/humanities (CVMC) and the media/social sciences group (CCIT).
- The panoply of names and acronyms in the institute (CCT, ICC, CCIT, VCC, CVMC, BMC, PWC, DEM, HCT, HSC, etc.) makes understanding the work of the units of ICC – and of promoting their excellence – difficult at best.
- Professional Writing and Communication is too small a program to stand on its own with semi-autonomous governance.
- BMC is without a meaningful engagement at the undergraduate program level. The fit has never been right with CCIT – only the minor program, with 12 students enrolled, has achieved any degree of success.
- The disparate notions of what constitute academic quality and productivity among the units has inhibited significant movement toward shared evaluation of Progress Through the Ranks and joint hiring committees (resulting specifically in failed searches).
- Despite a number of attempts made by the ICC Director over the years, no clear framework has ever evolved for joint governance of the Institute. This is attributed in part to the maintenance of six separate budgets.

Following the external review, the UUDLES audit of the Institute's programs, the administrative response from the Institute, and discussions with unit heads, the Dean arrived at a near consensus on a proposed unit and the program changes necessary to set the elements of the Institute on a path to a vibrant and innovative future. These changes would result in the emergence of two strengthened units: 1) an independent interdisciplinary institute, called CCIT, that would serve as a media and communications hub with an additional undergraduate program shared with the Faculty of Information and with the addition of the Professional Writing and Communications

program; and 2) an innovative Department of Visual Studies strengthened by the addition of cinema studies (currently a minor program in Language Studies) and curatorial studies. In addition, BMC would be housed in the Biology Department.

Town Hall

The proposal was presented publicly on September 23, 2009. Teaching and administrative staff, and students were present at the Town Hall. While there were a few questions related to ironing out details such as new nomenclatures and possible future programs (which can only be answered at a later time), the proposed reorganization was favorably received by ICC constituents in attendance.

3.4 Consultation with Sheridan and Other Departments

The necessary Sheridan affiliates were consulted throughout the review process and subsequently, the Dean has further consulted with Vice-President Academic, Mary Preece; Dean Michael Collins, and Vice-Dean Ronnie Rosenberg. Sheridan supports the restructuring and will provide a letter of support.

There is continuing consultation underway with UTM departments, such as Psychology, which is proposing to end the HCT program (currently with two students enrolled) in line with the recommendations of the External Reviewers.

The Biomedical Communications Director engaged in discussions with the Biology Chair and reached an agreement to relocate BMC within the Department of Biology, which already offers another professional masters program, the Master of Biotechnology. With BMC slated to move into the Health Sciences Complex along with the UTM Medical Academy and a significant research presence for the Biology Department, all parties see potential synergies from the new alignment.

There has been consultation with the Chair of the Language Studies Department, as well as the Chair of Art Department about the smooth transitioning of the Cinema Studies (CIN) minor to the new Department of Visual Studies and with the Director of the Cinema Studies Institute about faculty complement requirements for a CIN major program.

4. PROPOSED DISESTABLISHMENT OF THE ICC

In light of the reasons identified above and taking into consideration the review process, we propose that the Institute of Communication and Culture be disestablished on June 30, 2010. A new Department of Visual Studies and a new EDU:A will be established in its place. The current programs housed in CVMC, the VCC program and the Cinema Studies minor will be moved to the new Department (Appendix F). The Blackwood Gallery and the Visual Resource Library will also join this new Department. CCIT programs and the Professional Writing program will move to the new EDU:A institute, minus the HCT program, which will be terminated.

5. PROPOSED NEW DEPARTMENT OF VISUAL STUDIES

The proposed Department of Visual Studies (DVS) at the University of Toronto Mississauga will contain both academic programs and several preexisting and related units into a single administrative entity. These units are the Centre for Visual and Media Culture, the Visual Resources Library, and the Blackwood Gallery. The academic programs that will be housed in this new Department are as follows: Art and Art History (major and specialist), Art History (minor, major and specialist), Visual Culture and Communication (specialist program moving from CCIT), and Cinema Studies (minor program moving from Language Studies). It is proposed that the Department of Visual Studies be established on July 1, 2010.

The proposed Department will have a faculty complement of 7 FTEs, composed of permanent faculty members from CVMC and the Blackwood Gallery: Associate Professor Jill Caskey (Ph.D., Yale), Medieval Art and Architecture; Assistant Professor Kajri Jain (Ph.D., Sydney), South Asian Art, Visual Culture, and Film Studies; Associate Professor Louis Kaplan (Ph.D., Chicago); History and Theory of Photography and New Media; Associate Professor Evonne Levy (Ph.D., Princeton), Renaissance and Baroque Art and Architecture; Assistant Professor John Paul Ricco (Ph.D., Chicago), Contemporary Art and Media Theory and Criticism; Assistant Professor Alison Syme (Ph.D., Harvard), Nineteenth and Early Twentieth Century Art; and Lecturer and Director/Curator of the Blackwood Gallery Christof Migone (Ph.D., New York University), Curatorial Studies, Sound and Performance Art.

The structure of the Art History program, as well as the joint Art and Art History program with Sheridan, will remain the same, with no implications for resources.

The move of the Visual Culture and Communication specialist program from CCIT to the new Department will have no immediate resource implications. However, a special subcommittee has been looking into this matter in further detail. The courses will remain open to CCIT students and the joint program with Sheridan will be maintained.

The move of the Cinema Studies (CIN) minor program from the Department of Language Studies to the new Department will require some additional resources. The courses that are currently in the academic calendar will continue to be taught by faculty from other units. However, the program will require additional faculty complement dedicated to Cinema Studies in order to constitute a major program with appropriate and flexible course offerings, in accord with the consultations with the Director of the Cinema Studies Institute. A proposal and job description for an anchor faculty member in Cinema Studies has been approved by the Vice-President and Provost's Office and is currently being searched. As enrolments in the program increase, and additional faculty complement is envisioned.

Consultations on this proposal

In terms of its governance, the new Department will be under the leadership of a Chair who will carry out the functions that are normally assigned to such academic administrators and who will serve as a member of the PDAD &C and the UTM Chairs

Group. The Chair will appoint the necessary committees (e.g., Curriculum Committee, a Progress Through the Ranks Committee, etc.) in order to conduct its business. It is likely that the DVS will need to draw members for its Committees from cognate departments in light of its comparatively small numbers.

6. PROPOSED NEW EDU:A INSTITUTE

This proposed Institute of Communication, Culture and Information Technology (CCIT) will bring together two pre-existing and related units into a single administrative entity, as of July 1, 2010: Communication, Culture and Information Technology (CCIT) and Professional Writing and Communication (PWC).

The new Institute of CCIT will require a Director. A joint position with Management (Financial Economics) has been approved by the Vice-President and Provost's Office and is currently being searched. This new position will teach half time in CCIT in areas of the financing of innovation. The 1 FTE Senior Lecturer position in Professional Writing and Communication will be reassigned to the Institute of CCIT. In addition, PWC has an unused line that will be available for hiring. We are moving to make the secondment of the director of the Digital Enterprise Management program (also currently the CCIT Director) permanent. The Dean will work with the Director to make current arrangements concerning instructional commitments into cross appointments, and he will approve one additional search during 2010-11 for a research stream faculty member in an area related to digital media. The latter was outlined in our Stepping Up plan as a shared position with CVMC. The goal is to improve the unit's academic staffing as part of the UTM faculty complement planning process, with the provision of full-time and cross-appointment faculty members.

The academic programs that will be housed in the new Institute will be: the current CCIT Major program, the current DEM Specialist program, a new joint specialist program in association with the Faculty of Information at UofT, and the current Professional Writing and Communication Major and Minor programs. The new joint undergraduate specialist program will begin, if approved, in fall 2011, and it is expected to add approximately 150-200 students per year to the current CCIT program enrolments. A proposal for the joint program is being prepared to go forward through governance process later this spring.

The proposal to disestablish the HCT and HSC major programs within CCIT has been approved by the UTM Academic Council and will be brought forward for approval to the Committee on Academic Policy and Programs on March 2, 2010. As per normal procedures, students currently enrolled in these programs will be able to complete them.

The VCC program will move from its current home as a stream of CCIT to the new Department. However, it is intended that a significant subset of VCC courses will remain available to CCIT students as part of their program.

There will be no immediate change in course designation as a result of the reorganization in either the new Department or Institute.

Although, initially there will be no impact on current space use, an expansion and

consolidation of space for the Institute of CCIT will be required as new faculty are hired. Any changes to space use will be submitted to the Space Planning Monitoring Committee (SPMC) should there be any immediate changes in space allocations and re-allocations for July 2010.

7. PROPOSAL TO HOUSE THE BMC IN THE DEPARTMENT OF BIOLOGY

Under the proposed arrangement, Biomedical Communications (BMC), currently a program with both graduate and undergraduate components within the ICC, would be repositioned as a program within the UTM Department of Biology as of July 1, 2010.

BMC is an interdisciplinary program, focusing on the design and evaluation of visual tools for health and science education and discovery. BMC's graduate curriculum offers an MScBMC degree in a 24-month course-intensive program. BMC also offers two undergraduate programs, a Biomedical Communications Minor program, and a Health Sciences Communication Major program. BMC is a small interdisciplinary program with a science focus, and as a result has not found a perfect fit in the Institute of Communication and Culture.

Both BMC and Biology feel that there is a natural fit between their respective units and that numerous potential synergies exist:

- More than 90% of BMC's graduate students enter the program having completed a four-year BSc, and the vast majority of those degrees are in Biology or closely-related disciplines (Pharmacology, Anthropology, Biochemistry, etc.). Due to their high GPA, many of these students receive U of T Open Fellowships.
- The undergraduate Biomedical Communications Minor is popular among, and relevant to, many Biology and Anthropology students. It is unique in Canada.
- To their mutual benefit, many MScBMC graduate students collaborate with Biology faculty in their Master's research.
- The UTM Department of Biology has recently added an undergraduate major program focusing on the health sciences. BMC-taught courses could become part of the elective menu for that program, and there is opportunity for further curricular innovation (see below).

BMC faculty members currently teach nine HSC-designated undergraduate courses that principally serve students in the CCIT, Biology, Anthropology, and Forensic Science programs. These courses contribute to two programs offered by BMC, the Biomedical Communications Minor program (primarily of interest to Biology and Anthropology students), and the Health Sciences Communication Major within the CCIT program. Due to historically low enrolment rates, the HSC major program will be discontinued, but the courses will persist while CCIT examined the possibility of a health-science-related stream within their specialist program. It is anticipated that further curricular planning discussions with Biology could result in a BMC Major program within Biology, in addition to the BMC Minor, should it make curricular sense.

BMC currently has 7.2 FTE faculty positions (five full-time, and five part time faculty). BMC's relatively higher proportion of part-time faculty reflects the benefits to a practice-

focused professional graduate program of drawing on the domain knowledge of real-world practitioners in its academic program.

Under the proposed arrangement, the primary appointment of BMC's faculty will be in the Dept. of Biology. BMC's graduate appointments will continue in the Institute of Medical Science in the Faculty of Medicine.

Currently no new courses are planned, but it is anticipated that in the future new curriculum opportunities in BMC's integration with Biology will emerge (such as a Biomedical Communications major within Biology, mentioned above) and enable the creation of new undergraduate courses and programs. There are no planned changes in designation relative to the proposed arrangement.

The BMC graduate program is unique in Canada, the largest of the five accredited programs in North America, and enjoys an excellent reputation. Despite the fact that BMC is housed at UTM, the MScBMC degree is offered through the Institute of Medical Science (IMS) in the Faculty of Medicine (that is, IMS is the graduate department for BMC). This relationship is expected would continue in the proposed arrangement. The Department of Biology at UTM currently relies on two graduate departments on the St. George campus—Cell and Systems Biology, and Ecology and Evolutionary Biology—and is therefore familiar with this situation.

8. IMPLEMENTATION SCHEDULE AND MILESTONES

In consultation with appropriate unit directors and UTM's Office of the Dean, a detailed schedule of the milestones for implementation of this plan has been developed. The most recent version of this schedule is provided in Appendix G.

8.1 Governance

We will be seeking formal governance approval for this reorganization, as outlined in this proposal. This formal approval will come from UTM's Resources Planning and Priorities Committee (RPPC), Academic Affairs Committee (AAC), and Erindale College Council (ECC) in the winter of 2010 and subsequently to university governance.

8.2 Communication with Students

All students will be notified of the changes to ICC and its programs as soon as these are approved through the Governing Council process. Academic counselors will work with students in each of the programs on their options and on their plans to complete their programs. Changes to the ICC programs will appear in the next online Academic Calendar, and the Registrar's Office will recruit and advise students accordingly.

8.3 Academic Complement

Appointment of academic administrators.

The Director of the proposed Institute for Culture, Communication and Information

Technology and the Chair of the Department of Visual Studies, will be appointed through a search process in accordance with the Policy on the Appointment of Academic Administrators. These searches will be struck in early March, with the understanding that any appointments be contingent on the approval of the establishment of the units by the Governing Council.

Biomedical Communications

BMC faculty members will continue to serve both the undergraduate and graduate BMC program that will be housed in the Department of Biology. The Vice-Dean, Graduate Studies and the Director of the Institute for Medical Studies, Faculty of Medicine have been consulted on this proposal.

Department of Visual Studies

All current CVMC faculty as well as the Blackwood Lecturer and Director/Curator will be reassigned to the Department of Visual Studies, with the exception that the Visual Resources Librarian will now have a direct report to the Hazel McCallion Academic Learning Centre and an indirect report to the Chair of the Department of Visual Studies. However, there may be the option for status-only cross-appointment to the proposed CCIT Institute at the discretion of each faculty member and pending approval by the new Institute Director. Graduate teaching by this current faculty complement will continue in the tri-campus Department of Art and has been discussed with the graduate Chair.

Institute for Culture, Communication, and Information Technology.

It will be important to establish a faculty complement in the Institute that will allow for improved instruction, a vigorous research cluster, a fulsome service commitment, and the normal exercise of academic human resource procedures (searches, tenure and promotion cases, and annual PTR). To this end, the Dean will move to increase the complement—which now includes a current single full-time teaching stream appointment in Professional Writing, a full-time seconded professor from Management, and a CLTA in CCIT— with the following changes:

- Convert the secondment of the current Director from Management into a permanent secondment.
- Search for a new research stream faculty member (50% with Management) in the Financing of Innovation/Business Economics. This search is underway for a July 1, 2010 start date.
- Convert the CLTA in CCIT into a continuing position, and search for this in 2010-11.
- Authorize a search for an additional full-time faculty position in Professional Writing using the funding recently used to fund a CLTA. This could be searched in 2010-11.
- Pursue partial appointments for at least three current faculty members with teaching commitments to CCIT.

- Direct another new faculty line to CCIT for a search in 2010-11 (position description to be determined).
- Work with the Principal and the current Director to direct the Dean's undergraduate teaching appointment to CCIT and Anthropology at UTM (currently still with the Faculty of Music).
- The sole Professional Writing and Communication Senior Lecturer will have his appointment moved to the new Institute, where the PWC program will be administered.

In addition, if the new CCIT specialist program in Culture, Information, and Media (joint with the Faculty of Information) is approved later in the 2010-11 governance cycle, we will propose an additional two full-time positions, based on the revenue projections from the new program. Along with the U of T Mississauga faculty in CCIT, the specialist program will incorporate a number of full-time instructors from the Faculty of Information, further strengthening the full-time University of Toronto faculty commitment to CCIT.

The impact of this faculty complement plan for CCIT would be produce nine or more FTE positions in addition to the Faculty of Information, Sheridan, and sessional instructors committed to the Institute. We anticipate that this ramp-up of faculty for CCIT would be completed by the anticipated start of the new specialist program in July of 2011. In the meantime, and thereafter, we will be able to count on our partnership with the Faculty of Information, with the Department of Management, and with other allied departments at UTM and their relevant graduate departments, for assistance in HR procedures.

8.4 Undergraduate and Graduate Program Administration

The Art History and Art & Art History undergraduate programs in which students are currently enrolled, and that would be offered in the fall of 2010, would not be changed as a result of this reorganization. However, their administrative home on the UTM campus will now be the Department of Visual Studies. The new Department will also be the home to the Visual Culture and Communication program, but its currently enrolled students will continue in the CCIT-housed specialist program until a new curriculum is firmly in place (projected to be for fall 2011 incoming students), at which time they will have the choice to follow the grandfathered CCIT-based program or the new Department of Visual Studies-based program. Newly enrolled students in fall 2011 will be able to join the Department only. In addition, VCC courses will also be available to students who are currently enrolled in other CCIT programs. The VCC program will continue to be a joint program with Sheridan. A special subcommittee appointed by the Director of the ICC will be struck in early 2010, involving program administrative staff and academic leaders, and will prepare a plan for the administration of this program, including curricular and budgetary matters, under the new departmental structure.

The Cinema Studies undergraduate minor program will be moved from the Department of Language Studies to the new Department of Visual Studies and currently enrolled students as well as those starting fall 2010 and later will be directed to the Department of Visual Studies for all matters related to this program. The program is projected to

change in correlation with a curricular review during the 2010-2011 academic year and the proposed appointment of a new full-time Cinema Studies faculty member beginning July 1, 2010. The new Department will work with the Department of Language Studies to preserve the quality of support they currently provide for their current students and to ensure a smooth transition. A special subcommittee appointed by the Director of the ICC and the Chair of Language Studies will be struck in early 2010, involving program administrative staff and academic leaders, and it will address administrative, curricular, and budgetary matters related to the move of the Cinema Studies minor to the new Department of Visual Studies.

The undergraduate and graduate Biomedical Communications programs in which students are currently enrolled, and that would be offered to incoming students in fall 2010 would not be changed as a result of this reorganization. A working group, involving the BMC and Department of Biology administrative staff and academic leaders, will prepare a plan for the future administration of the existing programs under the new structure.

The HCT program in which students are currently enrolled will be terminated as of fall 2010 and the remaining in-program students will be grandfathered and supported by the Institute of CCIT (with courses offered by BMC faculty) until they complete their programs.

The DEM Specialist and CCIT Major programs in which students are currently enrolled and that would be offered to incoming students in the future would not be changed as a result of this reorganization. The CCIT major program will continue to be jointly delivered by Sheridan and the details of this joint-program arrangement will be reviewed the 2009-2010 academic year. As stated earlier, a new joint program with the Faculty of Information will be offered starting fall 2010 provided it has received appropriate approval. It has not yet been determined whether Sheridan will participate in this new program.

The PWC programs in which students are currently enrolled and that would be offered to incoming students in the future would not be changed as a result of this reorganization. However, these programs will now be administered through the new Institute of CCIT and its staff and academic leaders.

8.5 Visual Resource Library

It is logical that the Visual Resource Library will be closely affiliated with the new Department of Visual Studies in light of the vital and ongoing needs of its faculty as the Library's primary users. Along with the move of the Visual Resource Library into the new Department, the reporting structure of the Visual Resources Librarian and Director will now include a direct report to the Hazel McCallion Academic Learning Centre and a dotted line report to the Chair. The Dean has guaranteed that this position will be a continuing position (formerly it was temporarily using part of a vacated faculty line).

8.6 Blackwood Gallery

The establishment of the new Department clarifies the academic reporting structure of the Lecturer and Director/Curator of the Blackwood Gallery who will now directly report to

the Chair of the new Department and thereby will be more fully incorporated into the academic mission and pedagogical priorities of UTM.

8.7 Administrative and Technical Staff Reorganization

To prepare for the structural reorganization, UTM's HR Office has reviewed the complement of administrative and technical staff in ICC and considered the changes required to achieve the academic goals of the proposal. To summarize, it will be necessary to increase the administrative complement by the equivalent of 1.6 full time positions. One new administrative position (Assistant to the Chair) is proposed to support the new Department of Visual Studies as standard practice in any UTM department. The proposed increases to administrative staff complement in the new Department reflects the increased administrative work created by the transfer of the VCC Specialist program, the transfer of a minor program (and a projected major program) in Cinema Studies, increases in academic complement, as well as the transfer of other administrative functions from the ICC to the new Department. It also reflects the integration of the Blackwood Gallery into the new unit and the managing of the relationship with Sheridan. The increase in administrative support for the new EDU-A Institute proceeds from the integrations of all aspects of the Profession Writing Program into the new EDU-A Institute; the proposed increases in faculty complement; managing increasingly rich and diverse relationships with other U of T units; managing the relationship with Sheridan; and developing new initiatives with a broad range of other academic and non-academic stakeholders, media focused research Institutes, and potential employers. Administrative and technical staff are in agreement with the proposed changes.

8.8 Space Reorganization

The new Department and Institute will submit changes to the Space Planning Monitoring Committee (SPMC) to account for any immediate changes in space allocations and re-allocations for July 2010. We will need to reallocate existing ICC office space as part of this reorganization. The move in August 2011 of BMC to the new Medical Academy will open space in the CCT Building.

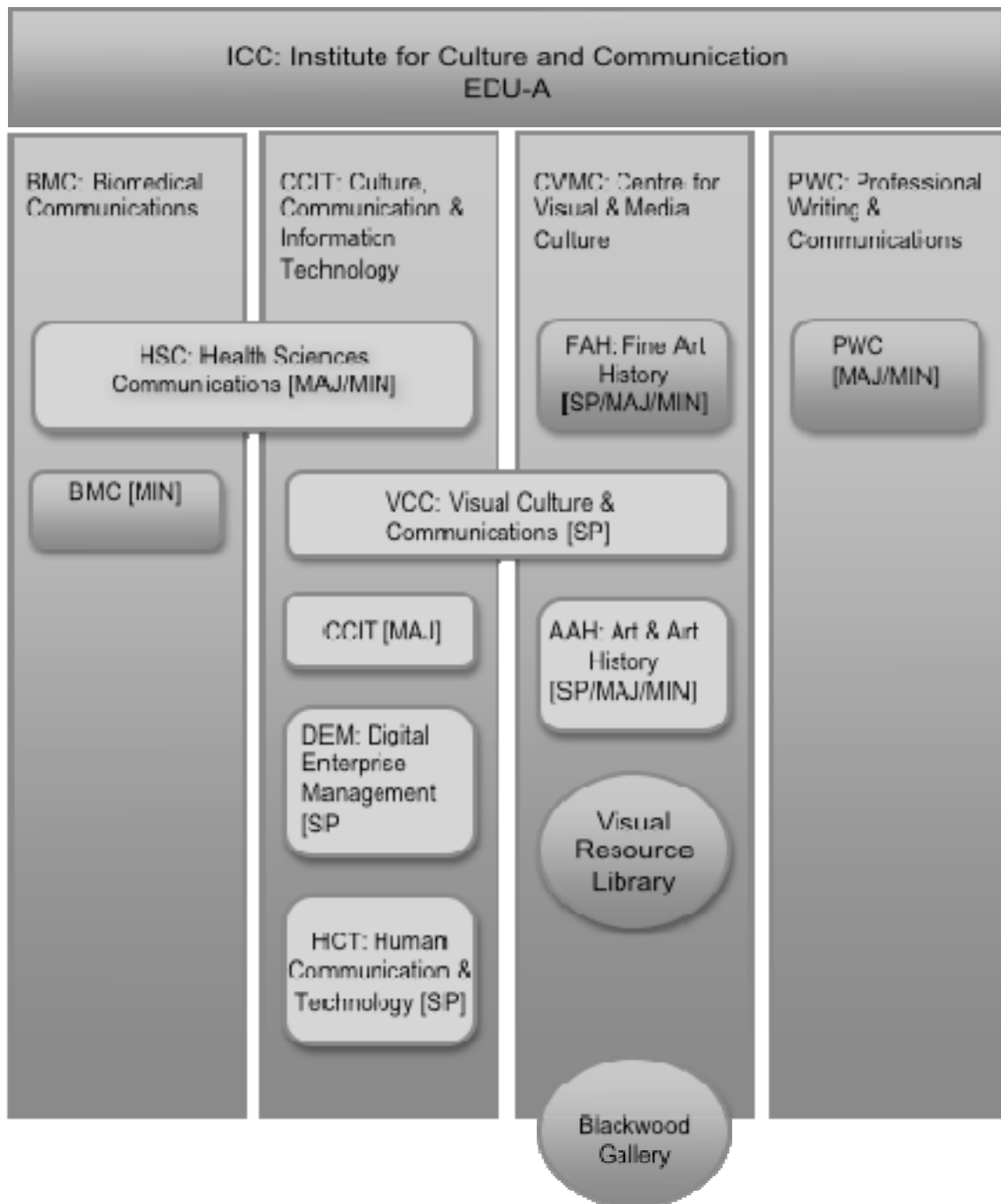
Current shared spaces, such as the TA room that serves both the CCIT and CVMC programs, will need to be negotiated, but it is assumed that there will be no problem in continuing with the shared allocation of this space resource.


9. RESOURCE IMPLICATIONS AND BUDGETARY IMPACTS

After the expenditure of funds allocated by the Dean for the ICC Renewal, the accounts of the ICC will be closed. It is estimated that these funds will be used by April 30, 2011. Obviously, there will be no new budget exercise for the ICC in fiscal year 2010-11 and any funds leftover by April 30, 2010 will be carried forward and divided between the new Institute and new Department. The line items related to the salaries of the administrative staff will be relocated to their new budgetary homes. The cost of this reorganization is estimated to be a maximum of \$123,000, which will be funded by the U of T Mississauga operating budget.

The Dean's Office will review the base budgets, including TA budgets and sessional instruction budgets, of the new units, under the principle that these will follow the reallocation of courses into their new administrative homes. No special increases are expected as a result of this reorganization.

APPENDIX A: CURRENT STRUCTURE



 Programs in light gray are joint with Sheridan

APPENDIX B: ICC EXTERNAL REVIEWERS' REPORT

Program Review of the Institute of Communication and Culture, University of Toronto
Mississauga

By Dr. Thomas Porcello (Vassar College), Dr. Will Straw (McGill University)

December 9, 2008

This report is based on our reading of the Self-Study Report of the Institute of Communication and Culture at the University of Toronto-Mississauga (dated September 2008) and a visit to the ICC on 16-17 October 2008 by Will Straw and Thomas Porcello, authors of this report. During the two-day visit, we met with Institute Director Louis Kaplan, each of the Unit Directors within ICC, as well as faculty, students, and staff within each unit. We also toured the Institute's facilities, along with those at Sheridan that support the joint ICC-Sheridan offerings of the Institute.

This report represents a consensus view by the two external reviewers after careful examination and discussion of this complex EDU:A. The report is organized according to the major categories of evaluation requested of reviewers in the "Dean's Review Guidelines" for external reviewers. However, some of these questions bear more strongly on ICC than others and therefore receive greater attention in our discussion.

1. The size, scope, quality and priorities of undergraduate program(s) offered by the Institute, with reference not only to curricula but to criteria such as teaching excellence, research opportunities, and the development of a sense of academic community among its students.

The ICC offers a large number of Major, Minor and Specialist programs. The Major and Specialist programs in Art and Art History, offered by the Centre for Visual and Media Culture (CVMC) and all programs offered by the Communication, Culture & Information Technology unit are offered jointly with Sheridan. Some of these programs are deregulated (meaning that they may charge higher tuition fees), while others are not. While multi-track undergraduate programs and focused majors and minors are a feature of undergraduate life at most post-secondary institutions now, the programs offered by the ICC present a higher than usual level of complexity, both because of their number and because of the administrative structure of the Institute as a whole.

In examining the undergraduate programs offered by the Institute, we were led to the following conclusions:

. **Student satisfaction.** While the levels of student satisfaction with individual programs were generally high, a sense of academic community among students tended to be limited to identification with their specific program. Students typically saw other programs within the Institute as pursuing objectives very different from their own. A sense of the Institute as an institutional home was virtually non-existent among students in ICC programs.

While CVMC students expressed a great deal of praise for their professors, they also voiced reservations around the variety of course selections available each semester, feeling this range of offerings was too narrow. (Some of this feeling may well be

addressed by the planned hire of three faculty.) CVMC students also noted that while they generally support the efforts by CVMC to address issues of writing quality, they feel that the current system, in which 40% of the grade for work done at the 300- and 400-levels can be linked to grammar, creates both an unfair system (given potential schedule conflicts with workshop sessions that address grammatical skills) and a disincentive to maximize the amount of advanced work they undertake.

Students in CVMC programs expressed great interest in the possibility of a curatorial studies program with internship and externship possibilities.

In a session with a large group of CCIT students, the majority of whom were DEM students (with a few VCC students present as well), a great deal of concern was expressed over the relevance of courses to both future graduate study and career plans. Some students felt that the Sheridan courses in particular offered very little of value to their major, although there was some significant disagreement with this view. Several of the DEM students voiced the feeling that the program gave more breadth of knowledge than depth, “a jack of all trades, a master of none” approach, to quote one student whose viewpoint met with general agreement.

The consensus was that students have a good relationship with faculty, and that quality advisement is available to students who pursue it. Several students felt that there would be utility in establishing suggested “tracks” within the various degree programs, perhaps to help students find more depth in their programs, a view echoed in our conversations with the CCIT unit Director and in the Self-Study as well.

Particularly notable was the loyalty of the PWC students to their faculty and the program as a whole. Students talked enthusiastically about their relationships with faculty, the publication opportunities available to them, the intensive and communal nature of the courses, and the improvement they saw in their writing. While the sustainability of the small class sizes of PWC is a concern for the future, there is very little question that student satisfaction with the program is extremely high.

Faculty from several ICC programs expressed concern about student preparedness for programs within the ICC and about the commitment of students to the mission of the Institute overall. There was, for example, a strongly shared sense that CCIT students are poorly prepared in communications skills, especially writing. BMC faculty noted that students who attempt to take their courses without a strong background in science tend not to perform as strongly as those who do, so that the interdisciplinarity of the program, to quote one faculty member, is “lip-service” at this point. This view was echoed, in a slightly different context, by a CVMC faculty member who noted that there seems to be very little student interest in the Institute’s mission of bridging the humanities and the social sciences.

. **Balance of theory and practice.** Students taking joint UTM/Sheridan programs through both CVMC and CCIT appreciated the combination of practical and theoretical training. However, there was a concern over what has been called “theory creep”, the introduction of ever higher levels of theoretical content at Sheridan. Students are concerned about a growing overlap of course materials (concepts, readings, etc.) between courses at Sheridan and UTM, and about the maintenance of academic standards in theoretical parts of the curriculum. This concern was most common among CCIT

students.

. **Administrative barriers to program completion.** Students, faculty and administrators noted technical problems of compatibility between the University of Toronto and Sheridan. One of these was the weighing of studio courses at Sheridan, which gave them half the credit of studio courses of comparable duration now being offered at the University of Toronto St. George campus. This weighting extended the time taken to complete Art and Art History degrees. A second compatibility problem was likely to arise with the reduction of the academic term at UTM to 12 weeks from 13, while Sheridan's terms remain at 14 weeks. Finally, there is ongoing concern over the unwillingness of the University of Toronto Faculty of Graduate Studies to grant credit for certain undergraduate courses taken at Sheridan as part of undergraduate programs offered by the ICC. This poses a significant barrier to students enrolled in the joint UTM-Sheridan degree programs if they wish to pursue graduate study at University of Toronto. All of these concerns, we feel, highlight problems which run counter to the expressed mission of the University of Toronto and its tri-campus structure.

Our meeting with the ICC administrative staff revealed a few issues that, while not necessarily pointing to barriers to program completion, do suggest some challenges facing students. One person noted that students seem to try to "rush through" the CCIT programs in particular, often registering for the maximum 6 courses allowed per semester, perhaps due to the financial pressures of deregulated tuition. It was further noted that many of the 2nd year Sheridan courses are not taken until the 3rd year by CCIT students. Space constraints limit how many students can enrol at a time; the result is that some courses are commonly taken out of sequence. Other courses singled out because of the difficulties they create for students moving in sequence through the program included CCT 210 and 310, with demand again exceeding capacity.

. **Enrolments.** Undergraduate programs offered within the ICC are successful at attracting students, with exceptions to be noted.

For 2007, the total number of students enrolled in all **Art History** and **Art and Art History** programs was 91 and 329, respectively. This seems to correspond to desired enrolment levels.

The total number of students enrolled in CCIT programs was as follows: CCIT Major (342), Health Sciences Communication Major (2), Digital Enterprise Management Specialist (119), Health Sciences Communication Specialists (1), Human Communication and Technology Specialist (2) and Visual Culture and Communication Specialist (57).

These figures invite concerns, already raised in the Self-Study document, about the viability of the Health Science Communication Major, Health Sciences Communication Specialist and Human Communication and Technology Specialist. Since these programs loosely share the characteristic of being outside the media focus of other programs within CCIT, and since they seem to be attracting very low numbers of students, we would recommend that they be closed. This closing would allow CCIT to refine its focus, streamline its structure, and better highlight its strengths.

Of the three programs offered by BMC, the BMC Minor (with 12 students in 2007) seems to be the only one which can claim some measure of success. The BMC Minor is the only BMC program requiring some background in science. It is the only BMC

program fulfilling one of the major missions of the BMC undergraduate programs, that of producing students who will go on to the MScBMC program. BMC cites several reasons for the lack of success of the Major and Specialist programs, ranging from the lack of preparation of CCIT students in basic learning, reasoning, and writing skills, to a lack of stringent science prerequisites. However BMC faculty also expressed their concern that the imposition of stringent science prerequisites would only further exclude CCIT students from the programs.

The PWC major experienced growth between 2003 and 2005, more than doubling from 53 to 129 students. The number of majors has declined since its 2005 peak, to 64 majors in 2007. During this time period, however, the number of PWC minors has steadily increased, from 81 in 2003 to 142 in 2007. The PWC minor has been particularly strong in attracting students doing Specialist programs in Digital Enterprise Management, English, and Visual Culture and Communication.

. Teaching

It is quite clear that at least two of the programs within the ICC (CCIT and PWC) are reliant on single individuals to provide administrative oversight, a sense of purpose and much of the teaching. All the evidence suggests that Anthony Wensley (CCIT) and Guy Allen (PWC) are performing at high levels, but any such reliance on single individuals obviously carries with it risks in the medium and long-term.

We note the successful hiring of new faculty into the CVMC unit, and the slow but steady growth of this unit over the last few years. However, the recent failure of searches, particularly for joint positions between CCIT and CVMC, seems to us symptomatic of larger issues having to do with the compatibility of units and morale within the Institute.

The rationale for not hiring full-time faculty in CCIT seems weak, and has created problems of program definition and course delivery over the years. While 35% of CCIT courses are taught by full-time faculty, this reflects the high number of courses taught by Sheridan faculty and input from faculty appointed in Management. This figure hides the high reliance of CCIT on sessional lecturers, particularly for its gateway courses and the VCC courses. The Self-Study rightly points to how reliance on sessional instructors can lead to variable quality of instruction. While both in our meetings and in data that comes from Student Opinion Surveys students generally expressed satisfaction comparable to UTM-wide averages, there is concern that, especially in advanced courses, the quality of instruction may be negatively affected by the lack of an active research agenda that commonly correlates with sessional employment.

. Facilities and equipment

We would note that the UTM has supported an infrastructure which we judge to be of high value to the programs within ICC. One of these is the CCT building, which seemed to be well equipped and able to meet the needs of technology-based teaching. Another is the Blackwood Gallery, whose staffing seems assured for the present, and whose importance to the campus and to parts of ICC seems high. Faculty, staff, and student satisfaction with facilities and equipment seems generally high. One area of concern is that there are software discrepancies between UTM and Sheridan that may affect students enrolled in the joint programs; in each case, Sheridan has software that is not available

or licensed at UTM (e.g., Maya), which means that students either cannot work away from Sheridan or must purchase their own. The Visual Resource Library notes that its hardware is now 5 years old and will soon be in need of upgrading, particularly in light of its important role in developing the FADIS database. Lastly, CCIT asserts in the Self-Study that classroom facilities “are clearly inadequate for a program that has the objective of using state of the art computing and communications technology.” While this statement was not elaborated in either the Self-Study or in our visit, we recommend further investigation.

. Administrative staff

The high level of morale and commitment to a shared structure among the administrative staff of the ICC was striking, especially given the deep reservations about the Institute expressed by its academic staff. We were impressed by the collegial and cooperative atmosphere that seemed to prevail among the administrative staff and their willingness to share expertise and responsibility when required. Were the Institute to remain intact, it would be worth examining whether there is adequate staffing, however. Specific mention was made of the fact that, with teaching staff turnover so high in CCIT and PWC due to their reliance on sessional instructors, there is a great deal of advertising, working with applicants and unions, and so forth that places at least seasonal stress on the administrative operations of the ICC.

2. The management, vision and leadership challenges confronting the Institute in the next five years. Has the Institute clearly articulated a long-range plan? Does that plan appear to be consistent with the Plan for the University of Toronto Mississauga campus and the University as a whole?

Our conclusions will recommend that the Institute be dissolved, which renders these questions inoperative.

We wish to commend the ICC Director for his frank admission that the Institute, in its present form, is unsuitable as a structure for housing the programs contained within it. This acceptance of the need for new structures will, we hope, clear the way for a bold restructuring of these programs and the relationships between them.

3. Organizational structure, collegial culture, governance system and morale of the Institute. Does the Institute integrate and mentor junior faculty effectively? How well has the Institute managed resource allocation and, if appropriate, revenue generation?

Our visit to the campus convinced us that the Institute lacks a sense of common purpose which would bind faculty members to it. Indeed, from those units (CVMC and BMC) that had significant numbers of faculty members, we learned that the primary identification of faculty members was with these units rather than with the ICC in any larger sense. Likewise, those units (CCIT and PWC) which were administered and staffed with single academic personnel seemed to see the ICC as of little real presence in their operations.

One reason for this is that the ICC has no clear status as an administrative home for

programs. The governance of the ICC is still based on what have been described as a “few paragraphs” produced by the office of the Dean in 2004. While the Director of the ICC has been able to acquire a coordinating role in the hiring of new faculty, the four units (CCIT, BMC, CCIT and PWC) still receive their budgets directly from the Dean’s office. Planning for the units seemed to be undertaken by these units’ Directors, with little or no input from the Director of the ICC. There was no Institute-wide governing body (along the lines of a Departmental Committee) which would oversee this process. The four units making up the ICC are described as “semi-autonomous” in the Self-Study document, and in practice indeed seem more autonomous than not.

The weakness of governance structures goes beyond the absence of ICC-wide committees. While the ICC does not function like a Department in holding regular meetings of its members, there seems to be wide variation between the different units with respect to the development of their own, individual governance structures. Most decisions seem to be made by unit Directors on the basis of informal and irregular consultation with each other or with the Institute Director. The absence of any sense of collective purpose or identity among faculty in the Institute stems partly from this lack of administrative structures which would bring everyone together on a regular basis to exercise governance.

However, the lack of a cohesive ICC identity seems more deeply rooted in fundamental differences between some of the programs and the ways in which they conceive their purpose and object of study. In other words, this lack of identity is not merely a result of the Institute’s administrative structure. We heard on several occasions of the difficulty faculty had in reaching consensus over such issues as hiring or Progress Through the Ranks. These differences seemed to stem from different conceptions of communications or visual culture, and from different criteria for judging academic competence or productivity.

To some degree, this may be endemic to the discipline of Communications, which spans the humanities and social sciences; most departments of Communications must confront the tension between different traditions and orientations. However, the range of perspectives and disciplinary backgrounds found within the ICC seem to be much wider than is the case for even the broadest of other Communications programs. The focus of programs within the ICC ranges from a management-based approach to digital enterprise through the theoretically-informed analysis of baroque artworks, and includes practical training in medical communication, psychological approaches to human communication and the study of popular cultural imagery. It is not surprising, in this context, that the primary identification of faculty members is with their own unit rather than with the Institute as a whole.

Put simply, perhaps crudely, the ICC contains, in its present form, some of the most practical of professional programs, the most empirical of social science perspectives and the most interpretive and text-centred of humanities disciplines. This has resulted in a situation in which the fees for some programs have been deregulated while those for others have not. It has resulted in a structure in which some units (like CVMC) have been able to build up a research culture resting on full-time faculty and the sorts of productivity typical of humanities departments, while other units (CCIT) have been built on part-time faculty, many of them from the non-academic world, whose primary

commitment is not to academic research.

Some faculty and Unit Directors were quite unequivocal in their opinion that not only is the ICC a grouping of programs that don't necessarily cohere -- in spite of their efforts since its inception to find paths to coherence -- but, further, that their co-existence within the Institute acts as a barrier to achieving their full potential. We feel this is most obviously the case with BMC, as evidenced by the difficulties of its Major and Specialist programs, difficulties that seem to rest on a misfit between BMC's areas of expertise and interest and those of ICC students. However the VCC program provides a different kind of case-in-point. Here, the joint coordination of this program by two unit directors (CVMC and CCIT) appears to result less in a productive interdisciplinary synergy than in a logistical hurdle.

Our recommendation, below, for the dissolution of the Institute reflects our common assessment that, while some of the ICC units link well academically, the present structure of the ICC does not facilitate the realization of the full potential of the units.

4. The scope and nature of the Institute's relationship with external government, academic and professional organizations. What has been the social impact of the Institute in terms of outreach and impact locally and nationally?

The Institute as a whole seems to have had much less impact than have the units within it acting individually. The individual units appear to have been successful in building relationships with local employers and organizations. However, as is the case with the relationship of the ICC to graduate programs (see below), the variety of programs and orientations within the ICC has resulted in a corresponding variety in the relationship of programs to external organizations. This has fragmented the profile and impact of the ICC.

It seemed clear to us that the Art and Art History program has been successful in contributing to the activities of the Blackwood Gallery and extending its reach into art institutions in the Greater Toronto Area. The profile of the Blackwood Gallery within Canada is quite high. The recent appointment of an internationally respected artist and curator, Dr. Christof Migone, as Director of the Gallery should contribute even further to this profile.

Likewise, the various outreach activities of the PWC program (publications, workshops, etc.) seem to have had some impact within the Greater Toronto Area.

The number and quality of internships and work placements achieved by the Digital Enterprise Management and other programs within CCIT seemed to be high.

5. The status of the Institute compared to others of similar size in national and international universities.

Measurement of the status of the Institute is difficult because of a lack of clarity concerning its purpose and focus. Because it lacks full-time faculty trained in the discipline of Communications and active in that scholarly community, the profile of the Institute relative to other Institutes in the field is low. While many CVMC, BMC and PWC faculty have prominence within their fields, this does not appear to have

contributed to the profile of the Institute as a whole.

Prominence can also be measured by the success of graduates. Here, data are also difficult to obtain systematically. CVMC graduates do appear to be moving at modest rates into graduate programs and more significantly into post-graduate work in fields related to their degrees, and many are also being recognized for juried work and other creative endeavours, notably in the visual arts and in video. CCIT reports that the tracking of its graduates is only done in rudimentary form, but indicates that DEM graduates, in particular, are regularly securing employment in the relevant industries, and that DEM is developing a recognizable brand. PWC boasts many published graduates and a substantial number of students pursuing post-graduate degrees. BMC is one of only 5 such accredited programs in North America, and the only one in Canada. The prominence of BMC's graduate program, offered through the Institute of Medical Science in the Faculty of Medicine, is unquestioned; the difficulty with attracting students to its Major and Specialist programs suggests that this success is not translating effectively to the undergraduate level under the auspices of the ICC.

In the absence of graduate programs at the University of Toronto that would represent the disciplines contained within the ICC in a clear and coherent manner, the impact of the ICC's programs is fragmented, as students pursue a very wide range of career paths and postgraduate options.

6. The scope, quality and relevance of research activities undertaken by faculty members. Are the existing levels of research funding and peer-reviewed publications appropriate? Is the level of activity appropriate in terms of comparisons nationally and internationally? Are research activities appropriate for the undergraduate and graduate students in the Unit?

As of the compilation of the Self-Study document, the ICC was ranked 2nd to last among the 14 units at UTM in terms of research funding acquired. The question arises as to whether the structure of the ICC works against the successful building of research collaboration and submission of successful research grant applications. At the same time, the lack of tenure-stream appointments in both CCIT and PWC contributes to the low overall total research funding figure for the Institute as a whole.

Against this weak record in research funding we would set the quite impressive record of publication of full-time faculty members within the ICC. The single ongoing, full-time faculty member within the PWC program is actively engaged as a scholar in publishing and other impressive forms of scholarly dissemination. The members of CVMC all publish actively in some of the highest ranked venues (publishing houses and journals) in their fields. CCIT has no full-time faculty of its own.

Faculty in the CVMC and BMC programs showed average to better-than-average records in the receipt of small research grants. The major weakness, therefore, seems to be in the area of large-scale, collaborative research projects, which have come to assume importance within the Canadian granting system.

Members of the Biomedical Communications faculty noted that the interdisciplinary status of the Institute worked against the efficient marshalling of research funding, since such funding is normally channeled through departments. It is difficult, therefore, for all

members of teams to receive the appropriate credit.

In our view, the reliance of faculty in Art History and related Humanities disciplines on small, individual grants reflects the historical character of these disciplines. However, it may reflect, as well, the failure of the units within the ICC to develop the sense of shared purpose and common areas of research out of which proposals for large-scale, collaborative projects and grants would normally come.

While faculty members in Art History and other disciplines at UTM are full-fledged members of multi-campus graduate programs, it is difficult to judge the extent to which such involvement is of a level and regularity to encourage participation in collaborative research initiatives that span the campuses.

The involvement of undergraduate students in research is one of the goals highlighted in the **Academic Plan, June 29, 2004** (pp. 14-15). We did not have the impression that such involvement was a central feature of the undergraduate experience within the ICC, although CCIT in particular has expressed a desire to develop more such opportunities. The reliance on sessional instructors for large numbers of ICC courses (particularly in the CCIT and PWC programs) may be one reason for the current situation.

7. The contributions of the University of Toronto Mississauga's faculty members to the life of tri-campus graduate departments with which they are affiliated, including their role in the delivery of the graduate programs.

In our visit to the Institute and the UTM campus, our principal contact with representatives of St. George campus graduate programs took the form of telephone conversations with the Dean of the Faculty of Medicine and with the Chair of the Department of Art.

The former spoke of the long history of the BMC program, its recognized strengths and uniqueness, and its importance to the Faculty of Medicine. He acknowledged that the BMC might more effectively be located elsewhere in the university than within the ICC.

The Chair of the Department of Art acknowledged the involvement of CVMC Faculty in the graduate activities of the Department of Art. However, concerns were expressed about the relationship between a possible program in curatorial studies at UTM and similar initiatives being developed at the St. George Campus.

While faculty at UTM and administrators at St. George Campus departments spoke of graduate programs as three-campus structures of which all faculty were equal members, it was difficult to gauge the extent to which this was the case in practice. We heard, in roughly equal amounts, expressions of satisfaction with the existing structure and the complaint that appointments at the Mississauga made full participation in graduate programs difficult. Insofar as the three-campus structure for graduate programs is unlikely to change, we offer no concrete recommendations concerning it. However, the development of new Masters level programs at UTM out of a Department of Visual Studies will clearly require consultation and coordination at the level of tri-campus governance structures.

8. The scope and nature of the Institute's collaborative activities with other programs and departments, both inside and outside the University of Toronto

Mississauga, as well as on the strength of its tri-campus relations within its own discipline(s).

The key collaborative activities of the ICC are those programs offered jointly with the Sheridan. Faculty and students at both UTM and Sheridan reiterated their commitment to these joint programs, which they saw as adding value to their own offerings and as offering educational opportunities unique in the province. UTM's relationship with Sheridan conforms to the overall mission of the University of Toronto and its tri-campus plan.

Nevertheless, our visit to the campus and discussions with faculty and students revealed a number of problems in this relationship. Some of these, having to do with administrative hurdles to the completion of programs, have already been discussed. In addition, we heard numerous references to poor lines of communication between programs at Sheridan and UTM and the absence or lapsed character of formal governance structures that would ensure a successful coordination between the two institutions. In some cases, we heard reference to clashes of culture between the two institutions – to a “snobbishness” on the part of UTM faculty about co-teaching, or to a steady blurring of lines between offerings at the two institutions (such that the distinction between UTM's theoretical approaches and the professional/practical training from Sheridan was disappearing.)

While these problems do not seem unusual, given the length of time in which these joint programs have been offered and the significant differences between the two institutions, they are likely to be magnified if the proposed reorganization of the Institute and its programs takes place. In this context, the relatively informal ways in which coordination between UTM and Sheridan has happened in the past seem to us to be no longer viable.

Part of the distinctiveness of the ICC is that it houses the only Communications programs in the University of Toronto system. This is something of an anomaly in an age in which the vast majority of universities have developed undergraduate and graduate communications programs to meet an expanding need. One might have expected the ICC to play a more active role in mobilizing the various communications-related resources within the University of Toronto system (e.g., Journalism at UTSC, Book History and Information Studies, at U of T St. George, the McLuhan Centre).

Different “parts” of the ICC clearly have links with programs at other campuses of the University of Toronto, in particular through graduate unit membership of Professorial and Teaching Stream faculty: CVMC with Art History (5 faculty), BMC with the Institute of Medical Sciences within the Faculty of Medicine (7 faculty), PWC with the Ontario Institute for Studies of Education (1 faculty) and CCIT with Management (1 faculty). One effect of the diversity of such links, however, is that it contributes to the fragmented sense of identity which marks the ICC.

If, as we propose (echoing the recommendations of the ICC Director), the dissolution of the ICC results in the creation of an Institute housing CCIT programs, we would urge the Director of this new Institute to pursue more formal connections to the Faculty of Information, and for the new Department of Visual Studies to work actively with the Department of Art on how best to capitalize on its new M.A. in curatorial studies.

Relation to graduate programs

While a university's undergraduate programs are neither the exclusive nor necessarily the natural feeder programs for its graduate programs, concern over the capacity of ICC programs to prepare students for the University of Toronto's graduate programs was expressed frequently in our site visit. As previously mentioned, the failure to recognize some of the Sheridan courses hampers CCIT students in particular.

Other issues raised included the following:

. Whether an undergraduate minor in Curatorial Studies, developed within the CVMC, might feed students into the proposed MA in Curatorial Studies to be offered by the studio program at U of T St. George.

. Whether the CCIT unit (or its successor) might prove more successful at preparing students for graduate work within the Faculty of Information at the University of Toronto.

Recommendations:

1. We endorse the proposal put forward by the Director of the ICC for the dissolution of the Institute and its replacement by a Department of Visual Studies and new Institute with the status of an EDU:A unit. In particular, we accept the Director's call for a structure that "would put faculty and academic programs together that truly belong together and want to be together."

2. While the Self-Study document proposes that the new EDU:A be called the Institute of Communication, Culture and Information Technology, we invite those involved to revisit this question. Use of the word "Media" in place of "Culture," for example, might (a) more forcefully distinguish this new unit from the new Department of Visual Studies; (b) correspond to new tendencies in the naming of communications departments, towards recognition of the importance of media; and (c) formalize the concentration of the new unit on media and technology issues and the elimination of programs in human communications.

We recommend as well that the proposed new Institute be allowed to develop its own courses and programs in Visual Communications. Here, too, the extent of collaboration with Sheridan in the development of such programs should be the object of further discussion.

3. We recommend that the existing Visual Culture and Communication program be dissolved, and that the proposed new Department of Visual Studies introduce programs in Visual Culture Studies (having dropped "Communications" from their titles.)

The introduction of such programs may have an impact on existing programs offered jointly with Sheridan. We invite the two institutions to consider development of a joint program in "Visual Studies," along the lines of the Art and Art History program currently offered jointly.

We believe that both new units – the Department of Visual Studies and new Institute -- will likely develop distinct approaches to the study of visual imagery with levels of overlap or duplication that are minimal and tolerable. Each should be allowed to do so without the added pressures which would come with a jointly-administered program.

4. We recommend that the status of courses and programs in “New Media”, an area which might be claimed by both new units, be resolved through deliberation and governance structures at the Faculty level. It is increasingly common for multiple departments in universities to offer their own approaches to new media without this leading to wasteful duplication or unproductive turf wars.

5. We recommend that the current programs in Health Science Communication and Human Communication and Technology be closed or moved to other units within the university, where the science or social science backgrounds that are the hallmark of currently successful students in these areas can be more reasonably expected than at present.

6. We recommend that the Biomedical Communication program be housed elsewhere within the university structure, perhaps within the proposed Centre for Professional Programs, as this location appears to have the support of BMC faculty as well as of the Director of the Institute of Medical Science.

7. We believe that, while the Professional Writing and Communication program appears to perform highly as a focused program accepting a relatively small number of students, its role within the University could be considerably enhanced. Insofar as the quality of writing is a widely-recognized concern of the Institute and of the University, we call for a coordinated approach to writing instruction across units. The CVMC Writing Initiative, while apparently very effective at what it does, strikes us as an unnecessary duplication of activities currently or potentially undertaken by the PWC.

For this reason, while we believe that the PWC’s Major and Minor programs would be best housed within the new Institute, we also recommend creation of a new structure or mechanism whereby writing instruction is made available across the two new units (and, perhaps, to others on the campus).

We recommend that, to support an enhanced role for the PWC, as proposed here, two or more new permanent faculty be hired into the program.

8. Of the five positions granted to the ICC and not yet filled, two were Lecturer positions allocated to the BMC program. It would seem appropriate that these positions travel with that program if (as recommended) it moves to another administrative home. Of the three remaining unfulfilled positions, one was fully within the boundaries of the existing CVMC, one was joint between CCIT and Management, and a third was a joint CVMC/CCIT position. We note, as well, that a Canadian Research Chair in Human-Computer Interaction, intended as a joint position between CCIT and a unit outside the Institute, was relocated to the Department of Philosophy.

We recommend that the new Department of Visual Studies move to fill two new full-time faculty positions. One of these should be the unfilled position in Ancient Art/Classics. The other should be in lieu of the shared CVMC/CCIT position that was the object of an unsuccessful search. While we suggest leaving the area of expertise of this new position up to the Department, we note that student interest in film, visual culture and non-Western traditions of visuality was high.

We recommend that the proposed new Institute be granted two new positions, to be filled by scholars whose training and profile are in the discipline of Communications or as

close thereto as possible. At present, the former CCIT was expecting a joint position with Management and joint position with CVMC, and was hopeful for a 0.5 appointment to replace the loss of the Canadian Research Chair in Human-Computer Interaction. The two new positions that we are recommending would be in lieu of these expected or hoped-for appointments.

9. The current ICC, its constitutive programs, and the joint programs with Sheridan appear to have operated with loose governance structures and a reliance either on informal consultation or simple decision-making by directors. In some cases (the joint programs with Sheridan), this seems to have been reasonably effective in the past. In others (the ICC context), the absence of consultative and deliberative structures seems to have contributed to a lack of cohesion in the unit.

We recommend that consultative structures be regularized, through the adoption of Department-like structures for the new UTM units proposed here. We recommend, as well, a more formal development of structures to oversee joint UTM-Sheridan programs in order to resolve the various administrative and “cultural” barriers to smooth functioning that are likely to emerge in the near future. The development of these structures would, we feel, be best carried out with the input of the Dean’s office.

APPENDIX C: ICC RENEWAL MEMO FROM DEAN TO VICE-PROVOST

To: Cheryl Regehr, Vice-Provost, Academic Programs

From: Gage Averill, Vice-Principal, Academic and Dean, UTM

Re: Renewal ICC

Date: September 4, 2009

I am sending along for your attention the current plan for renovating the programs and academic units currently included in the Institute for Culture and Communications. Given the tight timeline for governance, I have asked the unit heads to begin to prepare documents that will be used in the formal proposals, but I would like to request that you and the Provost have an early look at this to let me know at your earliest convenience if you find any of this particularly problematic. I would like to hear your comments and suggestions in any case.

Background: The Institute of Culture and Communications [ICC] was created as an Extra-Departmental Unit with faculty appointing powers (EDU-A) in 2003 as part of the departmentalization process at the University of Toronto Mississauga.

Conceived as a home for disparate units that had no obvious departmental “parent” – but that nonetheless had overlapping interests in communications and culture – the Institute melded units whose primary divisional attachments were to either the Humanities/Arts (CVMC, PWC), the Social Sciences (CCIT), or the Natural Sciences (BMC). The disparate notions of what constitutes academic quality and productivity inhibited significant movement toward shared evaluation of Progress Through the Ranks and joint hiring committees. Described as “semi-autonomous”, these units retained separate budgets and evolved no clear framework for joint governance. Many of those familiar with ICC may have had an impression similar to Gertrude Stein’s about Oakland, that “there’s no there there.” The external review noted:

“Put simply, perhaps crudely, the ICC contains, in its present form, some of the most practical of professional programs, the most empirical of social science perspectives and the most interpretive and text-centred of humanities disciplines. This has resulted in a situation in which the fees for some programs have been deregulated while those for others have not. It has resulted in a structure in which some units (like CVMC) have been able to build up a research culture resting on full-time faculty and the sorts of productivity typical of humanities departments, while other units (CCIT) have been built on part-time faculty, many of them from the non-academic world, whose primary commitment is not to academic research.”

This external review pointed to strengths of ICC, including the innovative possibilities of the Culture, Communications and Information Technology (CCIT) programs, the strong arts research faculty of the Centre for Visual and Media Culture (CVMC), the renown of the Biomedical Communications professional masters program (BMC), student support for Professional Writing and Communication (PWC), and ICC’s shared programs with Sheridan, but it also raised many concerns with the present set of programs and their organizational structure:

- Neither faculty nor students identify with the parent unit (ICC). According to the external review, “A sense of the Institute as an institutional home was virtually non-existent among students in ICC programs. “
- The continuance of the umbrella unit adds an unnecessary layer of complexity, exaggerates reporting and personnel issues, and masks the huge gulf in the academic worldview and culture between the arts/humanities (CVMC) and the media/social sciences group (CCIT).
- The panoply of names and acronyms in the institute (CCT, ICC, CCIT, VCC, CVMC, BMC, PWC, etc.) makes understanding the work of the units of ICC – and promoting their excellence – difficult at best.
- Professional Writing and Communication is too small a program to stand on its own with semi-autonomous governance.
- BMC is without a meaningful engagement at the undergraduate program level. The fit has never been right with CCIT – only the minor program, with 12 students enrolled, has achieved any degree of success.
- Visual Studies would benefit from the addition of cinema studies, currently housed in Language Studies, and from a curatorial studies program with internship and externship opportunities.
- Attention needs to be paid to the relationship with Sheridan, especially to the weighting of studio courses, the rigour of Sheridan courses, the sequencing of courses across the two institutions, and to the mechanisms of coordination.
- CCIT requires core faculty and cross-appointed faculty (currently it is run with seconded faculty, teaching commitments from other units, and with an unacceptably high ratio of sessionals to appointed faculty), and the unit needs to create more specified tracks to allow students to specialize. The external review suggests that this unit be called the Institute of Communications, Media and Information Technology (CMIT).

Proposal: Following the external review, the UUDLES audit of the Institute’s programs, the administrative response from the Institute, and discussions with unit heads, we have arrived at a near consensus on the shape of the unit and the program changes necessary to set the elements of the Institute on a path to a vibrant and innovative future. These changes would result in the emergence of two strengthened units: 1) an independent interdisciplinary institute, called CCIT or CMIT (to be determined by the unit), that would serve as an media and communications hub with an additional stream/program shared with the Faculty of Information (this will be included with our governance proposals in the Fall of 2009), and with the addition of the Professional Writing and Communications program; and 2) an innovative Department of Visual Studies strengthened by the addition of cinema studies (currently a minor program in Language Studies) and curatorial studies (to be proposed in 2009-10). In addition, we would find a new home for BMC (possibly in Biology – this is still under review).

We are planning an ICC Town Hall meeting in September to share these proposed changes with the larger set of constituencies. As currently envisioned, the Renewal ICC

project will incorporate a number of separate but linked governance changes, including:

- Disestablish ICC as an EDU-A
- Disestablish CVMC as a Centre
- Establish CCIT as an EDU-A Institute (or change the name of ICC if easier)
- Establish the Department of Visual Studies
- Establish a joint program with the Faculty of Information
- Move the Visual Culture and Communication (VCC) program to the Department of Visual Studies and make VCC courses accessible to CCIT/CMIT students
- Move the minor in film studies from Language Studies to Visual Studies
- Move Professional Writing and Communications from ICC to CCIT/CMIT
- Move BMC to the Department of Biology or to the Professional Graduate Centre.

The formal set of governance proposals will be developed by October 1 and will comprise a decanal overview bundled with the individual governance actions.

Going Forward (issues to address)

Faculty HR: By moving from defacto autonomy for 4 units to departmental/institute autonomy for two units (with BMC reporting to Biology and with PWC within CCIT) we will consolidate, but this doesn't automatically solve all of the PTR and tenure/promotion issues. The Department of Visual Studies, even with an additional film studies position, would constitute approximately 8 FT faculty, and thus is still small by U of T standards. The CCIT/CMIT Institute would begin with little in the way of full-time faculty. I plan to devote some remaining Stepping Up plan positions and pooled retirements to stabilizing the CCIT/CMIT staffing. In addition the new stream in CCIT/CMIT with Information Studies will further boost the enrolment strength of CCIT/CMIT and bring additional teaching resources to the bear. I also plan to formalize teaching arrangements as cross-appointments, such that within a few years, both units would be far more self-sustaining in personnel matters. In the meantime, we would have to continue the current practice of involving cognate faculty and U of T graduate faculty in personnel procedures.

Administrative HR: In Fall 2009, the units involved in this renewal plan will work with UTM's HR office to reallocate administrative positions. Positions will be filled in accordance with U of T HR policy.

Space: The units involved will submit changes to the Space Planning Monitoring Committee (SPMC) to account for any immediate changes in space allocations and re-allocations for July 2010. The move in August 2011 of BMC to the new Medical Academy will open space in the CCT Building and allow us to redistribute some current space program needs.

Sheridan: CCIT and the Department of Visual Studies will work with Sheridan to improve the programs under their joint management, to better structure the curricula, and to ensure coherence of program and quality.

APPENDIX D: “UTM STEPS UP” : ACADEMIC COMPLEMENT PLAN

(June 29, 2004), pages 27-29

Institute of Communication and Culture

This ICC is an interdisciplinary research and teaching institute designed to address questions of culture and communication across the humanities, social sciences, and science disciplines. It is soon to be housed in a new, state of the art facility scheduled to open in September of 2004. The ICC is currently home to the following. Communication, Culture and Information Technology (CCIT): offers programs jointly with the Sheridan in: i) communication, culture; and information technology (major); ii) human communication and technology (specialist); and iii) visual cultural and communication (specialist). Students enrolled in the joint programs with Sheridan obtain an honours degree from UTM and a Certificate in Digital Communication from Sheridan. With UTM's Department of Management, it offers a specialist program in digital enterprise management. CCIT has expanded its enrolment considerably within a short period of time. As a consequence, the quality of applicants from high school into the CCIT stream

is lower than we expect. CCIT will work to improve its intake and will considerably increase the number of internship placement opportunities for its students. However, the most significant development during the planning period will be the arrival and integration of the Biomedical Communications faculty. The expertise of faculty involved in the master's program in Biomedical Communications, a program specializing in visual biomedical and health communication and currently located in the Faculty of Medicine, is a natural fit with CCIT. Its faculty will play an important teaching role in undergraduate programming in CCIT, while its graduate program, which plans to double its enrolment during the next five years, will continue to be administered through the Faculty of Medicine's Institute of Medical Science.

The Centre for Visual and Media Culture (CVMC) is an interdisciplinary group that offers 3 programs: Art and Art History (a multi-disciplinary Studio Art and Art History program, joint with Sheridan, Art History, and Visual Culture and Communication (VCC) (joint with Sheridan, and jointly administered by CCIT and the faculty in CVMC; first offered this year). Having put major curricular changes in place in the last planning period, the centre's broad goal for the next planning period is to develop an international reputation as a teaching and research centre in visual and media culture. In response to the findings of its self-study, it plans to improve communication with its students, program climate, opportunities for study abroad, extra-curricular activities related to course of study, encourage risk-taking in studio projects and increase in its teaching the use of visual culture and art resources in the GTA. It plans to increase dramatically enrolment in its VCC from 19 to 120 -150 and increase the number of permanent faculty to

deliver the program.

Affiliated with the Centre is the Blackwood Gallery, a valuable resource to our teaching program and an important cultural site in the City of Mississauga. Under inspired curatorial direction, the gallery's activity and profile have improved dramatically in recent years. Prior to 1999, it featured primarily solo-exhibitions self-selected by regional artists. It now regularly includes artists whose work is recognized at a national and international level. Over the past five years, the Gallery has worked intensely to enhance the presence of cultural diversity within its programs, exhibiting works in virtually every exhibition from non-Western and non-Caucasian artists. It has worked collaboratively with many of the best galleries in Canada and is the recipient of a steady stream of awards, including the award for the top exhibition of 2000 and the 2002 Design Award from the Ontario Association of Art Galleries. The Gallery plays an integral role in the delivery of undergraduate programs and the recognition of students' work, hosting annual exhibitions of their projects. During the plan period, UTM will explore a heightened role for the Gallery in undergraduate programming and student career development, as well as its potential for a role in future graduate programming at UTM.

Professional Writing and Communication currently offers a minor program and a recently introduced major program. The focus of the program is nonfiction narrative prose based on a blend of personal observation and primary and secondary source research. Its courses are popular and its students rate the courses and the quality of instruction as high. Its classes are small, primarily taught by teaching-stream and stipend or contract faculty. The plan advocated an increase in complement to handle student demand and to heighten the research profile of the unit. In light of the challenges UTM has recently experienced in recruiting suitably qualified faculty, UTM plans to maintain its current level of investment in the program.

APPENDIX E: EXTERNAL REVIEW ITINERARY OCT. 16 -17, 2008

**Itinerary for the October 2008 External Review
of the Institute of Communication Culture (ICC)
at the University of Toronto Mississauga (UTM)**

Please contact Jessica Gillies at 905-569-4352 (cell 647-882-9036) or Louis Kaplan at 647-296-0036 if you have any problems. Unless otherwise indicated, Jessica will also escort you from meeting to meeting. In addition, Room 3013 in the CCT Building will be available for your use throughout your visit.

Thursday, October 16

8:30am	Reviewers meet Dean Gage Averill in hotel and drive with him to first meeting. Should you need to contact each other, you can ask at the concierge for Prof. Thomas Porcello (http://anthropology.vassar.edu/bio_porcello.html) or Prof. William Straw (http://www.arts.mcgill.ca/ahcs/html/Straw.html).
9:00am – 10:00am	Meeting with Dean Gage Averill at the Apricot Tree Café (www.apricottreecafe.com) in Sherwood Forrest Village, 1900 Dundas St West, Mississauga (905-855-1470).
10:15am – 11:00am	Meeting with ICC Director, Professor Louis Kaplan in his office, CCT3030, in the CCT Building at UTM.
11:00am – 11:30am	Tour of ICC facilities in the CCT Building with Instructional Technologist Anu Akers. She will meet you in the Director's office and bring you to your next meeting.
11:30am – 12:15pm	Meeting with BMC Director, Professor Nick Woolridge in his office, CCT3067.
12:15pm – 1:00pm	Meeting with PWC Director, Dr. Guy Allen in Louis Kaplan's office, CCT3030.
1:00pm – 1:45pm	Lunch with PWC students (Ante Room, room 3129 in the South Building).
1:45pm – 2:15pm	Break.
2:15pm – 2:45pm	Meeting with term-appointed and permanent (tenure and teaching stream) BMC faculty members: Marc Dwyer, Linda Wilson-Pauwels, Shelley Wall, and Jodie Jenkinson (Ante Room, room 3129 in the South Building).
3:00pm – 3:30pm	Meeting with contractually limited and sessional PWC faculty members: Penny Kinnear, Margaret Proctor, John Currie, David Penhale, Joan Vinal-Cox, Tracey Moriz, Robert Price, and Duncan Koerber (Ante Room, room 3129 in the South Building).
3:30pm	Louis Kaplan will meet you in the Ante Room and escort you to the Sheridan Institute of Technology and Advanced Learning campus in Oakville.
4:00pm – 5:30pm	Meeting with Sheridan Associate Dean Ronni Rosenberg, CCIT Coordinator Mike Jones and A&AH Coordinator John Armstrong (A 100 Admin Office).
5:30pm	Louis Kaplan will take you back to the hotel; there will also be the option to have the ICC Director join the reviewers for dinner.

Friday, October 17

8:15am	Reviewers meet in hotel lobby in order to take taxi together for first meeting at UTM. The campus is located at 3359 Mississauga Rd N (intersection of Mississauga Rd N and Dundas St W) and you can ask to be dropped off at the Kaneff Building. Please come to ICC Director's office, room 3030 in the CCT Building, upon arrival at UTM (see attached map of campus).
8:45 am – 9:30am	Meeting with CVMC Director, Professor Evonne Levy in her office, CCT3063.
9:30am – 10:00am	Meeting with CVMC permanent faculty members: Alison Syme, John Ricco, Kajri Jain and Jill Caskey (CCT 3000).
10:00am – 10:15am	Conference call with Professor Elizabeth Legge, Graduate Chair, Department of Art, St. George Campus (in Louis Kaplan's office CCT3030). 416-617-1964.
10:15am – 10:30am	Conference call with Dr. Ori Rotstein, Director, Institute of Medical Science (home of BMC grad program), St. George Campus (in Louis Kaplan's office CCT3030). 416-864-5304.
10:30am – 11:00am	Meeting with Christof Migone, Lecturer and Director/Curator of the Blackwood Gallery and Harriet Sonne de Torrens, Visual Resource Librarian (in Dr. Migone's office CCT 3021).
11:00am – 11:45am	Meeting with CCIT Director, Professor Anthony Wensley, in Louis Kaplan's office CCT3030.
12:00pm – 12:45pm	Lunch with CVMC students (CCT 3000).
12:45pm – 1:30pm	Lunch (continued) with CCIT students (CCT3000).
1:40pm – 2:05pm	Meeting with cross-appointed CCIT faculty: Kathy Pichora-Fuller and Vice Dean Graduate Jack Sidnell (CCT3000).
2:05pm – 2:30pm	Meeting with contractually limited and sessional CCIT faculty: Lisa Peden, Joel Moody, and Internship Coordinator Tracey Bowen (CCT3000).
2:30pm – 3:15pm	Meeting with ICC Administrative Staff: Anthoula Vlahakis, Steph Sullivan, Rose Antonio, Jessica Gillies and Anu Akers (CCT3000).
3:15pm – 4:15pm	Private meeting for reviewers (room 3013 in the CCT Building)
4:15pm – 5:00pm	Final meeting with ICC Director Louis Kaplan in his office CCT3030. After this meeting he will escort you back to the South Building.
5:00pm – 5:45pm	Final meeting with Dean Gage Averill (in his office room 3125 in the South Building). "Blue & White" taxi will be waiting in front of the South Building at 5:45pm to take reviewers back to hotel.

APPENDIX F: MILESTONES AND SCHEDULE

Revised January 11, 2010

Fall 2008 ICC Self Study and External Review

Summer 2009 Dean's Official Response

August 20, 2009 Dean's ICC Renewal Plan distributed to ICC Director, Unit Directors, Sheridan Affiliates and Department of Language Studies

September 23, 2009 ICC Town Hall Meeting

September 2009 Biomedical Communications negotiate plan with Department of Biology

October 1, 2009 Draft proposal submitted to Office of the Dean, UTM

October 13, 2009 Final Proposal submitted to Office of the Dean, UTM

October 13, 2009 Submission of new program proposal for CCIT and Faculty of Information joint program

December 2009 UTM Human Resources in collaboration with ICC Director and Unit Directors begins comprehensive administrative and technical staff reorganization review

January 2010 ICC Director appoints VCC subcommittee and planning begins

January 2010 ICC Director appoints Cinema Studies Transition Working Group and planning begins

January 18, 2010 Resource, Planning & Priorities Committee and Academic Affairs Committee (AAC) to consider reorganization proposal at divisional level

January 29, 2010 Erindale College Council (ECC) to consider reorganization proposal at divisional level

February 28, 2010 Deadline for UTM HR to complete its comprehensive review and notify current administrative and technical staff of reorganization implication

February-March 2010 Administrative and technical staff redeployment/hiring

March 2, 2010 Academic Policy & Programs (AP&P) to consider deleted programs proposal

March 3, 2010 Planning & Budget (P&B) to consider reorganization proposal

March 23, 2010 Academic Board to consider reorganization proposal

April 8, 2010 Governing Council to consider reorganization proposal for final approval

Spring-Summer 2010 Appointments of new Institute of CCIT Director and Department of Visual Studies Chair

June 30, 2010 Dissolution of the Institute of Communication and Culture

July 1, 2010 Establishment of Institute of Communication, Culture and Information Technology; establishment of the Department of Visual Studies; and relocation of Biomedical Communication in the Department of Biology

APPENDIX G: PROPOSED STRUCTURE

